

CHAPTER I

INTRODTION

The chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, research objectives, and significances of the research

1.1 Background of the Study

Today, international opportunity for pre-service students is in high popularity around the world as globalization occurred to make the world more distance-less. The establishment of ASEAN Economic Community in Southeast Asia gives major changes in several sectors including education among its member countries (Pyakurel, 2014). Global education gain world-wide acceptance. There are a lot of countries which compete to provide good education and to open international program for international students. This increasing demand of international teaching and learning leads to inquiry for high competent teacher especially for English language teaching (ELT). To prepare for teaching both locally and internationally, the necessity of developing teacher's international knowledge and skills increases (Zhao, 2009). It is claimed that these knowledge and skill will be helpful for them in teaching their students about global perspective in the future.

Furthers, a recent trend shows a steady increase in the number of pre-service teachers from English as Foreign Language (EFL) countries like Thailand, Japan and Hong Kong who took a part in several English language immersion programs (Bodycott, 2001). The programs are conducted mostly in overseas.

English language field program is a temporary stay in certain country which has several aims. Some of them are to make the participants blend or emerge with the culture and people in the surrounding. Then, it is to improve their English skill and to feel the native-like. The participants will also study about cross-cultural understanding between their home country and the country they stay. Cross-cultural understanding is important skill to deal with plural society and culture. It is the ability of being aware and respectful to other's differences and similarities.

Beside English immersion program, there are still more of international programs available such as exchange programs which open for pre-service teachers. It is offering them some opportunities of having international teaching experience. The pre-service teacher will spend a couple of time with teachers and learners in certain school outside their country (Johnson, 1992). This kind of opportunities vary in term of duration. It is possibly in two weeks, one month, three months or even one year. During the program, the participants usually have to learn about teaching principle, teaching methodologies and the material of teaching. As the consequences, after this program, pre-service teacher's pedagogical knowledge is improved as they gain it in the school day by day. It also enriches their professionalism and intercultural experience (Lee, 2009).

Moreover, as a future teacher, pre-service teacher needs to complete the teaching practice before graduate. A teaching practicum is a core basis essential course for teacher education. It is important for all novice teachers as preparation of teaching (Yunus, Hashima, Ishaka, & Mahamoda, 2010). A teacher trainee would do some assignments during the teaching practicum such as teaching,

observing in language classroom and working a report gradually in certain number of hours (Isihara, 2005). The duration of teaching practicum is also numerous. It depends on the institution's regulation. Some only provide one month, in other school has three months and even in certain part, they hold the teaching practice for a whole year. The pre-service student teachers spend the whole arranged time in the school to do sort of teacher's work in the real situation.

Ideally, pre-service teachers who already joined this kind of teaching practicum would be ready to become a teacher. They have had experiences to help them to solve any problems that may appear in the classroom. However, although teacher students have finished the teacher training, there are still many pre-service teachers who are unready with the challenges of teaching students in the classroom (Yunus, Hashima, Ishaka, & Mahamoda, 2010). Their preparation during the teaching practicum seems to be not really effective for all pre-service teachers. It is believed that challenges during teaching practice play a key element to determine the output of pre-service teachers. Yunus et al (2010) mentioned that the pre-service teacher could learn how to be good educator from the experience in dealing with the challenges during teaching practicum.

Moreover, in international teaching context, the challenge may multiple include communication aspect. This is due international communication deals with people from different countries. The difference of cultures may occur to be one of difficulties in the teaching practicum. All in one, intercultural communication may give certain number of challenge for pre-service teacher who participate in international teaching practicum. The writer researches about

intercultural communication faced by the pre-service teacher while attending teaching practice program in an international exchange program called SEA-Teacher Project 2017 Batch 4. The program lasted for approximately one month. It conducted in a higher education of international school in Thailand.

This teaching practicum was done in one of EFL Schools in Thailand namely Suratthani School. It is considered among the best schools with international standard in the Suratthani Province. The researcher studies phenomenon occurred in the classroom relate to English teaching and intercultural communication. The English teaching is in general meaning. The pre-service teacher teaches English subject under guidance of Thai English teacher who is responsible in teaching writing and reading skill for students.

Furthermore, the experience on teaching English in Thailand and dealing with intercultural communication issue gives an insight of English teaching in the actual situation. The diaries reflect that there are some challenges of intercultural communication. The differences on teaching duration, limitation of English use and plenty teaching materials are daily problem to solve prior teaching by the pre-service teacher. The pre-service teacher ever experienced of unabling to finish the lesson plan in the classroom at Thailand school because the duration for teaching was shorter than she used to be when she is in Indonesia. In other positive side, the pre-service teacher could feel the atmosphere of international teaching as international colleagues from US and Phillipine were there at Thailand School.

Further, there is limited number of diary study available in English Education Department at UII. Concerning the issue above, the writer decide to

conduct a study about intercultural competence of the SEA-Teacher in dealing with the intercultural communication challenges employing diary study method. This research may be the first diary study in English Education Department at Universitas Islam Indonesia that discusses about intercultural communication challenge during teaching practicum especially the one that is conducted overseas. The discussion focuses mostly about the communications that take place in the school area context only. So, the communicators are pre-service, students, teachers and other school staffs in daily school interaction. The author intends to provide description about intercultural competence of the SEA-Teacher in dealing with intercultural communication challenges during international teaching practicum called The SEA-Teacher Project 2017 batch 4 in Thailand.

1.2 Identification of the Problem

Teaching practicum is important for all student teachers. The pre-service teacher will be able to correlate what they have learned from the classroom in term of theories into practice during this period of teaching practicum. It is a trigger for student teachers to probably build their own interpretation about the knowledge and practice of teaching by experiencing it first hand. Getting along and creating the 'make sense' with the classroom for themselves tends to lead better understanding about the conceptual of language learning and teaching. However, during the process of self-interpreting by the student teachers, there are likely to produce misconception of teaching practice and knowledge when the setting or school does not provide good experience for example.

Student teachers who participate in a teaching practice program are aiming for real experience about language learning and teaching in the school. They deal with teachers, students and school administration directly every single day. Besides gaining new knowledge and experience, student teachers should manage the problems that may appear to them during the practicum. These challenges vary in circumstances for example student's behavior, motivation of learner, school environment and academic support (Yunus, Hashima, Ishaka, & Mahamoda, 2010). Stress and anxiety are likely to be their basic problem during this time. The student teachers feel difficult to solve about those matters due to some factors such as lack of teaching experience, low motivation of being a teacher and others.

Also, when the teaching practicum is conducted in different country outside the student teacher's country, the challenges tends to be more complicated and challenging (Swain & Johnson, 1997). Not only they have to deal with problems in the school, the pre-service teacher also should consider issues from their living environment and society. The differences on culture, language, religion, value and customs in the host country and their home country may contribute a certain problematic issue. Another source of issue is daily international communication that student teacher committed. International communication between the student teacher and the host school members and other participants assuredly take place. It is highly possible that communication will lead to challenge. Miscommunication is the simple case as multicultural is there at first place of communication. In the other hand, this international teaching

experience promote to intercultural engagement (Barkhuizen & Feryok, 2006). It also benefits the student teachers for their teaching skill improvement and global perspectives at once.

This research explores further on pre-service teacher's challenges of intercultural communication that may emerge during the international teaching practicum program in EFL School into description. The international exchange program is called SEA-Teacher Project 2017 Batch 4 where the participants are education students from ASEAN countries. The intercultural competence of the SEA Teacher as possible strategy to deal with the intercultural communication challenges will be discussed afterward.

1.3 Limitation of the Problem

This is a qualitative research in a form of diary study. The study is conducted in English Language Education Department at Universitas Islam Indonesia, Yogyakarta. The author of this research wants to investigate the challenge of intercultural communication faced by a pre-service teacher during teaching EFL students in international context as a mean to provide educational description. The program named SEA-Teacher Project batch 4 that has finished on last September 2017. Further, in dealing with the challenge, one person to other person may have differently way or action out of solution. Everyone has different skill. The discussion of pre-service teacher's intercultural competence to deal with the challenge during this program is also the concern of this research.

1.4 Formulation of the Problem

Referring to the identification of the problem and the problem limitation, it gives guidance in formulating research questions to be answered in this study as the following:

1. What are the forms of intercultural communication challenge faced by pre-service teacher in teaching EFL during SEA-Teacher Project?
2. How did the SEA-Teacher implement her intercultural competence to deal with the challenges?

1.5 Objectives of the Study

This research aims to study about the pre-service's intercultural communication challenge on teaching EFL students during an international exchange program namely SEA-Teacher Project 2017 batch 4 into description . It also explores the intercultural competences of the SEA-Teacher that used to deal with the challenges. This study is a diary study about intercultural competence of the SEA-Teacher in dealing with intercultural communication challenges.

1.6 Significance of the Study

The author hopes to provide some beneficial knowledge and useful information for some parties such as pre-service student teachers, the committee of SEA-Teacher Project, teachers and lectures as well as other researchers. This research is designed as a contribution of good use for the needed. First, the result of this study may help give prior insight about teaching practicum for pre-service

teachers. Meanwhile for The SEA-Teacher Project committee, they may benefit from this research to gain some evaluation for future better development of this program.

The teachers and lectures also are able to view their student teacher's experiences during the teaching practicum in order to understand and to expand their learning process in the classroom. The last, for other researchers, it may encourage them to do similar further study about pre-service teacher's intercultural communication challenges during teaching practice or field study program with different or more complex situation and places.