

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Pre-service teacher's online teaching practice in applying teaching principle**

There are some principles that happen in online teaching practice:

##### **1. Meaningful learning**

In applying meaningful learning, preservice teacher used some strategies in online teaching such as in third meeting, the teacher used strategies such as making learning video and upload on youtube to teach students a new material. and giving a task (a dialog with some blank and students must answer with some expressions in the blank related to the material about giving compliment and praise), in forth meeting the teacher also using learning videos and giving explanation about asking and giving opinion. Continue with the same topic, in fifth meeting, the teacher giving students task (finding expression of asking and giving explanation in dialog) and in sixth meeting using google meet application, the teacher use strategies: giving explanation about asking and telling abilities by lecturing, introducing the material with the knowledge that students already know, asking students to read the dialog and mention the

sentences related to the material, asking students to make a sentences based on a picture related to the material. From all the strategies that use by the teacher, there are no tricky activities that has abstrack porpuses. For the challenge in applying this principle in online learning is even the teacher has used some strategies in online teaching, it is hard to make it meaning for students because they are very lack of motivation for learning and not active in the class.

## **2. Anticipation of rewards**

In applying anticipation of rewards principle, pre-service teacher gives students compliment such as good job, well, good, and say thank you if they try to use the language. It is happen only in sixth meeting because the teaching acticvities using google meet application, and it makes more interaction between students and the teacher happen. When the teacher ask students to make a sentences about asking and telling abilities based on pictures, after students make the correct sentences, the teacher don't forget to say good job and thank you. And the teacher doesn't give any material rewards for students during online teaching. The teacher didn't get any problem in appying this principle in online teaching practice.

## **3. Strategic investment**

In applying strategic investment principle, the teacher has try some strategies especially in sixth meeting when the teacher use google meet, the strategies such as introducing a new material by tell them some actavities related to material in beginning of the lesson, a little drilling, asking students reading a dialog and analyze it, and making a sentences based on a pictures. in third and forth meting, the teacher only use learning video that upload on youtube and giving them a task (feel in the blank task in third meeting and dialog analyzing in fifth meeting, the task from the material in forth meeting). The teacher used google meet to make an interaction between students and teacher easily and can do many activities. But, using google meet in every online teaching practice is not allow because the rules of the school ask teacher to combine the learning using learning video, to anticipate the use of quota internet too much, it is the problem in applying this principle in online teaching principle.

#### **4. Language ego**

In applying language ego principle, this principle also applied in sixth meeting only, when the teacher ask studetns to make a sentences based on the pictures in sixth meeting, there is a student that make a mistake by making a wrong sentences for several times, but the teacher patiently correct the error until the student understands and make a correct sentences. In applying this

principle in online teaching practice, when the teacher asks someone to answer some question, sometimes the students don't respond to it, so the teacher call them randomly because the teacher never meet them before, but sometimes some students can answer the question given. It was the main challenges applying this principle.

### **5. Willingness to communicate**

In applying willingness to communicate principle, the teacher teach the class by giving the material from easy become harder, in sixth meeting for example: at beginning of the teaching the teacher explains the use and the meaning of new material about asking and telling abilities, and then the next activities ask them to analyze a dialog related the material and then they must make a sentences related to material based on a pictures. In applying this principles pre-service teacher did not find any problems.

### **6. The native language effect**

In applying the native language effect principle, in sixth meeting when student make a sentences and it is wrong sentences, while the student must make a sentence of asking and telling abilities from a picture "playing football", the student answered "can you football" then pre-service teacher corrected the error by comparing to native language rules that can help the students to

understand the language. Based on the interview with pre-service teacher, native language helps the teacher to explain the material and the teacher don't find any difficulties applying this principle in online teaching practice.

## **7. Inter-language**

In applying inter-language principle, in sixth meeting, another students also made a sentence from a picture "cooking", and then the students answered "can you cooking", the teacher correct the error by telling to not using -ing in the sentences. the teacher correct students sistematical error. there is no problem in applying this principle in online teaching practice.

Another principle such as automatically, intrinsic motivation, autonomy, the language culture connection is not applied in the online teaching practice. There are also some problems that teacher faced during applying these teaching principles in online teaching practice. The first, in applying intrinsic motivation principle, the challenge is, since it held online, the teacher don't know is the students learning using their parents' phone. So, it makes the lesson given to students is not sure opened by the students or their parents, and since they are still in class eight, some of them don't have their own phone. In autonomy principle, the difficulty is when teacher teach the class, the students rarely respond to teacher, so, it is hard to make students have initiative in learning. In

communicative competence, the main difficulties is since it held online, it is hard to apply communicative competence in online teaching practice, because most of students not online while the teaching is going on. And for the language culture connection and automatically principles, the teacher didn't find any difficulties if applying these principles on online teaching practice.

Based on the interview, the most challenging teaching principle applied online teaching is intrinsic motivation, because it is the main principle that must be applied, if the students have motivation in online learning, another principles will easier to apply in online learning.

## **B. Discussion**

This part presents the discussion of research findings. The purposes of this research is to find how pre-service teacher's teaching practice in applying teaching principle and what the most challenging applied teaching principle in online teaching practice. Based on the theory, there are three aspects of teaching principle: cognitive, socio-affective and linguistic, that divided into 12 principles in teaching: automatically, meaningful learning, anticipation of rewards, intrinsic motivation, strategic investment, autonomy, language ego, willingness to communicate, the language culture connection, the native language effect, inter-language, and communicative competence.

The first principle is automaticity principle: the purpose is to get fluency, don't focus too much on formal aspects such as grammar and phonology, that's not mean it harmful but focus on the use of the language too (Brown, 2007, p. 65). In the teaching practice, pre-service teacher don't explain the grammar and pronunciation too much, such as in third meeting, the teacher explain the function of giving single and plural compliment that using different grammatical form, and then in six meeting, the teacher explain the different between can and can not in telling abilities. It is important point to know, but the teacher more focus in giving the explanation about its meaning and how to use it. But for better teaching, teacher can gives students more chance to use the language, even in class activities or make it as a task.

The second principle is meaningful learning: avoid rote learning such as too much drilling or memorization, use student's exist knowledge to introduce a new lesson, don't do an abstract activity in the teaching (Brown, 2007, p. 66). Looking at the teaching, pre-service teachers use the drilling in sixth meeting, the teacher use drilling to help students using the expression with correct pronunciation. However the teacher don't use many drilling and memorizing activities in teaching. In sixth meeting the teacher also introduce the lesson by asking some activities related to material, asking students to analyze the sentences related to the material, and

make a sentence based on a picture related to the material. The activity in the teaching is more in lectures and explanations since it happens online.

The third principle is anticipation of rewards: teacher can give some compliment or supportive action rather than material rewards to students, it helps to make them confident in learning languages (Brown, 2007, p. 67). In the teaching, teacher always gives compliment after asking students to do something such as in six meeting, the teacher giving compliment to students by saying good job. There is no material rewards for students.

The fourth principle is intrinsic motivation: give students some fun or challenging task and activities, so they are motivated to learning the language (Brown, 2007, p. 68). In the teaching, there are not many activities that happen. Pre-service teacher has try some activities and tasks for students, but in the activities, there is no enthusiasm show from students. Based on the pre-service teacher, this principle also being the most challenging teaching principle applied in online teaching practice because if students have motivation in learning, it will be easier to apply another principle in online teaching.

The fifth principle is strategic investment: using various strategies to reach all students learning style (Brown, 2007, p. 69). Since the teaching held online in third and fourth meeting, the teachers only used video that uploaded into youtube to explain the material, but



in six meeting, the teacher used google meet and it makes some possibilities to do more strategies. But in the fact, it is not enough much activities that the teacher used. The teacher can add some activities such as pair or group activities while ongoing in classroom or make as a tasks.

The sixth principle is autonomy: some possible actions for the teacher are make students feel that they must understand the material, tell them to use the language out of classroom, using pair and groups activities can help them to use the language in their own with their creativity (Brown, 2007, p. 71). In the teaching, there is no activities indicates to this principle.

The seventh principle is language ego: in learning language students often feeling stupid because it is a new language for them, the teacher must be very patient because students really need a support. The teacher also must be able to choose who to call on, who to ask as volunteer, and who to ask to correct their friend's error (Brown, 2007, p. 72). In sixth meeting, while the teacher asks students to make a sentence based on a picture, the teacher chooses them randomly, even they make a mistake while creating sentence, the teacher stay support them and correct their error patiently.

The eighth principle is willingness to communicate: the successful of teaching language is believed from themselves confident. Teacher can help students to learn the language from the easy one to

harder, step by step, it helps students to increase confidence in learning language. Give class atmosphere that makes students very interested in, give them some tasks that are not easy and not really hard for them (Brown, 2007, p. 74). The teacher gives the material from the easy one to be harder, in every meeting, the teacher always begins the activities by explaining the meaning and the use of new material, it helps students to understand the material first, and then the teacher asks them to read a dialog and analyze the dialog that is relevant to material, and the last the teacher asks students to make the sentences using a picture and it must be related to the material.

The ninth principle is the language culture connection: language and culture are connected each other. The teacher must explain the difference from language and culture of their native language and target language (Brown, 2007, p. 74). There is nothing that relates to this principle in the teaching practice.

The tenth principle is the native language effect: the native language has a strong influence to target language learning, it sometimes supports and sometimes not, teacher can use native language if it is needed and asks students to prioritize the target language side while they learn a language (Brown, 2007, p. 76). The teacher uses native language in the teaching to explain the function and the meaning of new material, and it helps students to understand more how to use the material given. Such as in the fourth meeting, the teachers explain

that all of the expression have the same meaning 'asking for opinion'. Another activities related to this principle is happen in sixth meeting while the teacher ask students to make a sentence from the picture. The student know that the picture is about football, so the student make a sentence 'can you football' here the teacher correct their error by compare it to native language that there is a missing word need to add in the student's sentences ' play'.

The eleventh principle is interlanguage: in the systematic interlanguage, students usually follow the native language rules. Teacher must give students feedback if they do this mistake, give them some activities to correct their error in language learning (Brown, 2007, p. 78). It is related to what teacher do to students in six meeting, while student make a mistake by answer the question with "Can you cooking?" the teacher give feedback to correct student's mistake. But the teacher don't give the explanation why it was being a mistake.

The twelfth principle is communicative competence: in this principle it is important to include these several component: organizational, functional, and psychomotoric. Use the authentic techniques by using language that students might faced in real world, prepare them as independent learners (Brown, 2007, p. 80). Since the teaching has no much activities, the communicative competence didn't apply in the teaching, there is no chances for student to connect

the learning material to the real world. Even the teacher has explained the organization and functional of the language, the psychomotoric is not apply in the teaching.

The last is about the challenges applied teaching principle on online teaching practice, based on the interview to pre-service teacher, the challenges are applying some principles. In meaningful learning principles, the teacher feel hard to make it meaning for students since they have lack motivation for joining the class in online learning. The challenges is related to Yuliza (2021) that state students have lack motivation in online learning. And then for intrinsic motivation principle, the chllenges is since online using media handphone, the teacher not sure the lesson is receive by students in case they study with their parents phone, so the interrraction between students and teacher is very low and very hard to make students active in the online learning. Mursyidin, Parlindungan and Rahmatillah (2021) also state that hard to make students active in online learning. This problem also happen in communicative competence and autonomy principles.

The next problems is in strategic invesment principle, the teacher has try some strategies in teaching online via video conference such as google meet, but because of the rules of the school that ask teacher to not using video conferene all the time because using internet qouta too much, so the lesson sometimes just using lesson video in youtube. Rosalina, Nasrullah, and Elyani (2020) also state

that quota is being one of the challenges while teaching online. And then, for language ego principle, since the teaching held online, the teacher doesn't meet the students so it is hard to know them, so, the teacher sometimes calling students randomly based on their attendance in online learning.

For another principles like: automatically, anticipation of rewards, willingness to communicate, language culture connection, the native language effect, and inter-language, the teacher feels there are not any problem in applying these principles in online teaching practice.

For the most challenging teaching principle applied online teaching is intrinsic motivation, because it is the main principle that must be applied, if the students have motivation in online learning, another principles will easier to apply in online learning.