

CHAPTER 1

INTRODUCTION

A. Background

Teaching practicum is one of the mandatory programs in faculty or the school of teacher education all over the world, and Indonesia is not the exception. Teaching practicum could be done in two ways, such as in local and or international area. In international area, it is called as International Teaching Practicum (hereafter, ITP). ITP is teaching practicum overseas where the pre-service teachers will do their teaching practicum outside of their home country. ITP is looked as an opportunity for future teachers to enhance their world views and expand their personal and professional development (Kabilan et al., 2017). One of the English education departments in West Java, Indonesia provides the ITP program for the first time. The university assigned four female students to follow this ITP program.

As one of the bachelor degree students in English education, I was one of them who got some different specific experiences between ESL and EFL classroom such as the curriculum and syllabus. I had a chance to follow the ITP program in Penang, Malaysia for a month. Before joining this program, I had to pass the tests. The tests consisted of an interview and a micro teaching. An interview was done to examine the students' knowledge about study abroad, the students' abilities in financially and mentally in following this ITP program. A microteaching also was done to examine the teaching competencies of the students. The examiners of this program were three lecturers and a head of English Education Department. This program is a new program in my department

which was started on April, 2018 as an effort to improve the quality of English education students. Major and Santoro (2016) point out that international professional experiences are offered as an option in teacher preparation programs in addressing goals related to internationalization, such as developing intercultural competence. Whaley and Davis (2017) found that Intercultural competence is the ability to function effectively across cultures, think and act appropriately, and communicate and work with people from different cultural backgrounds. As the EFL pre-service teacher, I needed to adapt with the different geographic place and environment context in Malaysia as the ESL context. In line with this, I felt the emotion of joy, excitement and anxiety. Through this experience, I felt the emotional responses occurred during ITP Program such as shocked and nervous which affected the way I taught the students.

I was doing the ITP program in one of the schools in Seberang Jaya, Penang which consists of three multicultural multi-races students and teachers. They are Malaysian, Chinese and Indian. Unlike in Indonesia, the school has a different education system. The government provides education for six years at primary level and five years at secondary level ("A Glance At the Malaysian Education System", 2015). First, the students in Malaysia will be united in one class based on their academic score. Second, at a high school, they have five grades from *tingkatan 1* (beginner level) until *tingkatan 5* (medium intermediate level). After finishing the fifth grade, the students will have to go to *tingkatan 6* (high-intermediate level) before they enter the university. This program encouraged me to develop teaching skills such as how to communicate with the students and classroom management. In Dewey's account of the apprentice model, the pre-

service teacher is encouraged to learn to respond quickly to classroom situations by essentially imitating the effective strategies modelled by the co-operating teacher (Forgasz and White, 2016).

Liu (2016) found that teaching english in a transnational context entails a social process also during this process, different emotions, both positive and negative, arose as a result of understanding and misunderstanding of different aspects of schooling. Eventhough the study on ITP in language teaching is increasing, I found that limited attention has been paid to this empirical study of ITP Program viewed from emotional geographies field. In most cases, it is conducted by the immigrant (Liu, 2016). Here I examine the representation of emotional geographies that I experienced during the ITP program. It will be classified by using emotional geography framework (Hargreaves 2000) which focuses on five aspects such as physical, moral, sociocultural, professional, and political. Hargreaves (2001) stated that the concept of emotional geographies itself is to identify the supports and threats to the basic emotional bonds and understandings of schooling. Thereafter, in examining the emotion, my aim is to examine the changes emotion happened in becoming the professional teacher while doing ITP Program.

B. Formulation of The Problem

A research question is addressed in the present research. The present research is formulated in a question “How are the emotional geographies experienced by me as an Indonesian pre-service English teacher during the ITP program?”

C. Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1. Pre-service Student in Faculty of Educational Sciences
 Teacher: and Teachers Training who was doing
 teaching practicum as the requirements to get
 a bachelor degree.

2. Emotional Geography: A subtopic within human geography, dealing
 with the relationship between emotions and
 geographic places and their contextual
 environment (this case happened in
 Malaysian context).

3. International Teaching Teaching practicum overseas of four EFL
 Practicum: Pre-Service Teachers in Penang, Malaysia. It
 was conducted on April 2018 for a month in
 two high schools.

D. Aim of The Research

This research aims at knowing the EFL pre-service teacher's emotions appeared during ITP Program based on the emotional geography perspective that includes some aspects such as physical, moral, sociocultural, professional and political aspects.

E. The Uses of The Research

1. Theoretical Use

Theoretically, the present research expands the emotional geographies theories (Hargreaves, 2001) through pre-service teacher's experiences while doing International Teaching Practicum in ESL Classroom.

2. Empirical Use

This study will offer empirical insights into how the emotion of pre-service teacher was shaped and reshaped based on environment.

3. Practical Use

The present research can provide the undergraduate students teacher to learn in becoming pre-service teacher, which makes International Teaching Practicum more enjoyable and meaningful for students and our selves and further can be developed.

