



**Learning To Teach English In Thailand: Indonesian EFL Student
Teachers' Lived Experiences**

SKRIPSI

BY

DIANA INDAH FITRIYAH

NPM 21901073061



ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF ISLAM MALANG

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ABSTRAK

FITRIYAH, DIANA INDAH. 2023. *Learning To Teach English In Thailand: Indonesian EFL Student Teachers' Lived Experiences*. Skripsi, English Education Department Faculty of Teacher Training and Education. Advisor I :Dr. Muhammad Yunus, S.Pd., M.Pd; Advisor II: Nuse Aliyah Rahmati, S.Pd., M.A.

Studi ini mengeksplorasi persepsi calon guru EFL tentang pengalaman mereka dalam International Teaching Practicum (ITP), khususnya dalam hal pengajaran bahasa Inggris sebagai bahasa asing di Thailand. Secara khusus, penelitian ini berfokus pada bagaimana guru siswa mengajar dan merasakan efek dari pengajaran bahasa Inggris. Diketahui bahwa hanya sedikit orang Thailand yang dapat berbicara dan mengerti bahasa Inggris. Studi ini menyajikan pengalaman 3 mahasiswa guru bahasa Inggris universitas dan perguruan tinggi Indonesia dan persepsi mereka tentang pengajaran bahasa Inggris sebagai bahasa asing di Thailand. Metode yang digunakan adalah wawancara mendalam secara individual. Hasilnya mengungkapkan bahwa guru siswa EFL telah memberikan pelajaran yang baik kepada siswa Thailand, namun mereka mengakui bahwa mengajar bahasa Inggris di negara tersebut adalah sesuatu yang menantang karena kurangnya fasilitas dalam belajar bahasa Inggris; kurangnya minat siswa untuk belajar bahasa Inggris, dan kurikulum sekolah, khususnya pelajaran bahasa Inggris, yang tidak jelas dan tidak sesuai.

Metode Interpretative Phenomenological Analysis (IPA) digunakan untuk mengkaji kedua bentuk data tersebut. Proses IPA menjamin kebenaran, ketergantungan, dan keandalan data yang diperoleh dari RJ dan wawancara. Tiga tema utama muncul dari analisis ini dan memproses tema yang diidentifikasi sebagai pengembangan pengalaman profesional guru siswa sebagai hasil dari ITP di Thailand. Perasaan emosional peserta tiga tema, masalah yang mereka hadapi, dan perspektif pemecahan masalah pada pendidikan dan budaya dan keterampilan interpersonal. Studi ini penting karena menyoroti pentingnya ITP untuk PST, khususnya dalam hal pengembangan dan pertumbuhan profesional mereka. Akibatnya, ini mendorong pertimbangan ulang tentang bagaimana praktik pengajaran harus direncanakan, diatur, dan dilaksanakan untuk memastikan bahwa PST mendapatkan hasil maksimal dari pengalaman ITP mereka. Hasil penelitian ini juga dapat berguna untuk penyedia ITP dan pihak berkepentingan lainnya yang bekerja untuk menyediakan PST dengan peluang pengembangan profesional yang bermanfaat dan signifikan.

Kata kunci: Pembelajaran, Mengajar Bahasa Inggris, Guru siswa EFL, Pengalaman Hidup.

ABSTRACT

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This study explore EFL student teachers' perception of their experiences of International Teaching Practicum (ITP), specifically in term of teaching English as a foreign language in Thailand. In particular, this study focusses on how student teachers teach and feel the effects of teaching English. It is known that only a few Thai can speak and understand English. This study presents the experiences of 3 Indonesian university and college English student teachers' and their perceptions on the teaching of English as a foreign language in Thailand. The method used was in-depth individual interviews. The result reveal that the teachers of EFL student teacher's have given good lessons to Thai students however, they admit that teaching English in the country is something challenging due to the lack of facilities in learning English; the lack of studens interest in learning English, and the school curriculum, especially English lessons, which are unclear and inappropriate.

The Interpretative Phenomenological Analysis (IPA) method was used to examine both forms of data. IPA processes guarantee the truthfulness, dependability, and reliability of the data gleaned from the RJ and interview. Three main themes emerged from this analysis and process the theme identified as student teachers' professional experience development as a result of ITP in Thailand. Three themes participants' emotional feelings, problems they encounter, and problem-solving perspectives on education and culture and interpersonal skills. This study is significant because it highlights the importance of ITP for PSTs, particularly in terms of their professional development and growth. As a result, it encourages a reconsideration of how teaching practical should be planned, organized, and carried out to ensure that PSTs get the most out of their ITP experiences. The results of this study may also be useful to ITP providers and other interested parties who are working to provide PSTs with worthwhile and significant professional development opportunities.

Keywords: Learning, Teach English, EFL student Teachers', Lived Experienced



CHAPTER I INTRODUCTION

This introduction discussed and presented some important point, namely background of study, research question, objective of research, significant of study, scope and limitation of research, and definition of key terms.

1.1 Background of Study

Due to the poor level of English proficiency among Thai students as indicated by the Educational Testing System in 2010, Thailand has been upgrading and overhauling its educational system (Winitkun, 2018). This low level of English proficiency among the students is correlated with the teachers' ineffective teaching methods and abilities (Simpsons, 2011; Kaewmala, 2012; Kongkerd, 2013). Thus, the federal government has taken this matter seriously, as have several public and private institutions around the nation. The majority of Thai schools nationwide continue to hire and employ foreign teachers, native or not, to teach English (Hickey, 2014). EFL student teachers are an alternative to improve English learning strategies in Thailand (Lababidi. 2016, Kuha. 2018, Ulla. 2018, prabjandee. 2019, keow. 2021). The importance of learning English as a communication between everyone or between countries to convey the intent or message to be conveyed. The existence of teacher training from students from several countries in Thailand can make local teachers innovate with the learning provided to students so that they can build a teacher's way of making learning strategies in the classroom or at school.

The efforts to achieve quality education in schools and throughout the nation generally rely heavily on teachers, a point that has been made clear by scholars and practitioners in the field of teacher education (Ulla, 2018). Teachers are the first to

receive training if the educational system has to be changed because what pupils learn in school primarily depends on their knowledge and abilities. Since it is thought to have a good impact on modernizing learning practices, several countries have implemented this program, hiring numerous students from outside to conduct teaching and learning in their country. This makes it possible for Thai higher education to create graduates with more competence who can compete in the ASEAN Economic Community and the larger global market (Bunwirat, 2017). However, According to Mitchell (2013) Thailand is ranked 55th out of 60 countries for its level of English ability. Even though Thailand's education strategy has stressed the value of English by hiring native speakers to teach English all around Thailand, this indicates that Thailand is quite far down the English competency ladder (Luangangoon, 2020). The task of teaching English as a foreign language is never easy. It becomes increasingly crucial and challenging to teach and learn English in settings where it has a very restricted use (keow, 2020).

The majority of the time, PSTs complete their teaching practicum in local settings, their home country. To give their PSTs a platform and opportunities to experience learning and engaging in teaching in foreign educational settings and schools, many educational institutions are starting to network, agreements, and meaningful collaborations with institutions from other countries. The importance of "borderless education" (Middlehurst, 2006) and the push for globalization (Mwebi & Bringham, 2009; Kabilan, 2013; Larsen, 2016) are the driving forces behind this initiative, which takes the form of an international teaching practicum (ITP), to better prepare PSTs as teachers for the challenges of the twenty-first century. the same research related to ITP conducted in Bangladesh by two students from Malaysia (Kabilan, Husin, Qarna, Abdullah, Osman, Khan, and Zinnah, 2017) became a reference for this research, where this research involved three students Indonesia who conducted ITP at the Eakkapapsasanawich school, Thailand. The same research related to ITP conducted in Bangladesh by two students from

Malaysia (Kabilan, Husin, Qarna, Abdullah, Osman, Khan, and Zinnah, 2017) became a reference for this research, where this research involved three Indonesian EFL Student Teachers' who conducted ITP at the Eakkapapsasanawich school, Thailand.

This study is significant because it highlights the importance of ITP for PSTs, particularly in terms of their professional development and growth. As a result, it encourages a reconsideration of how teaching practical should be planned, organized, and carried out to ensure that PSTs get the most out of their ITP experiences. The results of this study may also be useful to ITP providers and other interested parties who are working to provide PSTs with worthwhile and significant professional development opportunities.

1.2 Research Questions

The author of this study takes various obstacles from the ongoing overseas practicum while assuming the role of an English EFL student teacher. their instruction at a school in one of the Thai island province of Krabi. EFL student teachers must quickly become culturally acclimated since they only begin their teaching practicum in September 2022. In light of this, the researcher made the decision to delve further into their teaching experiences while working abroad, focusing on the following research questions:

1. How do they feel about teaching English in Krabi, Thailand?
2. What problems do they have?
3. How do they solve the problems they face?

1.3 Objectives of Research

Based on the background of the study and the research problems, there are three objective of the study which are outlined below:

1. To explore perception about Learning to teach English in Thailand.
2. To find out the problems in teaching practice in Thailand.
3. To find out the solution of teaching practice in Thailand.

1.4 Significance of Study

Theoretically, the findings of this study are expected to advance knowledge in education and to support and extend the previous hypothesis about learning to teach English, especially for those who do teaching practicum in Thailand. Practically, the findings of this study are expected to provide several benefits. For students, this research is very important to reveal students' perceptions about EFL teaching English in Thailand and improving their academic results. For the school, as a reflection tool when doing learning to improve teaching quality and increase student interest in learning.

1.5 Scope and Limitation of Research

This research focuses on EFL student teachers' perceptions toward learning to teach English in Thailand they have done for 1 month in various senior high school and junior high schools. During teaching practice, of course, they have gained various knowledge and teaching skills which are useful when they become professional teachers. This experience will be explored by researcher moreover, investigate the problems encountered during teaching practice as an evaluation of the next teaching practices both in regulation and the quality of teaching in each EFL student teachers' aimed at preparing professional teachers.

1.6 Definition of Key Terms

To avoid misunderstanding, the researcher would like to define some key terms as follow:

a. EFL

English as a foreign Language, also known as EFL, is a learning and using English as an additional language in a nation that does not speak it natively. This study, afterwards, focuses on EFL students in an Indonesian context.

b. Teaching Practice

The programs is provided by faculty of education and teacher training in University of Islam Malang to give opportunities for EFL student teachers' to teach English in Thailand to know the world of education and train them become teachers.

c. Teaching

Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students). The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related.

d. Lived Experiences

In phenomenological research, lived experiences are the main object of study, but the goal of such research is not to understand individuals' lived experiences as facts, but to determine the understandable meaning of such experiences. In addition, lived experience is not about reflecting on an



experience while living through it but is recollective, with a given experience being reflected on after it has passed or been lived through.



CHAPTER 5

CONCLUSION AND SUGGESTION

After analyzing the result of learning to teach English in Thailand: Indonesian EFL student teachers' lived experiences, the researcher draws the conclusion based on the result of analyzing the data. The researcher also proposed some suggestion for teaching learning process in reading sessions.

5.1 Conclusion

Based on analyzing data, the researcher finds that there are some difficult by EFL student teachers' lived experiences. In this study there were two findings, namely: the role of the Thai buddy network and the emergent themes pertinent to international practicum but the researcher found two indeed: cultural challenge and strategies learning challenge.

5.2 Suggestion

First, there must be a combination of professional and cultural and social content embedded in it program.

Second, the practicum target group, both students and general education students diversify in such a way that the exact proportion of university and school students needs to be examined.

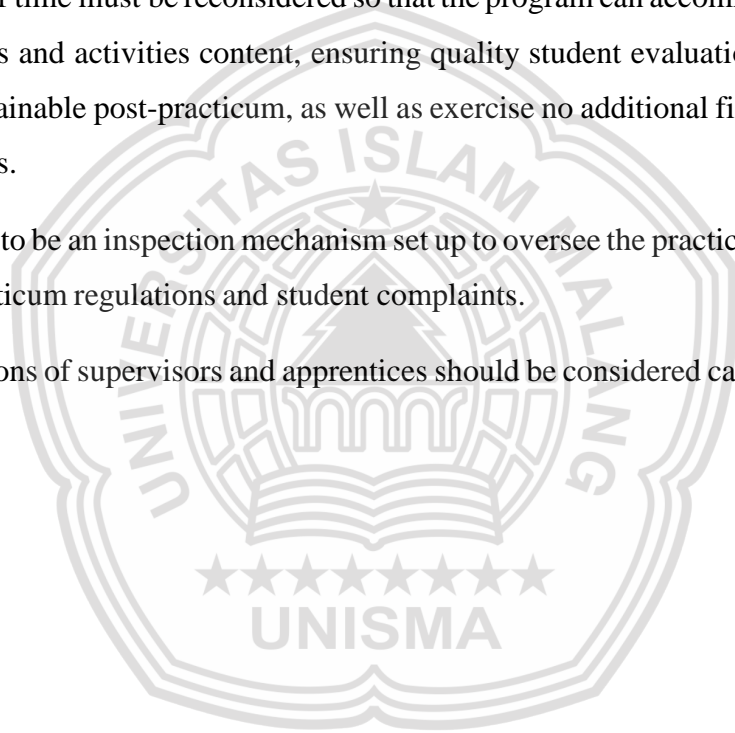
Third, intercultural competency training must be maintained and local language training must be maintained added to prepare students so that they can be competent across cultures and languages.

Fourth, there needs to be a continuous support system through a network of Thai friends so that facilitating the smooth integration of Indonesian students into Thai school life.

Fifth, the length of time must be reconsidered so that the program can accommodate adequate activities and activities content, ensuring quality student evaluation, and the impact of sustainable post-practicum, as well as exercise no additional financial burden on students.

Sixth, there needs to be an inspection mechanism set up to oversee the practice Limit violations of practicum regulations and student complaints.

Seventh, suggestions of supervisors and apprentices should be considered carefully.



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