

CHAPTER V

CLOSURE

A. Conclusion

Based on the research findings and the discussions, it can be concluded that:

1. The pre service English teachers used CLT, CBI, PBL and TBLT approaches in online teaching practice. Pre service English teacher 1 used CLT in meeting 1,2,3 and 6 and then used CBI in meeting 4 and 5. Pre service teacher 2 used CLT in meeting 1,3,5 and 6 and then used TBLT in meeting 2 and 4. Pre service English teacher 3 used CLT in meeting 3 and then used TBLT in meeting 1 and 4. Pre service English teacher 4 used CLT in meeting 1 and 4, and then meeting 2 and 3 used PBL, and used TBLT in meeting 5 and 6.
2. Pre service English teachers applied CLT, CBI, PBL and TBLT approaches used whatsapp group, google classroom, and google meet and then teachers as a facilitator who instructs students what to do in online. To apply of CLT approach in online teaching practices all 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, pre service English teacher provides material related to the material such as picture of examples descriptive text and recount text online. Then the student determined purpose, generic structure, language features of example descriptive and recount text. And for check understood students, teachers asked students to write the descriptive and recount text. 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. Students are given one day to solve the problem. To apply 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.

3. CLT approach developed four students English skills and used the target language in learning activities and have lack effect in online teaching practice such as there are limitations activities for students can do in online learning. Students cannot regulars work in groups or pairs in online learning and also students not included in role play, discussion or dramatisation. CBI is a learning approach that integrates the content of the subject with the language. In online learning, CBI effecttic used 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. 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. TBLT approach, which is carried out used whatsapp group effecttik is done because of the tasks given to students it helped students to interact spontaneously. Although TBLT is a task-based approach, students usually spend a lot of time working on assignments, because these shorts are done online Students have more time to do task and any time to ask teacher if they have not understand about task.

B. Suggestion

Based on the result of the study regarding the approaches used by pre service English teacher in online teaching practice, the suggestion that can be given are:

1. For teacher and pre service English teachers, it is expected to be able to choose appropriate materials and approaches for used in online learning. Because online teaching has limitations in the activities that can be done. Students are also not very interested in online learning. Therefore, the importance of choosing a suitable teaching approach is applied in online teaching because not all approaches can be applied in online teaching.
2. For the future researchers, it is expected to investigate more broadly the approaches used by pre-service English teachers or teachers in online teaching practises because of the importance of an approach in processing materials to be interesting to be taught to students in online teaching. It is also expected for further researchers to find new problems related to online English language teaching strategies such as approaches, methods or techniques in teaching online.