

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

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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.