

CHAPTER I

INTRODUCTION

This study intended to investigate the experiences of Thai EFLL preservice teachers who have taught in a private school in Kendari, Southeast Sulawesi. This chapter depicts the background of the study, the scope of the study, the research question, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

1.1 Background of the Study

Basic teaching skills for students can be trained when students are doing practical field experiences at schools or madrasas. PPL in question is an activity that applies or applies all of the learning experiences that have been obtained during lectures into teaching training and other teacher assignments (Wijarini & Ilma, 2017). The PPL program is the estuary and application of all materials that have been received by students as one of the students during learning in lectures (Asril, 2016). Not only that, other studies have also found that in the lecture process, students have been provided with education through courses related to teaching, namely microteaching. During lectures, they are taught how to be an educator and what to master before participating in PPL activities by practicing directly in front of the class (Rhamayanti, 2018). Despite the fact that microteaching learning which requires applying basic teaching skills in only a limited time (approximately 15 minutes) will be different from actual learning in schools. However, through these courses, students already have the basic provisions.

These experiences reiterate the important role that supervising teachers play in supporting pre-service teachers through a period that is frequently stressful, both emotionally and physically (Maphalala, 2013), particularly in a social and material context unfamiliar. Some students observed wellstructured lessons and different pedagogical practices in the classrooms, and mentors were supportive of student's professional development, which resulted in positive teaching practicum. Globally, mentors are expected to support students through lesson modeling and supervision, and provide criticism and feedback to nurture them into competent practitioners (Silva & Herdeiro, 2014)

In Taiwan, as a result of deep-rooted Confucianism, the concepts of "teacher" are generally different from those in the Western cultural context. One Taiwanese concept represents the respectful culture in classrooms where asymmetrical power relationships between the teacher and the students have been the norm, thus leading to inevitable interactional patterns of classroom control (for example, Lin, 2008). It could be argued that this heightened classroom control is also the result of excessive academic competition in the Taiwanese society. Within this cultural context, the concept of "teacher" may suggest a one-way flow of information from the teacher to the students rather than mutual communication or interaction among them. Because metaphor is part of our way of thinking and talking, it translates cultural experience and is learned through participation in particular socio-cultural groups (Cameron & Deignan, 2006; Kövecses, 2005); thus, to better understand teaching metaphors, the socio-cultural dimension cannot be ignored.

EFL teachers are not only expected to be professional in term of teaching abilities, characteristics, and skills (Guskey, 2003), but also in classroom

management which is an indicator for better teaching and learning (Marzano & Marzano, 2003). Such characteristics need to be demonstrated by every pre-service EFL teacher who wishes to create interesting, enjoyable, and knowledgeable classroom experiences. Teaching ability is the main element of teaching which requires sufficient theories and appropriate practices. Theory and practice in English Language Teaching (ELT) has to be balanced by EFL teachers, because theory entails practices or vice versa. In other words, theory accomplishes what will be performed in practice. Teaching English as a foreign language requires theory and practice.

The research conducted by Veenman (1984) indicated that teachers encounter matters in relation to student motivation, classroom management, individual differences, effective use of materials and organization of teaching activities. In this respect, teacher training is important to become competent in teaching profession. Through this training, theoretical information is put into practice. Theoretical information which is not supported with practice, is forgotten over time. So, the dimension for practice should be taken into account to obtain long-standing information (Yilmaz, 2011). Preservice teachers can ensure their personal and vocational development, track their vocational developments, be aware of their educational needs and evaluate their own decisions with this course (Ucar, 2012). Teaching practice course enables pre-service teachers to practice in teaching processes in real school settings under the supervision of a mentor teacher to prepare for teaching profession. This course also gives a chance to pre-service teachers to observe and make a comprehensible test in relation with school life (Cicek & Ince, 2005). This course is also the name of the course to prepare pre-service teachers teaching through practice. It involves practicing

strategies, methods, techniques, practical uses of principles of teaching and different activities in daily school life (Gujjar, Ramzan & Bajwa, 2011).

There are many studies about EFL pre-service teachers but these studies only examine and focus on perceptions or learning methods used by EFL pre-service teachers in the classroom during field teaching practice. There is still no exploration of what experiences are experienced or faced by Thai EFL pre-Service Teachers' experience during field teaching Practice in Indonesia classroom. This study is one of the important studies because the experience of Thai EFL pre-service teachers in teaching is one of the supports of student learning in improving their skills as prospective teachers.

Therefore, the research that focuses on Thai EFL pre-service teachers' experience during field teaching practice. The researcher was interested in finding out and analyzing the experience of Thai EFL pre-service teachers who taught English at vocational schools. Furthermore, it is necessary to know the Thai EFL pre-service teacher experience during field teaching practice as future teaching and learning processes can be implemented properly.

1.2 Scope of the Study

The scopes of the study are limited to the subject and object investigated. This study only involved five Thai EFL pre-service teachers from English education department in one of the institutions in Kendari who had completed their field teaching practice at school that assigned. This study focuses on the Thai EFL pre-service teachers experiences during their teaching practice in Indonesian classroom context.

1.3 Research Questions

Based on the background of the study above, the study focused on the following question “What are Thai EFL pre-service teachers’ experiences during their field teaching practice in Indonesian classrooms?”.

1.4 Purpose of the Study

Based on the background above, this present study aims to identify Thai EFL pre-service teachers’ experiences during their field teaching practice in Indonesian classrooms.

1.5 Significance of the Study

Based on the purpose of the study, the results of this study can be used as a useful reference for the readers to get a picture about the experiences of Thai students who have taught in Indonesian classroom context. Moreover, this study allowed the participants to share their experiences on the training field and to share their own events while teaching.

1.6 Definition of Key Terms

For the objective of this study, some terms used in this study need to be defined.

Thai EFL Pre-service teacher: Thai EFL Pre-service teacher is foreign students as a future teacher. Thai EFL pre-service teacher is a college university that prepared as a prospective teacher.

Experience during field teaching practice: Field Experience Practices (PPL) in schools is carried out so that students train themselves before becoming

real educators. However, what happens in the field is actually a lot of things that make students not maximal in mastering basic teaching skills. The data was obtained through observation and interviews with students. Some of the problems faced by PPL students are from themselves because they lack training and lack of confidence; the student not ready to learn, do not ignore the arrival of students, late in class, do other activities, feel bored, and out of class when learning takes place; the time of learning that is not well controlled, the subject is not mastered, as well as inadequate learning tools and media. Based on the problems they faced, students should be given special guidance with controlled exercises or microteaching, so that students can reduce errors that can occur when directly involved in the field.