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EXPLORING TEACHING EXPERIENCES OF INDONESIAN NON-NATIVE ENGLISH TEACHER (NNEST) ABROAD

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau in Partial
Fulfillment of the requirements for the degree of Master in English Education



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**POSTGRADUATE PROGRAM
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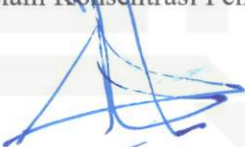

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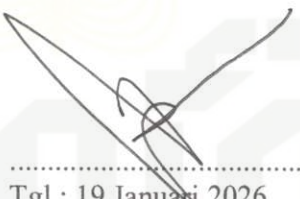
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Hereby truthfully state that :

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3. If it is found in the future that parts or this entire thesis are not my original work, I am willing to accept any academic sanctions in accordance with the applicable regulations.

This statement letter I made in full awareness and without any coercion from any party.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil ‘alamin, In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, the writer has completed academic requirement for the award of Magister degree at Postgraduate of State Islamic University of Sultan Syarif Kasim Riau. Then, the researcher says peace be upon the Prophet Muhammad Peace be Upon Him.

The title of this thesis is Exploring Teaching Experiences of Indonesian Non-Native English Teacher (NNEST) Abroad. The researcher realizes that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to express the great thanks to:

1. Prof. Dr. Hj. Leny Nofianti, MS., SE., M.Si., AK., CK the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. Hj. Helmiati, MAg, The Director of the Postgraduate Studies, State Islamic University of Sultan Syarif kasim Riau.
3. Abdul Hadi, MA., Ph.D as the Vice of director of postgraduates studies, State Islamic University of Sultan Syarif kasim Riau.
4. Dr. Hj.Alfiah, M.Ag as Chairperson of Islamic Education Study Program and all staffs for their kindness, services, advice and suggestion during the accomplishment of this thesis.
5. Dr. Meimunah S Moenanda, M.Ag as the Secretary of Islamic Education Department.
6. Dr. Bukhori. S.Pd.I. M.Pd as the supervisor I who has given me correction, suggestion, support, advice and guidance in completing this thesis.
7. Dr. Dodi Setiawan, M.Pd as the supervisor II who has given me correction, suggestion, support, advice and guidance in completing this thesis.

8. The head and staff of the UIN Suska Riau library for their assistance in providing the literature that are needed for this research.
9. All lecturers of postgraduates Studies, State Islamic University of Sultan Syarif Kasim Riau for their knowledge and experience shared throughout the writer's academic journey.
10. The Head of Administration, sub-division heads, and all administrative staff in the Faculty of Education and Teacher Training at UIN Suska Riau for their support and Assistance in the completion in this Thesis.
11. My Beloved parents and my beloved wife Annisa Safitri who always support this research preparation and also my boy Razan Syahdan Arroyyan who have been always playing by my side everytime I open my laptop to continue this research and last but not least my classmate PBI 2022.
12. All journal websites the researcher used the file and references for this thesis.

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DEDICATION



In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Him, the Owner of Knowledge, the Source of all light and truth, who teaches humans what they do not know, who instills patience in weariness, and sincerity in unease. There is no power and no strength except with Your help. With His grace, He has guided me along the long path of searching for meaning, and with all my limitations, I have been able to complete this work.

Blessings and peace be upon the role model for all seekers of knowledge—whose teachings are a light in the darkness of the times, whose sunnah is a compass in the journey of life—our Prophet Muhammad (peace be upon him).

I dedicate this thesis to my beloved father and mother. Your prayers pierce the skies, becoming a light during the long nights of my struggle. In my exhaustion, I find strength in your boundless love and sacrifice. This thesis is a small fruit of your unceasing affection—a place of return when the world feels strange, a source of laughter in sorrow, and hope in disappointment.

To my teachers, supervising lecturers, and the entire academic community, who, with patience and knowledge, have guided me in understanding the right way to think. Your guidance is a light in the long and steep corridors of knowledge.

To my fellow comrades-in-arms, who journeyed through time with me—with questions, tears, and laughter. You are witnesses that knowledge is not only to be learned but also to be fought for.

To my beloved alma mater, the intellectual womb that gave me a new birth as a thinking and responsible human being—may this humble work become a source of continuous reward (amal jariyah), always spreading benefit like rain falling from the sky, nourishing a parched earth.



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Guidelines for Interview

Analytical Coding

Transcript Interview



TRANSLITERATION GUIDELINES

A. Single Consonant

The transliteration of Arabic into Indonesian letters in this manuscript is based on the Joint Decree (SKB) of the Minister of Religious Affairs and the Minister of Education and Culture of the Republic of Indonesia dated January 22, 1988, No. 158/1987 and 0534.b/U/1987, as stated in the *Guide to Arabic Transliteration* (A Guide to Arabic Transliteration), INIS Fellow, 1992.

Arab	Latin	Arab	Latin
ا	A	ط	Th
ب	B	ظ	Zh
ت	T	ع	'
ث	TS	غ	Gh
ج	J	ف	F
ح	H	ق	Q
خ	KH	ك	K
د	D	ل	L
ذ	DZ	م	M
ر	R	ن	N
ز	Z	و	W
س	S	ه	H
ص	SY	ء	'
ش	SH	ي	Y
ط	DL		



B. Long Vowels and Diphthongs

In the transliteration of Arabic into Latin script, the vowel *fathah* is written as "a", *kasrah* as "i", and *dhammah* as "u". The long vowel sounds are represented as follows:

Long vowel (a) = ā, for example: قال becomes qāla

Long vowel (i) = ī, for example: قيل becomes qīla

Long vowel (u) = ū, for example: دون becomes dūna

Specifically, for the *ya' nisbat* ending, it must not be replaced with "i" but should be written as "iy" to properly reflect the *ya' nisbat* at the end. Similarly, diphthong sounds involving *waw* and *ya'* following a *fathah* are written as "aw" and "ay" respectively:

Diphthong (aw) = aw, for example: قول becomes qawlun

Diphthong (ay) = ay, for example: خير becomes khayrun

C. Ta' Marbūṭah

Ta' marbūṭah is transliterated as "t" when it appears in the middle of a sentence. However, if the *ta' marbūṭah* is located at the end of a sentence, it is transliterated as "h". For example, الرسالة للمدرسة becomes *al-risālat li al-mudarrisah*.

If it occurs in the middle of a phrase that consists of *muḍāf* and *muḍāf ilayh*, it is combined with the following word in the transliteration, for example: في رحمة الله becomes *fī raḥmatillāh*.



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D. Definite Article and Lafz al-Jalālah

The definite article “*al*” (ال) is written in lowercase letters unless it appears at the beginning of a sentence. Meanwhile, when *lafz al-jalālah* (the name of Allah) occurs in an *idāfah* (possessive construction) in the middle of a sentence, the definite article “*al*” is omitted in the transliteration.



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ABSTRACT

Royanda,(2025): *Exploring Teaching Experiences of Indonesian Non-Native English Teacher (NNEST) Abroad*

This phenomenological study explores the lived experiences of Indonesian non-native English-speaking teachers (NNESTs) in Southern Thailand, focusing on the challenges they encounter, the strategies they employ, their pedagogical contributions, and the meanings they construct from teaching abroad. Using semi-structured interviews with two participants study employed Moustakas's (1994) phenomenological method and Braun and Clarke's (2006) thematic analysis to capture the essence of participants' professional and personal experiences.

Findings reveal that the teachers faced multidimensional challenges, including language barriers, cultural adjustment, and student engagement issues. They responded through translanguaging practices, interactive and contextual learning, and trust-based motivation. Beyond coping, participants contributed meaningfully by designing localized curriculum materials, promoting cultural collaboration, and demonstrating cost-effective yet competent teaching.

The study concludes that Indonesian NNESTs abroad are not only adaptive and innovative educators but also active agents of cultural exchange and professional transformation. These findings underscore the need for teacher-education programs to integrate reflective practice, intercultural training, and identity development to better prepare NNESTs for global teaching contexts.

Keywords: Indonesian NNESTs, phenomenology, English teaching abroad, intercultural adaptation, identity construction, meaning-making

ABSTRAK

Royanda (2025)

Mengeksplorasi Pengalaman Mengajar Guru Bahasa Inggris Non-Native Indonesia (NNEST) di Luar Negeri.

Studi fenomenologi ini mengeksplorasi pengalaman hidup guru-guru Indonesia non-penutur asli bahasa Inggris (*NNEST*) di Thailand Selatan, dengan fokus pada tantangan yang mereka hadapi, strategi yang mereka terapkan, kontribusi pedagogis mereka, dan makna yang mereka bangun dari mengajar di luar negeri. Dengan menggunakan wawancara semi-terstruktur dengan dua partisipan, studi ini menggunakan metode fenomenologi Moustakas (1994) dan analisis tematik Braun dan Clarke (2006) untuk menangkap esensi pengalaman profesional dan pribadi partisipan.

Temuan menunjukkan bahwa para guru menghadapi tantangan multidimensi, termasuk hambatan bahasa, penyesuaian budaya, dan masalah keterlibatan siswa. Mereka meresponsnya melalui praktik alih-bahasa, pembelajaran interaktif dan kontekstual, serta motivasi berbasis kepercayaan. Selain mengatasi tantangan tersebut, para partisipan berkontribusi dengan merancang materi kurikulum lokal, mendorong kolaborasi budaya, dan menunjukkan pengajaran yang hemat biaya namun kompeten.

Studi ini menyimpulkan bahwa guru bahasa Inggris non-penutur asing Indonesia di luar negeri tidak hanya merupakan pendidik yang adaptif dan inovatif, tetapi juga agen aktif pertukaran budaya dan transformasi profesional. Temuan-temuan ini menggaris-bawahi perlunya program pendidikan guru yang mengintegrasikan praktik reflektif, pelatihan antar-budaya, dan pengembangan identitas untuk mempersiapkan guru *NNEST* dengan lebih baik dalam konteks pengajaran global.

Kata kunci: Guru Non-penutur asli Bahasa Inggris Indonesia, fenomenologi, pengajaran bahasa Inggris di luar negeri, adaptasi antar-budaya, konstruksi identitas, pembentukan makna.



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ملخص

راياندا، (2025): استكشاف تجارب تدريس معلّمي اللغة الإنجليزية غير الناطقين بها من الإندونيسيين في الخارج

تستكشف هذه الدراسة الظاهرية تجارب الحياة لمعلّمي اللغة الإنجليزية غير الناطقين بها من الإندونيسيين في جنوب تايلند، مع التركيز على التحديات التي يواجهونها، والاستراتيجيات التي يطبقونها، والمساهمات التربوية التي يقدمونها، والمعاني التي يبنونها من خلال تجربة التدريس في الخارج. وقد استخدمت الدراسة المقابلات شبه المنظمة مع مشاركين اثنين، واعتمدت منهج الظاهرية عند موستاكاس (1994) والتحليل الموضوعي عند براون وكلاارك (2006) لاستخلاص جوهر التجارب المهنية والشخصية للمشاركين.

أظهرت النتائج أنّ المعلّمين واجهوا تحديات متعددة الأبعاد، منها العوائق اللغوية، والتكيف الثقافي، ومشكلات تفاعل الطلبة. وقد واجهوا هذه التحديات من خلال ممارسات الترجمة البينية، والتعلّم التفاعلي والسياقي، والتحفيز القائم على الإيمان والثقة. وبالإضافة إلى تجاوز هذه التحديات، ساهم المشاركون في تصميم مواد منهجية محلية، وتعزيز التعاون الثقافي، وإظهار أساليب تدريس فعّالة واقتصادية في آنٍ واحد.

وتخلص الدراسة إلى أنّ معلّمي اللغة الإنجليزية غير الناطقين بها من الإندونيسيين في الخارج ليسوا مجرد معلّمين متكيّفين ومبدعين فحسب، بل هم أيضًا عوامل فاعلة في التبادل الثقافي والتحوّل المهني. وتؤكد النتائج على ضرورة تطوير برامج إعداد المعلّمين بحيث تدمج الممارسات التأملية، والتدريب عبر الثقافات، وتنمية الهوية المهنية لإعداد معلّمي اللغة الإنجليزية الناطقين بها من الإندونيسيين بشكلٍ أفضل في سياق التدريس العالمي.

الكلمات المفتاحية: معلّمو اللغة الإنجليزية الناطقين بها من الإندونيسيين، الظاهرية، تدريس اللغة الإنجليزية في الخارج، التكيف الثقافي، بناء الهوية، تشكيل المعنى



CHAPTER I

INTRODUCTION

A. The Background of the study

In the last ten years, there has been a huge increase in teacher migration and mobility, due to the demand of teaching English from some foreign language countries, beside that, the number of people learning English as a foreign language has grown (Dumlao, R. P., & Mengorio, T. 2019). Some parents think that if their children have good English skills, they will have better job opportunities in the future. But with so many people trying to learn English, there are not enough Native English Speakers Teachers (NEST) and Domestic English Teachers (DET) to meet the need (Medgyes, 2001 in Dumlao, 2019). This gives Non-native English Speaking Teachers (NNEST) the chance to teach in a foreign classroom (Graddol, 2006; Llurda, 2005a; McKay, 2000). Because of this, more and more NNEST are becoming interested in teaching abroad for the sake of better salary and opportunities.

In line with the view of Benson (2012) as cited in Putri V.A (2020) that in many regions of the world, the presence of both native English speakers teachers (NEST) and non-native English speakers teachers (NNEST) continue to be crucial to everyday discourse and practice around the teaching of English as a second or foreign language. Thus, more and more non-native English speaker teachers (NNEST) gain more confidence to have a teaching career outside of their countries. It also occurred to some English teachers from Indonesia who are teaching abroad. Some studies have reported that Indonesian teachers who are



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indeed labeled as (NNEST) have taken this opportunity to pursue their teaching career abroad, spesificaly teaching in ASEAN countries (Putri, C. I. K. 2021; Fauziyah, F., Hidayati, A. N., & Abdullah, F. 2021; Perwitasari, A. P., & Sundari, H. 2022; Waterworth, P. 2016; Thanh, V. H. 2018; Novianti, A, 2018; Parianto, 2020; Rahmawati, S., & Kurniawan, F, 2020 ; Ahn, S., 2019;).

Many ASEAN countries consider English to be crucial in their educational systems. In the majority of ASEAN countries, English is a necessary element of the core curriculum in secondary schools. ASEAN countries use English as a subject in education (Curran and Chern, 2017). Historically, since the beginning of the 19th century, Britain and the USA have sent English by economic and political imperialism which affect the influence of English to become language of communication in the world including ASEAN countries (Crystal, 2012).

Worldwide, as a result of English's status as the most important international language, English now has been used as the largest communication tool by both native and non-native speakers. Statistics shows that the users of English that are Non-native English speakers apparently have outnumbered the native English speakers. Many Non-native English-speaking teachers (NNEST) have fulfilled the employment position of English teachers in nations where English is considered as a foreign language since they have proven to possess good qualifications as English teachers.

Teaching English abroad has become one of desirable occupations for both native and non-native English teachers. Many of them attempt to find employment abroad. In addition, numerous English teaching firms in some ASEAN countries



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like Thailand, vietnam, and Brunei offer jobs and teacher training for employment in private and public schools. The educational institutions recognize that the majority of English teaching models in their country could be better by recruiting English teachers from outside to enhance and improve English language education in their countries.

Some previous relevant research among others were conducted by Putri (2020), Fauziah, Hidayati, and Abdullah (2021), Waterworth (2015), Perwitasari and Sundari (2022), Rahmawati and Kurniawan (2020) that had different focuses, sites, sampling types, number of participants, and also research instruments and analyses. For example, Waterworth (2015) explored the NNEST's teaching experiences from ten different countries in Southeast Asian who were teaching English in their own countries. Meanwhile, Putri (2020) conducted a research on Indonesian NNEST teaching experiences in Thailand but she did not provide much information about the details nor explored the technical issues that the Indonesian NNEST had towards the challenges faced in Central-Thailand. Then, in 2021 Fauziah, Hidayati, and Abdullah examined the views of Indonesian pre-service teachers toward Thai English during their teaching practicum in Thailand. This study investigated Indonesian pre-service teachers' attitudes towards Thai English within their teaching practicum in Thailand to fill this gap. Another study was conducted by Rahmawati and Kurniawan in 2020 aimed to outline the challenges that SEA teachers and students have when teaching public speaking because of a language barrier, and there are still other relevant studies was done by some researchers (Mengorio and Dumlao .2019 ; Songsirisak .2017;



Wulandari, Rosnaningsih, and Sintawati .2021; Kuncahyo, N.L.U .2023; Haryadi.D .2023).

This research aims to fill the research gap by addressing a topic that rarely discussed by previous studies, namely, exploring the Indonesian NNEST teaching experiences abroad, specifically those that are experienced by Indonesian NNEST and student teachers who have been teaching English in Southern Thailand that is well-known by their predominated muslim community. In the research, the researcher aims to reveal the challenges that have been perceived by the teachers both technically or psychologically in teaching English in Thailand. It is expected that the findings theoretically share new insights in the NNEST literature worldwide, as well as practically offer some suggestions for the English teachers from Indonesia who might want to teach English abroad especially in southern Thailand. Therefore, they are able to prepare themselves better.

B. Formulation of the Problem

Understanding that there is an opportunity for Indonesian teachers to get more experience by working abroad especially in ASEAN countries, getting more insight and information is undeniably necessary. Unfortunately, there are just few information and studies regarding with the matter. Based on some previous studies there were some Indonesian teachers who have already taught English in Thailand, vietnam, and Brunei Darussalam (Putri, C. I. K. 2021; Fauziyah, F., Hidayati, A. N., & Abdullah, F. 2021; Perwitasari, A. P., & Sundari, H. 2022; Mengorio and Dumlao .2019 ; Songsirisak .2017; Wulandari, Rosnaningsih, and Sintawati .2021; Kuncahyo, N.L.U .2023; Haryadi.D .2023) With regard with the

statement stated above, a search of the literature in the TEFLIN journal, a major accredited national ELT journal in the teaching of English as a foreign language in Indonesia (TEFLIN) does not provide any articles about Indonesian teachers who teach English abroad or in ASEAN countries. Then, another search of related literature from google scholar provide just few articles, and all of the articles were researched in the last five years which indicates that this issue is relatively new. Lastly, in repository of UIN Suska Riau or any journals from the university has the same result as TEFLIN journal which does not provide any articles or studies about this issue, while some candidate of the participants to be interviewed graduated from this university. Ultimately, conducting research regarding with this topic is expected to be done.

In this case, the research only focused on conducting Indonesian English teachers who teach in Thailand since there are numerous of Indonesian Teachers who teach English in Thailand compare than any other countries in ASEAN. Hence, it is necessary to conduct the research about this topic as the reasons stated. This study focused on exploring experiences of Indonesian Non-Native English Speaker Teachers Teaching English in Southern Thailand. The research questions are :

1. What are the challenges experienced by Indonesian NNEST teachers in teaching English in Southern Thailand?
2. How do the Indonesian NNEST teachers experience the challenges in teaching English in Southern Thailand?
3. What contributions are offered by Indonesian NNEST teachers into

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English teaching in Southern Thailand based on their experience?

4. How do Indonesian NNESTs construct meaning from their experiences of being non-native English teachers in international settings?

C. Limitation of the Problem

Based on the limited resources that the researcher had and due to how broad the research could be, therefore this research limited its focus on the experience of Indonesian English Teachers as Non-Native English Speakers teaching English in Southern Thailand.

D. Objectives of the Study

The purpose of this study is to answer the research questions. They are

- 1) To reveal the challenges for the teachers in teaching English abroad
- 2) To understand how do the teachers face the challenges and professionally in teaching English in Southern Thailand
- 3) To investigate the contributions that are offered by Indonesian NNEST teachers into English teaching in Southern Thailand?
- 4) To investigate about how do Indonesian NNESTs construct meaning from their experiences of being non-native English teachers in International settings.



E. Significance of the Study

ASEAN is made up of ten independent South East Asian countries: Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. These countries have agreed to work together to improve their economies and communities.

Association of Southeast Asian Nations (2008) says that English is the only official working language of ASEAN. This is different from the European Union, which has 23 official languages.

According to Waterworth (2016) Teachers of English as a second or foreign language have to deal with a lot of different personal and professional goals, a strong sense of their own national identity, a love for their own mother tongue or first language (L1), and a healthy dose of self-reflection. English teachers are part of the school staff. Like teachers of other subjects, they have to keep defending their subject's place, importance, and amount of time. They tell their students over and over again how important and useful their subject is. English is a required part of the core curriculum in both primary and secondary schools in most ASEAN countries. Depending on how well they learned English in school and in teacher training, how hard they work to learn and improve their own English skills, and how confident they are, teachers may also have doubts about how well they can teach English.

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While the significance of this study are :

- 1) Theoretically, to provide information for another research for Indonesian teachers' experience in teaching abroad, especially for those who do relevant research with this study.
- 2) Practically, To provide research-based information and insight to Indonesian teachers and also educational authorities about the experience and challenges of Indonesian teachers who are teaching in Thailand as well.

F. Definition of Key Terms

Based on the key terms of this research, there are three terms are defined to avoid misunderstanding and misinterpretation. The title of this research is Exploring Indonesian English Teacher Teaching Abroad. The definition of the key terms as follows:

1. Exploring

It can be defined as a broad-ranging, purposive, systematic, prearranged undertaking designed to maximize the discovery of generalizations leading to description and understanding of an area, certain topic or issues. (Stebbins, 2019). While, Ahmed Atef in 2019 stated that Exploring means examine and investigate for the purpose of discovery of what is unknown in all aspects of universe, or in this case we could refers to educational field or social life. On the other hand, in this research exploring is dealing with the investigation towards the experience of Indonesian English teachers who teach in Thailand supported by Interview and some provided data.



2. Indonesian English Teacher

In this research Indonesian English Teacher refers to the teachers who are teaching English in Thailand, or they have ever taught English in Thailand and they have at least one year experience of teaching English in Thailand. The students that they teach are Thai students. Unlike Indonesian teachers who teach in Indonesian school in Other Countries (*Sekolah Indonesia Luar Negeri*), the teachers might teach Indonesian students as well. Here, It can be addressed to the teachers who are still teaching in Thailand or even the teachers who had ever taught in Thailand.

1.6.1 NEST (Native English-Speaking Teacher) and Non-NEST (Non-Native English-Speaking Teacher)

Thus, we relate the definition given to the context of English language teaching/teacher, NESTs are teachers who learn and speak English as their first language. In the contrary, NNESTs are those who learn and speak English as an additional/second language.

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CHAPTER II

LITERATURE REVIEW

This chapter provide informations about some literature and theory related to teaching English as a foreign language and also teaching english as a second of other language, and all of the concepts related.

A. Teaching English as a Foreign Language (TEFL)

A lot of the research on teaching English in countries that don't speak English, like those in ASEAN, has focused on what people want to get out of English language programs. People have often thought that the goal of teaching is to help students become "native speaker competent" and that the best way to do that is to have English taught by people who speak English as their first language (Brown, 2000). Many modern researchers (Kirkpatrick, 2009, Firth & Wagner, 2007, and Larsen-Freeman, 2007), on the other hand, say that the goal of teaching English in Asia should be to help people use the language well (Kirkpatrick, 2009, Firth & Wagner, 2007, and Larsen-Freeman, 2007).

This debate is very important for policymakers who might be trying to figure out what to do about how English is taught in ASEAN. Getting native-like speech depends on a lot of things about the learner, and Kramsch says that "geography, occupation, age, and social status" have a big impact (1997, 362). In any case, some people think that speaking like a native is almost impossible after childhood (Birdsong, 1992; Felix, 1987). This is because it is thought that the oral and aural tools of speech may have developed by pre-adolescence and would not allow the production of sounds that were not used in early childhood.

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A society is a group of people who share a culture. Culture is what a society makes. In every way, our culture is all around us. In a broad sense, a culture is a system that makes sense and is consistent. It helps us figure out who we are and how to understand and make sense of the world around us.

Language, both spoken and written, is the most important way that culture is passed on. When we learn our mother tongue as children, we learn a lot more than just how to use language well. We also learn the cultural understandings, implications, and assumptions of the social group from which our mother tongue comes. L2 English teachers must work, think, and act outside of the culture or subculture of their L1 when teaching English.

B. Teaching Language Skills in TESL and TESOL Context

TESL (Teaching English as a second Language) relies on the teaching context where the students are native for instance (USA, UK or Australia), this term has swiftly getting blurred toward teaching English in the country as philippine or scandinavian where English are widely spoken in the country (Brown, 2000). Meanwhile, TESOL (Teaching English to Speakers of other Language) refers to English language teaching as a professional activity that requires specialized training (Murcia, 2007). In this part, the overview and some principals related to teaching language skills (listening, reading, speaking,) in TESL and TESOL context will be elaborated.



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1. Listening

The truth is that in everyday life, listening is used more than any other single language skill. The average person listens twice as much as they talk, reads four times as much as they do, and lives five times as much as they write (Rivers 1981; Weaver 1972).

It is common for us to take listening for granted, with little conscious awareness of how well we listen. Weaver commented on the elusiveness of our hearing consciousness, stating, "After all, listening is neither as dramatic nor as boisterous as speaking." The speaker is the focus of all listeners' attention. His behavior is overt and audible, and he hears and observes it, yet listening often appears to be a passive state of "doing nothing" (1972, pp. 12-13).

- 1) **Bidirectional Listening Mode.** Two-way hearing or bidirectional communicative listening is the most evident method. Here, the speaker-to-listener speech chain may be plainly noticed (Denes and Pinson 1963). Two (or more) people engage in face-to-face or telephone verbal conversation by alternating roles of speaker and listener.
- 2) **Unidirectional listening mode.** The second mode is unidirectional or one-way communicative listening. We are surrounded by auditory stimuli throughout the day. The input comes from a variety of sources, including overheard conversations, public address announcements, recorded messages (including those on telephone answering machines), the media (e.g. radio, television, cinema), educational circumstances of various types, and ublic performances (e.g.. lectures, religious services, plays. operas, musicals, concerts).

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3) **Autodirectional Listening Mode.** The third mode of communicative listening is **autodirectional** listening. This might be thought of as self-dialogue communication in which we are unaware of our internalized roles as both speaker and listener in our own cognitive processes. Occasionally, we internalize language and "listen again" when we recount and relive communicative interludes.

2. Speaking

In selecting how to organize and what to teach in a lesson on oral skills, the following questions should be considered: Who are the learners? How did they get there? What do they anticipate learning? What am I anticipated to instruct? A fundamental aspect is the academic level and perceived needs of the pupils. Level may be decided by an institution-administered placement exam or a teacher-administered diagnostic exam. On a student information sheet, learners indicate the amount of time they spend speaking English, their future aspirations, their course objectives, and their appraisal of their general speaking ability (possibly on a four-point scale ranging from "bad" to "outstanding"). Confidence in speaking English, correct pronunciation, the capacity for social discourse.

According to Brown (2000) there are many ways to promote oral skills in the ESL/EFL classroom. The discussion below centers on the major types of speaking activities that can be implemented: discussions, speeches, role plays, conversations, audiotaped, oral dialogue journals, and other accuracy-based activities.

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- 1) **Discussions.** Discussions are likely the most often utilized exercise in the oral skills course. Typically, the students are presented to a topic via a reading, an audio passage, or a DVD and then asked to discuss a related topic in pairs or small groups in order to come up with a solution, a reaction, or anything similar. Teachers must prepare and organize a discussion activity with care.
- 2) **Speeches.** The prepared speech is another class exercise. Topics for speeches will vary depending on the student's level and the class's focus, but students should be given considerable latitude in choosing their talks. The teacher can provide the speech's structure (genre, time limit, etc.) while the students choose the content.
- 3) **Role-play.** The third primary speaking activity in type is role play, which is ideal for practicing intercultural differences in speech acts such as complimenting, complaining, etc. (Cohen, 1991).

3. Reading

The concept of literacy is also evolving. The teaching of writing and oral skills is increasingly being integrated with reading instruction for both native English speakers (NFS) and English language learners (ELLs), even though there are many different definitions of literacy in the literature on the topic and reading still seems to be primary to most of them (see Urquhart and Weir 1998 for a discussion of this) (ELLs). The new Manx standards also include goals for the development of all four language skills—reading, writing, listening, and speaking—for both ELLs and NFS students.

Many ideas exist to describe what happens when we read, and research on first language (L1) learners has taught us a lot about reading and literacy. But according to current research, reading is widely seen as an interactive, socio-cognitive process that involves a text, a reader, and a sorting context (Bernhardt 1991) "which the activity of reading is carried out. "A person develops meaning through a transaction with written material that has been formed by symbols that signify language," according to the definition of reading. The transaction entails the reader acting on or interpreting the text, and the interpretation is influenced by the reader's prior experiences, linguistic and cultural background, and reading goal " (Hudelson 1994, p. 130). However, when we read, our goal and expectation is to understand what we have read (Grabe 1991; Rigg 1986).

Six general component abilities and knowledge domains have been found within the intricate process of reading (Grabe 1991, p. 379).

- 1) Automatic text recognition abilities, especially for word identification, should be nearly unconscious and need little mental effort.
- 2) Vocabulary and language structure knowledge—a firm grasp of language syntax and a sizable recognition vocabulary
- 3) Formal discourse structure knowledge, which includes how texts are ordered and how material is combined to create different types of texts (such as a report, letter, or narrative).
- 4) Content/world background knowledge — prior familiarity with the material covered in the book and a shared appreciation of the cultural details covered by the text

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- 5) Synthesis and evaluation skills methods – the capacity to read and evaluate information from a variety of sources, to reflect critically on what is read, and to determine which information is pertinent or helpful for one's purpose
- 6) Metacognitive abilities and knowledge The capacity to reflect on one's actions and reading techniques while maintaining mindful of one's own mental processes is known as monitoring.

C. Second and Foreign Language Context

Brown (2000) says that to be able to tell the difference between a second language context and a foreign language context, you need to understand the differences. Foreign language contexts are places outside of the classroom where students don't have ready-made ways to communicate. You might find them through language clubs, special media opportunities, books, or the occasional tourist, but you have to make an effort to find them. Teaching English in the United States or Australia is a clear case of English as a Second Language (ESL), while teaching English in Asian or Middle Eastern countries is always English as a Foreign Language (EFL).

Language regulations and curriculum in elementary and secondary schools vary widely between countries. English language development (ELD) programs, which are developed for school-age children whose first language is not English, vary not only by state but also by school district, which can number in the hundreds in bigger states. In EFL countries, like ASEAN (Indonesia, Thailand, Vietnam, Malaysia, Brunei), English is sometimes required secondary school



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subject and almost always one of several foreign language options. in certain countries (Singapore, Philiphine) English is even required in elementary schools.

In elementary and secondary schools in the United States, a variety of approaches for dealing with children who do not speak English as their home language are now used. Some of these are applicable in varied forms to other nations.

1. Submersion.

Non-native speakers are "submerged" in conventional context-area classes with no particular foreign language training as the first method of classroom treatment. It is assumed that students will "absorb" English as they concentrate on the subject. Research demonstrates that in some instances, students are unsuccessful in both English and content areas, particularly in subtractive scenarios. Consequently, some schools may offer a pull-out program in which, for one period every day, pupils leave their regular classroom to attend ESL or special tutorials.

2. Immersion

Here, students attend specialized subject-area classes. Each student in a class speaks the same native language and has comparable English skills. In addition to being trained in the standard subject areas, the instructor is also familiar with the pupils' native language and culture. Immersion programs are more prevalent in EFL settings than in ESL settings. In the majority of immersion programs, students are immersed in an additive bilingual context and get parental and community support for this enriching experience.

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3. Sheltered English

This specialized type of language immersion program has gained popularity in recent years. Students come from a variety of native language backgrounds, and the teacher is certified in both subject matter and ESL methods.

4. Mainstreaming

In some submersion programs, English as a Second Language (ESL) education precedes placement in curriculum areas. Once teachers and assessments determine that pupils are competent enough to be placed in continuous content classes, they are integrated into the regular curriculum. We must keep in mind that this ESL training must be content-based so that students are not at a disadvantage when they are placed in a regular class.

5. Transitional Bilingual Programs

Commonly implemented in the United States are three distinct types of bilingual education in which students get teaching in a combination of their first and second languages. Transitional programs mix subject-matter instruction in the native language with ESL instruction. When teachers and assessments indicate that students are ready, they are moved into regular English-only classes. This has the benefit of allowing pupils to develop early cognitive concepts in their native language before transitioning to the dominant language later on. Students are mainstreamed too frequently before they are ready, before their academic and linguistic skills have been fully developed.



D. TESOL Language, Culture, and Society

The discussion up to this point has had to be abstract since it is impossible to analyze culture in any meaningful way without also analyzing its theoretical underpinnings, especially given how crucial these debates are right now in adjacent professions and disciplines. In this section, there are six generalizations regarding a revised understanding of culture that can guide TESOL research and instruction, despite the fact that they are still largely abstract. These principles work in connection to one another and, therefore, as a whole; each principle should therefore be viewed in the context of its partners, even though some of them will become excessively so when taken separately.

1. Principle 1: All humans are individuals.

Traditional views of culture have been criticized for their tendency to reduce individuals to their cultural types. Cultural stereotyping can infiltrate sociomental lives and social groups, leading to a basic human urge to categorize those different from oneself as irreducibly other. Cultural descriptions that account for individual heterogeneity and difference within cultural groups are necessary for a well-rounded understanding of culture. All cultural groups are made up of individuals, and teachers and researchers should view students as individuals rather than members of a cultural group. Sociocognitive approaches to culture acknowledge individuality and personal agency through neural networks and schemas, which are highly idiosyncratic and adaptable to new inputs. Conflicting schemas can lead to cognitive dissonance and radical

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rethinking. Sociocultural practices like language are constantly changing due to the structuration dynamic. However, stabilizing and conserving social forces also have powerful influences, such as effective oral language use in speech communities and socially relevant schemas.

2. Principle 2: Individuality is also cultural

The principle of culturality suggests that much of one's personal makeup may have cultural roots. Thought and feeling are always influenced by one's biography, social situation, and historical context. Individuals are individuals-in-context, not separate from their social worlds. However, this does not reduce individuals to cultural types, as concepts of regulated improvisation and structuration are central. Highly creative, revolutionary individuals like M.K. Gandhi developed new ways of thinking and solving problems as individuals-in-society.

This point has significant TESOL implications: Understanding each pupil as a person also entails understanding their culture. One general implication of this principle is that "the teacher cannot afford to be anything but a researcher," even though its application will vary depending on the teaching and learning context (Holliday, 1994, p. 31). Furthermore, it makes sense to construct relevant pedagogies—methods of teaching and learning that dynamically respond to such articulated knowledge of students' individual and cultural identities. Holliday asserts that "[a]ll techniques and methodologies must be continuously in question" (p. 31) given this foundation for deeply understanding students.

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3. Principle 3: Social group membership and identity are multiple, contradictory, and dynamic.

Older views of culture often overlook the existence of multiple social worlds, allegiances, and roles. Gee (1990) conceptualizes individuals as embedded in multiple Discourses, which are conventionalized complexes of knowledge, practices, tools, and products that identify oneself as a member of a socially meaningful group or role. Discourses can conflict with each other, as seen with women academics in the United States.

Sociocognitive approaches to culture consider the discontinuous and often conflicting nature of social roles and subject positions. Connectionist versions of schema theory explain how conflicting social values and roles occur within individuals, positing their representations in separate networks of connections. These networks can become linked in the future, leading to cognitive dissonance and reschematization. Understanding and performing social roles are open to constant development and change. Acknowledging and accepting multiple, complex cultural identities should be a first principle of ESL teaching and teacher preparation. However, it is possible to overemphasize the instability of social identities, especially in an intellectual environment where "think difference" is the norm, even though it is necessary to promote knowledge of individual-cultural complexity and heterogeneity. As stated by Bourdieu (1991, referenced in Strauss & Quinn, 1997),

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Cross-cultural studies of early socialization and enculturation, including language socialization, have contributed significantly to understanding how "novices" are inducted into social groups and how social practices attain relative spatial and temporal durability. However, these studies have been criticized for emphasizing the shared, consensual nature of social life, while underestimating the unequal distribution of power and resources. Counterexamples, such as Cortazzi and Jin's account of primary and secondary English education in China, provide valuable knowledge of dominant models of education and culture affecting language learning. However, these studies must be balanced with perspectives that reveal the individuality and agency of those who have already been deeply socialized and enculturated.

The study of cultural models, social practices, and cultural heterogeneity is often underappreciated in second language (L2) education contexts. Qualitative and ethnographic approaches offer various possibilities, including teacher-initiated action research, curriculum design, and nonapplied attempts to understand sociocultural deep action. Holliday advocates for treating all formal learning and teaching contexts as cultural constructs and placing them in broader cultural understandings. Ethnographic approaches are promoted for their flexibility and context-sensitive emergent quality, making them difficult to justify using concepts like validity, reliability, and generalizability. Despite criticism, modified or alternative practices are under development in social sciences and

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education, and are beginning to find their way into TESOL and applied linguistics.

Language knowledge is essential for understanding the sociocultural contexts in which it occurs and for action. Early communicative competence scholars included this idea in their theories. However, teaching language varieties like American English can be challenging, especially in EFL situations where well-established varieties exist. In higher education, students should be expected to accommodate academic discourses and resist dominant models. The notion of culture has been criticized, with explicit teaching often relying on stereotypes and ideological simplifications. Newer approaches encourage learners to conduct their own cultural research, but may rely on cultural informants who may not provide special insight.

E. Pedagogical Affordances of Digitally Mediated Popular Cultural Resources

Popular culture is now viewed as a major external influence that can promote change in EFL pedagogies rather than as supplemental material for language instruction due to the international popularity of modern information and communication technologies. Stapleton and Radia (2010), for instance, contend that L2 writing pedagogies must transcend the argument between various viewpoints, such as "product," "process," and "genre," and suggest that new software and internet resources can take the place of such a theoretical dispute. In particular, they assess the usefulness of currently available resources and advise



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educators to use thesaurus and corpus-based tools to provide feedback on students' writing.

Sayer and Ban (2014) examined how Mexican primary school students interact with English outside of the classroom by speaking with 61 fifth and sixth grade students, their teachers, and their parents in central Mexico. This study focuses on the outcomes of the new National English Program for Basic Education in Mexico, which includes early start EFL instruction and a sociocultural approach. Students utilize English outside of school more often than is often believed, primarily due to popular culture mediated via computers and other technology. Additionally, they discover that students have a favorable opinion of school English classes since they allow them to participate in English-language popular culture consumption outside of the classroom.

Given the importance of popular culture, it is suggested that educators draw on their students' lived experiences with it and relinquish some control over their instruction to allow students to speak. Students in recent research are perceived as being more involved in the utilization of popular culture resources for language teaching and learning than those in previous studies. For instance, Murphy (2014) suggests that EFL/ESL teachers use Ted Talks and YouTube videos to choose meaningful, understandable, and intelligible non-native English speech samples for pronunciation instruction. To counteract the effects of native speakerism and appreciate the linguistic, paralinguistic, and rhetorical strengths of clear and intelligible nonnative English speeches, learners must participate in a thorough analysis and imitation of the nonnative English speech samples as a crucial component of this process.



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Both rising technology-mediated popular culture and TESOL have benefited greatly from the field of computer-assisted language learning (CALL). Thorne and Reinhardt (2008), for instance, suggest bridge activities to engage the vernacular digital practices of the internet generation in order to increase the relevance of formal language instruction in the everyday language use of advanced foreign language learners. Learners are specifically instructed to contrast the linguistic and multimodal characteristics, as well as the social goals, of new literacy genres like instant messaging, blogs and wikis, remixing, and multiplayer online gaming with more conventional literacy practices like in-person spoken conversations and print media genres.

By means of comparison and introspection regarding their own novel literacy practices, students can develop a greater awareness of their agentive role as critical genre analyzers of both traditional and digital text forms. According to a different study by Wang et al. (2012), Second Life facilitates constructivist learning by allowing students to play a more active role and by helping them build their knowledge through the replication of public spaces and infrastructures that may offer chances for cross-cultural interaction. A three-step activity model—Setting the Scene, Acclimating, and Testing the Waters—is suggested for creating foreign-language learning activities with Second Life. It is founded on the ideas of task-based learning, authentic activities, and collaborative learning. "Acclimating" means creating a safe space in Second Life where EFL/ESL students will congregate to discuss assigned topics via text messages in order to improve their English proficiency; "Setting the Scene" means providing technical assistance to

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new users and encouraging ESL students to create a Second Life user manual in their native tongue; and "Testing the Water" means allowing learners to engage with native English speakers in Second Life.

1. Evaluation of Popular Culture' Pedagogical Potential

Another emerging theme is the evaluation of language gains by examining the pedagogical potential of a particular popular culture genre and investigating the ways in which popular cultural resources can be used with quantitative research. While some studies on popular cultural resources refute the dismissal of popular culture as purely recreational and highlight learners' language gains following active analysis and participation in pop culture, this is not the only trend. To determine the utility of viewing TV series for acquiring English vocabulary, Rodgers and Webb (2011), for instance, look at the word kinds, vocabulary reoccurrence, and vocabulary size required to obtain 95% coverage of various English TV programs. In particular, Rodgers and Webb (2011) use the computer program RANGE (Nation and Heatley 2002) to compare the vocabulary frequency in 146 episodes of six more randomly selected TV dramas are intercut with 142 episodes of six TV dramas, 24 of which are Alias, Crossing Jordan, CSI, Grey's Anatomy, and House and are regarded as comparable TV shows. A vocabulary size of the most common 3,000 word families is thought to be adequate for understanding 95% of the words in the TV shows. Related TV shows have fewer word kinds and families and higher vocabulary reoccurrence than unrelated, randomly

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selected TV shows. Therefore, watching different episodes of a same TV show or a single episode more than once is a superior way to provide limited, repeated L2 aural information to less proficient English language learners. highly extensive L2 aural input, however, is beneficial for highly proficient English language learners. In order to improve students' comprehension, teachers can also create comprehension questions and pre-teach a few low-frequency words from the TV shows.

Lai et al. (2015) use both quantitative and Y. Liu and A.M.Y. Linqualitative data to show the strong correlations between out-of-school English learning with information and communication technologies (such as the Internet, movies, TV dramas, and songs) and English proficiency with a group of junior secondary EFL learners in a large city in southern Mainland China. She specifically discovers that this group of students prefers English-language films and music for their after-school English language education, and that the most significant socializing factors for this group of students are their parents and teachers. According to the study, a variety of extracurricular English learning activities should be expanded to support English language acquisition in learning situations where in-class instruction places a greater emphasis on language forms than on language content. Using semi-structured interviews and online questionnaires, Lai (2015) further suggests that teachers have a major impact on undergraduate students' digital self-directed foreign language acquisition, especially English. Students' perceptions of the perceived

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value of technology can be enhanced, especially when professors provide them with affective support.

Furthermore, it has been discovered that teachers' conduct and capacity support play a significant role in enhancing students' computer self-efficacy and creating favorable learning environments. At a time of "superdiversity" (Blommaert 2013), when students' attitudes and comprehension of a popular culture text can vary greatly even within the same classroom, research findings in this tradition are questionable because quantitative evaluation of popular culture's pedagogical potential tends to ignore the effects of learner identities on learning and appears to regard learners as homogeneous. A review of research on the topic of learner identities will be the focus of the following section.

2. Construction of Learner Identities via ESL/EFL Popular Culture

The creation of English-language learners' identities, whether in traditional print-based media or in new media contexts driven by developing technologies, is a significant area of research in popular culture and TESOL. In particular, this line of work looks at how English language learners may use popular culture to build their relationship with English and the imagined communities of English speakers, including how power dynamics in English learning and teaching are reflected in popular culture. It is less concerned with pop culture as a teaching and learning tool. Lam (2000, 2004), who investigates how immigrant kids in the US use popular culture to gain additional symbolic resources, such friendship and English language proficiency, is a trailblazer in this tradition.

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In contrast to the negativity that occurs in schools, Lam (2000) argues that computer-mediated communication (CMC) fosters the development of vernacular L2 and empowers users to create more positive and powerful identities for themselves. By connecting with a global English-speaking (including EFL) community, ESL learners are able to overcome the social marginalization that results from their low academic English ability, despite being bound by dominant ideology. Maintaining a positive learner identity is mostly dependent on the increased social capital and emotional support they generate. The prediction that "newer social media will only give rise to even greater diversity of both technology users and linguistic practices" (Lee 2014, p. 180) is consistent with other recent research (e.g., Lee 2013, 2014) on the usage of social media by EFL adolescents.

Recent research has also looked at how second language learners place themselves and how they are positioned when they are producing and consuming texts from popular culture. Social inclusion or exclusion is an important factor when incorporating popular culture into English teaching and learning activities. Given the diversity of students, greater care should be taken when choosing pop culture resources to prevent learners from being marginalized. Teachers should understand the relevance of popular culture resources in students' daily lives, particularly when they come from diverse sociocultural and linguistic backgrounds, as noted in Duff's (2002) study on pop culture and ESL students.

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Furthermore, since "relevance and access cannot be taken for granted," educators should help immigrant students understand the forms and functions of hybrid pop culture texts. People frequently require help from others to comprehend them because they lack the requisite sociocultural and psycholinguistic repertoires, practices, and skills. References to the prevalent local pop culture are frequently both fascinating and perplexing for new members of a discourse community, particularly in highly intertextual or hybrid oral texts (p. 486).

Similarly, Black (2009) uses instances of English-language learners participating in online fandom to illustrate the instructional relevance of Internet-mediated communication for TESOL in the twenty-first century. In particular, Black (2009) lists three main advantages of participating in leisure-based, pop culture-based, technology-mediated activities in L2 English: enhancing composition and English language skills (print literacy); acquiring "the twenty-first century skills" of information literacy, which include the capacity "to seek out and critically evaluate information across a range of media" (p. 693); and, lastly, cultivating positive identities as "powerful learners, language users, and as active producers of their own social, cultural, and ideological materials" (p. 696), which increases students' academic self-concept.

Similarly, Norton and Vanderheyden (2004) found that ESL popular culture consumption, like reading L2 English comic books, can help English-language learners feel more a part of their new community

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and improve their language skills. They did this by studying ESL preadolescent Archie comic readers who had recently immigrated to Canada. They discover, in particular, that reading Archie comics helps teach the just arrived pupils about Canadian social customs. Furthermore, lending Archie comic books to classmates who speak English as their first language might help ESL students develop their interpersonal skills.

3. Digital Language Learning via Popular Culture

The potential advantages of incorporating popular culture into school-based EFL/ESL instruction have been well documented, as was covered in the previous section. Researchers have recently tried to investigate the informal, self-directed learning that students can do with digital popular culture materials. Two primary categories of virtual language learning environments (VLLEs) that can offer chances for meaningful use of L2 English are online commercial video games and non-gaming three-dimensional multiuser virtual environments (3-D MUVE) like Second Life, according to a literature review on computer-assisted language learning (CALL) and second-language acquisition (SLA) conducted by Mroz (2014). Specifically, virtuality is understood as offering language learners agency and a "holistic and complex" immersive environment (Mroz 2014, p. 334).

Regarding the relationship between gaming and learning L2 English, Sylvén and Sundqvist (2012, 2016) discover that, for a group of well-resourced fifth graders from Sweden, the frequency of gaming and

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the kinds of games played are connected to L2 English competency. Gaming frequency (five hours per week) and game diversity are found to positively connect with L2 English vocabulary learning in the naturalistic context of home life. According to a study by Peterson (2012) on the collaborative interactions and attitudes of EFL students at Japanese universities in Second Life, students can receive peer scaffolding and peer correction for unfamiliar vocabulary.

Additionally, compared to a traditional English classroom, the students' positive attitudes toward studying on Second Life are a result of the engaging individualized avatars and the relaxed atmosphere.

4. Problems and Difficulties

There are a number of issues and challenges with integrating popular culture in TESOL, despite the fact that it is hailed as an engaging and easily available resource for language and content learning. Language education scholars and practitioners are compelled by the research literature to reevaluate how popular culture is positioned in formal English instruction and how it might be best incorporated into both formal and informal, self-regulated English learning. The distinctions between two social institutions—the mass media, which promotes a variety of values and the pursuit of pleasure and desires, and schools, which prioritize academic achievement and traditional values—make it particularly difficult to answer the question of how to use popular culture in language instruction.

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Specifically, the institutional limitations that are "characterized by a nationally governed curriculum, an emphasis on testing, and externally specified teaching frameworks" tend to limit teachers' capacity to identify students' local stores of knowledge about popular culture (Burn et al. 2010, p. 13). In a study on the tensions between students' creation of L2 English comic strips and the official literacy requirements needed in primary school English, Lo (2013) supports this viewpoint. According to Lo (2013), teachers are faced with the challenge of fulfilling official English teaching obligations even as they encourage pupils to acquire the language in participatory culture and online entertainment contexts. As a result, particular attention should be paid to how educators can resolve and manage these institutional conflicts as well as how to create potential pedagogical designs that let teachers and students fulfill their own cultural interests while still fulfilling their institutional obligations.

According to a large body of new media research on popular culture and second language acquisition, students can gain from classroom activities based on technology and popular culture because they may be able to create strong identities and get credit for their past experiences and knowledge (e.g., Black 2009). The accessibility issue is concerning, though, because marginalized students who may not have easy access to appropriate technology and/or mass media texts may be left out. What if, for instance, some pupils haven't seen the most talked-about television drama? Adding the emic perspective to efforts to use popular culture in

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English classrooms by including students' pop culture activities through ethnography will be one method to address this issue.

Additionally, English language learners who require assistance should be provided with additional instruction in digital literacy and understanding of helpful technology for language acquisition (Lai and Gu 2011). In addition to recognizing the potential of digital popular culture (such as social media and virtual environments) as an affordance for young people with sociocultural and linguistic differences to construct alternative and positive identities, numerous studies have criticized the dominance of written language (e.g., the New London Group 1996; Gee 2004; Lankshear and Knobel 2007). Having said that, it is evident that cyberspaces contain symbolic violence related to gender, race, and class, and the ways in which these power dynamics are woven into students' L2 English learning have not yet been sufficiently and critically examined.

Furthermore, the global and local symbolic capital of specific languages and cultures can be a significant problem because many popular cultural resources are Anglo-American and European, whether they are Web 2.0 technologies or more conventional media like TV dramas and movies. To decenter dominant cultures and promote multilingualism and a desire to learn other languages and cultures, one possible corrective measure is to use popular cultural resources in the learners' home tongue or to include those based on non-Western contexts (Janks 2004). The linguistic level and register of popular culture products present another possible issue.

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Popular culture tends to use vernacular language, even though most students must learn the powerful forms (i.e., academic register) of dominant foreign languages (e.g., English, French) in order to advance socioeconomically. Students' exposure to popular culture can teach them vernaculars that aren't necessarily suitable for or easily translated to academic contexts (Madge et al. 2009; Thorne et al. 2009). Furthermore, Lai and Gu (2011) discover a discrepancy between the complexity of real popular culture resources and the skill level of beginning foreign-language learners.

Students might not be able to communicate effectively if teachers do not consciously work to facilitate language acquisition and close the gap between L2 English academic language and ordinary spoken language. Therefore, when using popular cultural resources, English language teachers should be more conscious of register and avoid making the mistake of assuming that exposure to L2 English popular culture automatically improves students' linguistic proficiency.

5. Future Directions

It is not "a lazy throwing open the school doors to the latest fad, but rather committing to a principled understanding of the complexity of contemporary cultural experience" to learn a language through popular culture in the digital age (Willis 2003, p. 411). Future study should be done to better understand how varied popular culture affects L2 English learning and teaching, both in terms of students' language proficiency and identity development, given the advancements and issues in the field. In

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particular, more naturalistic or (design) experimental research can be conducted to evaluate the effectiveness of popular culture in teaching English as a second language (TESOL), as well as to find out when and from whom popular culture can be beneficial and in what areas of language proficiency.

In order for language teachers to create language curriculum that reflect the affect and wishes of students from diverse sexual, ethnic, and socioeconomic backgrounds as they learn English through popular culture, more classroom-based or narrative-based research can be conducted. Future research and creative teaching strategies that incorporate multilingual popular culture texts from a greater variety of cultural contexts could also foster multiculturalism. In addition, popular culture is a potent source of social controversy as well as enjoyment, thrills, imaginations, and wants.

Pupils who are immersed in popular culture frequently lack the opportunity and/or analytical skills necessary to critically consider how the popular cultural texts they enjoy every day subtly and ideologically shape or influence their own subjectivities and identities, perspectives, and interpersonal relationships. Thus, it is possible to incorporate critical literacies into English language education programs so that students may recognize latent biases and ideologies in popular culture and challenge unfavorable subject positions that are discursively created by particular popular culture texts.

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Language (e.g., L1, L2, L3) should not be seen and planned as discrete separate entities but rather as continua (Hornberger 2003; Canagarajah 2005) and...part of multimodal communication (Kress and van Leeuwen 1996, 2001)," concludes Lin (2012). For the sake of advancing social justice and heteroglossia, educators and scholars are urged to investigate methods of teaching pupils popular culture practices and meaning-making norms as well as other forms of creative content production (cf. Lin and Luk 2005). Students become critical, active analysts and makers of the cultural environment in this way, rather than just passive consumers of popular culture.

F. Non-Native English Teachers in the Profession

Historically, the phrase "native speaker" has been used to describe someone who picked up a language naturally as their first or only language from an early age (Kachru & Nelson, 1996, p.81). Because it is an abstraction based on a person's linguistic and physical features, the validity of the native speaker construct—the idea that all native speakers share the same language and culture—has been contested (Kramsch, 1998a). In fact, according to Amin (2004), the notion of the native speaker is profoundly ingrained in racist and colonial discourses and concerns more than just linguistic proficiency. The word has also been criticized since it suggests that there is linguistic unification throughout the world and that native speakers only use a standard variant of their language (Kaplan, 1999). (Kramsch, 1998a). Figures 1, 2, and 3 illustrate the three diverse perspectives on the native English speaker (NES)/NNES dichotomy that are identified in the professional literature.

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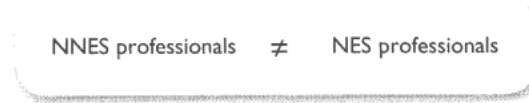


Figure 1. NES professionals and NNES professionals are different.

The first position is what J.Liu (1999) refers to as the "non-interface position," and it is seen in figure 1. The ground-breaking work of Medgyes (1994, 2001), who considers teachers to be within either the NES or NNES group, best illustrates this viewpoint. The two groupings are regarded as two distinct, homogenous "species" for the sake of Medgyes' research (Medgyes, 2001, p.434 as cited in Murcia, 2004).

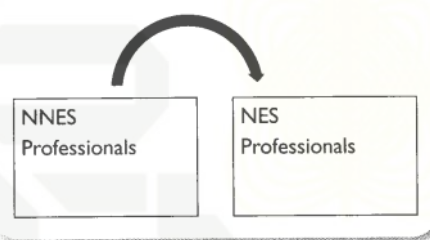


Figure 2. With difficulty, NNES professionals can become NES professionals.

Figure 2 illustrates the second position, which is based on the work of A. Davies (2003), who supports the notion that "the native speaker is a good myth: we need it as a model, a goal, almost an inspiration" (p.197). A second language (L2) learner "may become a native speaker of a target language" (p.210), according to Davies (2003), but only with effort. However, Davies believes that the basic distinction between NES and NNES is one of power; as a result, native speaker status is determined by a speaker's sense of self and confidence rather than by the language they learn as their first language.

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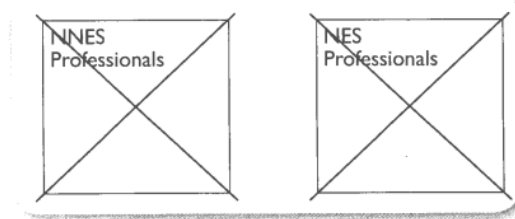


Figure 3. Labels are perceived as problematic.

The final perspective, represented in Figure 3, is based on the theories of academics who contend that the terms "native speaker" and "non-native speaker" are problematic in and of themselves (Canagarajah, 1999; V.Cook, 1999; Jenkins, 2011 as cited in Murcia, 2005). because they place more emphasis on biological than social elements influencing L2 learning. The native speaker construct should be removed, according to researchers like Amin (2004), because it segregates the profession based on caste. The terms "native speaker" and "non-native speaker" are meaningless in multilingual or multilingual cultural environments like the European Community, where English teachers are seen as "intercultural speakers," according to scholars like Kramsch (1998b) and Velasco-Martin (2004). In addition, V. Cook (1999, p. 185) suggests using the phrase "multicompetent language users" in place of "native speaker" and "non-native speaker" since it allows second language learners to be positively seen rather than as "failed native speakers."

The notion that native and non-native speakers are fundamentally different has been challenged in the literature, most insightfully by Pasternak and Bailey (2004), who contend that speaking a language fluently is not the same as being a native speaker of that language. They propose that the field of teaching English to speakers of other languages (TESOL) should place emphasis on issues of

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language proficiency and professionalism rather than native and non-native speaker constructs, and that both constructs should be seen on a continuum rather than as an either/or proposition.

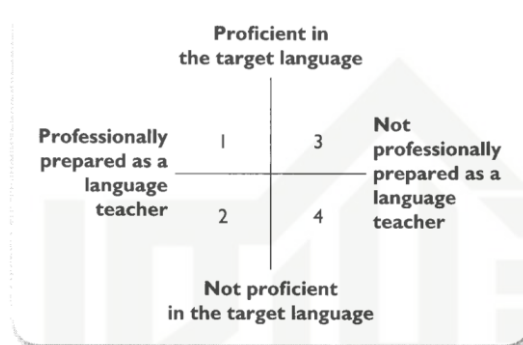


Figure 4. Continuum of target-language proficiency and professional preparation.

Figure 4 shows the four possible combinations of Pasternak and Bailey's (2004) continuum of language proficiency and professional preparation. As shown in the figure, teachers who fall into Quadrant 1 are both proficient in the target language and have professional preparation, while those who fall into Quadrant 4 are neither proficient in the language nor have such preparation. Teachers who fall into Quadrant 2 are professionally prepared but not fluent in the target language, and teachers who fall into Quadrant 3 are both professionally and fluently fluent in the target language.

G. NEST and Non-NESTS : Pros and Cons

The concept of being a native speaker is complex, encompassing factors such as birth, education, the environment in which a person is exposed to English, and the order in which these events occur. Languages are acquired, along with proficiency levels, self-assurance, cultural affinities, political allegiance, and self-

identification. Two ways lead out of this maze. One way to simplify it is to give up the clearly defined categories of native and non-native people and propose instead the idea of a line along which non-natives advance toward the native end. The alternate path involves keeping the native/non-native construct despite all of its obvious flaws. From a theoretical perspective, the first choice seems more appealing. However, from a practical standpoint, the second one is simpler, if only because the majority of the global teaching pool can be divided into two very distinct categories: NESTs and non-NESTs. Most commonly, a non-NEST may be defined as a teacher (1) for whom English is a second or foreign language; (2) who works in an EFL environment; (3) whose students are monolingual groups of learners; (4) who speaks the same native language as his or her students (Celce-Murcia, M. 2001).

In explaining the differences between NEST and Non-NEST teaching behavior, Murcia (2001) provided the table as follow.

Table 1

Perceived Differences in Teaching Behavior Between NEST and Non-NEST

NESTs	Non-NESTs
The Use of English	
<ul style="list-style-type: none"> • speak better English • use real language • use English more confidently 	<ul style="list-style-type: none"> • speak poorer English • use “bookish” language • use English less confidently
General Attitude	
<ul style="list-style-type: none"> • adopt a more flexible approach • are more innovative • are less empathetic • attend to perceived needs • have far-fetched expectations • are more casual 	<ul style="list-style-type: none"> • adopt a more guided approach • are more cautious • are more empathetic • attend to real needs • have realistic expectations • are stricter

• are less committed	• are more committed
Attitude to teaching the language	
<ul style="list-style-type: none"> • are less insightful • focus on: fluency, meaning language in use, oral skills colloquial registers • teach items in context • prefer free activities • favor group work/pair work use a variety of materials • tolerate errors • set fewer tests use no/less LI resort to no/less translation • assign less homework 	<ul style="list-style-type: none"> • are more insightful • focus on: accuracy, grammar rules, printed word, formal registers • teach items in isolation • prefer controlled activities • favor frontal work • use a single textbook • correct/punish for errors • set more tests use more LI • resort to more translation • assign more homework
Attitude to teaching culture	
• supply more cultural information	• supply less cultural information

1. The Bright Side of Being a Non-NEST

A research was conducted and the participants were asked in one question whether they considered the NEST or the nonNEST was a better teacher. While both options received roughly equal votes (27 percent for NESTs and 29 percent for non-NESTs), 44 percent of respondents substituted "both," which was not even an option on the questionnaire. Given their linguistic inferiority, the number of participants who selected non-NESTs as their favorites is high (Celce-Murcia, 2001, p.436)

This implies that non-NESTs should have certain distinctive qualities that NESTs do not. What are they, though? What gives non-NESTs an advantage over competitors? What qualities help them compensate for their linguistic disadvantage? The teachers who took part in the survey served as some of the inspiration for a second set of assumptions put forth by Medgves. Specifically, in contrast to NESTs, non-NESTs can:

- 1) Provide a better learner model;
- 2) Teach language-learning strategies more effectively;
- 3) Supply more information about the English language;
- 4) Better anticipate and prevent language difficulties;
- 5) Be more sensitive to their students;
- 6) Benefit from their ability to use the students' mother tongue

H. Global Englishes

Global Englishes research, which focuses on the use of English as an international language and a global lingua franca, has continued to grow, change shape, and take clear directions toward pedagogical concerns in line with the expansion of research into the international spread of English and its influence on international business and education. The idea of World Englishes (WE), which identifies English use at the country level, and Kachru's (1985) once highly influential circles of English stipulating norm-providing countries (inner circle), norm-developing countries (outer circle), and norm-dependent countries (expanding circle) marked the beginning of an influential discussion of the pedagogical impact of the spread of English.

With increased global mobility, the field has outgrown this model with English now used fluidly within and across geographic contexts, and so-called 'native English' now in minority usage on a global scale. This has given rise to a number of inter-related conceptualizations of English as a global language, including English as a lingua franca (ELF), English as an International Language (EIL), and Global Englishes, which is used in this paper as an inclusive term.



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ELF research has been essential in questioning presumptions about the usage of the English language in light of the functional use of Global Englishes in global contexts. The significance of emphasizing intelligibility and eschewing native-speaker norms have been contentious topics in ELF research. The idea of a lingua franca core is a powerful one that keeps challenging the idea that the English language is "owned and ruled" by native speakers, even though it may not have received much factual backing. These issues mostly relate to "English-only" classrooms, grammatical correctness, and pragmatics as defined by native speakers in English language instruction (Haberland, 2011).

Since English is an international language, it frequently retains features that are different from those of teaching and learning other foreign languages, which alters our perception of English as a foreign language. The study fields of WE, EIL, ELF, and Global Englishes are increasingly paying more attention to pedagogical implications, which present opportunities to escape obsessions with native speaker standards. Numerous books devoted to implications and suggestions for language instruction have fueled the area (e.g. Kirkpatrick, 2007; Alsagoff, McKay, Hu, & Renandya, 2012; Matsuda, 2012; McKay & Brown, 2016).

Research has increased as a result of this shift towards more global approaches to language instruction, which is especially evident at the intersection of pedagogy and research in teacher education (e.g. Matsuda, 2017). In order to assess the practical impact of suggested improvements and to provide suggestions for further research on this quickly developing area, we examine how and why



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research is developing in language classrooms and teacher education programs in this study.

Whatever term we use, it is undeniable that the language is employed in ways that differ greatly from those found in "traditional" TESOL programs. Related fields of study within applied linguistics arose to chronicle the usage of English globally, how it displays itself, and, more recently, how it should be taught as it expanded beyond its original bounds and became utilized on a truly global scale. We classify these common endeavors under the general heading of Global Englishes, even when researchers place their work in various domains. In order to investigate the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use, as well as the implications of this diversity of English on various facets of society, including TESOL curricula and English language teaching practices, this inclusive paradigm seeks to integrate the work of WE, ELF, and EIL.

Given their focus on the global use of English, Global Englishes draws on important work from WE scholars (c.f. Kachru, B., Kachru, Y. & Nelson, 2006), ELF scholars (c.f. Jenkins, 2006a; Seidlhofer, 2011), EIL scholars (c.f. Alsagoff et al., 2012; Matsuda, 2012), and translanguaging scholars (c.f. García, 2009; Canagarajah, 2013). Scholars in these domains demonstrate how English is adapted and utilized in conjunction with other languages, highlighting its pluricentricity. Global Englishes research is a part of the movement that claims that "multilingualism is the topic du jour – at least in critical applied linguistics" (May 2014, p. 1), where "multilingualism has been at the forefront of recent

discussions" that challenge prevailing conceptualizations of second language acquisition (SLA) within the wider field (Galloway & Numajiri, 2020, p. 121). As a result, "Global Englishes" brings together similar SLA movements like translanguaging and the multilingual turn, as well as work in these linked domains.

1. Proposals for change: Global Englishes Language Teaching

Scholars in these domains demonstrate how English is adapted and utilized in conjunction with other languages, highlighting its pluricentricity. Global Englishes research is a part of the movement that claims that "multilingualism is the topic du jour – at least in critical applied linguistics" (May 2014, p. 1), where "multilingualism has been at the forefront of recent discussions" that challenge prevailing conceptualizations of second language acquisition (SLA) within the wider field (Galloway & Numajiri, 2020, p. 121). As a result, "Global Englishes" brings together similar SLA movements like translanguaging and the multilingual turn, as well as work in these linked domains.

- 1) Expanding exposure to ELF and World Englishes in language courses.
- 2) Stressing in ELT the value of multilingualism
- 3) Increasing ELT's Knowledge of Global Englishes
- 4) Increasing knowledge of ELF techniques in language instruction
- 5) Stressing in ELT the value of respect for other cultures and identities
- 6) Modifying the ELT industry's hiring procedures for English teachers



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These suggestions were grouped with the intention of bringing related ideas together and assisting in the paradigm shift. According to McKay (2012), p. 73, the first option emphasizes the need of exposing students to the variety of English "so that they are better prepared to deal with English interactions in international contexts." In accordance with developments in translanguaging research and the multilingual trend in SLA, the second proposition calls for cultivating appreciation for multilingualism. They respond to requests for plurilingual pedagogies in TESOL and challenge the monolingual orientations that form the basis of "traditional" TESOL curriculum (e.g. Lin, 2013).

The necessity of a critical approach to ELT and increasing awareness of English's usage as a global language are the subjects of the third suggestion. The fourth suggestion, which is based on ELF research, takes into account the necessity for students to learn how to adjust to various interlocutors and language user communities. The fifth suggestion is to reevaluate what it means to be an English-using society and to appreciate cultural differences (c.f. Baker, 2009, 2012, 2015). In order to lessen the status of native speakers as experts, the final plan suggests modifying teacher hiring procedures and training (see McKay, 2012). As a result, "on a global level, the ELT profession is perhaps the only occupation in which the majority faces discrimination" (Ali, 2009, p. 37). This is because non-native speaking instructors indeed comprise the majority of the profession (Braine, 1999).

However, curriculum reform is a complicated process, and the ideas were accompanied by a number of obstacles to change. These include employment

policies that favor native speakers, a dearth of resources that support global approaches, TESOL's strict adherence to standard language philosophy, and traditional viewpoints in teacher education (Galloway & Rose, 2015).

2. Global Englishes innovations in practice

Although there has long been a theory-practice gap in Global Englishes and related fields of study, a significant amount of classroom- and LTE-based research has recently surfaced to close this gap. In order to better comprehend the consequences of Global Englishes developments, it is currently necessary to assess the research that has been conducted in language classrooms thus far. In a similar vein, in order to suggest new approaches for teacher education, we must know what innovations have been studied up to this point. Last but not least, we see a pressing need to examine how technology is used in curricular innovation to make sure we fulfill present and future pedagogical demands, especially in light of recent disruptions to student mobility and in-person instruction brought on by the COVID-19 pandemic. Therefore, the purpose of this study is to methodically examine the improvements that have been proposed and the research that has been done on their application.

I. Related Studies

In order to gain a clear perspective toward this research, it is necessary to review findings of previous related research on, primarily, English learning process in Tahfidz class and aspects which might correlate with it, including factors that support the learning process that can be employed in a class.

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A research conducted by (Fauziah, Hidayati, and Abdullah : 2021) examined the views of Indonesian pre-service teachers toward Thai English during their teaching practicum in Thailand. This study investigated Indonesian pre-service teachers' attitudes towards Thai English within their teaching practicum in Thailand to fill this gap. Four pre-service teachers from Indonesia are performing Participants in the teaching practicum were selected from a variety of Thai schools. The results showed that Thai English was harder to understand. Additionally, they argued that Thai English allows them to undergo changes in emotion. Thai English has eventually adapted from the English and Thai language. In light of these, comprehending Thai English essentially provides additional different forms of English to use in the classroom for Indonesian pre-service teachers.

This study above merely focused on how the pre-service teachers encountered the English that they assume it was a new type of English as it is called Thailish (Thai-English). It was stated that Thai english enables them to experience emotional shifts and eventually the pre-service teachers employed the Thai-English to communicate in the classroom. Meanwhile, in this research, the study will direct the concern about the experience of Indonesian English teacher experience in teaching and live their life in Thailand, eventhough the study similarly take a location in Thailand and Indonesian English teacher as the source of information.

Furthermore, there was study set out by Perwitasari and Sundari (2022) aimed to investigate the teaching experiences as well as their perceptions of



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themselves as NNESTs working in northeastern Thailand. Six Indonesian English instructors in northeastern Thailand were invited to participate in two stages of interview sessions, which were guided by Kvale's (2007) qualitative approach to interview research inquiry. The results demonstrate that Indonesian teachers were motivated by a number of internal factors, such as gaining more teaching experience, being recognized, and earning more money, to teach English in Thailand. Throughout their employment as primary and secondary English teachers in various northeastern regions, they have experienced both teaching and living in a bittersweet way.

Based on the result of the relevant study of this research, it can be inferred that the similarity was about investigating Indonesian English teachers experience in Thailand. Meanwhile, the difference lies in the location or region where in this research was taken place in northeastern Thailand while in the present research will take place in southern of Thailand.

On the other hand, the experiences and difficulties that Indonesian EFL teachers, known as NNESTs in Thailand were examined in this study (Putri, 2020). Seventeen Indonesian EFL teachers in Thailand participated in interviews and completed a questionnaire as part of the study. According to the report, the majority of Indonesian EFL teachers are keen to teach English in Thailand in order to gain international teaching experience, hone their English, and increase their income. Furthermore, although acclimating to the teaching environment proved to be difficult, the Indonesian EFL teachers had little trouble adjusting to the new cultures in Thailand. Third, even though their pay was less than that of

NESTs, Indonesian EFL teachers perceived the equal treatment as NESTs. Finally, the study documented problems in English classrooms that promote the innovation of Indonesian EFL teachers in English classes, including student incentives, linguistic gaps, and plagiarism.

The research conducted by (Putri, 2020) has the same objective as the researcher is going to conduct in this research that is exploring or investigating the experience of the Indonesian teachers who teach English abroad. Yet, it was conducted in the central and north of Thailand where the people are Buddhist while in this research the researcher will take a place in the southern of Thailand where the majority of the people are Moslem, hence there might have different social experience encountered by the Indonesian teachers. Beside that, in the previous research did not provide any information about the detail technical issues while the Indonesian teachers taught English in the classroom. Therefore, in this research, deeper investigation towards the issues, techniques, strategies and the curriculum related to English while teaching in Thailand will be provided by the researcher.

Rahmawati and Kurniawan conducted a research in 2020. There is an innovative program for improving student teachers' teaching abilities by teaching abroad through internships. A teacher must possess the most teaching expertise in order for education to advance. The SEA (Southeast Asian) Teacher program offered by SEAMEO (Southeast Asian Ministers of Education Organization) is one of the many amazing programs for teaching practice available today. The goal was to outline the challenges that SEA teachers and students have when teaching



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public speaking because of a language barrier. Interviews with student instructors who instruct public speaking in grade 11 at PSU Integrated High School in the Philippines were used to get the data. Four student teachers who instruct public speaking make up the subjects. Using a phenomenological method, data is analyzed. The findings indicate that student instructors struggle to communicate because of different languages, particularly when they lose track of vocabulary. Furthermore, it highlights certain issues with pupils' accents and dialects to the extent that occasionally they are unable to comprehend what lecturers are saying. Consequently, the study emphasizes that student teachers had to be proficient in English. Given that language is one of the obstacles, the study recommends that student instructors work on their English speaking abilities in order to secure an internship abroad.

The similarity of this study and the present study is the method. Both of the study use Phenomenological method. Yet, in the previous study the researcher took a place of the research for pre-service teachers who did internship in the Philippines while the present study will take place in Thailand, and not only the pre-service teachers but also the Indonesian teachers who had been teaching English professionally in Thailand will become the source of information. Beside that the current study focus on the English subject yet the previous study merely concerned about public speaking.

Another study conducted by Waterworth (2016). The study investigated the views and perceptions of English teachers in eight of the ten ASEAN countries. It resulted from a joint research study by Universitas Pendidikan



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Indonesia and CfBT Brunei on English instruction in ASEAN. From the research, it can be inferred that despite having varying degrees of proficiency in English and varying backgrounds in local, national, and international culture, the instructors' stories of trying to provide their children the best education possible were strikingly similar. It was their joint duty as non-native English speakers to convey to their non-native speaking students not only the English language but also the culture of first-language English speakers. Their roles' tensions and conflicts were noted and investigated. The study came to the conclusion that instructors require assistance in both their educational and intercultural roles. The ASEAN community and the significance of their own ability to speak English in it were not well understood or valued by their students, according to teachers.

In the study researched by Waterworth in 2016 focused on the views and perceptions of the English teachers throughout eight Southeast Asian countries, where the teachers taught English in their own countries. Eventhough, the study take subject of English in SEA country, yet, it is different from the current study where the research will take the participants teaching in another country. There should be different difficulties and problems which might appear since the present study will have the teachers unable to speak the local language of the students and the students can not speak the language of the teachers. Both the teachers and the students must use English as the medium of communication.

Next, another research held by Mengorio and Dumlao (2019). They took Fifteen non-native English speaking foreign teachers (NNESFT) who taught in Vietnam, Thailand, and Indonesia as the subjects in this study. This study aimed to



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analyse the experiences of fifteen Non-native English Speaking Foreign Teachers (NNESFT) teaching in Indonesia, Thailand and Vietnam. However, the study's findings indicated that teachers' motivations for teaching English in a foreign classroom were more extrinsic than internal and selfless. NNESFT identified three advantages of teaching in a foreign classroom: fostering cultural awareness, personal growth, and financial considerations. Problems with textbooks and curricula, cultural differences in the classroom, and teaching non-native English speakers in a foreign classroom were also mentioned. The findings' implications were examined, and suggestions for future lines of inquiry were developed.

This study had similarities in the object of researcher, that was to analyse the experiences of Non-native English Speaking Foreign Teachers (NNESFT) teaching abroad. Yet, the present study will only focus of one country that is Thailand, beside that it has different aspect of research in terms of the participants where in the previous research took Philipine teachers while in the present study Indonesian teachers will be interviewed to get information.

A study about students perception towards EFL teachers was researched by Songsirisak in 2017. There is an assumption that non-native English speakers excel in various areas than their native counterparts, they can be excellent role models for students (Medgyes, 1994). Thai EFL teachers have less detailed data to consider their teaching methods because there aren't many research on how international students see language education in Thai EFL environments. In this research, thirty-eight Chinese students from a university in Yunnan Province, China, participated in the study using a series of open-ended questions and

questionnaires. The results indicated that EFL teachers who speak English as their first language are preferred above those who speak Thai. This preference has to do with Chinese students' experiences learning English as a second language and the requirement for native speakers to become proficient in the language. It's interesting that they had a favorable opinion of Thai EFL teachers. The results also showed that Thai EFL teachers are competent, well-versed, and had positive traits in teaching English.

Based on the research Songsirisak (2017) also did a research about EFL teachers who teach abroad. Yet, the subjects of the research pointed out to the students as the subject and not the opposite. Since in the present study the researcher will subject the EFL teachers as the source of information.

Last, a qualitative research conducted by Wulandari, Rosnaningsih, and Sintawati in 2021 about students' perceptions of native and non-native English teachers in a non-formal educational institution. There was an argument that native English teachers have many advantages than non-native English teachers and students preferred native to non-native teachers; however, the argument had to be assessed. The research used three instruments: close-ended questionnaire, semi-structured interview, and documentation. The study revealed that native and non-native English teachers had their own specific roles in the Indonesian context. Students needed native more than non-native teachers because the latter were bilingual having the same mother tongue as them, and they enabled a successful learning process because of the effective learning strategies they shared. Yet, non-native teachers also contributed in helping students deal with difficulties and



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challenges in their learning process because non-native teachers have the same point of view in learning English compare than the native teachers.

The research above have similarity with the present study as the design of the research that qualitative study and it involved EFL teachers in it. Yet, in the present study the researchers will only focus on the NNEST EFL teachers in teaching abroad, beside that the subject of the research is the teachers not the students as the previous research have done.

According to some of related studies above, there are some similarities and differences. The main common similarities are the location of the research, the subject of the research and also the method of the research. However, some of the research targeted the students as the source of information or the participants, while in the present study it will take the teachers as the participants. Beside that, some of the previous study varied in terms of specific region of Thailand where the present study will take southern of Thailand where the students dominated by Moeslem. On the other hand, there was a study conducted by Putri in 2020 have the same objective as the present study, unfortunately merely focus on social experience encontered by the teachers but the study did not provide deeper and detail information regarding with the teaching teachniques, detail issues in dealing with the students in the classroom, and also the English curriculum used in Thailand. By providing those data it can be strongly useful information for the next Indonesian teachers who might continue or try their teaching career in Thailand. Therefore, the researcher is interested in conducting the research which provide social and also teaching experience while more focus on the professional teaching development.

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J. Conceptual Framework

The chart below is provided as an illustration of this research. Figure 1 is the conceptual framework of this research. Then, figure 2 and 3 shows how the study will be conducted, including how to select respondents, how to conduct the interview, deliver the questionnaire, and documentation. The research flow can be seen in figure 2, while the selection of the respondents and the interview process can be observed from figure 3. Then, the questionnaire distribution can be seen in figure 4.

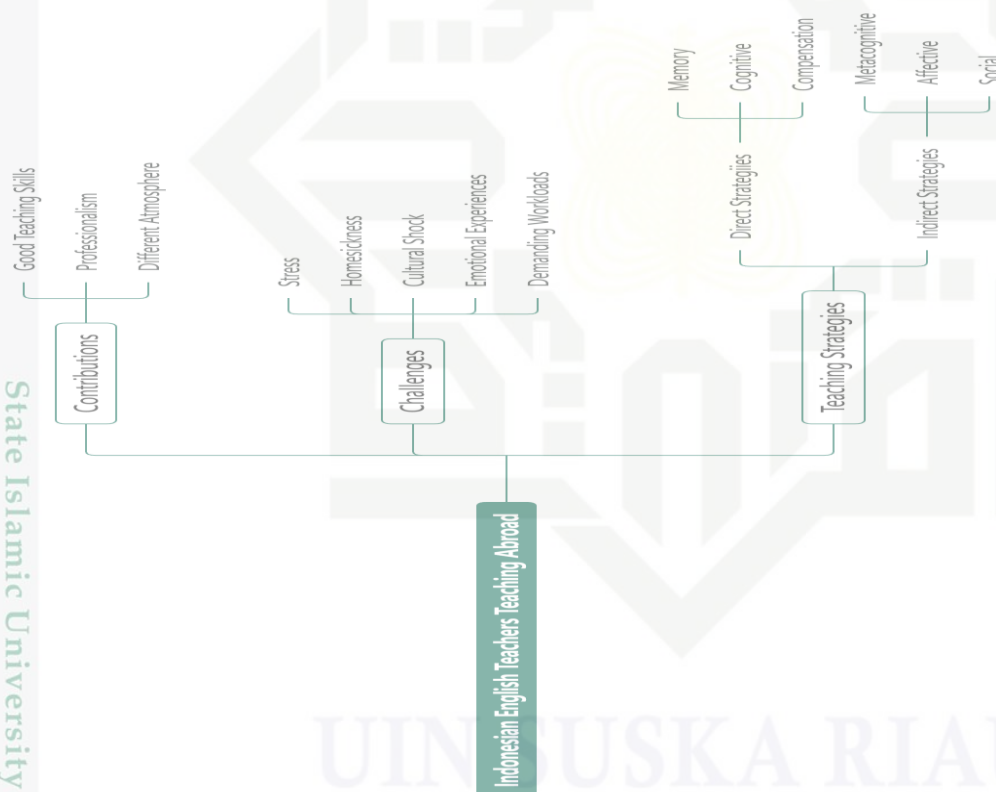


Figure 5 Conceptual Framework

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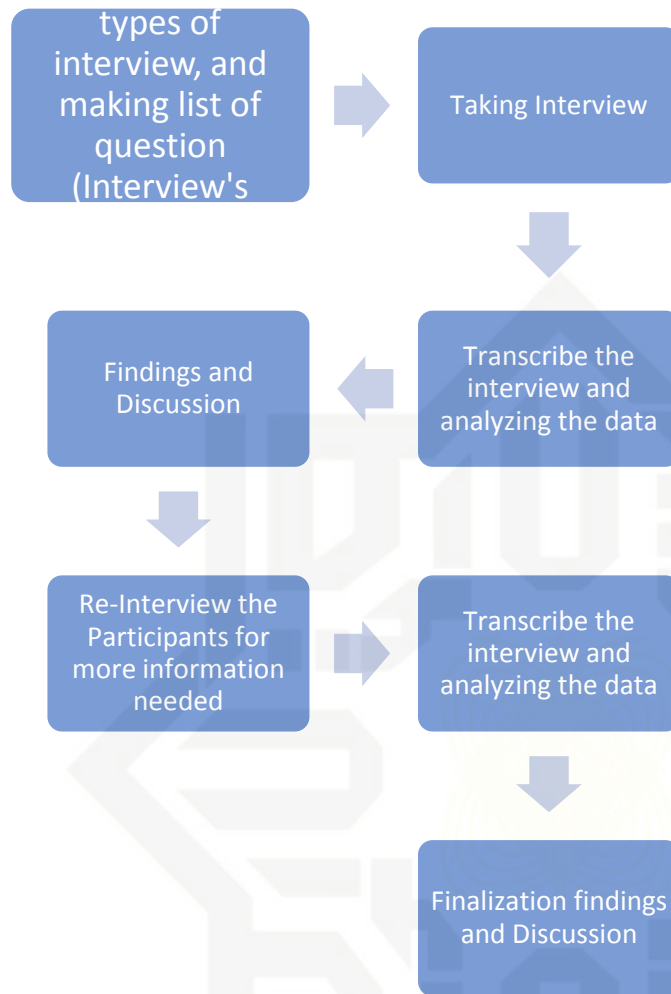


Figure 6 Research Flow

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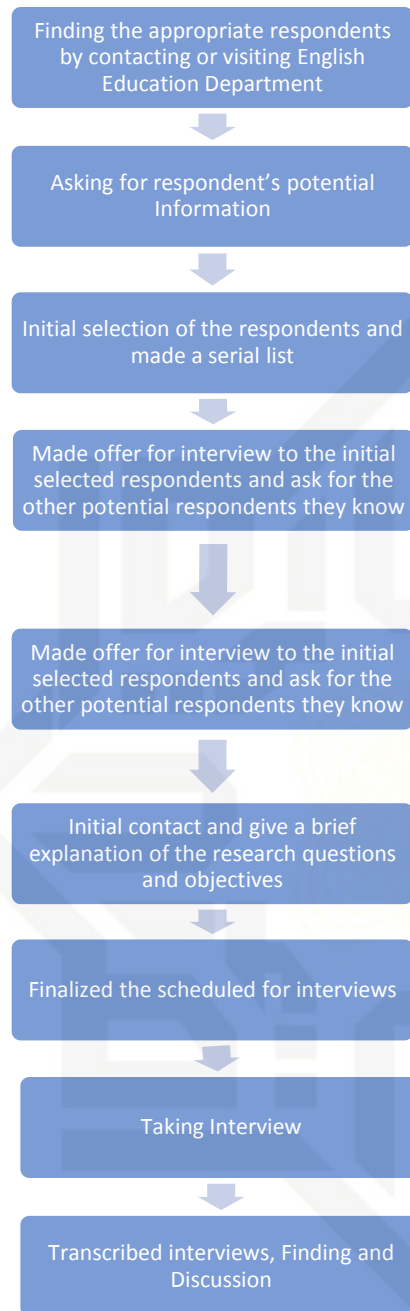


Figure 7 Respondents's selection and data collection process (Adapted from Hossain, Alam, and Ali ,2024)

The procedures employed by the researcher is described in this chapter, including the research design, participants, data collection method, data analysis, and trustworthiness of the research.

This study used qualitative method to collect descriptive non-numerical data to gain insights into the phenomena of interest. Because the data that were collected in this study should contribute to understanding the phenomenon, data collection is largely determined by the nature of the problem (Gay, 2012). In line with the statement Cresswell (2012) stated that qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problems, which in this case is educational context. Since this study aims to explore the experience of Indonesian teachers in teaching English in ASEAN countries, so, this method is appropriate for the matter.

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The approach in this study is phenomenological approach. According to Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010), If a researcher wants to understand human experience and how experiences are interpreted differently by different people would certainly be an appropriate reason to conduct a phenomenological study. Regarding with the statement Ary, D., Jacobs, L. C., & Sorensen, C. Asghar Razavieh (2010) also stated that A phenomenological study is designed to describe and interpret an experience by determining the meaning of the experience as perceived by the people who have participated in it. Since this study has the the purpose to understand participants experiences, then it is suitable to choose this approach.

B. Research Site

This research focused on Indonesian English teachers who have been teaching in southern Thailand. The selection of the research sites is based on the reason that there have not been enough research who had been done regarding with the issue in the location. The research site is located in the southern Thailand where it is dominated by muslims eventhough Thailand is predominated by Budhist. The teachers have been teaching in various level from teaching in primary school to senior high school level.

C. Participants of The Research

The subject of the study is Indonesian teachers who have experiences in teaching English in southern Thailand. One participant has finished their teaching and one of the participant are still teaching by the time of the interview. As stated by Cresswell (2012), in selecting the participants, the researchers intentionally



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selected individuals and sites to learn or understand the central phenomenon as also stated by Cohen (2012). In this case, the study related to Indonesian teachers who have the experiences of being a non-NESTs teach English in southern Thailand.

D. Participant Profiles

Two participants were interviewed for this study:

- 1) **Participant 1** is a female English teacher with several years of teaching experience in Thailand. Her placement was in a school that emphasizes Islamic education, which affects the students' exposure to English and international perspectives.
- 2) **Participant 2** is a male English teacher who has been teaching in both urban and semi-rural schools in Southern Thailand. His students primarily come from religious education tracks, and he navigates a trilingual environment (Thai, Malay, and Arabic).

These participants were selected purposefully based on their relevance to the research focus. There are two non-NESTs from Indonesia who have been interviewed . All participants have degrees in educational field.

Table 2

Demographic information of Participants

Teacher Participants	Sex	Educational Background	Teaching in ASEAN Country	Teaching Experience Abroad	School level
1	M	Bachelor's degree	Thailand	7 years	Secondary
2	F	Bachelor's degree	Thailand	5 years	Primary

E. Triangulation

In qualitative research, triangulation is a methodological strategy used to enhance the validity and credibility of findings by combining multiple data sources, methods, or theoretical perspectives (Fusch et al., 2018; Creswell, 2013). For this study, which explores Indonesian non-native English teachers' experiences teaching abroad, triangulation is particularly critical to ensure a comprehensive understanding of their multifaceted experiences.

The procedure for gathering qualitative data consists of some connected parts. Although these steps shouldn't be thought of as following each other in a straight line, they frequently do. The first of the five procedures is to choose the participants and study locations, which has been explained above as well as the sampling approach that will best enable the researcher to comprehend the main phenomenon and the research question (Cresswell, 2012; Cohen, 2012; Gay, 2012).

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As stated by Gay (2012), The qualitative research is prepared to start data collecting, often known as fieldwork, after gaining access to a location and choosing subjects. Observations, interviews, questionnaires, phone calls, personal and official documents, photographs, recordings, drawings, journals, email messages and responses, and informal conversations are all sources of qualitative data. However, in this research, the researcher will utilize two data collection technique which are, interview, and documents.

1. Interview

An interview is a planned conversation where one person asks another for information. Although matching observations and interviews can be a useful strategy to collect complementing data, interviews allow researchers to access crucial information they cannot receive through observation alone. Interviews can reveal information that cannot be learned from observation since past occurrences cannot be learned through observation (Gay, 2012, p.386). The interview will be the major source of data collection in this study. This interview will collect data from the respondents related to their motivation to teach abroad, the challenge they face both culturally and professionally as a non-native English teacher, their unique experience, their perception about teaching English abroad, and also their thought regarding with the insight or knowledge they gain by teaching English abroad.

There are are three kinds of interview which are unstructured interview, structured interview, and semi-structured interview. Unstructured interview refers to a casual conversation that allows the qualitative researcher to inquire into



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something that has presented itself as an opportunity to learn about something at the research setting. In a structured interview, the researcher has a specified set of questions that elicits the same information from the respondents. While in Semistructured interviews combine both structured and unstructured approaches (Gay, 2012; Cresswell, 2012). In this research the researcher will use semi-structured interview because it is considered to be the most appropriate approach to interview the participant, so that the participants will feel comfortable yet, the researcher still have the guidelines for the questions to be asked.

2. Semi-Structured Interview Guide

A semi-structured interview was employed as the primary research instrument in this phenomenological study to explore the lived experiences of Indonesian non-native English-speaking teachers (NNESTs) teaching English in Southern Thailand. The semi-structured format allowed for a balance between consistency across interviews and the flexibility needed to capture rich, descriptive narratives (Creswell & Poth, 2018). An interview guide was developed based on the study's three research questions, which served as organizing frameworks for the conversation. To address the first research question—"What are the challenges experienced by Indonesian NNEST teachers in teaching English in Southern Thailand?"—participants were invited to describe specific obstacles they encountered, such as linguistic, cultural, or institutional challenges. In response to the second question "How do the Indonesian NNEST teachers experience the challenges in teaching English in Southern Thailand?"—the interview prompted discussion of coping strategies, professional adaptations, and



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classroom practices. For the third question—“What contributions are offered by Indonesian NNEST teachers into English teaching in Southern Thailand based on their experience?”participants were asked to reflect on their pedagogical contributions, intercultural perspectives, and perceived influence on the local teaching context, and also “How did Indonesian NNESTs Construct Meaning from Their Experiences as Non-Native English Teachers in an International Setting ?“

The semi-structured design ensured that while all key areas were systematically addressed, participants had the freedom to elaborate on aspects of their experience that they found personally meaningful, consistent with the phenomenological emphasis on understanding lived experiences (Moustakas, 1994). The interview guidelines for the interview as follow :

Section A: Background Information

- 1) How long have you been teaching English in Southern Thailand?
- 2) What is your educational and professional background?
- 3) What levels or age groups do you teach?

Section B: Challenges (Research Question 1)

- 1) Can you describe some of the main challenges you face as an Indonesian teacher of English in Thailand?
- 2) Are there specific language or cultural challenges you have encountered in the classroom?
- 3) Have you experienced any difficulties related to being a non-native English speaker?

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Section C: Coping Strategies (Research Question 2)

- 1) How have you handled the challenges you mentioned?
- 2) What strategies or resources have you found helpful in dealing with these difficulties?
- 3) Can you share a specific situation where you successfully overcame a teaching challenge?

Section D: Contributions (Research Question 3)

- 1) In what ways do you think your background as an Indonesian NNEST benefits your students or your school?
- 2) What unique perspectives or skills do you bring to your English teaching in this context?
- 3) How do your colleagues or students respond to your teaching style or approach?

Section E: Meaning Construction (Research Question 4)

- 1) Looking back, what personal or professional meanings do you attach to your experience of teaching English in Thailand?
- 2) How has living and teaching in another country influenced your view of yourself as an English teacher?
- 3) In what ways have your experiences abroad shaped your understanding of being a non-native English-speaking teacher?
- 4) Can you describe a moment or realization that helped you understand your role or identity more deeply?
- 5) How do you make sense of the challenges and achievements you have encountered during your teaching journey abroad?



Section F: Closing

- 1) Is there anything else you would like to share about your experience teaching English in Southern Thailand?
- 2) Do you have any advice for other Indonesian teachers who might be considering teaching in Thailand?

To ensure accurate communication and understanding during the interviews, the interview questions were translated into Indonesian, which is the shared mother tongue of both the researcher and the participants. This comprehensive question framework ensures that the study delves deeply into the Indonesian NNEST English teaching experiences in the Thai teaching context.

3. Documents

According to Gay (2012) qualitative researchers examine various types of records or documents, including archival documents, journals, maps, videotapes, audiotapes, and artifacts. Many of these data sources are naturally occurring in educational settings and require only that the researcher locate them within the research setting. In this study, the researcher asked some archival documents to the participants such as course outline or syllabus, lesson plan, or reference book they use to teach at schools.

F. Data Analysis

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.



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There is no one single or correct way to analyse and present qualitative data; how one does it should abide by the issue of fitness for purpose. The significance of deciding the purpose is that it determines the kind of analysis performed on the data. This, in turn, it influences the way in which the analysis is written up.

One of the most frequent data analysis procedures undertaken by qualitative researchers is coding, the process of categorically marking or referencing units of text (e.g., words, phrases, paragraphs, and quotations) with codes and labels as a way to indicate patterns and significance. As you evaluate and code, you reduce your data to a workable form. One approach to go while working with field notes, transcripts of taped interviews, images, maps, and charts is to capture relevant data on index cards, which are manageable and allow for sorting. (Gay, 2012, p.469).

Furthermore, the data were analyzed using thematic analysis as proposed by Braun and Clarke (2006). Braun and Clarke conceptualize thematic analysis as a flexible qualitative analytic method for identifying, analyzing, and reporting patterns of meaning within qualitative data. While thematic analysis is not tied to a specific qualitative methodology, its flexibility allows it to be employed within phenomenological research, provided that the analysis remains focused on participants' subjective meanings and lived experiences. In this study, thematic analysis was used to systematically examine interview transcripts, enabling the researcher to identify recurring themes that represent the essence of participants' teaching experiences. This approach aligns with the phenomenological aim of capturing how individuals make sense of their experiences, while offering a clear and rigorous framework for data analysis.



G. Open Analytical & Coding

This document presents the open analytical coding and thematic development produced from two semi-structured interviews with Indonesian non-native English speaking teachers (NNESTs) working in Southern Thailand (Participant 1/ P1 and Participant 2/ P2). The purpose of the analysis is to answer the study's research questions by making participant voices central: (1) the challenges NNESTs experienced teaching English in Southern Thailand, (2) the strategies they used to meet those challenges in their experience, (3) their contributions to local English education based on their experience and (4) how they construct meaning from their cross-cultural teaching experiences.

1. Analytic approach

The analysis followed an inductive, qualitative thematic coding procedure oriented around open coding and constant comparison. Key steps were:

- 1) Familiarization : repeated reading of interview transcripts and related field notes to capture salient experiences and recurrent language.
- 2) Open coding : assigning short descriptive codes to meaningful segments (phrases or sentences) without forcing them into pre-existing categories.
- 3) Axial coding / grouping : clustering related open codes into higher-order categories (e.g., Language Barriers, Translanguaging, Encouraging Students).
- 4) Labeling and notation : assigning final code labels and systematic identifiers (see How to read the tables below).

- 5) Constant comparison and refinement : iteratively comparing codes across participants and revising category boundaries until categories were coherent and distinct.
- 6) Interpretation : linking categories to research questions, drawing out contributions, contextual factors, and implications for NNEST practice.

Where relevant, analytic memos were written to capture analytic decisions, emerging patterns (e.g., the link between cultural familiarity and student motivation), and reflexive notes about the researcher's positionality.

2. How to read the tables and codes

Each excerpt in the tables is tied to a short interpretive code. Code prefixes indicate the analytic domain:

C = Challenges (e.g., C1 Cultural Shock, C2 Language Barriers)
S = Strategies / Solutions (e.g., S1 Translanguaging, S3 Game-based activities)
CT = Contributions (e.g., CT1 Elevating student confidence)
M = Meaning / Sense-making (e.g., M1 Teaching adaptation)

P1 / P2 mark speakers (Participants). Direct quotes are presented verbatim from transcripts, and short analytic comments follow each quote as the assigned code. Where similar meanings occurred across different turns, the code was applied repeatedly to show recurrence.

3. Trustworthiness and reflexivity

To increase analytic trustworthiness, the following practices were applied: careful transcription checks, repeated cross-checking of codes across the two interviews, and memoing to document analytic decisions. Quotations are used to

ground interpretations in participant language. The researcher acknowledges their interpretive role and the limited sample (two participants), and therefore presents findings as context-sensitive insights rather than generalizable claims.

4. Ethical considerations

Participants are identified by pseudonyms (P1, P2); identifying details that could compromise anonymity have been removed. Interview dates are reported with participants' consent. All reporting follows ethical norms for qualitative research, prioritizing respectful and accurate presentation of participants' perspectives. The sample of the table of every research questions and the analytical code as follow, for the full version the research attach in the Appendix

2.

Table 3

Sample Data Interview of Research Question 1

Research Question 1			
Participants	Statements	Keywords (from Statements)	Category/Code
Participant 2 (P2)	At first, it was quite difficult. Everything was different , the language, food, and lifestyle.	different language, food, lifestyle	Cultural Shock (C1)
Participant 1 (P1)	The challenge there because they were still kids so basically they don't have any English skill yet.	no English skill	Language Barriers (C2)
Participant 2 (P2)	I couldn't speak Thai at all when I first came, so I relied on my colleagues to help me communicate with students and local people.	couldn't speak Thai	Language Barriers (C2)

Table 4

Sample Data Interview of Research Question 2

Research Question 2			
Participants	Statements	Keywords	Category/Code
Participant 2 (P2)	Yes, there was one local teacher who spoke both Malay and a bit of Arabic. He helped me a lot with translation and daily matters.	helped with translation	Translanguaging (S1)
P2	Later, I started learning some Thai to make things easier in daily life.	learning Thai	Learning Local Language/Translanguaging (S1)

Table 5

Sample Data Interview of Research Question 3

Research Question 3			
Participants	Statements		Category/Code
Participant 2 (P2)	Some students who were very shy at the beginning are now more confident to speak in front of the class. One student even volunteered to join an English speech competition.	more confident	Elevating Students Confidence (CT1)
P2	For local teachers, they follow the Thai national curriculum. But for foreign teachers like me, the school gives more flexibility. I can design my own lessons as long as they meet the school's objectives and help students improve their communication skills.	design my own lessons	Custom Curriculum and Material Design (CT2)

Table 6

Sample Data Interview of Research Question 4

Research Question 4			
Participants	Statements		Category/Code
Participant 2 (P2)	However, the challenge back then, during COVID-19 in 2021, was that we gained new experiences in teaching children by using social media more intensively	COVID, social media	Teaching Adaptation (M1)
Participant 2 (P2)	“Students made videos using CapCut.”	video creation	Creative Pedagogy (M2)
Participant 1 (P1)	Alhamdulillah, it felt fun when I taught there, the friends are nice and the environment is also good.	felt fun, good environment	Feeling Grateful (M3)

Table 7

Sample Data Interview of other information

Other Information			
Participants	Statements	Keywords	Category/Code
Participant 2 (P2)	I usually start with a warm-up activity something short like a question, picture discussion, or vocabulary game. Then, I introduce the main topic and show examples of dialogues or sentences. After that, students practice in pairs or groups through speaking activities.	Warm-up	Warm-Up Activities
Participant 2 (P2)	I might ask them to write short dialogues or short paragraphs about their daily life.	Short dialogue	Writing Short Dialogue/Paragraph

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H. Conclusion Drawing

Conclusion drawing is also called as verification. From the very beginning of data collection, the researcher starts to decide what things mean, as a temporary conclusion, and holds these conclusions lightly; keeping openness and skepticism, but the final conclusions may not emerge until data collection is over. The data triangulation of this research gathered from the interview, observational notes from interview, and the document analysis. Meanwhile, drawing conclusion is the last step of data gathering which should follow data reduction and data display earlier (Miles and Huberman, 1994). Moreover, in this investigation, the researcher started to identify the crucial variables to draw in the conclusion. As a result, the ultimate conclusion fulfilled by valid and consistent from the evidences that have been acquired.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In conclusion, the findings affirm that Indonesian NNESTs in Southern Thailand experienced real challenges linguistic, cultural, and pedagogical but also rise to meet them through creative strategies grounded in empathy, linguistic flexibility, and local engagement. Their work expands the notion of what it means to be an effective English teacher and offers an alternative model for EFL pedagogy in multilingual, multicultural regions. In contrast to dominant discourses that often marginalize NNESTs, this study demonstrates that NNEST identity can be a pedagogical strength, not a limitation.

Overall Discussion. Across cases, we see a trajectory: Challenges (multilingual complexity, cultural adjustment) Strategies (translanguaging, multimodal tasks, positive environment) Contributions (localized curricula, social integration, recognized outcomes). This mirrors a context-sensitive professionalization: teachers mobilize their own multilingual and intercultural capital to create inclusive participation structures, confirming that effective English teaching in Southern Thailand is less about nativeness and more about contextual responsiveness (García & Wei, 2014; Kumaravadivelu, 2006; Selvi, 2020; Cummins, 2021).

In the last decade, research on NNESTs has shifted from viewing them through a deficit lens to recognizing their multidimensional strengths. This study



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confirms that Indonesian NNESTs teaching in Thailand are reflective, adaptive, and professionals who continuously construct meaning from their cross-cultural experiences.

Their reflections embody a phenomenology of growth where identity, creativity, and intercultural awareness are intertwined. Through lived experience, they transform obstacles into opportunities for self-realization and contribute significantly to the evolving global landscape of English language teaching.

B. Suggestion

Based on this research entitled “exploring teaching experiences of Indonesian Non-Native English teachers (NNESTs) abroad, there are some suggestions for future related research. First, by expanding the number and diversity of participants, this study involved a limited number of participants, which allowed for deep phenomenological insight but restricted broader representation. Another suggestion, comparative studies across countries or regions. This study focused specifically on Southern Thailand, a region with unique cultural and religious characteristics, the future studies may compare Indonesian NNESTs teaching in Southern Thailand with those in Central or Northern Thailand. Last but not least this phenomenological approach captured lived experiences but did not measure pedagogical impact quantitatively, thus, future studies may combine qualitative interviews and classroom observations or mixed-methods research design, this would strengthen the validity and applicability of NNEST research findings.

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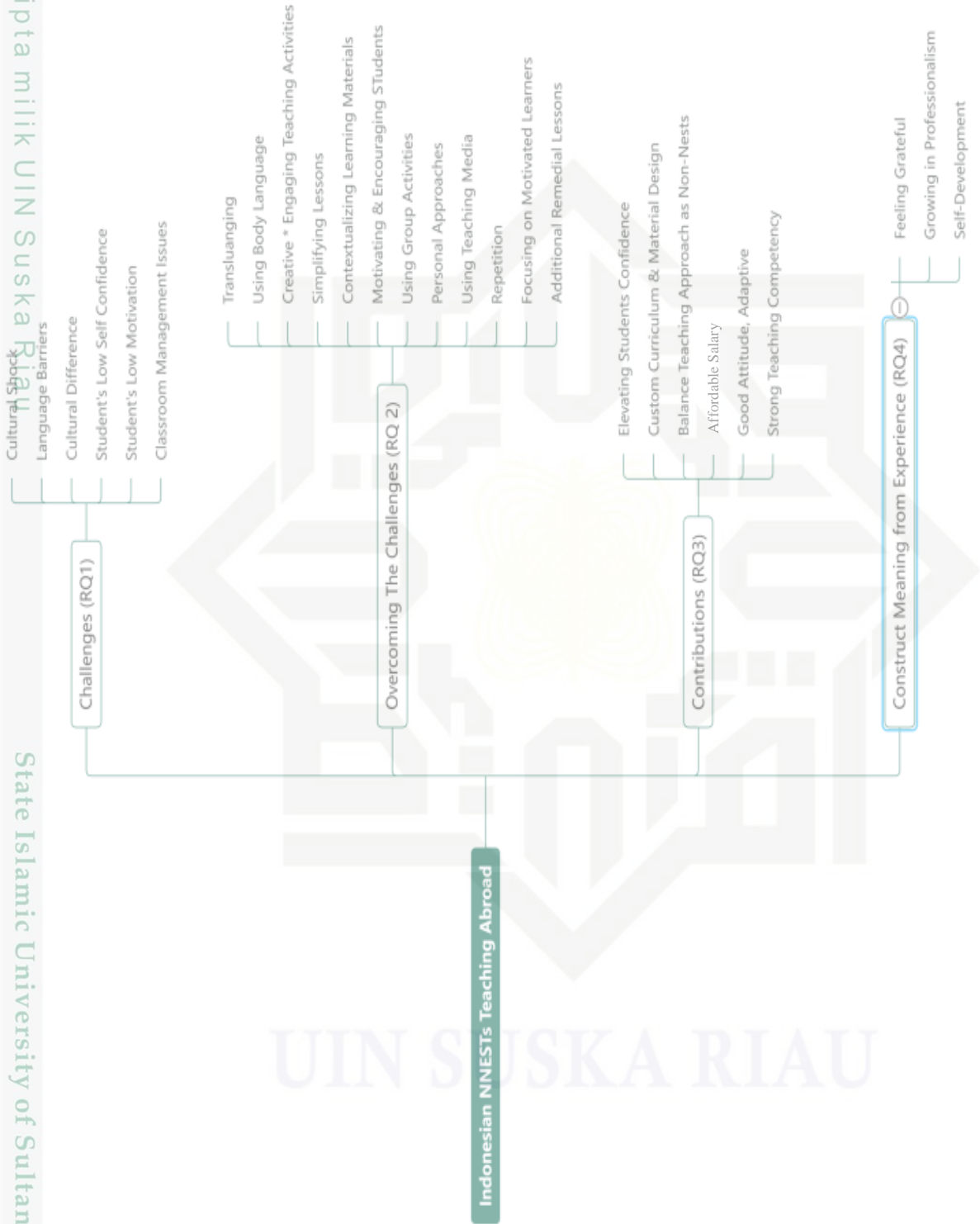


Figure 12 Mind Map of Indonesian English Teacher (NNESTs) Teaching Abroad

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APPENDIX 1 : Guidelines of Interview

Section A: Background Information	
How long have you been teaching English in Southern Thailand?	
What is your educational and professional background?	
What levels or age groups do you teach?	
Section B: Challenges (Research Question 1)	
Can you describe some of the main challenges you face as an Indonesian teacher of English in Thailand?	
Are there specific language or cultural challenges you have encountered in the classroom?	
Have you experienced any difficulties related to being a non-native English speaker?	
Section C: Coping Strategies (Research Question 2)	
How have you handled the challenges you mentioned?	
What strategies or resources have you found helpful in dealing with these difficulties?	
Can you share a specific situation where you successfully overcame a teaching challenge?	
Section D: Contributions (Research Question 3)	
In what ways do you think your background as an Indonesian NNEST benefits your students or your school?	
What unique perspectives or skills do you bring to your English teaching in this context?	
How do your colleagues or students respond to your teaching style or approach?	
Section E: Meaning Construction (Research Question 4)	
Looking back, what personal or professional meanings do you attach to your experience of teaching English in Thailand?	
How has living and teaching in another country influenced your view of yourself as an English teacher?	
In what ways have your experiences abroad shaped your understanding of being a non-native English-speaking teacher?	
Can you describe a moment or realization that helped you understand your role	

or identity more deeply?
How do you make sense of the challenges and achievements you have encountered during your teaching journey abroad?
Section F: Closing
Is there anything else you would like to share about your experience teaching English in Southern Thailand?
Do you have any advice for other Indonesian teachers who might be considering teaching in Thailand?

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APPENDIX 2 : Analytical Coding

Research Question 1			
Participants	Statements	Keywords (from Statements)	Category/Code
Participant 2 (P2)	At first, it was quite difficult. Everything was different , the language, food, and lifestyle.	different language, food, lifestyle	Cultural Shock (C1)
Participant 1 (P1)	The challenge there because they were still kids so basically they don't have any English skill yet.	no English skill	Language Barriers (C2)
P2	I couldn't speak Thai at all when I first came, so I relied on my colleagues to help me communicate with students and local people.	couldn't speak Thai	Language Barriers (C2)
P2	at the beginning it was quite challenging. Some students couldn't understand me at all when I spoke in English	couldn't understand English	Language Barriers (C2)
P2	The biggest challenge at the beginning was the language barrier. Most of the students and local teachers used Thai or Malay in daily communication, while I didn't speak either of those languages well.	used Thai or Malay	Language Barriers (C2)
P1	The culture here is different, even though we share some similarities as Southeast Asian countries. For example, The food is quite different most dishes here are spicy and have strong flavors. It took me some time to adjust.	afraid of mistakes, hesitate	Cultural Differences (C3)
P2	though sometimes they are a bit shy in class. They often hesitate to speak English because they're afraid of making mistakes.	low motivation	Low Self-Confidence Students (C4)
P2	Motivation was another big	noisy, scream	Low-Self

	challenge.		Motivation (C5)
P2	Many students lack confidence when speaking English.	Lack confidence	Low Self-Confidence Students (C4)
P2	Sometimes there are students who seem uninterested or sleepy during class, especially in afternoon sessions.	Uninterested	Low-Self Motivation (C5)
P1	Even basic instructions sometimes needed to be repeated or explained using simple Malay or gestures. So, it took extra time and creativity to make sure they understood.	no English skill	Language Barriers (C2)
P1	When we have teacher's meeting, they still use full Thai. Then, after the meeting has finished one of the local English teacher will explain in English, so as if I have meeting twice.	couldn't speak Thai	Language Barriers (C2)
P1	Because I don't understand the students' language and what do they mean, sometimes they laugh and I feel like not respected or feeling something alike.	couldn't understand English	Language Barriers (C2)
P1	While in the classroom they can be noisy and scream	used Thai or Malay	Noisy Classroom (C6)
P1	<i>Some of the students are in Intensive English program eventhough they are don't like English.</i>	Don't like English	Low-Self Motivation (C5)

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Research Question 2

Participants	Statements	Keywords	Category/Code
Participant 2 (P2)	Yes, there was one local teacher who spoke both Malay and a bit of Arabic. He helped me a lot with translation and daily matters.	helped with translation	Translanguaging (S1)
P2	Later, I started learning some Thai to make things easier in daily life.	learning Thai	Learning Local Language/Translanguaging (S1)
P2	Many of them spoke Malay or Thai, so I had to find a balance — sometimes mixing English, a bit of Malay, and simple body language to make them understand.	mixing language, body language	Mixing Language/Translanguaging (S1)
P2	I started by learning basic words and classroom expressions in Thai and Malay.	Learning basic words	Learning Local Language/Translanguaging (S1)
Participant 1 (P1)	I prefer to use body language to communicate with the students	games	Translanguaging/Body Language (S1)
P1	I use body language of words that the students can understand like the simple one.	Use body language	Translanguaging/Body Language (S1)
P2	I usually change the activity for example, turning the lesson into a game or small group competition.	Small group competition	Using Teaching Strategy Eg: Creating Competition Nuance (S2)

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	Once they get involved, their energy comes back.		
P2	I use simple ones like "Word Chain," "Guess the Word," or "Find Someone Who." These games make them move around and talk to each other in English	games	Using Game in teaching (S3)
P2	I tried to simplify my lessons and focus more on communication rather than grammar.	simplify	Simplifying Lesson (S4)
P2	For example, I used role plays, short dialogues, or visual aids to make the lesson more engaging.	Role play, visual aids,	Using Teaching Strategy (S2)
P2	So, I had to make English feel more relevant by connecting it to their interests like daily conversations, Islamic topics, or things related to their community.	relevant	Contextualizing Lesson & Material (S5)
P2	I have to encourage them more often to speak up.	encourage	Encouraging Students (S6)
P2	I usually remind them that making mistakes is normal and that what matters is trying to communicate. Gradually, they	remind	Encouraging Students (S6)

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	become more confident when they see that I appreciate their effort.		
P2	I often use encouragement and trust. I tell them that I believe in their ability, and I give them small tasks that they can complete successfully.	encouragement	Encouraging Students (S6)
P2	When they succeed, I praise them publicly, which motivates them to keep improving.	Praise, Motivate	Encouraging Students / Endless Motivation (S6)
P2	Sometimes I even create small competitions or performances to make learning more fun.	encourage	Using Teaching Strategy Eg: Creating Competition Nuance (S2)
P2	I usually select topics that are relevant to students' daily lives, like greetings, daily routines, school activities, or even topics related to Islamic values since we are in an Islamic school.	relevant	Contextualizing Lesson & Material (S5)
P2	I often use pair or group activities so they don't feel too nervous. When they work in small groups, they are more comfortable to talk.	Pair or Group Activities	Creating Group Activities (S7)

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P2

I believe in the power of encouragement. Instead of criticizing their mistakes, I focus on appreciating their effort. For example, if a student mispronounces a word, I correct it gently and praise them for trying. This way, they don't feel embarrassed but rather motivated to improve.

mixing language, body language

Encouraging Students (S6)

P2

I usually encourage them personally. Sometimes, after class, I talk to them privately to give motivation.

Encaourage personally

Personal Approach (S8)

P2

At first, she was nervous, but I stood beside her and encouraged her to try. After doing this several times, she became more comfortable and even volunteered to go first later on.

Encouraged her

Personal Approach (S8)

P2

I once gave a project where they had to make a short film using English dialogue. They worked in groups, wrote the script, and recorded it using

They worked in group

Creating Group Activities (S7)

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	their phones. It was very fun, and it boosted their teamwork and creativity. They loved it! Even the quiet students participated because it felt more like a group activity than an exam. When we watched the videos together in class, everyone laughed and enjoyed it. It really helped them see English as something fun and meaningful, not just an academic subject.		
P1	So sometimes I use teaching media like smart TV, microfone, to make students more interested and understand while study.	Teaching Media	Using Teaching Media (S9)
P1	I use direct approach by singing, using flashcards, and playing video.	Using flashcards	Using Direct Teaching Strategy & Teaching Media (S9)
P1	So, when I make sentence I always try to use English to English but with body language, when I mean I I will point at myself, you I will pint out at them, the word of eat for instance I will	Body Language	Translanguaging/Body Language (S1)

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	make gesture of eating.		
P1	If I use Smart TV I can make the students pay attention, and it is more interesting to them. Like, it is the visual, the picture of the words, here it is the sound and so on. Therefore it make the learning process more effective and the students understand better.	Use Smart TV	Using Teaching Media (S9)
P1	Its more difficult on vocabulary mastery of the students and the method is keep repeating again and again so that can make the students more fluent and confidence in speaking English. For example when teaching about “Family on the hot day” it needs three months to repeat the lesson untill finally the kids can perform a show.	mixing language, body language	Repetition (S10)
P1	We only focus on the students who have desire to learn English to improve their English skills.	Desire to learn English	Focus on Motivated Students (S11)
P1	And for those who are not interested that much or they learn slower than	Additional lesson	Additional Learning Before Class (S12)

the others we have additional lesson before class. We group the students based on their level, for example he/she have already in grade 4 but he still can't read, it means he/she is still the same as grade 1 or 2 then we group them and teach them individually to read one by one.

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Research Question 3

Participants	Statements	Category/Code
Participant 2 (P2)	Some students who were more confident very shy at the beginning are now more confident to speak in front of the class. One student even volunteered to join an English speech competition.	Elevating Students Confidence (CT1)
P2	For local teachers, they follow the Thai national curriculum. But for foreign teachers like me, the school gives more flexibility. I can design my own lessons as long as they meet the school's objectives and help students improve their communication skills.	Custom Curriculum and Material Design (CT2)
P2	At first, many students would stay quiet or hide behind their friends. But after a few weeks, they began to volunteer to answer or perform in front of the class. Some even requested English songs or games for learning pronunciation. It's great to see their enthusiasm growing step by step.	Elevating Students Confidence (CT1)
P2	I remember one student in particular. When I first started teaching her, she was very quiet and never volunteered to speak. Even when I called her name, she would only whisper short answers. But after a few months of consistent encouragement and simple speaking exercises, she started to gain confidence. When she managed to speak fluently in front of her classmates, everyone clapped for her. I could see	Elevating Students Confidence (CT1)

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	the happiness on her face it was like she realized she could actually do it. Since then, she became one of the most active students in class.		
P2	I think our main contribution is bringing a balanced teaching approach. Because we are also non-native English speakers, we understand the students' struggles in learning English. The students find it easier to connect with us. They're not intimidated like they might be with native speakers. They see that we also learned English as a second language, so they feel, "If teacher can do it, I can too."	Balanced teaching approach	Balanced Teaching Approach (CT3)
P2	Our salary expectations are more affordable compared to native speakers, which helps schools with limited budgets	adapt well	Cost Effective (CT4)
P2	We have good attitudes and adaptability we can blend well with local teachers and respect the Islamic school environment.	Good attitude	Good Attitude & Adaptive (CT5)
P2	Our English skills are still strong enough to teach effectively, so schools see us as both competent and cost-effective.	Teach Effectively	Good Teaching Competency (CT6)
P2	We can teach well and, at the same time, live harmoniously in the community. For example, because we are Muslims too, we can join the local religious events or prayers. It helps build a stronger relationship between teachers and the community.	Live Harmoniously	Good Attitude & Adaptive (CT5)
P2	Indonesian teachers are usually patient, friendly, and	flexible	Good Attitude & Adaptive (CT5)

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	flexible. We bring a warm approach that makes students comfortable. Many Thai teachers told me that Indonesian teachers are easy to work with and always willing to help. That positive attitude also creates a good reputation for us here.		
P2	We contribute academically by teaching English effectively, and socially by bridging cultures between Indonesia and Thailand.	Bridging cultures	Good Attitude & Adaptive (CT5)
P2	Our presence also shows that English education doesn't always have to depend on native speakers non-native teachers can also make a meaningful impact.	Meaningful impact	Good Teaching Competency (CT6)
P1	So, it built confidence to the students. Those are the change or improvement from the students who didn't know how to say the english words, they didn't know how to pronounce the words, but with flashcards media it really help them to speak or to say the words confidently. Speak and even perform a role play like "Family on the hot day.	improvement	Improvement on Vocabulary Mastery & Students' Confidence
P1	Because, ever since I taught at the school. We always joined the program and competition in Malaysia, one of them was coral speaking competition, and alhamdulillah at the first year we got the bronze medal but at the second year we got the gold medal.	Joining program	Join Coral Speaking Competition Abroad (M3)

Research Question 4			
Participants	Statements		Category/Code
Participant 2 (P2)	However, the challenge back then, during COVID-19 in 2021, was that we gained new experiences in teaching children by using social media more intensively	COVID, social media	Teaching Adaptation (M1)
Participant 2 (P2)	“Students made videos using CapCut.”	video creation	Creative Pedagogy (M2)
Participant 1 (P1)	Alhamdulillah, it felt fun when I taught there, the friends are nice and the environment is also good.	felt fun, good environment	Feeling Grateful (M3)
Participant 1 (P1)	Then, I can say I gain professionalism because when I need to teach the school help me in creating the media or prepare the media, the school was very supportive.	school support	Professional (M4)
Participant 1 (P1)	Then for teaching career there, I guess we will get nowhere since we are foreign teacher but for it would help to our self-development.	self-development	Self-Development (M5)

Other Information			
Participants	Statements		Category/Code
Participant 2 (P2)	I usually start with a warm-up activity something short like a question, picture discussion, or vocabulary game. Then, I introduce the main topic and show examples of dialogues or sentences. After that, students practice in pairs or groups through speaking activities.	Warm-up	Warm-Up Activities
Participant 2 (P2)	I might ask them to write short dialogues or short paragraphs about their daily life.	Short dialogue	Writing Short Dialogue/Paragraph
Participant 2 (P2)	I might give them a written test for grammar and vocabulary, and then a speaking test like role play or a short speech.	Test	Written and Oral Test
Participant 2 (P2)	I often ask students to perform short conversations or mini-presentations in pairs.	Presentation	Short-Conversation and mini-Presentation
Participant 2 (P2)	Sometimes I even hold "English Day" sessions where they have to speak English during the whole class. It's challenging for them but also fun.	English day	English-Day
Participant 2 (P2)	I usually start by creating a relaxed and friendly classroom atmosphere.	Start	Warm-Up Activities
Participant 2 (P2)	"It's okay to make mistakes even I make mistakes when I learn Thai!"		Motivation
Participant 2 (P2)	I used a task called "Impromptu Speech." I would give students a random topic like "My Favorite Food" or "My Weekend" and they had	Impromptu speech	Impromptu Speech

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	to speak for one minute.		
Participant 1 (P1)	The program of the class is different it is IEAP (International English and Arabic Class), I only teach this kind of class.	IEAP	IEAP (International English and Arabic Program)
Participant 1 (P1)	So, the PIC teacher will explain to me after teacher's meeting with Thai language by using English or any information related about the students or the school programs and concerns.	PIC Teacher	PIC teacher from Thailand
Participant 1 (P1)	To make them understand more about what we have taught them, and we teach them words to words first instead of sentences at once.	Words to words	Vocabulary Level
Participant 1 (P1)	I prefer to avoid using local language sometimes because we are foreign to them, and once they know we are able to speak their language they will just use local language with us.	Avoid local language	Avoiding Using Local Language
Participant 1 (P1)	For elementary students there is regular class and IAEP class. So for regular class they use My First English Adventure but for regular class they use different book with different levels and the English teacher is also Thai.	IAEP	IAEP (International Arabic & English Program)
Participant 1 (P1)	So, the level of teaching first know the vocabulary, second, know the sound of letters instead of the letters of ABC.	Level of teaching	Strategy to teach level of English
Participant 1	So after flag ceremony in	Additional	Collect some

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(P1)

the morning there is about 30 minutes provided for additional learning of English and reading. The focus mainly on how make the students are able to read the words guided by teachers.

learning

students in the same level for additional lesson

APPENDIX 3 : Transcript of Interview

Interview With Participant 1

[Speaker 1] (0:02 - 1:58)
<i>Kemudian, beberapa research question yang ada di research in itu, itu ada tiga. Yang pertama, challenge yang dihadapi oleh guru-guru Indonesia yang ada di Thailand. Challengennya tentu pada saat mengajar ya, ini yang pertama pertanyaannya untuk kehidupan secara umum.</i>
<i>Tentu kalau setiap orang ke luar negeri itu punya hal-hal sendiri dan challenge-nya punya permasalahan yang dihadapi dalam kehidupan sosialnya sendiri kan. Kemudian nanti yang kedua, how do the Indonesian oneness teachers face the challenges in teaching English in Southern Thailand? Jadi, bagaimana guru-guru ini menghadapi challenge yang ada ketika mengajar dalam kelas, Kak?</i>
<i>Jadi memang spesifik untuk bagaimana cara menghadapi permasalahan ataupun challenge yang mungkin ada di dalam kelas. Ketika ada di Thailand, nanti kan tentu ada list-nya itu permasalahannya. Kemudian, dan cara menghadapinya bagaimana, nah itu dia yang penting.</i>
<i>Nyambung dari pertanyaan pertama tadi sebetulnya, yang pertama tadi enggak cuma permasalahan sosial saja, tapi juga hal-hal yang dihadapi ketika di dalam kelas dan lingkungan sekolah, nah gitu, secara umumnya. Jadi kalau yang pertanyaan nomor dua memang dispesifikasikan bagaimana cara menghadapi permasalahan mengajar di kelas. Kenapa merungut ke sana saja?</i>
<i>Karena kalau ada beberapa research sebelumnya, itu fokusnya justru ke hal sosialnya, Kak. Bukan teknik ngajar atau strategi ngajar atau permasalahan detail dan pelaksanaan di dalam kelasnya. Itu gap-nya masih kurang di sana, yang research tentang itu.</i>
<i>Banyak orang yang ambil itu. Kemudian yang ketiga, itu kontribusi apa yang diberikan oleh guru-guru Indonesia ini ketika mengajar di Thailand?</i>
[Speaker 2] (2:02 - 2:05) <i>Kalau ini pribadi atau objektif?</i>
[Speaker 1] (2:05 - 2:36)
<i>Nah, bisa. Kalau untuk dari sisi guru yang ditanya, ya subjektif dia kan. Dan pengamatan dia itu sebenarnya apa sih?</i>
<i>Kenapa orang-orang dari Thailand ini mau merekrut guru Indonesia untuk mengajar bahasa Inggris, loh? Di sana yang bukan bahasa ibu kita, kan? Tapi melihat dari jumlahnya guru Indonesia di sana banyak yang ngajar bahasa Inggris, kan jadi questionable tuh.</i>
<i>Sebenarnya apa kontribusinya? Kok bisa dipakai, bisa apa ya, bahasa ininya?</i>
[Speaker 2] (2:38 - 2:42)
<i>Kalau dibilangnya karena harganya lebih murah?</i>
[Speaker 1] (2:42 - 4:09)
<i>Ya, seadanya. Kalau memang itu fenomenanya, ya itu yang perlu disampaikan. Apa adanya, sebagaimana fenomenanya.</i>
<i>Kalau yang dapat sebetulnya, beberapa pemilik sekolah yang merekrut guru Indonesia sendiri, bagi mereka sudah pandangnya apa, dan bagi guru Indonesia</i>

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<i>itu yang dia ketahui apa. Menarik itu kan? Jadi itu kan, mau nggak mau real case-nya memang seperti itu, karena hal itu makanya direkrut misalnya, yaudah.</i>
<i>Atau mungkin karena skill orang Indonesia cukup bagus tuh ngajar bahasa Inggris. Bisa jadi, gitu kan. Dibanding guru lokal, katakanlah.</i>
<i>Dengan harga yang sama, misalnya. Bisa jadi, kan. Oke, kita mulai dari satu persatu ya, Kak. Kita buka case-nya. Mana tadi dia? Ini ada guidance-nya juga, interview-nya.</i>
<i>Yang pertama, di biografi Kakak dulu sih. Kakak, sebelumnya mengajar di Thailand itu sudah berapa lama?</i>
<i>[Speaker 2] (4:11 - 4:12) Sudah tiga tahun.</i>
<i>[Speaker 1] (4:13 - 4:19)</i>
<i>Oh, berarti selama di sana ngajarnya tiga tahun, ya. Apa nama sekolahnya, Kak?</i>
<i>[Speaker 2] (4:20 - 4:23)</i>
<i>Charyatam Foundation School.</i>
<i>[Speaker 1] (4:23 - 4:32)</i>
<i>Oke, Charyatam Foundation School. Dan itu di sana, di wilayah mana itu di Thailand? Apa nama provinsinya, Kak, katakan.</i>
<i>[Speaker 2] (4:34 - 4:36) Chana, Provinsi Songkla.</i>
<i>[Speaker 1] (4:36 - 4:41)</i>
<i>Chana, Provinsi Songkla. Chana ini apanya?</i>
<i>[Speaker 2] (4:43 - 4:53)</i>
<i>Chana ini kota-nya ya. Changwat, kotanya, provinsinya Songkla.</i>
<i>[Speaker 1] (4:53 - 5:07)</i>
<i>Oke, oke, oke. Kemudian, selama mengajar di Thailand, ya. Nah, itu mengajarnya level apa?</i>
<i>SD, SMP, SMA? Kalau sama-sama kita. [Speaker 2] (5:07 - 5:11)</i>
<i>Kakak mengajar di level TK dan SD.</i>
<i>[Speaker 1] (5:11 - 5:33)</i>
<i>Oh, TK juga, SD juga ya. Untuk mengisi, karena memang belum ada yang kita interview untuk level SD. Dan preschool malahan kan, TK malahan kan, belum ada.</i>
<i>Baik tiga tahun selama sana. Dan itu bagaimana proses Kakak bisa, Kak Rizka ini bisa mengajar di sana?</i>
<i>[Speaker 2] (5:36 - 5:46)</i>
<i>Prosesnya karena ikut suami. Suami juga di sana, kemudian rekomendasi suamilah untuk bisa bekerja juga di sana.</i>
<i>[Speaker 1] (5:46 - 5:48)</i>
<i>Oh, karena memang ada posisi yang diminta? [Speaker 2] (5:50 - 5:57)</i>
<i>Karena memang ada posisi yang kosong, jadi masuk lah. [Speaker 1] (6:00 - 6:02)</i>
<i>Dan background pendidikan Kakak adalah? [Speaker 2] (6:04 - 6:06)</i>
<i>Bahasa Inggris, Winsus Karyaw.</i>
<i>[Speaker 1] (6:08 - 6:13)</i>
<i>Dan di sana mengajarnya memang bidang mata studi Bahasa Inggris? [Speaker 2] (6:15 - 6:17)</i>

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<i>Bahasa Inggris.</i>
<i>[Speaker 1] (6:18 - 6:25)</i>
<i>Selain Bahasa Inggris ada nggak diminta untuk mengajar yang lain? Karena kan kita di Indonesia juga gitu kan kalau di level SD.</i>
<i>[Speaker 2] (6:27 - 6:31)</i>
<i>Ada ngajar sains, tapi sainsnya juga dalam Bahasa Inggris.</i>
<i>[Speaker 1] (6:31 - 6:41)</i>
<i>Oh, sains dalam Bahasa Inggris. Integrated berarti ya? Berarti mengajar sains Bahasa Inggris juga.</i>
<i>Selain itu ada lagi yang lainnya?</i>
<i>[Speaker 2] (6:42 - 6:44) Enggak ada lagi, cuma itu aja.</i>
<i>[Speaker 1] (6:50 - 6:59)</i>
<i>Sains, Bahasa Inggris, cuma Bahasa Inggris juga. Dan dalam satu pekan itu kurang lebih berapa jam mengajarnya?</i>
<i>[Speaker 2] (7:02 - 7:06)</i>
<i>Pekan itu kurang lebih sekitar 24 jam. [Speaker 1] (7:08 - 7:17)</i>
<i>Masih normal ya, 24 jam. Kalau di Indonesia kita bisa sampai 28 jam gitu kan, kalau full. 24 jam.</i>
<i>[Speaker 2] (7:19 - 7:35)</i>
<i>Karena kelasnya kelas yang ini juga. Kelas EAP aja gitu kalau bahasanya. International. English, Arabic. English, Arabic kelas, cuma kelas itu aja yang diajar.</i>
<i>[Speaker 1] (7:40 - 8:09)</i>
<i>Kemudian kita coba masuk mulai. Pertama. Selama jadi guru di sana, dengan keadaan di sana.</i>
<i>Silahkan kakak boleh jelaskan hal-hal. Pertama sosialnya dulu sih, kehidupan sosialnya. Challenge-challengenya atau tantangannya itu apa sih?</i>
<i>Tentu kan bisa jadi berbeda kan? Antara kita hidup di Indonesia dengan hidup di sana. Itu apa challenge-nya?</i>
<i>[Speaker 2] (8:11 - 8:55)</i>
<i>Kalau challenge di sana mungkin karena yang diajar masih anak-anak. Yang memang notabene mereka belum pandai bahasa Inggris. Jadi lebih banyak ke bahasa body language yang digunakan untuk saling berkomunikasi.</i>
<i>Agar komunikasi yang dijalankan itu baik. Karena kalau nyuruh dia menulis, mereka belum tahu lagi. Right, right, right.</i>
<i>Kita pakaikan body language yang kita tahu. Iya, right. Tapi dengan bahasa Inggris yang simple, yang mereka bisa pahami.</i>
<i>Serta menggunakan body language untuk membuat anak-anak paham dengan apa yang kita ajarkan. Kalau di antar guru atau antar murid aja ini?</i>
<i>[Speaker 1] (8:55 - 8:59)</i>
<i>Boleh guru, boleh murid, boleh kehidupan tetangga.</i>
<i>[Speaker 2] (9:03 - 9:34)</i>
<i>Kalau di antar guru mungkin kalau misalnya ketika rapat, masih kadang memang full bahasa Thailand. Jadi setelah selesai rapat baru dijelaskan lagi dalam bahasa Inggris. Jadi istilahnya dua kali rapat.</i>

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<i>Jadi pertama ikut rapat dulu yang besar bersama guru-guru Thailand lainnya. Dijelaskan dengan bahasa Thailand. Nanti habis itu rapat lagi dengan guru yang jadi PIC kami.</i>
<i>Untuk menjelaskan lagi apa isi rapat tadi.</i>
<i>[Speaker 1] (9:35 - 9:44)</i>
<i>Tapi memang ada guru yang PIC-nya. Bisa mentranslate dengan bahasa Inggris semua isi yang diadakan ya?</i>
<i>[Speaker 2] (9:46 - 10:19)</i>
<i>Jadi ada guru yang ditunjuk untuk ini maksudnya ini, ini maksudnya ini. Kalau itu namanya ketua EIP lah bahasanya. Kalau kami kemarin namanya PIC-nya ini.</i>
<i>Jadi PIC Thailand itulah yang menjelaskan kembali hasil rapat, info-info penting yang berkaitan dengan kegiatan sekolah atau kegiatan dalam proses pembelajaran anak. Atau bahkan ulangan anak-anak gitu. Kalau segini kita ujian, tolong dibuat lagi soal-soalnya.</i>
<i>[Speaker 1] (10:25 - 10:56)</i>
<i>Kemudian ada lagi nggak yang terpikir? Tadi ini yang dicatat pertama kalau bermasalah dengan anak, yaitu language barriers ya. Namanya masih anak SD.</i>
<i>Mereka punya keterbatasan untuk berbicara bahasa Inggris masih. Sementara kakak, Kak Risa berarti ngajarnya kan pakai bahasa Inggris nih di dalam kelas. Sehingga tadi menggunakan teknik body language untuk bisa bantu mereka memahami, berkomunikasi sama mereka.</i>
<i>Dan ketika di kelas itu apakah ada yang membantu atau bagaimana?</i>
<i>[Speaker 2] (10:58 - 11:55)</i>
<i>Kalau di kelas tidak ada. Memang Tok sendiri masuk kelas. Kemudian mengajar, karena kita ngajarnya masih anak SD dan TK.</i>
<i>Jadi kadang menggunakan alat bantu seperti TV, smart TV. Kemudian mikrofon. Itu membuat anak lebih paham dalam belajar.</i>
<i>Jadi kalau ada TV, kan bisa nengok gerakannya gini, oh ini-ini maksudnya, gambarnya ini nak. Jadi kita nggak perlu menentukan itu dalam bahasa Thailand. Misalnya kita mau bilang singa, singa itu apa?</i>
<i>Kita nggak usah bilang leksa atau apa. Tapi lihat aja gambarnya, iya ini singa, ini lion. TV atau flashcard.</i>
<i>TV dan flashcard.</i>
<i>[Speaker 1] (12:02 - 12:27)</i>
<i>Kemudian apa hal lainnya yang mungkin ada cultural challenge mungkin yang dihadapi di sana ketika di dalam kelas atau di luar kelas dalam lingkungan sekolah yang sifatnya kebiasaan. Mungkin kita dapati itu baru bagi kita. Ada nggak yang demikian?</i>
<i>[Speaker 2] (12:31 - 12:48)</i>
<i>Karena saya juga tidak terlalu mengerti bahasa anak-anak yang mereka maksud. Kadang mereka tertawa gitu ketika jadi terpikir kayak oh kurang dihargai atau apa gitu.</i>
<i>[Speaker 1] (12:50 - 13:01)</i>
<i>Misalnya kita, mungkin maksudnya ketika Kak Rizka menyampaikan sesuatu gitu kan bahasa Inggris, ada yang mirip dengan bahasa mereka dan itu artinya lucu</i>

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<i>di bahasa mereka gitu maksudnya.</i>
<i>[Speaker 2] (13:02 - 13:10)</i>
<i>Mungkin bisa jadi karena kita kan nggak tahu apa-apa, jadi kita ikutan ketawa juga cuman kita nggak tahu.</i>
<i>[Speaker 1] (13:11 - 13:15)</i>
<i>Kita diketawain atau ketawa bersama ya.</i>
<i>[Speaker 2] (13:16 - 14:03)</i>
<i>Iya. Dan mungkin yang cultural shock lagi kalau dari segi kebersihan mereka bersih ya. Bersih dari segi mereka bawa gigi sendiri, bawa bantal sendiri kalau anak TK yang tidur siang, kasur sendiri dan kalau di weekend hari Jum'at itu bawa pulang biar dicuci dulu sama orang tuanya gitu.</i>
<i>Jadi habis makan, itu perasaan bagus ya. Makan bersama, habis makan bersama, eh bawa gigi.</i>
<i>[Speaker 1] (14:05 - 14:30)</i>
<i>Oh berarti memang seperti kurikulum untuk adatnya sendiri ya, bisa dikatakan untuk habitnya. Anak-anak diminta untuk bawa sikat gigi sendiri ke sekolah, kemudian sikat giginya memang diluangkan waktunya setelah makan tadi Kak? Kemudian mereka jepering sendiri Kak?</i>
<i>Makannya itu mereka bawa bekal dari rumah atau memang disediakan sama sekolah? [Speaker 2] (14:35 - 14:47)</i>
<i>Bekalnya disediakan. Kemudian anak-anak mencuci sendiri piringnya masing-masing. Jadi tugas guru cuma menyetokkan saja.</i>
<i>[Speaker 1] (14:48 - 15:03)</i>
<i>Menyetokkan, mengambilkan makanan mereka. Berarti hampir sama seperti program makan gigi gratis. Tapi kurang tahu sih pelaksanaan bagaimana di sekolah ya?</i>
<i>[Speaker 2] (15:04 - 15:07)</i>
<i>Tidak semua sekolah kan masing-masing. [Speaker 1] (15:07 - 15:07)</i>
<i>Iya, iya.</i>
<i>[Speaker 2] (15:09 - 15:13)</i>
<i>Jadi belum tahu kayak mana tekniknya atau apanya, belum tahu.</i>
<i>[Speaker 1] (15:17 - 15:57)</i>
<i>Kemudian, tadi sudah disebutkan juga beberapa challenge-nya. Yang pertama ada language barriers. Yang selanjutnya tadi cultural shock sudah disebutkan juga, which is positive sih sebenarnya.</i>
<i>Tadi kita dengarnya untuk cultural-nya. Sebelum kita masuk ke ini, ada lagi kira-kira nggak Kak yang jadi challenge selama di sana? Tadi itu bahasa satu.</i>
<i>Kemudian, bahasa sih masih mainly bahasa dengan berbagai macam halnya. Baik itu antar guru dengan guru, di lingkungan sekolah tadi meetingnya, maupun dengan anak. Kalau hal lainnya ada lagi nggak Kak kira-kira?</i>
<i>Dengan attitude mungkin?</i>
<i>[Speaker 2] (16:01 - 16:30)</i>
<i>Kalau antar guru dan antar warga, mereka jarang welcome ya dengan orang Indonesia. Kayak seperti saudara-saudara. Kadang bisa tiba-tiba aja di traktir, atau kadang bisa tiba-tiba aja diundang ke pernikahan siapa-pernikahan siapa.</i>

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<i>Jadi untuk welcome lah dia dengan orang Indonesia. Jadi orang-orang welcome juga. Dia orangnya welcome.</i>
<i>[Speaker 1] (16:32 - 16:35)</i>
<i>Kalau dengan anak-anak bagaimana attitudenya di dalam kelas?</i>
<i>[Speaker 2] (16:40 - 17:29)</i>
<i>Dengan anak-anak ini tergantung kita ya. Maksudnya itu karena mereka ini masih anak ilmu yang cenderungnya. Maksudnya kita bisa lihat ini open kok batasannya gitu.</i>
<i>Cuman kalau di kelas ya standar lah. Bisa ribut, bisa teriak. Cuman kalau standar anak-anak itu masih bisa ditoleransi.</i>
<i>Wajar, masih anak-anak. Cuman kalau mungkin kita bisa lihat, oh dia nggak suka kita, oh dia suka kita. Tapi kalau untuk anak-anak masih terlihat sopan, kalau ketemu kita di jalan dia salam.</i>
<i>Salam aja. Assalamualaikum. Waalaikumsalam. Ya gitu aja.</i>
<i>[Speaker 1] (17:33 - 20:45)</i>
<i>Berarti walaupun attitudenya bagaimana, masih dalam kategori wajar ya. Mungkin di negara manapun sama. Namanya juga anak-anak.</i>
<i>Berarti masih dikategorikan dalam limit wajar di kelas sendiri. Baik, kita lanjut ke result question yang selanjutnya. Dalam menghadapi beberapa permasalahan di kelas, tadi sebenarnya sudah ada sih Kak Rizka mention juga.</i>
<i>Mention beberapa permasalahan language barriers dan sedikit cara menghadapinya. Ini kita mau cerita juga harapannya dari Kakak Rizka juga. Dan pernah dengar language learning strategy dari Ana and Cemot, Kak Rizka.</i>
<i>Ada direct strategy, ada indirect strategy, ada metacognitive, awareness, ada yang lain-lain. Perlu lah sedikit remind lagi tentang itu. Kita coba konekkan ke sana.</i>
<i>Jadi kan kalau di language learning strategy ini kan ada dua ya. Yang umum besarnya ya, direct strategy sama indirect strategy. Baik itu yang langsung dan tidak langsung.</i>
<i>Kalau yang direct strategy ada tiga macam. Ada memori, teknik. Ini baik, teknik.</i>
<i>Ini teknik mengajar ya jatuhnya, diarahkannya atau mengajarnya. Ada memori, yaitu bersifat dengan ingatan ya, bagaimana teknik membuat anak-anak ingat. Yang kedua itu kognitif, yang menyesuaikan dengan level kognitif anak-anak.</i>
<i>Yang ketiga ada compensation, teknik mengganti. Kemudian ada juga indirect strategy. Yang indirect itu jatuhnya ke metacognitive.</i>
<i>Ada tiga juga, ada metacognitive. Berkaitan dengan mengajarkan, teknik mengajar bagaimana berpikir caranya berpikir. Jadi teknik biar mengakali otak itu bisa bekerja dengan lebih efisien.</i>
<i>Lebih ringan tapi juga dapat hasilnya. Kemudian ada lagi afektif. Afektif ini lebih ke behaviornya.</i>
<i>Ke behaviornya kan. Mungkin pendekatannya bisa jadi kepada anak-anak karisnya pengajar di kelas. Kemudian yang selanjutnya ada sosial.</i>
<i>Ini kurang lebih sama sebenarnya. Aspeknya bagaimana cara mengkolaborasikan bisa jadi, misal contoh ada anak yang agak sulit belajarnya, ditemankan sama teman yang bisa lebih paham. Itu kan termasuk dari teknik sosial.</i>

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Untuk mengajarkan anak tapi temannya yang mengajarkan kebiasaan. Nanti kita coba konek-konekkan sedikit ke sana. Yang pertama, tadi ada beberapa permasalahan, misalnya language barriers.
Bawatasan bahasa. Dimana kak Rizka nggak bisa bahasa Thailand, mereka juga nggak bisa bahasa Inggris, nggak bisa juga bahasa Indonesia. Itu biasanya permasalahannya di kelas bagaimana?
Dan bagaimana kakak menghadapinya?
[Speaker 2] (20:53 - 22:12)
Mungkin dia langsung direct. Pendekatannya secara langsung, mungkin dengan bernyanyi, dengan flashcard, dengan video. Memutar video.
Untuk membuat mereka lebih paham atau lebih mengerti apa yang kita ajarkan. Dan mungkin levelnya memang bukan level kalimat, bukan level sentence, tapi dia levelnya level vocabulary. Dalam pengajarannya.
Tapi untuk anak kelas SD, kelas 5 atau kelas 6, yang memang mereka sudah mengerti membuat sentence. Jadi kalau membuat sentence itu mengajarkan bahasa Inggris dengan bahasa Inggris. Tapi dengan body language, kalau I itu tunjuk diri sendiri, kalau you itu kamu, habis itu masuk ke verbnya, makan, eat.
[Speaker 1] (22:17 - 23:05)
Itu tadi flashcard dan apa, berarti kurang lebih menunjukkan langsung ya bentuk. Nah ini, kalau karirnya sendiri lebih prefer menunjukkan, katakanlah ada bahasa kan, vocabulary tertentu, kemudian lebih prefer menunjukkannya ke kompensasi, maksudnya vocabulary
langsung dengan gambarnya ini, ini gambar aslinya, atau vocabulary langsung dengan action-nya gitu, kalau dia action verb sifatnya. Atau bilingual, Kak?
Katakanlah, Kakak, ada mungkin mengerti beberapa bahasa dari mereka, jadi Kakak pakai juga substitusi menggunakan bahasa mereka juga. Mana lebih prefer? Dan kenapa?
[Speaker 2] (23:07 - 23:26)
Prefernya mungkin yang yang pertama karena karena kita guru native yang dituntut untuk anak untuk bicara bahasa Inggris dengan kita. Jadi kalau dia tahu kita dah bisa bahasa Thailand, jadi dia akan berbahasa Thailand dengan kita.
[Speaker 1] (23:28 - 23:55)
Ya, benar. Untuk menghindari loss yang mungkin ada, bisa jadi ketika mereka terpukar uang untuk berkomunikasi dengan mudah dengan bahasa yang mereka pahami, langsung akan terus seperti itu.
[Speaker 2] (23:59 - 24:07)
Kalau mereka tahu kita bisa bahasa Thailand, mungkin mereka mencoba berkomunikasi dengan kita dengan bahasa Inggris keadanya.
[Speaker 1] (24:09 - 24:37)
Mau nggak mau mereka harus berkomunikasi dengan bahasa Inggris. Karena bahasa Inggris itu untuk mereka. Kemudian selanjutnya, tadi kan ada variasi, ada flashcards, messaging misalnya.
Nah itu kalau menggunakan TV misalnya, katakan itu. Itu apa sih hal-hal positif dan ngaruhnya ke mana dalam pengajaran ke anak ini, Kak?
[Speaker 2] (24:40 - 25:04)

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<i>Kalau kita menggunakan TV itu membuat anak itu lebih fokus ke TV ya. Kayak mereka lebih tertarik, oh ya ini visualisasinya, ini dia gambarnya, ini dia suaranya. Jadi membuat pelajaran efektif dan anak lebih mudah mengerti dengan menggunakan smart TV di dalam kelas.</i>
<i>[Speaker 1] (25:11 - 25:29)</i>
<i>Kemudian, jadi dari semua strategi sama teknik yang Kak Rizka pakai dan menggunakan itu dalam mengajar di kelas, yang mana yang paling helpful dan menolong ketika menghadapi masalah-masalah yang Kakak hadapilah di kelas, Kak?</i>
<i>[Speaker 2] (25:30 - 25:48)</i>
<i>Kalau yang helpful itu memang menggunakan smart TV dan menggunakan flashcard. Itu memang membantu kali untuk proses pembelajaran anak. Karena kita bakalan lebih mengerti ketimbang kita cuma metode ceramah yang bilang write, read, look.</i>
<i>[Speaker 1] (25:53 - 27:02)</i>
<i>Karena kan visual ya, ketertarik. Jadi anak itu lebih tertarik. Kalau TV kan ada suara, ada visinya juga.</i>
<i>Ada nggak menurut analisa Kakak ketika mengajar itu kan? Ya itu jadi bagian yang menarik juga untuk mereka dibanding tidak ada media sama sekali. Kemudian, Kakak kan disana sudah sampai 3 tahun kan?</i>
<i>Berarti kalau katakanlah Kakak ada ngajar anak kelas 2 SD, itu kelas 3 Kakak juga yang ngajar, kelas 4 Kakak juga yang ngajarkan. Ada nggak bisa cerita yang spesifik case by case yang Kakak merasakan memang betul-betul improve mereka selama proses pengajaran dengan strategi tertentu atau teknik tertentu yang awalnya anaknya demikian. Prosesnya kemudian nanti berubah, terlihat improve-nya dia dari masalah jadi jadi bagus gitu Kak.</i>
<i>Ya mungkin ada case-case yang Kakak dapat langsung baik itu 1 anak atau 2 anak atau mungkin 1 kelas.</i>
<i>[Speaker 2] (27:09 - 27:43)</i>
<i>Ya memang lebih beratnya di dia banyak vocabulary-nya tapi itu metodenya banyak dari link itu diulang, diulang, diulang, diulang sehingga membuat anak itu lebih percaya berbicara bahasa Inggris. Contohnya ketika ngajar dalam mengajar cerita family on the hot day. Mungkin cuman butuh 3 bulan untuk mengulang pelajaran itu dan akhirnya anak itu bisa show gitu.</i>
<i>[Speaker 1] (27:43 - 27:44) Perform langsung ya?</i>
<i>[Speaker 2] (27:46 - 27:55)</i>
<i>Ya perform family on the hot day dan itu tuh dan showing mereka itu bisa dipertontonkan ketika children's day gitu.</i>
<i>[Speaker 1] (27:56 - 27:59)</i>
<i>Children's day ini salah satu event yang ada di sana ya?</i>
<i>[Speaker 2] (28:02 - 28:32)</i>
<i>Jadi membuat ya bagus, pede anaknya gitu. Itulah perubahan dari anak yang misalnya gak tau bahasa Inggrisnya gimana, gak tau ngomongnya gimana tapi dengan metode flashcard tadi kemudian dibantu dengan anak itu jadi pede untuk ngomong. Ngomong dan membuat role play family on the hot day.</i>

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[Speaker 1] (28:33 - 29:03)
Berarti tadi strategi dan tekniknya masih juga ya dengan media flashcard dan ini kemudian juga ada spesifik buku yang menggunakan buku tersebut. Sebenarnya di sekolah ini itu untuk kurikulumnya apakah dari sekolah yang buat kurikulumnya atau memang dari pemerintah atau kerajaan, kurikulum pendidikannya dari menteri pendidikannya kayak kita di Indonesia atau guru-guru native ini dibebaskan untuk buat kurikulumnya sendiri dan outlinenya itu bagaimana?
[Speaker 2] (29:06 - 29:37)
Kalau untuk pelajaran bahasa Inggris dia suruh untuk ikut tapi kalau untuk sains kita bisa lihat level dan kita jatuhnya kita yang melihat apa kita yang sesuaikan kurikulum apa yang dibutuhkan anak gitu kalau untuk yang Inggris kita sudah pasang kita bekerja sama gitu
[Speaker 1] (29:42 - 29:59)
kemudian untuk level kelas 1 sampai kelas 6 SD tadi itu untuk masing-masing kalau di Indonesia kan bisa jadi 2 kelas, kelas 1 nya, kelas 3 nya kalau di sekolah kakak itu satu kelasnya itu per levelnya itu ada berapa kelas rata-rata atau satu kelas
[Speaker 1] (30:00 - 30:15)
Untuk level sebenarnya ada 3 kelas atau 2 kelas, tetapi yang khusus bahasa Inggris yang diterkankan cuma 1 kelas.
[Speaker 2] (30:15 - 30:25)
Oh gitu programnya, apa lo dijelaskan nggak sebenarnya di sekolah programnya untuk kelas STK dan SD nya?
[Speaker 1] (30:28 - 31:45)
Kalau untuk TK tidak ada spesifik kelas, TK sama aja, TK reguler. Tapi kalau untuk SD ada kelas biasa, ada juga 1 kelas IAEP, Intensive Arabic English Program. Jadi kalau untuk kelas yang reguler, bahasa Inggrisnya bukan menggunakan buku My First English Adventure, tapi buku yang lain, yang lebih mudah dipelajari, dan yang mengajar juga bahasa Inggris orang Thailand.
Kalau untuk IAEP, bukunya khusus buku My First English Adventure yang mereka beli dan bayar, kemudian di buku itu sampai ke level bisa membaca. Jadi levelnya yang pertama tau vocabulary dulu, yang kedua tau sounds of the letters, dia ngajarkan ABC di awal, tapi dia ngajarkan sounds of the letters.
[Speaker 2] (31:45 - 31:47) Oke, unik ya.
[Speaker 1] (31:48 - 32:03)
Dia membantunya untuk bisa membaca, jadi itu 1 kelas di setiap levelnya, kelas 1, 1, kelas 2, 1, kelas 3, 1.
[Speaker 2] (32:08 - 33:48)
Oke, kemudian tadi untuk peningkatannya dari anak-anak yang ada di kelas tadi, itu teknik dan strateginya tadi media memang sangat membantu. Oke, lanjut lagi Kak. Baik, reconfirm tadi ya, berarti dengan 2 strategi tadi yang paling sering Kakak gunakan, dan menggunakan buku tertentu kan, sehingga disana ada repetisi tadi Kak ya.
Jadi ada beberapa kosa kata dan ada beberapa bacaan tertentu, yang memang

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repetisinya itu banyak, sehingga berulang-ulang, dan anak-anak jadi paham disana. Bahkan sampai level PD, anak-anak untuk tampil, perform, menggunakan drama tersebut. Yang awalnya mungkin secara sikit bisa Kakak Annalisa, mereka seperti...

Ah, untuk dalam ide lagi, menghadapi anak-anak ini, apakah mereka vibes-nya ini positif terhadap bahasa Inggris, atau bagaimana Kak di awal-awal Kak Rizqa datang kesana? Atau bisa melihat perubahannya di awal itu bagus, secara umum satu kelas ya vibes-nya positif aja, atau secara umum agak pesimis dengan bahasa Inggris. Tapi setelah jalan proses Kak Rizqa mengajar, mulai suka mereka dengan bahasa Inggris, atau bagaimana situasinya Kak?

[Speaker 1] (33:52 - 35:03)

Di beberapa orang, senang gitu ya belajar bahasa Inggris, tapi mungkin memang bahasa Inggris ini kan skill yang memang orang minat juga. Jadi mungkin ada yang beberapa siswa itu yang dimasukkan perempuannya aja di kelas intensif, padahal mereka nggak suka gitu bahasa Inggris atau bahasa Arab gitu. Jadi ada beberapa yang suka, ada beberapa juga yang tidak.

Untuk beberapa, kita fokusnya ke, mungkin kalau nggak fokusnya lebih kepada beberapa orang yang suka aja. Kenapa? Karena untuk improve, biar Inggris aja.

Dan yang untuk tidak itu, kita biasanya ada lagi setelah sekolah itu ada dia namanya, eh sebelum masuk, sebelum masuk itu ada namanya kegiatan apa gitu yang untuk melatih. Belajar anak bahasa Inggris itu berdasarkan level-nya. Jadi mungkin dia udah kelas empat, tapi dia nggak bisa baca gitu.

Bisa baca bahasa Inggris. Dari kelas empat, baca berarti level-nya masih di level 1 gitu. Jadi kumpulan gitu beberapa anak yang nggak bisa baca, nanti diajarkan bahasa Inggris.

[Speaker 2] (35:04 - 35:10)

Oh, di luar kelas ya berarti Kak Rizka? Itu di luar kelas tadi? Berarti ada tambahan bayaran itu dari orang tuanya?

[Speaker 1] (35:14 - 35:19)

Kita nggak tahu ya, tapi kalau itu masuk ke dalam pembelajaran.

[Speaker 2] (35:21 - 35:26)

Masih di jam belajar, itu tadi yang beberapa anak tertentu masih di jam belajar atau di luar jam belajar?

[Speaker 1] (35:28 - 35:58)

Jadi kayak pagi itu setelah upacara, ada sekitar 30 menit itu disediakan untuk memperbaiki gitu. Memperbaiki mana anak yang bisa baca, mana anak yang nggak bisa baca. Jadi kalau anak-anak yang bisa baca nanti sama gurunya ini, anak-anak yang nggak bisa baca sama gurunya ini.

Berarti kalau program intensif itu, mungkin orang tuanya bayar ya.

[Speaker 2] (35:59 - 36:43)

Oh, berarti masih di jam belajar ya. Karena kan pagi dia kan, pagi diklasifikasikan beberapa anak yang level tertentu belum bisa baca. Baca dulu, dan level yang lain ada.

Dan itu memang dimasukkan ke dalam kurikulumnya lah istilahnya. Karena masih di jam belajar kan, di pagi hari. Bukan setelah bulang sekolah.

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<i>Kemudian ketika mengajar di program tadi IAEP ini, apakah hanya foreign teacher yang mengajar? Ataukah bahasa Inggrisnya ini ada juga local teacher yang mengajar bahasa Inggris di kelas-kelas tersebut? Jadi saling silang gitu.</i>
<i>Ada juga guru lokal, ada guru asing.</i>
<i>[Speaker 1] (36:46 - 37:15)</i>
<i>Jadi kalau di program kelas ini, mungkin memang bahasa Inggrisnya lebih banyak. Bahasa Inggris dan bahasa Arabnya lebih banyak. Jadi ada juga local teacher yang mengajar, tapi dengan buku yang berbeda.</i>
<i>Jadi buku yang digunakan adalah buku yang sesuai dengan kurikulum standarnya Taiman. Untuk level guru yang pakai bukunya. Jadi ada bahasa Inggris, additional Inggris, dan Inggris saja.</i>
<i>[Speaker 2] (37:22 - 38:31)</i>
<i>Berarti memang mix ya, ada local teacher juga, ada memang foreign teacher yang mengajar. Jadi memang di program IAEP ini memang dibanyakan bahasanya, bahasa Inggris ataupun bahasa Arab. Selanjutnya, discussion yang ketiga.</i>
<i>Nah ini tadi, masalah kontribusi. Jadi menurut Kak Rizka sendiri, ini kan berdasarkan data memang lumayan banyak orang Indonesia yang non-native. Itu mengajar bahasa Inggris di Thailand.</i>
<i>Demannya memang ada uang untuk guru-guru Indonesia ini mengajar bahasa Inggris di Thailand. Menurut Kak Rizka sendiri, sebenarnya benefitnya yang diberikan kepada sekolah dan anak-anak itu apa? Dan kontribusinya apa yang sebenarnya bisa diberikan oleh guruguru Indonesia untuk mengajar di sana?</i>
<i>[Speaker 1] (38:35 - 39:33)</i>
<i>Kalau untuk benefit, kalau dari pribadi Kak Rizka sendiri, alhamdulillah berkontribusi. Banyaklah bahasanya. Karena selama kakak mengajar selalu ikut program yang diadakan di Malaysia, yaitu Koral Speaking.</i>
<i>Salah satunya di Malaysia. Dan alhamdulillah mungkin di tahun pertama kami masih dapat pera. Tapi di tahun kedua kami dapat emas.</i>
<i>Jadi, mungkin ada kontribusi kita membuat Koral Speaking yang notabene masih awam di Thailand. Bahkan mungkin bagi kakak sendiri juga awam. Apa itu Koral Speaking?</i>
<i>Tapi ternyata setelah dipelajari, alhamdulillah bisa membuat anak itu kude tampil di depan banyak orang bahkan di luar negeri.</i>
<i>[Speaker 2] (39:36 - 39:39)</i>
<i>Koral Speaking ini yang bicara bersama-sama itu kan?</i>
<i>[Speaker 1] (39:40 - 39:50)</i>
<i>Iya, Koral Speaking itu bersama-sama. Jadi, saat itu membawa sekitar 50-an anak kelas SD dari kelas 1.</i>
<i>[Speaker 2] (39:55 - 39:56) Gabung jadi satu tim.</i>
<i>[Speaker 1] (39:58 - 40:56)</i>
<i>Gabung jadi satu. Dan saat itu temanya itu cultural. Waktu yang pertama itu kakak nggak lihat suratnya, kata-kata tertibnya.</i>



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Sehingga yang kakak buat itu kata orang bagus, cuma tidak sesuai tema. Sehingga kami dapat pera. Yang kedua ini dikasih, silahkan Rizka kamu ngajar, ini dia suratnya, ini dia tata tertibnya.

Nah, disitu barulah. Kemudian ada festival bahasa mereka juga kan?

[Speaker 2] (40:58 - 41:02)

Yang sebelumnya tidak ada agenda tersebut.



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: B-4905/Un.04/Ps/HM.01/12/2025 Pekanbaru, 19 Desember 2025

: -

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Kepada

Yth. Kepala Sekolah Ansor Al-Sunnah School

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Nama	: ROYANDA
NIM	: 22290110015
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2025
Judul Tesis/Disertasi	: Exploring Teaching Experiences of Indonesian Non-Native English Teacher (NNEST) Abroad

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Ansor Al Sunnah School, Pak-Phayun, Phatthalung, Thailand Selatan

Waktu Penelitian: 19 Desember 2025 s.d 19 Maret 2026

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,



Prof. Dr. Hj. Helmiati, M.Ag

NIP. 19700222 199703 2 001



Certificate Number: 15/GLC/EPT/I/2025

ENGLISH PROFICIENCY TEST® CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Royanda
ID Number : 3502152601880008
Test Date : 20-01-2025
Expired Date : 20-01-2027

achieved the following scores:

Listening Comprehension : 52
Structure and Written Expression : 49
Reading Comprehension : 55
Total : 520



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At: Pekanbaru
Date: 23-01-2025

Lipati Marta Kalisah, M. Pd
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رقم الهوية : 3502152601880008
تاريخ الاختبار : 20-01-2025
الصلاحية : 20-01-2027

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع : 47
القواعد : 44
القراءة : 46
المجموع : 457

الترقيم التعريفي

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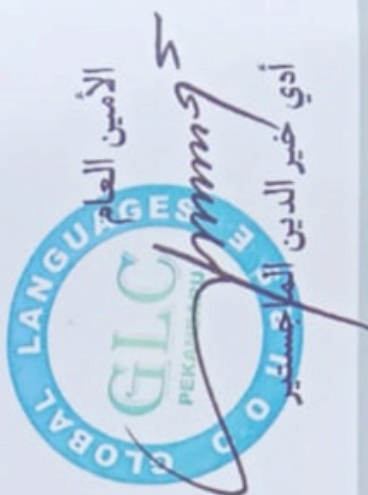
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Pekanbaru, 02 Mei 2025

Nomor : S-1339/Un.04/Ps/PP.00.9/05/2024
Lamp. : 1 berkas
Perihal : Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. Bukhori. S. Pd. I. M. Pd (Pembimbing Utama)
2. Dr. Dedi Setiawan. M. Pd (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Royanda
NIM : 22290110015
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : VII (Tujuh)
Judul Tesis : Exploring Teaching Experiences Of Indonesian Non- Native English Teacher (Nnest) Abroad

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

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2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian Setelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,
Direktur,

Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

Tembusan :
1. Sdr. Royanda
2. Arsip



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KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	Royanda
NIM	22290110015
PROGRAM STUDI	PAI
KONSENTRASI	Bahasa Inggris
PEMBIMBING I/PROMOTOR	Dr. Bukhori, S.Pd., M.Pd
PEMBIMBING II/CO PROMOTOR	Dr. Dodi Setiawan M.Pd
JUDUL TESIS/DISERTASI	Exploring Teaching Experiences of Indonesian Non-Native English Teacher (NNEST) Abroad

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2.	15/9-2025	Get additional theories regarding Global Englishes, TEFL, and TESL.		
3.	22/9-2025	Write and Strengthen the novelty of the research in chapters		
4.	6/10-2025	Make a sure the writing format standardized as APA 7 style.		
5.	7/10-2025	Format chapter IV to combine Finding and discussion in one chapter		
6.	22/12-2025	Read the format of writing methodology From campus and based on APA Style		

Catatan:
*coret yang tidak perlu

Pekanbaru, 22 Des 2025

Pembimbing I/Promotor

State Islamic U

KONTROL KONSULTASI BIMBINGAN TESIS/DISERTASI*

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2.	15/9-2025	Get additional theories regarding Global Englishes, TEFL, and TESL.		
3.	22/9-2025	Write and Strengthen the novelty of the research in chapters		
4.	6/10-2025	Make a sure the writing format standardized as APA 7 style.		
5.	7/10-2025	Format chapter IV to combine Finding and discussion in one chapter		
6.				

Catatan:
*coret yang tidak perlu

Pekanbaru, 22 Des 2025

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PROFILE

Seorang Pendidik, Interpreter, dan Public Speaker, certified Ahli K3 umum dan memiliki pengalaman sebagai HSE officer assistant, Acting admin, dan assistant planner SISPEK (Sistem Integrasi Pelaporan & Pengawasan Pekerjaan).

EDUCATION

- UIN Suska Riau
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- UIN suska Riau
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Pendidikan Bahasa Inggris (2017)

WORKING EXPERIENCE

- Technician, Material Man & Planner Trafo Shop
PT. MMU - 2024 - now
- HSE & Planner Assistant Trafo Shop PT. RUI -2024
- Jr. Technician Trafo Shop di PT. RUI - 2024
- Wakil Kepala Sekolah Bidang Kesiswaan di
MTs Al-Imtiyaz - 2022- 2023
- Guru Bahasa Inggris di Bamrung Phaka
Phuket School, Thailand - 2018-2020
- Tutor Bahasa Inggris untuk Mahasiswa
Penerbangan Phuket College Thailand - 2020
- Tutor Bahasa Inggris untuk Mahasiswa Perkapalan
di Phuket Yacht Haven Thailand - 2020

SKILLS

- Effective Communication Skills (Good)
- Public Speaking (Very Good)
- Microsoft Office
 - Power Point (Good)
 - Word (Good)
- English (Excellent)
 - TOEIC Score (650)

ACHIEVEMENTS

- Certified Ahli K3 Umum (2024)
- Master of Ceremony di Festival Kelapa
Internasional Tembilahan, Inhil (ICF 2017)
- Moderator seminar Internasional
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- Top 10 Duta Bahasa Riau 2017
- Narasumber Duta Bahasa Riau di RTV - 2017

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SIGNATURE

ROYANDA