



Thai EFL Pre-service Teachers' Challenges in Teaching English in Indonesian Classrooms

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Article info	
Submitted	:
Revised	:
Accepted	:

ABSTRACT

The purpose of this qualitative study is to explore the challenges Thai EFL pre-service teachers faced during their field teaching practice at some schools. This study used a reflective journal as the instrument to collect the data gathered data was analyzed thematic. The findings showed that there were several challenges Thai EFL fac in their field of teaching practice in Indonesian classrooms. First, they are not confident to speak English while teaching English in an Indonesian classroom. Second, some of the Indonesian students did not focus to study English while the Thai pre-service teachers were teaching in the classroom. Last, some Thai pre-service teachers encountered problems with managing limited time in classroom management. This study implies that EFL student teachers may understand the sources that cause challenges. They should prepare before the true field of teaching becomes.

Keywords: *Challenges; field teaching practice; pre-service teacher; reflective journal; Thai international students*

INTRODUCTION

Universally, language learning is regarded as the cornerstone of human existence. According to Tavit (2009), knowing the language can help us to express our opinions, hopes, and even our dreams. The world is constituted of many main languages in a different part of the globe. For example, in Thailand, the country's main language is Thai. In Indonesia, its main language is Indonesian or Bahasa. Indonesia. In order for the global community to be able to communicate and understand each other, English as an international language can help build better communication among people. A language that is understood by both sides is required to make communication successful.

Generally, all professions before going to be professional, they have to deal with the system or the process of the practice. Being pre-service teacher is important before being a true teacher. The teachers are called pre-service teachers because they are doing teaching practicum while undertaking their undergraduate degree and with no professional teaching qualification (Castañeda-Trujillo & Aguirre-Hernández, 2018).

Therefore, they still encounter some problems during real practice in the classroom. Regarding that they are still students, they are having a confident level crisis. Truly, the students practiced



teaching at the university before there were going to be pre-service at school, but at the school is a true world of teaching. English teaching practice is one of the most important aspects in English Language Education Study Program since they need opportunities to learn from real schools. However, because they lack classroom experience, some may experience difficulties and problems resulting in anxiety, which hinders them to give a successful teaching performance. Hortwitz (1986) pointed out that many non-native language teachers experience anxiety in their target language classroom.

In the world context, studies have investigated the causes of anxiety in the classrooms. There is a complex relationship between non-native English teachers' perceived language proficiency levels and their anxiety about teaching English, he pointed out the importance of investigating complex causes of anxiety in language teaching context (Pasaribu, Almenda, Truly, Harendita, & Ella, 2018).

In Asian context, Thailand found the problem of Thai students in learning English with foreign pre-service teacher English who are from Indonesia. The main language of Thailand is Thai so L1 is the puzzle in learning English because Thai teachers always use L1 in teaching English. Thai teachers used to speak fully Thai language in English learning classroom (Yulia, 2019).

Despite the many research focusing on the challenges pre-service faces during their real teaching in real classrooms, there is still limited study explored the problems Thai EFL pre-service teachers face when they have to teach English, not in the Thai classroom context. The Thai pre-service should have the basics of Indonesian language enough and using the language of Indonesian correctly while facing the Indonesian students in the classrooms.

Based on the issues of the researcher, it found some problems for Thai pre-service teachers while being pre-service teachers English. Some of Thai pre-service teachers' English did not match with the target set or it has some weaknesses in teaching English at that time. Sometime, the students asked about the meaning of some vocabulary, but they did not know about it.

RESEARCH METHODS

Since the purpose of this study is to explore the challenges of problems that Thai EFL pre-service teachers faced during their field teaching practice at some schools in Kendari, Southeast Sulawesi, Indonesia. The context of the classroom they faced, therefore, is Indonesian students learning English with most possibility using English and Indonesian as the classroom's instruction, the methodology focuses on the existential experiences of the teachers themselves, that is, their perceptions, language, actions, thoughts, and feelings about their experiences during the practicum. Thus, the methods used to collect and analyze the data in this study are those based on the principles of qualitative field studies (e.g. Peacock, 2001).

This study conducted at IAIN Kendari with the focus on some Thai students majoring in EFL who have experienced real English teaching in some schools in Kendari city, Southeast Sulawesi, Indonesia. The assigned schools for the Thai pre-service teachers are SMAN 9 Kendari, MTsN 1 Kendari, MTsN 1 Konda, MTsN 2 Kendari, and SMKN 2 Kendari with the Thai students were 5 people (2 males and 3 females). The English department received the international student's program who are from Thailand since in 2017. In this study, the researcher used the reflective

journal. The researcher created at least five questions and then gives to Thai EFL to answer the questions. The researcher created at least five questions as the reflection test related to the title of the research. Then, in analyzing the data, the researcher used several steps such as; collecting data, preparing the data for analysis, coding the data and description to be used in the research paper.

RESULT

How did they feel 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%.

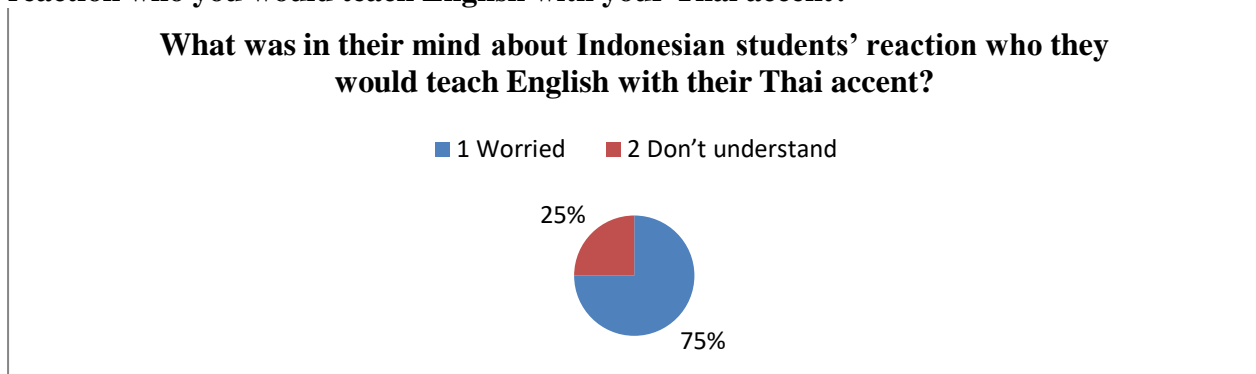
What were the things you prepared before teaching English in Indonesian classroom?



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

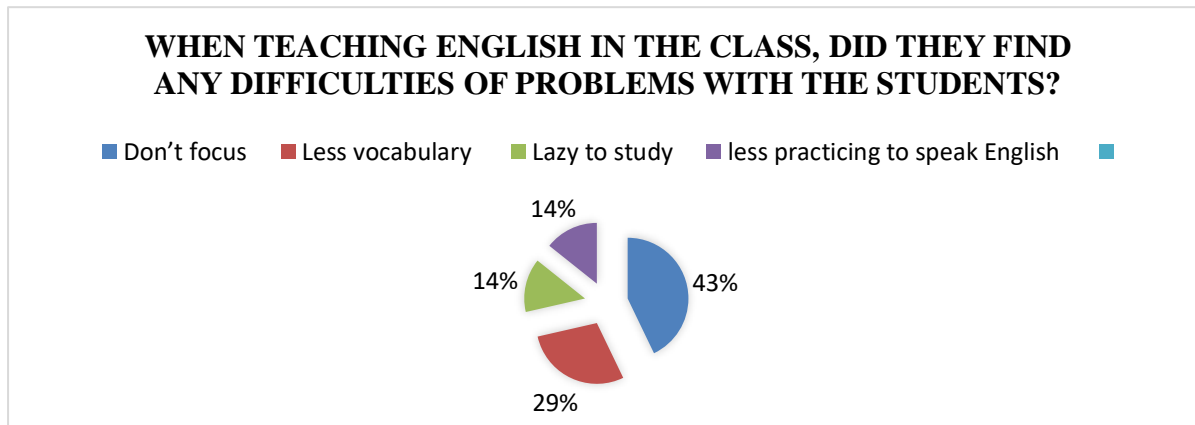
prepared about trying to speak English before teaching English in Indonesian classroom, 20% they prepared about the materials before teaching English in Indonesian classroom, and 20% they prepared about the lessons before teaching English in Indonesian classroom. From the explanation above that, most 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.

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?



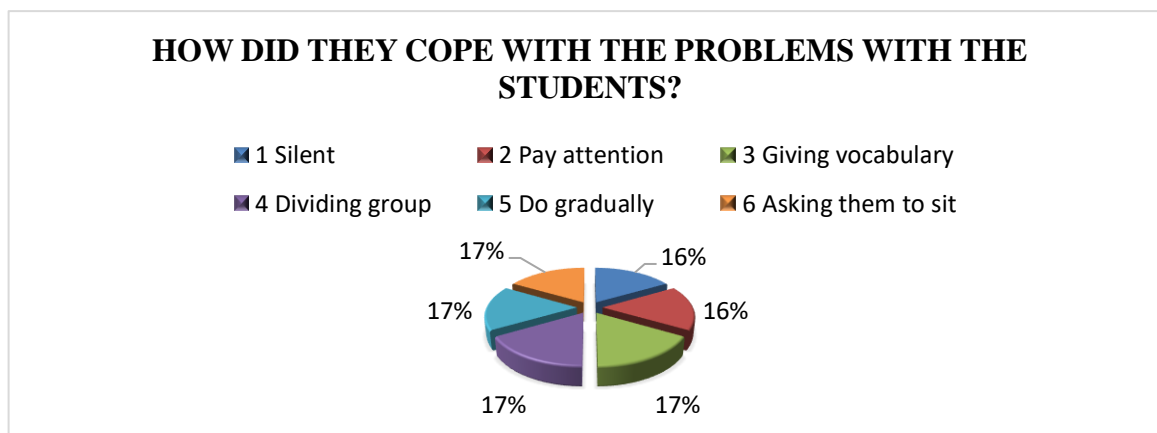
Through diagram above, it showed that 25% of Indonesian students' reaction as they didn't understand when Thai EFL were teaching in the classroom by using Thai accent, and it showed that 75% of Indonesian students' reaction as they were worried when Thai EFL were teaching in the classroom by using Thai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

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



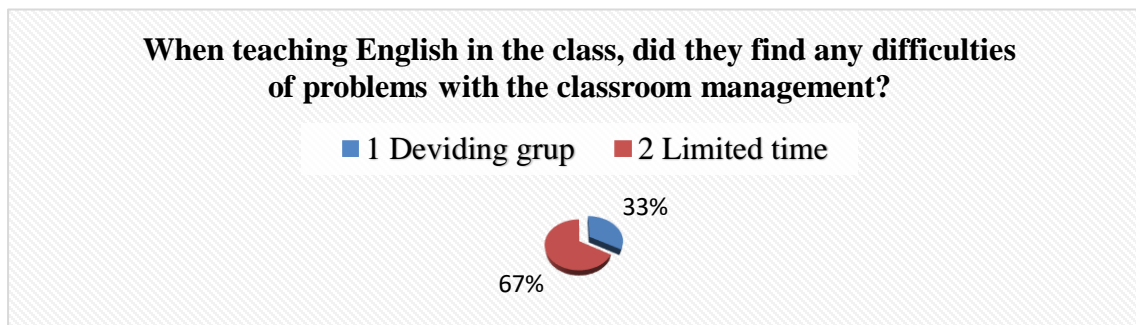
Through diagram above, it showed that 43% some of Indonesian students they didn't focus to study, it showed that 29% some of Indonesian students they were less vocabulary, 14% some of Indonesian students they were lazy to study, and 14% too, some of Indonesian students they were less practicing to speak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

How did you cope with the problems with the students?



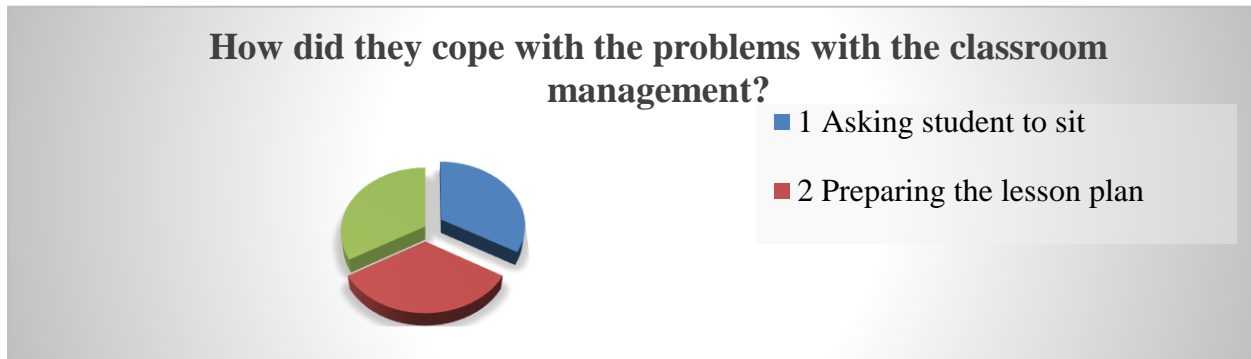
Through diagram above, it showed that 17% they cope the problems with the students by giving the vocabulary, it showed that 17% they cope the problems with the students by dividing group, it showed that 17% they cope the problems with the students by doing gradually, and 17% too they cope the problems 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 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%.

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



Through diagram above, it showed that 67% of Thai EFL fond the problems with the classroom management as limited time, and it showed that 33% of Thai EFL fond 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%.
How did you cope with the problems with the classroom management?

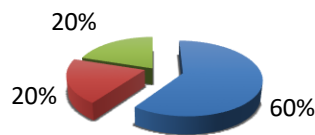


Through diagram above, it showed that 34% of Thai EFL cope the problems with the classroom management by asking students to sit, and it showed that 33% of Thai EFL cope the problems with the classroom management by preparing the lesson plans. From the explanation above that, most of Thai EFL cope the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

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

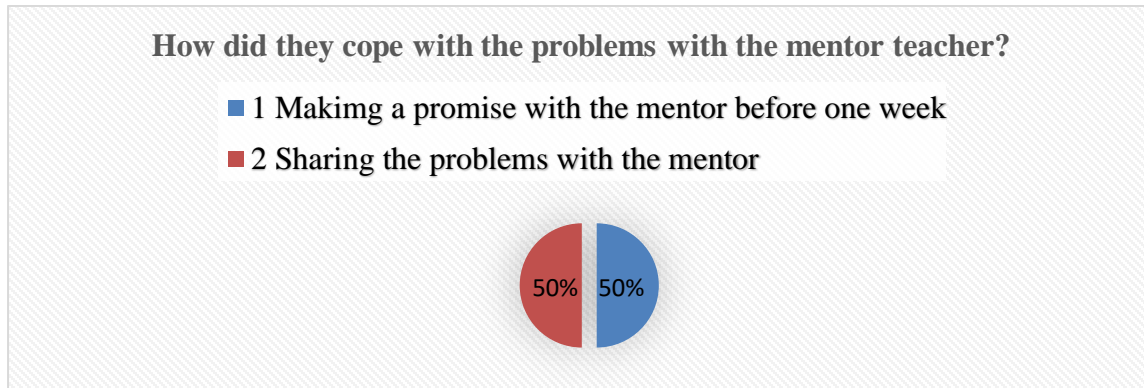
Did they find any difficulties of problems with their mentor teacher?

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



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%.

How did you 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%.

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. 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 effectiveness of teachers are very essentials. Administration strategies, clear instruction, high expectations of self and students (Alzebaree & Hasan, 2020). Then, for 30% too, they were happy when teaching English in Indonesian classroom.

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. The effective of teachers are important to make the students focus to the teachers or materials. 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. 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.

These findings reveal that one of the biggest challenges of Thai EFL to English teacher in Indonesian classroom context, 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. 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. The skill of speaking is not automatically transferable from the speaker's first language into the second (Aleksandrak, 2011).

CONCLUSION

Based on findings and discussions in this paper, Thai EFL pre-service teacher challenges in teaching English in Indonesian classroom context. The researcher was conducted of Thai EFL students who have experienced real English teaching in some schools in Kendari city, South East Sulawesi, Indonesia. All participants are 3rd-year students who are studying at the Islamic State Institute of Kendari, Faculty of Education, English Department.

Based on the research question as what are the problems encountered by Thai EFL students while teaching English in Indonesian classroom context?'. Whereof, the researcher got the results of this research that depends on the scope of the study. The results of this research showed that most Thai EFL students who have experienced real English teaching in some schools in Kendari, 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.

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