

**TEACHING IN CROSS-CULTURAL CONTEXT:
UNVEILING THE INDONESIAN PRE-SERVICE
ENGLISH TEACHERS' EXPERIENCES
AT PRIMARY SCHOOLS IN THAILAND**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Kuncahyo, Nanda Lintang Utari. (2023). *Teaching in Cross-cultural Context: Unveiling the Indonesian Pre-service English Teachers' Experiences at Primary Schools in Thailand*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A. Advisor II: H. Mokhamad Syaifudin, M.Ed, PhD.

Keywords: Teaching in a cross-cultural context, Indonesian pre-service English teachers, experience.

As global collaboration in education expands, understanding teaching experiences in cross-cultural contexts becomes increasingly important. Therefore, this research focuses on exploring the teaching experiences of three Indonesian pre-service English teachers at primary schools in Thailand. Through a qualitative research approach involving in-depth interviews and document analysis, various aspects of teaching experiences in cross-cultural contexts were identified. The teaching experience was organized using Danielson's (2007) Framework for Teaching Theory, with the result as follows: 1) In the planning and preparation domain, the Indonesian pre-service English teachers designed lesson plans by combining lesson plan elements from Thailand and Indonesia, self-adopting the lesson plan based on the Indonesian K-13 (*Curriculum 13*), creating teaching materials by adapting content from Thai textbooks, utilizing digital skills to find additional resources, and expressing the challenges and unique opportunities in designing lesson plans; 2) In classroom environment domain, Indonesian pre-service English teachers benefited from the meal and snack schedule, which allowed for better preparation and reduced teaching pressure. They also feel that Thai students underestimate them during their teaching practicum; 3) In the instruction domain, the Indonesian pre-service English teachers demonstrated linguistic adaptability by integrating Thai and Malay alongside English and Indonesian, using non-verbal communication, seeking help from Thai English teachers, and using Google Translate. They also expressed positive feelings about their teaching practicum in Thailand. These findings suggest the need for further research on in-service teachers and exploring various regions in Thailand to gain a broader understanding of cross-cultural education dynamics and challenges.

ABSTRAK

Kuncahyo, Nanda Lintang Utari. (2023). *Mengajar dalam Konteks Lintas Budaya: Mengungkap Pengalaman Guru Pra-jabatan Bahasa Inggris Indonesia di Sekolah Dasar di Thailand*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Hilda Izzati Madjid, M.A. Pembimbing II: H. Mokhammad Syaifudin, M.Ed, PhD.

Kata Kunci: Mengajar dalam konteks lintas budaya, guru pra-jabatan bahasa inggris Indonesia, pengalaman.

Seiring dengan meningkatnya kolaborasi global dalam pendidikan, pemahaman tentang pengalaman mengajar dalam konteks lintas budaya menjadi semakin penting. Oleh karena itu, penelitian ini berfokus pada eksplorasi pengalaman mengajar tiga guru pra-jabatan Bahasa Inggris Indonesia di sekolah dasar di Thailand. Melalui pendekatan penelitian kualitatif yang melibatkan wawancara mendalam dan analisis dokumen, berbagai aspek pengalaman mengajar dalam konteks lintas budaya diidentifikasi. Pengalaman mengajar ini diorganisasikan menggunakan Kerangka Teori Pengajaran oleh Danielson (2007), dengan hasil sebagai berikut: 1) Dalam domain perencanaan dan persiapan, guru pra-jabatan Bahasa Inggris Indonesia merancang rencana pembelajaran dengan menggabungkan elemen-elemen dari rencana pembelajaran Thailand dan Indonesia, mengadopsi secara mandiri rencana pembelajaran berdasarkan K-13 (Kurikulum 13), membuat materi ajar dengan mengadaptasi konten dari buku teks Thailand, memanfaatkan keterampilan digital untuk mencari sumber tambahan, dan mengungkapkan tantangan serta peluang unik dalam merancang rencana pembelajaran; 2) Dalam domain lingkungan kelas, guru pra-jabatan Bahasa Inggris Indonesia memanfaatkan jadwal makan dan camilan, yang memungkinkan persiapan yang lebih baik dan mengurangi tekanan mengajar. Mereka juga merasa bahwa siswa Thailand terkadang meremehkan mereka selama praktik mengajar; 3) Dalam domain instruksi, guru pra-jabatan Bahasa Inggris Indonesia menunjukkan kemampuan adaptasi linguistik dengan mengintegrasikan bahasa Thailand dan Melayu bersama dengan bahasa Inggris dan Indonesia, menggunakan komunikasi non-verbal, meminta bantuan dari guru bahasa Inggris Thailand, dan menggunakan Google Translate. Mereka juga menyatakan perasaan positif tentang praktik mengajar mereka di Thailand. Temuan ini menunjukkan perlunya penelitian lebih lanjut pada guru yang sudah mengajar (*in-service*) dan eksplorasi berbagai wilayah di Thailand untuk mendapatkan pemahaman yang lebih komprehensif tentang dinamika dan tantangan pendidikan lintas budaya di negara tersebut.

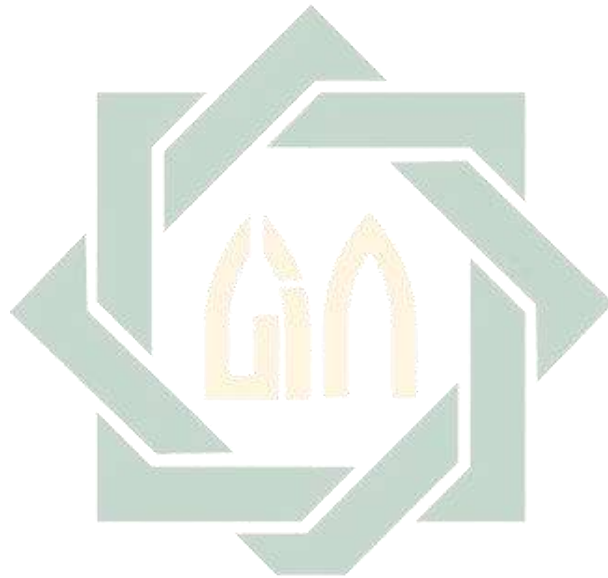
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LIST OF ABBREVIATION

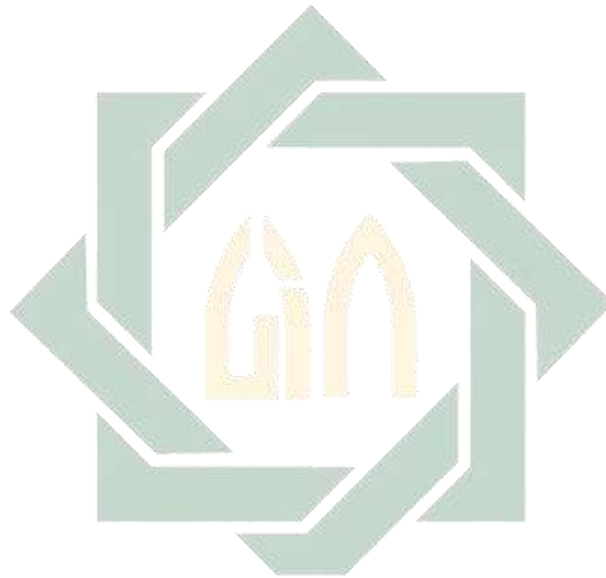
EFL : English as a Foreign Language.

ELT : English Language Teaching.

FFT : Framework for Teaching.

PPP : Presentation, Practice, Production.

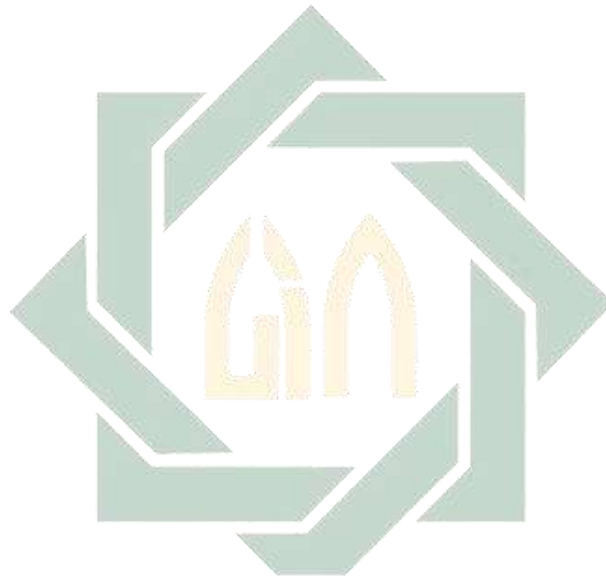
K-13 : *Kurikulum-13* (Curriculum-13)



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