**CHAPTER IV**

**RESEARH FINDING**

This chapter mainly includes data presentation and findings of the research which are derived from the method and procedures described in Chapter III.

1. **Data Presentation**

On the basis of the research question, the data were organized and displayed. At this concern, the pre-service English teachers underwent two processes which referred to how they reflected their teaching experience in Thailand. Those involved the process of recognizing the problem and the process of determining the solution.

1. **The Process of Recognizing the Problem**

The first process of how the pre-service English teachers reflected their teaching experience was the process of recognizing the problem. It was a process to recognize not only the problems but also the causes of the problems.

At this concern, S-2 told, “Students: The lazy students, lack of motivation, crowded, focus less. School: lack of facilitation, such as teaching media, students’ books, etc.”

Here, S-2 stated that she got problem with the students and also with the school. She explained that the students were mostly lazy, noisy, unmotivated to learn, and unfocused during the teaching and learning process. Besides, she repined that the school could not provide adequate facilities, such as the student’s book and teaching media to support the English teaching and learning process.

Meanwhile, S-1 said, “My problems in teaching English in Thailand were students’ misunderstanding on my pronunciation because the accent of English, Thailand, and Indonesia is different. That’s why students were difficult to understand my explanation. And the students’ laziness. Most of students there are so lazy, especially when they were given a task.”

Here, S-1 conveyed that she got problem with the language to communicate with the students hence the pupils often got misconception about her explanations in the teaching and learning process. Moreover, S-1 similarly acknowledged that most of the students were lazy, especially in doing the assignments given by the pre-service English teacher.

In addition, S-3 asserted that the main problems in the teaching and learning process were, “(How to make) Made students understand the material we delivered, (and how to make) made students engage in language classroom and obeyed the instruction given.”

Here, S-3 approved that the teaching problems was about the language to communicate with the students thus she got difficulty to make the students comprehend the materials. Besides, it was hard for the pre-service English teacher to engage the pupils in the teaching and learning process due to their characters.

In essence, in the process of recognizing the problems, the pre-service English teachers realized that their teaching and learning process was getting problems and unsuccessful concerning with the difficulty to convey the materials and to engage the students in the teaching and learning process. Those were caused by the factors like a) the language used in communication, b) the characters of the students, and c) the passiveness role of the schools in supporting the English teaching and learning process. The factors which caused the unsuccessful teaching and learning process then elaborated as follows:

1. **The Language Used in Communication**

The main factor which caused the unsuccessful teaching and learning process was the language so that the pre-service English teachers got difficulty in conveying the materials. At this concern, S-1 said, “The students only understand on the pronunciation introduced by the English teacher there. That’s why the students are difficult to understand the pronunciation produced by other teachers moreover foreign teachers.”

Here, S-1 asserted that the students only spoke Thai and Melayu Pattani language thus the students could not understand when she explained the materials by using English. If S-1 tried to do code mixing in Indonesian language to covey the materials, the students would remain be unable to understand. Nevertheless, when S-1 attempted to re-explain the materials in Melayu Pattani language, the students could understand.

In this case, S-1 stated that

… *Bahasa melayu mereka pun tidak sama dengan bahasa melayu Malaysia yang notabene hampir sama dengan bahasa Indonesia. Bahasa melayu yang digunakan oleh penduduk di lingkungan tempat saya PPL merupakan bahasa melayu Pattani kampung, sehingga sulit bagi saya untuk memahami. Begitu pula dengan mereka yang pada awalnya sulit memahami bahasa saya.*

According to the above statement, S-1 pointed out that Melayu Pattani language was rather different from Malay which was nearly same as Indonesian language. Melayu Pattani language could be called as villager language or village Malay hence the pre-service English teachers needed to recognize this language at first to be able to communicate with the students. Look at how hard the pre-service English teachers conveyed the materials to the students below:

On May 28th 2014, S-2 asked her students who were in first grade of Senior High to stand up and introduce themselves one by one. She said to the students, “Please stand up in your seat and then mention your name, nickname, address, your hobbies, and etc. *Paham* (Do you understand)*? Tidak paham? Karena Ms. … belum tahu nama kalian, tolong berdiri. Kalian berdiri di bangku kalian masing-masing, sebutkan nama kalian, nama panggilan kalian, alamat tempat tinggal. Seperti ini,* my name is … and you can call me … and I come from Indonesia and my hobby is reading for example. *Paham* (Do you understand)*? Tidak paham? Seperti ini, kak duduk, kak tidak tahu nama kalian. Kak berdiri, nah,* my name is … . You can call me ... . I come from Indonesia and my hobby is reading. *Nah paham? Kalian-kalian cakap seperti itu. Kalian berbicara seperti itu. Paham* (Do you understand)*? Coba kamu* (You, please try!)*. Coba!* (S-2 pointed at one of the students then came closer to him to guide)*.*”

The above case indicated that the students really got difficulty to understand the instruction which was given by S-2 though she had tried to re-explain more and more and had tried to do code mixing in Indonesian language and Malay.

On the other case, S-2 told the students, “Well students, now it’s time for you to try to make short sentence, a simple sentence. It means that it consists of one subject and one predicate.” One of her students directly interrupted instead, “*Alah kak buak gapo heh? Cakap guno bahasa Melayu sajo lah, sayo tak ngerti bahasa Angkrik lako* (Why do you speak like that? Speak Melayu, please! I do not speak English).”

Here, it could be recognized that Melayu Pattani language was somewhat different from Malay. The word *buak gapo* means *buat apa* in Malay whereas it means *kenapa* (why) in Indonesian language.

Meanwhile, S-3 also taught the material about introduction in the early teaching. That time, S-3 asked her students to follow her to utter “I would like to introduce myself”. Firstly, S-3 wrote the sentence in the whiteboard then said, “Okay, listen carefully and then repeat after me. Repeat *itu mengulang* (Repeat is saying or telling more than once). *Pehe tak*? (Do you understand?).” Most students just kept silent while the others replied, “*Tak pehe* (No, we do not understand).” Then, S-3 tried to re-explain slowly. She told the students, “*Kak baca ni, lepas tu adik-adik ikut. Itu maksudnya* repeat after me, *mengulangi. Lepas kak baca, adik-adik ikut baca pula. Pehe tak?* (I will read this sentence then you all follow me to read. That means “repeat after me”, saying or telling what I say. Do you understand?).”

Based on the above case, it was ascertained that the students got difficulty to understand the instruction which was given by S-3 thus she tried to re-explain slowly and step by step hence the students could get the instruction then follow her to utter the sentence. Nonetheless, the pronunciation of the pupils was dreadful and sounded like defected speech due to the accent (see the appendix 5).

In this regard, S-1 stated that

*Perbedaan* pronunciation *ini terjadi karena dialek para pelajar Thailand terlalu kuat mengikuti dialek Thailand. Selain itu, para pelajar Thailand juga sulit untuk mengucapkan beberapa huruf, seperti “l” dan “n”, sehingga ketika mereka mengucapkan bahasa Inggris, saya kurang memahami (bahasa) mereka dan begitu sebaliknya.*

Here, S-1 explained when the students pronounced English words, their accent was dominated by the accent of Thai language in which there were no phoneme [el] and [en] in the Language thus their English sounded peculiar. In such away, the pupils were like a child who was trying to speak when they were speaking English (see appendix 5). Thereby, S-1 stated when the students spoke English, their utterances could not be clearly recognized, and on the contrary, when the pre-service English teachers spoke English, the pupils could not understand in which those were caused by the different accent.

Moreover, S-3 told the other event which happened in her teaching and learning process. In this turn, S-3 asked her students to pay attention to her explanation. S-3 told the students, “Pay attention, please! *Perhatikan!*” Unfortunately, the students seemed confused with the given instruction instead. Subsequently, S-3 tried to re-explain the instruction by employing her gesture. S-3 made a gesticulation and said slowly, “Pay attention, please! *Semua tengok kak, hadap sini, perhatian di depan, jangan buat apa-apa* (You all please look at me, look at the front, concern to the front, do not do anything!). Pay attention, please! *Kamu tak boleh buat apa-apa, dengarkan kak, hadap ke depan* (You are not allowed to do anything, just listen to me, look at the front).”

In this case, the students had once more got difficulty to understand the given instruction during the teaching and learning process thus S-3 tried to not only re-explain slowly, but also employ her gestures to help the students get the instruction.

1. **The Characters of the Students**

The next factor which caused the unsuccessful teaching and learning process was the characters of the students. Because of the characters, the pre-service English teachers got difficulty to engage the pupils in the teaching and learning process. The characters of the students were then elaborated as follows:

1. **Noisy**

As described previously, on May 28th 2014, S-2 was asking her students to practice introducing themselves one by one. Firstly, S-2 gave example to the students by introducing herself. Nevertheless, the class sounded extremely boisterous when S-2 was trying to introduce herself. The students burst out laughing again and again either when S-2 was introducing herself or when one of their friends was trying to introduce himself. The students made a joke of the introduction because of the accent of S-2. The students could not completely understand what S-2 was saying though she had tried to do code mixing in Indonesian language and Malay hence the students just kept laughing and laughing.

Meanwhile, when S-2 came closer to one of the students and guided him to introduce himself step by step, the other students talked aloud to their friends while the others poked fun at their friend who was trying to introduce himself instead. Due to the noisy, S-2 automatically said, “Huzzz… Silent!” In this case, the noisy students were mostly the boys.

1. **Unfocused and Unmotivated**

In the audio-video document, it was ascertained that S-3 said, “Hey… tengok-tengok! (Hey… listen to me!)”, while hitting the felt-tip marker on the table (see appendix 6) when the students did not pay attention to her explanation.

Meanwhile, S-2 told, “… *Misalkan ya…* when I would like to teach the students about color*. … misalkan* red *itu merah,* white *itu putih,* blue *itu biru,* yellow *itu kuning. Nah… e…* Meanwhile I write… I write the material in the whiteboard, the students e… were… were so active*.*”

Here, S-2 pointed out when she was writing the materials in the whiteboard, instead of jotting down the materials on the notebook, the students were unfocused and tended to talk to their friends. Thereby, S-2 said, “The students is (are) lack of motivation, so they don’t have full of intention to learn something new.”

In this case, S-2 stated that

*Berdasarkan pengamatan saya, meskipun mereka pergi ke sekolah, akan tetapi mereka nampaknya tidak bersungguh-sungguh dalam mengikuti kegiatan belajar mengajar.*

Here, S-2 considered that the students did not have motivation and sincerity to engage in the teaching and learning process.

Then, S-2 said, “… *Meskipun mereka datang (ke sekolah) … iku mereka sing keluyuran nek… ya wes nek kantin lah… apa main bola lah… apa… ya… pokoke nggak onok niat sama sekali lek pingin belajar gitu lo…*”

In addition, S-2 told “*Bayangkan saja, ketika kegiatan pembelajaran tengah berlangsung, selalu saja kita jumpai peserta didik yang keluar dari kelas dan memilih melakukan aktivitas yang semestinya bisa dilakukan usai kegiatan pembelajaran.”*

Here, S-2 conveyed that the students had been frequently absent during the teaching and learning process to go to the canteen, to play football, or to do the other activities which actually could be done after they had finished learning in the class.

Moreover, S-2 revealed that

*… acap kali saya alami ketika saya hendak mengajar, ada saja siswa yang tidak hadir dengan alasan malas, tak gok (tidak mau), tak pana (tidak pandai) dan itu tidak hanya satu atau dua siswa saja, melainkan hampir separuh dari jumlah siswa bahkan lebih.*

Here, S-2 told that more than half of the students sometimes did not come to the class solely by the reasons, such as *tak gok* (we are reluctant) and *tak pana* (we are not smart).

On the other hand, S-1 pointed out that “… *budaya siswa yang sering datang terlambat, tidak mengerjakan PR, dan mencontek. Pada intinya, motivasi kebanyakan pelajar di sana masih sangat rendah sehingga cukup sulit bagi saya untuk merubah hal itu.*”

In this regard, S-1 explained that her students often came late, cheated, and did not do the given assignments. Due to the condition, in a discussion with the researcher, S-2 called it, “Akut, parah! (It was extremely terrible condition!).”

Nevertheless, S-2 told that “*Hukuman seperti digode (dipukul betisnya dengan sebilah rotan), lari-lari mengelilingi lapangan, dicubit, dijewer, dan berbagai hukuman yang berkaitan dengan fisik bukan malah menjadikan mereka jera* …”

At this concern, S-2 clarified that the school actually had tried to give punishment to the students, such as *digode* (hitting the calves by the rattan lath), running around the school yard, pinching, tweaking the ears, or the other physical punishments. However, the students did not care of the punishments instead. Those were completely ordinary for them. Therefore, due to the recurring cases though the punishments had been given, the school let the students be.

1. **Lazy and Unconfident**

On May 29th 2014, S-2 was teaching second grade of Senior High students. S-2 told the students, “Semua, bagaimana dengan tugas-tugas yang kemarin? Sudah dikerjakan? Tidak? Lupa?”

Here, S-2 was asking the assignments she had given to the students a day before, unfortunately, most students did not do the assignments because they forgot.

Meanwhile, S-3 told that her students often said, “*Tak buleh* (I/we can not)” when she asked the students to practice English vocabulary memorization in front of the class. In this case, S-3 said,“… *Kalau aku ngobrol sama guru bahasa Inggris… Memang mereka itu, semua mata pelajaran males … kan sekolah gratis, buku gratis, terus tidak menghargai buku. Sana kan enak to, semua terpenuhi, mereka (jadi) tidak menghargai, jadi usaha mereka itu sedikit … terus ditambah sistem sekolahnya juga (nilai tidak dianggap penting), semua naik kelas, semua lulus dengan alasan kepala sekolah kasihan kalau mereka tinggal kelas, akhirnya mempengaruhi (murid menjadi meremehkan pembelajaran), terus ditambahi pelajaran (bahasa Inggris adalah pelajaran) yang mereka tidak suka.*”

Here, S-3 explained that the students were reluctant to do the assignments given by the teachers because the pupils used to consider that the value of the assignments were not important. They remained be able to go on to the next grade without the good values because the school policy exactly allowed all students to continue to the next grade. Besides, the students disliked English due to the accent hence the pupils completely did not have passionate to learn English or to do the assignments.

Hence, S-3 conveyed, “… I tried to make them study hard in English by giving sequenced of task (vocabulary memorization). Most of them felt that it was too much whereas I gave the exercises based on my teaching experience in Indonesia. They were rather far behind compared to students in Indonesia.”

Here, S-3 explained that she tried to do transformation by giving daily memorization assignments to the students to improve their vocabulary mastery. Indeed, S-3 expected that the students could get something, at least the English vocabularies (see appendix 7), after they learnt English with her. Nevertheless, the students repined when they were given the assignments.

On the other hand, S-1 stated that “*Kebanyakan siswa di sana selalu berkata, Malas kak!, Payah Kak!, Tak pandai buat Kak!, ketika saya meminta mereka untuk mengerjakan sesuatu.*”

Here, S-1 pointed out that her students frequently said, “*Malas, kak!* (We are unwilling, Miss!), *Payah, kak!* (We are tired, Miss!)”, or “*Tak pandai buat* (We can not)”, when the pre-service English teacher asked the students to write, to practice conversation in front of the class, or to do the other assignments.

At this concern, S-1 told, “The students’ laziness in doing task was caused by the native teacher there who always give them many tasks on every subject. Furthermore, the students also do not have many times to do the task at boarding school because they also have many schedules in boarding school that is why most students feel lazy to do task and study English. In addition, English subject in their opinion is the hardest subject to learn and they think that learning English is useless and they also think that pre-service English teachers do not have big contribution for their final score that is why they think that studying with pre-service English teacher is not really important.”

Here, S-1 explained that the students were too busy to do the activities of their boarding house hence the pupils did not have enough time to do the assignments given by the pre-service English teacher. Besides, S-1 revealed that the students disliked learning English since it was considered as the hardest subject due to the accent. Moreover, the students deemed that learning English with the pre-service English teacher was not important because S-1 was not their real English teacher whom they had to obey.

Further, S-1 stated that “… *dan yang terakhir adalah masalah kepercayaan diri siswa. Pelajar Thailand sangat krisis percaya diri, terlebih jika mereka disuruh untuk tampil ke depan kelas.*”

Similarly, S-3 told, “*Ya, mereka memang malesan, penakut (ketika disuruh maju ke depan kelas), makanya apa tadi, tak suruh maju walaupun salah, memang SDM nya di bawah kita.*”

In this regard, the pre-service English teachers explained that the students had lack of self-confidence so they were often unwilling to practice dialog in front of the class or to go forwards.

1. **The Passiveness Roles of the Schools**

The third factor which caused the unsuccessful teaching and learning process was the passiveness roles of the schools. The schools totally gave the authority to teach to the pre-service English teachers. Nevertheless, the schools did not provide clear guideline for teaching and did not give reasonable guidance for the pre-service English teachers. At this concern, there were no written syllabus and no demand for constructing lesson plan, no appropriate teaching material, no assigned mentor, and even no adequate facilities to support the teaching.

1. **No Written Syllabus and No Demand for Constructing Lesson Plan**

S-1 stated that “*Selain itu, juga tidak ada silabus tertulis ...*” Meanwhile, S-3 told that “*Tidak adanya silabus oleh sekolah menyebabkan pembuatan RPP tersebut kurang lebih mengikuti aturan pembuatan RPP di Indonesia.*”

Here, the pre-service English teachers explained that the school did not have written syllabus which could be followed to construct the lesson plan hence the English Education Department’s students got difficulty to construct and define the format of the lesson plan. Thus, S-3 then tended to construct the lesson plan by the format of the lesson plan in Indonesia.

Moreover, S-1 stated that “*Di samping masalah mengenai format penyusunan RPP, masalah lain yang saya hadapi selama penyusunan RPP ini adalah penentuan tujuan umum dan tujuan khusus … .*”

Here, S-1 conveyed that she got difficulty to formulate the learning objective since there were no specific learning goals determined by the school.

Besides, S-3 told that “*Masalah yang terjadi di lapangan adalah pembuatan RPP dilakukan setelah selesainya proses belajar mengajar sehingga penulis harus lebih bijak lagi dalam penyusunan RPP agar tidak melenceng dari proses pembelajaran yang telah berlangsung.*”

In this case, S-3 pointed out that the lesson plan was not a requirement which had to be made by the pre-service English teachers before they taught. Sometimes, because there was no demand from the schools to construct the lesson plan, the other pre-service English teachers did not made it instead while the others constructed the lesson plan after the teaching to be enclosed in the final report of the integrated KKN-PPL only.

Further, S-3 stated that “*Bentuk pembelajaran yang begitu simple menjadikan pembuatan RPP yang begitu singkat dan padat.*”

As a consequence, S-3 conveyed that the format of the lesson plan was so simple since it was solely a formality of the teaching report.

1. **No Appropriate Teaching Material**

The pre-service English teachers told that the schools actually gave teacher’s book as a reference for teaching, however, the materials in the book were irrelevant to the proficiency level of the students in English.

On May 28th 2014, S-2 started the class by greeting the students, S-2 said, “Good morning my students!” Nonetheless, the students who were in second grade of Senior High burst out laughing when they heard the greeting because they did not understand the meaning.

Thus, S-2 stated that “*Mayoritas peserta didik di ma’had Addirasat Islamiah School masih kurang kemampuan penguasaan bahasa Inggrisnya.*”

Here, S-2 acknowledged that the proficiency level of most students in her school was still low.

Besides, S-1 told that “*… cukup sulit bagi mereka untuk menulis dalam bahasa rumi.*”

Here, S-1 conveyed that not all of the students could write in Roman since they used to write in Arabic.

Due to the above facts, the proficiency level of the students in English then was called extremely far from the grade they were in.

In relation to the teaching material, S-2 stated that

… *pihak mahad memberikan buku sebagai materi saya mengajar. Akan tetapi* grade *buku tidak seimbang dengan kemampuan siswa. Kalau di Indonesia mungkin itu sudah bisa digunakan untuk siswa tingkat SMP / SMA. Akan tetapi khusus di ma’had ini, peserta didik akan sangat kesulitan dalam memahami materi.*

In this case, S-2 conveyed that the level of teaching materials in the teacher’s book provided by the school was too high if it was compared with the proficiency level of the students. Though the book was actually equal with the grade of the students, nevertheless, the students would get difficulty to comprehend the materials due to their proficiency level.

Therefore, S-3 stated that “*Tidak digunakannya buku panduan dari sekolah yang tepat … sehingga diperlukan referensi dari banyak sumber.*”

Here, S-3 explained that she had to redefine the teaching materials which were relevant to the proficiency level of the students by searching from other sources.

At this concern, S-2 told “… *saya berinisiatif untuk menggunakan buku yang saya bawa dari Indonesia. Buku tersebut berisi tentang tahap-tahap awal belajar bahasa Inggris ….*”

Here, S-2 stated that she used the English book which she brought from Indonesia to teach the students in which the materials were appropriate for beginner learners.

Meanwhile, S-1 said, “… I also searched in the internet. I just improve the material used in the book and internet.”

Similarly, S-3 told, “(I used) handbook (teacher’s book) and internet.”

In this regard, both S-1 and S-3 told that they searched the teaching materials from the internet which were then combined with the materials from the teacher’s book.

1. **No Assigned Mentor to Guide**

S-1 told that “*Guru pamong saya adalah seluruh guru bahasa Inggris di sekolah, namun yang paling sering membimbing saya adalah* teacher *Karim, guru bahasa Inggris yang sempat menempuh studi di Malaysia, sehingga* pronunciation*nya mudah untuk dipahami.*”

Here, S-1 pointed out that the school did not assign a mentor to guide the pre-service English teacher. Hence, S-1 stated that all of the English teachers in her school could be her mentor. However, S-1 mostly asked about the English teaching to one of the English teachers in her school since he could speak Malay. Thus, S-1 got easier to communicate with the English teacher.

Nevertheless, S-1 told that “*Proses bimbingannya pun tidak terlalu sering diadakan.* … *beliau memang terlalu sibuk mengurusi urusan sekolah karena mundzir banyak mempercayakan urusan sekolah kepadanya sehingga intensitas saya untuk mengadakan bimbingan dengan beliau tidak banyak.*”

In this regard, S-1 conveyed that she could not get an intensive teaching guidance from the English teacher because he was so busy with the other works in the school.

Meanwhile, S-3 stated that

*Proses bimbingan dengan guru pamong tidak dilakukan secara terstruktur melainkan karena kebetulan. Karena guru pamong di sekolah Rusmee Sthapana berasal dari Afrika menyebabkan penulis merasa ingin tahu mengenai bagaimana guru tersebut menghandel kegiatan belajar mengajar di dalam kelas dan akhirnya terciptalah proses bimbingan tersebut secara tidak langsung.*

Here, S-3 conveyed that she also could not get an intensive teaching guidance from the English teacher whom she considered as her mentor. Instead, S-3 stated that she got the teaching guidance from the English teacher who was an African incidentally. Due to the similar foreign teacher hence S-3 then felt curious to know how the African conducted the English teaching and learning process thereby the teaching guidance happened.

Further, S-3 told that

… *tidak banyaknya kesempatan bertemu dengan guru pamong akhirnya membuat penulis menyadari bahwa pertemuan tiba-tiba dan secara tidak langung dengan guru pamong adalah kesempatan yang luar biasa. Penulis berusaha memanfaatkan waktu dan kesempatan untuk bertatap muka dan berdiskusi mengenai banyak hal terkait pelajar dan sekolah. Sehingga penulis mendapatkan banyak gambaran pengalaman yang hal tersebut sangat menunjang seluruh proses kegiatan PPL tidak hanya proses kegiatan belajar mengajar.*

At this concern, S-3 explained that whenever she got chance to communicate with the African, the pre-service English teacher asked many things to him which mostly about the students (how to teach them) and the school (the policy and the education system).

1. **No Adequate Facilities to Support the Teaching and Learning Process**

On May 28th 2014, S-2 told the students, “*Nah, buka… e…* please prepare your *ni… buka… eh… ada buku* (Do you have a learning book)*? Ada? Tidak ada* (No)*?*”

In this regard, S-2 said, “… the school could not give good facilities for the students. Sometimes, the students could not obtain *buku paket* to learn, or even when the students get students’ book, they seldom to bring to the school. It really seemed unconditioned teaching and learning process.”

Here, S-2 explained that the school sometimes was late to give the learning facility that was the student’s book to the students. Nevertheless, the students often forgot to bring the book to the class when they had got the book.

Furthermore, S-2 stated that

*Acap kali saya jumpai ketika hendak mengajar di kelas, banyak sekali lembaran-lembaran kertas yang berserakan di lantai, buku-buku paket yang sudah dipenuhi debu, bahkan buku-buku yang seperti benda tidak penting. Ironis melihat bahwa ilmu disia-siakan begitu saja. Paparan tersebut dilihat dari sudut pandang peserta didiknya.*

Here, S-2 conveyed that the students used to dishonor the learning book given by the school instead. The pupils did not keep the book well and often put it everywhere. When S-2 came to the class, she told that she often saw many pieces of paper and the dusty student’s books which scattered around the desks and chairs.

At this concern, S-2 stated that “… *dari pihak ma’had sendiri, juga tidak memberikan sangsi kepada peserta didik yang melakukan pelecehan terhadap fasilitas pembelajaran yang diberikan, jadi peserta didik merasa tindakan seperti itu bukanlah masalah yang fatal.*”

Here, S-2 conveyed that the school let the students be and did not give punishment to them who muffed the learning facility. Hence, the students thought that what they did to the book was okay.

Besides, S-2 told that

*Apalagi ketika saya melihat gudang ilmunya (perpustakaan) yang seharusnya dirawat, dibersihkan, dan ditata dengan rapi malah nampak seperti gudang buku-buku bekas. Banyak debu dimana, ruangan yang panas, buku-buku yang berserakan, dan suasana-suasana lain yang menghilangkan minat untuk membaca di perpustakaan tersebut.*

Here, S-2 conveyed that the school actually had a library but no body was willing to read in the library because it was dirty, hot, and disorder. The books were not placed within the shelves tidily and there were many other books scattered everywhere.

Meanwhile, S-1 stated that *“… tidak mungkin menggunakan media gambar karena terlalu repot, apa lagi* LCD *karena tidak ada* LCD.”

In this case, S-1 explained that she got difficulty to present teaching media like picture to the students in the teaching and learning process because the class was not facilitated by LCD Projector.

Similarly, S-2 stated that

*… ketika saya hendak menunjukkan sebuah* film*,* video*, dan* power point *tentang materi yang hendak saya ajarkan, hal itu juga terkendala karena tidak adanya* LCDprojector*. Akhirnya saya mencari cara lain, yaitu menge*print *berbagai gambar yang hendak saya jadikan teaching media. Tiba saatnya saya hendak menge*print*, hal itu terkendala lagi karena* printer *di ma’had tidak bisa digunakan untuk mencetak tulisan atau gambar yang berwarna. Saya sudah mulai semakin kehabisan akal untuk menggunakan* teaching media *apa. Akhirnya saya memilih untuk menge*print*nya di kedai sekitar pasar Palas. Pengalaman mengajar di bumi Pattani, Thailand ini seperti potret pendidikan di Indonesia 40-50an tahun yang lalu, ketika fasilitas-fasilitas yang mendukung pembelajaran masih sangat kurang.*

Here, S-2 conveyed that she also got difficulty when she wanted to show teaching media like picture and learning video to the students or when she wanted to use PowerPoint in the teaching and learning process because there was no LCD projector in the class. If S-2 wanted to use picture to help the students to comprehend the material then she had to print out the teaching media. Unfortunately, the printer in her boarding house could not be employed to print out colorful picture hence she had to print out the picture outside the boarding house around the nearest market.

Moreover, S-1 told that, “The size of the class is almost the same as our class in IAIN. There is no special facility, only black board, eraser, and calk. For me, it is really not comfortable because it is so hot and so dirty.”

In addition, S-1 said, “*Kalau panas, memang karena di sana hawanya panas, terus gersang juga iya. Fentilasinya pun juga cuma sedikit, (jadi) nggak berasa. Kalau kotornya, pertama siswa malas membersihkan juga karena memang mayoritas siswanya pemalas terus kan pakek* blackboard *jadi ya sering kotor karena kapurnya itu.*”

Here, S-1 delineated that her class in Thailand was as big as the classes in IAIN Tulungagung, however, it was so hot and dirty. The facilities inside the classroom were only the blackboard, chalks, desks, and chairs. S-1 considered that the class was so hot because the weather was dry while the ventilations did not function well. Besides, the using of the chalks remained white dusts scattering over the floor but the students were unwilling to clean the class regularly. Thereby, S-1 told that the class was uncomfortable enough to conduct the teaching and learning process.

1. **The Limited Time for Teaching**

Besides the three factors above, the pre-service English teachers pointed out that the limited time for teaching also became the cause of the unsuccessful teaching and learning process.

S-1 stated that

*Masalah lain yang saya alami terkait dengan pelaksanaan PPL adalah masalah jam pelajaran …, saya hanya mempunyai waktu untuk mengajar selama 40 menit saja untuk satu pertemuan, sementara materi yang ada dalam buku sangatlah banyak. Belum lagi siswa di sini banyak yang malas untuk belajar, sehingga ada beberapa di antara mereka sering datang terlambat, sehingga bagi saya waktu mengajar yang hanya 40 menit itu sangat tidak cukup.*

Here, S-1 explained that she had only forty minutes to teach the students. In this case, S-1 repined that the time was not enough to teach because the students often came late and there were many materials in the book which needed to be conveyed.

Meanwhile, S-3 told that “*(Kendala saya adalah) Kurang bisa menggunakan waktu dengan efesien sehingga dalam penyampaian materi sering tidak sesuai dengan waktu yang sudah direncanakan.*”

Here, S-3 conveyed that she could not use the time efficiently because to convey one material only, she needed to re-explain more than once to the students in order to understand thereby it wasted the time mostly. Besides, the characters of the students which were lazy, noisy, unmotivated, unfocused, and less confident needed extra-time to be engaged in the teaching and learning process.

1. **Occurrence Frequency of the Problems**

Besides recognizing the factors which caused the unsuccessful teaching and learning process, the pre-service English teachers also recognized how long and how many times they had to face the same problems in the instructional process.

At this concern, S-2 said, “Almost every day, but with the different students. It means that if today student A, B, C could not bring the teacher’s want, tomorrow students A, B, C could bring, but the others do it anymore.”

Here, S-2 explained that she needed to meet the laziness, unmotivated, noisy and unfocused students almost everyday in the early period of teaching. In this case, the other subjects approved that the early period of teaching occurred approximately a month in which the pre-service English teachers needed to recognize the characters of the students, to assimilate with the culture, and to learn the language.

1. **The Process of Determining the Solution**

The process of determining the solution was a sequence from the process of recognizing the problem that the pre-service English teachers underwent in reflective practice to review their teaching experience in Thailand. This process occurred after the pre-service English teachers realized that their teaching and learning process was getting problems in relation to 1) the language, 2) the characters of the students, 3) the passiveness roles of the schools, and 4) the amount of the teaching time. Thereby, the process of determining the solution was an effort of the pre-service English teachers to cope with the problems.

In this process, the pre-service English teachers determined how they should teach the students. To determine the appropriate teaching methods, the pre-service English teachers did two steps those were 1) finding persons to discuss the problem and 2) trying out the selected teaching method.

1. **Finding Persons to Discuss the Problem**

First step in the process of determining the solution, the pre-service English teachers found the persons who could help them determine the appropriate teaching methods to teach the students. The persons involved:

1. **The English Teachers of the Schools**

S-2 told, “The first reason is to know the students’ ability in learning English. Before I, I mean, before I teach the students, I want to know the general ability (of the students) in learning English. Then, the second, to see the students’ participation during the teaching and learning process based on the students’ attendance in the previous semester. The third, to know the usual teaching media used by the English teachers to help the students to understand about the materials. After I got all of the information about the English teachers’ way to teach the students, I, and then I, I learn to find the chosen strategy that it’s different with the English teachers, the teachers use to help the students understand the materials.”

Here, S-2 conveyed that she needed to ascertain the proficiency level of the students in English, the participation of the students within the English teaching and learning process in the previous semester, and the teaching media commonly used by the English teachers in the school so that she could innovate with her own teaching method and strategy to bring transformation to the way of teaching. By this way, S-2 expected that the students could learn English enthusiastically and happily with her.

Menwhile, S-3 said, “… *Terus kalau diskusi masalah materi itu, aku ya ke guru Afrika itu. Itu lebih dekat dan apa ya… dia itu lebih bisa ngasih gambaran dan solusi (arahan). … (Guru Afrika itu) Guru bahasa Inggris, tapi dia bukan guru asli situ. … Aku juga diskusi sama guru lokal (untuk mata pelajaran bahasa) Inggrisnya. … Mereka itu ya bilang lek, alah… pokok murid-murid ki malas, lek diajar ngene ki ndak mau. … Pokoknya ya cuman gambaran seperti apa murid itu. Lek solusinya mungkin, aku dapatnya dari guru Afrika itu. … Akhirnya, aku mengajarnya seperti ini, yang simple, yang mana dia itu (para siswa) bisa mengerti Inggris itu secara fungsi, … maksudnya untuk komunikasi.*”

Here, S-3 conveyed that she preferred to conduct discussion with the African because he could provide solution in practice to overcome the problems of the English teaching. On the other hand, the other English teachers only gave general information that most students were exactly lazy nonetheless the English teachers did not provide the solution in practice.

In essence, the African told S-3 that:

1. *Pelajar tidak mampu mengikuti buku paket sehingga guru harus mengajar menggunakan buku pegangan yang lain.*
2. *Kemampuan pelajar sangat minim sehingga hendaknya guru mengajar Bahasa dari kompetensi dasar.*
3. *Mengajar bahasa sebaiknya melihat fungsi bahasa sebagai alat komunikasi sehingga mengajarlah supaya siswa mampu berbicara dalam Bahasa Inggris.*
4. *Jangan hanya mengajar dengan cara menerjemahkan kalimat dalam buku karena hal tersebut tidak akan membuat siswa mampu berbicara dalam Bahasa Inggris.*
5. *Banyak siswa yang malas sehingga ada baiknya jika selalu memotivasi siswa setiap kali masuk kelas.*

At this concern, the African pointed out that the proficiency level of the students in English was low besides most of the pupils were lazy. Thus, it was better for S-3 to re-define the teaching materials which were relevant to the proficiency level of the students. As a consideration, the African English teacher suggested that S-3 should teach English as a mean of communication in which the teaching materials were related to the daily learning activities in the classroom. Moreover, because of the character of the students, it was better for S-3 to frequently motivate the students in every learning process thereby the students could get passionate to learn English.

1. **The Headmaster of the Schools**

S-2 said, “… and then with the headmaster, the first one, to know more detail about the students’ characteristics in all of grades. Second, to understand the problem of teaching at Thailand, especially at Addirasah Islamiyyah School, and then the last one is to know the facilities given by the school to support the teaching and learning process.”

Here, S-2 conveyed that she needed to ascertain the characters of the students in detail, the common problems in the English teaching, and the provided facilities so that she could learn from the previous problems then innovate with her own teaching methods and strategies which were accustomed with the provided facilities.

1. **The Other Pre-service English Teachers in Other Schools in Thailand**

S-1 told, “Because the teacher there only suggested me to be patient and ensure me that I can do my duties there... That’s why I discussed my problem there with my friend under the assumption that my friends also have the same problem like what I have.”

In this regard, S-1 considered that sharing with the peers was helpful since the problems encountered by the pre-service English teachers were commonly same wherever they were assigned to teach English in Thailand. Finding the solution together was better than thinking the problems by her self.

1. **Trying Out the Selected Teaching Method**

After the pre-service English teachers conducted discussion with the above persons and got the feedbacks, they tried out the selected teaching methods which were considered appropriate to teach the students. At this concern, there were several methods which were employed by the pre-service English teachers as follows:

1. **Total Physical Response**

For the seventh till ninth meeting, S-3 planned the English teaching as follows:

***Indikator***

*Siswa dapat merespon dan mengenali ungkapan-ungkapan perintah dan larangan.*

***Tujuan Pembelajaran***

*Pada akhir pembelajaran, siswa dapat:*

1. *Siswa dapat merespon secara fisik ungkapan perintah/larangan.*
2. *Siswa dapat menggunakan kalimat perintah dan larangan sesuai kondisi dan situasi di dalam kehidupan nyata.*

At this concern, S-3 taught the materials about commands which were linked to the daily activities in the teaching and learning process (see appendix 8).

In this case, S-3 told, “*… Aku lebih ke … sesuatu yang anu… yang ada geraknya. … Jadi aku ndak cumak e… njelaskan di papan tulis ... tapi dia juga tak suruh itu, praktek. …* Okay, take your book! Take! *Ambik ambik (ambil)! Mana? Tak tak cek. Mana? Ambik ambik bukunya! Nah, tak cek. Tak cek semacam itu. Mana? Loh… Kalau mereka belum ambik. Mana bukumu? Ambil ambil! Kan ada yang mereka itu ndak paham ta maksudnya harus mengikuti aku. Ya tak anu… tak ulangi. Ambik buku! Wes oke. kalau mereka sudah semuanya,* Put your book on the table. Put! Put your book on the table. *Semuanya kan lihat aku. Otomatis semuanya anu… perhatiannya ke aku, ndak ada yang itu (tidak fokus).*”

According to the explanation of S-3, the materials about commands were considered meaningful and interactive since the students did not only try to understand the meanings of the teacher’s talk but they also could actively perform the given instructions. Besides, those materials helped the students to engage and focus on the teaching and learning process by obeying and performing what the pre-service English teacher told.

Moreover, based on the above explanation, S-3 stated that she intentionally invited the students to actively perform the commands so that the pupils could easily get the meaning of the materials by themselves. In this regard, when S-3 told the students to take their book, she conveyed the instruction while she firstly performed the instruction by herself as an example. Then, she made a gesticulation to invite the students to do like what she instructed and did. Then, she walked around the class to ascertain that all of the students did the instruction. If S-3 knew that some of the students did not perform the instruction because they did not understand, she would do code mixing in Melayu Pattani language to re-explain the instruction thereby the pupils could understand and perform it.

1. **The Oral Approach and Situational Language Teaching**

On the other lesson plan, for the sixteenth till eighteenth meeting, S-3 wrote

***Tujuan Pembelajaran***

*Pada akhir pembelajaran, siswa dapat membedakan antara penggunaan bentuk jamak dan tunggal menggunakan:*

1. “There are” *dan* “there is”
2. “This is” *dan* “these are”
3. “That is” *dan* “those are”

***Tes Lisan***

*Teknik : Tes lisan dan unjuk kerja*

*Bentuk : Penampilan*

*Instrumen* *:* Mention the things in the class using:

1. “There are” *dan* “there is”
2. “This is” *dan* “these are”
3. “That is” *dan* “those are”

At this concern, S-3 taught the use of the demonstrative pronouns by the situation around the students that was to mention things in the classroom (see appendix 9).

In such away, S-3 explained, “Thereis *itu ada satu.* There are *itu ada banyak atau lebih dari satu.* This *artinya inilah yang di dekat awak.* That *artinya itulah yang jauh dari awak.* These *itu* this *buat benda yang lebih dari satu.* These are your papers on my table*.* Those *itu* that*. Kalo* that *buat benda satu atau* singular*. Kalau* those *buat* plural *atau lebih dari satu. … Setelah aku tuliskan ya aku jelaskan sama aku beri contoh. … Iya seperti itu, mbak. Objek yang ada di kelas yang aku buat njelaskan. Kalo nggak gitu mereka nggak paham. … Iya mbak aku suruh* repeat after me.”

In this regard, S-3 illustrated the procedure of the teaching. Firstly, S-3 wrote the demonstrative pronouns on the whiteboard then explained each function of them in general. Afterwards to strengthen the students’ understanding upon the material in practice, the pre-service English teacher orally employed the demonstrative pronouns to mention things in the classroom. For instance, S-3 told, “These are papers”, while pointing at the objects. At this time, the students listened and observed then they imitate to utter in chorus and individually. In chorus, the students uttered the sayings (e.g. these are papers, this is table, or the others) together. Besides, S-3 also pointed one of the students to utter the sentence individually to check that each of the students had got the materials.

Further, based on the above explanation, S-3 pointed out that teaching the demonstrative pronouns by utilizing the objects around the students could easily help the pupils to comprehend the use each of the demonstrative pronouns in practice.

1. **Direct Method**

In the lesson plan, addressed on May 28th 2014, S-2 planned the teaching as follows:

* Teacher introduces the alphabets (writing the alphabets in the whiteboard)
* Teacher asks the students to write alphabets in the book
* Teacher reads first (while pointing at the alphabets)
* Students follow what teacher has done
* Teacher gives some correction when there is something wrong
* Teacher asks some of them to practice in their seat
* Teacher asks the students to write their name and spelling … in English.
* Teacher gives task to find 5 words in English …, e.g.: Apple
* Students make a short sentence based on 5 key words

Here, S-2 taught the material about alphabets to second grade of Senior High students (see appendix 10). As pointed out previously that not all of the students could write in Roman hence S-2 considered necessary acquainting the students to the alphabets.

In teaching the alphabets, S-2 wrote the material on the whiteboard and asked the students to jot it down on their note book at first. Then, the pre-service English teacher pronounced each of the letters in English while pointing at the alphabets written on the whiteboard one by one. The students listened carefully then followed to pronounce. Afterwards to check the students’ memorization of the alphabets, S-2 pointed randomly at the letters then asked the students to mention the pointed alphabets in English (see appendix 11). For the exercise, the pre-service English teacher asked the students to write their name in Roman then spelled it by using English. On the other way, S-2 engaged the students in a game in which they stood up in two rows. The boys stood up in one row and so did the girls. Each member of the rows then came forwards alternately to write the names of fruits preceded by the selected letters mentioned by the pre-service English teachers (see appendix 12).

1. **Grammar Translation Method**

In this turn, for the nineteenth till twenty first meeting, S-3 planned the teaching such below:

***Indikator***

1. *Siswa mampu mengidentifikasi* present simple
2. *Siswa mampu memahami* present simple
3. *Siswa mampu memberikan beberapa contoh dari* present simple

***Tujuan Pembelajaran***

*Pada akhir pembelajaran, siswa dapat membuat kalimat menggunakan* present simple

At this concern, S-3 tried to equip the students with the language component, especially about the grammar of simple present tense (see appendix 13). In the teaching and learning process, S-3 started by writing the materials including the function, the pattern, the use of simple present in a sentence, and the time signals of the tense on the whiteboard then explained them (see appendix 14). When S-3 explained the materials, she invited the students to recognize the structure of the tense and how to use it in a sentence. Here, S-3 did code mixing in Indonesian and Melayu Pattani language to explain the material. For the exercise, S-3 invited the students to construct short sentences by using simple present tense (see appendix 14) and to fill in the blank sentences with the appropriate verbs (see appendix 13).

1. **Audiolingual Method**

S-1 told, “I used Audiolingual method to teach there because it is important for the students to at first understand my speech and be accustomed with my pronunciation that’s why I used that method.”

In this regard, S-1 explained that she tended to use Audiolingual method in consideration of the proficiency level of the students thus S-1 then became the main model who actively embedded the vocabulary and pronunciation to the students through oral drilling.

In such away, within one of the lesson plans addressed on July 17th 2014, S-1 planned the teaching as follows:

* Teacher gives a sheet of paper consisting of an example of asking and giving direction.
* Teacher asks the students to repeat after her.
* Teacher divides the class into some groups consist of two students, then asks them to … practice the conversation in front of the class

At this concern, S-1 taught the expression of asking and giving direction through a conversational dialog (see appendix 15). Then, to embed the pronunciations and the sentence patterns, S-1 engaged the students in oral drilling.

In accordance with S-1, for the first till third meeting, S-3 planned the teaching such below:

***Kompetensi Dasar***

*Melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur/sapaan dalam memperkenalkan diri.*

***Tujuan Pembelajaran***

*Pada akhir pembelajaran, siswa dapat:*

1. *Merespon percakapan yang menunjukkan kata sapaan*
2. *Mengidentifikasi tindak tutur*
3. *Memperagakan percakapan menggunakan kata sapaan yang sesuai*
4. *Memperkenalkan diri sendiri*

In addition, S-3 said, “I had a classroom routine for everyday teaching that was interactive drilling.”

Here, S-3 taught the material about introduction through a conversational dialog and oral drilling (see appendix 16) by the goal that the students then knew how to introduce themselves, asked and responded to introduction within a conversation. Besides the material about introduction, S-3 also used this method to teach situational and conditional expression (see appendix 7).

1. **Lessons Learned from the Teaching Experience**

S-1 told, “From my teaching experience, I can learn that students are unique. They have their own ways in studying.”

Similarly, S-2 said, “Actually, students are unique. Don’t think that if they could not, they really stupid forever.”

In this respect, the pre-service English teachers acknowledged that every student was unique since the pupils had their own learning style. Thus, it was the job of the pre-service English teachers to consider and re-consider the teaching methods in order to cope with the need and the interest of the students.

Meanwhile, S-3 told, “(I learn about) Teaching EFL learners in different context, including culture, customs and language sides. (It) need(s) a lot of consideration to get successfully teaching.”

Here, S-3 admitted that she needed to learn more about some aspects related to TEFL such as the culture and the language of the assigned place in which those completely affected how an English teacher was going to teach the students.

Besides, S-3 stated that “*Kesempatan mengajar yang intensif membuat mahasiswa lebih termotivasi untuk mengembangkan materi, metode serta strategi yang digunakan dalam mengajar. Sehingga nantinya akan timbul profesionalitas guru seperti yang diharapkan.*”

Here, S-3 conveyed that the teaching practice helped the pre-service English teachers developed their pedagogical competence involving how to develop the teaching materials and determine the appropriate teaching methods and strategies hence it was called that the teaching experience had prepared the pre-service English teachers to be a professional English teacher in the future.

In addition, S-3 stated that

*Dengan adanya praktik belajar mengajar secara langsung dan nyata membuat mahasiswa sadar bahwasanya mengajar ataupun menjadi guru itu tidak hanya cukup dengan menguasai materi/bahan yang akan diajarakan. Seorang guru juga harus mampu mengenal setiap karakter peserta didiknya, sehingga dalam cara penyampaian materi guru mampu memilih dan memilih metode dan strategi yang akan digunakan.*”

At this point, S-3 revealed that the teaching experience taught her about the meaning of a teacher. Here, S-3 realized that having knowledge about the teaching materials only was not enough for becoming a teacher. Nevertheless, becoming a teacher meant understanding the students, recognizing their needs and interests then teaching them with the appropriate teaching methods and strategies.

1. **How the Pre-service English Teachers Made a Sense of the Teaching Experience**

S-3 said, “Teaching is a complex skill which teacher should cope with this. Delivering materials are not simple as we transform the information, but it needs more understanding. Being a teacher is not only being the transmitter but also become(ing) the educator who employs teaching with heart and pleasure to build emotional relation(ship) among students.

Here, S-3 conveyed that from the teaching experience she understood that teaching was not only an activity of transferring the knowledge, but also an activity of educating the students. Educating meant understanding the students, establishing emotional relationship with them, and teaching by using heart and pleasure based on the need and the interest of the students.

On the other hand, S-1 told, “I used the uniqueness of the students as the modal to create innovative and creative method or strategies to teach English. Because of that uniqueness, teacher will consider to find an effective method to teach the students and cover all of the students who have different characteristics. The main point when we teach is we should be able to be patient and understand about the students’ condition. We should be able to come to their environment and if we already do that we will be easy to control the students.”

In this regard, S-1 conveyed that from the teaching experience she understood that the characters of the students made them unique. In her opinion, a teacher then should be able to utilize the uniqueness of the students to be innovative and creative in which he determined the effective teaching methods which could cover the need and the interest of the students. In essence, S-1 pointed out that a teacher should be patient in facing any character of the students. The teacher should understand the students by establishing close relationship with them thereby he would be able to hold the students finally.

Meanwhile, S-2 stated, “A teacher is a bright light for the learners. Be wise, patient and more creative to invite them happy in learning. How to (cope with) the learners’ interest is your duty to be the real teacher. To be a real teacher is not only teaching in the class, but also create the class more attractive and (so that) the students get many (much) new knowledge for their future.”

At this concern, S-2 conveyed that from the teaching experience she realized that a teacher was like a light for the students. The teacher should be able to transform the learning mood of the students from unwilling to passionate. Thus, the teacher should be creative and innovative in creating fun learning environment based on the need and the interest of the students. In such away, the students could master the knowledge well and happily.

1. **Findings of the Research**

In findings of the research, the data were displayed in a more focus and systematic order within a table to answer the research question that was how the pre-service English teachers reflected their teaching experience in Thailand. In such away, the table of findings of the research mainly elaborated the two processes of how the pre-service English teachers reflected their teaching experience in Thailand. In addition, based on the objective of the research, the table of findings of the research included the statements of the pre-service English teachers about the lesson learned they got from the teaching experience and how they made a sense of the teaching experience.

**Table 4.1 Findings of the Research**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| How the pre-service English teachers reflected their teaching experience involved two processes: | 1. The Process of Recognizing the Problem | The pre-service English teachers recognized the teaching problems and the factors which caused the unsuccessful teaching and learning process. Those were: | The Language Used in Communication | The students only spoke Thai and at least Melayu Pattani language. |
| The accent of the students was fully dominated by the accent of Thai language. |
| English was considered the most difficult subject due to the accent thereby the students disliked to learn English that it was then resulted in the low proficiency level of the students in English. |
| The Characters of the Students | Lazy |
| Unmotivated |
| Noisy |
| Unfocused |
| Unconfident |
| The Passiveness Roles of the Schools | No Written Syllabus & No Demand for Constructing Lesson Plan |
| No Appropriate Teaching Material |
| No Assigned Mentor to Guide |
| No Adequate facilities to Support the Teaching and Learning Process |
| The Limited Time for Teaching | Forty minutes in one meeting was considered insufficient to deliver the materials in relation to the other factors above. |
| Occurrence Frequency of the problems | Almost every day in the early period of teaching. Early period of teaching occurred nearly a month. | |
|  | 2. The Process of Determining the Solution | a. The pre-service English teachers found persons to discuss the solution. Those were: | The English Teachers in the Schools | To know how the English teachers in the schools conducted the English teaching and learning process and coped with the problems |
| The Headmaster of the Schools | To know the general ability and the characters of the students in all grades and the facilities which were provided by the schools |
| The Other Pre-service English Teachers in Other Schools in Thailand | To know how the pre-service English teachers cope with the similar problems they faced in the teaching and learning process |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | b. The pre-service English teachers tried out the selected teaching methods to cope with the problems in the teaching and learning process. Those were: | Audiolingual Method | To embed sentence patterns, vocabularies, and pronunciations of a conversational dialogue (e.g. introduction, greeting, leave taking, etc.) |
| Direct Method | To embed the material about alphabets |
| Total Physical Response | To embed sentence patterns, vocabularies, and pronunciations about commands or daily learning activities |
| Oral Approach and Situational Language Teaching | To embed sentence patterns of demonstrative pronouns, vocabularies about things in the class, and the pronunciations |
| Grammar Translation Method | To embed grammatical patterns of the tenses (e.g. simple present tense) and to focus on the meanings of the sentences |
| Lesson learned from the teaching experience | The pre-service English teachers realized that students were unique. | | |
| The pre-service English teachers knew that teaching English to EFL learners was mainly influenced by the factors such as the native language and the learning cultures of the students. | | |
| The pre-service English teachers understood that the teaching experience had developed their pedagogical competence concerning the ability to develop teaching materials and to determine the appropriate teaching methods. | | |
| How the pre-service English teachers made a sense of the teaching experience | The pre-service English teachers considered that teachers needed to build emotional relationship with the students to recognize their needs and interests in learning. | | |
| The pre-service English teachers asserted that teachers had to be able to utilize the characters of the students to innovate the teaching methods. | | |
| The pre-service English teachers stated that teachers had to be able to create fun learning atmosphere for the students to grow up their passionate in learning. | | |