# The Learning Model Used by EFL Teachers in Learning English in Face-to-face Learning is Limited in Junior High Schools

*Model Pembelajaran yang Digunakan Guru EFL pada Pembelajaran Bahasa Inggris dalam Pembelajaran Tatap Muka Terbatas pada Sekolah Menengah Pertama*

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**ABSTRAK**

Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian ini bertujuan untuk mengetahui jenis model pembelajaran yang diaplikasikan guru dalam mata pelajaran Bahasa Inggris pada pembelajaran tatap muka terbatas, cara guru menerapkan model pembelajaran tertentu pada pembelajaran tatap muka terbatas, dan untuk mengetahui media pembelajaran yang digunakan oleh guru EFL dalam mengajar Bahasa Inggris. Subjek penelitian ini adalah empat guru bahasa Inggris di SMP Negeri 1 cempa Pinrang. Pengumpulan data dilakukan melalui observasi dan wawancara. Penelitian ini menemukan bahwa (1) Guru Bahasa Inggrisi SMP Negeri 1 Cempa menerapkan Pembelajaran Berbasis Masalah, Pembelajaran Berbasis Proyek, Pembelajaran Penemuan, Pembelajaran Langsung. Jigsaw, Role playing, dan Picture and Picture. (2) Guru Bahasa Inggris di SMP Negeri 1 Cempa menerapkan model pembelajaran dengan cara yang berbeda. Setiap guru memiliki caranya masing-masing dalam mengajar. Sebagian besar guru menerapkan model pembelajarannya dengan sangat baik yaitu melakukan semua langkah sesuai dengan teori walaupun hanya 1 guru yang mengajar berdasarkan RPP. (3) Media pembelajaran pada tatap muka terbatas adalah gambar, video, flashcard, rekaman suara, power point, buku paket, dan aplikasi handphone.

**Kata Kunci**: Model pembelajaran, Implementasi Model Pembelajaran, Media pembelajaran.

**ABSTRACT**

This study is descriptive qualitative research. This study aims to find out the to determine the way teachers implement the learning models in teaching and learning process in limited face to face learning, to find out the learning models are used by EFL teachers in teaching English in limited face to face learning and to find out the Learning media used by the EFL teachers in teaching English. The subjects of this research are four English teachers in Junior High School 1 Cempa Pinrang. The data were collected through observation and interview. This research found that (1) English teachers in Junior high school 1 Cempa implements Problem Based Learning, Project Based Learning, Discovery Learning, Direct Instruction. Jigsaw, Role playing, and Picture and Picture. (2) English teachers in Junior high school 1 Cempa implements learning model in a different way. Each teacher has their own way in teaching. Most of the teacher implemented their learning model in a very good way that did all the steps according to the theory even though only one teacher teaches based on the RPP (3) Learning media in limited face to face learning are picture, video, flashcard, voice recorder and PowerPoint, smartphone application and textbook.

**Keywords:** Learning model, Implementation of Learning Model, Learning Media.

## 1. INTRODUCTION

The world is facing a pandemic Covid-19. The disease Covid-19 has caused all people to stay at home. Corona Virus (Covid-19) is virus that can cause illness. Most people who are infected with Covid-19 will experience mild to moderate respiratory illness and will recover without the need for special treatment. Older people and those with medical conditions such as cardiovascular disease, diabetes, chronic respiratory disease and cancer are more likely to develop serious illnesses. The government decided to restrict face-to-face learning in the green zone of Covid-19 because of the danger it poses. Despite the difficulties of the 21st century world, education is still important in order to move away from traditional methods and models that are teacher-centered and instead focus on providing education that is student-centered. It is important to use scientific principles to promote the 21st century learning skill called Curriculum 2013.

Despite the challenges of 21st century world as a digital age, education is demanded to move away from traditional method and model from teacher-centered into students-centered. It is necessary to use scientific principles to promote the 21st century learning skill called as Curriculum 2013. The goal of teaching and learning is to achieve a balanced mix of learning objectives in the cognitive, emotional and physical domains. The learning models that are recommended are Project-Based learning, Problem-Based learning, Discovery learning, and Inquiry learning models.

To help students develop potential in the class, the teacher must create a learning model, teaching material, media of learning, and classroom environment that can make them feel comfortable learning and participating in class activities. These efforts have led to a change in the students' attitudes and behavior, which has resulted in them acquiring knowledge and skills. This makes the learning process easier to achieve. Teachers are encouraged to be more creative in their use of learning models and learning media. Today's learning process is more complete if the learning is done with a learning media. Hasan (2021) believes that learning media can be helpful tools for teachers when they are trying to help students learn. Media is anything that can be used to communicate information from teachers to students, in order to help stimulate thought, feeling, attention, and interest in the learning process.

If you want to teach English for junior high school, it is important to take care of the details. It takes skill and dedication to learn this skill. To be a successful English teacher, you need to have a deep understanding of how students think and learn language. This will be the basis for the implementation of teaching English in higher education. Higher education teachers need models of learning that are appropriate for the students they are teaching. The best way to achieve the objectives of teaching and learning is to choose the right learning model. The researcher wants to observe the teaching and learning process of a young learner at a junior high school.

Based on the background above the researcher conducted a research about learning models used by the teachers in this pandemic because the situation is different between before pandemic and limited face to face learning and how do they implement it in teaching and learning process. In this research, the researcher also analyzed learning media applied by the teacher in limited face to face learning.

## 2. LITERATURE REVIEW

### 2.1. Organizing Teaching and Learning Process in This Pandemic

The ministry of education and culture publish a guide book related to teaching and learning rules that should be followed by the school units.

a. Term for the implementation of teaching and learning process in this pandemic. They are:
1) Teaching and learning process of PAUDDIKDASMEN in covid-19 pandemic can be done by limited offline learning and learn from home.
2) If the teachers and the staff have been vaccinated, the school can provide limited offline learning.
3) Parents can choose whether online or offline learning implemented by the students.
4) Limited offline learning and online learning are carried no longer than 2020/2021 academic year in accordance with its authority is obliged to supervise the implementation of teaching and learning process.
5) There is a control from the government, education department, and regional office about the implementation of limited face to face learning and online learning.

6) Limited face to face learning will be stopped if someone in that school gets covid-19 disease.

7) Limited face to face learning can be sopped for a while if there is a policy from local government related to the control of covid-19.

b. Learning concept in covid-19 pandemic

Covid-19 pandemic has changed people's interaction patterns and habits. Because of the risk of transmission, the implementation of learning process requires adjustment to ensure the safety of the school's members. Because of this condition, the learning concept during this pandemic created that the educators and the staff refer to:

1) Students' need

Learning process is expected meet psychosocial and mastery needs of students' competencies.

2) Health protocol

All learning practices must refer to the health protocols set the government.

3) Special conditions curriculum

Education units choose one of the three curriculum options, namely: 2013 curriculum, special conditions curriculum, and independent curriculum. It depends on education unit abilities and conditions.

4) Learning principle

A number of principles are used by teachers and educational units in planning, preparing, guiding and developing learning during covid-19 pandemic.

5) Keep adaptive to the dynamics of the Covid-19 pandemic

What is meant by adaptive is that education units need to anticipate change that may occur related to pandemic conditions including the birth of a new variant.

## 2.2. Learning Model

According to Soekamto and Winaputra (1997) The learning model is a conceptual framework that describes a systematic approach to organizing learning experiences in order to achieve specific learning objectives. It can be used as a guide for learning and as a model for implementing learning activities in classrooms Bruce at al. (2008) state that learning model is a plan or pattern that is used as a guidelines in planning the learning process or tutorial learning. Learning models refers to the type of learning approach that will be used in teaching and learning.

This includes the objectives of teaching, the stages in learning activities, learning environment, and classroom management. Teaching models refer to a particular approach to instruction that has specific goals, syntax, environment, and management system. Arends (1997, p. 7) state that the term teaching model refers to a particular approach to instruction that includes its goals, and management system, syntax, environment.

### 2.2.1 Kinds of Learning Model

a. Discovery Learning

Discovery learning was introduced by Jerome Bruner and is a method of inquiry-based instruction. Bruner believes that it encourages students to explore their world through firsthand experience. Bruner believes that students must be engaged in their learning. Instead of simply accepting the teacher's explanation, they must identify key principles for themselves. This popular theory suggests that learners should build on their past experiences and knowledge, use their intuition, imagination and creativity, and look for new information to discover facts, correlations and new truths (Pappas, 2014). The syntax of discovery learning is stimulation, problem statement, data collection, data processing, verification, and generalization.

b. Problem Based Learning

The Problem-Based Learning (PBL) model was first developed by Howard Barrows in the early 1970s in the study of medical education at Southern Illinois University. The learning that results from working on solving a problem is the key to success. The difficulty in learning is encountered at first (Barrows & Tamblyn, 1980, p. 1). According to Boud & Feletti (1991, p. 15) state that Problem-based learning is a way of structuring the curriculum that involves confronting students with problems from practice in order to stimulate their learning.

The first postulate is that problems should be used as the basis for learning. The second is that learning should be based on problem solving. First, problem-solving learning is much more effective at creating a body of knowledge in the learner's mind that can be used in the future than traditional memory-based learning. Second, the medical skills most important to patients are problem-solving

skills, not memory skills. The students will benefit more from having a problem-solving skill that they can use in the future, rather than just having knowledge of a theory (Barrows & Tamblyn, 1980). The syntax of Problem Based learning are orient students to the problem, organize students to learn, guide individual and group investigation, develop and present the work, analyze, and evaluate the problem-solving process.

c. Project Based Learning

The idea of project-based learning comes from the great thinker John Dewey. He argued that students could learn practical and efficient knowledge when experiencing and practicing things in real life contexts. The concept of Dewey is well-known further as "learning by doing" (Hamida et al., 2020, p. 17). According to Wurdinger (2016, p. 13) Project-based learning is a teaching model in which teachers help students identify a problem, develop a plan, test the plan against reality, and reflect on the plan as they work on a project.

The syntax of Project based Learning are choosing project topic, Pre-communicative activity, asking essential questions, designing project plan, creating project timeline, finishing the project, assessing the project result, and evaluating the project.

d. Inquiry-Based Learning

An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." explains that the last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement the leads to understanding. According to Trianto (2017), Inquiry-based learning is a way of learning that involves exploring the natural or material world, and then asking questions about what you've seen. This process can lead you to making conclusions based on what you've learned. The course provides students with the opportunity to build a deeper understanding of topics by engaging in thoughtful exploration. Inquiry-based learning strategy helps you learn, think and question more effectively.

The syntax of inquiry-based learning are orient students to the problem, problem statement, present the hypothesis, collecting the data, testing the hypothesis, and conclusion.

## 2.3. Learning Media

Media is communication tool. It called as a learning media if it can bring the messages to achieve the learning objective so media should have relation with messages and learning models. According Hasan(2021) to Teaching media is one way to help students learn more effectively. Media is any tool that can be used to help teachers communicate with their students, stimulating thought and interest in order to help students learn. According to Leslie J. briggs (1979) in Adnin (2015) give limitation about media definition that learning media is physical tool to deliver subject material through book, movie, video recording, etc. Briggs said that media can help students understand something more clearly and remember it longer. This course is different from other courses because it does not use any tools or learning materials.

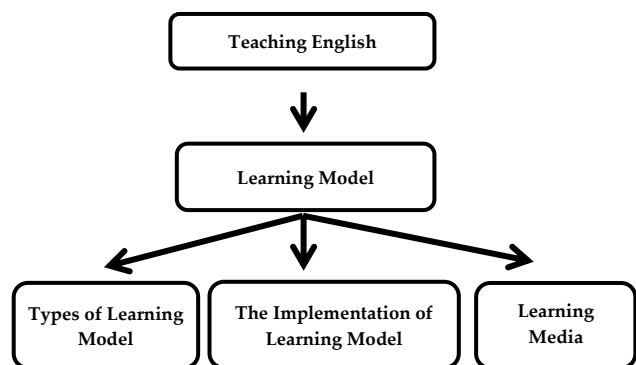## 2.4. Theoretical Framework



**Figure 1.** Theoretical Framework

In this research, the researcher focused on English as a Foreign Language class especially in English Subject. Based on the theoretical framework above, the research observed Learning Models that the English teachers in Junior High School 1 Cempa used in teaching English. This research finds out the kinds of learning models used by the EFL Teachers in teaching English in Limited face to face learning, the implementation of the learning model in EFL Classroom, and Learning media used by the EFL teachers in teaching Englisha based on the choosen learning models.

## 3. RESEARCH METHOD

### 3.1. Research Design

In this research, the researcher applied a descriptive qualitative method. This method found out the learning model used by the teachers and how the teachers implement it in limited face to face learning.

This descriptive qualitative research also found out media in implementing the learning model in teaching English.

### 3.2. Research Subject

The subjects of this research are the teachers who teaching English as a Foreign Language in SMP 1 Cempa Pinrang in Limited face to face learning. The subjects are 4 teachers who teach English for each grade. The teachers consist of 3 female and 1 male. The researcher took all teachers who are teaching there.

### 3.3. Procedure of Collecting data

The procedures of collecting data in this research present in chronological as follows:

1. The researcher joined in the classroom for 3 until 4 meetings for each teacher.

| Teacher's Name | Date of meeting |
|---|---|
| Mr. N | Saturday 13rd November 2021 |
| | Saturday 20th November 2021 |
| | Saturday 27th November 2021 |
| Mrs. E | Wednesday 10th November 2021 |
| | Saturday 23rd November 2021 |
| Mrs. S | Saturday 13rd November 2021 |
| | Tuesday 16th November 2021 |
| | Saturday 27th November 2021 |
| | Tuesday 30th November 2021 |
| Mrs. H | Thursday, 10th Novermber 2021 |
| | Monday, 18th Novermber 2021 |
| | Monday, 27th Novermber 2021 |

2. The researcher observed the learning model of the 4 teachers by using observation checklist when teaching English as many as three until four meetings for each teacher. The researcher observed in pre, while and post teaching activity.
3. The researcher recorded the important parts in teaching and learning process
4. The researcher interviewed the four teachers to ask how they implement their learning model and media in implementing the learning model in teaching English in limited face to face learning.

### 3.4. Research Instruments

1. Observation Checklist

The researcher used non participant observation using checklist and video recorder. The researcher observed the learning model that the teachers used in teaching English using observation checklist (see appendix 1).

2. Interview guideline

The researcher used semi-structure interview to collect the data of teacher way in implement learning model in teaching and learning process and their strategy in implementing the teaching model. Semi-structure interview is a type of interview in which researcher has to prepare the guiding questions (see appendix 2). Furthermore, the researcher interviewed 4 teachers from junior high school 1 Cempa who teach English for each grade.

3. Documentation

According to Bogdan & Biklen (2007) documentation is a technique of collecting data that is indirectly applied to research learning process in the classroom. In this case, the researcher used teacher's lesson plan and teacher material in teaching English.

### 3.5. Technique of data Analysis

In this research, the researcher used descriptive qualitative method to analyze the teaching method applied by the teachers in teaching English and also to identify the student's perception about the teaching method applied by their teachers.

1. The researcher observed the teacher's activity in the classroom
2. The researcher transcribed the interview result to find out how the teachers implement their learning model, their strategy in teaching English and their Learning media.

## 4. FINDINGS AND DISCUSSION

### 4.1. Findings

**a. Learning Models are Used by the EFL Teachers in Limited Face to face During Covid-19 Pandemic**

*Extract 1:*

The following extract is about the interview result of an English teacher about his learning model in teaching:

*"My learning model usually depends on the material. Most of the learning model I often used it. The first is Jigsaw, later on I will explain it. The next is Problem Based Learning. What else…and also Group Investigation that used investigation card. I will explain it the step later on. Sometimes I also used Grammar Translation Method, Role Playing and Picture and Picture. That's all that I remember".*

(Interview with Mr.N, 30th November 2021)

Extract 1 above indicated that Mr.N used various types of learning model in teaching such as Problem based learning, Role playing, Jigsaw, Grammar translation method, and picture and picture. It is very important for teacher to master many learning models because teaching and learning process will be easily. Learning objective also will be achieved and completed as they expected. In teaching, learning model should be relevant with the learning objective that is why in choosing learning model should be considered for example the material, level of student cognitive development, facilities and the others. Mr.N implements many learning models.

*Extract 2:*
The following extract is about the interview result of an English teacher at SMP Negeri 1 Cempa in Pinrang. He explained about his learning model in teaching:

*"Actually, I have been used Discovery Learning and Inquiry too in learning about…learn about grammar. Before pandemic there was material that is focus on grammar used. Usually in teaching grammar, I did not directly give the pattern to the students, but I gave some examples of sentence. From the sentences they will make a conclusion about the pattern. They will realize ohh the pattern like this. Yeah, may be like that about Discovery learning and inquiry".*

(Interview with Mr.N 30th November 2021)

From extract 2 above Mr.N used **Discovery Learning and Inquiry** in teaching grammar. In teaching grammar, He let the students analyze and evaluate what they have learn so they can solve their problem by themselves and the result they can find the pattern. By this model the students understand the concept no only copy the pattern to their book. The students are expected not only see, listen, take notes, and memorize their lesson but they must active in thinking, communicating, finding, and arranging data, and concluding.

*Extract 3:*
The following extract is about the interview result of an English teacher at SMP Negeri 1 Cempa in Pinrang. She explained about her most frequently learning model in teaching:

*"The most frequently learning model that I used in teaching is discovery learning.*

(Interview with Mrs. E, 30th November 2021)

Based on extract 2 above Mrs. E explained that she always used **Discovery learning** in teaching, but her explanation above indicate that she did not know the different between Discovery learning and Inquiry. Why she always used discovery learning because it is one of the priority learning model in 2013 curriculum.

*Extract 4:*
The following extract is about the interview result of an English teacher at SMP Negeri 1 Cempa in Pinrang. She explained about her most frequently learning model in teaching:

R    : *what about project-based learning? It is project based for example you asked your students to make video or any other project*
E    : *I ever used project-based learning in chapter 2. I did not ask the students to make video, but I asked them to make family tree because they learned about family. They have to arrange it start from their mother, grandmother, grandfather, and the others. I ever did It.*

(Interview with Mrs.E, 30th November 2021)

Based on extract 4 above Mrs.E explained her learning model that is project-based learning**.** She asked the students to make family tree or chart about their family. This method involves the students to get information and demonstrate their knowledge then they implement it in the real world. They learn about family first after they know the vocabulary, they implement it in the real world by explaining their family member.

*Extract 5:*
The following Extract is about the interview result of an English teacher at SMP Negeri 1 Cempa. She explained her learning model:

R    : *Mam, do you use certain learning model in teaching according the syllabus?*
S    : *what is it. Learning model that is direct*
R    : *Direct instruction model mam*

(Interview with Suriani, S.S 29th November 2021)

From extract 5 above the researcher asked about the learning model that Mrs.S use to implement and she said it is direct instruction**.** Direct instruction is focused in mastering the concept or the material. From her explanation it indicates that she did not know the name of the learning model. She just implements it. The fact according to the observation that she implements

many learning models in teaching, but she does not know the name.

*Extract 6:*

The following Extract is about the interview result of an English teacher at SMP Negeri 1 Cempa. She explained her learning model:

*"I used Direct Instruction model"*

(Interview with Hasmiati, S.Pd. 29th November 2021)

Extract 6 above is a conversation between an old English teacher and the researcher. It indicates that Mrs. H used **Direct Instruction** in teaching. She still used the old learning model in teaching. In this learning model teacher is more active than students. In teaching every day Mrs. H explained the material first after that gave task and she checked the students answer. There is no innovative activity that makes students active.

**b. The Way Teachers Implement Learning Models in teaching English in Limited Face to Face Learning**

1. Mr. N

The classroom observation of Mr. N was held on 13rd November 2021. He taught about procedure text. Based on the activity in the classroom Mr. N used Discovery Learning in teaching. He did all of the steps in **Discovery Learning**. In the classroom observation showed that Mr. N is a creative teacher in teaching. Teacher and students have a good interaction in the classroom so that the students feel comfortable in the classroom; they become active and easy to understand the material. He used LCD and paper investigation as a media in teaching and also game as a strategy in teaching. Based on the activity in the classroom, it can be concluded also that Mr. N used Discovery Learning in teaching. He did all the steps in discovery learning.

The syntaxes of Discovery learning are stimulation, problem statement, data collection, data processing, verification, and generalization. Based on the observation Mr. N implemented all the syntax in Discovery Learning. In the opening activity the classroom begun by greeting from the students and opening pray. All the students in SMP Negeri 1 Cempa have to memorize opening pray in English that will be applied in the beginning of the classroom activity in all subjects. After Mr. N was greeting to their students and ask their news, he checked his student's attendance. It

is what Mr. N used to do in the opening activity of his classroom.

2. Mrs. E

The classroom observation of Mrs. E was held on 10th November 2021. She taught about time. Based on the activity in the classroom Mr.E used Discovery Learning in teaching. He did all of the steps in **Problem Based Learning.** Mrs.E is a creative teacher because she tried to use flashcard and text book as a media in teaching so the task not in notebook but orally. To take the students attention during teaching and learning process she used hypnotic by asking them "How are you?" And the students answered "my heart, my body, fresh fresh fresh".

The sytax of Problem Based Learning are orient students to the problem, organize students to learn, guide individual investigation, develop, and present the work, analyze, and evaluate problem solving process. Based on syntax above Mrs. E implemented all steps in Problem based learning. In the beginning of the classroom all of the students was greeting to her teacher after that She checked their students attendence. She did not directly eplain the material but she greeted to her students first. She took the students attention first before start the lesson. The next step is she took the students homework unforunately only few students can finish their homework.

3. Mrs. S

The classroom observation of Mrs. S was held on 13rd November 2021. She taught about days of the week. Based on the activity in the classroom Mrs. S used Problem Based Learning in teaching. She did all of the steps in **Problem Based Learning**. In the classroom observation showed that she is not interactive enough in teaching. She only used textbook in teaching and less interaction with the students.

The sytax of Problem Based Learning are orient students to the problem, organize students to learn, guide individual investigation, develop, and present the work, analyze, and evaluate problem solving process. Based on syntax above Mrs. S implemented all steps in Problem based learning. In opening part, Mrs.S did not need much time in the beginning of the class, she prefer to explain the material more. It is only greeting from the students as a habit after that the students recite opening pray and she checked the

students attendence. In the first observation they learned about days of the week.

4. Mrs. H

The classroom observation of Mrs. H was held on 10th November 2021. The observation data was taken from 8th grade. Based on the activity in the classroom she used Direct Instruction in teaching. She did not do all the steps in Direct Instruction. She is the oldest English teacher in SMP Negeri 1 Cempa. The classroom observation data above showed that Mrs. H only used one learning model that is direct instruction. She taught based on the textbook. The classroom was not alive because less interaction with the students and it was teacher center not students center.

The syntax of direct instruction is Explain the learning objective, demonstrate knowledge and skill, guide coaching, check understanding and giving feedback, and give opportunity to the advance coaching and the implementation. Mrs. H did not implement all the syntax in the classroom. She only implemented 3 steps from 6. In opening part, she let the students to prepare the class first after that the students recite opening pray and she checked the students attendence. In the first observation they review their material about invitation, asking permission and giving instruction.

c. **Learning Media**
*Extract 7:*
The following extract is about interview result of Mr.N about Learning media in teaching:
N  : *Learning media depends on the material. Mostly I used picture. Sometimes if I use LCD I can use video. Mostly I use video and picture*
R  : *What about flashcard?*
N  : *sometimes I use it but it is rarely. Mostly I use video and picture. I ever use voice recorder also.*

Extract 7 above indicates that Mr. N used picture, video, voice recorder and flashcard as a media in teaching. Variety of Learning media can take the students interest in learning and make them easy to understand the material. Creative and interesting Learning media can facilitate teaching and learning process to be more efficient.
*Extract 8:*
The following extract is about interview result of Mrs.E about Learning media in teaching:
        *"The media is flashcard. You have seen it too. Flashcard is one of the Learning media that I often use. Why*

*I did it because the students have different ability in learning. By using flashcard, sometimes the students more focus to learn. They will learn while playing."*

From extract 8 above, Mrs. E explains that flashcard can make the students more focus to learn. By using flashcard, the students will think that they are playing, but they did not realize that they are learning. Flashcard can also make the students easy to remember words.

*Extract 9:*
The following extract is about interview result of Mrs. S about Learning Media in teaching:
S  : *I usually use textbook and modules, but modules have too long explanation and have limited time. I also use application in the smartphone as a dictionary because the old dictionary has to be searched one by one. If we use this application you just need to type. What we say will be translated by the application so it will be faster. at school the students are forbidden to bring phone, but special for English subject they can.*
R  : *Do not you ever use flashcard? It is a card with a picture.*
S  : *No, I do not. It is used by Mr. N the 9th grade. They still beginner so it is difficult to implement. The students will not understand.*
R  : *do you directly direct them to the textbook?*
S  : *Yes, directly direct to the textbook and I give them additional task such as ask them to memorize tenses. There is no in the text book, but I put it a little bit at least simple present, simple past, simple future. These 3 are important tenses, but if it is necessary 4 tenses until simple perfect tense*

From extract 9 above, Mrs. S used textbook, smartphone application and textbook in teaching, but she adds some additional task especially for memorization. She teaches based on the text book. Every meeting she always use textbook. She teaches in the 7 grades of Junior high school. She thinks that it is difficult to implement flashcard for beginner.
*Extract 10:*
        The following extract is about interview result of Mrs.H about Learning Media in teaching:
 "I use Exercise book"

Based on extract 10 above, Mrs. H only used Exercise book in teaching. She still used the conventional method in teaching. In her student's worksheet, it has

simple explanation followed by worksheet. Every teaching and learning process always used this book.

## 4.2. Discussion

### a. Learning Models are used by the EFL Teachers in Teaching English in Limited Face to Face Learning in Covid-19 Pandemic

From the interview each teacher has different learning models in the classroom. The first Mr. N implements many kinds of learning models. Each meeting has a different learning model. It is different with the other teacher that always used the same learning model. He implements problem-based learning, Jigsaw, Role playing, Discovery Learning and Picture and Picture. Teachers should know and implement many learning models in teaching to make their students easy to understand the material, not bored and more interesting in learning. Sinabariba (2017) said that Teachers must be able to choose the right learning model for students. They have to pay attention the student's condition. Learning material, existing learning resources so that learning model can be applied effectively and can support the student learning success. In teaching grammar for example, Mr. N prefers to choose Discovery Learning rather than the other learning model.

The second teacher also use learning model based on the material. She is Mrs. E. Based on the finding above; she thinks that learning model should base on the learning material so she must use various learning model in teaching. She thinks that she has to find the suitable learning model that can make the students active and always participate in the classroom. According to Setiowati (2020) Teachers need to have the ability to bring the classroom atmosphere to be more lively and lively, but they are difficult to invite the students to be active in the teaching and learning process. Mrs. E used Discovery Learning, Problem Based Learning and Project Based Learning in teaching in teaching. These learning models are recommended to implement in curriculum 2013.

The third Mrs. S implemented Direct Instruction and Problem Based Learning. Mostly she used Direct Instruction in teaching. According to Arends (1997) Direct instruction model was one of a learning model that is design to promote students learning of procedural knowledge and declarative knowledge that is well structured and can be taught in a step by step. This learning model is teacher center that is not

recommended to use in curriculum 2013. In teaching Mrs. S does not know the name of the learning model but she has implemented. She focused on how to make the students understand the material. In fact, many teachers interpret teaching as conveying material.

The last is Mrs. H. in teaching she only used 1 learning model that is Direct Instruction. Setiowati (2020) state that teacher's problem related to the learning models are selection of learning model less relevant to the objective of the lesson and subject matter, teachers are less skill in using learning model and the teacher is very bound to one learning model only. The other perspective using the variation of the learning model cannot be effective if the using of the learning model is not appropriate with the students' psychological condition and situation. Direct Instruction can success to implement if the teacher let the students involve with pay attention, listen to the teacher carefully, and question and answer, but this teaching model did not give the students change to develop through discovery in their process of thinking because they always depend on their teacher.

### b. The Way Teachers Implemented Learning Models in Teaching English in Limited Face to Face Learning

In teaching, each teacher has their own way in teaching. It depends on the learning model that they implement. In implementing Discovery learning, the first thing that Mr. N did is stimulate the students the problem by asking question related to the material. It is function to introduce the students to the material make them active. The next stage problem statement, the teacher gave chance to the students to analyze the answer and gave hypothesis to the problem. The third data collection, the teacher stage the teacher distribute a paper related to the vocabulary about part of rice cooker. It gives a chance to the students to collect many information related to the material to prove the hypothesis. The fourth data processing, Mr. N translates all of the text with the students. The fifth verification, the teacher gives 3 questions to verify the hypothesis based on the text that they have red before. The last is generalization, the teacher and the students make a conclusion about the hypothesis that they have made before. According to Brunner some steps in Discovery Learning are stimulation, problem statement, data collection, data processing, verification and generalization. From Mr. N steps of teaching

above we can conclude that Mr. N implements Discovery Learning.

In Problem Based Learning the three teachers that are Mr. N, Mrs. E, and Mrs. S did the same way in teaching. According to Arends (1997) the steps of problem based learning are orient students to the problem, organize students to learn, guide individual and group investigation, develop and present the work, and analyze and evaluate the problem solving process. Based on the explanation above all the teacher did the steps of problem based learning so we can conclude that the 3 teacher implemeted problem based learning in teaching English.

In implementing Project Based Learning, Mrs. S was choosing the project topic first. That day they learn about daily activity so the project is daily activity too. The next is pre-communicative activity. In this activity the teacher wanted to improve are reading, writing, and speaking she made a simple activity but can build many skills. For the next section, the teacher gave a chance to the students to ask essential question related to the project. The teacher provokes the students' knowledge, critics, idea, and suggestion related to the topic project they would have. For the next step the teacher explained completely the project and gave a chance to the students to have a couple or partner in doing the project. They have to design the project plan first. They would discuss how to finish the project. The next is creating project timeline by asking the students to finish their project on that day but if they could not finish it, it could be a homework. The students also learn about time management how to use time wisely. In finishing the project. In this activity the students will solve the problem that they face collaboratively with their partner. The next teacher will check the student project and assess the project result. In the end the teacher will evaluate the project by giving feedback to the students work and gave reflection to what students have done in that meeting.

In direct instruction Mr. N and Mrs. H implemented Direct Instruction in teaching. Based on Trianto (2017) the steps in Direct Instruction are explaining the learning objective, demonstrating knowledge and skill, guide coaching, checking understading and giving feedback, and giving opportunity to the advance coaching and implementation. From the explanation above Mr. N and Mrs. H implemented Direct Instruction eventhough Mrs. H did not do all the steps.

A teachers are expected to have motivation and spirit of renewal in teaching and learning process According to Sardiman (2004) competent teachers are teachers who are able to manage teaching and learning programs. Manage here have a broad meaning that concern how teachers are able to master basic teaching skill, such as opening and closing lesson, explain lesson, use various Learning media, ask questions, give reinforcement, and so on. It is also how teacher implement teaching strategy, and learning theory.

c. **Learning Media are Used by The EFL Teacher in Teaching English in Limited Face to Face Learning During Covid-19 Pandemic**

From the interview each teacher has different Learning media in teaching. There are some teachers use various Learning media and there is only one media. According Hasan (2021) to Learning media is one of tools used by the teacher so that learning activities become effectively. Media is anything that can be used to transmit messages from teacher to students so it can stimulate thoughts, feelings, attention and interest of students in such way so that occurs learning process.

The first teacher Mr N implements picture, video, flashcard, voice recorder and PowerPoint. Variety of learning media can take the students interest in learning and make them easy to understand the material. Creative and interesting Learning media can facilitate teaching and learning process to be more efficient. Using media except textbook requires the teacher to step outside from traditional teaching method and facilitate learning by encouraging the students to learn through media. Mostly Mr. N used visual media in teaching. Visual media can facilitate understanding and strengthens the memory of the students. It is also can take the students interest and can give relation between content of subject and the real world so the students not only learn the theory, but they can see the picture of what they are learning about. The other media is video. Video can represent the teacher in conveying information more thoroughly, clearly and interestingly.

The second teacher Mrs. E used flashcard in teaching. Flashcard is a picture card that comes with the words. It is one of an effective and creative media for teaching because it has full color picture which can attract students in learning. Bramantyo(2019) in his research found that flashcard can develop students' vocabulary,

understand the material easily, create fun learning, enhance students; creativity, have picture and color to take students' interest in learning, become simple and effective learning media for English.

The third teacher, Mrs. S implements smartphone application and textbook as a Learning media. Smartphone application makes the teacher and students easier in translate the vocabulary because they just type the difficult vocabulary and they will find the meaning, pronunciation, and the word formation.

The last teacher Mrs. H only used textbook in teaching. As a modern teacher, it is really possible for teacher to use more than one Learning media and not only focused in the textbook. Teachers are challenged to be creative in using and developing Learning media so the students do not lose their golden opportunities to learn and the teacher not became out of date teacher. Smaldino (2005) found that the problems in using instructional media are some teachers cannot use the media,. Instructional technology and media provide the teacher with the tools to engage students in learning.

## 5. CONCLUSION

a. The teachers in Junior high school 1 Cempa implement learning model in a different way. Each teacher has their own way in teaching. Most of the teacher implemented their learning model in a very good way that do all the steps according to the theory even though only one teacher teaches based on the RPP.
b. The teachers in Junior high school 1 Cempa implements Problem Based Learning, Project Based Learning, Discovery Learning, and Direct Instruction.
c. Teachers learning media are picture, video, flashcard, voice recorder and PowerPoint, textbook, smartphone application and textbook.

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