

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter will present the result of the study. It is intended to answer the research question. The researcher reports the findings during data collection at IAIN Kendari of Thai students majoring in EFL. The researcher will describe the process of calculating and presenting the results of the data. The researcher presents the results of this study as a finding and analyzing it is discussion.

#### 4.1 Findings

##### 4.1.1 Finding from Reflections

The following chart presented the results of Reflections

##### 4. 1. 1.1 How did they feel as a Thai pre-service teacher when teaching English in Indonesian classroom?

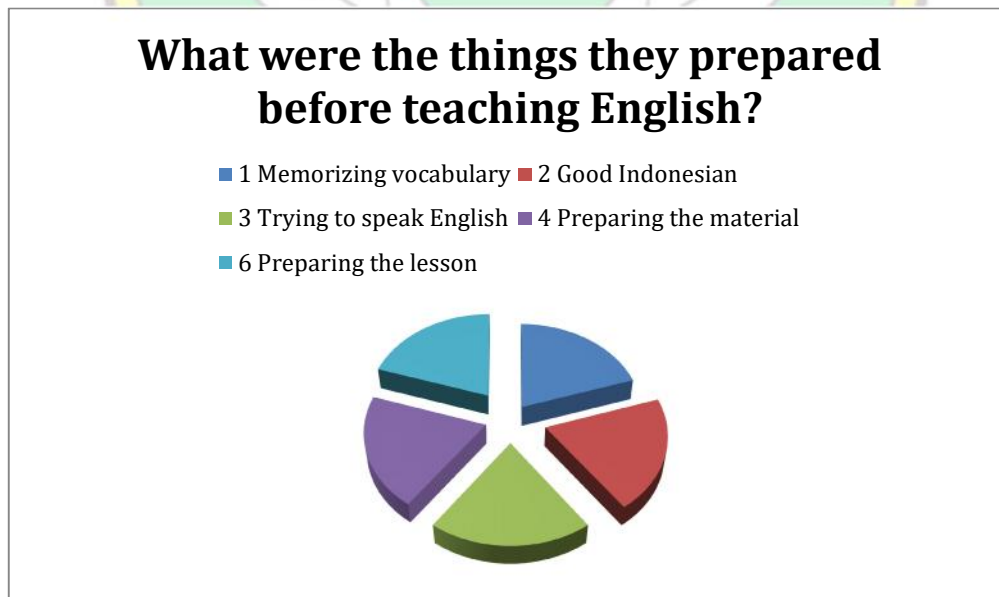


**Figure 4.1** They felt as a Thai pre-service teacher when teaching English in Indonesian classroom.

Through diagram above, it showed that 30% they were not confident when teaching English in Indonesian classroom, it showed that 30% too, they were happy when teaching English in Indonesian classroom, 20% they were nervous when teaching English in Indonesian classroom, and 20% they felt funny.

From the explanation above that, most Thai students that they were not confident and happy when teaching English in Indonesian classroom because the diagram it showed that 30%.

#### 4.1.1.2 What were the things you prepared before teaching English in Indonesian classroom?

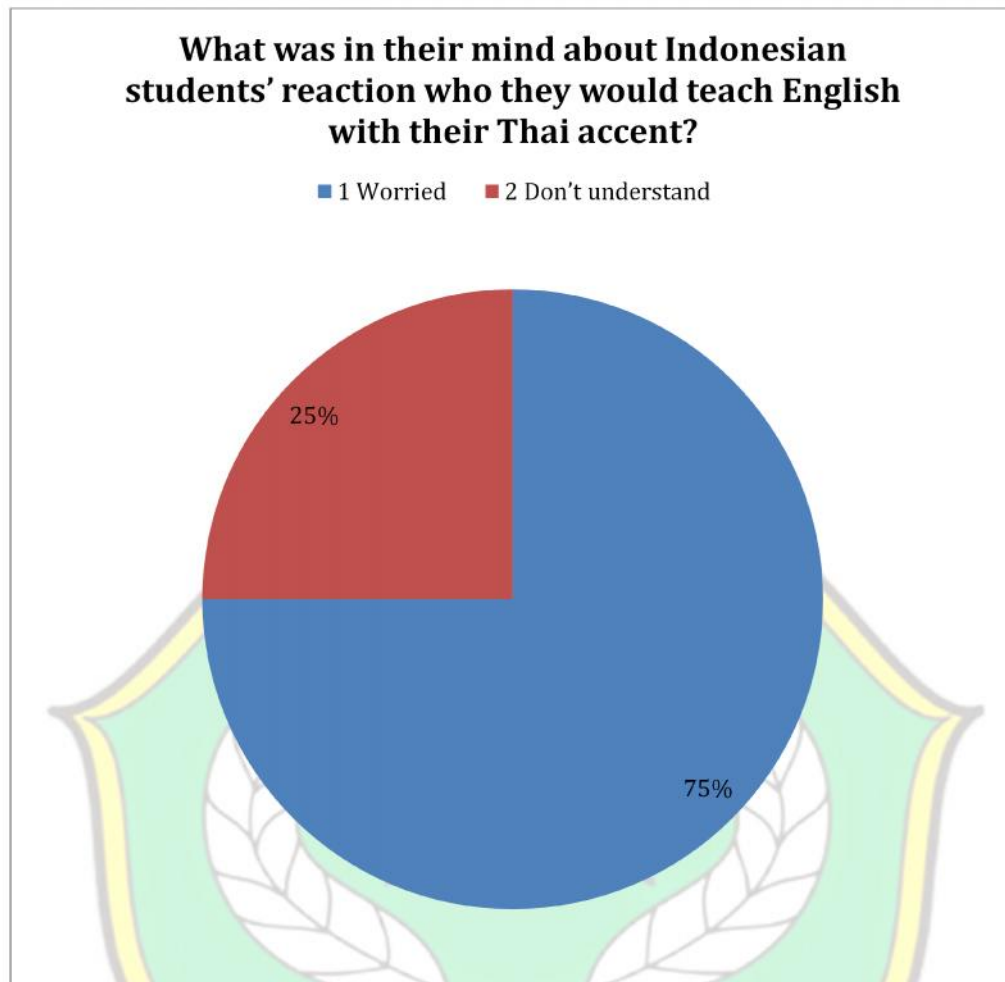


**Figure 4.2** They prepared before teaching English in Indonesian classroom

Through diagram above, it showed that 20% they prepared about memorizing vocabulary before teaching English in Indonesian classroom, it showed that 20% too they prepared about good Indonesian language or Bahasa before teaching English in Indonesian classroom, 20% they prepared about trying to speak English before teaching English in Indonesian classroom, 20% they prepared about the materials before teaching English in Indonesian classroom, and 20% they prepared about the lessons before teaching English in Indonesian classroom

From the explanation above that, most Thai students that they prepared many things before teaching English in Indonesian classroom. There are memorizing vocabulary, practicing of Indonesian language, trying to speak English well, preparing the materials, and the lessons.

**4.1.1.3 At the first time you entered the class, what was in your mind about Indonesian students 'reaction who you would teach English with your Thai accent?**

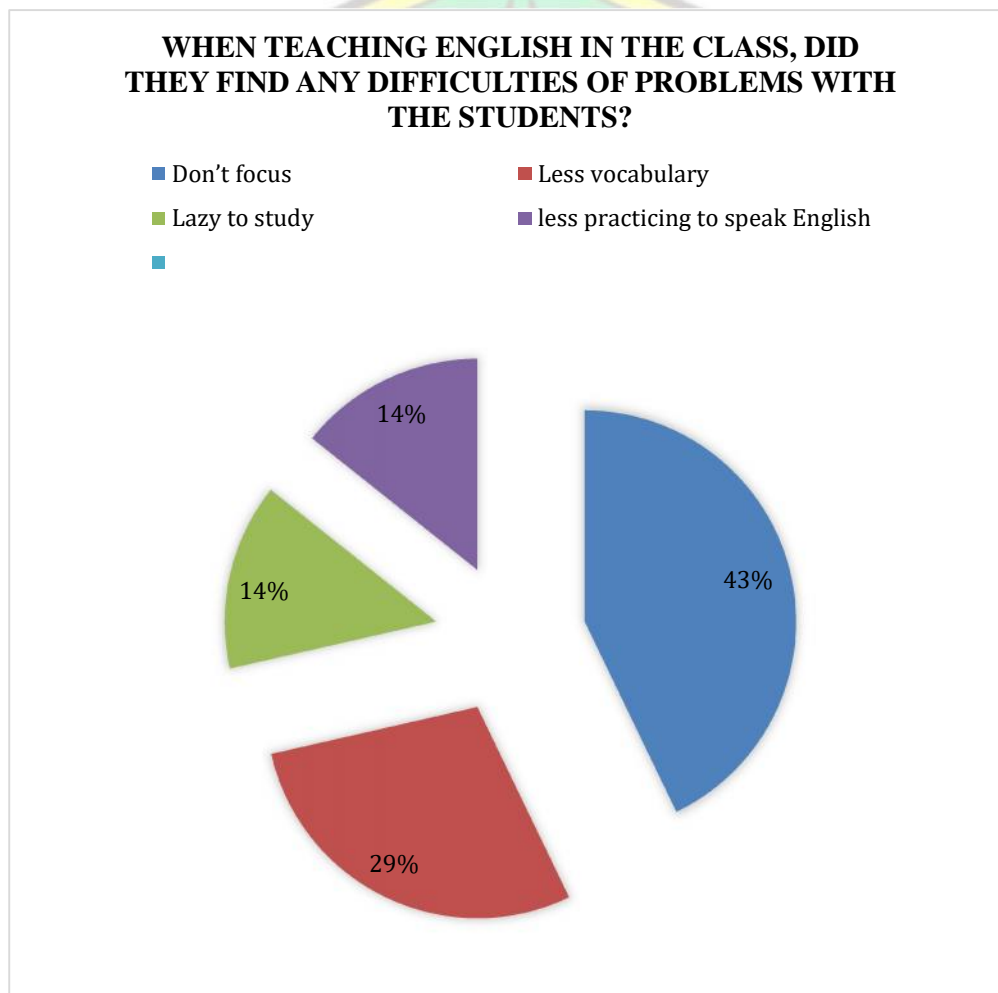


**Figure 4.3** What was in their mind about Indonesian students' reaction who they would teach English with their Thai accent?

Through diagram above, it showed that 25% of Indonesian students' reaction as they didn't understand when Thai EFL were teaching in the classroom by using Thai accent, and it showed that 75% of Indonesian students' reaction as they were worried when Thai EFL were teaching in the classroom by using Thai accent,

From the explanation above that, most of Indonesian students' reaction that they were worried when Thai EFL were teaching in the classroom by using Thai accent because the diagram it showed that 75%.

#### 4.1.1.4 When teaching English in the class, did you find any difficulties of problems with the students? What were they?

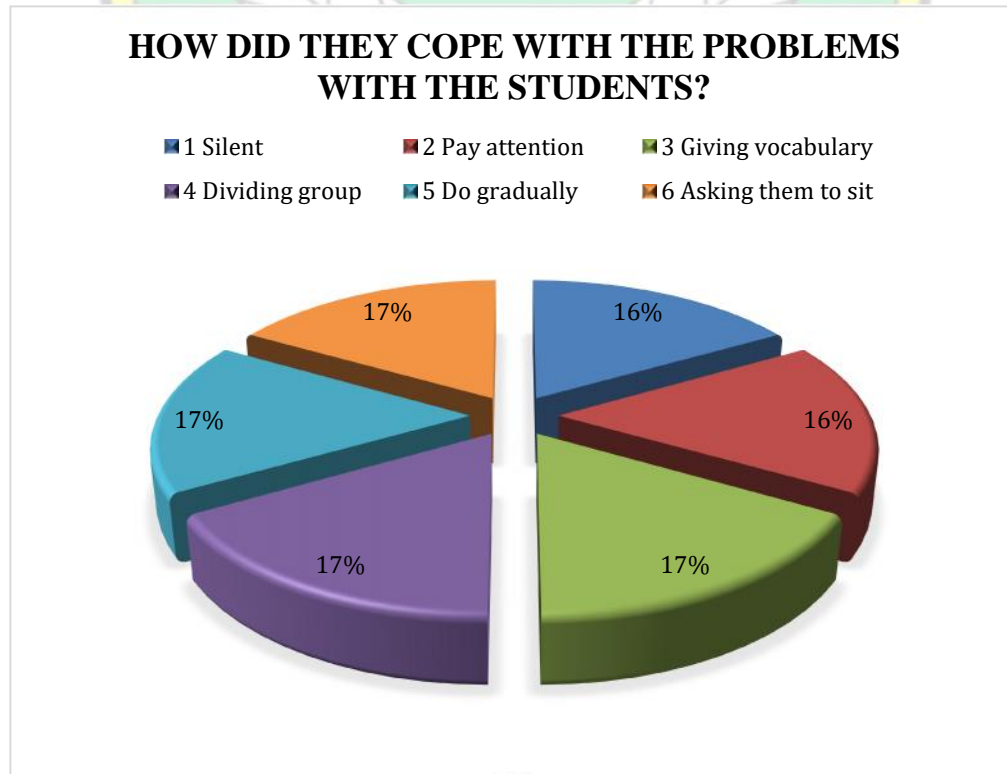


**Figure 4.4** When teaching English in the class, did they find any difficulties of problems with the students?

Through diagram above, it showed that 43% some of Indonesian students they didn't focus to study, it showed that 29% some of Indonesian students they were less vocabulary, 14% some of Indonesian students they were lazy to study, and 14% too, some of Indonesian students they were less practicing to speak English.

From the explanation above that, most of Indonesian students they didn't focus to study. That is the problems of students which they found.

**4.1.1.5 How did you cope with the problems with the students?**



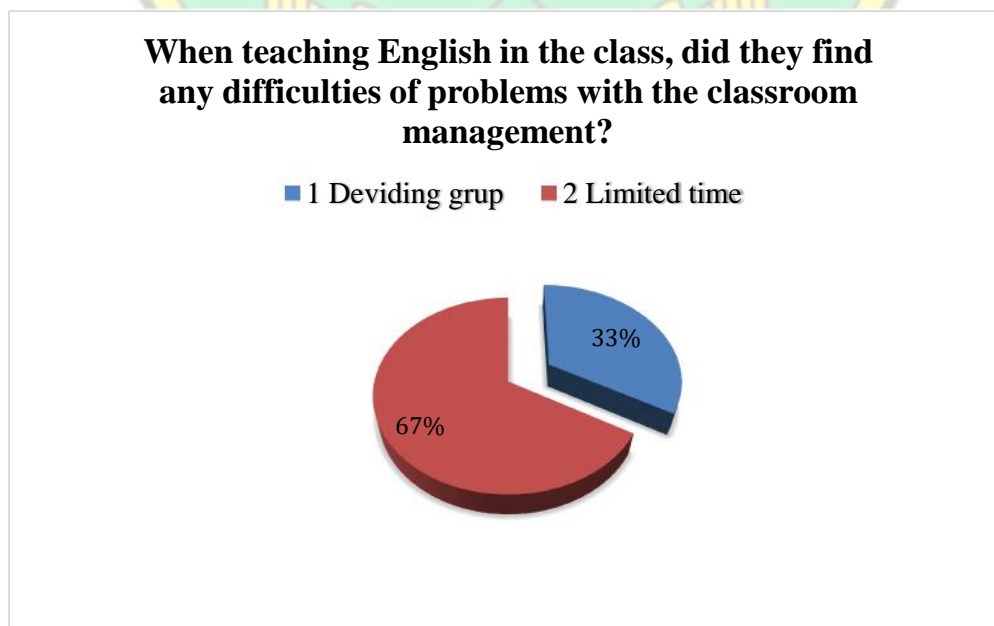


**Figure 4.5** How did they cope with the problems with the students?

Through diagram above, it showed that 17% they cope the problems with the students by giving the vocabulary, it showed that 17% they cope the problems with the students by dividing group, it showed that 17% they cope the problems with the students by doing gradually, and 17% too they cope the problems with the students by asking them to sit. Then, it showed that 16% they cope the problems with the students as be silent and pay attention.

From the explanation above that, most of Thai EFL t they would cope the problems with the students as by giving the vocabulary, dividing group, doing gradually, and asking them to sit because the percent of the diagram above as 17%.

**4.1.1.6 When teaching English in the class, did you find any difficulties of problems with the classroom management? What were they?**

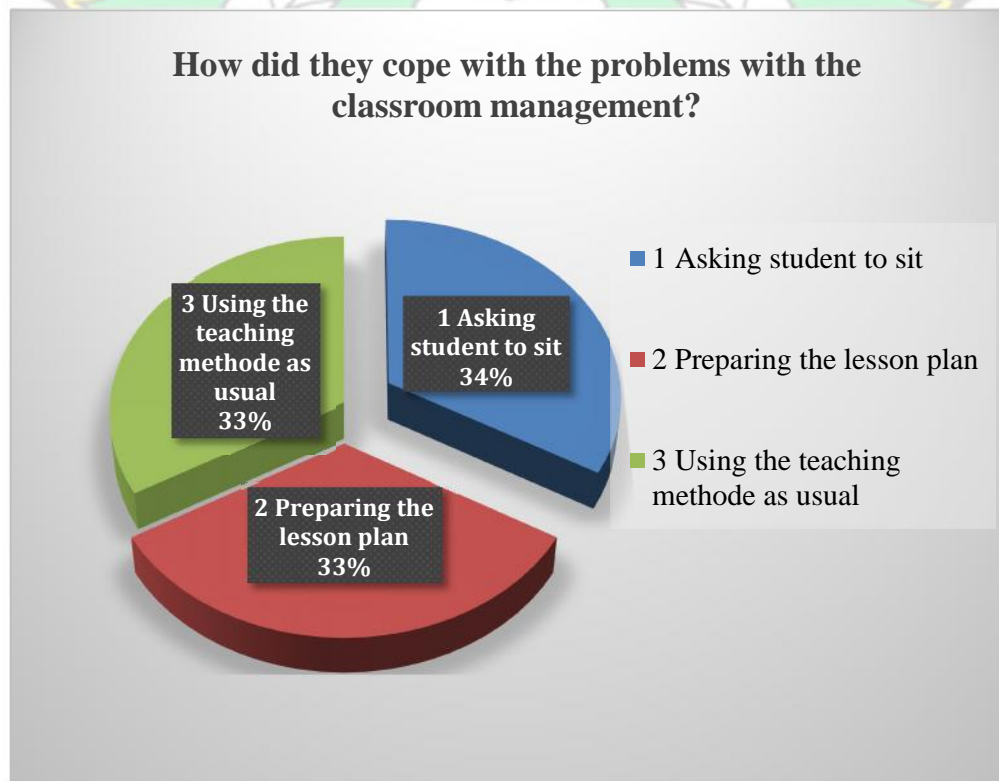


**Figure 4.6** When teaching English in the class, did they find any difficulties of problems with the classroom management?

Through diagram above, it showed that 67% of Thai EFL found the problems with the classroom management as limited time, and it showed that 33% of Thai EFL found the problems with the classroom management as dividing group.

From the explanation above that, most of the problems of classroom management they found as limited time because of diagram it showed that 67%

#### 4.1.1.7 How did you cope with the problems with the classroom management?



**Figure 4.7** How did they cope with the problems with the classroom management?



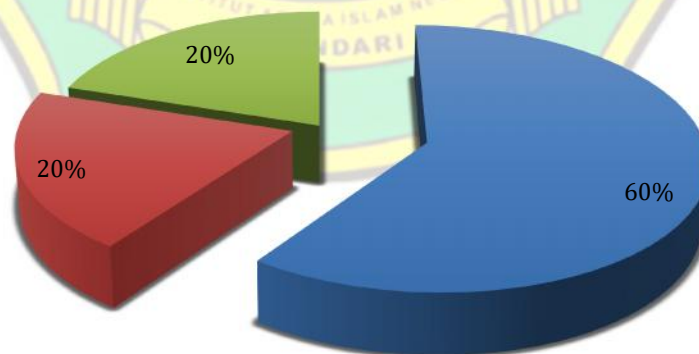
Through diagram above, it showed that 34% of Thai EFL cope the problems with the classroom management by asking students to sit, and it showed that 33% of Thai EFL cope the problems with the classroom management by preparing the lesson plans.

From the explanation above that, most of Thai EFL cope the problems of classroom management as asking students to sit because of diagram it showed that 34%.

#### 4.1.1.8 Did you find any difficulties of problems with your mentor teacher? What were they?

### Did they find any difficulties of problems with their mentor teacher?

■ 1 No ■ 2 She/he very busy ■ 3 Misunderstanding with the mentor



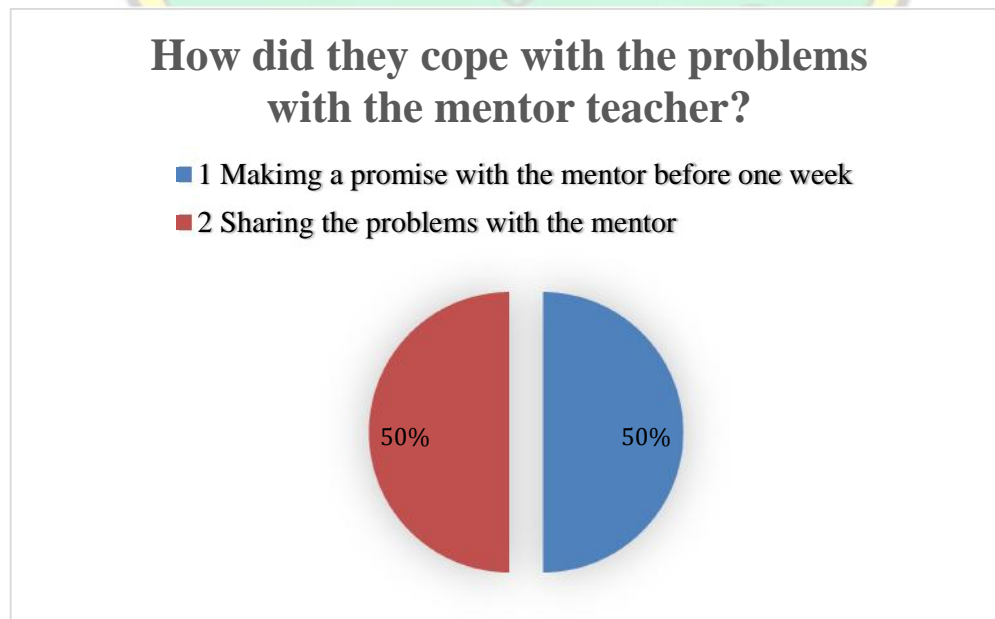
**Figure 4.8** Did they find any difficulties of problems with their mentor teacher?

What were they?

Through diagram above, it showed that 60% of Thai EFL they didn't find the problems with their mentor teacher, and it showed that 20% of Thai EFL they found the problems with their mentor teacher as some of their mentor teachers is busy, and it showed that 20% too, of Thai EFL they found the problems with their mentor teacher as some of their mentor teachers about misunderstanding with their mentor.

From the explanation above that, most of Thai EFL they didn't find the problems with their mentor teacher because of diagram it showed that 60%.

**4.1.1.9 How did you cope with the problems with the mentor teacher?**



**Figure 4.9** How did they cope with the problems with the mentor teacher?

Through diagram above, it showed that 50% of Thai EFL they cope the problems with their mentor teacher as making promise with the mentor before one week, and it showed that 50% of Thai EFL they cope the problems with their mentor teacher as sharing the problems with the mentor,

From the explanation above that, both thing of Thai EFL they cope the problems with their mentor teacher as making a promise before one week, and sharing the problems because of diagram it showed that both 50%.

## 4.2 Discussion

In this section, the researcher will present a discussion of the research findings. This study describes the challenges encountered by Thai EFL students while doing field teaching practice in Indonesian classroom context. It depends on the research question as what are the problems encountered by Thai EFL students while teaching English in Indonesian classroom context?"

Based on the research question above, there are many problems which they found; the feelings of Thai pre-service teacher when teaching English in Indonesian classroom, they found some difficulties of problems with the Indonesian students, they found some difficulties of problems with the classroom

management, and they found some difficulties of problems with the mentor teacher.

Firstly, the feelings of Thai pre-service teacher when teaching English in Indonesian classroom as one of the challenges, the research results found that 30% they were not confident when teaching English in Indonesian classroom, it showed that 30% too, they were happy when teaching English in Indonesian classroom. It can be seen the response from one of Thai EFL students said *“I feel I am not confident when speak in front of students, and there is also a feeling of fear every time when I explain to students, I am not sure whether the students understand or not what I explain”*. According to Amogne and Yigzaw (2013), the term “Communication Apprehension” refers to the fear that is associated with oral or verbal communication.

In learning a foreign language, the concept of communication apprehension is used when an individual or a learner feels fear to speak in the target language in front of another person (Mahdi, 2017). So, the effective of teachers are very essentials. According to LC (2002), effective teachers are those who have good knowledge, self-confidence, enthusiasm, strong communication and administration strategies, clear instruction, high expectations of self and students (Alzeebaree & Hasan, 2020). Then, for 30% too, they were happy when teaching English in Indonesian classroom. It can be seen the response from one of Thai EFL students said *“I am very happy because this is my first experience teaching English in Indonesia, all of whom are Indonesians, both teachers, staff and others”*.

Secondly, they found some difficulties of problems with the Indonesian students, the research results found that 43% some of Indonesian students they didn't focus to study. It can be seen the response from one of Thai EFL students said *“When I teach, I often meet students who play hand phones, talk a lot with friends, because of that they don't focus on the material”*. The effective of teachers are important to make the students focus to the teachers or materials. Molstad and Donahue (1999) report the effective teaching is teacher-student relationship. Benson et al. (2001) report the effective teachers are able to give clear, understandable and interesting information to the learners.

Thirdly, they found some difficulties of problems with the classroom management, the research results found that 67% of Thai EFL found the problems with the classroom management as limited time. It can be seen the response from one of Thai EFL students said *“Not enough time, because when teaching, I don't pay attention to the time. When teaching with fun, sometimes the teaching time is up and the class hasn't closed”*. Besides that, *“Not enough time, because the students don't really understand the material I teach, if I miss the next activity, it will make the students don't understand and it's not in accordance with the study plan that I prepared”*.

Lastly, they found some difficulties of problems with the mentor teacher, the research results found that 60% of Thai EFL they didn't find the problems with their mentor teacher. It can be seen the response from one of Thai EFL students said *“I don't find any problem because my tutor teacher is kind and she often helps me whenever if I has the problems and she also answers all questions from me”*.



Besides that, *“I don’t find any problems because my tutor teacher always suggests me from starting first and so on”*.

These findings reveal that one of the biggest challenges of Thai EFL to English teacher in Indonesian classroom contact, they are not confident to speak English while teaching English in an Indonesian classroom context. Besides that, they have an accent that is different from the Thai accent because the English language that it is not the main language of them. Liu (2007) posits that EFL teachers often suffer from an inferiority complex because they are never able to achieve the level of linguistic proficiency that is so valued in their profession, such as the ability to speak with a native-speaker accent (Chen & Goh, 2011).

Also, getting familiar with the vocabulary of speaking English for non-native speaker takes time to figure out what to say that students can understand. That is another one of their problems. According to Thornbury (2007), the skill of speaking is not automatically transferable from the speaker’s first language into the second (Aleksandrak, 2011).

