

**INDONESIAN PRE-SERVICE ENGLISH TEACHERS' USE OF
INSTRUCTIONAL MEDIA TO TEACH VOCABULARY: A CASE
STUDY AT SANTI WITYA SERONG SCHOOL, A PRIMARY
SCHOOL IN THAILAND**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



UIN SUNAN AMPEL
S U R A B A Y A

By

Divina Nada Maulidya

NIM 06010520008

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING

UIN SUNAN AMPEL

SURABAYA

2024

SURAT PERNYATAAN KEASLIAN PENULISAN

PERNYATAAN KEASLIAN PENULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Diva Nada Maulidya

NIM : 06010520008

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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Surabaya, 14 Juni 2024



DIVA NADA MAULIDYA
NIM.06010520008

ADVISOR APPROVAL SHEET

ADVISOR APPROVAL SHEET

This thesis by Diva Nada Maulidya entitled "*Indonesian Pre-Service English Teachers' Use of Instructional Media to Teach Vocabulary : A Case Study at Santi Witya Serong School in Thailand*" has been approved by the thesis advisors for further approval by the Board of Examiners.

Advisor I,


Afida Saffriani, M.A., Ph.D.
NIP: 197509162009122003

Advisor II,


Sigit Pramono Jati, M.Pd., Ph.D
NIP: 497704142006042003

EXAMINER APPROVAL SHEET

ADVISOR APPROVAL SHEET

This thesis by Diva Nada Maulidya entitled "*Indonesian Pre-Service English Teachers' Use of Instructional Media to Teach Vocabulary : A Case Study at Santi Witya Serong School in Thailand*" has been examined and approved on 28th Juni 2024 by the thesis advisors for further approval by the Board of Examiners.



Prof. Dr. Mulyono Thohir, M.Pd.
NIP. 197251998031001

Examiner I,



Hilda Izzati Madjid, M.A.
NIP. 198602102011012012

Examiner II,



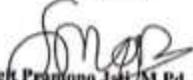
Fitriah, Ph.D.
NIP. 197610042009122001

Advisor I,



Afida Safrina, M.A., Ph.D.
NIP. 197509162009122003

Advisor II,



Sigit Pramono Jati, M.Pd., Ph.D.
NIP. 197704142006042003

PERNYATAAN PERSETUJUAN PUBLIKASI



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Diva Diva Nada Maulidya
NIM : 06010520008
Fakultas / Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
E-mail Address : 06010520008@student.uinsby.ac.id

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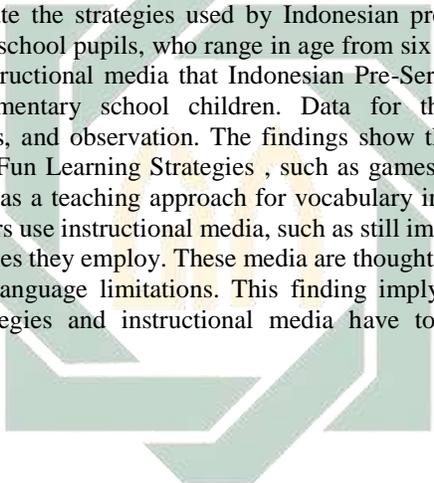
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ABSTRACT

Maulidya, Diva Nada. (2024). The Utilization of Instructional Media by Indonesian Pre-service Teachers During The International Teaching Practicum. English Language Education Departement, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya.
Supervisor I: Afida Safriani, M.A., Ph.D. Supervisor II: Sigit Pramono Jati, M.Pd., Ph.D.

Keywords: Instructional Media, Teaching Strategies, Young English Learners.

Teaching English to young learners differs greatly from dealing with adult learners. Young English learners have unique characteristics. As consequently, educators must be creative, capable of creating instructional media, and able to adapt their teaching strategies according to the requirements of their students. Particularly working with primary school pupils in Thailand, where there is definitely a language barrier between the pupils and Indonesian Pre-Service Teachers. The purpose of this qualitative case study is to investigate the strategies used by Indonesian pre-service teachers to teach English vocabulary to elementary school pupils, who range in age from six to twelve on average. This research also investigating the instructional media that Indonesian Pre-Service Teachers use to teach English vocabulary to Thai elementary school children. Data for this study were gathered through documentation, interviews, and observation. The findings show that Indonesian pre-service teachers employ Entertaining and Fun Learning Strategies , such as games, singing, and rewards. In addition, they use body movement as a teaching approach for vocabulary in English, having pupils imitate the teacher's gestures. Teachers use instructional media, such as still images, moving images and textbooks, to complement the strategies they employ. These media are thought to make it easier to convey material without worrying about language limitations. This finding imply that when doing an international teaching practicum, strategies and instructional media have to be utilized for teaching English vocabulary.



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S U R A B A Y A

ABSTRAK

Maulidya, Diva Nada. (2024). The Utilization of Instructional Media by Indonesian Pre-service \ Teachers During The International Teaching Practicum. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.
Pembimbing I : Afida Safriani, M.A., Ph.D. Pembimbing II : Sigit Pramono Jati, M.Pd., Ph.D.

Kata Kunci : Media Instruksi, Strategi Mengajar, Pembelajar Muda.

Mengajar bahasa Inggris untuk pelajar muda sangat berbeda dengan dengan pelajar dewasa. Pelajar bahasa Inggris usia muda memiliki karakteristik yang unik. Oleh karena itu, para pengajar harus kreatif, mampu menciptakan media pembelajaran, dan mampu menyesuaikan strategi pengajaran mereka sesuai dengan kebutuhan murid-murid mereka. Khususnya mengajar murid sekolah dasar di Thailand, di mana pasti ada kendala bahasa antara murid dan guru prajabatan dari Indonesia. Tujuan dari studi kasus kualitatif ini adalah untuk menyelidiki strategi yang digunakan oleh guru-guru prajabatan Indonesia untuk mengajarkan kosakata bahasa Inggris kepada murid-murid sekolah dasar, yang rata-rata berusia antara enam hingga dua belas tahun. Penelitian ini juga menyelidiki media pembelajaran yang digunakan oleh guru-guru pra-jabatan Indonesia untuk mengajarkan kosakata bahasa Inggris kepada murid-murid sekolah dasar di Thailand. Data untuk penelitian ini dikumpulkan melalui observasi, wawancara dan dokumentasi. Temuan penelitian menunjukkan bahwa guru-guru prajabatan Indonesia menggunakan Strategi Pembelajaran yang Menghibur dan Menyenangkan, seperti permainan, nyanyian, dan hadiah. Selain itu, mereka menggunakan gerakan tubuh sebagai pendekatan pengajaran kosakata dalam bahasa Inggris, dengan meminta murid meniru gerakan guru. Para guru menggunakan media pembelajaran, seperti gambar diam, gambar bergerak, dan buku teks, untuk mendukung strategi yang mereka gunakan. Media-media ini dianggap dapat mempermudah penyampaian materi tanpa mengkhawatirkan keterbatasan bahasa. Temuan ini menyiratkan bahwa ketika melakukan praktikum pengajaran internasional, strategi dan media pembelajaran harus digunakan untuk mengajarkan kosakata bahasa Inggris.

UIN SUNAN AMPEL
S U R A B A Y A

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN PENULISAN	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
PERNYATAAN PERSETUJUAN PUBLIKASI	v
MOTTO	vi
DEDICATION SHEET	vii
ACKNOWLEDGEMENT	viii
ABSTRACT	ix
ABSTRAK	x
TABLE OF CONTENTS	xi
LIST OF APPENDICES	xiii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	5
C. Objectives of the Study	5
D. Scope and Limitation of the Study	5
E. Significance of the Study	6
F. Definition of Key Terms	6
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Theoretical Framework	8
B. Review of the Previous Studies	13
CHAPTER III	19
RESEARCH METHOD	19
A. Approach and Research Design	19
B. Research Participants and Setting	19

C. Data and Source of Data	20
D. Research Instrument.....	20
E. Data Collection Technique.....	21
F. Data Analysis Technique	22
G. Trustworthiness	24
CHAPTER IV	25
RESEARCH FINDING AND DISCUSSION	25
A. RESEARCH FINDINGS.....	25
B. DISCUSSION	34
CHAPTER V.....	38
CONCLUSION AND SUGGESTION	38
A. CONCLUSION.....	38
B. SUGGESTION.....	39
REFERENCES.....	41
APPENDIX.....	46

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S U R A B A Y A

REFERENCES

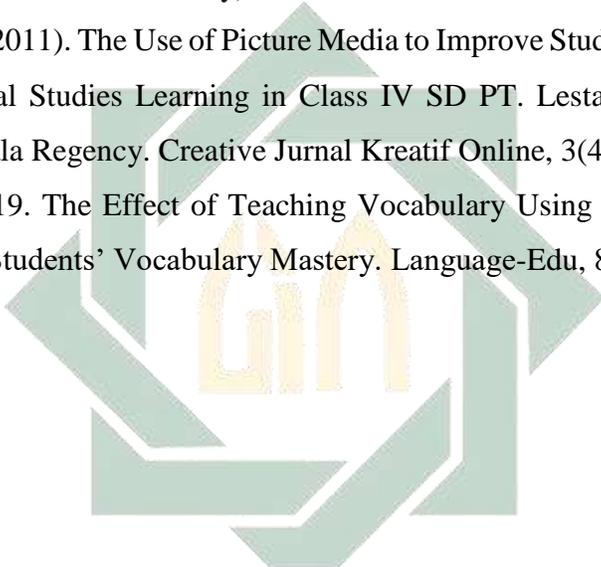
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