

PRE-SERVICE TEACHERS' PROBLEMS DURING TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) IN THAILAND

Ina Setiadewi

English Education Program
Faculty of Teacher Training and Education
Universitas Ibn Khaldun Bogor
setiadewina@gmail.com

ABSTRAK

Mengetahui permasalahan selama mengajar bahasa Inggris sebagai bahasa asing di luar negeri, terutama di Thailand adalah poin penting untuk guru yang akan mengajar di luar negeri. Penelitian ini bertujuan untuk mengetahui permasalahan yang di hadapi oleh guru praktikan dari Indonesia selama mengajar bahasa Inggris sebagai bahasa asing di Thailand. Penelitian ini dirancang dengan metode kualitatif netnografi sebagai koleksi data. Untuk mengumpulkan data, diskusi kelompok terfokus telah di gunakan. Peserta dalam penelitian ini adalah mahasiswa jurusan Pendidikan Bahasa Inggris di salah satu universitas swasta di Bogor yang telah melakukan praktik mengajar di Thailand selama lima bulan. Penelitian ini mengungkapkan bahwa terdapat beberapa permasalahan yang di hadapi oleh guru praktikan selama mengajar bahasa Inggris sebagai bahasa asing di Thailand. Permasalahan itu terkait dengan adat dan tradisi; perbedaan bahasa dan faktor dari dalam diri. Untuk meminimalisasikan permasalahan, universitas seharusnya menyelenggarakan lokakarya untuk mahasiswa yang akan mengikuti Program Praktik Profesi baik di Indonesia maupun di thailand dalam hal persiapan pengajaran.

Kata kunci: Guru praktikan, permasalahan, mengajar bahasa Inggris sebagai bahasa asing, Thailand

ABSTRACT

Knowing about the problems during teaching English as a foreign language abroad, especially in Thailand is an important point for the teacher who will teach abroad. This study aimed to know what the problems that faced by Indonesian pre-service teachers during teaching English as a foreign language in Thailand. This research was designed by qualitative method and used netnography as a design. To collect the data, focus group discussion were used. The participants of this research were students of English Education Department, in one of University in Bogor who had done teaching practice English as a foreign language for five months in Thailand. This study revealed that there are several problems that were faced by pre service teachers during teaching English as a foreign language. The problems related to customs and traditions; language differences and the personal factors. Furthermore to minimize the problems, The Universities must organize a certain kind of workshop to the students who will take Profession Practice Program both in Indonesia and Thailand in case of teaching preparation.

Keywords: Pre-service teachers, Problems, TEFL, Thailand.

INTRODUCTION

Pre-service teachers can be said about training provided to the University students before have undertaken any teaching. Ryan, Young and Gauthier (2017) states that pre-service is a stimulating experience that requires the application of theory to practice as pre-service teacher transform and construct identities within often unfamiliar, and intense practicum environments. Pre-service teacher that no have experience in teaching before, is the new challenge in

Teaching English as a Foreign Language and will find the environment of school, student, situation, and habitual.

Teaching English as a foreign language is usually studied and aimed for the importance of education, business etc., so that communication between people in different countries and different mother tongue can be easier using English. According to Chien (2011) TEFL (English as a Foreign Language) is focused on the purposes or studies of English by teachers and English learners with a different mother

tongue. The precise interpretation for TEFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language.

Teaching English as a foreign language in each country is certainly different. It is same as teaching English in Indonesia and Thailand which has different cultures, languages, customs, and differences in the environment. Kim (2017) argues that pre-service teacher can not only experience living and working in a completely new environment but can also expand their cultural knowledge, intercultural perspectives, and awareness of multicultural while teaching abroad. Different from other study abroad programs, pre-service teacher can learn how to manage classes and lesson plans as well as how to interact with local teachers and students during overseas teaching practice. In this case the pre-service teacher from Indonesia who teaches abroad has certainly found the problems. The problems experienced by the pre-service teacher can also have an impact on the pattern of teaching in classroom or even have an impact on the teacher itself. The problems faced by pre-service teachers during teaching English as a foreign language, cannot be separated from the school environment, student behavior, school curriculum, school regulations and so forth. The problems experienced by the pre-service teacher can also be different. As a result, the writer tries to investigate the pre-service teachers' problems during teaching English as a foreign language in Thailand.

METHOD

The researcher used a qualitative method and used netnography as a design. According to Bakry (2017) states that netnography is a way to do anthropological research through the internet, used publicly information where everyone share it via social media freely.

The participants of this research were the 7th semester students of English Education at the one of the private universities in Bogor which had taken Profession Practice Program in Songkhla, Thailand. The researcher were selected four participants considered to be most fitting to give an objective answer and was appropriate to this research. There are three women and one man, who had teaching practice in Thailand. Three of pre-service

teachers had teaching in elementary school and kindergarten in Thailand, one of pre-service teacher had teaching in senior high school in Thailand. The researcher chose pre-service teachers that had experience in teaching English as foreign language before.

This research used focus group discussion to gain the information about the pre-service teachers' problems during teaching English as a foreign language in Thailand. Based on Creswell (2012), a focus group discussion is the process of collecting data through discussion with a group of people, typically four to six. Meanwhile Eeuwijk & Angehrn (2017) states that Focus Group Discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic, facilitated by moderator.

RESULT AND DISCUSSION

Based on focus group discussion result, it shows that the pre-service teachers faced several problems. The problems that faced by pre-service teachers are about customs and traditions in Thailand; language differences between Thailand and Indonesia; and by personal factors. Customs and traditions containing about the behavior of Thai students in classroom, about rules at school, the method of teaching, about the difference module of teaching and the difference level of students between Indonesia and Thailand. It can be seen from the responses of all the pre-service teachers during teaching English as a foreign language in Thailand.

The pre-service teachers find the problems that related to the behavior of Thai students, one pre-service teacher assert that Thai students often interfere the pre-service teacher when the pre-service teacher say an English words by repeating the words or mocking with Thai language. Furthermore, the difference module of teaching and the difference level of students between Indonesia and Thailand became one of several problems of the pre-service teachers during teaching English as a foreign language in Thailand. The pre-service teachers should find the materials of teaching English that appropriate to the Thai students by their own self.

It is supported by the theory of Colombo (2014) that multiculturalism refers to situations in which people who hold 'different' habits, customs, traditions,

languages and/or religions live alongside each other in the same social space. Moreover, related to the theory about TEFL, Tamura (2016) states that when teaching English as foreign language, a teacher must think about the methodology of teaching English for the students who will learn it. First, what to teach? Second, what are the aims of teaching? Last, how to teach?

Second, is about language differences between Thailand and Indonesia, the pre-service teachers find the problems with Thai language, the pre-service teachers had lack vocabulary of Thai language and when the students ask the questions using Thai language, the pre-service teachers cannot understand what they means. Similarly, the pre-service teachers find the problems by the differences of English pronunciation. For example, they hard to pronoun L sounds and V sounds in the middle of the word, the word "eleven" become "elewen" and the word "twelve" become "twew", so sometimes it is hard to understand what they mean even the students speak in English.

This is supported by the theory of Harati and Rangriz (2017), that social structure may either influence linguistic structure and/or behavior. Second, linguistic structure and/or behavior may either influence social structure or worldview. Third, possible relationship language and society may influence each other.

Besides that, pre-service teachers also had problems by personal factors, it refers to the pre-service teachers feel confused during teaching English in Thailand and confused when giving instruction in classroom. Thus, teaching English as a foreign language abroad needs respect for different cultures and values, because the pre-service teachers hold different habits, languages and traditions while teaching abroad.

CONCLUSION

Knowing about the problems during teaching English as a foreign language abroad, especially in Thailand is an important point for the teacher who will teach abroad. Thus the next pre-service teachers or a teacher who will teach abroad can prepare all the things of their self to minimize the problems that may happen. Meanwhile, based on the discussion before, this study concludes that the pre-service

teachers find several problems during teaching English as a foreign language in Thailand. The pre-service teachers find the problems in customs and tradition in Thailand that related to the behavior of Thai students in classroom, rules at school, the method of teaching, the difference module of teaching and the difference level of students between Indonesia and Thailand. In the other hand, the pre-service teachers find the problems in language differences between Thailand and Indonesia; the pre-service teachers had lack of Thai vocabulary. Thus the pre-service teachers find the difficulties to communicate with Thai students or even with Thai teachers. Similarly, the pre-service teachers find the problems by the differences of English pronunciation. Furthermore, the pre-service teachers also had problems by personal factors, it refers to the pre-service teachers that feel confused during teaching English in Thailand and confused when giving instruction in classroom.

In the end of this chapter, the writer would like to give some suggestions related to this study as follows:

1. For the Universities,
The Universities must organize a certain kind of workshop to the students who will take Professional Practice Program both in Indonesia and Thailand in case of teaching preparation to minimize the problems during teaching English in Thailand.
2. For the students who will take Profession Practice Program,
The writer suggests to preparing the materials of English teaching and preparing the kinds of teaching method. For the students in university who will take Profession Practice Program in Thailand must learn about Thai vocabulary that useful in English teaching and learning in classroom. Gain the information about teaching English as a foreign language in Southern Thailand and coordinate with the lecturer.
3. For the other researcher,
This study focused on the pre-service teachers' problems during teaching English as a foreign language in Thailand, the writer taken data from the pre-service teachers with teaching experiences before. The next researcher will be good if make a research with the problems solving and take the

participants based on their teaching levels in Thailand to get different result of the research and it can be more specific.

Journal of Takasaki City University of Economics, 169-188.

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