

THE ANALYSIS OF TEACHING PRINCIPLES: A CASE STUDY OF PRE SERVICE TEACHERS' ONLINE TEACHING PRACTICES

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Abstract

Teaching practice is one of essential elements for teacher education and training. The aims of this study are to find out how pre-service teacher implemented teaching principles and to know the most challenging teaching principle applied in online teaching practice. A case study was used in this research. The participants of this study were pre-service teachers of English Education Department of UIN Antasari Banjarmasin at MTsN 2 Banjarmasin. The data were collected through observation and interview, then analysed based on the theory of Miles and Huberman. This research found that during online teaching practice, pre-service teachers applied some principles such as meaningful learning, anticipation of rewards, strategic investment, and language ego, willingness to communicate, the native language effect, and inter language. However, other principles such as automatically, intrinsic motivation, autonomy, language culture connection, and communicative competence were not implemented by the teachers. The most challenging teaching principle in online teaching practice was applying intrinsic motivation as the pre service teachers need more experience and various strategies to developed students' intrinsic motivation. Furthermore, there were some challenges faced by the pre-service teachers in applying these principles, namely lack of students' participation, motivation, and internet connection problems.

Keywords: *Teaching Practice, Online Learning, Pre-Service Teacher, Teaching Principles*

A. INTRODUCTION

Teaching practice is an essential program which is a training ground for applying various knowledge, attitudes, and skills in the framework of forming professional teacher candidates and education personnel (Wasitohadi, Wahyudi, Winanto, 2016, p. 3). This educational program is designed to train pre-service teachers to master complete and integrated teacher skills, so that after completing their education they are ready to independently carry out their duties as teachers according to their fields (LP3L Kanjuruhan University Malang (2015, p. 1).

Corona virus outbreak has changed everything including teaching and learning activities. During this pandemic, teaching and learning activities are conducted online. Online learning is defined as "the process of learning activities that use online platforms and internet connections but are flexible in terms of time and distance. (Rosalina, Nasrullah, Elyani, 2020, p. 79)

There were a number of problems faced by teachers in implementing online learning. The problems were supporting facilities such as internet connection, students' gadget specifications, and internet quotas. Teachers also had some difficulties during learning

processes as teachers and students had limited time to interact each other, so that they could not explain the material in detail, and control the affective factors of students during the learning process. Therefore, teachers need to improve their creativity, strategies and competence in using technology with supported by comprehensive facilities (Rosalina, Nasrullah, Elyani, 2020, p. 80).

During online learning, students were quite stressful, less motivated, and easily got bored or distracted. Teachers frequently assigned them tasks with limited time to complete, making them even more anxious. The students were dissatisfied with the teacher's methods. Some teachers required them to attend a zoom meeting every day, which makes them bored and uninterested. They also discovered teachers who only gave assignments and did not provide material explanations. They complained that online classes are difficult to comprehend, lack conceptual clarity, and have too many subjects scheduled in a single day. The majority of issues that students faced were poor network connectivity, broadband issues, and disconnections between classes. Although online classes were the best option, the majority of students did not have good internet access (Yuzulia, 2021, p. 11).

Mursyidin, Parlindungan, and Rahmatillah (2021, pp. 120-121) stated that the main challenges encountered during the online teaching and learning process were classified into two categories: facilities and human resources. Limited internet data packages, disruption of telecommunication networks in villages where students or lecturers live, limited access to online applications or platforms, environments that were not conducive to online learning, such as street noise or children, frequent power outages, and no opportunity to do laboratory work in courses that require practicum are examples of facility constraints. Furthermore, human resource constraints include low student motivation to follow online learning, difficulty in making students active, low lecturers' ability to develop learning, poor time management, and a lack of student discipline in online lectures.

Teaching principle can be used by pre-service teacher as a guideline in online teaching practice. Based on Brown (2007, pp. 55-70) teaching principles divided into 3 aspects: cognitive, socio-affective, and linguistic. For more specific, there are 12 principles: the cognitive principles divided into automaticity, meaningful learning, the anticipation of reward, intrinsic motivation, strategic investment, autonomy. The socio-affective principles divided into language ego, willingness to communicate, the language culture connection. And the linguistic principles divided into the native language effect, inter-language, and communicative competence.

The first principle is automaticity. The principle of automaticity may be said as observe: efficient second language learning includes a well-timed movement of the control of some language forms into the automatic, fluent processing of a relatively limitless variety of language forms. Overanalyzing language, questioning too much about its form and consciously lingering on the rules of language all generally tend to impede this commencement of automaticity.

The second principle is meaningful learning. The principle of meaningful learning is quite sincerely said: the process of creating meaningful existing knowledge/experience and new material will lead toward better long-term retention than rote learning of material in isolated portions.

The third principle is the anticipation of reward. The anticipation of reward principle can be stated as follow: human beings are universally pushed to act, or “behave”, by the anticipation of some type of reward-tangible or intangible, short time period or long time-in order to ensue because of the behavior.

The fourth principle is intrinsic motivation. The intrinsic motivation principle is: the most effective rewards are the ones which are intrinsically motivated within the learner. Due to the fact the behavior stems from needs, wants, or goals within oneself, the behavior itself is self-rewarding; consequently, no externally administered reward is important. A teacher better designing assignment that feed into those intrinsic drives. Classroom techniques have a much more chance to fulfillment if they are self-rewarding inside the perception of the learners. The learners perform the assignment because it is fun, exciting, useful, or challenging, no longer because they anticipate a few cognitive or affective rewards from the teachers.

The fifth principle is strategic invesment. The principle of strategic investment: a success mastery of the second language will be due to a big extent to a learner’s own personal “investment” of time, attempt, and attention to the second language within the form of individualized battery of techniques for comprehending and producing the language. In strategic investment, learners may additionally have distinctive learning style. In those differentiation, teachers have to be aware of all students. By using numerous strategies in teaching, the teacher will ‘attain’ almost of students.

The sixth principle is autonomy. The principle of autonomy states; successful mastery of a foreign language will depend to a great extent on learner’s autonomous ability both to take initiative in the classroom and to keep their journey to success beyond the classroom and the teacher.

The seventh principle is language ego. The principle language ego is: As humans learn how to use a second language, they also increase a new mode of thinking, feeling, and performing a second identity. The new “language ego” intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibition.

The eighth principle is willingness to communicate. Willingness to communicate principle is: successful language learners generally believe in themselves and in their capacity to accomplish communicative tasks, and are therefore willing risk takers in their attempts to produce and to interpret language that is a bit beyond their absolute certainty. Their willingness to communicate result in the generation of both output (from the learner) and input (to the learner).

The ninth Principle is the language culture connection. The principle focuses on the complex interconnection of language and culture: whenever you teach a language, you also teach a complex system of cultural customs, values, and ways of thinking feeling and acting. Especially in second (as opposed to foreign) language-learning contexts, the success with which learners adapt to a new cultural milieu will affect their language acquisition success, and vice versa, in some possibly significant ways.

The tenth principle is the native language effect. The principle of the native language effect stresses the importance of that native system in the linguistics attempts of the second language learner: the native language of learners exerts a strong influence on the acquisition

of the target language system. While that native system will exercise both facilitating and interfering effects on the production and comprehension of the new language, the interfering effects are likely to be the most salient.

The eleventh principle is inter-language. The inter-language principle tell us: second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Successful inter-language development is partially a result of utilizing feedback from others.

The last principle is communicative competence. Given the communicative competence is the goal of a language classroom, instruction needs to point toward all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and context, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world.

B. METHOD

The researchers used qualitative method because this study aimed to describe the teaching principles applied by pre service teachers in online teaching practices and also to find out the challenges faced by them in applying those teaching principles in the teaching and learning process. This study was a case study because it described and explored the detailed information of the study.

According to Creswell (2009), qualitative research is an approach that can probe and interpret the meaning of responses from individuals or groups concerning a social or human problem (p. 4). Thus, qualitative research is suitable for this research because the researcher wants to get deep understanding from the findings related to the research questions.

The data of the study were collected through multiple forms (Creswell, 2009 p. 178): observation, interview, and documentation. Observations were held in 4 meetings (third, fourth, fifth, and sixth meeting). Researchers chose 4 meetings to see how pre-service teachers 'various activities in online teaching practice. During the observations, Researchers took some documentation such as the link of learning video, and the teaching activities in whatsapp groups. The interviews were conducted to pre-service teachers. 12 questions were related to challenges in applying teaching principle during online teaching practice served. The interviews were conducted after pre-service teachers finished the online teaching practice using WhatsApp call. This research used Miles and Huberman' stages in analyzing the data namely (1) collecting the data from observation, interview and documentation, then selecting the data based on research problems' need. (2) displaying the data. (3). Drawing conclusion.

C. RESULT AND DISCUSSION

There were some principles implemented in online teaching practice:

1. Meaningful learning

In applying meaningful learning, pre service English teachers used some strategies in online teaching. The teachers 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). One of the teachers used learning videos and giving explanation about asking and giving opinion. With similar topic, the teachers continued to give students task (finding expression of asking and giving explanation in dialog). Using google meet, the teachers gave explanation about asking and telling abilities, introducing the material related to students' background knowledge and what they had already known, asking them 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 materials. These strategies were meaningful activities implemented by the teachers. In applying this principle, the teachers faced some challenges due to lack of students' participation and motivation in online learning

2. Anticipation of rewards

In applying anticipation of rewards principle, pre-service teachers provided students some compliment such as good job, well, good, and say thank you if they practiced to use the language. During google meet, teachers had much time to interact with the students. When the teachers asked students to make a sentence about asking and telling abilities based on pictures, then students made correct sentences, the teachers would say good job and thank you. The teacher did not get any problem in applying this principle in online teaching practice.

3. Strategic investment

In applying strategic investment principle, teachers used google meet, and learning video on YouTube. The teachers introduced a new material by telling them some activities related to material in beginning of the lesson, a little drilling, asking students reading a dialog and analyze it, and making some sentence based on certain pictures. Using these strategies, the students could invest time, effort and their attention while being engaged into learning process. However, the teachers were not allowed to use google meet very often to anticipate the use of too much quota internet for the students, it became the problem in applying this principle in online teaching.

4. Language ego

In applying language ego principle, the teachers asked students to make sentences based on the pictures, there were some students who made mistakes by making wrong sentences for several times, but the teachers patiently corrected the errors until the students understood and made correct sentences. In applying this principle, sometimes the students did not respond well, so the teachers called them randomly so all of the students could participate. It was the main challenge when applying this principle.

5. Willingness to communicate

In applying willingness to communicate principle, the teachers taught the class by arranging the material from the easy part to the harder, in sixth meeting for example: at beginning of the class, one of the teachers explained the use and the meaning of new material about asking and telling abilities, and then the next activities, he asked 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 principle, pre-service teachers did not find any problems.

6. The native language effect

In applying the native language effect principle, when students were required to make sentences and they were wrong sentences, then pre-service teachers corrected the error by comparing to native language rules that can help the students to understand the language. For

example, when students must make a sentence of asking and telling abilities from a picture “playing football”, the student answered “can you football, the teachers corrected and explained by comparing to Indonesian rules. Based on the interview with pre-service teachers, native language helped the teachers to explain the material. Therefore, the teachers did not find any difficulties applying this principle in online teaching practice.

7. Inter-language

In applying inter-language principle, one of the students made a sentence from a picture “cooking”, and then the students answered “can you cooking”, the teacher corrected the error by telling to not using –ing in the sentences. The teacher corrected students’ systematical error. There was no problem in applying this principle in online teaching practice.

Based on the observations, other principles such as automatically, intrinsic motivation, autonomy, the language culture connection were not applied in the online teaching practice. There were also some problems that teacher faced during applying these teaching principles in online teaching practice. The first, in applying intrinsic motivation principle, the challenge was, since it held online, the teacher did not know is the students learning using their parents’ phone. So, it made the lesson given to students was not sure opened by the students or their parents, and since they were still in class eight, some of them did not have their own phone. In autonomy principle, the difficulty was when teacher taught the class, the students rarely gave response to teacher, so, it was hard to make students had initiative in learning. The teachers also had some problems in applying communicative competence principle during online teaching practice as most of the meetings were not conducted in real time.

Based on the interview, the most challenging teaching principle applied in online teaching was intrinsic motivation, because it was the main principle that must be applied, if the students had motivation in online learning, the others were easier to apply.

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 automatically principle: the purpose is to get fluency, do not focus too much on formal aspects such as grammar and phonology, that does not mean it harmful but focus on the use of the language too (Brown, 2007, p. 65). In the teaching practice, pre-service teacher did not explain the grammar and pronunciation to much, they just explained the function of single and plural compliment using different grammatical form, and the different between can and cannot in telling abilities. It is important that the teachers emphasize on giving the explanation about its meaning and how to use it. For better teaching, teacher can give 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 students’ exist knowledge to introduce a new lesson, do not do an abstract activity in the teaching (Brown, 2007, p. 66). Looking at the teaching, pre-service teachers used the drilling to help students using the expression with correct pronunciation. However, the teacher did not use many drilling and memorizing activities in teaching. The

teacher also introduced the lesson by having some activities related to materials, asking students to analyze the sentences and creating a sentence based on a picture.

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). During teaching practice, teachers always gave compliment after asking students to do something by saying good job. There is no material rewards for students.

The fourth principle is intrinsic motivation: teachers give students some fun or challenging task and activities, so they are motivated to learning the language (Brown, 2007, p. 68). In online teaching, there were not many activities happened. Pre-service teacher had done some activities and tasks for students, but in the activities, there was no enthusiasm shown from students. This principle became the most challenging teaching principle applied in online teaching practice. When students had better motivation in learning, it would be easier to apply other principles.

The fifth principle is strategic investment: using various strategies to reach all students learning style (Brown, 2007, p. 69). Since the teaching held online, teachers has limited time to apply strategic investment principle. 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 made some possibilities to do more strategies. The teacher can maximize pair or group activities to cover students learning style.

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). This principle was not implemented by the pre service teachers as there was no activities indicated 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 choice who to call on, who to ask as volunteer, and who to ask to correct their friends' error (Brown, 2007, p. 72). In applying this principle, the teachers asked students to make a sentence based on a picture, the teacher selected them randomly, even they made a mistake while creating sentence, the teacher stayed support them and corrected their error patiently.

The eight 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 confident in learning language. Give class atmosphere that make students very interested in, give them some tasks that not easy and not really hard for them (Brown, 2007, p. 74). The teacher gave the material from the easy one to the harder, in every meeting, the teachers always began the activities by explaining the meaning and the use of new material, it helped students to understand the material first, and the teacher asked them to read a dialog and analyze the dialog that relevant to material, and the last the teacher asked 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 different from language and culture of their native language and target language (Brown, 2007, p. 74). This principle was not found during online teaching practice.

The tenth principle is the native language effect: the native language has a strong influence to target language learning, it sometimes support and sometimes not, teacher can use native language if it is need and ask students to priority the target language side while they learn a language (Brown, 2007, p. 76). The teachers used native language in explaining the function and the meaning of new material, and it helped students to understand more how to use the material given.

The eleventh principle is inter language: in the systematic inter language, 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). This principle was applied by the teachers when students made a mistake.

The twelfth principle is communicative competence: in this principle it is important to include these several components: organizational, functional, and psychomotor. Use the authentic techniques by using language that students might face in real world, prepare them as independent learners (Brown, 2007, p. 80). Since the teaching had only a few activities, the communicative competence was not found in the teaching, there is no chances for student to connect the learning material to the real world. Even the teacher had explained the organization and functional of the language, the psychomotor was not applied during teaching practice.

Dealing with the challenges in implementing teaching principle on online teaching practice, pre-service teachers felt hard to make the lesson meaningful for students since they had lack motivation for joining the class in online learning. Students also had low participation and became less active during the class. Many students also had problems in accessing internet connection. These challenges were relevant to Rosalina, Nasrullah, and Elyani (2020), Yuliza (2021) and Mursyidin, Parlindungan and Rahmatillah (2021) researches.

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, other principles will easier to apply in online learning.

D. CONCLUSION

In summary, there were some teaching principles applied by pre-service teacher in online teaching practice such as meaningful learning, anticipation of rewards, strategic investment, language ego, willingness to communicate, and the native language effect, inter language. The other principles such as automatically, intrinsic motivation, autonomy, the language culture connection and communicative competence were not implemented during online teaching practice. The most challenging teaching principle in online teaching practice was applying intrinsic motivation as the pre service teachers need more experience and various strategies to developed students' intrinsic motivation.

Furthermore, there were some challenges faced by the pre-service teachers in applying these principles, namely lack of students' participation, motivation, and internet connection problems.

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