



Thai EFL Students' Engagement in Field Teaching Practice in Indonesian Classroom Context

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ABSTRACT

The purpose of this qualitative study is to investigate the engagement of Thai EFL pre-service teachers during their field teaching practice in Indonesian classroom context at some schools in Kendari, Southeast Sulawesi, Indonesia. The data in this study is drawn from four Thai students who have completed their teaching practice the previous semester. The four participants were assigned to four schools, respectively. This study used reflective journals and in-depth interviews as the instrument to collect the data. The gathered data was analyzed using thematic analysis (V Braun, V Clarke, 2012). The findings showed that several aspects of the engagement of Thai EFL students while facing in their field teaching practice in Indonesian classroom context. First, they taught with enthusiasm and passion while teaching English in an Indonesian classroom. Second, they have a positive attitude with their students that can shape their learning experience. Third, they treat students with respect to become more effective when they can earn a class's respect. Last, stay motivated is their involvement during their field teaching practice. However, this study implies that they were engaged in field teaching practice in Indonesian classroom context.

Keywords: *Engagement; field teaching practice; pre-service teacher; international students.*

INTRODUCTION

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 constitutes of many main languages in different part 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 to 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 EFL classroom. The English language can help EFL students acquire English like ESL speakers. Then, can keep the students active in the classroom as mention (Allwright, n.d.).



In the most case, pre-service teachers are compulsory to form their professional identities as pre-service teachers as mentioned, (Hapsari, S. B. & Ena, 2019). Pre-service teacher is student accepted into an accredited university or college teacher arrangement program to be a teacher and need teaching practice to come a classroom because teaching practice allow pre-service teachers to be uncovered to the apparent world of teaching English to students of other language 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 probable 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 (Josta L. Nzilano, 2013). Then, giving the interactive nature to 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 (Decker et al., 2011).

In global context, some early studies investigated how are EFL pre-service teacher education are clear and meaningful, and pre-service teachers to learn in and from practice teaching and research engagement in the school practicum (Ayşe Akyel, Yeditepe University, 2015). The 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 et al., 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, the China found the problem of engagement students in teaching English with English Foreign language pre-service teacher According to Yan, (2019) 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 importunate need to examine how to education course.

In Asian context, Indonesia found the students engagement in teaching English with English Foreign language pre-service teacher. According to 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 confront by EFL pre-service teachers are also discussed. Based on the previous studies were conducted 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 the 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 arrange to give contribution few numbers of studies in this topic, this study is aimed to investigate how are EFL pre-service teachers engaged in the process of teaching practice at Indonesian classroom context. Especially, for Thai students.

RESEARCH METHODS

In this research was traced through qualitative research design that took place over some period. To overcome this goal from the study, this study used a qualitative research design. This is due to the consideration that this study is related to the EFL per-service teacher engaged in the process of teaching practice. Therefore, qualitative research also seeks to describe social phenomena such as those that happen naturally, that is the Thai EFL pre-service teacher engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context.

This research is also characterized as a case study since the research was conducted on a limited scale and cannot be generalized. In this cause, this study only discusses the investigation of five Thai EFL pre-service teacher in Kendari, Southeast Sulawesi. Furthermore, the outcome was not to be generalized as general conditions of the entire Thai EFL pre-service teacher in Indonesia. Somewhat the experiences of these five Thai EFL pre-service teachers who have completed their field teaching practice in the previous semester. They will give the answers about how Thai EFL pre-service teachers are engaged in the process of teaching practice. It is in line with Klassen, Yerdelen, & Durksen, (2013), that a case study is to examine a case mainly to the explanation motivation and involvement. As a result, the study focused on investigating of Thai EFL pre-service teachers are engaged in the process of teaching learning during their field teaching practice in Indonesian classroom context.

RESULT

The questions relate Their engagement in field teaching practice in Indonesian classroom context aimed to know how they felt when they find out them were placed and would to teach English in Indonesian classroom context. They showed that the most Thai EFL students as a pre-service teacher they were anxious when they find out them were placed and would to teach English in Indonesian classroom context. Such as they felt anxious because they will study in Indonesia to communicate with other people. Then, they felt anxious when they should be taught English lesson to students in Indonesian classroom context. The students' response to all participants are as follow:

“I was very anxious when I found out that I was placed in MTs N 1 Konda when I would teach them in English in the Indonesian classroom context because in the place, I was assigned to teach most students use mother's language more than English or Indonesian and I am worried that they will be able to understand what I say or explain because my English language and Indonesia language are not good.”
(P1)



“I felt very anxious and not confident when I found that I was placed in the school that I would teach in English in Indonesian classroom context because I thought that the students at the school was better and smarter, I was worried the students can’t understand what I explained because my pronunciation is still not correct, especially my Indonesian is still not good.” (P2)

“I felt anxious because firstly I will study in Indonesia to communicate with other people, secondly I am worried because if I teach English lesson to students, I am worried that they cannot understand what I say because my English and Indonesia language are still lacking good.” (P3)

“When I found that I was placed in the school that I would teach English lesson in Indonesian classroom context, I was very anxious and worried because I thought too much that the students in the school were mostly smart. I worried the students do not understand when I spoke or explained the material because my vocabulary is still limited, and my pronunciation is still not good.” (P4)

Then, The questions about the prepared before teaching English in Indonesian classroom context. So, they showed that the Most Thai EFL students as pre-service teacher, they prepared many things before teaching English in Indonesian classroom context. They are memorizing vocabulary, preparing the lesson plan before teaching, they always practiced themselves, they were preparing all activity, and preparing the material for easier to students understood what them conveyed. The students’ response to all participants are as follow:

“Before teaching in the class I prepared related the material to be taught in class, such as lesson plan, activity and assignment. I prepared a lesson plan which is the first thing o do in the class. The, I prepared pre-test and post-test for checking to students how far they understood the lesson. I prepared some activity related the material. For example, material about present simple tense, so students listened the audio or watched the video of daily activities and I asked them to come to the front of the class and explained what they got from the audio and video. Likewise, I prepared an attractive learning method so the students can learn comfortably.” (P1)

“There are things that I prepared before teaching English were practicing myself to be proficient in teaching English. Memorize vocabularies in English and Indonesia, also still practice pronunciation in English so the students can be understood when I teach in class.” (P2)

“Before I am going to teach practice, I am prepared the material, prepared the way of fun learning and most importantly I increase my vocabulary in English and Indonesian. I prepared for these things, because for students can understand what I say and can study comfortable when I teach them in class.” (P3)



“My preparation when teaching English in Indonesian classroom context was the first time, I prepared myself by reading a lot of English books and also Indonesian. I always practiced myself by writing and memorizing a lot of vocabulary in English and Indonesian. I prepared the material that is easy for students to understand and prepared interesting learning methods so that students can learn in class without getting bored.” (P4)

The object of question about the cultivate positive relationship with their students and create a sense of class community. So, they showed that the most of Thai EFL students as pre-service teacher, they did many things for cultivating positive relationship with their students and create a sense of class community such as they teach their students with enthusiasm and passion, they have a good attitude, they treat their students with respect, and they made fun learning for their students feel comfortable when they taught. The students’ response to all participants are as follow:

“I tried to be assertive, and I also tried to make them feel comfortable when in English class. I tried to always give warm greetings to students, giving attention and helping students to solve problems in learning, giving students the opportunity to express their opinions them because the way students will be more confident and more courageous to appear and always gave positive things to students so with these things students will not feel burdened when in class.” (P1)

“The way of cultivating positive relationships with my students and create a sense of class community. Firstly, I taught them with all my heart, and had a teaching role. Secondly, I always gave warm greetings and appreciation for the presence of students so that students can give a positive impression. In addition, students will also be felt valued.” (P2)

“I did cultivate positive relationship with my students and create a sense of class community in Indonesian classroom context where I tried to teach and build students' desire in learning English. I always motivate students, and when I meet with them inside or outside the classroom, I always greet them and smile. So, the with these things will make teaching more effective to inspire students.” (P3)

“The cultivated positive relationship with my students and create a sense of class community when I taught English in Indonesian classroom context. I tried to be assertive and always gave motivated to them. I tried to make them feel comfortable and build good relationships between teachers and students so the students can encourage to follow the process of learning and increase their enthusiasm for learning, assuming the subject matter in class that I conveyed was attractive to them.” (P4)

The aims of this reflection question to keep themselves engaged and motivated in their teaching practice at Indonesian classroom context because it was related to their engaged in field teaching practice in Indonesian classroom context. Thai EFL students as pre-service teacher in field teaching practice, they did many things for keeping themselves engaged and motivated in their



teaching practice at Indonesian classroom context such as they made themselves available, they made themselves felt like can succeed and they stay themselves motivate. With their prepared, it will be more confident when they taught their students, and their students can understand what they conveyed or explained and study comfortably. The students' response to all participants are as follow:

“When I did apprenticeship activities, I was directly involved in the teaching process in the classroom like a service teacher who replaces the student's original teacher at the school. Of course, teaching students directly in the classroom motivated me to really become a teacher who should be and should be who teaches discipline and responsibility with duties. Then, what motivated me is that my involvement in teaching them is a form of implementation of the values and knowledge that I have acquired while studying on campus, so I have to really maximize my performance as an apprentice teacher which is a reflection of my very attentive study program. much to the success of the teaching process and classroom mastery and even livening up the classroom.” (P1)

“When I taught students in English lesson in Indonesian classroom context, I still kept myself engaged and motivate in my teaching practice. Firstly, I have a dream to become a teacher. So, doing the teaching practice really made me excited. When I entered the classroom, I started interacting with my students. They are one of my passions for teaching. Secondly, I tried to be a good foreign teacher. Before entering class, I prepare materials and other activities that I will convey in class. With this preparation, I will be more confident when I taught them, and my students can understand well what the material that I conveyed.” (P2)

“When I became a Thai EFL preservice-teacher, I was involved in teaching. But not completely, here I am a facilitator and motivator, gave direction to things that the students don't know and motivated to turn on the spirit of learning. By motivating students to learn directly gives me the impact that is to improve my ability in terms of teaching.” (P3)

“I have a dream to become an English teacher. Teaching is one of my hobbies. But sometimes I feel bored, the way to stay motivated and kept myself engaged in my teaching practice at Indonesian classroom context it was to instill in myself that teaching is important, and students need education.” (P4)

Last, the purposes of the question about the most difficult thing that they have had in their teaching practice. Thai EFL students as pre-service teacher in field teaching practice in Indonesian classroom context, they found difficult thing that they have had in their teaching practice. Such as they less vocabulary in English ang Indonesia so it can make their students do not understand what they said or explained. They are less practicing to speak English and the students do not focus, so it made them should be looking for interesting methods and easier to understand for their students, and also prepared themselves, practiced pronunciation and reproduced vocabulary in English and



Indonesian before going to class for the students can learn comfortably and not bored. The students' response to all participants are as follow:

“The problem I conveyed during my teaching practice was most of the students still communicate in the mother’s language in the English class. So, it would be most difficult for a foreign teacher like me as Thai pre-service teacher. There were still some students who do not understand general Indonesian and it will be difficult to communicate and conveyed learning in the classroom. So, I had to look for methods that were interested and easier to implement, such as when communicating with students and explaining the learning material, I would use body language and use teaching materials to explain to students and that would make them more apply what I say.” (P1)

“The most difficult thing when I am doing teaching practice was my English pronunciation and my English language is not clear enough so the students cannot understand what I said or explained. However, I tried to study hard and often practice how to pronounce English words correctly and clearly so the students can understand what I said or explained.” (P2)

“The most difficult thing I experienced when teaching in Indonesian classroom context was attracting students' attention when I was explaining the material because they were often not calm in class, faced different student characters or student attitudes and behavior, faced students who were too passive and also students who lacked discipline. so that I have to think a lot about what methods or strategies I should give to students so that they can follow the classroom learning well, for example, I help passive students to be active in the class like giving the student opportunity to express their opinion while having a discussion even though it is only 5 sentences. Then I made learning strategies such as making them play while learning, and also implementing a plus and minus system for those who were disciplined and undisciplined.” (P3)

“The most difficult thing that I experienced when teaching English in Indonesian classroom context was understanding English and Indonesian because my pronunciation in English was still not correct so it made students not understand what was explained by me and also when I tried to use Indonesian, I think they could understand and feel more comfortable It turned out that they were getting dizzier because my Indonesian was still not precise and clear when explained the learning material. so that these things make me think a lot and look for methods that are interesting and easier to understand, and also, I always prepare myself and always practiced pronunciation and also reproduced vocabulary in English and Indonesian before going to class so that students can learn comfortably and not bored.” (P4)

DISCUSSION



In this section, the researcher will present a discussion of the research findings. This study describes Thai EFL students' engagement in field teaching practice in Indonesian classroom context. It depends on the research question as to how are Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practice at Indonesian classroom context? Based on the research question above, there are many things which they found, such as the feeling of Thai pre-service teacher when they find out they were placed and would teach English in Indonesian classroom context. They cultivate positive relationships with their students and create a sense of class community. They kept themselves engaged and motivated in their teaching practice at Indonesian classroom context, and they found some of the difficult things that they have had in their teaching practice, and how did they deal with the problem.

Firstly, the feeling of Thai pre-service teachers when they found out they were placed and would teach English in Indonesian classroom context, the research result found that 34% were anxious when they should teach English in Indonesian classroom context. Secondly, they cultivated positive relationships with their students and create a sense of class community. The research result found that 26% were taught by their students with enthusiasm and passion to cultivate positive relationships with their students and create a sense of class community. Then, for 26% too, they have a positive attitude towards their students. Likewise, 26% too, they treat their students with respect. Thirdly, they kept themselves engaged and motivated in their teaching practice at Indonesian classroom context. The research results found that 50% of Thai EFL students' engagement in field teaching practice in Indonesian classroom context will stay motivated. Lastly, they found some of the difficult things that they have had in their teaching practice, the result found that 45% they have less vocabulary in English and Indonesia in their teaching practice.

These findings reveal that one of the biggest of Thai EFL student's engagement in field teaching practice at Indonesian classroom context, they stay themselves motivated in their teaching because the relationships between teacher-students inherently include self-sustaining engagement in high-quality teaching and learning, characterized by focused enthusiastic hard work and constructive responses to obstacles and setbacks, or motivational resilience as mention (Furrer, Skinner, & Pitzer, 2014). Besides that, they were taught their students with enthusiasm and passion because the enthusiastic and passionate teachers are strongly committed to their work and can inspire their students and awaken their desire to learn as mentioned (Serin, 2017). Likewise, they have a positive attitude and treat their students with respect because teachers' positive attitudes have positive effects on students' performance and personality developments as mentioned (Ulug, Ozden, & Eryilmaz, 2011).

CONCLUSION

The conclusion is drawn based on the finding of the data analysis. This study explains Thai EFL students' engagement in field teaching practice in Indonesian classroom context. The study involved Thai EFL students who have experienced teaching in the real English class in several schools in Kendari city, Southeast Sulawesi, Indonesia. All participants were English students who are studying at Islamic State Institute of Kendari.



Based on the research question, how are Thai EFL pre-service teachers engaged in the process of teaching learning during their field teaching practice at Indonesian classroom context? This study revealed that Thai EFL pre-service teachers did cultivate positive relationships with their students and create a sense of class community. They kept themselves engaged and motivated in their teaching practice at Indonesian classroom context because the relationships between teacher-students inherently. Not only that, but they also found some difficult things that they have had in their teaching practice, even though they deal with the problem.

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