

**THE APPROACHES USED BY PRE SERVICE ENGLISH TEACHERS
IN ONLINE TEACHING PRACTICE**

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**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
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**THE APPROACHES USED BY PRE SERVICE ENGLISH TEACHERS
IN ONLINE TEACHING PRACTICE**

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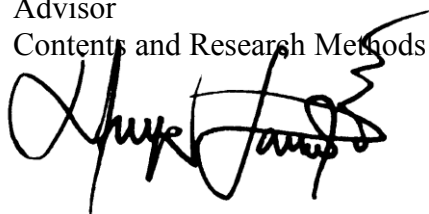
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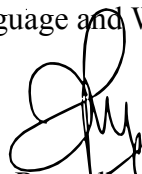
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STATEMENT OF AUTHENTICITY

I undersigned, Rabiatal Adawiyah, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, i understand that my degree will be revoked.

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ABSTRACT

Rabiatul Adawiyah. 2021. *The approaches used by pre service English teacher in online teaching practice.* Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University.

Advisor: (1) Hj. Nur Laila Kadariyah, S.Ag., M.Pd, (II) Willy Ramadhan, S.Pd., M.Si

Keywords: Approach, Pre service English teachers, online teaching practice.

The approach in English learning is one of the keys to successful teaching by teachers. Because approach is a teacher's way of seeing or how the subject is processed on objects, in context this is the process of teaching and learning. Therefore, as a pre service English teachers is expected to be able to improve the quality of education and solve problems in education, in order to innovate only by updating the approach in the English language learning process. Pre service English teachers must know the appropriate approach and can be used to teach English in the e-learning class. The approach used is certainly very different from the approach before the pandemic. Therefore, researchers are interested in knowing what approach pre-service English teachers use in online teaching practices.

This research used qualitative descriptive methods. The subjects in this study are four pre service English teachers of 2017 in academic year 2020/202 at UIN Antasari Banjarmasin who live in Amuntai. The data was collected based on an analysis of 21 learning videos and 21 lesson plans used by pre-service English teachers in online teaching practices.

The results of this research showed that pre service English teachers used CLT, CBI, PBL and TBLT approaches in online teaching practice. In applied CLT approach, pre service English teachers develop students English skill and used target language in learning activities. In applied CBI approach, pre service English teacher provides content related to the material. In applied PBL approach, the students gave task or problem and then the students study independently, trying to discover knowledge to solve the problem in online learning. To apply of TBLT approach in online learning is the emphasis students to completing task in online. Students have plenty of time to work on the task because learning does not have to be collected at the time of learning but is given one day to work. The effect the approaches are CLT approach developed four students English skills and used the target language in learning activities, CBI effective used because with the help of existing materials students can more understood and assist students in learning. . PBL provided opportunities for students to learn how to learn. Students also encouraged to critical thinking in problem solving. TBLT approach helped students to interact spontaneously in task. In online learning students have more time to do task and any time to ask teacher if they have not understand about task.

ABSTRAK

Rabiatul Adawiyah. 2021. Pendekatan-pendekatan yang digunakan oleh guru PPL bahasa Inggris dalam praktik mengajar secara online. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Hj. Nur Laila Kadariyah, S.Ag., M.Pd, (II) Willy Ramadhan, S.Pd., M.Si

Kata kunci: Pendekatan, guru ppl, praktik mengajar secara online.

Pendekatan dalam pembelajaran bahasa inggris adalah salah satu kunci agar pengajaran yang dilakukan oleh guru berhasil. Karena pendekatan adalah sebuah cara seorang guru untuk melihat atau bagaimana subjek diproses pada objek, dalam kontek ini adalah proses belajar mengajar. Oleh karena itu, sebagai mahasiswa/i PPL bahasa inggris diharapkan mampu meningkatkan kualitas pendidikan dan memecahkan masalah dalam pendidikan, agar melakukan inovasi salah satunya dengan pembaharuan pendekatan dalam proses pembelajaran bahasa inggris. Seorang mahasiswa/i PPL bahasa inggris harus mengetahui pendekatan yang sesuai dan dapat digunakan untuk mengajar bahasa inggris di kelas e-learning. Pendekatan yang digunakan tentu sangat berbeda dengan pendekatan sebelum pandemi. Oleh karena itu, peneliti tertarik untuk mengetahui apa pendekatan yang digunakan oleh pre service English teachers didalam praktik mengajar secara online.

Penelitian ini menggunakan metode deskriptif kualitatif. Subjek dalam penelitian ini adalah empat mahasiswa/i PPL bahasa inggris angkatan 2017 tahun 2020/202 di UIN Antasari Banjarmasin yang tinggal di Amuntai. Data dikumpulkan berdasarkan analisis dari 21 video pembelajaran dan 21 RPP yang digunakan oleh pre service English teachers didalam praktik mengajar secara online.

Hasil penelitian ini menunjukkan bahwa guru ppl bahasa Inggris menggunakan pendekatan CLT, CBI, PBL dan TBLT dalam praktik pengajaran online. Dalam pendekatan CLT, guru ppl mengembangkan empat keterampilan bahasa inggris siswa dan penggunaan bahasa target didalam aktivitas pembelajaran. Dalam pendekatan CBI, guru ppl bahasa Inggris memberikan bahan yang berkaitan dengan materi. Dalam pendekatan PBL, para siswa diberikan tugas atau masalah dan kemudian siswa belajar secara mandiri, mencoba menemukan pengetahuan untuk memecahkan masalah dalam pembelajaran secara online. Untuk menerapkan pendekatan TBLT dalam pembelajaran online siswa ditekankan untuk menyelesaikan tugas. Siswa memiliki banyak waktu untuk mengerjakan tugas karena tugas tidak harus dikumpulkan pada saat belajar tetapi diberikan satu hari untuk mengerjakan. Efek pendekatan CLT adalah untuk mengembangkan empat kemampuan bahasa Inggris siswa dan menggunakan bahasa target dalam kegiatan belajar, CBI efektif digunakan karena dengan bantuan materi yang ada siswa dapat lebih memahami dan membantu siswa dalam belajar. PBL memberikan kesempatan bagi siswa untuk belajar bagaimana cara belajar. Siswa juga didorong untuk berpikir kritis dalam pemecahan masalah. Pendekatan TBLT membantu siswa untuk berinteraksi secara spontan dalam tugas. Dalam pembelajaran online siswa memiliki lebih banyak waktu untuk melakukan tugas dan setiap saat untuk bertanya kepada guru apakah mereka belum mengerti tentang tugas.

MOTTO

“If you cannot do great things, do small things in a great way”

DEDICATIONS

I dedicate this thesis for:

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, 15 December 2021.

Rabiatul Adawiyah

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