

ABSTRACT

Ghina Rohadatul Aisy (2018). Indonesian Pre-Service Teacher's Use of Instructional Strategies to Cope with Culture and Language as a Challenges during Teaching English to Thailand Students. 1142040044.

Nowadays, there has been a number of strategies for students to learn. A teacher has to determine what kind of strategy which is suitable for teaching students. Before becoming a teacher who enters a real class, becoming a pre-service teacher must also know how to teach using instructional strategies.

Specifically, the purpose of this research are: 1) To find out the instructional strategy to cope with the culture and language in the Thai school. 2) To find out the way of the pre-service teaching maintain positive environment of a different culture.

The research used a qualitative method, particularly a case study. The researcher used the case study to investigate what strategies that pre-service teacher used while teaching students from another country with the different culture and language challenges. The researcher focuses on analyzing one of the thirteen pre-service teachers that joined the program. The data obtained from the video documentation and semi-structured interview.

Based on the result of data analysis, it can be concluded that the appropriate instructional strategies to teach Thailand students are cooperative learning and cognitive organizer. Started question and answer session become a phenomenon of supporting each other between the participant as the teacher and the students. This is one of a requirement of cooperative learning instructional strategies. Assigned the students to make a mind map (concept map) was also including into types of cognitive organizer instructional strategies. The findings also show that the pre-service teacher maintain the positive environment in the classroom by provides a learning environment to control student behavior and demonstrates respect for students in a positive learning environment.

In conclusion, culture and language cannot be separated, because of this, teacher students have to provide well as pre-service teachers. They have to be ready to face something unexpected. Expectation is should be more considered when debriefing pre-service teachers before the program in the future.