

ABSTRACT

Najwa Sa-ngabankhok: Indonesian EFL Student Teachers' Classroom Management in Thai EFL Classroom in an International Teaching Practicum (A Case Study of a Secondary School in South of Thailand)

Classroom management is considered to be one of the most important aspects of teaching and important concern of every student teacher. A classroom is a formal interactive environment in which a teacher and students engage in the process of teaching and learning. The quality of teaching and learning in the classroom is influenced by the teachers' ability to ensure effective classroom management. Generally, in Thailand and Indonesia, English as a foreign language is taught mostly in the classroom. Thus, classroom management is very important to be considered in order to help students acquire the target language as well to help student teacher be able to organize the classroom well in a different context of a different country, especially in an environment where English is not used outside the classroom like Thailand.

The main aim of this study is to investigate the classroom management of Indonesian student teacher in Thai EFL classroom during the international teaching practicum. It is also concerned with investigating of Thai students' responses towards the student teachers' classroom management.

The qualitative method was employed in this study. The data was gained from observation and interview to reveal student teachers' classroom management. In addition, to explore the responses from the students, open-ended questionnaires were distributed to 20 Thai secondary school students.

The result showed that the student teacher had awareness of classroom management by applying: arranging students' desk, monitoring progress, providing feedback, giving rewards, establishing classroom rule, developing student-teacher relationship, considering the physical design and planing for necessary materials before lesson, and engaging in reflection after lesson. In this study, those strategies are classified into four components of classroom management, namely: organizing the physical design, establishing rules, developing relationship, and implementing engaging instruction. Furthermore, the data gained from questionnaires indicated that Thai students positively responded to the way Indonesian student teacher managed the classroom.

Based on the result of the study, classroom management helps the student teacher run the EFL classroom smoothly. It is recommended that teachers need to be more aware of managing the classroom and they may use strategies to manage the class. Therefore, it is necessary to reveal student teachers' classroom management in the first place for training aiming at developing student teachers' classroom management skills to become more effective. Besides, the research discussions on classroom management are still broad in nature. Thus, the classroom management can still be explored discriminately to obtain detail information.