

CHAPTER I INTRODUCTION

This chapter illustrates the content of this research including the background, research question, research purposes research significances, rationale, and previous researches.

1.1. Background

What is the factor that is affecting the whole teaching-learning process? Is it the student factor, the material, or the teacher one? Theoretically, social situation or classroom situation is the primary psychological factor which affects the teaching-learning process (Walberg & Greenberg, 1997). Teacher takes the responsibility to choose relevant supplementary materials for the teaching, and to create appropriate classroom activities since being a designer is one of their roles (Huijie, 2012). For an adult learner, it is essential that teacher make the lesson interesting so that the students will not fall asleep during the classroom session (Harmer, *How to Teach English*, 1998). When the teacher does this, it may indicate that students trust the teacher to develop the lesson they are learning in the classroom. Thus, the teacher should be aware that they are the primary factor that is affecting the whole teaching-learning process.

Unlike learners who have a distinct role which is to acquire new behavior as a result of experiencing new things (Loree, 1970), the assumption of teachers' role still vary. People put an expectation on a teacher to guide the children in learning about new knowledge, to solve some problems, and to get along with their friends at school (Loree, 1970). Then the teacher themselves has their own beliefs

about how they should play their role in the class (Sánchez, 2014).

In Universitas Islam Negeri Sunan Gunung Djati Bandung, pre-service teachers from the English Education Department are expected to choose to be teachers as their future profession. They spent six semesters of studying theories. However, there is only one semester for teaching practicum in the microteaching subject. In that learning span, they do learn some methods and watch role modeling about how the teachers play their role in a classroom in microteaching class. However, learning about teachers' roles in theories and playing the role of a teacher in a school is different because in teaching practice they deal with real students (Nomlomo & Sosibo, 2016).

On the other hand, the 21st-century living keeps changing regarding culture and nations. Crossing nations' border from one to another seems like an easy task. Then the cultural diversity, pluralism, and globalization have become essential in today's society, affecting the whole part of people's life (Elena, 2014). It is no exception in teachers' life. A teacher might find students from other countries in a classroom or even cross the border and teach in different culture since now intercultural learning environment may raise the oral participation of non-native-English-Speaker at the school (Hsu, 2015). This phenomenon also occurs in Indonesia. For example, some adult learners from Thailand are studying in UIN. It is possible for the Thailand learners to teach in their homeland along with their Indonesian friends since crossing a border is no longer difficult.

The phenomenon mentioned above triggers the intercultural teacher issue in Indonesia. Then to develop pre-service teacher's cross-cultural experience, an international Internship teaching practice was held in Thailand in 2017. In this internship intercultural teaching practice, pre-service teachers were accompanied by expert teachers in each school to practice their teaching. However, the help is limited to preparing the material. How they shape the classroom and how the learning-teaching process run depended on the pre-service teacher. Meanwhile, they have only limited experience in both teaching and intercultural activities. Pre-service teachers need to adapt and face their cross-cultural anxiety while managing the classroom, then what kinds of roles did they play in that situation?

Some previous research was reporting about different kinds of teachers' roles which may or may not affect students' motivation (AlAzoumi, 2014; Alhodiry, 2016). Regardless the connection between the teachers' motivation and students' motivation, previous research mentioned that teacher should be able to adapt to their new roles as the teaching pattern also changes time after time (Huijie, 2012). Aside from the aspect of motivation and teaching pattern, teachers' roles in achieving classroom goals should be considered necessary (Zuo, 2017)

Before this research conducted, a research has been reporting about the importance of the intercultural teacher in a cross-cultural classroom (Elena, 2014). Intercultural class in Thailand is needed since Thailand needs to improve their English teaching and learning situation (Deerajviset, 2015).

Those research mentioned have already reported regarding teachers' roles in the classroom and intercultural English teaching, but the relation between the teacher's roles and how intercultural teachers played their roles in the intercultural classroom has not been discussed yet. Therefore, the goal of this study is to find out how the international pre-service teachers played their roles in the intercultural classroom.

1.2. Research Questions

Based on the background, the teachers' role plays an important aspect in the learning-teaching process. Meanwhile, the roles of teachers may vary, depend on their own beliefs, knowledge, and methodology. All of their choices realized in class, and it affects the classroom somehow. Those problems are formulated in the following questions:

1. What are the teachers' roles used by the pre-service teachers when they were teaching in EFL Internship Classroom in Southern Thailand?
2. What are the classroom conditions created when the teacher's roles played by the pre-service teachers?

1.3. Research Purposes

Based on the research questions above, the purposes of this research are:

1. To find out the teachers' roles played by the pre-service teachers when they were teaching in EFL Internship Classroom in Southern Thailand.
2. To find out in what condition those teachers' roles played by the pre-service teachers when they were teaching in EFL Internship Classroom in Southern Thailand.

1.4. Research Significances

This study has two significances: theoretical and practical significances. Theoretically, this study will enrich the previous knowledge studies, especially in the subject of teachers' role in EFL Internship Classroom and the students in Southern Thailand. Practically, this study will be an exciting intercultural experience for both teachers from the English Education Department and the students in Southern Thailand. Meanwhile, for the internship participants, this study will grant them the international internship experience which becomes an advantage regarding intercultural competence for their future profession.

1.5. Rationale

Teaching is a very complex profession since it consists of approach, methodology, and technique. For the reason that it is a complex profession, the teacher's roles are numerous. Teachers can play many roles in the course of teaching, and this might facilitate learning (Brown, 2001).

However, to classify the teacher's roles, it is possible to differ two main groups of teacher's roles: the roles related to the general personal growth of students and the role that connected with the acquisition of knowledge (Stojiljković, Djigić, & Zlatković, 2012). Since students' personal growth also occurs outside the classroom, teacher nowadays should be able to cooperate with other partners in the local community and broader social environment too (Ivic, 2001).

As Harmer (1998) stated, these six different types of teacher's roles may be played in the classroom. They are:

- As a controller;

- As an agency;
- As a prompter;
- As an assessor;
- As a resource;
- As a tutor.

Meanwhile according to Ivic (2001) as cited in Stojiljković et al., (2012), there are six other categories of teacher's roles:

- Teaching role in the narrowest sense (as a source of knowledge, as a partner in pedagogic communication);
- As a motivational role (as a model for a future career, motivating students to study, stimulating students' activity);
- As an evaluator (evaluating students' character and performance);
- Cognitive-diagnostic role;
- As a regulator of social relations in the classroom;
- As a partner in the emotional interaction.

The pressure to fulfill those complex role may become a heavy burden on the shoulder of the pre-service teachers, as they have limited knowledge and experiences about teaching and teacher's roles. However, since the pre-service teachers have different cultures from the students and the intercultural people they teach, the pressure becomes larger. The cross-cultural teacher must be the one who will guide the learners to discover the connection between culturally-diverse

entities, to develop their curiosity about other people in other culture, and realizing their own cultural identity by accepting who they are (Elena, 2014).

By holding this much pressure, each of pre-service teacher from the Internship Program may have a personal way to present themselves as a teacher and play a role in the classroom. This research become interesting since each participant have their own culture and limited foundation for playing the role of teacher, meanwhile each student also has their own culture since they come from different backgrounds.

1.6. Previous Research

There five previous research report related to this research regarding teacher's roles and intercultural teacher. The research reports are listed down below.

AlAzoumi (2014) reported that the presence of a teacher and how the teacher present themselves both as a teacher and a person are affecting students' motivation in the classroom. Students are often considered as the most critical aspect in the classroom; then the teacher is expected to put a great deal of consideration into developing lessons and program which can keep students interested and have achievable short-term goals.

Moreover, Alhodiry (2016) reported that any teacher roles did not raise students' motivation in learning any further because the students were already motivated intrinsically. However, teachers' personality and methods have a huge effect on shaping the learner's motivation and attitudes toward learning the English Language (Alhodiry, 2016). If a student comes to the classroom with low intrinsic motivation, the student could be motivated extrinsically by the motivational teacher's choice of approaches and personal styles.

Furthermore, Huijie (2012) reported that the teacher should be able to adjust to their new roles as the teaching pattern also changes time after time. In the past time, traditional teaching often shapes the teachers' role as the source of the knowledge. However nowadays, with the student-centered approach, the teachers' role has grown broader from lecturing the classroom to the analyst of the students.

Besides, Zuo (2017) reported that teacher playing a role as facilitator is helping students to achieve their goals in target language application. The teacher focuses on corrective feedback that may enhance students' mistakes. Then the teacher facilitates the students with sample speeches and sample compositions so that students may correct their error right away.

Equally important, Elena (2014) reported that being an intercultural teacher means getting a deeper understanding of what they are experiencing in the cross-cultural classroom. The teacher will be the social and moral model for the students as an intercultural actor. Then to achieve the task, teachers themselves need to learn and acquire an awareness of how to become intercultural.

Additionally, Deerajviset (2015) reported that Thailand needs to prepare and improve their teaching and learning English situations by hiring teacher with various cultural and linguistic backgrounds since it may be useful for English language learners in Thailand. Since English considered as a lingua franca in ASEAN, it is essential not to teach EFL Students only one single English accent or model from just one country.

The research reports mentioned discussed about the teachers' roles and the intercultural teacher separately. However, there is still no research reporting the

relation between how the intercultural teachers played their roles in intercultural classroom. Therefore, the goal of this study is to find out how the international pre-service teachers played their roles in the intercultural classroom.

