



EXPLORING THE CULTURAL BARRIER OF INDONESIAN PRE-SERVICE ENGLISH TEACHERS DURING THEIR TEACHING PRACTICE AT PRIMARY SCHOOL IN THAILAND

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Abstract: Understanding cultural barriers is crucial in the context of increasing global collaboration in education. This research addresses a gap in the literature by focusing on the cultural barriers hindering the Indonesian pre-service English teacher's learning process and the strategies to deal with it in a cross-cultural context which is in Thailand primary school. Through qualitative research, involving semi-structured interviews that allowed participants to share their unique challenges and perspectives, three types of cultural barriers are identified; 1) Communication barriers due to language differences, English knowledge and skills of the Thai students; 2) Knowledge about the education of the host country which involves unfamiliarity with the Thai curriculum and Thai primary school learning routines; 3) The integration of technology as there is no facilitate to integrate technology and students' misbehaviour. Thus, nine types of strategies to overcome these cultural barriers employed include harnessing various tools, asking for help from local people, utilizing verbal and non-verbal language, employing instructional strategy, applying a social approach, planning lessons and units, grouping students for instruction, using verbal intervention, and resorting to logical consequence. These findings emphasize the importance of training for future educators to thrive in cross-cultural contexts, highlighting the need for further research in policy and program development for pre-abroad training of aspiring teachers.

Introduction مقدمة

Culture plays a vital role in the context of English Language Teaching (ELT). The idea of the existence of culture in the teaching and learning process has grown significantly as a result of the fact that culture is a component of a language and that language is a component of a culture (Alinezhad, 2015). This culture also influences the effectiveness of the teaching and learning process by creating obstacles or what are called cultural barriers. Mirdehghan et al., (2011) stated that cultural barriers are those customs that create obstacles in the way of understanding or teaching/learning wholly distinct languages, among which body language, religious views, etiquette, and social habits. In this study, cultural barriers refer to situations that are rooted in cultural elements and

impede the operation of learning and educational programs. As specified by Mirdehghan et al., (2011) cultural barriers are several significant cultural elements that substantially impede an efficient learning process. The cultural element is divided into two types; 1) nonmaterial culture consists of values, beliefs, symbols, language, norms, and rituals; 2) material culture consists of all the society's physical objects, tools & technology, clothing, eating utensils, and means of transport (*Sociology*, 2016). Moreover, Peterson & Deal, (2002) added that assumptions are the other essential elements in the nonmaterial types.

In the educational context, those cultural elements are closely linked to the way and how teachers or schools conduct education in a specific country, thereby influencing the educational system and curriculum of that nation. For instance, in the school environment, according to Peterson & Deal (2002), Values represent the school's core principles, influencing how individuals conduct themselves within the community. These values are reflected in daily interactions, policies, and the school's overall ethos. Second, Beliefs, on the other hand, shape individuals' perceptions of themselves, their roles, and the world around them. These beliefs encompass notions about the role of teachers in students' learning, the capacity of students, the relationship between social class and ethnicity, change and innovation, and, most importantly, the nature of students and their motivation. Next, Symbols are representations of intangible deeper beliefs and values. For instance, leaders can represent vision and values through their words and deeds. Following that, the language also represents the communication between teachers and students. This also acts as an essential tool for communication in the multicultural classroom context. The next element is norms which are a group's expectations for behavior, attire, language, and other facets of social life such as norms in certain schools regarding staff development, preparation periods, faculty behavior, and interactions. Moreover, rituals in schools are daily routines; they are infused with deeper meaning and significance. They can range from simple procedures like checking attendance to more complex processes like onboarding new teachers and immersing them in the school's culture. Lastly, the assumptions. It is the subconscious system of perceptions, beliefs, and values that direct behavior. It exists relating to the nature of teaching, curriculum, and instruction; different types of children; and leadership. Meanwhile, material culture consists of all the society's physical objects, tools & technology, clothing, eating utensils, and means of transport. The material artifacts that make up a society's collection are referred to by this element. In the classrooms, hallways, and gathering areas of every school are a diverse range of artifacts. Therefore, items serve as markers and symbols of the ideals of the school. As a result of the elements mentioned above, it combines to create the complex fabric of school culture, which has an impact on the day-to-day activities of faculty, staff, and the community at large.

As the demand for global collaboration in education continues to rise, it is essential to understand the cultural barriers as it is beneficial for both teachers and students in

enhancing the teaching and learning experience. Ultimately, they will learn about cultural gaps which will enable them to close cultural diversity and adapt their teaching strategy. It is in line with Gay (2002) and Ladson-Billings (1995) that culturally sensitive teachers are aware of diverse cultures and adapt their teaching strategies to accommodate them. Moreover, teachers can also encourage their students' cultural sensitivity and awareness, creating a more welcoming and accepting environment in the classroom. Jarchow (1996) also believed that living in a different culture also aids in students' development of global consciousness. Studying this cultural barrier will therefore have many advantages, but neglecting to do so will cause teachers to encounter difficulties when facilitating learning. It is like a study by Copland, Garton, & Burns (2014) which was conducted in five countries (Colombia, Italy, South Korea, Tanzania, and the United Arab Emirates) and found that a sizable percentage of teachers were impacted by certain problems in a range of educational contexts, such as the instruction of vocal expression, inspiration, individualized learning, managing behavior in large groups, teaching writing, teaching grammar, and other more specific topics like enhancing instructors' English proficiency. In addition, a study by Ulla (2018) examined the perspectives and experiences of nine Filipino university and college English teachers regarding the teaching of English to Thai students revealing that, despite the teachers' positive attitudes toward doing so, they believed that teaching English in Thailand is difficult and is hampered by the cultural divide. The student's lack of enthusiasm for learning English, their lack of exposure to and support for environments where English is spoken, the curriculum's ambiguity and inappropriateness, and the teachers' lack of professional development are all examples of cultural barriers they had to deal with.

Those previous studies highlighted that cultural barriers might probably be encountered by teachers teaching in different countries or different cultural environments. These cultural barriers might potentially create further problems in the classroom. Some of those barriers might be successfully handled by teachers, but some others might not. In fact, the way to handle those cultural barriers is demand in this culturally diverse society to properly absorb languages of other races, religions, and ethnicities Mirdehghan et al., (2011). Learning from experience and thinking of the best strategy to conduct a better teaching process, therefore, becomes crucial for teachers.

As has been stated previously, reflection is currently a key concept in teaching (Sööt & Viskus, 2015). They further stated that reflection allows teachers to be conscious and thoughtful about their actions in dealing with problematic situations during their teaching in the classroom. In relation to the cultural barriers, various strategies could be used to correspond to those barriers. In this study, there are nine types of strategies to deal with those cultural barriers based on the effective teaching methods theory by Burden & Byrd (2019) and several studies. First, is using tools. It is a strategy to incorporate a variety of tools into the learning process, such as technology, visual aids,

practical materials, and other resources that cater to different learning styles. Educators can use tools to make learning more engaging, encouraging a deeper understanding of the content. Second, is asking for help from local people. This strategy is carried out by seeking help from local groups and individuals to help with the learning process. For instance, the instructors encounter difficulties in communicating effectively in the host language, which impedes their ability to engage and assimilate into the local culture. To overcome this, they can actively look for chances to converse in Thai with peers, lecturers, and host nationals, which helps them become more proficient communicators (Srisakda, 2018). It is also in line with a study by Caffarella (2010) that asked for help from local people to be willing to translate material into the main language in the region. Third, using verbal and non-verbal language. In order to implement this strategy, both verbal and non-verbal language are used. Clear communication, including speech, body language, and facial expressions, improves student comprehension of concepts and fosters a supportive learning environment. For instance, the pre-service teacher can do gestures to aid in word meaning comprehension (Ramadhani & Poedjiastutie, 2020). Fourth, using an instructional strategy. This strategy uses various methods that focus on student material to facilitate and guide the learning process so that learning is interesting and meaningful. Project-based learning, cooperative learning, and inquiry-based learning are a few examples of instructional strategies.

Fifth, using a social approach. This strategy highlights the value of a social approach, as it will create a supportive learning community by promoting cooperation, teamwork, and peer interaction. Along with fostering a supportive and welcoming learning environment, these group projects, conversations, and activities also help students develop their interpersonal skills. Sixth, planning lessons and units. This strategy is carried out by requiring planning of learning objectives, learning styles, assessment, and continuous reflection and using an organized curriculum from the host country. To better comprehend when planning the lesson in a new area, the pre-service teacher can learn and adapt to the host culture by actively learning about Thai culture and taking part in cultural activities. Seventh, grouping students for instruction. This strategy is carried out by strategically grouping students based on skill level, interests, or learning preferences. Adapting teaching approaches within these groups allows educators to address individual strengths and challenges, thereby encouraging a more personalized learning experience. For instance, assign group and pair projects to help students collaborate and exchange ideas (Olesova, Yang, & Richardson, 2011). Eighth, Using verbal intervention namely explicit redirection. This strategy is used by providing explicit redirection to stop bad behavior and ask students to return to appropriate behavior. For instance, when pupils answer a question without raising their hands, the teacher can use explicit redirection to stop them by saying, "Linn, stop saying the answer and raise your hand if you want to answer the question.". And the last is using logical consequence. It is used "to reduce undesired behavior by removing desired stimuli". "You

have a choice" is an example of a logical consequence that the teacher can use. This strategy holds students accountable for their actions by letting them select the kind of consequences they deserve. For example, "Linn, you can either move to the back of the class or not disturb the students who are close to you." By assisting them in understanding the cause-and-effect relationships between their choices and the outcomes, this approach empowers students to take ownership of their behavior and education.

Apart from that, the study by Srisakda (2018) not only determined the various cultural barriers but also sought to know how to overcome them. The study looked at how Vietnamese students adjusted to the cultural barrier while enrolled in a higher education program in Thailand. The results showed that their biggest obstacles were a lack of proficiency in the local tongue, poor learning abilities, and challenging subjects. According to that barrier, the Vietnamese students were able to overcome the cultural barrier by improving their language skills, revisiting the material, and seeking academic assistance from the Thai students and the professor. This was because peer support was crucial in bridging the cultural gap. Lastly, based on preliminary observations made by the researcher while she was in Southern Thailand, it was discovered that Thai students, particularly those in primary schools, who are learning English tend to have difficulty mastering the language, especially in the English alphabet. It comes from numerous factors, including the fact that they have little opportunity to speak English in their surroundings. Furthermore, Indonesian pre-service English teachers are not equipped with the sufficient skills necessary to teach English at school in different cultural learning environments.

Due to the previous statements, grasping the cultural barrier in English Language Teaching (ELT) is crucial, as it brings advantages to the educational experience of both educators and learners that will have an impact on the learning process. Consequently, it is essential to be thoroughly studied because it can be used as a guide for pre-service teachers who are conducting teaching practice. It will help them deal with cultural barriers that arise during the learning process so that they become better prepared, which will lead to better teaching practices. Considering that fact, this research aims to explore the cultural barriers experienced by Indonesian pre-service English teachers during their teaching practice in Thailand. This research also described the strategies that Indonesian pre-service English teachers use to handle those barriers.

Method | منهج

This study used a qualitative research approach to explore cultural barriers and their strategies for overcoming them experienced by Indonesian pre-service English teachers during their teaching practice in Thailand. Three Indonesian pre-service English teachers who have finished their teaching practice at a primary school in Thailand are the

participants. In order to fulfill the objectives of the study, this research employed semi-structural (open-ended) interviews to obtain an in-depth understanding of participants' perspectives and experiences guided by twenty-six questions focusing on how the participant communicates with the Thai students, the Thai curriculum, and Thai learning routines, student participation, technology integration, and the overall school environment. These questions aim to elaborate on the Indonesian pre-service English teachers' experiences and reflections on their teaching practices in Thailand. The researcher recorded the interview process and data were analyzed using thematic analysis based on the theory of culture by *Sociology* (2016) and the methods for effective teaching by Burden & Byrd (2019). As a result, by using this approach, the cultural barriers and the strategies for overcoming them experienced by Indonesian pre-service English teachers during their teaching practice at primary schools in Thailand can be identified and analyzed.

Result | نتائج

This study explores cultural barriers faced by Indonesian pre-service English teachers during teaching practice and examines strategies to address those barriers. The data shows that there are various cultural barriers experienced by Indonesian pre-service English teachers. To make it easier to understand, the researchers tried to classify them based on the types of communication barriers, knowledge about the educational system of the host country, and the integration of technology. Nine types of strategies used by Indonesian pre-service English teachers are also elaborated to correspond to those barriers including using tools, asking help from local people, using verbal and non-verbal language, using instructional strategy, using social approach, planning lesson and units, grouping students for instruction, using verbal intervention (explicit redirection), and using logical consequence. The following table 1 displays the findings of this study briefly and systematically, then they are described in detail in a further section of this article.

Table 1. Cultural barriers and the strategies to deal with

NO	Cultural barrier		The strategies to deal with
	Types	Description	
1.	Communication barrier	<p>1. Language differences: Indonesian pre-service English teachers and Thai students do not use the same language. The Indonesian pre-service English teacher uses Indonesian and English to communicate. Meanwhile, Thai students use Malay language and Thai.</p> <hr/> <p>2. English knowledge and skills: Thai students are not able to produce</p>	<p>1. Using tools: Google translate.</p> <p>2. Asking for help from local people: Asking a help from Thai English teacher.</p> <p>3. Using verbal and non-verbal language:</p> <ol style="list-style-type: none"> 1) Verbal: Using simple and basic English and using Malay language. 2) Non-verbal: Using body language. <p>4. Using an instructional strategy:</p> <ol style="list-style-type: none"> 1) Identifying similar shapes and the most difficult alphabet to pronounce. 2) Using drill techniques (repetition).

		basic English such as recognizing and spelling the English alphabet.	5. Using a social approach: Ask the students who do not perceived the teacher's explanation to ask their peers who understand it.
2. Knowledge about the educational system of the host country.	1. Indonesian pre-service English teachers lack knowledge of the Thai curriculum as it can be a guide for teaching.		1. Using tools: 1) Using textbooks as the main resources to teach. 2. Planning lessons and units: 1) Finding any necessary information in relation to the Thai curriculum, outline material, and lesson plan either from the internet or the Thai English teacher. 2) Self-adopting the Indonesian curriculum which is K-13. 3) Observing how Thai teachers teach before carrying out teaching practice. 4) Adapting with the learning routines in Thai primary school.
3. The integration of technology	1. There are no facilities such as LCD to facilitate technology integration in Thai primary schools. 2. Thai students' misbehavior when Indonesian pre-service English teachers integrate technology.		1. Using tools: Using interactive and innovative learning media by 1) Laptop; 2) Sound books; 3) Offline media such as printed pictures. 2. Grouping students for instruction: Using sound books in pairs. 3. Using verbal intervention namely explicit redirection: 1) Asking students to remain seated while the teacher shows the media on the laptop. 2) Getting students attention with call & response techniques. 4. Using logical consequence: Giving students options to leave the classroom.

1. Communication barrier

The first barrier that Indonesian pre-service English teachers experience is the communication barrier. This type of barrier refers to the language differences and English knowledge of Thai students, which in turn, hinders the interaction of Indonesian pre-service English teachers and Thai students. Language differences happen when they do not use the same language. The Indonesian pre-service English teachers do not know the Thai language and Thai students do not know the Indonesian language. The only hope to have a smooth interaction is through English. Unfortunately, the English knowledge and skills of Thai students is quite lacking according to all the participants in this study. They are not able to produce basic English such as recognizing and spelling the English alphabet. Thus, they have difficulty communicating and understanding each other, as has been acknowledged by all of the participants in this study.

As a result, Indonesian pre-service English teachers have strategies to deal with this barrier. They realize that the strategy of using language when they speak a different language is not a suitable solution. Instead, they use other strategies such as asking a help

from Thai English teachers to translate the idea and deliver it to students during collaborative teaching sessions. Further, they also use Google Translate and explain ideas to students through body language

P1: *"Sometimes I use body language to convey what I want to say."*

P2: *"In a class, we ask our teacher for help translating the Thai language to Malay and vice versa. But when it is really urgent, we use Google translate to communicate."*

Additionally, to conquer with English knowledge and skills of Thai students who are not able to acquire fundamental English, the Indonesian pre-service English teacher uses simple and basic English since in the English class they try to speak English all the time to make students familiar with it. They also analyze similar shapes of the alphabet like /b/ and /d/ because it is similar in terms of shape. Further, they identify the most difficult alphabet to pronounce like /h/. Indonesian pre-service English teachers tend to do it in repeated ways or use drilling techniques until the students acquire the terms that teachers convey. If there is a student who still does not understand what the teacher expresses, they will ask that students to ask their peers who perceived the teacher's instruction well so that they can discuss it with each other and understand the material. Lastly, if the students are still not able to comprehend, the Indonesian English teacher will use Malay language as the student is able to speak Malay language and the teacher speaks Indonesian which has a similar meaning.

Thus, this finding indicates that the communication barrier is the most difficult thing that hampers the Indonesian pre-service English teacher when doing teaching practice. Yet, they have utilized various strategies to handle this type of barrier. They did not only use one strategy but also used trial and error to see whether that particular strategy was relevant to the barrier that they needed to deal with.

2. Knowledge about the educational system of the host country

The second barrier relates to the knowledge about the educational system in Thai primary schools including a lack of knowledge of the Thai curriculum and a lack of information regarding the learning routines in Thai primary schools. First, all of the participants acknowledge that they do not know the Thai curriculum. It makes them face difficulties in the teaching and learning process since the curriculum can be their guide for teaching. The school also does not have the exact guidelines for teaching in Thai primary schools. As a result of this, when they were teaching in Thailand, they learned about the Thai curriculum and the Thai education system on the Internet. When they learned it, they also self-adopting the Indonesian Curriculum 13 system in the teaching and learning process. Second, another barrier is they lack adequate knowledge about the learning routines used in Thai primary schools as stated by Participant 1 below.

P1: *"I have no idea about the curriculum used in Thailand and I do not know the learning routines in the class. For example, I did not understand that I needed to teach*

them the alphabet first before starting the class since they were not able to recognize the alphabet. Thus, I have to struggle a lot to find the best way to teach them."

Even though Indonesian pre-service English teachers lack information about learning routines in Thai primary schools, they try to provide the best strategies for teaching Thai students. For instance, by gaining knowledge from observing how Thai teachers teach before carrying out teaching practice, adapt to learning routines such as the necessity of teaching the English alphabet before the main material. This happens because Thai students are not able to recognize and spell the English alphabet. Thus, to ensure that students are familiar with the alphabet, teachers must teach it to them before the core material is given.

Additionally, Indonesian pre-service English teachers also studied the Thai lesson plan before teaching. They analyze the different lesson plans applied in Indonesia and Thailand. After they learn the lesson plan, they also ask the Thai teachers about the outline material that should be taught to the students. After they know the outline material, they will discover about the media, and methods to teach that material by themselves. One of them is using textbooks as it is the main resource to teach for both of the host teacher and the Indonesian pre-service English teachers. By implementing this strategy, participants admitted that they were better prepared to teach Thai students.

3. The integration of technology

The third barrier arises from the integration of technology. The Indonesian pre-service English teacher is expected to use interesting media like PowerPoint and moving pictures (GIFs). Yet, the primary schools where participants carried out teaching practice do not have a facility to integrate it such as LCD projector in the classroom. Based on the participants, it is unexpected as it is different from Indonesian primary school classrooms which mostly have LCD to facilitate the technology integration. Thus, it hampers the learning process because they are not able to show the media using LCD which makes it easier for students to watch it. To overcome this, they utilize laptops to show the material to students and use sound books. As admitted by Participant 1 below.

P1: "I use a laptop but I found challenges. I need all the students to see the moving pictures on my laptop, but I only have it one. They also do not have a projector for all of the class. Thus, I have to move around in the classroom so that all the students can see what I am showing and explaining."

Besides applying laptops and sound books, they also employed offline media such as printed pictures and paper strips for jigsaw reading. Thai students show interest in receiving those media. Their engagement in learning is heightened when the Indonesian pre-service English teacher employs new and diverse media in the classroom. Yet, when Indonesian pre-service English teachers implemented laptops and sound books, they found challenges. Because Thai students are not familiar with the use of technology, they get too excited and overreact which causes misbehavior. Thai students exhibit excessive

activity such as rushing, squabbling over laptops and sound books, and crowding in the classroom. They focus on the items used to facilitate them which are laptops and sound books instead of focusing on the material being taught. As a result, it makes class chaos and hinders the learning process as Participant 1 and Participant 2 mentioned below.

P1: "I try to integrate technology in my class using a laptop since there is no LCD there. When I show my laptop to them, the class becomes chaos as they have not seen that before and they are very curious about it."

P2: "I have used moving image media and sound books. When I give the sound book to them, they are very chaotic and cannot be organized. They even start to snatch the sound book from their peers."

Therefore, to overcome those students who have misbehaved, Indonesian pre-service English teachers would be calm and ask them to be quiet by getting students' attention with call & response techniques such as using clap games. Simply, they start to clap using a pattern and ask them to repeat it back. After that, they assign students to use the sound book in pairs and ask students to remain seated while the teacher shows them media on the laptop. Not only that, one of the participants who had different school learning routines admitted that the participant would give students options to leave the classroom.

P3: "I gave them an option whether they should keep quiet and continue studying or go out of the class. If they are too active like disturbing the other friends, screaming, or running, they can go out in the middle of the lesson since the habits of the school allow them to leave the class. The home teacher also applies things like that. So, I also did what home teachers do."

In conclusion, technology has become cutting-edge media in the learning process yet in a Thai primary school, the integration of technology is still lacking causing Indonesian pre-service English teachers to encounter those challenges. This finding indicates that those barriers become the aspects that hinder Indonesian pre-service English teachers when have a teaching practice in Thailand. However, they also have various strategies to help them handle this barrier well.

Discussion | مناقشة

This study reports on the experiences of Indonesian pre-service English teachers who have a teaching practice in a primary school in Thailand and the strategies to deal with it. From the findings, the cultural barriers experienced by Indonesian pre-service English teachers are divided into three types which are the communication barrier, education knowledge of the host country, and the integration of technology. First, in the communication barrier, the Indonesian pre-service English teachers encounter language differences in which they and Thai students do not use the same language, and encounter the English knowledge and skills of Thai students which they were not able to produce basic English. For this barrier, the strategies are using various tools, asking for help from

local people, using verbal and non-verbal language, using instructional strategy, and using a social approach. Second, in the knowledge about the educational system of the host country types, the Indonesian pre-service English teachers also faced several barriers. Those are they lack information about the Thai curriculum and they do not have sufficient information related to learning routines in Thai primary schools. Indonesian pre-service English teachers overcome this barrier by using various tools and planning lessons and units. Third, in the integration of technology, it found that there are no facilities such as LCD to facilitate technology integration in Thai primary schools which causes students to demonstrate excessive activity. To deal with this barrier, Indonesian pre-service English teachers also use various tools, grouping students for instruction, using verbal intervention namely explicit redirection, and using logical consequence.

First, the cultural barrier that Indonesian pre-service English teachers experience is the communication barrier. The barrier hampered the communication between teacher and student in the learning process. It is aligned by Jankova Alagjozovska (2021) that communication barriers become obstacles to effective communication in an English learning environment. It happened because of the language differences that impede communication and understanding between Indonesian pre-service English teachers and Thai students. It is agreed by Jankova Alagjozovska (2021) that one of the communication barriers is linguistics which is in terms of different languages used by the speaker or listener. It is also in light with research conducted by Caffarella (2010) that language differences become a barrier that can make it difficult for educators and learners to communicate and comprehend information. Besides the language differences, the communication barrier is also caused by the English knowledge and skills of Thai students. It is consistent with the previous research conducted by Ramadhani & Poedjiastutie (2020) that the English knowledge and skills of Thai students is still basic. It is supported by Sasum (2018), that despite having studied English since elementary school, the majority of Thai students do not speak English proficiently. This makes a difficult for them to communicate and understand each other. Thus, to overcome this barrier which is the language differences, the participant used several types of strategies including using Google Translate as a tool to help them translate words, using non-verbal language which is body language, and asking for help from local people who a native speaker of Thai language, specifically Thai English teachers, in translating the sentences that Thai students speak into English. The strategies used are also similar to the research conducted by Caffarella (2010) which asks the translator who is a native speaker to translate words. Meanwhile, to deal with the English knowledge and skills of Thai students, research by Ramadhani & Poedjiastutie (2020) uses Role-play which can be used to increase students' interest in learning English. It is contrary to the current study that Indonesian pre-service English teachers do not use Role-play because the students always show interest in learning English with Indonesian pre-service English teachers as they come from other countries. Instead of using role-play, this current study emphasizes

making students understand some vocabulary that they learned using these three types. First is using verbal languages such as using simple and basic English and Malay language. Second, they also employed the instructional strategy for students such as identifying similar and the most difficult alphabet to pronounce and using drill techniques. Third, they use the social approach in which they ask the students who do not perceive the teacher's explanation to ask their peers who understand it. As a result, their English skill will be enhanced and the Thai students and Indonesian pre-service English teachers can communicate and understand each other.

Second is the Indonesian pre-service English teacher's knowledge about education of the host country barrier including; 1) Lack of Thai curriculum knowledge; 2) They do not have sufficient information related to the learning routines in Thai primary school. This result is in line with a study conducted by Ramadhani & Poedjiastutie (2020). Both Ramadhani's study and the current study have the same point which the participants do not understand well about the Thai curriculum since it can be a guide and facilitate them when conducting the learning process. It is supported by Siuty, Leko, & Knackstedt (2018) that the availability of such a curriculum helped teachers make decisions about tailoring their instruction to each student's needs. Yet, the study conducted by Ramadhani & Poedjiastutie (2020) is different than this current study since the participants of this study do not have sufficient information regarding the learning routines in Thai primary schools such as teaching the alphabet before conveying the core material. It has hampered their teaching practice since they do not have enough time to deliver the main lesson content. Therefore, a study by Ramadhani & Poedjiastutie (2020) shows that the strategies to deal with this barrier are by making their own material to teach. Yet, it is in contrast with the current study that Indonesian pre-service English teacher does not make their own material. However, they use the material from the Thai textbook as the main resources to teach. Not only that, but Indonesian pre-service English teachers also employed planning lessons and unit types of strategy to overcome that barrier in which they found any necessary information concerning the Thai curriculum, outline material, and lesson plan either from the internet or the Thai English teacher. They also self-adopted the Indonesian curriculum which is K-13 to use in the learning process. Then, to deal with sufficient information about learning routines in Thai primary schools, they observe how Thai teachers teach before carrying out teaching practice and adapt to the learning routines in Thai primary schools. As a result, they are able to use those strategies to instruct in Thai primary schools even though were hampered by the cultural barrier.

Third is the integration of technology. Research conducted by Crossan (2019) shows that there is a low usage of educational technology in the classroom which arises from the teacher's self-efficacy. Meanwhile, the findings of the current study demonstrate that the incorporation of technology is lacking as it arises from the lack of facilities to integrate

it and the misbehavior of students. To overcome the lack of facilities to employ it, the participants of this study use various tools such as laptops, sound books, and printed pictures to gain student's interest in learning. They also grouped students in pairs to use the sound books. Therefore, it is suggested to the school that they have to consider the use these various tools of technology in the teaching and learning process as it can give students new learning experiences and it will get different learning outcomes. As determined by Crossan (2019) the ongoing digital revolution continues to disrupt learning, it is imperative that schools embrace the transcendent use of technology to push the limits of educational outcomes. Furthermore, the barrier related to the students who have misbehavior was also found in the study by Khotimah, Endang Fauziati, Choiriyah Widyasari, & Minsih, (2023). The study settled that there are still a lot of students who engage in disruptive behavior during class, which can hinder learning. It is similar to the current study that those students also hinder the learning process. To address this barrier, the Indonesian pre-service English teacher uses verbal intervention namely explicit redirection. When the students show misbehavior when they employ a laptop in the learning process, the Indonesian pre-service English teacher asks the Thai students to remain seated. Not only that, when the class becomes chaos, the Indonesian pre-service English teacher gets students' attention with call & response techniques in which they instruct students to repeat the clap that they do. By applying these strategies, Thai students become more organized, quiet, and get back to learning. Lastly, the strategy using logical consequence which gives students the option of whether they want to be quiet or to leave the classroom if they do not want to study is also the same as the research by Khotimah et al., (2023) that gives choices to students; if they want to talk, it is preferable to do it outside. Yet, Khotimah et al., (2023) study uses a humanistic approach while the current study uses logical consequences for students. In reality, the point of both of the approaches is the same which gives learners the option to train their responsibilities. Thus, this is done to prevent these students from disturbing their peers who want to study.

Not only these three findings, but other results found in the current study contradict Ramadhani & Poedjiastutie (2020) that the use of Thai letters in students' writing became a cultural barrier in the classroom. This is due to the fact that Thai students in Ramadhani & Poedjiastutie's study (2020), write using Thai letters rather than an alphabet. Meanwhile, the current study found that the use of Thai letters in the English classroom did not become a barrier to the participants. They admitted that it became a challenge but did not hinder them in teaching English in class. The reason is because the Indonesian pre-service English teachers have already encouraged Thai students to practice writing using the alphabet instead of Thai letters. This strategy aims to familiarize them with the process of writing using the alphabet. Moreover, another reason is the usage of Thai letters in student's books. The participants of this study acknowledge that not all English books used in class use Thai letters and most of the content uses the English alphabet,

which for Indonesian pre-service English teachers is easy to understand. Even though there is Thai letters were used in the textbook, they were quick to interpret them using Google Translate. If they do not understand, they will ask the Thai-English teacher so that they can perceive the content in the textbook. As a result, Thai letters do not hamper Indonesian pre-service English teachers in the learning process.

Therefore, all of the interpretation above is crucial to understand as they can be used as a reflection for the teacher on their teaching skill and it gives numerous advantages. For instance, to help educators grow personally and professionally, reflection can enhance the quality of instruction and foster the growth of educators by assisting them in examining and transforming the strengths and weaknesses of their classroom instruction. Moreover, it enables educators to pinpoint the underlying causes of issues and raise the quality of their teaching by successfully bridging theory and practice. As a result, reflection helps educators to assimilate concepts from the literature more effectively, come up with fresh concepts for learning and instruction, and also hone their pedagogical approaches.

In addition, this finding also revealed the barrier that is not linked to the culture. It is the teaching experience and training for instructing primary school students in Thailand. The Indonesian pre-service English teachers admit that they have experience in teaching primary students yet that experience is not enough if they teach in Thailand primary schools. As it is still not good enough to have experience in teaching primary school, they find it difficult to handle students when they convey the material. Therefore, it hinders their teaching practice in Thailand. To overcome this barrier, Indonesian pre-service English teachers are gaining knowledge from observing how Thai teachers teach before carrying out teaching practice. Because it can help them as a reference in their teaching practice in Thailand. As believed by Brown, Lee, & Collins (2015), numerous pre-service teachers in this study mentioned that the most beneficial part of student teaching was getting to observe how an experienced teacher runs a class and teaches. Not only that, the Indonesian pre-service English teachers also search an information on the internet on how to teach primary school students and use interactive methodology. They also use curriculum 13 as studied in Indonesia which uses the PPP method (Practice, Produce, Presentation). Hence, teaching training in primary school needs to be considered before conducting teaching practice with the participant who has not gained any experience in teaching primary school before. It is supported by Ulla (2016) that proper pre-service teacher preparation and a strong foundation in teaching practicums should be carefully considered to better prepare pre-service teachers to become competent teachers in the future.

Conclusion | خاتمة

This study sheds light on the cultural barriers experienced by Indonesian pre-

service English teachers during their teaching practice in Thai primary schools and the strategies to overcome them. Three main types of cultural barriers are identified: the communication barrier, knowledge about the education system of the host country, and the integration of technology. The communication barrier arises from the language differences and the English knowledge of Thai students. Despite this, the Indonesian pre-service English teachers employ various strategies, such as using various tools, asking for help from local people, using verbal and non-verbal language, using instructional strategy, and using a social approach. Meanwhile, the second barrier arises from the Indonesian pre-service English teacher's knowledge about the education of the host country, particularly with regard to the lack of information about the Thai curriculum and learning routines in Thai primary schools. The Indonesian pre-service English teachers solve this by using various tools and planning lessons and units. Last is the integration of technology that arises from the absence of a facility that provide Indonesian pre-service English teacher integrate it which causes the excessive activity of students. It is addressed through various tools, grouping students for instruction, using verbal intervention namely explicit redirection, and using logical consequence.

To conclude, this study provides valuable insight into the challenges faced by Indonesian pre-service English teachers in Thai primary schools, emphasizing the importance of cultural awareness and effective teaching strategies in overcoming these challenges so that they become the reflection of the teacher in teaching. This study also underscores the importance of pre-service teacher preparation, as inadequate experience in teaching elementary school can hinder effective instruction. Thus, future research could explore policies or program development to determine the type of training prospective teachers need before going abroad such as an evaluation of the effectiveness of cultural training programs or an identification of program development strategies to increase the readiness of teacher candidates to face cultural challenges in international teaching.

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