

CHAPTER I

INTRODUCTION

A. Background of Study

The desire for short-term international programs is rising globally as a result of the globalization of education and the growing significance of cross-cultural communication. With the help of these programs, students from a variety of cultural backgrounds can study and live abroad. Teaching language subjects is one of the main focuses of these programs because it promotes efficient communication and cross-cultural exchange. As explained by Zhao in (Kabilan et al., 2020) said that many teacher education institutions around the world are planning and implementing educational projects that take globalization into greater consideration so that a new generation of teachers' are able to act as global citizen, understand the global system, and deliver a globally oriented education. One way to achieve this is by organizing short-term international programs. Antasari State Islamic University Banjarmasin, for example, offers short-term international programs for community teachers.

Rather than concentrating just on student experiences, the educational community now incorporates experiences both domestically and overseas for prospective teachers. Educators with international experience have become better equipped to manage difficulties in a global

classroom. Furthermore, this is a fantastic teaching strategy (Tique, 2023). Thailand is one nation where short-term international program can be implemented. Thailand's rich cultural legacy and growing tourism industry have made it a popular destination for these kinds of short-term international programs. Despite the fact that these programs provide invaluable cultural experiences, community teachers nonetheless face several challenges when teaching language classes in this specific environment.

In the Hadith narrated by Tirmidzi it is mentioned that

وَأَنَّ الْفَرْجَ مَعَ الْكَرْبِ وَأَنَّ مَعَ الْعُسْرِ يُسْرًا

This Hadith states that behind every difficulty, there is ease. This is very relevant for struggling teachers, especially when facing challenges in an international class full of diversity. This can be a mental encouragement for teachers to keep trying and not give up while realizing that every experience will provide lessons and success in the future.

One of the biggest problems community teachers of Antasari State Islamic University in Thailand faced is the limited communication between students and teachers; as a result, each student's proficiency in the language varies. This diversity may make it difficult for teachers to modify their lesson plans and instructional materials appropriately to fit the needs of each individual student. The likelihood that community teachers have never taught

language classes to a student body with such diversity before could exacerbate the issue. In the Al-Quran, Surah Al-Hujurat (49:13)

يَأْيُهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ

لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

This verse highlights the value of diversity and understanding among individuals from various national, linguistic, and cultural origins. This verse can encourage teachers to value variety in their classrooms when teaching languages in short-term international programs. Teachers can leverage students' diverse cultural backgrounds to enhance the learning process by realizing that differences are not obstacles but rather opportunities for mutual learning and development. Additionally, this verse reminds us that religiosity and the quest for knowledge are fundamental Islamic principles that can influence the development of positive connections between educators and students from various backgrounds.

Furthermore, cultural differences and a lack of knowledge about the Thai school system could make the learning environment more challenging. Due to potential major differences between Thai cultural norms and educational practices and those in their home countries, community teachers may need to modify their approach to teaching. Because of their limited duration, these short-term international programs introduce an additional level

of complexity. There is a limited amount of time that teachers have to work with in order to deliver effective language learning outcomes. In Thailand, English is regarded as a foreign language (EFL) (Taladngoen, 2019). This means that each student has a different level of language skills. Working with a diverse group of students who have different language skill level and learning requirements can make this time limitation especially difficult.

Prior studies, Adekayanti (2018), suggested focusing on specific educational levels, such as junior high or elementary school. The challenges faced by learning service teachers in Thailand when instructing secondary school students bear a strong connection to recommendations made by previous research. Students from junior high schools in Thailand who are enrolled in a combination of grades 7–9 are taught by community teachers. Furthermore, earlier studies concentrated mostly on the SEA-Teacher Project Batch 4 initiative, which placed seven students in a variety of Thai colleges and universities. This is not the same as a study that looked at 9 community teachers who worked at both of the same Yala, Thailand schools, Ma'had Al-Irsyad and Al-Bi'that. Therefore, while research focusing on higher specialised education levels can provide more complete findings, research involving diverse students from secondary education levels is equally crucial for understanding the challenges faced by community service teachers in a broader context. This can offer a deeper comprehension of the dynamics of the classroom, the challenges teachers encounter, and the effects of different

classroom settings on language instruction in Thai language program abroad.

It is expected that community teachers be able to get past their difficulties by learning about the difficulties and experiences of teaching in Thailand.

Students also have a more effective language learning experience, and community teachers have a more fulfilling teaching career. The experiences and difficulties faced by community teachers while on a short-term international assignment in Thailand are the main subject of this study. Since several students who took part in the short-term foreign program in Thailand were interviewed informally, this program was selected. According to students who took part in the short-term program in Saudi Arabia, they taught at Indonesian schools using Indonesian as the primary language of instruction because these schools were populated by Indonesian students who lived in Mecca.

Furthermore, students who took part in the short-term program in Malaysia reported that there were no major difficulties, particularly in terms of language, because the locals spoke Malay, which students typically see in the animated movie *Upin Ipin*. In contrast, students who took part in this program in Thailand encountered a number of difficulties, chief among them being language barriers, as the local Thai residents did not understand English and spoke Thai, and even the Malay language they spoke, Siamese Malay/Pattani Malay, differed from the Malay that we know.

This study intends to analyze these topics comprehensively by looking at the perspectives and experiences of community teachers, with data obtained through interviews. The research focus on community service teacher of Antasari State Islamic University in Thailand schools. Thus, "**Community Teachers Experiences and Challenges In Teaching Language Subject During a Short-Term International Program in Thailand**" is the title of the study that the researcher conducts.

B. Definition of Key Terms

1. Short-term International programs

Academic endeavors that provide students with a brief period of time to study and live abroad; they are frequently centered around language and cultural exchange. This paper discusses a short-term academic or cultural event that Antasari State Islamic University Banjarmasin hosted, usually lasting a few days to a few weeks. These programs offer opportunities for cross-cultural learning, academic enrichment, and experience learning abroad.

2. English Foreign Language is referred to as EFL.

The study of English in a setting where it is not the target language is known as English as a Foreign Language (EFL). EFL refers to teaching English in a context where it is not the predominant language utilized in this paper. In Thailand, EFL training is referred to as "EFL" and helps students prepare for global employment prospects, international higher education, and global

communication.

3. Community Teachers

Educators who work with a variety of student groups in short-term international programs; they frequently face particular difficulties because of the diversity of their students and their cultural backgrounds. In this essay, it refers to students who are involved in community service: Antasari State Islamic University Banjarmasin students who teach in neighboring communities to foster education and the development of the community.

4. Teaching Language

The process of transmitting knowledge to students in a language. Many factors, such as a shortage of teachers, curriculum limitations, and language barriers, might make this challenging. This essay argues that teaching language to students entails imparting linguistic skills. The aim of English instruction in Thailand is to assist students become more proficient speakers of the language by giving them tools and methods tailored to their individual needs.

5. Challenges

The obstacles and difficulties community teachers have when teaching language courses in short-term international programs fall under the purview of this research question. These comprise communication-related aspects, instructional methodologies, factors pertaining to students and assistance, and instructional factors. In this essay, challenges refers to different

student ability levels present a number of obstacles for community teachers in Thailand when teaching language.

6. Experiences

Sums up the skills, knowledge, and awareness of culture that educators employed by Thailand's international education initiatives have amassed. Experiences in this paper refer to the program and individuals that influenced community teachers' when they were teaching Thailand students.

C. Research Questions

The main questions to be addressed in this research are:

1. What are the experiences of community service teachers of Antasari State Islamic University during their teaching practicum in Thailand?
2. What challenges do they face in teaching English to international students?

D. Objectives of Study

According to the research questions, the research aims to investigate:

1. To investigate community service teachers of Antasari State Islamic University experiences with their teaching practicum, specifically with teaching English to foreign students.
2. To determine the difficulties community service teachers of Antasari State Islamic University encountered when doing their practicum,

particularly when instructing foreign students in English.

E. Significance of Study

Teachers, students, researchers and others will find this study to be helpful in learning about community teachers' experiences during a brief foreign teaching program in Thailand. It draws attention to the difficulties encountered when teaching language courses, the methods employed to get beyond these difficulties, and the advantages that come to both teachers and students when cross-cultural instruction is implemented.

1. For the community teacher, this research is hoped to provide insightful information about the difficulties and experiences community teachers encounter while participating in short-term foreign teaching programs. Teachers can enhance their teaching methods and promote intercultural understanding by adapting to a variety of cultural and educational contexts with the support of this study.
2. For the students, the results of this study should help students comprehend the advantages of cross-cultural learning in foreign programs. By interacting with teachers from various backgrounds, students can encounter a variety of educational philosophies, expand their cultural perspectives, and develop their language and critical thinking abilities.
3. For the teachers, it is expected that this study will help local educators in Thailand understand the methods and viewpoints of community educators

taking part in global initiatives. In order to improve their teaching methods and establish a more dynamic and inclusive learning environment, this promotes cooperation and co-learning among Thai educators/teachers.

4. For English Language Teaching in Indonesia, especially for English Education Department of Antasari State of Islamic University, to enhance student readiness to face teaching challenges, such as dealing with varying student abilities, Improving understanding of international teaching context and as a research reference for English Language Teaching students.