**CHAPTER I**

**INTRODUCTION**

This chapter covers background of the study, statement of research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key term.

* 1. **Background of the Study**

The reasons for learning and teaching English are varied. Some learners may learn English for a Specific Purpose (ESP), such as English for tourism, banking, nursing, or the popular one is English for business. On the other hand, many students learn English for Academic Purposes (EAP) because English is a compulsory subject in their school; they want to study abroad; or at least they need to access English-language academic texts to complete their course. In essence, the purpose of English learning affects how the English is going to be taught (Harmer, 2007:11).

In Indonesia, for example, the pupils learn English because it is a compulsory subject in their schools. Indonesian government considers that equipping students with English is necessary in relation to the inevitability of globalization and the status of English as an International language (Lauder, 2008:12-13). In such away, English teachers subsequently play an important role to succeed the students in mastering the language based on the curriculum in Indonesia.

The important of the profession of English teacher then encourages colleges and universities in Indonesia to establish the English Education Department in which the trained candidates of English teacher are prepared. In this regard, State Islamic Institute (IAIN) of Tulungagung is one of the state institutions in Indonesia which has an English Education Department under the auspices of the Faculty of Tarbiyah and Teacher Training. To prepare the candidates of English teacher, the English Education Department of IAIN Tulungagung annually conducts teaching practice program (PPL) for its college students who have achieved 120 of the semester credit unit (sks).

Commonly, PPL is conducted in local schools within Tulungagung area. Nonetheless, started in 2014, IAIN Tulungagung opens a chance for its twenty college students in which the ten is from the English Education Department’s students to join the Integrated KKN-PPL in Thailand. This program is based on the Memorandum of Understanding (MOU) of the educational cooperation between IAIN Tulungagung and Thai’s Islamic Educational Institutions signed in 2013. The cooperation reflects the endeavor of IAIN Tulungagung to improve its integrity and capability in relation to its changing status from State Islamic College (STAIN) to State Islamic Institute (IAIN) started in 2013 (LP2M IAIN Tulungagung, 2014).

In this case, since it is a recent experience for IAIN Tulungagung to send its college students to do the Integrated KKN and PPL in Thailand, the researcher who is in English major is interested to investigate how the English Education Department’s students of IAIN Tulungagung conducts their teaching practice in Thailand. At this concern, the researcher then focuses on investigating how the pre-service English teachers engage in a self-reflection to reflect their teaching experience. Thus, the researcher utilizes the approach of reflective practice to investigate how the pre-service English teachers reflect their teaching experience in Thailand.

Robins et al. (2003) describe reflective practice as “a tool that allows teachers, student teachers and teaching assistants to understand themselves, their personal philosophies, and the dynamics of their classroom more deeply.” Meanwhile, Cruikshank (1987), Fellows and Zimpher (1988) elaborate that reflective process asks a teacher to focus continuously on questions such as “What am I doing?” “Why?” “How well are my students learning?” “How do I know?” Moreover, Goethals et al. (2004:2) points out that reflective practice is one of two key factors associated with effective teaching.

Finally, this research is mainly presented to candidates of English teacher in general and especially to the next generations of the pre-service English teachers who are going to teach abroad. Hopefully, this study can help them understand the realm of teaching practice which can bring them to be a professional English teacher in the future.

* 1. **Statement of Research Problem**

On the basis of the background of this study, the statement of research problem of this study is “How do the pre-service English teachers reflect their teaching experience in Thailand?”

* 1. **Objective of the Research**

In accordance with the statement of the research problem, this study mainly aims to know how the pre-service English teachers reflect and take meanings from their teaching experience in Thailand.

* 1. **Significance of the Research**

1. **Theoretical Significance of the Research**

Theoretically, the researcher expects that the results of this study can upgrade scientific knowledge in the field of self-reflection to better understand about teaching experience.

1. **Practical Significance of the Research**

Practically, the researcher hopes that findings of this study can be beneficial for:

1. **The Candidates of English Teacher in General**

To enrich and strengthen their knowledge about the realm of teaching practice and the factors which may affect the way of teaching.

1. **The Next Generations of the Pre-service English Teachers**

To enrich and strengthen their knowledge about the realm of teaching practice in Thailand so that they know what considerations they should make in selecting the appropriate teaching method and procedure.

1. **The English Education Department of IAIN Tulungagung**

Hopefully, this study can be a consideration for the English Education Department of IAIN Tulungagung to improve its credibility in well preparing the next pre-service English teachers.

1. **Other Researchers**

The researcher hopes that other researchers can conduct further research concerning with self-reflection to know how the self-reflection is truly useful to improve teachers’ expertise and professionalism.

1. **The Researcher**

This study has broadened the knowledge of the researcher of what is meant by a teacher, how to understand the students, how to cope with their needs and interests, how to establish emotional relationship with them, and the important one is how to teach in patient and sincerity.

1. **English Teachers in General**

Short discussion of the usefulness of self-reflection to understand the performance of teaching practice is expected to be able to encourage English teachers in general to employ self-reflection in their daily routines functioned to improve their teaching expertise and professionalism.

* 1. **Scope and Limitation of the Research**

In relation to the objective of the research, this study is specified on elaborating how the pre-service English teachers of IAIN Tulungagung engage in a self-reflection to reflect and take meanings from their teaching experience concerning with the implementation of selected TEFL method and procedure to teach English in Thailand.

* 1. **Definitions of Key Term**

1. **Conceptual Definitions of Key Term**

To avoid misunderstanding or wrong interpretation to the substance of the title, the researcher considers essential clarifying the key terms as follows:

1. **Self-reflection**

According to Barentsen and Malthouse (2013:4), self-reflection is a way in which someone thinks about and mull over something after. It describes what happen, why it happens and what the solution.

1. **The Pre-service English Teachers**

Based on Virginia Wesleyan College, pre-service teachers are college students who are conducting teaching practice. Like a real teacher, the pre-service teachers prepare and give lessons under the tutelage of a mentor. In such away, the pre-service English teachers were the English Education Department’s students of IAIN Tulungagung who conducted teaching practice in Thailand.

1. **Operational Definition of Key Term**

‘Self-reflection of the Pre-service English Teachers in Teaching English to Thai Students’ is a research which attempts to investigate how the pre-service English teachers of IAIN Tulungagung engage in a self-reflection to reflect and take meanings from their teaching experience concerning with what considerations they made in selecting teaching method and procedure to teach English to Thai students.