

## CHAPTER I INTRODUCTION

This chapter is an introduction to the research. It describes how and why the researcher choose this topic. The basic details of the research are described as following topics: Background of Study, Research Question, Objective of study, Significance of Study, Definition of Key term.

### A. Background of Study

Educators are professionals in charge of planning and carrying out the learning process, assessing the learning outcomes, conducting mentoring and training, as well as conducting research and community service, especially universities (Djamarah, 2006, h. 22). The development of science requires all humans to learn continuously. Especially for a teacher and pre-service teacher who has the task of teaching and educating. By teaching, an information owned by teachers can spread to others. Meanwhile, through educating can bring change for the better. One of Qur'an that invite for giving good lessons to fellow human is found in Surah An- Nahl verse 125:

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

“Invite (human) to the way of your Lord, with wisdom and fair preaching and reason with them in the better way. Truly, your Lord knows best who has gone astray from his Path and he is the best aware of those who go aright”.

A pre-service teachers should get a decent education and good teaching, so that at the time of entering the field is not a burden for the pre-service teacher. At a minimum they must master the basics of teacher competence, such as pedagogic,

professional, personality and social competencies. One way to achieve competence is by improving basic teaching learning, skills in classroom management as an effort to improve the readiness of teaching pre-service teachers, both theoretically and practically through supporting courses such as PPL 1 courses in the micro teaching laboratory or college and PPL II which is directly in schools.

Due to the COVID-19 pandemic, Kemendikbud establishes online learning for every school and campus in Indonesia. This is the national news that galvanized all schools and Universities in Indonesia, especially Universitas Islam Negeri Antasari Banjarmasin. Routine activities of lectures at the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University Banjarmasin, namely Teaching Practice for a while in the absence. Related to this, UIN Antasari Banjarmasin which will carry out Teaching Practice immediately took a decision. Teaching practice is one of the activities carried out by students, and is a compulsory course for every student of the Faculty of Tarbiyah, which includes both teaching exercises and assignments outside teaching in a guided and integrated manner (Oemar Hamalik, 2009 h. 171). Teaching practice consists of 4 SKS and is implemented in the seventh semester, provided that students who will take teaching practice must first graduate in Micro Teaching courses.

Teaching practice that will be implemented by the faculty of Tarbiyah UIN Antasari Banjarmasin during this pandemic is very different from the implementation of teaching practice in the previous year. In the previous year students did teaching practice in schools, then during this pandemic students did online teaching practice. One of the goals of teaching practice for students at UIN Antasari Banjarmasin is none other than as an effort to improve the quality of education specifically designed to prepare pre-service teachers to have or master the integrated teaching profession as

a whole, so that after students are appointed as teachers, they can carry out their duties and responsibilities professionally ( Komar, 2007, h. 87).

This sudden change is very influential for the teaching and learning process as well as student achievement including in English lessons. This challenge for all of the pre-service English teachers who will carry out teaching practice because language is a study that requires mastery of four skills. English learning can be defined as mastery of four skills. The four language skill are listening, speaking, reading and writing. The four skill are categorized in two categories namely speaking and writing are called active or productive skills, while reading and listening are called passive or receptive skills (Irma, 2020, h. 133). The pre-service English teachers inevitably have to apply and adapt to e-learning classes in conveying English material from listening, speaking, reading and writing so that the teaching and learning process can keep going.

With the change of the current system of teaching and learning activities, students of teaching practice are required to be able to follow the changes, choose and master the approach that suits the current conditions so that teaching and learning activities can still run well and pleasantly. Because the success of a teacher in delivering a lesson material, not only influenced by his ability (competence of the teacher) in mastering the material to be delivered. However, there are other factors that must be mastered so as to be able to deliver materials professionally and effectively on online learning. Developing the strategies necessary to teach and learn online successfully requires an understanding of learning styles and how they can be handled well in the online environment.

Learning strategies are organized based on a specific approach. Approach is the way we see or how the subject is processed on the object, in this context it is the

teaching and learning process, the subject of the learning can be the teacher or the student and so can the learning object come from the teacher or the student (Ubaidillah, 2020, h.5).

Therefore, as a pre-service English teachers, who are expected to be able to improve the quality of education and solve problems in education, in order to innovate one of them with the renewal of the approach in the learning process. A pre-service English teacher should know the suitable approaches used to teach English in e-learning classes. The approaches used are certainly very different from the pre-pandemic approaches. An approach is a set of insights that is systematically used as a basis for thinking to determine strategies, methods, and techniques (procedures) in achieving certain targets or results in accordance with the goals that have been set. The term approaching language learning refers to theories about the nature of language and language learning that serves as the basis/principle of language teaching. From this approach will be based on language learning methods. Edward Anthony (1963), an American applied linguist, placed successive terms of approach, method, and technique. Anthony asserts that what is the source of practice and principle in language teaching is the approach. A method is a set of plans in the teaching of language materials based on the chosen approach. While a technique is a specific strategy or procedure used to achieve a goal, its nature is consistent with the method and in accordance with the chosen approach (h. 63). From here we can conclude that approach is at the core of methods and techniques.

There are many kinds and types of approaches that can be used in every learning process, every teacher should start thinking about and mastering suitable approaches in the online english learning process. Because basically teachers should not only always be graceful, but, a teacher must also be able to explore and develop

every thought, talent and potential that exists in the learners (Ubaidillah, 2020, h.5). Teachers should seek the right approach in teaching that suits the learners, teachers should strive to make the lessons given to students easily accepted in an online environment. If the selected approach matches the characteristics of the student, the teaching and learning activities will run effectively, which is the advanced effect, the learning objectives will be easily achieved.

Based on explanation above, the researcher is interested in observing and practice. Therefore, the researcher became curious and try to investigate this with a research entitle **“THE APPROACHES USED BY PRE-SERVICE ENGLISH TEACHERS IN ONLINE TEACHING PRACTICE”**.

#### B. Research Questions

Based on the background that researcher purposed above, to avoid a wide range of study the researcher will limit it by formulating the research question as follows:

1. What are the approaches used by pre-service English teachers in online teaching practice?
2. How do pre-service English teachers applying approaches in online teaching practice?
3. What the effects of the use of approaches on online teaching practice?

#### C. Objective of Study

Based on formulation of the problem above the purpose of the study are:

1. The researcher wants to find out what are the approaches used by pre-service English teachers in online teaching practice.

2. The researcher wants to know how do pre-service English teachers applying approaches in their online teaching practice.
3. The researcher want to know what effects the use of approaches in online teaching practice.

#### D. Significance of Study

The result of this research are expected by knowing the approaches, how do pre-service english teachers applying approaches and what effects the use of approaches in their online teaching practice, it's will help future pre-service teachers to choose the more affective approaches in online teaching practice.

#### E. Definition of Key Term

In order to avoid misunderstanding toward title editorial intended, so it needs to be described an operational definition from some word of the title, they are:

1. An approach refers to the general assumptions about what language is and about how learning a language occurs (Richard and rodgers, 1986, p. 16).
2. Pre-Service teacher is defined as the student enrolled in a teacher preparation program who must successfully complete degree requirements including course work and field experience before being awarded a teaching licence.
3. Online teaching practice is the online program for the pre-service teachers where pre-service teachers have their teaching practice in online, in order to make pre-service teachers become a professional teacher.