

ABSTRACT

Syifa Safira Shofatunnisa (2018): Exploring Teacher's Roles in International Internship Classroom: A Southern Thailand Case (A Case Study at the International Internship Classroom at the State Islamic University of Sunan Gunung Djati Bandung).

There are many roles of a teacher, and a teacher may play different roles in the classroom. However, pre-service teachers were having low knowledge and experiences regarding to playing many roles in the classroom yet they have to teach in the classroom. Besides, the international students are more common to find in the institution nowadays. Teacher should prepare themselves to play their roles in an intercultural classroom, and it starts from the pre-service teachers in the international internship classroom.

The purpose of this research were: 1) to find out what are the teacher's roles played by the pre-service teachers in the international internship classroom. 2) to find out in what condition the roles were played by the pre-service teachers.

The method use in this research is a descriptive qualitative case study. The researcher uses teacher's roles theories combined from Harmer (1998) theory and Wan, David, & Li (2011). The researcher used the thirteen roles to analyse the roles played by pre-service teachers in the international EFL classroom. Then the researcher adapted classroom condition theories from Downer (2007) and Hopkins (2014). The researcher used the three main themes of condition and its derivatives to categorize in which classroom condition the pre-service teachers used those roles.

The result shows that three pre-service teachers participated in this research successfully played four out of thirteen roles in the classroom as: controller, tutor, provider, and instructor. Meanwhile nine other roles as: agency, prompter, assessor, resource, nurturer, devotee, culture transmitter, authority, and interest arouser/co-worker were not successfully performed by three of them. The pre-service teachers were playing the roles in seven out of eight conditions as following: discussion activities, active work, practical activities, instructional context, the global quality of interactions, group/peer work, and using new/engaging topic. Meanwhile none of the three pre-service teachers played the role in the condition of giving choices of learning to the students.

Therefore it is recommended that: 1) the pre-service teachers should be given more knowledge about the teacher's roles in the classroom, 2) the pre-service teachers should be given chance to practice their roles before teaching in real classroom, 3) the pre-service teachers should be trained to create more classroom conditions especially in giving the choices of learning to their students while playing their roles.