

CHAPTER I

INTRODUCTION

This chapter gives information about the frame of this research. There will be brief explanations about background of this research, research questions, research purposes, significances of study, rationale, and previous research.

A. Background

This study is aimed to explore Indonesian EFL student teachers' classroom culture adjustment process in teaching English to Thai students in an internship program. Applying Host Culture Complex (Holliday, 1994) and classroom culture (Harris, 2014) as the basic theories, this research will reveal how EFL student teachers adapt their teaching in a new context, this context includes country, culture, and society, particularly in school and classroom.

To be a professional teacher, student teachers must prepare themselves to face the real world of teaching. Learning without implementing is not enough to be a professional. It requires experience, learning, and practicing of what has been learned in college years. An internship allows students to experience real work under the professional guide. Beggs, Ross, and Goodwin (2008) proved that internship offers learning opportunities for students to face professional practice and activities related to knowledge application. So, internship program provides good chance for the students to experience the lessons that they have learned at campus to apply it in the workplace.

Nolting, Donahue, Matherly, and Tillman (2013) noted that today's success in the global market place requires adaptability, cross-cultural sensitivity, political awareness, and intellectual flexibility. Even this statement says that adaptability is required in global market place, it is also important for the interns to get accustomed to live and work in a new context, that is why adjustment process is one of important thing to be learnt. But why it must be classroom culture? Simply, school is a large society and classroom is the smaller scoop of that society (Sergiovanni, 1987). It means that before getting into the school environment which is a large society, it is better to acknowledge the classroom first. Besides, knowing classroom culture will help the teacher to lead and manage the classroom.

Universities in Indonesia also conduct internship program to prepare college students' professionalism, for example UII in Yogyakarta, Universitas Ahmad Dahlan in Yogyakarta, Universitas Singaperbangsa in Karawang, West Java. One of the neighboring countries that have cooperation with Indonesia is Thailand. Even Indonesia and Thailand are on the same continent, the culture between them are very different one and another. It requires adaptability to live in a new place. This case lead to a culture issue whether the student teachers can adjust themselves particularly in classroom culture. The context that is taken in present study is Thailand classrooms which has English as Thai Foreign Language. Since the students will face the real world in an internship program, indeed, they should be prepared to face the multiculturalism without exception.

There are several researchers who take adjustment process as their topic discussion. First, Xu (2008) from Portobello College conducted the research in China to expatriate English teachers who work in English Language school in China. Thus, this study is focus on the classroom culture. Besides, the participants of this research are student teachers who joined an internship program. Second, Slagoski (2014) from the University of Iowa. The research took place in Japan and Korea by sojourning teachers who taught English in their non-origin countries. Meanwhile, the researcher who conduct research about classroom culture is Imam and Khan (1998) from BRAC Center in Dhaka. They observed the implementation of classroom culture in some of BRAC schools. Additionally, FÂT (2015) from University of Bucharest also conducted research regarding classroom culture. In her research, FÂT focused on students' perceptions of their classroom culture in prestigious school in Bucharest.

Due to the limited research related to adjustment process particularly in classroom culture, the present study will help education enthusiasts, teacher to be, and explorer who intend to teach English as Foreign Language and learn to adjust in a new place to teach EFL. In addition, it will make those who want to be a professional EFL teacher get prepared better. Therefore, the researcher entitled this research “INDONESIAN EFL STUDENT TEACHERS’ CLASSROOM CULTURE ADJUSTMENT PROCESS IN TEACHING ENGLISH TO THAI STUDENTS IN AN INTRNATIONAL INTERNSHIP PROGRAM IN THAI SCHOOL”.

B. Research Question

Regarding the gaps that is found from previous studies, two questions rise to lead the present research:

1. How does the classroom culture adjustment process take place among the student teachers in Thai class in the internship program?
2. What are the factors that help them adjust to their teaching in EFL Thai classroom?

C. Research Purposes

The research purposes are:

1. To describe the classroom culture adjustment process taking place among the student teachers in Thai class in the internship program
2. To reveal the factors that help them adjust to their teaching in Thai classroom.

D. Significances of Study

This study is expected to give significance not only theoretically but also practically. In theoretical aspects, this research offers new insight not only into a broader cross-cultural phenomenon in the workplace but also offering theory regarding classroom culture adjustment process for further research. Meanwhile, for the practical significances it is expected that readers, specifically international foreign teachers can adjust the way they live in a new environment better, particularly in teaching English

as Foreign Language. Next, for the university, it is presumed that the university can use this study as reference for evaluating international internship program.

E. Rationale

An internship serves to bridge knowledge and real life which is purposed to prepare students with work-related skills and expertise concerned to the up-coming career (Chin-Tsu Chen, Jin-Li Hu, Cheng-Cai Wang, Chun-Fu Chen , 2011). It brings the main factor in college life to introduce the students from the theoretical world to the practical world. Stevenson (2013) noted that internship is like the real life, with full of challenge and cross-cultural adaptation. Besides, it offers the student teachers familiarizing with practical skills, widening social relationships, inspiring to learn and improve a socially acceptable personality (Calloway & Beckstead, 1995). Without the existence of internship, the students might not have prior knowledge of what to do in facing their real work. It is possible to lead them to the lack of professionalism. Thus, the internship has a great effect on developing students towards professionalism in any profession, includes an EFL teacher.

Indonesian EFL student teachers in Thailand encountered a new circumstance which consists of different cultural values, society, thoughts and beliefs, climate and language (Black et al., 1991; Ambler and Witzel, 2004; Tang and Ward, 2002). They suffered from culture shock, that is a transitional process that someone experience in living in a new environment (Ting-Toomey, 1999, p. 245). It is usually a negative effect on intercultural adaptation (Ward et al. 2001).

Student teachers are required to be able to adjust themselves in a new environment. The lack ability to adjust to a new environment reduces the EFL student teachers' performance (Takeuchi et al., 2002). It leads to the failure of the participant to get successful adjustment (Aycan, 1997). Additionally, lack of adjustment in the classroom, school, or national culture may impact the teachers' performance in a negative way, for example, depression, anxiety, misunderstanding in delivering the lessons which may affect the learners' improvement in their language skills (Slagoski, 2014). So, the adjustment process is very crucial to learn as the key to be implemented in adapting new culture.

The Holiday Host Culture Complex theory (1994) is applied as the foundation of this research. As Holliday stated that there are six elements of adjustment process in teaching in a new context; (1) The national culture, (2) The classroom culture, (3) The student culture, (4) The host institution culture, (5) International education-related culture and (6) Professional-academic culture. This theory is used to reveal the process of adjustment in teaching EFL in a new context. Thus, this research is only focused on classroom culture. Empirically, the existence of classroom culture theory from Harris, 2014 will complete the previous studies.

F. Previous Study

There is a number of the thesis regarding adjustment process, (see Xu, 2008; Liao, 2010; Hanson, 2013; Slagoski, 2014). Xu in 2008 from Portobello College. Xu's research was focused on EFL Teachers' adjustment and relate it to the business term in

China. The participants were 51 the expatriates who work in English Language school in China. It is stated that the adjustment process has three dimensions: interaction adjustment, work adjustment, and adjustment to the general environment. The findings note that the participants are well-adjusted in living in a new context. On the other hand, language schools also have to help the teachers in adaptation by improving the schools' management with regards to the effectiveness of culture and language training. This study is different, the researcher did not take the same dimension of adjustment process. The theory that is implemented in this study is Host Culture Complex by Holliday (1994). Besides, the participant and the context are different. The participants of this study are Indonesian EFL student teachers in an internship program in Thailand.

In 2010, Liao investigated expatriate English Teacher in Taiwan. The theory of cross cultural adjustment and the differences between Western and Chinese cultures was studied in the research. By reviewing Black, Mendenhall, and Oddou (1991), Liao analyzed the adjustment process of English-native teacher who work and live in Taiwan.

Likewise, Hanson (2013) investigated adjustment process of Chinese and Taiwanese expatriate teacher who live in the United States. In this case, Hanson observed early year of Chinese language teachers in U.S K-12 school, not English language Teacher. She also discovers the challenges and support systems that the teachers encounter.

Slagoski in 2014 from the University of Iowa conducted research on how sojourning English Language teacher adjust themselves in Japan and South Korea. Unlike Xu, Slagoski proved Holliday's Host Culture Complex model (1994) as the theoretical framework. The research describes five English teachers who teach English abroad. Surprisingly, they found it was difficult to live in new context even though they had been as English teacher a decade earlier in their countries. With the help of social media, the sojourning teachers tried to adapt and accustom themselves teaching overseas. They turned into social media for contacting and sharing their experiences with friends, other teachers and family. It helps them emotionally and professionally. Since sometimes living abroad is quite lonely and frustrating, it is better to share challenges with someone who has similar experience or just to relief the stress by talking to the closest one.

Regarding research about classroom culture (see Imam, 1998; FAT, 2015). Imam observed how classroom culture taking place in BRAC schools in Dhaka. He compared the classroom cultures of two different BRAC school, non-formal primary education (NPE) and Chandina Learning Improvement project (CLIP). The observation of classroom culture was done through two different classroom organization that is small group activities and large group activities. Besides, the norms, issues about assignments and gender sensitivity was also reviewed in the research. In the same manner, FAT (2015) also discussed classroom culture in learning group which also consist of norms and value in the class. Conversely, FAT was only focus on the

students' perception in classroom culture. The participant was 62 students in the age of 17-18 years old from one of the prestigious school in Bucharest.

The researcher intends to apply host culture complex as the base theory integrated with Harris's theory about classroom culture. In fact, this research is different from the previous studies since the participants of this research are student teachers who joined an international internship program in Thailand. Besides, the aspect that is focused on this research is only to the classroom culture and how the student teachers can create appropriate environment during teaching sessions in a new context.

