

CHAPTER I

INTRODUCTION

1.1 Background

Teaching practicum is one of the programs in the faculty of education in order to pursue teaching credentials in the school domestically or internationally. In the international term, it is called International Teaching Practicum (ITP). ITP is a teaching practicum that provides pre-service teachers to apply and practice all the knowledge they have learned from their faculty of education in a different country where they lived. ITP helps pre-service teachers to learn how to deal with different cultures, teaching learning processes, school systems and the local population in the host country. "ITP is seen as an avenue for future teachers to broaden their world views and enhance their personal and professional development" (Kabilan et al., 2017, p.117).

Being an Indonesian pre-service teacher, I needed to adapt with the different geographic place, academic, culture atmosphere and environment context in Thailand as the EFL context. Geographic place often used in relation to those characteristic that make a place special or unique, it also describes the human and physical characteristics include land use, architectural practices, political systems, common foods, local folklore means of transportation, and methods of communication and include a description of such things as mountains, rivers, beaches, topography, climate, animal and plant life of a place.

In addition, I had three mentors who accompanied me whenever I taught in the class. Each mentor had responsibilities in different classes. I was blessed

when they accompanied me in the class because I struggled with the language they used. I could communicate easily with the students because of them. They suggested a lot of advice when I was teaching in the class. They helped me to improve my teaching skills and classroom management. In addition, I felt emotional during the ITP program, such as joy, excitement, nervousness, and anxiety, which affected the way I taught the students.

Moreover, my teaching experience in Thailand was filled with a range of emotional geographies. At the beginning of my journey, I felt a mix of excitement and anxiety. However, the language barrier quickly became a significant challenge, leading to feelings of disorientation and isolation. The unfamiliar cultural and linguistic landscape of Thailand created an emotional geography of feeling disconnected and uncertain. Despite my best efforts to adapt, I often felt a sense of nostalgia and homesickness, which is another emotional geography that accompanied me during my time in Thailand. However, I also experienced moments of wonder and amazement as I explored the new place, which added to my emotional geography of feeling both curious and fascinated. Finally, I experienced a sense of belonging and community when I connected with my students and mentors. These moments of connection and understanding helped me feel more at home in my new environment. Teacher's diverse emotional experiences related to aspect of schooling resulted in a range of positive and negative emotions, highlighting the teacher's varied understanding and misunderstanding of different aspects of schooling. (Liu, 2016)

Hargreaves (2001) proposed that the concept of emotional geographies revolves the supports and threats to the emotional bonds and understanding of schooling. By acknowledging the emotional dimensions of schooling, educators can better understand the diverse experiences and perspectives of “schooling and human interaction” (Hargreaves, 2001a). Rahayu and Asanti (2021) reveals that teacher experiences negative emotions and emotional distances due to challenges related to parents, students, colleagues, and school principals. The previous researches (e.g. Liu, 2016; Chen & Wang, 2017; Rahayu & Asanti, 2021) show valuable insights into the challenges teachers faced and could guide efforts to create a more supportive and conducive teaching and learning environment. Moreover, exploring emotional geographies offers opportunities for professional development.

This research is arranged within previous research undertaken on international teaching practicums. Kim and Choi (2019) state “International teaching practicum experiences of Asian pre-service teachers appear to be both valuable and meaningful, and yet more studies are still needed to explore diverse and contextualized experiences of Asian pre-service teachers during their practicums” (p. 3). An increasing interest in ITP was provided by the recent studies in the past few years focusing on Asian pre-service teachers experiences during ITP programs (e.g Kabilan et al., 2017; Kim & Choi, 2019; Loo et al., 2019) show that very few studies have explored Asian pre-service teachers’ experiences during ITP program. However, there is a lack of empirical study of the ITP Program viewed from the emotional geographies field. To fill this gap, the researcher wants to investigate how an EFL pre-service teacher emotionally develops a professional

identity during an international teaching practicum. This research highlights the emotional pre-service teacher during practicum to deepen understanding of emotional geography pre-service teachers experience in learning to teach EFL learners to help pre-service teachers develop the skills, and knowledge they need when they enter their classrooms. This study examines the representation of emotional geographies that I experienced during the ITP program. It will be classified by using the emotional geography framework (Hargreaves, 2000) which focuses on four aspects such as physical, moral, sociocultural, and professional.

1.2 Formulation of the Problem

A research question is addressed in the present research. The present research is formulated in a question “what are the emotions I experience during the ITP program in Thailand as an Indonesian pre-service teacher?”

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to this study, as follows:

- 1.3.1 Emotional Geography : A subtopic within human geography, focuses on how human emotions relate or affect to the environment around them, such as physical, moral, sociocultural, and professional aspects. (this case happened in Thai context).
- 1.3.2 International Teaching Practicum : Overseas teaching practicum of an EFL Pre Service Teacher was examined for five months engaging in various teaching

activities at school in South Thailand including lesson planning, classroom teaching, assessments, observation, collaboration, reflection, cultural immersion, and professional development.

- 1.3.3 An Autobiographical Narrative Inquiry : A method of a qualitative study covers the approach used to gather and analyze data to explore personal experiences, meanings and interpretations, which data came from my experiences as a pre-service teacher who participated in an International Teaching Practicum in Thailand.

1.4 Aim of the Research

This research aims at exploring the EFL pre-service teacher's emotions that appeared during ITP Program based on the emotional geography perspective that includes some aspects such as physical, moral, sociocultural and professional aspects.

1.5 Significances of the Research

1.5.1 Theoretical Use

This research will be used to develop Hargreaves's (2001) theory in emotional geographies through pre-service teacher's experiences while doing International Teaching Practicum in EFL Classroom.

1.5.2 Practical Use

This research will provide insight the pre-service teacher's emotional geographies during international teaching practicum to help pre-service teachers develop the teaching skills and knowledge they need when they enter their own classrooms.

1.5.3 Empirical Use

This study gives empirical insight that a teacher's emotions can be developed through the diary.