

CHAPTER I

INTRODUCTION

This study intended to investigate how are Thai EFL pre-service teachers are engaged in the process of teaching learning during their field teaching practices at Indonesian classroom context. This chapter depicts the background of the study, the research questions, the objective of the study and the scope 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

Generally, language learning is an active process that begins at birth and continues throughout life. According to Sirbu, (2015) Language is basically a means of communication among community members in cultural expression, language is a fundamental aspect. Knowing the language can help us to express our point, ideas and even our dreams. The world consists of many main languages in different parts of the world. For example, in Thailand, the country's main language is Thai. In Indonesia, its main language is Indonesian or Bahasa. So, they can only use their language in their country. The English language is an example for the interest of a language because it is the international language and has become the most important language to people in many parts of the world.

Language understood by each feast is needed to make communication successful. The English language is also important for EFL teachers who need expertise to be able to teach students in an EFL classroom. The English language

can help EFL students acquire English like ESL speakers. Then, can keep the students active in the classroom as mentioned (Allwright, 1984).

In most cases, pre-service teachers are compulsory to form their professional identities as pre-service teachers as mentioned, (Hapsari & Ena, 2019). Pre-service teacher is a student accepted into an accredited university or college teacher arrangement program to be a teacher and need teaching practice to come into a classroom because teaching practice allows pre-service teachers to be uncovered to the apparent world of teaching English to students of other languages and to obtain knowledge about the complexity of stream classroom practices. These pre-service teachers apprehended teaching as the infection of determine knowledge from the teacher to the students, learning was noticed as the permeation and the memorization of prescribed knowledge, and a teacher's main role was to ship determine knowledge to the learners who were apprehended as "empty" vessels (Kukari, 2004).

During the teaching practice, pre-service teachers are expected to pay near attention to their mastery of the spacing of skills necessary for success. These also, the pre-service teachers academically and professionally are a great importance cognizance of the nation and its people through the respective teachers training institutions (Nzilano, 2013). Then, giving the interactive nature to a pre-service teacher of teaching practice, dispositional characteristics like assertiveness and openness or emotional states such as sadness, worry and stress may play important roles in a teacher's ability to interact in meaningful, engaging and effective ways with students (Ripski, LoCasale-Crouch, & Decker, 2011).

In global context, some early studies investigated how EFL pre-service teacher education is clear and meaningful, and pre-service teachers to learn in and from practice teaching and research engagement in the school practicum (Akyel, 2015). Several problems emerge in the implementation stage of this process. For example, teaching practices are stress-establish experiences appropriate to the element such as be short of role clarification, the assessment procedure, not knowing the expectations of the cooperating EFL pre-service and the surveillance, and lack of time to talk with the cooperating teacher (Murray-Harvey, Slee, Lawson, Silins, Banfield, & Russell, 2000).

Moreover, several researchers have tried to identify the problems in EFL pre-service teacher during their field teaching practice and have detailed a broad range of problematic areas such as classroom management, an individual learner differences, division with unmotivated learners, managing time, inappropriate lesson planning, etc., (Veenman, 1984). In this context, China found the problem of engaging students in teaching English with English Foreign language pre-service teachers According to Yan, (2016) said that curriculum renewal has resulted in stranger teachers' impotence to understand the execution requirements of the renewal or adapt to practical classroom teaching in schools. Hence, there is an important need to examine education courses.

In Asian context, Indonesia found the students engaging in teaching English with English Foreign language pre-service teacher. According to Murtiningsih and Rahmawati (2018) said that the EFL pre-service teachers were highly recommended and enthusiastic to take Edmodo and adopt the activities deliberate for the course. Hindrance and challenges confronted by EFL pre-service teachers are also discussed.

Based on the previous studies that focused on the issue of the studies highlighted the significance of developing the quality of teacher education and the ability of EFL pre-service teachers. There was no previous study that focused on EFL pre-service teachers engaged in the process of teaching learning during their field teaching practices. EFL pre-vice teacher education is the education and practice provided to EFL student teachers before they have performed any teaching. In an arrangement to give a contribution to a few numbers of studies in this topic, this study is aimed to investigate how EFL pre-service teachers engaged in the process of teaching practice at Indonesian classroom context, especially for Thai students.

1.2 Scope of the Study

In this study, the researcher would like to find out how much EFL pre-service teachers enjoy the process of teaching learning during PLP in Indonesian classroom context. This research conducted in the level of university in IAIN Kendari, especially of Thai students in English Education Department, consisting of three males and two females, who have completed their teaching practice the previous semester. The researcher focused on how Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practice at Indonesian classroom context.

1.3 Research Questions

The following research question that guided the study: how are Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practice at Indonesian classroom context?

1.4 Purpose of the Study

Based on the research background, this present study is aiming to discover Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practice at senior high school in Kendari, Southeast Sulawesi.

1.5 Significance of the Study

Based on the purpose of the study, the significance of the study is as follows:

Theoretical significance: The result of this study could be used as a useful reference to find out how far the Thai EFL students enjoy teaching English during pre-service teachers and how to engage in the process of teaching learning during their field teaching practice at Indonesian classroom context.

Practical Significance: The research would help the pre-service teacher to put more comfort and confidence of Thai EFL pre-service in teaching English learning at Indonesian classroom context. Thus, when Thai EFL pre-service know two languages as Indonesian language and English Language, it would help the pre-service teacher to explain the material to the students easily and clearly. So, for Thai EFL students also would be more engagement in the process of teaching learning at Indonesian classroom context.

1.6 Definition of Key Terms

For the objective of this study, the researcher defines the definition of term used in this study as the following.

EFL: is assumed as English as a Foreign Language. EFL is the term used to describe the study of English by non-native speakers in countries where English is not a protruding language. EFL is an abbreviation for English as a Foreign Language. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. According to Si (2019) note that EFL is especially used by non-native English students, such as Chinese students of English in China. Thai students learning English in Thailand or Indonesian learn English in Indonesia.

Pre-service Teacher (PST) Education: is the Education and practicing provided to student teachers before they have reformed any teaching. According to Ryan et al., (2017). PST is assigned as the student in a teacher preparation program who must successfully complete degree requirements including coursework and field experience before being awarded a teaching franchise. There, the pre-service teachers will face the real classroom conditions in which they need to realise their knowledge such as teaching, socializing, negotiating, and other managerial skills. In fundamental, the implementation of the PPL is aimed at obtaining the relevant competencies with the teacher duties in terms of learning, training, and supervising as stated in the Law No. 20 of 2003.

Engagement: teacher levels of involvement with teaching and learning context. Engagement can be defined as a multidimensional build up, consisting of operative, cognitive, and affective domains. Teacher engagement also refers to the degree of attention, curiosity, interest, optimism, and passion that teachers show when they are teaching which extends to the level of motivation they have to teach and progress in their teacher education.