

International Teaching Practicum: Indonesian EFL Student Teachers' Lived Experiences

Diana Indah Fitriyah

English Department Of University Of Islam Malang, Indonesia

Indahdy32@gmail.com

ABSTRACT

This study explore EFL student teachers' perception of their experiences of International Teaching Practicum (ITP), specifically in term of teaching English as a foreign language in Thailand. In particular, this study focusses on how student teachers teach and feel the effects of teaching English. It is known that only a few Thai can speak and understand English. This study presents the experiences of 3 Indonesian university and college English student teachers' and their perceptions on the teaching of English as a foreign language in Thailand. The method used was in-depth individual interviews. The result reveal that the teachers of EFL student teacher's have given good lessons to Thai students however, they admit that teaching English in the country is something challenging due to the lack of facilities in learning English; the lack of studens interest in learning English, and the school curriculum, especially English lessons, which are unclear and inappropriate.

INTRODUCTION

Due to the poor level of English proficiency among Thai students as indicated by the Educational Testing System in 2010, Thailand has been upgrading and overhauling its educational system. (Winitkun Duangkamon,2018). This low level of English proficiency among the students is correlated with the teachers' ineffective teaching methods and abilities (Simpsons, 2011; ; Kongkerd, 2013; Kaewmala, 2012). Thus, the federal government has taken this matter seriously, as have several public and private institutions around the nation. The majority of Thai schools nationwide continue to hire and employ foreign teachers, native or not, to teach English (Hickey, 2014). EFL student teachers are an alternative to improve English learning strategies in Thailand (Lababidi. 2016, Ulla B. Mark. 2018, Kuha Ariva. 2018, prabjandee denchai. 2019, keow. 2021). He importance of learning English as a communication between everyone or between countries to convey the intent or message to be conveyed. The existence of teacher training from students from several countries in Thailand can make local teachers innovate with the learning provided to students so that they can build a teacher's way of making learning strategies in the classroom or at school.

The efforts to achieve quality education in schools and throughout the nation generally rely heavily on teachers, a point that has been made clear by scholars and practitioners in the field of teacher education (Ulla, 2018). Teachers are the first to receive training if the educational system has to be changed because what pupils learn in school primarily depends on their

knowledge and abilities. Since it is thought to have a good impact on modernizing learning practices, several countries have implemented this program, hiring numerous students from outside to conduct teaching and learning in their country. This makes it possible for Thai higher education to create graduates with more competence who can compete in the ASEAN Economic Community and the larger global market (Bunwirat, 2017). However, According to the Thailand Nation website, Thailand is ranked 55th out of 60 countries for its level of English ability (<https://www.ajarn.com/ajarn-guests/why-is-english-so-poor-in-thailand>). Even though Thailand's education strategy has stressed the value of English by hiring native speakers to teach English all around Thailand, this indicates that Thailand is quite far down the English competency ladder (Luanganggoon, 2020). The task of teaching English as a foreign language is never easy. It becomes increasingly crucial and challenging to teach and learn English in settings where it has a very restricted use (keow ngong, 2020).

The majority of the time, PSTs complete their teaching practicum in local settings, their home country. To give their PSTs a platform and opportunities to experience learning and engaging in teaching in foreign educational settings and schools, many educational institutions are starting to network, agreements, and meaningful collaborations with institutions from other countries. The importance of "borderless education" (Middlehurst, 2006) and the push for globalization (Mwebi & Bringham, 2009; Kabilan, 2013; Larsen, 2016) are the driving forces behind this initiative, which takes the form of an international teaching practicum (ITP), to better prepare PSTs as teachers for the challenges of the twenty-first century. the same research related to ITP conducted in Bangladesh by two students from Malaysia (Kabilan, Husin, Qarna, Abdullah, Osman, Khan, and Zinnah, 2017) became a reference for this research, where this research involved three students Indonesia who conducted ITP at the Eakkapapsasanawich school, Thailand. The same research related to ITP conducted in Bangladesh by two students from Malaysia (Kabilan, Husin, Qarna, Abdullah, Osman, Khan, and Zinnah, 2017) became a reference for this research, where this research involved three Indonesian EFL Student Teachers' who conducted ITP at the Eakkapapsasanawich school, Thailand.

This study is significant because it highlights the importance of ITP for PSTs, particularly in terms of their professional development and growth. As a result, it encourages a reconsideration of how teaching practical should be planned, organized, and carried out to ensure that PSTs get the most out of their ITP experiences. The results of this study may also be useful to ITP providers and other interested parties who are working to provide PSTs with worthwhile and significant professional development opportunities.

LITERATURE REVIEW

Teach English In ASEAN

As an ASEAN member country, the Government of Thailand clearly understands the importance of English in integration into the ASEAN Economic Community. This is related to the English language learning development program in educational primary schools in this Golden Pagoda country. The Thai government also focuses on developing teaching and communication in English for teachers. Teachers are crucial to the transformation of

education, which is one of the areas being prepared for this economic unification. For instance, multiple English teacher education institutions were established in Vietnam to address issues with teachers' language skills, teaching abilities, action research, evaluation, and technology use in language instruction (Dudzik & Ngoc Nguyen, 2015). In Indonesia, Widiati and Hayati (2015) claimed that the country's teachers received English Teacher Professional Education (PPG) from the government. PPG wants to raise the caliber of educators throughout the nation. Although PPG was solely created for pre-service teachers, the outcomes are anticipated to have an impact on future teacher quality.

Their career as a teacher may benefit from the classroom instruction. There are instructors who believe that teacher training can expand their content knowledge regarding teaching tactics and approaches in the classroom, despite the fact that some teachers disagree with or agree that it can motivate them to seek out more information. Additionally, all elementary school teachers anticipate that the trainer will clearly explain, show, and/or model the teaching techniques that will be stressed in the training program and will be pertinent to the students' learning preferences. Additionally, they anticipate that the instructional strategies will support and/or support their current instructional approaches and can be applied in their own classrooms (Winitkun Duangkamon, 2018).

According to Choomthong Daranee (2014) Learning a foreign language can be divided into four categories. The use of foreign languages for communication, including reading, writing, speaking, and listening, is the first area. According to Yunus (2015) comprehension is part of the learning process listed from the low level of cognitive achievement: knowledge, comprehension, application. Aligning the language with the culture of original speakers is the second area. The third area tries to connect knowledge with other subject areas by using foreign languages. In recent years, the ability to speak foreign languages, especially English, is one of the main factors to be able to compete globally. This is because English is one of the most important international languages to master or learn (Yunus, et al., 2023). The ability to utilize the language in contexts outside of the classroom and in a global society is the final area where language learners are expected to be proficient. After graduating, Thai students are required to have appropriate communicative skills and be able to communicate in everyday situations. However, even though mastering a foreign language is the ultimate objective.

International Teaching Practicum

A multifaceted activity, teaching practicum involves cooperating teachers, university supervisors, administrators, and students.. Measurement of prospective teachers' performance in teaching practicum courses is extremely problematic due to organizational issues as well as the fact that teaching practica call for a variety of various considerations, including lesson plans, observation reports, mentor visits, etc. Lessons are essentially beneficial to teacher students during their practicum. observation, working together with practicum schools and instructors, being watched over by university supervisors, speaking with other students, and peer teachers (Ali, 2015) International internships or practicums have evolved into a strong global trend that benefits many academic disciplines (Kham bao, 2022).

Themes like bridging theory and practice have been the focus of prior studies that examined the experiences and difficulties that student instructors faced during teaching practicum (Allsop, De Marie, Alvarez-McHatton and Doone, 2006), student teachers perceptions and beliefs (Bradbury & Koballa, 2008), hone methodological abilities, communication, and the help of technology (Boz, Ekiz-Kiran and Kutucu, 2019; Caires, Almeida and Vieira, 2012; Hudson & Millwater, 2008; Kirbulut, 2012; Lawson, et al. Al., 2015; Ng, Nicholas and Williams, 2010; Timah, 2006) and dissatisfied with their inability to put their methodological knowledge into action (Komur, 2010; Konig et. Al., 2016). Classroom management, poor communication and coordination with school teachers and university supervisors, difficulty making the proper decisions in teaching, and other specific obstacles have been mentioned during teaching practicum (Koksal & Genc, 2019). Lian and Yunus (2018) emphasize the need for learning to read by applying a transformational learning model which does not just know the meaning of words but arrives at the meaning of the existing text. This is done to eliminate students' anxiety. On the other hand, according to Celen and Akcan (2017), improvements in pertinent assessment and the use of engineering technology in the classroom ought to be a top priority for good teaching practices.

The assessment studies are essential in the practicum to illustrate the many evaluation contents, including strengths and weaknesses, problems, and solutions (Celen & Akcan, 2017); practicum stakeholder satisfaction (Hamdan, 2017); or different types of competencies, such as teaching, lesson planning, and learning evaluation (Syamdudarni & Sahraini, 2018). This evaluation investigation was conducted for two reasons. First, despite the fact that there has been a lot of research on international practice, which has helped to advance scholarly understanding, no such study has been conducted. Second, as previously mentioned, the reported decrease in the number of apprentices or student teachers has raised our awareness to examine the efficacy of international practices thus far implemented in the hope of achieving better quality after the COVID-19 pandemic is completely controlled in the area and throughout the world. (Kham bao, 2022)

Pre-Service Teacher Education Programs

Many teacher education programs require pre-service teachers to complete a teaching practicum (Gin, 2021). The majority of teacher education programs include and require a teaching practice component because it is crucial for pre-service teachers to obtain practical experience and apply the content and pedagogical expertise they have learned (Allen & Wright, 2014; Barton, Hartwig and Cain, 2015). Participating in teaching practice as a pre-service teacher has several benefits, including the development of pre-service teachers' problem-solving abilities and the opportunity to build and refine their teaching philosophies and methods (Lawson, Çakmak, Gündüz and Bushe, 2015). Learning outcomes for students are always correlated with teachers' proficiency in imparting classroom instruction (Ulla B. Mark, 2018). It is common practice to blame professors for a student's low academic performance. In other words, the effectiveness of teachers' teaching methods will determine whether pupils learn more or less (Coe, Aloisi, Higgins, & Major, 2014; Mizell, 2010; Simon, 2013; Wenglinisky, 2001). In fact, some of the previous studies that concentrate on teacher's training programs (Jamil et al., 2015; Nguyen, 2015; Nguyen & Thuy, 2015; Steadman, 2008;

[Supriatna, 2015](#)) has put a lot of emphasis on the effects of teacher training programs, teachers' roles in academia, updating teachers' skills and competencies, and teachers' development. The quality of the teachers' instruction may be at risk due to their lack of training or inability to keep up with professional development courses, training programs, and seminars; this frequently results in inadequate instruction and student failure (Ulla, 2018).

A nation's genuine educational development is focused on training, educating, and employing highly competent teachers. Some in-service teachers, particularly those who work in distant locations, have scant access to additional professional development and training opportunities. Therefore, prior to beginning any educational task, knowledge and teaching abilities must always be stressed (winitkun, 2018). To prepare for the teaching profession, pre-service teacher training must be offered to and attended by teachers. Teachers could practice and develop effective teaching techniques during pre-service training. Pre-service teacher preparation is required in the teacher education curriculum since it helps instructors become qualified for the teaching profession, according to a number of studies (El Kadri & Roth, 2015; Johnson, 2015; Kabilan, 2013; Lingam, Lingam, & Raghuwaiya, 2014).

RESEARCH QUESTIONS

The author of this study takes various obstacles from the ongoing overseas practicum while assuming the role of an English EFL student teacher. their instruction at a school in one of the Thai island province of Krabi. EFL student teachers must quickly become culturally acclimated since they only begin their teaching practicum in September 2022. In light of this, the researcher made the decision to delve further into their teaching experiences while working abroad, focusing on the following research questions:

1. How do they feel about teaching English in Krabi, Thailand?
2. What problem do they have?
3. How do they solve the problems they face?

METHODS

RESEARCH DESIGN

This study is a narrative inquiry in which the primary qualitative data were narratives told by preservice teachers and interns who took part in the international practicum (Hatch & Wisniewski, 1995). Interviews were used as the primary data collection tool to assure the validity of the data, and study participants used their own language to recount their own experiences. Then the theme analysis technique was used to study these stories (Pietkiewicz & Smith, 2012).

That was conducted at the faculty of teacher training and education Universities in Indonesia offered by organization Assosiation Education of Cultural International, consisting of one month of a teaching practicum. As prospective teachers, I would like to know more about their experience of teaching and learning English who are placed abroad, who have had

extraordinary experiences where of course the student teachers are encouraged to be able to provide insight into the complexities of development and strategy as a teacher.

RESEARCH BACKGROUND

This study, which is qualitative in nature, looks into the professional development of three English language majors who also speak English as a second language during their ITP. International level practical education is provided in one location. They participated in an international teaching practicum in a junior high and high school in Krabi (one of Thailand's southern regions) for one month as part of the ITP program from the final week of September to the second last week of October 2022.

The four-week instructional curriculum. The three affected pupils were assigned to private schools in Krabi (academies with their own foundation, which include Islamic residential schools for both boys and girls). Because the Teaching and Education Faculty, UNISMA, the Association English Institute Education, and the Association of Education Cultural International (AECI), Thailand, collaborated to create this ITP. Given that AECI was in charge of overseeing and managing the school, they agreed to house the three involved kids.

Note: School Eakkapapsasanawich has two levels under the auspices of the foundation, which is managed by one principal and founder of the ekkapapsanawich school foundation. Participants had the opportunity to teach middle and upper level classrooms during the practicum. Six English lessons, each lasting 40 minutes, were assigned to each participant each week. The participants were given the chance to participate in extracurricular activities (such clubs and sports) in addition to their teaching duties, exactly like another Student teachers' At Eakkapapsasawich School is expected to.

In the course of ITP, each participant is given a supervising teacher who helps them learn and adjust to teaching at the Eakkapapsanawich School. With two supervising teachers, one in Thailand and one in Indonesia, to oversee and keep an eye on participants' daily learning through observation.

PARTICIPANTS

The research participant were a total of 3 (1 male and 2 female) Indonesian student teachers participate in teacher training programs held in schools Thailand. This school teacher student in thailand, whose age is between 21 or 22 years, teaching in one place school in Thailand. By teaching getting a experience all of this. Student teachers teach English subjects at level 1 to 6 (SMP - SMA).

Three students who had just finished a one-month international teaching practicum in Krabi, Thailand, and were in their third year in a four-year program made up the study's participants. In the student exchange program for ITP in Thailand, two female students and one male student were chosen. Nevertheless, their decision was based on merit; at the time of the ITP project, they had at least 3,5 IPK. In addition, their enthusiasm for and interest in learning, their research activities, and their attitudes and outlooks toward the teaching profession were all taken into consideration. Before permitting them to participate in the ITP project in Thailand, their progress and development as potential teachers were also observed

and tracked. The three students have demonstrated some level of comprehension of the value of professional growth based on the actions described above. The first female student is known as Student teachers' A, the second female student is known as student teachers' B, and the third male student is known as student teachers' C for the sake of identification and data analysis in this study.

DATA COLLECTION AND ANALYSYS

For a month of teaching practice, I rely on their memory to recount their experiences. Semi-structured interview covering a range of subjects, including how their teaching practicum experience is going, what they do in the classroom, how they see themselves as instructors, the challenges they faced, and how they overcame them. These subjects are utilized as discussion starters in a calm, unhurried environment.

Two main sources of data were used in this study: (1) Research reports written by participants every day about their experiences teaching English at Eakkapapsasanawich School; and (2) interview sessions with the participants focusing on them experience during their ITP. RR Student teachers' A is labeled as RRA, Student teachers' B is labeled as RRB, while Student teachers' C is labeled as PRC. As for the interview, Student teachers' A's answer is labeled as IA's answer, Student teachers' B's as IB, and Student teachers' C's as IC.

The primary approach for gathering data for this study is RR. Teachers A, B, and C were requested to write RRs about their experiences as teachers during a month in Thailand. belongs to Caban (2013) RR writing approach used and used by participants to 'facilitate the participant reflection process and chronicle their professional experience travel during overseas practicums' (Gil-Garcia & Cintron, 2002 in Kabilan, 2013, p. 202). A one-day training session on how to reflect on one's work and the experiences of researchers was provided to participants prior to ITP. The participants in this program were instructed to first concentrate on their own teaching and learning before turning to "thoughtful consideration of their students' learning" (Hammerness, Darling-Hammond & Shulman 2002, p. 241). In order to demonstrate their "ability to evaluate their practice, to understand their students as learners, and to become strong, purposeful teachers who think about teaching in ways that reflect complexity and intellectual and emotional challenges of work," as stated by Hammerness, Darling-Hammond, and Shulman (2002), such reflective practice may be sufficient and satisfactory.

During their time in the ITP, they are expected to earn as much money as they can in order to further their professional careers, get professional experience, and put up their best efforts as aspiring English instructors. Context and guidelines for reflection include, but are not limited to: (i) components of teaching and learning processes; (ii) engagement and interaction with students and teachers; (iii) construction and reconstruction of pedagogical knowledge and skills; and (iv) psychological and emotional factors, including self-efficacy. Interviews with each participant in turn were performed individually. where each interview session lasted about 30 minutes and there were two interviews. After the ITP, the first interview session was held in Thailand, and the second in Indonesia.

In particular, with their thoughts documented in their study report, student teachers' A, student teachers' B, and student teachers' C were asked to provide accurate explanations and examples in response to the question posed during the interview. During the session, voice recorders were used to record interviews for later processing and analysis.

The Interpretative Phenomenological Analysis (IPA) method was used to examine both forms of data. This method involves reading extensively, taking notes, organizing those notes into themes, identifying correlations between themes, and grouping themes (Pietkiewicz & Smith, 2012). IPA processes guarantee the truthfulness, dependability, and reliability of the data gleaned from the RJ and interview. This was accomplished by the comparison of numerous reading data sets from student teachers' A, B, and C while looking for patterns (using both RR and interviews). Making notes based on reading involves grouping recurrent concepts into several main themes based on how conceptually related they are.

FINDINGS

Three main themes emerged from this analysis and process the theme identified as student teachers' professional experience development as a result of ITP in Thailand. Three themes participants' emotional feelings, problems they encounter, and problem-solving perspectives on education and culture and interpersonal skills.

EMOTIONAL FEELING

Emotional is something that touches feelings. It can be an expression, a response, or any form of emotion. Emotional state is an important part of self. Launching Very Well Mind, Paul Eckman identifies basic emotions that according to him are universally experienced in all human cultures. happiness, sadness, fear, disgust, anger, and surprise. The feelings felt when adapting are important to know how to deal with the problems they experience. The results of the interviews given to them. A lot of feelings they feel for themselves according to each individual.

This finding can be seen in the following data based on the EFL student teachers' interview:

I am happy to have the opportunity to teach English in Thailand I think it can increase the value of teaching that is in me (EFL student teachers' # IA, In-depth Interview, 18 October 2022, Research Translation).

It is very extraordinary to be able to take part in this program, the expectations that I expected at the beginning were very much, of course, good for me and the institution that I live in Thailand for the future (EFL student teachers' # IB, In-depth Interview, 18 October 2022, Research Translation).

There are many benefits from the experience of teaching English in Thailand which has its own characteristics far from typical in Indonesia, small things that I felt at the beginning such as the weather, situations or circumstances in the environment, and how to communicate (EFL student teachers' # IC, In-depth Interview, 18 October 2022, Research Translation).

From the statement above there are many outside conjectures that will be received when learning to teach English in Thailand. The first observation was made when arriving at school to find out the actual conditions that will be passed while teaching English. This finding can be seen in the following data based on the first student's observation: 'none of the students understand English, basic English about greeting or introductions is still not understood at all still needed a translator.'

From the quote above, it can be seen that the student difficult to understand about English. English teacher who becomes a bridge for translating between students and EFL student teacher's for communication.

This finding can be seen in the following data based on the EFL student teachers' interview:

I was very enthusiastic when we made observations in the school environment and met several students there. Saying hello to them for early adaptation isn't wrong right? my confusion creeps into my mind when I don't get any feedback from them (EFL student teachers' # IA, In-depth Interview, 18 October 2022, Research Translation).

That's right, they just smiled at us walking past them. I asked the English teacher who guided us to make observations, why didn't there be a response? the teacher answered that they still know a little more about English (EFL student teachers' # IB, In-depth Interview, 18 October 2022, Research Translation).

Their shortcomings made it difficult for us at the beginning, we decided to learn a little about Thai as well to be able to understand students in learning English in class. I took this international practicum program with the aim that I could develop my English skills in my pronunciation or the addition of vocab that I got, however, it's not the same I feel that using English here is very unprofitable, right what my friend said before that here students do not understand English at all. so here I only use body language for communication (EFL student teachers' # IC, In-depth Interview, 18 October 2022, Research Translation).

From this situation can be seen the relationship between EFL student teachers' and English teachers is very close because of these factors:

Our interactions with the teachers there were very good, the teachers were friendly and understood our condition. However, most of the English teachers communicate with us frequently so that we can survive well learning to teach English in Thailand. (EFL student teachers' # IB, In-depth Interview, 18 October 2022, Research Translation).

Teachers A, B, and C all stated that their confidence had increased as a result of their international teaching experience. Student Teachers' IA was more confident after the event, especially when it came to instructing. The classroom setting contributes to an increase in teaching confidence. In a research report, he stated the following:

Being able to lead a lesson successfully in a situation that is completely outside of my comfort zone has tremendously impacted my confidence, especially when teaching. (RR)

In conclusion, the proposition from these findings is that adapting is important to know the real conditions that exist in the field, to build good communication even though they do not understand the language in Thailand, of course there must be an effort between them to adapt to the future by learning the Thai language, building good relationships. Good with the teacher to make it easier to learn to teach English.

THE PROBLEM THEMES PERTINENT AND SOLVING WAYS PERSPECTIVE TO INTERNATIONAL PRACTICUM

Cultural Challenge

Language is one of the cultural challenges that are currently occurring in learning to teach English in Thailand, language is an important requirement that must be mastered by students to be able to communicate well with the community, especially students who are taught in class so that they can interact and create interesting and not boring classes. body language, the easiest language to understand even though it doesn't demand the possibility to continue using body language to communicate with students.

This finding can be seen in the following data based on the EFL student teachers' interview:

I admit that children have communication problems especially English. but our challenge is actually about adjusting their grammatical structure to us who have a different grammatical structure if in English it is called grammar (EFL student teachers' # 1A, In-depth Interview, 26 October 2022, Research Translation).

We use a Thai-English dictionary as a tool to communicate, but there are some grammatical differences that make it difficult for them to get the message across (EFL student teachers' # 1B, In-depth Interview, 26 October 2022, Research Translation).

Must be able to adapt quickly by learning to understand and learn about the Thai language. But it turns out that it's not that easy because the first is the difference in grammar, the second is the many tones of the Thai language, some of which have low, middle, and high tones that make us even more confused by equating each tone with a different meaning (EFL student teachers' # 1C, In-depth Interview, 26 October 2022, Research Translation).

From the interview above, that EFL student teachers' have difficulties in using Thai grammar, setting the pitch of the tone, understanding the word for each tone that must be adjusted to the message they want to convey.

This factor makes EFL student teachers' think more broadly about how to learn to teach English so that they are still understood even though they have used a tool in the form of an English-Thai dictionary, they have to learn how to pronounce it correctly.

After the ITP, teachers A, B, and C all stated that their perspectives on the culture had also altered. They stated that the experience helped them become more sensitive to other cultures. Teacher C has been motivated to be more sensitive to cultural differences by the pressure of teaching new multiethnic students.

Being forced to teach in a completely new setting and to a completely different race or ethnic group has made me more open to the culture. (IC)

They added that the lesson learned from the event was that culture may have an impact on education.

I also discovered how crucial it is to respect the local culture. group exercises today was a success, and the reason for it is that we value the local culture. Thai people are very patriotic, therefore choosing activities that will improve their pride in their country would compel students to take part in activities that will undoubtedly make studying successful for us. (RR)

In conclusion, the proposition of this finding is that the EFL student teachers' difficulties in communication about cultural challenges. Even though they have studied it every day and practiced it, they still have to get support by asking the teacher there about the accuracy.

Strategies Learning Challenge

The result revealed that because of cultural differences, learning strategies cannot be equated. EFL student teachers' said that adaptation is important to know the learning by local Thailand teachers teach students in English class.

This finding can be seen in the following data based on the EFL student teachers' interview:

We cannot equate the learning strategies that we have compiled together to be implemented there. a lot of miscommunication going on. it is important to know the condition of the class, students, and local teacher learning there to form a new English learning strategy, which is certainly easy for students to understand (EFL student teachers' # 1A, In-depth Interview, 26 October 2022, Research Translation).

I have to balance their abilities with the teaching materials that I will convey. Using a new method that produces good quality, provides basic teaching materials, recognizes the letters abc, recognizes numbers, provides good conversational practice about the material, our efforts to form English learning strategies that are easy and understandable (EFL student teachers' # IB, In-depth Interview, 26 October 2022, Research Translation).

I admit that all students here have a lot of interest in learning English, very enthusiastic when I enter the class to teach English. I'm sure all students here can learn quickly if they get good facilities in learning, especially in terms of the learning strategies provided (EFL student teachers' # IC, In-depth Interview, 26 October 2022, Research Translation).

From the interview above, that EFL student teachers' cannot use the same learning strategy to be applied in that school, it is believed that every country must have its own rules in the field of education as well as students who study teaching there must understand and really understand the conditions that exist in the school environment to create a good learning strategy according to the superior needs in the school environment.

When EFL student teachers' want to tell something or explain material students are only silent as a response aimed at in class. Students know this try to use new learning strategies to overcome this.

This finding can be seen in the following data based on one of the EFL student teachers' interview:

Applying English-Indonesian learning is indeed the place for us to use it in our country, even though we have a goal for students to be able to master Malay-English, we shouldn't use this strategy to be applied in schools in Thailand. Using Thai-English is a good idea to be placed there. After implementing this initial strategy onward we can adapt easily to them (EFL student teachers' # IC, In-depth Interview, 26 October 2022, Research Translation).

Regarding Student Teachers' IB, her voice projection, which is important to classroom management, has improved as a result of her teaching in Thailand. During the interview:

In Thailand, I had a problem with my voice projection because all my classes consist of 20++ students at that time with my shortcomings when speaking with a Thai accent but afterwards some time, I learned to project it (sound) in the dormitory. The teachers here are very helpful and I learn one or two techniques and ways of breathing and applying the correct Thai language of them which became very useful during teaching. (IA)

I've taught classes with over 20 students before, so this is nothing new for me. I was able to gain an understanding of how the teachers in this country manage their children through discussion and observation in my supervising teacher's class. Additionally, you learn a lot by doing it, therefore this ITP has greatly assisted me in acquiring this crucial ability. (RR)

In conclusion, Its not much different from the two challenges, cultural challenges and strategies learning challenges, all of which can be overcome. Quick adaptation, getting to know the conditions and situations on the spot, getting to know the school environment, interacting with local Thai teachers, especially English teachers, communicating with students their best way in responding to some of the problems encountered so far. make a unified whole to form an interesting English learning strategy to attract students' interest.

DISCUSSION

The results demonstrate that student teachers' A, B, and C had ITP meaning experiences in Thai, where they: (i) described their emotional experiences while learning to

teach and use English; (ii) encountered and internalized a number of problems; and (iii) had a perspective on problem-solving in learning strategies challenge and culture challenge. These profound skills learned through the ITP should broaden the teachers' knowledge and abilities and shape them into future English language instructors with a wealth of professional resources. This is possibly how ITP directs the PSTs' professional development, through a "continuous negotiation of meaning accentuated by language and inter-cultural factors," and how effectively the pre-service teachers are able to "establish rapport and understanding among the school community" by incorporating sharp collaborative practices (Myles et al., 2006, p. 243). In fact, in this study, PSTs were asked to think only of themselves. Teaching experience and professional development gained during this time their ITP in Thailand, Teacher A, Teacher B, and Teacher C always RR consistently and accurately described what they experienced in Thailand. For both themes with two sections in it which established in the findings of this study, thus highlighting the positives and negatives of their experience in Thailand. However, the results of the reflection of the three of them were positive, that is, they examine and describe carefully the benefits of having have gone through this teaching practicum, but focused on the benefits of teaching in international contexts and settings. Most maybe, this is because the first practicum (namely, in thailand) provide 'teachers with opportunities to enrich their teaching and their learning experience (Kabilan, 2013, p. 207). And they were able to hone their teaching skills (e.g. assessing student needs, identification of teaching practices and lesson plans) (Johnson, 2015).

Two subjects, including the other two sections, are the main foundations and sources of professionalism. Developments PST experienced during ITP This study was conducted in Thailand. For example, learn strategic skills The insights gained allow PSTs to build close interrelationships. "Understanding" with Thai instructors will be faster you have to adapt to the "working environment" and adapt to the "work". culture" (Kabilan, 2013, p. 206). Another example - PST first can form and accept new perspectives on education as they face different educational systems, Philosophy, thought and culture that make it possible. I am much more aware of the strengths and weaknesses of this connection. It is an essential source of professional development for PST. Because they can understand that "education is unique and unique". in their respective educational ideologies and philosophies context'.

Mispronunciation that may impair the quality of communication in the international setting, when both preservice teachers and students speak different languages, encourages students teachers to pay much more attention to pronunciation in order to ensure effective communication. The provision of pre-departure language training for persons who took part in an international practicum is the subject of this topic. The language is Thai, which is spoken locally. According to Cushner (2009), it will take longer to build the trust and cultural understandings required for the discussion of sensitive topics in an environment where the languages are different. As a result, Thai language instruction will be really necessary in cases when the two languages are different from how they are currently spoken. Such training ought to take place at both the home institution and the host institution.

The analysis of the study also inform that teaching reading is identical to learning swim (Yunus & Faruq, 2021) with using a new method that produces good quality, provides basic

teaching materials, recognizes the letters abc, recognizes numbers, provides good conversational practice about the material, our efforts to form English learning strategies that are easy and understandable (see excerpt of EFL Student Teachers' IB) However, teaching reading involves more than just handing out texts and having students complete reading comprehension exercises. A good reading instructor should assist the students in identifying both the obvious information and the subliminal message. When doing so, the instructor should use questions to actively include the pupils in the process (Baddeley & Lewis, 2018).

CONCLUSION & SUGGESTION

Based on analyzing data, the researcher finds that there are some difficult by EFL student teachers' lived experiences. In this study there were two findings, namely: the role of the Thai buddy network and the emergent themes pertinent to international practicum but the researcher found two indeed: cultural challenge and strategies learning challenge.

First, there must be a combination of professional and cultural and social content embedded in it program.

Second, the practicum target group, both students and general education students diversify in such a way that the exact proportion of university and school students needs to be examined.

Third, intercultural competency training must be maintained and local language training must be maintained added to prepare students so that they can be competent across cultures and languages.

Fourth, there needs to be a continuous support system through a network of Thai friends so that facilitating the smooth integration of Indonesian students into Thai school life.

Fifth, the length of time must be reconsidered so that the program can accommodate adequate activities and activities content, ensuring quality student evaluation, and the impact of sustainable post-practicum, as well as exercise no additional financial burden on students.

Sixth, there needs to be an inspection mechanism set up to oversee the practice Limit violations of practicum regulations and student complaints.

Seventh, suggestions of supervisors and apprentices should be considered carefully.

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