

CHAPTER I

INTRODUCTION

The chapter takes up the research fundamental including the background of the research, research question, research purposes, research significances, the framework of thinking, and previous research.

1.1 Background of the Research

Instructional strategies are techniques to make independent and strategic learners. It is essential to assess and evaluate teacher effectiveness and use of effective practice because of the teacher effectiveness and student achievement connection (Ford, 2016). The instructional strategies used as effective learning strategies when students independently choose the appropriate strategy to accomplish a task or reach achievement. The students must know and able to write a list of difficulties in order. The teacher will provide support and determine the right strategy for them (Soruç & Griffiths, 2017).

Fifteen Indonesian pre-service teachers studying at UIN Bandung West Java teach students at Southern Thailand. The students were required to learn and passed English as a Foreign Language (EFL) Subjects. The fifteen pre-service teachers were deployed in seven schools in Southern Thailand; four pre-service teachers taught at Santivitaya School in Pattani Province, four other pre-service teachers taught at Muslim Suksa School in Satun Province, there were four schools occupied by one pre-service teacher for each school; Phadungsilwittaya School, Santisart Wittaya School, Nibong Pitayakhan School, and Kauna Witthaya School. All these schools are located in Yala province, Alawiyah Wittaya School in Yala Province was occupied by the last three pre-service teachers to teach the English language. The pre-service teachers and the students had a different culture. Some difficulties emerged when they started to teach the English language; the difficulties were language and culture itself. Then, the pre-service teacher learned to maximize the instructional teaching strategy in the classroom to achieve the goals of the learning for students whose language and cultural backgrounds are different from the pre-service teachers.

English pre-service teachers keep students interested in the classroom is the main thing that must be considered. One aspect that must be considered, so students are interested in the classroom is understanding their culture first. Culture is one of the best ways for motivation and also provide students with useful language models in the classroom (Ilter & Guzeller, n.d.). They claim culture and teaching language cannot be separated, so the culture must be taught when teaching English as a target language. If language is taught without students' culture, students are only foreigners who are not familiar with English as a target language. Brown (1994) in Wenyang (2000) mentions that language is a part of the culture, and culture is a part of the language. A teacher who will teach foreign languages to students needs to familiarize himself with the culture of the target language and the culture of the students (Farooq, Soomro, & Umer, 2018). Cultural background is an important aspect of personal identity that interacts with the education received in a particular society (Derderian-aghajianian & Wang, 2012).

Gollnick & Chinn (2002) said today's classrooms require teachers to educate students various in cultures, languages, abilities, and many other characteristics (Richards, Brown, & Forde, 2007). Anderson and Stillman (2013) in Hoosein (2014) state that even in ideal educational settings, one of the greatest challenges teachers can face is learning to effectively and sensitively teach students from different cultures

Also, Richards et al. (2007) show that culturally responsive pedagogy involves three dimensions: (a) institutional, (b) personal, and (c) instructional. The institutional dimension describes the administration and its policies and values. The personal dimension appoints to the cognitive and emotional processes teachers must engage in to become culturally responsive. The instructional dimension includes materials, strategies, and activities that form the basis of instruction. In this study, the third dimension of responsive pedagogy, that is the instructional, closely related to the research of pre-service teachers teaching strategy in Southern Thailand. Therefore, the strategy is included in it.

Furthermore, the previous research that analyzed instructional strategies in teaching EFL students has been found in Hu et al., (2018). Their study analyzes kindergarten students in a child classroom in China. This research tells about how the Chinese classroom experiences in general across the group to create teacher reports that they mostly use to teach using instructional support strategies. As a result, whole-group teaching deputize one of the most commonly observed activities in Chinese kindergarten classrooms for teaching language concerned activities. The activities of kindergarten students typically include storytelling, singing nursery rhymes, reading to provide the students' ability to experience English language class.

In addition, research by Ford (2016) explored teacher implementation of effective practice instructional strategies. This research assesses how the secondary teacher teaches the core subjects as; English, math, science, and social studies in Minnesota, US. The secondary teacher made a perceived performance of effective practice instructional strategies. Ford expressed Minnesota has mandated the use of effective practice instructional strategies by teachers in the classroom. The content domain of Minnesota Effective Practice Instructional Strategies Assessment (MEPISA) refer to Danielson, (2011).

The aim of Pourkalhor & Esfandiari (2007) research is to present a brief background to the emersion of culture in learning a language and how it can correlate with students who study the language. Directly or indirectly, this research provides an overview of culture and its application as a tool for social communication. The basic purpose of the cultural definition in different research is to investigate the movement of the discovery of connections between culture and language. Therefore, the relationship between culture and language learning is explained effectively and is beneficial to culture in the language learning process in a context that can be influenced by the culture of teachers and students. Pourkalhor & Esfandiari (2007) said that students would get better performance and understand the more real language if students consciously engage and understand the culture of the language they are learning. They were describing the goals of culture teaching from Nostrand (197). He shows six objectives to help

students become competent culturally, which includes; interact appropriately in social situations, describe the exact part of the population when illustrated, recognizing a pattern when it is illustrated, explain a pattern, predict how patterns might apply to certain situations, and describe important attitudes to make someone acceptable to a foreign society.

Meanwhile, the researcher's research looks after the pre-service teachers itself to teach and improve the teaching skill of teaching international students in South Thailand schools; it means the culture and language would be a difficulty of the teaching experiences in South Thailand.

Considering the explanation, the researcher would like to study this research under the title **“INDONESIAN PRE-SERVICE TEACHER’S USE OF INSTRUCTIONAL STRATEGIES TO COPE WITH CULTURE AND LANGUAGE AS A CHALLENGES DURING TEACHING ENGLISH TO THAILAND STUDENTS.”**

1.2 Research Questions

This study sought to answer these following questions:

- a. What are the pre-service teacher's instructional strategies used to cope with the culture and language challenges experienced in teaching English at Southern Thailand schools?
- b. How the pre-service teacher maintain the positive environment of a different culture in Southern Thailand schools?

1.3 Research Purposes

From the research questions above, this study purposed to generate two following goals:

- a. To know the pre-service teacher's instructional strategies used to cope with the culture and language challenges experienced in teaching English at Southern Thailand schools.

1.3 Research Significances

This study is significant in at least two areas, including theoretical and practical aspects.

- a. Theoretically, this research can improve the knowledge of students as pre-service teachers, especially researchers, teacher education department students, the lecture and all readers with the same interest with the topic to teaching instructional strategies in a place that is different in culture and language.
- b. Practically, this research can motivate the pre-service teachers who will come to understand better how to cope with language and culture by using the teaching strategies undertaken.

b. For students

This study can be a reference for students who will continue the internship programs in various corners of the world generally, especially in Southern Thailand. There have been various strategies to teach students at different levels in southern Thailand. So, the great hope of the researcher to make this paper useful for students who will teach wherever they exist.

c. For Lecturers

This study will give lecturers ideas to teach the students about how to be a teacher of the students from various levels using various strategy. So, the pre-service teachers able to do a challenge or solve the problem when they got challenges beyond expectations.

1.4 Conceptual Framework of Thinking

Instructional strategies are techniques used to make independent and strategic learners. It is essential to assess and evaluate teacher effectiveness and use of effective practice because of the teacher effectiveness and student achievement connection (Ford, 2016). Marzano (2003) in Akdeniz (2016) states that instructional strategies affect students' achievement. To become effectual strategic learners, students need; step-by-step strategy instruction, a variety of instructional approaches and learning materials, appropriate support that includes modeling, guided practice, and independent practice. According to Marzano, the instructional process should be structured, applied, and evaluated in a purposeful, planned, and systematic way. The effectiveness of instruction can be achieved mainly by avoiding the random way of teaching. Instructional strategies can

motivate the students and help them focus attention, organize information for understanding and remembering, monitor, and assess learning. Instructional and learning strategies can be used over grade levels and subject areas and can accommodate a range of student differences.

Talk about differences in students, a lot of differences that arise when the teacher is teaching. The difference can be overcome by the equation. Equations that can be formed by teachers is to equate the perception of learning. Learning English can unify all the different cultures and languages between countries. Culture is a set of shared and timeless meaning, values, and beliefs that characterize national, ethnic, or other groups and orient their behavior (Mulholland 1991) in (Belshek, 2006). Some people say that language and culture cannot be separated and accepted as language is part of the culture (Wenyang, 2000). True language and culture can not be separated. Brown (1994) in Wenyang (2000) mentions that language is part of the culture, and culture is part of the language.

A main function of language is to convey human information to be understood by each other (Armstrong, Ferguson, & Armstrong, 2011). Some languages are only understood by people around or called a language family. Usually, this language family is used in the regional language of the island or the national language in its own country.

On the side of talking about language and culture, surely those who will teach language and learn culture are the pre-service teachers who participate in the international internship program. The concept of teaching students is rooted and worldwide in developing pre-service teachers to work in schools with diverse students. this is an encouragement to develop knowledge, professionalism, sense of success, and flexibility in their performance and interaction (Nkambule & Mukeredzi, 2017). For other reasons, an internship training program is carried out to bridge the gap. instilling practical skills relevant to the pre-service teacher is a necessity for the international internship program (Bukaliya, 2012). The goal of the internship program is to allow students internally to obtain experience in the concerned area with their studies or which interesting experiences are chosen by

intern students to pursue careers in the future (Ebreo, Monaliza A, Carranza, Roselyn P, Eustaquio, Luisa N, Magluyan, Loraine G, Jessalyn, C, Trillanes, Jennifer S, Felicen & Ylagan, 2014).

1.5 Previous Studies

Research on instructional strategies has been done before by Hoosein (2014) in The study rove teachers' perspectives and the experiences that formed their perspectives towards diverse, multicultural classrooms. Sabah studied the multicultural differences in schools in Canada to observe and interview some teachers about the meaning, beliefs, and perspectives of multicultural-influenced classrooms influenced explicitly and implicitly their instructional strategies and their assessments. This study tends to pay attention to multicultural awareness among students who have different cultural backgrounds. The central emphasis of this research study has been to explore the relations between teachers' perspectives towards diverse, multicultural classrooms and their instructional strategies.

Furthermore, the next previous research that analyzed Instructional strategy in teaching EFL students has been found. The first research is from Hu et al., (2018) that analyzes child kindergarten students in a child classroom in China about how the Chinese classroom experiences in general across the group to create teacher reports that they mostly use to teach. As a result, whole-group teaching deputize one of the most commonly observed activities in Chinese kindergarten classrooms for teaching language concerned activities. The activities of kindergarten students typically include storytelling, singing nursery rhymes, reading to provide the students' ability to experience English language class.

From now on, language and cultural difficulties are researched by Bamford (2008) this research investigated about educational experience perceptions as the Internationalisation students in the UK to find out how they can adapt socially and culturally experienced to study in the UK and what processes they can share to meet new environments at their universities.



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