

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

This chapter presents the research findings and discussions dealing with the data have been collected during the research. The data would take from learning videos by pre-service English teachers period 2017 in academic year 2020/2021 at UIN Antasari Banjarmasin who lives in Amuntai done online teaching practice.

**A. Findings**

In this part, the researcher presents the data related to the research questions: (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?. To investigate the research questions, the researcher used of documentary. There are 4 pre-service English teachers period 2017 in academic year 2020/2021 at UIN Antasari Banjarmasin who live in Amuntai and have done online teaching practice. The researcher analysed and identifications of data on online teaching practice videos based on theory in Chapter II.

**1. The Teaching Approaches Used by Pre-service English Teachers**

The researcher obtained the data of approach uvsed by pre-service English teachers by 21 learning videos and 21 lesson plans used in online teaching practice. The result of data are presented in following data.

**Table1 4.1 Pre-service English Teachers’ Approach 1**

<b>Pre service English Teacher 1</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>	<b>Meeting 4</b>	<b>Meeting 5</b>	<b>Meetin g 6</b>
	<b>CLT</b>	<b>CLT</b>	<b>CLT</b>	<b>CBI</b>	<b>CBI</b>	<b>CLT</b>

Based on analysed and checked the six learning videos used pre-service English teacher 1 in online teaching practice for grade X, it can be seen from the table, the pre-service English teacher 1 used CLT and CBI approach in online teaching practice for six meetings.

**a. Meeting 1**

At the first meeting, pre service English teacher 1 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre-activity teacher greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation by a video which related to the material about introduction. Pre service English teacher 1 gave an explanation of purpose, generic structure, language features of transactional interaction text about the introduction in google classroom. And then pre service English teacher 1 motivated the students to ask about material and pre service English teacher 1 explained more detailed about introduction. Pre service English teacher 1 asked students to introduce their self by written on google classroom's comment section. The pre service English teacher 1 led the students to choose right vocabulary, arrange sentences, and other language features. And the end of post activity gave the assignment to students for evaluated. It is a video about they are introduced someone else like friend, sister or brother, or an idol based on what they learn in the day.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT because the goal of language teaching is learner ability to communicate in the target language, in this meeting is writing and speaking. Classroom material and activities are often authentic to reflect real-life situations and demands like introduction. Also content of language course

included semantic features and social function, not just linguistic structure. The teacher as a facilitator. The teacher developed students English skill like writing and speaking. In writing, students introduced their self by written on google classroom's comment section and speaking skill like teacher asked students to make a video about they introduced someone else like friend, sister or brother, or an idol based on what they learn in the day.

**b. Meeting 2**

At the second meeting, pre service English teacher 1 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity teacher greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation by video which related to the material about congratulations and compliment in google classroom. Pre service English teacher 1 also gave an explanation of purpose, generic structure, language features of transactional interaction text about congratulation and compliment. Students asked by pre service English teacher 1 to read and understand different expressions of congratulation and compliment. The pre service English teacher asked students to listen the audio and then fill in the blank about congratulations. After that teacher asked students arranged and wrote their compliment based on topic. The students submitted their exercise on google classroom. And the end is post activity, teacher and students reviewed the lesson together and the teacher gave scores of students in advance.

From the above explanation it can be concluded that pre service English teacher 1 used CLT approach because content of language course include semantic features and social function, not just linguistic structure. The

teacher as a facilitator. The teacher developed English skill students like listening and writing. In listening skill, students listened the audio and filled in the blank and students writing skill like teacher asked students to write their compliment based on topic.

### **c. Meeting 3**

At the third meeting, pre service English teacher 1 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, the teacher greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation by a video which related to the material about past tense and present perfect tense and also discuss about purpose, generic structure, language features of transactional interaction text about past tense and present perfect tense in google classroom. Pre service English teacher 1 asked students identified the structure or formula of past tense and present perfect tense by written on google Classroom comment section. They also are asked by pre service English teacher 1 made a simple example of past tense and present perfect tense for developing their writing skill. And then students asked to fill in the blank of quiz about verb form in the past tense for developed grammatical understand. They students submitted their exercise on google classroom's comment section. And the end is post task, in this section pre-service English teacher 1 and students reviewed the lesson together and pre service English teacher 1 gave scores of students in advanced.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT because the goal of language teaching is learner ability to communicate in the target language in grammar and writing. Also

content of language course included semantic features and social function, not just linguistic structure. The teacher as a facilitator. The teacher developed students writing skill like making a simple example of past tense and present perfect tense, and grammar skill like to fill in the blank of quiz about verb form in the past tense.

#### **d. Meeting 4**

At the fourth meeting, pre service English teacher 1 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation by a video which related to the material about descriptive text and also discussed about purpose, generic structure, language features of descriptive text in google classroom. Pre service English teacher 1 gives example descriptive's text picture and asked students to identify and they did questions and answers about generic structure and the meaning on another descriptive text. They also asked by the pre service English teacher 1 wrote their own descriptive text that has explained and showed by the pre service English teacher 1. They students submitted their descriptive text on google classroom's comment section. And the end is post task, in this section pre-service English teacher 1 and students reviewed the lesson together and pre service English teacher 1 gave scores of students in advanced.

From the above explanation, it can be concluded that pre service English teacher 1 used CBI because there are content or information that students will acquire, rather than around linguistic or type of syllabus like example descriptive text. And also learning process base instruction decisions

on content rather than language criteria. Learning process involve students actively in all phases of the learning process.

**e. Meeting 5**

At the fifth meeting, pre service English teacher 1 involves an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 1 greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation and its example by video which related to the material about recount text and also discussed about purpose, generic structure, language features of recount text in google classroom. Pre service English teacher 1 gives students example recount text's picture and asked students to identify the generic structure and indicate the meaning on another recount text. They also arranged and wrote their own recount text that has explained and showed by the pre service English teacher 1. The students submitted their recount text in google classroom's comment section. And the end is post activity, in this section pre-service English teacher 1 and students reviewed the lesson together and pre service English teacher 1 gave scores of students in advance.

From the above explanation, it can be concluded that pre service English teacher 1 used CBI because there are content or information that students will acquire, rather than around linguistic or type of syllabus like example recount text. And also learning process base instruction decisions on content rather than language criteria. Learning process involve students actively in all phases of the learning process.

**b. Meeting 6**

At the sixth meeting, pre service English teacher 1 involves an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 1 greeted and checked the student's attendance. In while activity, pre service English teacher 1 sent an explanation by a video which related to the material about announcement and also discussed about purpose, generic structure, language features of short functional text about the announcement in google classroom. Pre service English teacher 1 asked students to identify the structure and indicate the meaning of audio about the example spoken announcement for developing their listening skill. To evaluate that, teacher asked students to answer some questions. They also asked to record their selves on a video to give a spoken announcement for developed their speaking skill. The students uploaded their spoken announcement on their Instagram account, and then submitted the link of the video on Google Classroom's comment section. And the end is post activity, pre-service English teacher 1 and students reviewed the lesson together and pre service English teacher 1 gave score of students in advanced.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT because the goal of language teaching is learner ability to communicate in the target language, likes listening and speaking. And also content of language course included semantic features and social function, not just linguistic structure. The teacher as a facilitator. The teacher developed students listening skill from listening audio the example of spoken announcement and speaking skill from recorded them selves on a video to give a spoken announcement.

**Table 4.2 Pre-service English Teachers' Approach 2**

<b>Pre service English Teacher 2</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>	<b>Meeting 4</b>	<b>Meeting 5</b>	<b>Meeting 6</b>
	<b>CLT</b>	<b>TBLT</b>	<b>CLT</b>	<b>TBLT</b>	<b>CLT</b>	<b>CLT</b>

Based on analyzed and checked the six learning videos used pre-service English teacher 2 in online teaching practice grade IX and XI, it can be seen from the table, the pre-service English teacher 2 used CLT and TBLT approach in online teaching practice for six meetings.

**a. Meeting 1**

At the first meeting pre service English teacher 2 taught for grade XI MIA I, in this meeting teacher 2 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. And then in while activity, pre service English teacher 2 sent an explanation by a video which related to the material about suggestions and offers in WhatsApp group. Pre service English teacher 2 gave students opportunity to ask about material they have not understand. Pre service English teacher 1 asked students to give example of suggestions/offer by then gave situation. And the end of post activity has given an assignment to students for evaluated. Students asked to make conversation about suggestions and offer for developed their writing skill.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is writing. The



teacher as a facilitator. The teacher developed students writing skill from written a conversation about suggestion and offer.

### **b. Meeting 2**

At the second meeting pre service English teacher 2 taught for grade XI MIA II, in this meeting teacher 2 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. In while activity, pre service English teacher 2 sent an explanation by a video which related to the material about suggestions and offers to WhatsApp group. Pre service English teacher 2 asked students did some quiz on instagram for check understood students. And the end of post activity gave assignment to students for evaluated. Students asked to write conversation about suggestions and offer for developed their writing skill.

From the above explanation, it can be concluded that pre service English teacher 1 used Task Based Learning. It can be seen from one of characteristic TBLT is Completing task such as students did some quiz on instagram. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

### **c. Meeting 3**

At the third meeting, pre service English teacher 2 involves an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. In while activity, pre service English teacher 2 sent an explanation by a video which related to the material about asking and giving opinion in google meet. Pre service English teacher 2 gave students' opportunity to ask

about material they didn't understand. Students asked by pre service English teacher 2 to read the dialog on the power point and asked them what it is about for developed their reading. And then for trained the students speaking skill by asked their opinion about some issues. And the end of post activity is gave assignment to students for evaluated. Students asked to write their opinion about the given issues for developed their writing skill.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT approach. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is reading, speaking and writing. The teacher as a facilitator. The teacher developed English skill students reading from read the dialog on the power point and asked them what it is about. And speaking from asked their opinion about some issues, and writing skill from wrote their opinion about the given issues by teacher.

#### **d. Meeting 4**

At the forth meeting, pre service English teacher 2 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. In while activity, pre service English teacher sent an explanation by power point which related to the material about agreement and disagreement (including the example of expressions and dialogue) and discussed of purpose, generic structure, language features of transactional interaction text about material in whatsapp group. Pre service English teacher 2 asked students to read the power point presented by the teachers and Pre service English teacher 1 asked students to complete the blanks on the

conversation for developed students reading skill. And the end of post task is reviewed and answered the exercise together.

From the above explanation it can be concluded that pre service English teacher 1 used TBLT approach. It can be seen from the learning process students completing task such as complete the blank on the conversation presented by the pre service English teacher. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

#### **e. Meeting 5**

At the fifth meeting, pre service English teacher 2 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. In while activity, Pre service English teacher 2 sent an explanation by a video which related to the material about hopes and dreams in WhatsApp group. Pre service English teacher 2 gave students' opportunity to ask about material they did not understand. Students asked by pre service English teacher 2 to give one example of their hope to make sure they understood of the text structure. And the end of post activity has given assignment to students for evaluated. Students asked to written 10 about their hopes/dreams.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is writing. The teacher developed students writing skill from asked students to write their hopes/dreams.

#### f. Meeting 6

At the third meeting, pre service English teacher 2 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 2 greeted and checked the student's attendance. In while activity, pre service English teacher 2 sent an explanation by video which related to the material about invitation in whatsapp group. Pre service English teacher 2 gave students opportunity to ask about material they did not understand. Pre service English teacher 2 asked students to identify the structure of an invitation and also gave the students assignment of made 2 invitation cards (formal and informal) for developing their writing skill. And the end of post task is reviewed material together.

From the above explanation, it can be concluded that pre service English teacher 1 used CLT approach. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is writing. The teacher developed students writing skill from asked students to make 2 invitation cards.

**Table1 4.3 Pre-service English Teachers' Approach 3**

<b>Pre service</b>	<b>Meeting 1</b>	<b>Meeting 3</b>	<b>Meeting 4</b>
<b>English</b>	<b>TBLT</b>	<b>CLT</b>	<b>TBLT</b>
<b>Teacher 3</b>			

From the results of analyzed and checked learning videos, pre service English teacher is different from three other pre-service English teachers. So, pre-service English teachers teaching practice for six meetings in class VII with three online

meetings (first, third (middle), and fourth meetings) and three offline meetings (second, fifth, and sixth meetings (final)). So, the researcher will only analyze online teaching practice (first, third (middle), and fourth meetings) because researcher wants to know what pre service English teacher 3 approaches used in online teaching practices.

Based on analyzed and checked three learning videos used pre-service English teacher 3 in online teaching practice, it can be seen from the table, the pre-service English teacher 3 used TBLT and CLT approach in online teaching practice.

**a. Meeting 1 (online meeting )**

At the first meeting, pre service English teacher 3 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 3 greeted and checked the student's attendance. In while activity, pre service English teacher 3 sent a video explanation and a picture about Greeting in WhatsApp group. Pre service English teacher 3 gave students' opportunity to ask about material they did not understand. Pre service English teacher 3 asked students to answer some questions and filled in the blanks about based on explanation about greeting that has been learned. And the end of post activity because time's up pre service English teacher asked student to finish exercise at home.

From the above explanation it can be concluded that pre service English teacher 1 used TBLT approach. It can be seen from the learning process students completing task such as to answer some questions and filled in the blanks about based on explanation about greeting that has been learned. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

**a. Meeting 3 (online meeting)**

At the third meeting, pre service English teacher 3 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 3 greeted and checked the student's attendance. In while activity, pre service English teacher 3 sent an explanation by a video which related to the material about leave taking expressions in WhatsApp group. Pre service English teacher 3 gave students' opportunity to ask about material they did not understand. Students asked by pre service English teacher 3 to open their book page 11-13 about leave taking expressions and asked students to choose one picture in the book and recorded voice note about leave taking expressions for developed their speaking skill and then sent to whatsapp group. And the end of post activity because time's up pre service English teacher asked student to finish exercise at home.

From the above explanation it can be concluded that pre service English teacher 1 used CLT. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is speaking. The teacher developed students speaking skill from asked students to record voice note about leave taking expressions.

**b. Meeting 4 (online meeting)**

At the fourth meeting, pre service English teacher 3 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 3 greeted and checked the student's attendance. In while activity, pre service English teacher 3 sent an explanation by video which related to the material about thanking expressions in whatsapp group. Pre service English teacher 3 gave students opportunity to

ask about material they did not understand. Pre service English teacher 3 asked students to answer questions and fill in the blank about thanking expressions. And the end of post task because time's up pre service English teacher asked student to finish exercise at home.

From the above explanation it can be concluded that pre service English teacher 1 used TBLT approach. It can be seen from the learning process students completing task such as answer questions and fill in the blank about thanking expressions. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

**Table 1 4.4 Pre-service English Teachers' Approach 4**

<b>Pre service English Teacher 4</b>	<b>Meeting 1</b>	<b>Meeting 2</b>	<b>Meeting 3</b>	<b>Meeting 4</b>	<b>Meeting 5</b>	<b>Meeting 6</b>
	<b>CLT</b>	<b>PBL</b>	<b>PBL</b>	<b>CLT</b>	<b>TBLT</b>	<b>TBLT</b>

Based on analyzed and checked the six learning videos used pre-service English teacher 4 in online teaching practice grade XI, it can be seen from the table, the pre-service English teacher 4 used CLT, PBL and TBLT approach in online teaching practice for six meetings.

**a. Meeting 1**

At the first meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's attendance. In while activity, pre service English teacher 4 gave and shared to

students conclusion material and learning video about offers and suggestions in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to ask about material they did not understand. Pre service English teacher 4 asked to students for made a dialog and mentioned expressions of offers and suggestions for developed their writing skill. Students also asked practiced and recorded to use voice note for developed their speaking skill. And the end of post task is students asked to finish the exercise at home because time's up.

From the above explanation it can be concluded that pre service English teacher 1 used CLT. It can be seen the goal of language teaching is learner ability to communicate in the target language, it is writing and speaking. The teacher developed students writing skill from asked students to make a dialog and recorded it for developed speaking skill.

#### **b. Meeting 2**

At the second meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's attendance. Pre service English teacher 4 gave and shared to students conclusion material and learning video about opinion and thoughts in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to asked about material they did not understand. Pre service English teacher 4 gave students exercise about wrote their opinion is "A man can do Poligami, marry with more than one women". And the end of post task is pre service English teacher 4 gave assignment for



students to make a conversations about opinion and thoughts and then recorded it.

From the above explanation it can be concluded that pre service English teacher 1 used PBL. It can be seen there is defined the problem which are to be discussed, the pupils may have different opinions about them such as Pre service English teacher 4 gave students exercise about wrote their opinion is “A man can do Poligami, marry with more than one women”. The students will define their own opinions about that.

### **c. Meeting 3**

At the third meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's attendance in whatsapp gruop. In while activity, pre service English teacher 4 shared to students explanation video about party time (invitation) in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to ask about material they did not understand. Pre service English teacher answered the student question about the material they not understand. And then pre service English teacher 4 asked students looking for example formal invitation and then determined the common format from that formal invitation and replied that formal invitation. And for last is the post task , pre service English teacher 3 gave assignment to students for made informal invitation.

From the above explanation it can be concluded that pre service English teacher 1 used PBL. It can be seen there is defined the problem which are to be discussed, the pupils may have different opinions about them such as

pre service English teacher 4 asked students find example formal invitation and then determined the common format/elements from that formal invitation and replied that formal invitation.

#### **d. Meeting 4**

At the fourth meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's attendance. In while activity, pre service English teacher 4 shared to students conclusion material and learning video about National Disaster-An Expositions text in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to ask about material they did not understand. Pre service English teacher 4 asked students answered exercise on pages one and made a expositions text and then determined the structure of expositions text for developed students writing skill. And the end of post task is students asked to finish the exercise at home because time's up.

From the above explanation it can be concluded that pre service English teacher 1 used TBLT approach. It can be seen from the learning process students completing task such as answered exercise on pages one and made a expositions text and then determined the structure of expositions text. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

#### **e. Meeting 5**

At the fifth meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's

attendance. In while activity, pre service English teacher 4 shared to students conclusion material and learning video about letter writing in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to asked about material they did not understand. Pre service English teacher 4 asked students to make an example of letter writing and mentioned the structure and then made a conclusions of the letter in indonesian for developed their writing skill. And the end of post activity is students asked to finish the exercise in home because time's up.

From the above explanation it can be concluded that pre service English teacher 1 used CLT. It can be seen from the goal of language teaching is learner ability to communicate in the target language, it is writing. The teacher developed students writing skill from made an example of letter writing.

#### **f. Meeting 6**

At the sixth meeting, pre service English teacher 4 involved an activity consisting of three stages: the pre activity, while activity and post activity. In pre activity, pre service English teacher 4 greeted and checked the student's attendance in whatsapp group. In while activity, pre service English teacher 4 shared to students explanation video about cause and effect in whatsapp group. The students understood the material. Pre service English teacher 4 gave students opportunity to ask about material they did not understand. Pre service English teacher answered the student question about the material they not understood. And then pre service English teacher 4 asked students for did exercise page 80 part C and determined which sentence cause dan effect and then also effect for checked the students understanding to

differentiated between sentence cause and effect. And then asked students to make a dialog about cause and effect and record that with voice note in whatsapp group. And for last is the post task, pre service English teacher asked students for answered assignment page 84.

From the above explanation it can be concluded that pre service English teacher 1 used TBLT approach. It can be seen from the learning process students completing task such as then pre service English teacher 4 asked students for did exercise page 80 part C and determined which sentence cause and effect, make a dialog about cause and effect, answered assignment page 84. In process learning focus on meaning rather than form and allows the teaching-learning cycle to be more learner-centered.

## **2. The pre-service English teachers applying approaches in online teaching practice**

Based on research question 1, its findings that four pre service English teacher who live in Amuntai and did online teaching practice used CLT approach in online teaching practice. The data was obtained from research conducted from an analysed of 21 learning videos and lesson plans used. The goal of CLT approach in English learning is the used of the target language in the learning activity. Not only in spoken, but in reading, writing, and listening. So, the used of CLT in learning is the teacher's effort in invited students to use target language and developed student English skills. From the result of research conducted, there are three stages in applied CLT approach in online teaching practice, namely pre activity, during activity, and post activity.

a. Pre activity stage

The first stage is pre activity stage, at this stage the teacher introduced material to students in online such as sent to students video explanation inwhatsapp and google classroom. And then pre service English teachers discussed the semantic nations and social functions about the material taught.

b. During activity stage

The second stage is during activity stage, this is stage focuses on “the roles of the teacher”. The learners as a negotiator, the instructor giving as well as taking in CLT activity. The learner had to participate in online classroom activities and then the teacher organises, manages, and facilitates the learning process. So teacher just only be facilitator for the students. The teacher helped to develop learners' communicative competence by utilized communicative processes included to understand of meaning, Q&A, made a video, made a conversation, recorded voice note, filled in the blank, and written paragraph etc. and all activities are did in online and based instruction from the teacher in online. So that students are expected to be able to use the target language in learning and developed four language skills such as reading, writing, speaking and listening in the online learning process. Examples in developed students writing skills teachers asked students to write an opinion about something, wrote their introduction, gave an example about something etc in online. And then for students speaking skill, teachers asked students to make video and record voice note. And the last for students listening skill teacher asked students listened audio for filled in the blank. So at the apply

CLT approach, activities assisted by digital platforms such as WhatsApp group, google classroom and google meet and based online instruction by teacher.

c. Post activity

At this stage, focus on provided feedback from the teacher to students after learning activity. Such as reviewed material or exercise and also giving scores.

From the above explanation, it can be concluded that the applied of CLT approach by pre service English teacher in online teaching practices is supported by digital platforms such as whatsapp group, google classroom and google meet in learning activities and then activities CLT approach instructed by teachers in online. And then students did the activities for developed four English skill helped of features in the platform such as voice notes, video, audio etc. So that, students are able to used the target language in learning activities.

In applied CBI approach in online teaching, there are three stages used by pre service English teacher 1:

a. First activity

Pre service English teacher provides material related to the material such as picture of examples descriptive text and recount text online. After that, the pre service English teacher asks the students to observe and discuss the example that.

b. Main activity

Then the student determined purpose, generic structure, language features of example descriptive and recount text. And then to check more

understanding students, pre service English teachers asked students to write another descriptive text to develop writing skill.

c. Closing activity

Gathering the students, the pre service English teacher concludes the materials. Then, the teacher explains again the main points of the materials.

From the above explanation, it can be concluded that the applied of CBI approach by pre service English teacher in online teaching practices is used content like example descriptive and recount text. And then students observe and investigate the content.

In applied PBL approach in online teaching, there are three stages:

a. Understanding the problem

The students gave problem about material in online learning by pre service English teacher such as giving opinion about “a man can do Poligami, marry with more than one women” and also find an example of formal invitation and then mention the format/elements in the invitation that.

b. Explore the problem

The students study independently, trying to discover knowledge to solve the problem in online learning. Students are given one day to solve the problem.

c. Resolve the Problem

The students determine the appropriate answer to solve the problem and after that, the students submitted the answer to pre service English teacher

in online. The answer to the problem is sent in the form of a photo to the pre service English teacher in the whatsapp group.

From the above explanation, it can be concluded that the applied of PBL approach by pre service English teacher in online teaching practices, students are encourage to have problem solving and students have ability to build their own knowladge through learning activities.

In applied TBLT approach in online teaching, there are three stages:

a. Pre task

The pre service English teacher share students video explanation about material in online.

b. During task

Pre service English teacher share students task such as quiz, fill in the blank and answer question on book and the task based on instructional of the teacher. And then students are given one day to do the task.

c. Post task

Once the task is complete, students submit their task to teacher in online and then they review the task together in next meeting.

From the above explanation, it can be concluded that the applied of TBLT approach in online learning is the emphasis students to completing task. 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.



**1. The effect of approaches used by pre service English teachers in online teaching practice.**

**a. Pre service English teacher 1**

Pre service English teacher 1 did online teaching practice for six meetings in class X used google classroom and whatsapp groups. She taught materials such as introduction, congratulation, and compliment, past tense and present perfect tense, descriptive text, recount text and the last is an announcement. From the results of the research, it was found that pre-service English teacher 1 used a CLT approach in four meetings and used Content Based instruction in two meetings. Looking at the teaching process that has been carried out by pre service English teacher 1 in online, the CLT approach is used to help students for communicate in the target language and also develop students English skills in the learning process. For example, at the first meeting, the teacher asked each student to write their introduction in google classroom to developing writing skills. So that all students become participating in the learning process. And also for developing students speaking skill, the teacher asked students to make a video about introduction and send it to Whatsapp group. And students listening skill from listen audio the example of spoken announcement. With the use of CLT in online learning also helped students to learn English not only in contextual but also in fungsional. In the application of CLT online by pre-service English teacher 1 there are limitations of activities that can be did in online learning such as students can not did activities in groups or pairs, students are also unable to perform activities such as role play or that require interactions between students and students.

In online learning the teacher provides communicative assignments to students individually.

And then used CBI in online learning students can develop a much wider knowledge of the world and used CBI help students to develop very valuable thinking.

**b. Pre service English teacher 2**

Pre service English Teacher 2 did online teaching practice for class IX dan XI in six meetings used google classroom, google meet and whatsapp group. Taught materials such as suggestions and offers, asking and giving opinion, agreement and disagreement, hopes and dreams, and invitation. Based on the analysis of learning videos, it can be found that pre-service English teacher 2 also used CLT in the process of online learning practises. It can be seen from the learning process that used CLT approach. Similar to pre service English teacher 1, pre service English teacher 2 also helped students to develop four skills in learning English. As in the learning process of asking and giving opinions used google meet, students asked to give their opinion on an issue to develop their speaking skills. In writing skills, students required to write their hopes and created 2 invitation cards. So, used CLT approaches can improve reading, writing and speaking skills and students can use targeted languages even in online learning, because the helped of features platform used such as video, voice note, audio etc. Students participated in learning activities according the instructions directed by the teacher. Even so, CLT activities are not as free as when did offline. There are activities that cannot be did in online learning such as working in groups or in pairs. In online

learning, teachers are required to be creative in processing material that may be did in online. And in used TBLT in online learning can help students interact spontaneously such answer the quiz, complete the blank etc. and then learning process more efficient and more accurate for students. Because teaching did in online, students have more times in did the tasks by teacher and students can ask the teacher at any time if there are tasks that cannot be understood.

**c. Pre service English teacher 3**

Pre service English teacher 3 teaching practice to class VII in 2 ways, such as three meetings in online and three meetings in offline. The application of CLT and TBLT approach in online used whatsapp group. Taught materials such as greeting, leave taking expression and thanking expression. The task carried out by teachers in applied TBLT approach, The students gave task such as quiz, fill in the blank and answer the question. The task such as quiz gave students opportunity to learn vocabulary. And also used TBLT helps students to interact spontaneously. And then pre service English teacher used CLT approach in meeting 3, it helped students developed speaking skill from skill from asked students to record voice note about leave taking expressions. There are limitations in learning activities used the CLT approach such as not being able to do activities in groups or pairs or activities such as role play, games, discussions and others that can only be done in groups or in pairs.

**d. Pre service English teacher 4**

Pre service English Teacher 4 did online teaching practice for XI in six meetings used whatsapp group. Taught materials such as offers and

suggestion, opinion and though, party time (invitation), National Disaster- An Expositions text, letter writing and the last is cause and effect. Based on research question 1, it was found that pre-service English teacher 4 used CLT, PBL and TBLT approach in six online teaching practises. I applied CLT approach in meeting 1 and 5 it helped students to develop writing skill and then used PBL approach in meeting 2 and 3 helped students to build own knowladge through learning activities. Students also encouraged to critical thinking in problem solving. And also in applied TBLT approach in meeting 4 and 6 make all students participated in online learning. Students have more time to did task and any time to ask teacher if they have not understand about task.

## **B. Discussions**

In this discussion section is aimed to answer research questions proposed to discuss the result of data in findings with the theories collected in chapter II about approaches identification, the process approaches used and the effect of approaches used in online teaching practice

### **1. The types of approaches**

In the pandemic era, four pre service English teachers at UIN Antasari Banjarmasin who lives in Amuntai practice teaching in schools in their places. They taught for six meetings used platform that can support their teaching during pandemic such as used whatsapp group, google classroom, and google meet. From the result of analysed teaching video, it found that pre service English teachers led to characteristics of CLT, CBI, PBL and TBLT approaches. Characteristics of used Communicative Language Teaching, first seen from the learning process, teachers tried to students

used the target language and four English skills (reading, writing, speaking, and listening) in the learning process. So, students practised how the language used in learning activities. Students not only learnt what a language but how language is used. It is appropriate with teori by Richard and Rodgers (1986), communicative language teaching is an approach that aims to make communicative competence as goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communicative. Second, in the learning process carried out, pre service English teachers emphasized that all students are participated in the learning activity process. Which is in accordance with the opinion of Laily (2015) that the application of communicative approach is fully carried out by students (student centrs) while teachers only as facilitators (p. 11). Third, English material taught to students by pre service English in online learning is not only in contextual terms but also in fungsional.

And then in CBI approach, it can seen from learning process used is content of subjects So that students more understood the content of the material taught like picture example descriptive and recount text in teaching material.

And PBL approach, it can seen from learning process, students are encourage to have problem solving and students have ability to build their own knowladge through learning activities.

And the last is TBLT approach, it can seen from learning process, students emphasized in completion of task. The task is an activity that used language to get a specific result.

## **2. The pre-service English teachers applying approaches in online teaching practice**

This part present the pre-service English teachers applied approaches in online teaching practice. Based on the first research question it finding that four pre service English teachers used CLT, CBI, PBL and TBLT in online teaching practice. In applied of CLT, CBI, PBL and TBLT approach in online teaching practice of course there is a difference with the applied in offline. In applied CLT approach in online practice, pre service English teachers used video explanations or powerpoint slides in conveyed the material to learn. In online practice, a digital platform is needed that supports the learning process. As said by Ashdiqi & Sumarni (2020) that digital platforms are a program that supports the success of online learning. In teaching pre service English teachers used WhatsApp groups, google classroom and google meet in teaching to students. Students gave time to watch and understand the material delivered by the teacher. Then on learning activities used CLT approach focuses on "the roles of the teacher". So, in online learning students gave instruction online by the teacher and performed activities in online learning in accordance with the rules that the teacher provided. Students gave exercises for developed four English skills and used the target language in learning activities. Teachers in used CLT approach provided activities that support learners' communication competence.

And applied CBI approach in online learning, Teachers provide students with meaningful and contextual language skills through authentic materials based on material topics such as picture example descriptive and

recount text, teachers provide descriptive text examples and recount text, then students analyze the text according to the material taught. Which materials helped students in understood the material taught. In the application of CBI offline if the time allocation is sufficient teachers usually integrate 4 skills in English at once, and if the integration of the four skills is not possible to be done in one meeting then at least two skills can be done. Meanwhile, because CBI is implemented online and time constraints, pre service English teachers only develop one skill, namely writing.

In applied PBL approach in online learning, the whatsapp group used to create a discussion group and send a video explanation. After that, the teacher share task to focusing students on a problem. In this research, the problem such as gave opinion about something, find example formal invitation and then replied it etc. The students were asked to answer the problem and it should be collected no later than the day after the lesson in whatsapp group. After students collected the result of problem, teacher and student reviewed the result problem together. For learning, teachers do not provide opportunities for students to study in groups. Though using the PBL approach will be more effective if students are divided into several groups and then present the results of the problems obtained, so that each group has different answers and more active learning even though it is done online. While in the application of PBL in online students are given problems, then students themselves look for answers to the problem and after completion collected to the teacher.

To apply TBLT in online, the pre-service Teachers adapt Willis's (2012) which there are three stages: pre task, task cycle and the last post task. In pre task done after students gave video explanation and gave students task based on instruction by the teachers. And then task cycle are done by student first at home. And the last is post task, in post task pre-service English teachers gave students feedback. In the application of TBLT online, students are given assignments by pre-service English teachers and assignments are done at home. After completion students collect through whatsapp group.

### **3. The effect of approaches used by pre-service English teachers in online teaching practice.**

Based on the results of finding, pre-service English teachers at UIN Antasari Banjarmasin who lives in Amuntai used CLT, CBI, PBL and TBLT in online teaching practice. The application of CLT, CBI, PBL and TBLT approaches in teaching practices conducted in online is different with offline teaching. It can be seen from one aspect such as the learning process where the CLT approach emphasises students to communicate and move directly in the classroom. It is contrast to the application CLT approach in online learning, pre-service English teachers used platform support, which have limitations such as CLT approach activities in the classroom is usually did in groups or pairs in accordance with one of the characteristics according to Murcia (2001) that students regularly work in groups or pairs (p. 8), but in online learning four pre-service English teacher worked in individually. In normal face to face teaching sessions, students are seated in groups for the instructor to assign tasks. The



instructor may give verbal instruction or present the task or discussion questions using slides and specify the time limit for each task or discussion. Each student is a role either by preference or through the drawing of cards, which provides them with an element of surprise. Murcia (2001), also said students are usually included in role play, discussion or dramatisation to adjust their use of the target language to different social contexts (p. 8) but in online cannot do that. This is due to the lack of limited activities that students can do in online learning. When we compare face to face discussions and online discussions. Wang and Woo (2007) clarify how face to face discussions are most likely to involve more interactions than online discussions and the interaction is more multidirectional in terms of other members “making complementary remarks, comments or clarifications at the same time. The discussion process more interactive and in multiple ways. However, the online discussions more restricted and tend to be more one-way” (p. 283). Johnson et al (2000) discuss how face to face communication allowing multiple channels of communication with nonverbal information such as tone of voice, gesture and facial expression are preferred over all forms of computer-mediated communication in their study. This is because “face to face communication allows for non-verbal, personal information to transpire in a real time, synchronous setting and there is the added value of being able to interpret non-verbal behaviour such as tone of voice, posture, and facial expression (p. 15).

CBI is a learning approach that integrates the content of the subject with the language. In online learning, CBI is effective because with the

help of existing materials students can more understood and assist students in learning. Because teaching using CBI is a collaboration between content teaching and language teaching. So, students can improve their learning and also language skills. For example, in descriptive text learning, students are given materials to support learning materials in English. Students know how the structure of descriptive text and students can also improve their language skills, namely writing. In the application of CBI online content is very helpful for students in online learning.

Problem Based learning in online learning settings can be said to have gone well. Problem based learning is a learning approach that refers to the student- centered constructivism paradigm. In problem based learning, authentic problems become the starting point in learning. Problem based learning provides opportunities for students to learn how to learn. Students also encouraged to critical thinking in problem solving. With the PBL approach learning is more interesting and attracts student motivation in learning online.