CHAPTER 1

INTRODUCTION

This chapter presents a comprehensive description of the research. It comprises the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the study

Students in the education program must complete a teaching practicum as one of the prerequisite courses. It is viewed as the most valuable factor in preparing for the teaching profession (White & Forgasz, 2016). Moreover, it is essential for student teachers because it provides the opportunity to testify and to act out the knowledge they have (Djawamara & Listyani, 2020). During the teaching practicum, student teachers will teach in real-world settings with real students in a variety of contexts. The guidelines they use for the teaching process are based on the school curriculum, and the materials are chosen by the mentor teacher. They conduct classroom lessons and perform the duties of a teacher in school. They are placed at the selected school depending on university policy. Besides it, there's an international teaching program prepared by the institutions for the selected students.

Nowadays, educational institutions have collaborated with external institutions to provide international teaching practicum for student teachers, recognizing the importance of multicultural contexts and global perspectives. It is intended to provide international learning experiences for student teachers as they practice teaching in the real world with real students, teachers, and curriculum in a school setting provided by a national educational system (Lee et al., 2017; Kabilan et al., 2020). In this situation, student teachers must work with diverse students from very different cultures and languages. However, many student teachers have neither extensive personal experiences nor professional training in cross-cultural diversity yet are placed in such situations (Adegbola, 2022). With this in mind, it makes sense that student teachers

experience stress in a school culture they do not understand and with a cooperating teacher they have never met (Colson et al., 2017). Moreover, student teachers need to feel connected and have a sense of self-efficacy for the responsibilities they face when teaching (Clark & Newberry, 2018).

Self-efficacy appears to be a significant motivator for student teachers' view of themselves (Arnold et al., 2011; cited in Colson et al., 2017). The belief of a teacher to achieve the appropriate levels of student engagement and learning, even with challenging or unmotivated pupils is known as teacher self-efficacy (Tschannen-Moran and Hoy, 2001). Cherry (2020) discovers that teachers with a high sense of teacher efficacy can grow academic interests, grow a higher sense of commitment to their interests and school activities, not lose control when they encounter challenges and failures, and welcome challenging activities as a means of success. Teachers who have a low sense of their efficacy tend to avoid difficult jobs and find excuses, feel that these duties are outside their scope of competence, become fixated on the bad effects and see them as personal faults, and finally lose faith in their talents. Thus, teacher self-efficacy is a crucial factor determining the effectiveness, confidence, and, ultimately, the teacher's capacity to affect student accomplishment (Pendergast et al., 2011).

Students from the English Education Department, Faculty of Educational Sciences and Teachers' Training, Siliwangi University have experienced joining an international teaching practicum in Thailand. They went to Thailand and were assigned to teach English for a month. This was their first teaching experience and they were placed in foreign environment with different language, culture, and curriculum. Moreover, this program required them to be able to prepare the materials, decide the teaching method, make the lesson plans, and student assessments. They must maintain a positive learning environment and the students' excitement while teaching in the classroom. To do all of these activities and reduce the likelihood of giving up, it requires a lot of self-efficacy in their abilities. In addition, having high self-efficacy beliefs as a teacher is linked to many beneficial effects for both pupils

and teachers, including improved teaching and learning (Tschannen-Moran, Hoy, & Hoy, 1998).

There are previous studies that explored student teacher's self-efficacy with different research contexts, focuses, and methods used. For instance, Berg and Smith (2018) examined student teachers' efficacy beliefs before and after the teaching practicum. This study was conducted using quantitative methods. The result revealed that practicum experience can enhance student teachers' self-efficacy. Furthermore, a case study by Sogutlu (2022) explored student teachers' self-efficacy beliefs of pre- and in-service service. The data was collected through questionnaires from 51 participants. The result showed that the participants have high efficacy in teaching efficacy and in the dimension of instructional strategies, student engagement, and classroom management. These studies collectively demonstrate the diverse approaches and contexts in which student teachers' self-efficacy has been explored.

However, both previous studies focused not on student teachers' self-efficacy but their beliefs. Thus, this research gap motivated the present study, which explored the student teachers' self-efficacy during the ITP program in Thailand. In contrast to the previous studies, this research used qualitative methods to provide a different and more in-depth understanding of this topic by focusing on student teachers' self-efficacy in the ITP context.

1.2 Formulation of the problem

According to the background of the study, there is a problem following it. To clarify the problem to be analyzed, the formulation of the problem is "To what extent do student teachers show their self-efficacy in their teaching roles during international teaching practicum in Thailand?"

1.3 Operational definitions

To avoid misinterpretation of this research, here are the operational definitions of each keyword:

1.3.1 Self-efficacy : Student teachers' confidence in their ability to complete the tasks, especially

in the teaching context, such as the way they handle the students' disruptive behavior so it does not disrupt the learning process. Student teachers' self-efficacy is associated with three dimensions; student engagement, instructional strategies, and classroom management.

1.3.2 Student teacher : Four undergraduate students from the Faculty of Educational Sciences and Teachers' Training, Siliwangi University program who are completing one-month international teaching practicum in Thailand.

1.3.3 International teaching practicum : The program of teaching practicum where the students from Indonesia were assigned to teach English in Thailand for one month. It was conducted in July 2022 for the 1st group and August 2022 for the 2nd group. They were placed in different schools and grades started from Elementary school, Junior High and Senior High School in Thailand.

1.4 Aim of the study

The study aims to explore self-efficacy of the student teachers during their teaching practicum in Thailand.

1.5 Significance of the study

1.5.1 Theoretical Contribution : This study contributes to the existing theory related to student teachers' self-

efficacy during their practicum.

1.5.2 Practical Contribution : This study can be used as a reference for the student teachers in preparing their teaching practicum especially in different countries. The researcher hopes that the student teachers are more prepared before they decide to take an international teaching practicum.

1.5.3 Empirical Contribution : This study presents new insights about the student teachers' self-efficacy following their first teaching practicum.