

# CHAPTER I

## INTRODUCTION

This chapter reveals the importance of this research needs to be conducted, the significance of this research for teaching and some theories from the expert to make this research more valid.

### A. Background

Have you ever taught young learners abroad? Did you get some problems or barriers to preparing in a different language? Once the researcher visited Thailand to join the program of internship held by English Education Department in 2017. There were 13 students as an Indonesian participant and 2 persons as a Thailand student taught an English subject in one school in Thailand. We as so-called student teacher had to teach Thai young learners in EFL setting. This program inspires the researcher to conduct this research due to problems that was encountered during teaching EFL to young learners in the internship program.

During the internship program, the researcher had to teach an elementary school level. The Thai student is about 10 – 13 years old. As researcher have observed that the Thai young learners did not really understand English well. Unfortunately, the researcher have no ability in delivering material using Thai language. It is one of barriers that made the researcher hard to teach them. In addition, that English is not their first nor second language. English is a foreign language for them, as it happened

in Indonesia. In this case, EFL student teacher must find a way to overcome the barriers as anticipation. Understanding cultural diversity and cross-cultural communication become an important aspect to master (Xia, 2009). Thus, an excellent and appropriate strategy in teaching EFL to young learners is strictly needed.

One of the teaching strategies that are commonly used in this modern era is through ICT. Internet communication and Technology (ICT) is a new means of technology to access information that is more attractive through the integration of audio-visual and multimedia (Copriady, 2014) . Nowadays, most people are aware of the technology that contribute to activities. Include in teaching activity. Now, the education system has fully realised the potential of ICT as a valuable assisting tool in teaching and learning (Giannakos, 2014; Vajargah, 2014). With this ICT, the researcher had decreased some barriers through communication barriers or teaching barriers.

There are several research results regarding the implementation of ICT in teaching young learner students in a learning activity. Many researchers have analysed some kinds of problems or identified the impact or challenges from this ICT. One of the research was conducted by Alassaf (2014) that used the qualitative method to attend ICT supported for teaching and learning in Jordanian Universities. Meanwhile, in my study, the obstacles that have encountered by ICT is not only the perception of the lecturers or the teachers but also the cross-cultural communication

barrier and teaching barrier. So, this research is of more benefit for EFL teacher in teaching across their country.

This research focused on describing and analysing some EFL student teachers who joined the Internship program carried out by Faculty of Tarbiyah and Teachers Training State Islamic University, Sunan Gunung Djati Bandung in South Thailand 2017.

### **B. Research Questions**

1. What types of challenges do Indonesian EFL student teachers experience during classroom session?
2. How can ICT support Indonesian EFL student teachers in encountering the challenges?

### **C. Research Purposes**

1. To identify the types of challenges, do Indonesian EFL student teachers experiences' during the classroom session.
2. To describe the contribution of ICT to support Indonesian EFL student teachers' in encountering the challenges.

#### **D. Significances of study**

Theoretically, the research is significant in providing ICT as an appropriate strategy to confront challenges that might appear in teaching EYL student in the foreign country.

Practically, this study is significant in improving the teacher ability to master the teaching process. Also, this study also helps the EFL student teachers to anticipate the barriers that would come in teaching abroad. Also, this study also decreases the anxiety of teaching in the different culture or different language.

#### **E. Rationale**

Students are now more interested in using ICT to access information, and having personal websites is a current trend where they can quickly check their status via social networking such as myspace, Friendster, BlogSpot, Facebook to name a few. This phenomenon has become a trend among school students (Garcia-Santillan, 2014). This new type of students' interests and hobbies should be taken advantage of by teachers and parents to guide the students on the correct use of ICT (Badri, 2013; Oz, 2014). However, this is the most challenging part of teachers that should be faced are in handling or managing the use of technology, the method of technology in teaching and how applicate the technology as an alternative approach.

Information and communication technologies (ICT) are of key importance at all levels of the educational system. At each stage of cognitive activity, research and

practical applications in all branches of knowledge ICT perform both the functions of tools and objects of knowledge (Bilyalova, 2017). Moreover, students may gain something new when a teacher teaches a student with technology rather than use conventional style. Taking ICT into the classroom teaching and learning can have a significant impact on the practice of teachers when ICT is conceptualised as a tool that supports a real change in the pedagogical approach (Wamakote, 2010). A teacher who uses ICT does not need extra energy, hard work and perseverance because technology has a lot of features that can be used in teaching and learning activity.

As seen earlier, teaching strategies are specific behaviour or thought that the teacher uses to enhance their ability. The word strategy comes from the ancient Greek word *strategia*, which means steps or actions taken for winning a war. The warlike meaning of *strategia* has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford, 1990) . It is also essential for the teacher who wants to teach especially for young learners in a different country. This strategy is made by considering students culture, habitual, behaviour and their learning ability to develop their motivation and their skill in English language learning. In other studies, strategy instruction led to increased EFL learning motivation (Nunan, 1997) and, among native-English-speaking learners of foreign languages, greater strategy use and self-efficacy (Chamot, 1996)

Moreover, Kurt (2015) said that is indicated that nowadays, with the help of the technology people are aware of the cultures and lifestyle. Then, people can take

off the physical and mental barriers by getting information and sharing some experiences to other culture by technology. Technology can be used to communicate and interact with other people. Communicate is the form of culture.

In the teaching term, communication also is the critical part to consider. It also happened when the researcher must communicate in 2 different cultures. The Indonesian language and Thailand language are so distinctive each other. It makes an EFL teacher from Indonesia struggle hard to teach Thai students.

Meanwhile, Karakas (2012) said the main components of the current EFL teacher education programmed comprise field knowledge (linguistic competence), teacher education (pedagogic competence), general knowledge and teaching practices. People who categorised as an EFL Student teacher might be master all the materials or skills that would applicate in teaching activity. Wallace (1995) highlights the importance of promoting the ability of reflection or reflective practice in teacher education programs. In the same vein, Chong. S. & Cheah (2009) argue that candidate teachers need to develop the skills necessary to learn from experience through reflection. Additionally, EFL student's teachers trained intensively to be a teacher that can teach in an L1 situation, L2 situation or maybe in the foreign position.

Finally, the Internship program since 2017, has been launched by one of the majors from Faculty and Tarbiyah teacher training in UIN Sunan Gunung Djati Bandung University. It is a program annually held by the English education

department for some students that have qualified to teach in abroad. The first program was held from July 15, 2017, until September 5, 2017, with the object of the program in South Thailand in 3 provinces: Pattani, Yala, and Satun.

#### **F. Previous research**

There are several research results regarding the implementation of ICT in a learning activity. One research was provided from Alassaf (2014) that ICT brings some benefits on teaching at the undergraduate level at Jordanian Universities. Alassaf said ICT has a positive impact in teaching and learning. He used the interview to conduct 33 persons to gain information and their perspective about ICT in the learning process. From this research, he revealed that ICT use saves time and efforts and helps students learning new knowledge and skills. But unfortunately, the researcher only used an interview to conduct the research it would be better if he used another way to collect data to make the data clearer and well-defined. Then the researcher did not also the challenges of the teacher that have encountered by the ICT itself. By knowing those challenges, the reader know which part ICT contribute and solved the problem. In this research, the researcher provides the list of barriers that EFL student teacher faced during the internship program.

The second research was conducted by Kreutz & Rhodin (2016). The research was conducted with the students two years in 3 classes. They are about 8-9 years old boys and girls from the most southern region of Skane, the Trelleborg region. It showed that ICT motivated the student and connected to internal and external factors

such as curiosity, confidence, interest and attitudes from parent and teachers. Then 77% of students stated that the computer and tablet helped them to learn English. The researcher also used computer or laptop in teaching activities. ICT helped me a lot in teaching Thai young learners. It made the students more understand and made them more excited about learning English. But, the research seems focused only on the ICT. It would be more efficient if the researcher put attention to the user of ICT, a teacher. However, on this research, I explain whether the benefit of ICT as a tool in teaching English to EYL students and I describe the teacher strategy that EFL student teacher have to mastered in using ICT in teaching.

The last research was conducted by Diakou (2015). Diakou researched by using ICT to motivate young learners of the age 9 – 12 in Cyprus education. He used ICT to increase students' linguistic repertoire and develop their language skills. He also proved that using ICT in teaching needs not only on how to use the particular hardware or software but also on how teacher implements ICT in effective pedagogy, content and context. Thus, ICT can arouse positive emotions and create a positive attitude towards learning. It also happened to the researcher when ICT has implemented into teaching activity, Thai young learners more enthusiastic about learning and confidence to speak English. The significance from this research that the researcher tried to focus on how ICT implemented in EFL area. EFL environment brings another problem in teaching young learners, such as the language barrier.



Therefore, this researcher tried to show that ICT decreased some obstacles to teaching EFL young learners.

