

**NAVIGATING AND NEGOTIATING BORDERS: INDONESIAN PRE-
SERVICE TEACHERS' EXPERIENCES OF INTERNATIONAL
TEACHING PRACTICUM IN THAILAND**

A THESIS

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by

BILAL MOHNAWAWI

162122107

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS' TRAINING
SILIWANGI UNIVERSITY**

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APPROVAL SHEET

NAVIGATING AND NEGOTIATING BORDERS: INDONESIAN PRE-SERVICE TEACHERS' EXPERIENCES OF INTERNATIONAL TEACHING PRACTICUM IN THAILAND

Bilal Mohnawawi

162122107

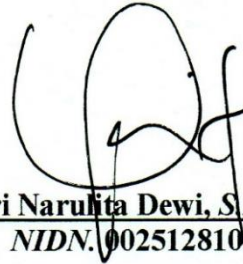
Approved by:

Supervisor I



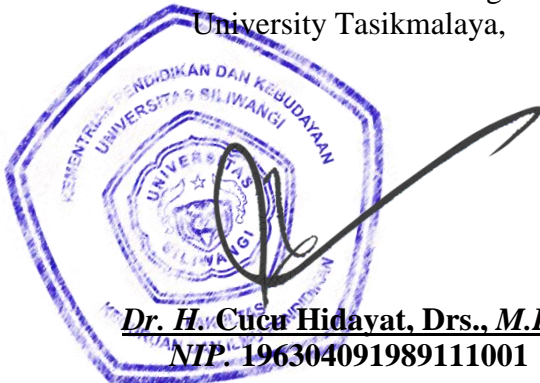
Fera Sulastri, S.Pd., M.Pd.
NIDN. 0031128502

Supervisor II



Nita Sari Narulita Dewi, S.Pd., M.Pd.
NIDN. 0025128105

Decan of FKIP Siliwangi
University Tasikmalaya,



Dr. H. Cucu Hidayat, Drs., M.Pd.
NIP. 196304091989111001

Head of English Education
Department of FKIP Siliwangi
University Tasikmalaya,



Yusup Supriyono, S.Pd., M.Pd.
NIDN. 0405117502

APPROVAL SHEET

This thesis has been established through an examination held on:

24th August 2020

Examiner I,



Fera Sulastris, SPd., M.Pd.
NIDN. 0031128502

Examiner II,



Nita Sari Narulita Dewi, S.Pd., M. Pd.
NIDN. 0025128105

Examiner III,



Dede Pertamina, Dra., M.Pd.
NIDN. 0429076101

Examiner VI,



Ratu Sarah P, SPd., M.Pd.
NIDN. 0012039501

Examiner V,



Melisa Sri, S.Pd., M.Pd.
NIDN. 0402018202

PERNYATAAN

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *NAVIGATING AND NEGOTIATING BORDERS: INDONESIAN PRE-SERVICE TEACHERS' EXPERIENCES OF INTERNATIONAL TEACHING PRACTICUM IN THAILAND* beserta seluruh isinya adalah sepenuhnya karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat keilmuan.

Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi apabila di kemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, Agustus 2020

Yang membuat pernyataan,



Bilal Mohnawawi

162122107

ABSTRAK

BILAL MOHNAWAWI. 2020. NAVIGATING AND NEGOTIATING BORDERS: INDONESIAN PRE-SERVICE TEACHERS' EXPERIENCES OF INTERNATIONAL TEACHING PRACTICUM IN THAILAND. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.

Teori *border-crossing* yang pada mulanya diperkenalkan pada tahun 1992 oleh Henry Giroux, merupakan sebuah metafora yang digunakan untuk menggambarkan tantangan dan masalah yang dihadapi oleh siswa dengan latar belakang budaya yang beragam. Penelitian ini bertujuan untuk menyelidiki pengalaman mengajar dalam konteks internasional dari dua mahasiswa jurusan Pendidikan Bahasa Inggris dari sebuah universitas di Indonesia yang telah berkesempatan untuk melaksanakan PLP dalam konteks internasional di Thailand beserta pengaruh pengalaman tersebut terhadap perkembangan profesional mereka sebagai calon guru. Data penelitian ini dikumpulkan melalui wawancara semi-terstruktur dan dianalisa menggunakan analisa tematik. Hasil penelitian ini menunjukkan bahwa *border-crossing* yang mereka temui dipengaruhi oleh: (1) faktor kontekstual, (2) factor pedagogis, serta (3) faktor budaya. Selain itu, penelitian ini juga menunjukkan bahwa *border-crossing* yang mereka alami mendorong mereka untuk dapat menyesuaikan diri dengan praktik pedagogis yang berlaku dan kemudian secara positif mempengaruhi kepribadian dan kinerja mengajar sebagai bagian dari perkembangan profesional mereka yang meliputi: (1) kompetensi mengajar, (2) manajemen diri untuk pengembangan profesional, dan (3) kesadaran diri untuk melakukan refleksi sebagai bagian dari kompetensi penelitian tindakan kelas.

Kata kunci: *Border-crossing*, calon guru, praktikum mengajar internasional, perkembangan profesional.

ABSTRACT

BILAL MOHNAWAWI. 2020. NAVIGATING AND NEGOTIATING BORDERS: INDONESIAN PRE-SERVICE TEACHERS' EXPERIENCES OF INTERNATIONAL TEACHING PRACTICUM IN THAILAND. English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University. Tasikmalaya.

The border crossing theory was originally introduced in 1992 by Giroux is a metaphor that used to describe the strains and issues faced by students with diverse cultural backgrounds as they negotiate dominant society. Therefore, the present study examines the life experiences of the English pre-service teacher during the international teaching practicum in Thailand. A respondent of two pre-service teachers of English Education Department at Siliwangi University who already experienced an international teaching practicum (ITP) in Thailand, have been selected for this study. The data was collected through semi-structured interviews and analyzed using thematic analysis. The results of this study indicated that the border crossing they encountered is influenced by (1) contextual factors, (2) pedagogical factors, and (3) cultural factors. Besides, this study also shows that the border crossing that they experience encourages them to be able to adjust to applicable pedagogical practices and then positively influence their personality and teaching performance as part of their professional development in terms of (1) teaching competency, (2) self-management for professional development, and (3) awareness on self-reflection as part of classroom action research competency.

Keywords : Border-crossing, international teaching practicum (ITP), pre-service teacher, professional development

PREFACE

First of all, I would like to deliver my sincere gratitude to our God *Allah swt.* who has been giving us mercy and blessing so that I could finish this research entitled “Negotiating and Navigating Borders: Indonesian Pre-Service Teachers' Experiences of International Teaching Practicum in Thailand” right on time. It is submitted as a partial fulfillment of the requirements for thesis writing at English Education Department of the Faculty of Educational Science and Teacher's Training Siliwangi University.

In this occasion, I would like to express my sincere gratitude to:

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2. Ms. Fera Sulastri, *S.Pd., M. Pd.*, as the first supervisor who has given corrections and guidance in finishing this thesis,
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I do realize that this thesis is still far from being perfect so that suggestions and criticism are still greatly needed. Finally, I hope this thesis will be useful both for myself and the readers.

Tasikmalaya, August 2020

Bilal Mohnawawi

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Getting my bachelor degree has been one of my academics journey. I just realize this could not happen without permission and destiny from Allah. Hopefully all the things that I do just for getting what Allah wants from me as his servant and it gives benefits to other.

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