

CHAPTER 1

INTRODUCTION

1.1 Background

Teaching practice holds a vital role in becoming a professional teacher. It gives an opportunity for pre-service teachers to secure experience by observing and participating actively in the diverse educational activities of teachers in school. One of the teaching practice programs to practice the technique and skills of teaching is the international teaching practicum. According to Azizah (2016), there is a global demand for international networking among universities, which eliminates boundaries of time, space, and geographical factors in delivering education and international networking. To facilitate a worldwide experience, a public university in Tasikmalaya provides pre-service teachers to conduct the international teaching practicum program, namely the International Internship Program (IIP).

Five pre-service English teachers from a public university in Tasikmalaya have joined the International Internship Program (IIP) in Southern Thailand. Two pre-service teachers conducted the IIP from June – July 2022, and the rest conducted the program from August – September 2022. They went to different schools to teach English in kindergarten, primary school, and secondary school for a month. During the IIP, the pre-service teachers observed the classroom situation to understand how teaching and learning were usually conducted. Based on the informal dialogue with the five pre-service teachers, they experienced several facts that were out of their expectation. On the other side, meeting the expectations of teaching practice is important because if the expectations are not met, it may affect the pre-service teachers either negatively or positively (Cole and Knowles, 1993). Thus, this study will highlight the pre-service English teachers' experience in the International Internship Program, focusing on its expectations and reality.

A previous study in the international teaching practice context was conducted by Wahyuni (2019) to explore the teaching experience of thirty-eight students of the university from twelve universities in Indonesia

undertaking the teaching practice and community service in Thailand. The researcher collected the data through a questionnaire, and the result shows that Indonesian university students faced culture shocks. However, this study does not explain what background knowledge they had before conducting teaching practice that caused the culture shock to happen. Moreover, the questionnaire used as the data collection method might need more detail. To fill the gap, researchers conducted a narrative study to investigate the expectations and reality of pre-service teachers' teaching experience on International Internship Program. The contribution of this study is expected to be a reference for future pre-service teachers to conduct a better International Internship Program.

1.2 Formulation of the Problem

This study will focus on answering the question, "What are the pre-service teachers' expectations and reality of the International Internship Program?"

1.3 Operational Definitions

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

1.3.1 Pre-service teachers: five students of the English education department major of a public university in Tasikmalaya who teach English in an international teaching practicum program in Southern Thailand.

1.3.2 International Internship Program: a teaching experience program held by a public university in Tasikmalaya in collaboration with an association in Thailand.

1.4 Aims of the Study

The study aims to narrate the Indonesian pre-service teachers' experiences during their International Internship Program, including the expectations before conducting the teaching practice and the reality after conducting the teaching practice.

1.5 Significance of the Study

1.5.1 **Empirical:** this study will show an empirical understanding of what the pre-service teachers experienced during the International Internship Program (IIP).

1.5.2 **Theoretical:** this study will enrich the literature on the pre-service teachers' experience during teaching practice, especially in the International Internship Program (IIP).

1.5.3 **Practical:** this study can be used as a reference for pre-service teachers to conduct better teaching practices in the future.