LEARNING MODELS OF EFL TEACHERS DURING COVID-19 PANDEMIC AT SMAN 1 KATINGAN TENGAH

THESIS

BY
LISMA TIANA

STATE ISLAMIC INSTITUTE OF PALANGKARAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTEMENT OF LANGUAGE EDUCATION

STUDY PROGRAM OF ENGLISH EDUCATION

1443 H / 2021 G

LEARNING MODELS OF EFL TEACHERS DURING COVID-19

PANDEMIC AT SMAN 1 KATINGAN TENGAH

THESIS
Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY
LISMA TIANA
NIM 170 112 1184

STATE ISLAMIC INSTITUTE OF PALANGKARAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGE EDUCATION

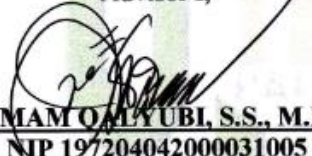# PROGRAM STUDY OF ENGLISH EDUCATION

1443 H / 2021 G

ADVISOR APPROVAL

Thesis Title	:	**Learning Models of EFL Teachers during Covid-19 Pandemic at SMAN 1 Katingan Tengah**
Name	:	Lisma Tiana
SRN	:	1701121184
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/Munaqasah by the Board of Examiners of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.
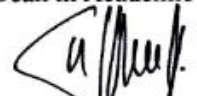
Palangka Raya, October 13th 2021

Advisor I,

Dr. IMAM QALYUBI, S.S., M.Hum
NIP 197204042000031005

Advisor II,

AKHMAD ALI MIRZA, M.Pd
NIP 198406222015031003

Acknowledged by:

Vice Dean in Academic Affairs,

Dr. NURUL WAHDAH, M.Pd
NIP 198003072006042004

Secretary
Department of Language Education,

AKHMAD ALI MIRZA, M.Pd
NIP 198406222015031003

PERSETUJUAN PEMBIMBING

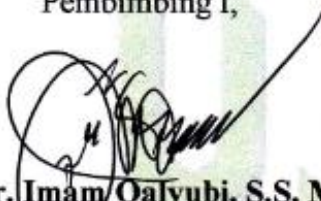|	
Judul	: **Learning Models of EFL Teachers during Covid-19 Pandemic at SMAN 1 Katingan Tengah**
Nama	: Lisma Tiana
NIM	: 1701121184
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa
Program Studi	: Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pebimbing skripsi untuk disidangkan oleh Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 13 Oktober 2021

Disetujui oleh:

Pembimbing I,

Dr. Imam Qalyubi, S.S, M.Hum
NIP 197204042000031005

Pembimbing II,

Akhmad Ali Mirza, M.Pd
NIP 198406222015031 0003

Mengetahui:
Wakil Dekan Bidang Akademik

Dr. Nurul Wahdah, M.Pd
NIP 198003072006042004

Sekretaris
Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd
NIP 198406222015031 0003

OFFICIAL NOTE

Palangka Raya, October 13th 2021

Cases : **Examination of**
Lisma Tiana's
Thesis

Dear,
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

Name   : Lisma Tiana
SRN   : 1701121184
Thesis title : Learning models of EFL Teachers during Covid-19 Pandemic at
                SMAN 1 Katingan Tengah

can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in the study program of English Education of the Language Education of The Faculty of Teacher Training and Education of State Islamic Institute of Palangka Raya.

Thank you for the attention.
Wassalamu'alaikum Wr. Wb.

Advisor I,

Dr. IMAM QALYUBI, S.S., M.Hum
NIP 197204042000031005

Advisor II,

AKHMAD ALI MIRZA, M.Pd
NIP 198406222015031003

v

NOTA DINAS

Palangka Raya, 13 Oktober 2021

Perihal :   **Mohon Diuji Skripsi**

Lisma Tiana

Kepada

Yth. Dekan FTIK IAIN Palangka Raya

Di-

Palangka Raya

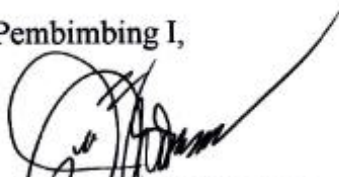*Assalammu'alaikum Wr. Wb*

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara:

Nama   : Lisma Tiana
Nim   : 1701121184
Judul   : Learning models of EFL Teachers during Covid-19 Pandemic at SMAN 1 Katingan Tengah

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb

Pembimbing I,

Dr. Imam Qalyubi,S.S, M.Hum
NIP 197204042000031005

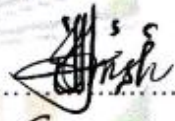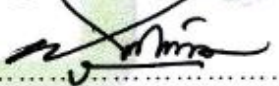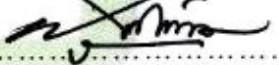Pembimbing II,

Akhmad Ali Mirza, M.Pd
NIP 198406222015031003

THESIS APPROVAL

Thesis Title	:	**Learning Models of EFL Teachers during Covid-19 Pandemic at SMAN 1 Katingan Tengah**
Name	:	Lisma Tiana
SRN	:	1701121184
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/Munaqasah on:

Day	:	Wednesday
Date	:	October 20th, 2021 G / Rabiul Awal 13th 1443 H

BOARD OF EXAMINERS

1. Dr. Marsiah, M.A
   (Chair / Examiner)   (.........................)

2. Sabarun, M. Pd
   (Main Examiner)   (.........................)

3. Dr. Imam Qalyubi, S.S., M.Hum
   (Examiner)   (.........................)

4. Akhmad Ali Mirza, M.Pd
   (Secretary / Examiner)   (.........................)

Approved by:
Dean Faculty of Teacher Training

Dr. Hj. Rodhatul Jennah, M.Pd
NIP. 196710031993032001

vii

MOTTO AND DEDICATION

مُؤْمِنِيْنَ كُنْتُمْ اِنْ الْاَعْلَوْنَ وَاَنْتُمْ تَحْزَنُوْا وَلَا تَهِنُوْا وَلَا

"Do not (feel) weak, and do not (also) grieve, because you are the highest (degree) if

you are believers.

(Q.S Ali Imran :139)

"Nothing is impossible with Allah"

This Thesis is dedicated to: My beloved Father Ardiansyah and Mother Jainah for their valuable endless love, prayer, patience, sacrifice, and support. My two sisters Irma Andriani and Harissa and all of my family.

DECLARATION OF AUTHORSHIP

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

Herewith, I:

Name   : Lisma Tiana
SRN   : 1701121184
Faculty   : Faculty of Education and Teacher Training
Department   : Language Education
Study Program   : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.

3. If a later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 2021
Truth Faithfully

Lisma Tiana
SRN. 1701121184

ABSTRACT

Tiana Lisma, (2021). *Learning Models of EFL Teacher during Covid-19 Pandemic at SMAN 1 Katingan Tengah*. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Imam Qalyubi, S.S., M. Hum. (II) Akhmad Ali Mirza, M.Pd.

Keywords: Learning model, EFL Teacher, Covid-19 pandemic.

Learning model is not something new for the world of education. A big challenge for teachers to teach during the pandemic, it is necessary to have an appropriate learning model as a way to facilitate the teaching and learning system. The learning model has become an important part of the teaching and learning process in schools, but how if the learning model is used when teaching english during Covid 19 pandemic.

This study aimed to know the learning model used by EFL teachers during Covid-19 pandemic at SMAN 1 Katingan Tengah, to describe and explain how the EFL teachers use learning model before and during Covid-19 Pandemic at SMAN 1 Katingan Tengah.

This study was a case study with qualitative approach. Three instruments were used to collect the data, those were: observation, interview and documentation. The subjects of this study were the English teacher in SMAN 1 Katingan Tengah. They were determined by purposive sampling technique based on some criteria needed.

As results, this study showed that there were two Learning models used by the EFL teachers at SMAN 1 Katingan Tengah when teaching English during Covid-19 pandemic, namely: (1) Discovery learning model; (2) Inquiry learning model. The using of learning model by the EFL teachers before and during Covid-19 Pandemic, before covid-19 namely; (1) face to face meeting; (2) there is no class separation and (3) the process of teaching and learning depanding the situation and condition in the classroom. (4) Never using WhatsApp and Youtube as media. During Covid-19 Pandemic there are some step that apply in classroom such as: the EFL teachers open the meeting by asking the students condition After that remembering the previous material, asking to the students about the material of the day and give some explanation and the EFL teachers give some question about the material and the students should analyze the material and find the answer of the question. The teachers not give the whole materials because the students should find and understand by themselves.

ABSTRAK

Tiana Lisma, (2021). *Model Pembelajaran Guru EFL Selama Covid-19 Pandemi di SMAN 1 Katingan Tengah*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, SS, M.Hum. (II) Akhmad Ali Mirza, M.Pd.

Kata kunci: Model pembelajaran, Guru EFL, Pandemi covid-19.

Model pembelajaran bukanlah sesuatu yang baru bagi dunia pendidikan. Tantangan besar bagi guru untuk mengajar di masa pandemi, perlu adanya model pembelajaran yang tepat sebagai salah satu cara untuk memperlancar sistem belajar mengajar. Model pembelajaran memang menjadi bagian penting dalam proses belajar mengajar di sekolah, namun bagaimana jika model pembelajaran tersebut digunakan saat pembelajaran bahasa Inggris di masa pandemi Covid 19.

Penelitian ini bertujuan untuk mengetahui model pembelajarandigunakan oleh guru EFL selama pandemi Covid-19 di SMAN 1 Katingan Tengah, untuk menggambarkan dan jelaskan bagaimana guru EFL menggunakan model pembelajaran sebelum dan selama Pandemi Covid-19 di SMAN 1 Katingan Tengah.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Tiga instrumen yang digunakan untuk mengumpulkan data, yaitu: observasi, wawancara dan dokumentasi. Subjek penelitian ini adalah guru bahasa Inggris di SMAN 1 Katingan Tengah. Penentuannya dilakukan dengan teknik purposive sampling berdasarkan beberapa kriteria yang dibutuhkan.

Hasilnya, penelitian ini menunjukkan bahwa ada dua model Pembelajaran yang digunakan guru EFL di SMAN 1 Katingan Tengah saat mengajar bahasa Inggris di masa pandemi Covid-19, yaitu: (1) model Discovery learning; (2) Model pembelajaran inkuiri. Penggunaan model pembelajaran oleh guru EFL sebelum dan selama Pandemi Covid-19, sebelum covid-19 yaitu; (1) pertemuan tatap muka; (2) tidak ada pemisahan kelas dan (3) proses belajar mengajar disesuaikan dengan situasi dan kondisi di dalam kelas. (4) Tidak pernah menggunakan WhatsApp dan Youtube sebagai media. Selama Pandemi Covid-19 ada beberapa langkah yang diterapkan di kelas seperti: guru EFL membuka pertemuan dengan menanyakan kondisi siswa Setelah itu mengingat materi sebelumnya, menanyakan kepada siswa tentang materi hari itu dan memberikan beberapa penjelasan dan Guru EFL memberikan beberapa pertanyaan tentang materi dan siswa harus menganalisis materi dan menemukan jawaban dari pertanyaan tersebut. Guru tidak memberikan materi secara utuh karena siswa harus mencari dan memahami sendiri.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life, particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam are always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.

2. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd., for her invaluable assistance both in academic and administrative matters.

3. Secretary of Department of Language Education, Akhmad Ali Mirza, M.Pd., for his invaluable assistance both in academic and administrative matters.

4. Chair of Study Program of English Education, Zaitun Qamariah, M.Pd., for her invaluable assistance both in academic and administrative matters.

5. Dr. Imam Qalyubi, S.S., M.Hum as the first advisor and Akhmad Ali Mirza, M.Pd as the second advisor, for their valuable guidance, suggestion, and encouragement.

6. Members of the board of examiners, for their corrections, comments, and suggestions which are profitable to accomplish this thesis.

7. English lecturers and staff of State Islamic Institute of Palangka Raya for their help and support.

8. The English teachers of SMAN 1 Katingan Tengah, Mr. Yusmedi Rosga, S.Pd and Mrs. Janu Purwanti, S.Pd, for their time and opportunity that have been given during the accomplishment of this thesis.

9. Her beloved parents, Ardiansyah and Jainah. Her two beloved sisters, Irma Andriani, Harissa, and all of her family, for their moral support and endless prayer so that she can finish her study. May Allah SWT bless them all. Aamiin.

10. All friends in English Education Study Program of 2017.

11. Her best friends, Helsi Fujianti, S.Pd, Sefira Gustina P.P. A.Md.Kep, Lusi Tri Utami, S.Pd, and all the members of The Angels (Desy Rachmiati, S.Pd, Mukaromah, Sherina Kusramadhani, Renovhya Wisudany A.S), Raudah Melawati and Dewi Jumiarti Ningsih, for their support.

Palangka Raya, October 2021

The writer,

Lisma Tiana
SRN: 1701121184

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVATION

1. SMAN   : Sekolah Menengah Atas Negeri
2. EFL   : English as a Foreign Language
3. YR   : Yusmedi Rosga, S.Pd
4. JP   : Janu Purwanti, S.Pd
5. IPS   : Ilmu Pengetahuan Sosial

LIST OF APPENDICES

1. Interview Question
2. Field Note
3. Documentation
4. Curriculum Vitae
5. Letters

CHAPTER I

INTRODUCTION

This chapter presents a brief description of the full entire content of the research including, background of the study, research problem and objectives of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the study

As a human being, we need language to communicate with others in society. When we know a language, we can be understood by others who know it, we can engage in activities, carry information, and express the ideas or felling in spoken or written words. English is one of the foreign languages which is important in making connection to other people from many countries around the world in all aspects of life such as education, technology, social, culture, etc. Therefore, English has been teaching in many primary schools recently which the students are young learners.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has become a special interest. It is because of the importance of English in any scope of our lives. English holds the key of position as an international language. According to Departmen Pendidikan Nasional (2003, p. 43) English is a tool of communication among people of the world to get trade,

social cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. "The Objective of teaching-learning English is to develop four language skills, namely: speaking, listening, reading and writing" (Nababan, 1993, p. 19).

Teaching English in many schools is not something new. According to Aminudin (2010) although teaching English has been taught for many years, the fact shows that the process of teaching English does not always get good result. The English language teaching and learning often face the problems related to the teachers who do not have effective method in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community. One of the most important factor in teaching learning activity is when the tand the student face to face or in the same place.

The covid-19 pandemic (Coronavirus Disease) progression is still very worrying at this time. The case of the victim increases rapidly; both in terms of deaths and victims who are positive for Covid-19. This virus has become a global pandemic and it has a big effect in various sectors, the effect of the Covid-19 pandemic also spread to the education sector (Abidah, et all. 2020). The outbreak of Covid-19 made some aspects of the world becomes paralyzed, including school. The process of teaching and learning must be done online. This condition

makes some schools make any mass improvement and movement since it forced them to be literate in technology

In Indonesia, there are still many teaching and learning activities that prioritize face-to-face meetings in class. However, with the Covid-19 pandemic widespread in Indonesia, all activities must be carried out from home. The Covid-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges. Most governments around the world have temporarily closed educational institutions in an attempt to reduce the spread of Covid-19. The United Nations Education Scientific and Cultural Organization (UNESCO) noted that Covid-19 has impact on the Education of around 290.5 million students worldwide. From 195 countries that had closed schools in April, 128 have yet to announce plans for their reopening.

Learning before pandemic and during pandemic will provide a different experience, both for teachers and students. Learning model is not something new for the world of education. A big challenge for teachers to teach during the pandemic, it is necessary to have an appropriate learning model as a way to facilitate the teaching and learning system.The learning model has become an important part of the teaching and learning process in schools, but how if the learning model is used when teaching english during Covid 19 pandemic.

Based on the reason above, the writer was especially interested in conducting a reaserch entitle : "**Learning Models of EFL Teachers during Covid-19 Pandemic at SMAN 1 Katingan Tengah**".

B. Research Problem

Based on the background of the study above, the writer stated the problem of the study as fellow:

1. What is learning model used by EFL teachers during Covid-19 pandemic?

2. How do the EFL teachers use learning model before and during Covid-19 Pandemic?

C. Objective of the study

Based on the statement of research problem above, the objective of the study are:

1. To know what is learning model used by EFL teachers during Covid-19 pandemic.

2. To Describe and explain how the EFL teachers use learning model before and during Covid-19 Pandemic.

D. Scope and Limitation

The scope of this research focuses on investigating the learning model of EFL teachers during Covid 19 Pandemic at SMAN-1 Katingan Tengah. The

researcher limits the data of the study about EFL teacher that use learning model in the class. The researcher only analyzes the use of learning model of EFL Teacher during Covid 19 Pandemic at SMAN-1 Katingan Tengah.

E. Significance of the study

The findings of the present research study are expected to have both theoretical and practical importance to the teaching and learning process in English especially in English Teaching and also the result of this study is expected to be valuable for the teacher and students.

1. Theoretically

The result of the study may give the information in acquiring English; this research also informs the readers that can improve the teacher's skill in Teaching English.

2. Practically

The result of the study is expected to improving the EFL teachers in teaching English as follow: For the teacher, this study can be used to improving the EFL teachers to teaching English during Covid-19 pandemic.

F. Definition of key term

The aim of giving the definition of the key terms is to avoid the misunderstanding of the research. The terms which are needed to be defined in this research are as follows:

1. **Learning Model**

   Learning model is planning or pattern used as a guide in planning classroom learning to achieve the learning goals. In this study learning model refers to the learning approaches that are used by the EFL teachers when teaching English during covid-19 pandemic at SMAN 1 Katingan Tengah. According to Saefuddin & Berdiati, (2014, p. 48), the learning model is a conceptual framework that describes a systematic procedure for organizing a learning system to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and carrying out learning activities.

2. **EFL Teacher**

   EFL teachers or English as Foreign Language teacher is a teacher who teaches English subjects as a foreign language (TEFL) in non-English speaking country. In this research, the EFL teachers at SMAN 1 Katingan Tengah is the primary component who holds important roles in managing the teaching learning process in the classroom, competencies and personalities are some requirements needed by the EFL teacher.

3. **Covid-19 Pandemic**

   Covid-19 pandemic or coronavirus disease is a new type of virus that has never been identified in humans and still ongoing as a bglobgat pandemic. According to Zu et al. (2020) Covid-19 pandemic first appeared

in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020.

CHAPTER II

LITERATURE REVIEW

This chapter presents the related study that is used in this research. Related to the topic of this research, the researcher attempts to explain the theoretical foundation that including theory and definitions of learning model, EFL teachers, and Covid-19 pandemic.

A. Related Study

The researchers also conducted a similar research topic with this research. First, According to Abdelrahman Kamel Abdelrahman Mahmoud conducted research entitled The Effect of Using Discovery Learning Strategy in Teaching Grammatical Rules to First Year General Secondary Student on developing Their Achievement and Metacognitive Skill. The purpose of this research is to determine the effectiveness of discovery learning strategy in the teaching of grammatical rules in the development and skills beyond the knowledge of students in the first grade secondary. The result of this research is Discovery learning strategy succeeded in teaching grammatical rules in the development of skills beyond the knowledge of students in the first grade secondary school year, which is reflected in the level of the students in the test scores. This research has a similar research with the previous research is using learning models for teaching English. Meanwhile, this research focused on the effect of using

Discovery learning strategy in teaching grammatical rules different from what the researcher found about learning models during Covid-19 pandemic.

Second, According to Bothina S.M. Adelshaheed conducted research entitled Using Flipped Learning Model in Teaching English Language among Female English Majors in Majmaah University. This research aims to investigating the effect of using Flipped Learning Model in teaching English language among female English majors in Majmaah University on their achievement in two different English courses and identifying their feelings and satisfaction about flipping their classes. This study used a pre-posttest design and included two experimental groups (n=62). A comparison of students' scores in pre and post experimentation were carried to identify the effect of the model and size of improvement in students' achievement. An analysis of students' responses to an online questionnaire was conducted to reveal their feelings towards the flipped model. Results affirmed the hypotheses of the study and there was a significant higher improvement in students' scores in post-tests. Students also favored the flipped learning model and had positive feelings towards it. This research has a similar research with the previous research is about using learning models in teaching English language. But, this research only focused on investigating the effect of using flipped learning model different from the researcher found about learning model during Covid-19 pandemic.

Third, Ariana Amir et al, conducted research entitled Developing Inquiry Learning Model-Based ELT Materials for The Seventh Grade of Junior High

School. The aim of this study is developing English materials for students of the seventh grade especially in basic competencies 3.7 & 4.7 and 3.8 & 4.8 at MTs Madani Pao-pao based on 2013 curriculum supported by using inquiry learning model and using HOTS characteristic in indicators achieved. The research design used in this study was Research and Development (R&D). The development model used was ADDIE model. It consists of needs analysis, design, development, implementation, and evaluation. The procedures included analyzing materials needed by spreading questionnaire to the students and analyzing the basic competencies used, designing a blueprint of materials which include indicators, HOTS characteristic and inquiry learning model, developing the English materials through ADDIE model. Types of data obtained in this study are quantitative and qualitative data. The instruments used in this research were the syllabus including basic competency, questionnaire, table of basic competency analysis, a blueprint of material design and validation checklist for expert. Therefore, the result indicated that based on experts' judgment as well as product development result, the developed basic competency 3.7& 4.7 and basic competency 3.8 & 4.8 were applicable to be taught at the seventh grade students of Junior High School as topics in English for them. This research has a similar research with the previous research is about using learning model. Meanwhile, this research only focused on developing Inquiry Learning Model-Based ELT materials.

Fourth, Yusri et al, conducted research entitled The Use of Two Stay Two Stray Model in English Teaching to Increase Student's Learning Outcome. The purpose of this study was to determine whether the application of cooperative learning model two stay two stray can increase student's learning outcome in English learning. Data collection techniques used in this study consists of observation, tests and questionnaires. This study was conducted in two cycles; each cycle is carried out two meetings. In preliminary tests, the average of learning outcome in pre-test was 53, 73, the first cycle was 65.4 and in the second cycle was 77.93. From these results it can be concluded that the use of cooperative learning model two stay two stray can increase student's learning outcome in English learning. This research has a similar research with the previous research is about learning model in teaching English. Meanwhile, this research focused on the use of Two Stay Two Stray Model in English Teaching.

Fifth, Mustafa Caner conducted research entitled A Blended Learning Model for Teaching Practice Course. The aim of the study is to introduce a blended learning environment and a model for pre-service teaching practice course in English Language Teacher Training Program at Anadolu University. It is supposed that providing a blended learning environment for teaching practice course would improve the practice and contribute to the professional growth of pre-service teachers. Since it will increase the contact hours among students and university supervisors and facilitate peer feedback among pre-service teachers, which in turn, create a productive learning environment for them. Thus, the

present paper aimed at providing a blended learning model for teaching practice courses at teacher training institutions and give impetus for the researchers or instructors who would like to implement blended learning in their own teaching environments. Additionally, the present study intends to contribute expanded understanding to the way blending the learning environments, and contribute additional understanding to the knowledge base about the implementation of blended learning for a teaching practice course. Finally, through illustrating a blended learning environment for teaching practice course, it is hoped that this study might contribute to the growing body of knowledge of blended delivery and blended learning in higher education.

       This research has a similar research with the previous research and the researcher of the research is about learning models of EFL teachers during the Covid-19 pandemic. But, the researchers above examine the specific learning model and the program to teaching English during Covid-19 pandemic, while the researcher examines more about the learning models of EFL teachers during the COVID-19 pandemic.

B. Theoretical Review

1. Learning Model

    a. Definition of Learning Model

        The actual teaching models can also be considered as learning model. When we help students obtain information, skills, ideas, values, ways of thinking, and goals to express themselves ourselves, we are

actually teaching them to learn. On effect, the most important long-term outcome of instruction is how students are able to improve their capabilities to get learning is easier and more effective in the future, either because of the knowledge and skills they have acquired and because of it their mastery of the learning process better.

Now, teaching learning activity during pandemic covid-19 is by online learning. In this case, atmosphere's teaching learning process tends *student-centered,* so that students would be active than the teachers. That is why teachers should have use learning model in order to teach effectively during pandemic Covid-19. According to Trianto (2015, p. 51), learning model is a design or a pattern which is used as a compass of designing learning in class or tutorial of learning as well as to decide sets of teaching learning include books, films, computers, curriculum, etc. Whereas, Soekamto et al (in Trianto, 2010, p. 22) reveals that learning model is -skeleton of conceptual that indicates in systematic procedure in organizing study experience to achieve learning aims, and its function is as compass for learning designers and teachers in concerting teaching learning activity. The learning model is the governance of a learning sequence has been created by a person / organization that must be followed if desired use it, may not modify or adapt it for keep using name of the model. (Amatnyoto & Wena Made, 2012, p. 42).

According to Joyce & Weil in Rusman (2014) argue that a learning model is a plan or pattern that can even be used to form a curriculum (long-term learning plans), design learning materials, and guide learning in a classroom or other learning environment.

b. The Element of Learning model

According to Joyce and Weil (1986, p. 14-15), each teaching and learning model or learning model must have the following four elements.

1. Syntax, which is the phases (phasing) of the model, which explains the model in its real implementation (Joyce and Weil, 1986, p. 14). For example, how are preliminary activities in the learning process carried out? What will happen next?

2. The social system, which shows the roles and relationships of teachers and students during the learning process. Teacher leadership varies greatly from one model to another. In one model, the teacher acts as a facilitator but in another model the teacher acts as a source of knowledge.

3. Principles of reaction which show how teachers treat students and how they respond to what students do. In one model, the teacher rewards something that students have done well, but in the other model the teacher does not give an assessment of their students, especially for things related to creativity.

4. Support system (support system) which shows all the facilities, materials, and tools that can be used to support the model.

2. EFL Teacher

a. Definition of EFL Teacher

According to Harmer (2009), there are many metaphors to describe the teacher such as teacher is actors because they are always on the stage, teachers are orchestral conductors because direct construction and set the pace and tone and the last is the teacher is gardeners because they plant the seeds and then watch them grow. In addition, the teacher is the person who is given responsibility to become an educator in education and also they have the right in education and teaching in formal education institutions. Besides that, teacher is as professional educator with their work educating, teaching, guiding, assess and evaluate students start from elementary school, junior high school, senior high school and the last is university. Also they have an obligation to manage the class. In teaching learning process, the teacher has to give facilities for the students to make teaching learning process are easy, active and more comfortable.

Specifically, in English teaching, the term EFL (English as Foreign Language) is a common word. EFL (English as Foreign Language) Teacher is a teacher who teaches English in a country where English isn't native langauge. English is only used as an additional language in non-English speaking country. Competent teachers must have language content knowledge.

b. Professional EFL Teacher

According to Irmawati (2014, p. 172), Teacher professional development is a term used to describe the continuing process of teacher improvement, in the context of EFL teachers, the term is specifically used to refer to the process in which teachers increase their English skills and propositional and procedural EFL knowledge sets. In response to the essential role of EFL teachers, models of teacher professional development must cover two areas, which are:

1) Propositional knowledge—encompassing the content subject that teachers teach, such as the English materials they use,

2) Procedural knowledge—related to the processes, procedures and strategies that help teachers perform teaching tasks.

3. **Covid-19 Pandemic**

Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. According to Zu et al. (2020) an outbreak of coronavirus 2 (SARS-CoV-2) infections was a severe acute respiratory infection that occurred in Wuhan China, in December 2019 and began to plague in Indonesia in early March 2020. Covid-19 is a disease caused by the infection of the SARS-CoV-2 virus, first verified in Wuhan city, in the Hubei province of China in December 2019. The infection has a predominantly respiratory transmission and is transmitted through large

According to Morens (2020) Coronavirus disease 2019 (COVID-19) is the third coronavirus infection in two decades that was originally described in Asia, after severe acute respiratory syndrome (SARS) and the Middle East respiratory syndrome (MERS).

With the emergence of a Covid-19 pandemic in the world, especially in Indonesia, the Minister of Education and Culture, Nadiem Anwar Makarim, issued a circular number 4 of 2020 was published concerning the Implementation of Educational Policy in the Emergency Spread of Coronavirus Disease (COVID-19). Following up on the circular, the Office of Education, Culture, Youth and Sports took action to realize distance learning in Indonesia starting in March. Online/ distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access / learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including teaching learning activity.

CHAPTER III
RESEARCH METHOD

This chapter elaborates the methodology of the study. The description includes: the research design, then followed by the subject of the study. It also describes source of the data and research instrument. Data collection procedure, data analysis procedure and data endorsement. Each of them will be explained below.

A. Research Design

This study employed the qualitative research method with a case study design. Qualitative method was chosen because this study aims to describe and interprets events, conditions, or situations of the present. According to Creswell, "qualitative research involves the field work. The researcher physically goes to people, setting, site, or institution to observe or record behavior in its natural setting". According to Lincoln (1985, p. 37), the qualitative method is a research method which is based on naturalist paradigm that has some characteristics. 1) The realities are multiple and holistic. S, 2) are interactive and inseparable. 3) The hypothesis is bounded by time and context. 4) The causes and effects are impossible to be distinguished. 5) The inquiry is value-bond. Furthermore, Mohajan (2018) the purpose of qualitative research is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories. On the

other hand, qualitative research focuses on subjective data that is not easily coded into numbers the emphasis is on words and feelings rather than numbers.

According to Fraenkel and Wallen (2009, p. 13), case study is a qualitative study approach that studies a single (individual) or group, important example to formulate interpretations to the specific case or to provide useful generalization. From some of the explanations above, it can be concluded that qualitative research is a research procedure that prioritizes the description of words and not numbers in which the researcher acts as a research instrument. Therefore, the case study design was help the writer to study the learning model of EFL teachers during Covid-19 Pandemic at SMAN-1 Katingan Tengah.

B. Subject of the Study

Research subjects are people who are the research participant. The subject of this study was chosen by the researcher focuses on the learning model of EFL teachers. In choosing the subject of data, the researcher used purposive sampling technique. According to Ary et al. (2010, p. 628), Purposive sampling is a nonprobability in which subject judged to be representative of the population are include in the sample.

Then, in purposive sampling internationally selects individual and site to learn to understanding the central phenomenon based on Creswell, (2012, p. 206). Based on the object above, the subjects of this study were two teachers of

SMAN-1 Katingan Tengah, Katingan Regency in Central Kalimantan. Based on the criteria:

- An EFL teacher in SMA N-1 Katingan Tengah.

- The researcher has a good relationship with informant.

- The interviewee has a lot of information related with what the researcher finds.

Table 3.1 The Teachers

No.	Name	ORN
1.	Janu Purwanti, S.Pd	198601092010012009
2.	Yusmedi Rosga, S.Pd	197506182005011007

C. Source of the Data

The data in this study was the learning models of EFL teachers during Covid-19 Pandemic. The researcher collected the data based on teachers' interview, observation and documentation at SMAN-1 Katingan Tengah.

D. Research Instrument

According Ary et al. (2010, p.421), the primary instrument used for collecting the data in qualitative research is the researcher himself-or herself, often collecting the data through direct observation or interview: in other words, the researchers as a key instrument.

In this research, the researcher used three types of instruments: interview, observation and documentation.

1. **Interview**

According to Walidin (2015, p. 116), interviews conducted to obtain information, which cannot be obtained through observation or questionnaires. Interview is a data collection technique by way of interviewing selected individual as an informant. Furthermore, it is a direct face to face attempting to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, (2007, p. 111) in-depth interview is a process to obtain information for the purpose of researcher by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

Furthermore, Creswell (2012, p. 217) said that a qualitative interview appears when researchers ask one or more participants general, open-ended questions and record their answers. So it can be concluded that the interview is a conversation between two or more people and takes place between the interviewee and the interviewer where the purpose of the interview is to get the right information from a trusted informant.

According to Cohen et al. (2018, p. 511) there are five kinds of interview:

a. The structured interview

In the structured interview the content and procedures are organized in advance, the sequence and wording of the questions are

determined by means of a schedule and the interviewer is left little freedom to make modifications.

b.   The semi-structured interview

In the semi-structured interview, the topics and questions are given, but the questions are open-ended and the wording and sequence may be tailored to each individual interviewee and the responses given, with prompts and probes.

c.   The unstructured interview

The unstructured interview is an open situation, having greater flexibility and freedom.

d.   The non-directive interview

The non-directive interview as a research technique derives from the therapeutic or psychiatric interview. The principal features of it are the minimal direction or control exhibited by the interviewer and the freedom the respondent has to express her subjective feelings as fully and as spontaneously as she chooses or is able.

e.   The focused interview

The interviewer has its own decision to decide the designs, and approaches to reacts the asking questions and has also the autonomy to come out with his own point of view and purposes.

In conducting this research, the researcher used semi-structured interview. The purpose of interview is to get the data about the learning

models of EFL teachers during Covid-19 Pandemic at SMAN-1 Katingan Tengah. The interview question was made by the researcher, and has been validated by Mr. Dr. Imam Qalyubi, S.S., M.Hum.

Table 3.2 The Guideline of Interview

Subject	Concepts	Items
Teachers	To know what is learning model used by EFL teachers during Covid-19 pandemic.	1. Based on your opinion what is learning model? 2. Based on your opinion is it important to use a learning model in teaching English during covid-19 pandemic? 3. What is learning model used by EFL Teachers during covid-19 pandemic? 4. How does the teacher choose the learning model in teaching English during covid-19 pandemic? 5. Does the teacher apply the learning model in all of the class?
Teachers	To Describe and explain how the EFL teachers use learning model before and during Covid-19 Pandemic.	1. How does the teacher use learning model before covid-19 pandemic? 2. How does the teacher use learning model during covid-19 pandemic?

		3. How does the teacher know that the learning model effective in learning English during Covid-19 pandemic?
		4. How is usage of learning model differing between before and during Covid-19 pandemic?
		5. How the student's responses toward learning model that the teacher applied.

2. Observation

Gay and Mills (2012, p. 465), stated that observation is watching the participants that we will observe with the suppression to comprehend their natural environment without modifying and manipulating. Observing is the way in order to determine the current status of phenomena in observational study. The information will be more objective if we gather them by observing the participants, not by asking them. According to Ary (2002, p. 426), observation is a basic method for obtaining data in qualitative research. Qualitative observations rely on narrative or word to describe the setting, the behaviors, and the interactions. Observation is the process of gather open-ended, immediate information by observing people and places at a research location.

According to M. Ciesielska et al. (2018, p. 42), observation may be direct and indirect. Direct observation is when observer is looking at the events happening in front of his/her eyes in the moment of them occurring. Indirect observation is remote, relying on observations of others or recordings of past events in the form of documentation, video, and so on. Depending on the active or passive role of the observer, direct observation may be participant or non-participant.

In this research the researcher chose the direct observation non-participant. That is because, the class that the researcher observed was offline class and the researcher can see the event happening in front of researcher's eyes.

3. **Documentation**

According to Robert (2011, p. 149), there are many documents can be useful simply by the nature of the details they contain. On the other hand, documentation was used as evidence to proof the result of research. Based on Arikunto (2010, p. 135), documentation is written objects such as books, magazines, documents, regulations, notes, diaries, and etc. In this research, the researcher using documentation, it supposed the data that were found in this field. In this research, the researcher used camera for taking pictures or video.

E. Data Collection Procedure

In this research, the researcher used some procedures to collect the data. First, the researcher chose the informant of the EFL teachers at SMAN 1 Katingan Tengah, they were two EFL teachers. Second, the researcher did the observation on 23rd and 24th March 2021 after asking the permission. Third, the researcher did the interview on 25th March 2021with Mrs. Janu Purwanti, S.Pd and 26th 2021 with Mr. Yusmedi Rosga, S.Pd. Fourth, the researcher analyzed the interview. Last, the researcher collected all of the data and analyzed them.

F. Data Analysis Procedure

According to Helaludin and Wijaya (2019, p. 99) explained that data analysis is an attempt to break down a problem or focus of study into parts so that the structure and order of the form of something decomposed appear clearly visible and easily digested or captured in meaning. The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman, they are:

a. Data Collection

The data collection used in this qualitative research was observation and interview. The researcher did the observation with the direct observation non-participant because, the class that the researcher observed was offline class and the researcher can see the event happening in front of researcher's eyes. The researcher did the interview used semi-

structured interview with two EFL teachers of SMAN 1 Katingan Tengah by offline. The researcher provided list of question in form of print out. Then, the researcher record the interviewees answer by using phone recorder.

b. Data Reduction

Data Reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field, so the data reduced can give description deeply to the observation result. In the redaction process, the researcher selected and chose the data that relevant to the study, focused on the data that directed to know the case or to answer the research problems.

c. Data Display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, table, patterns, and others so that it is easily understood by the reader. In the data display, the data redaction result was systematically report, which can be understood and reasonable of the data that were gotten in the field by the researcher.

d. Verification and Conclusion

Verification and conclusion is the process of drawing the content of data collected and the form of a good statement and having clear data. The conclusions of the results of the study must be able to provide answers to the

formulated problems. After getting the data, it is analyzed continuously and verified about the validity. In this case, the researcher concluded all of the data to make it clear and understandable for the reader.

G. Data Endorsement

The data collected by the researcher must be validated. In qualitative research there are some techniques that can be used to make the research data valid. Based on Sugiyono (2013, p. 270), triangulation is one of several ways in testing credibility.

1. Credibility

According to Korstjens & Moster (2018) Stated that credibility is the type of internal validity in qualitative research and is concerned with the aspect of truth-value. Based on Lincoln & Guba (1985) Credibility is the truth of the finding. Credibility or truth value involved how well the writer has established confidence in the finding was based on the research design, participants, and context.

2. Triangulation

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. From the different sources Carter, (2014, p. 545) Triangulation also has been viewed as a qualitative research strategy to test validity. There are four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.

In this research, the researcher chose triangulation in order to check the validity of the data. According to Cresswel (2009, p 185) Triangulation of data, data will be collected through multiple sources. Additionally, Ary et al. (2010, p. 498) said that the use of multiple sources of data, multiple observers, and/or multiple methods in referred to as *triangulation.*

According to Denzin (2012), triangulation as a technique to check the validity of the data through source triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation of qualitative research methods, not the combination of quantitative and qualitative methods. Furthermore, the researcher felt that the most appropriate triangulation to be used in this research is source triangulation. Triangulation is a process to verify that can increases validity by incorporating several viewpoint and methods through the convergence of information from different sources (Yasmin & Rahman, 2012).

During this research, the researcher used observation, interview and documentation to gather the data from the participants.

CHAPTER IV

RESEARCH FINDINGS AND DISSCUSSION

In this chapter, the researcher presents the data presentation and data analysis. It contains several parts, which are the data presentation, research findings and discussion.

A. Data Presentation

Data presentation described the using of learning model during covid-19 pandemic at SMAN 1 Katingan Tengah. This research began on 23rd March 2021 in SMAN 1 Katingan Tengah. The researcher has completed the data from the class observation, interview, and documentation by offline or face to face. The data was collected from observation were done two times for each class by the researcher in two different classes (XI Bahasa A and XI Bahasa B and X IPS 3 A and X IPS 3 B) on 23rd and 24th March 2021 as supporting data to deeply understand the using of learning model during covid-19 pandemic. The researchers interviewed on 25th and 26th March 2021. The data of interview was fulfilled two times of two teachers (Mrs. Janu Purwanti, S.Pd, and Mr. Yusmedi Rosga, S.Pd). The documentation was collected when the researcher conducted observation and interview.

1. **Data of Observation**

Classroom observation was conducted in English teaching and learning at SMAN 1 Katingan Tengah. The result of observation was indicated that there were some ways to get the proof about the using of learning model in teaching and learning process. The researcher would like describe the activities by the English teacher based on the result of the observation.

The first observation and the material is conditional sentence in XI Bahasa B at 07:00 - 07:40 WIB. There were 11 students at the classroom. First of all, the teacher greetings to all students in the classroom and ask to them like, did you guys have a breakfast? The teacher was remembering about the previous lesson. The teacher was began the teaching learning activity at 07:05, the teacher directly gave some question related with the material of the day and teacher gave the time for the students to answer the question. Then, teacher asked to the students to come forward and wrote they answer in the whiteboard. Students are asked to identify the types of tenses that used in the sentence. The teacher was explaining the pattern of the If Clause sentence to the students. The teacher gave the other example to the students. The teacher linked the material with another English topic or material. Discussed the answer of the question and closing the meeting at 07:40. (Observation with Mr. Yusmedi Rosga, S.Pd, on 23rd March 2021).

The second observation with the previous material If Clause type 1, in XI Bahasa A at 07:40 - 08:20 WIB. There were 18 students in the classroom. The students began the meeting continue the previous material about If Clause type 1. The teacher was giving the same question to the students. The teacher was invites students to discuss with friends to find the answer. After that the student directly wrote their answer in the whiteboard. Students were asked to analyze the types of the tenses used in the sentence. The students were asked to know the differences between Simple Present Tense and Simple Future Tenses. The teacher linked the material with another English topic or material. The teacher was giving another example, discus and got the right answer. Teacher was concluding the material and closing the meeting at 08: 20. (Observation with Mr. Yusmedi Rosga, S.Pd, on 23rd March 2021).

The third observation in X IPS 3 A at 07:00-07:40 WIB, teacher was open the meeting and call the students' name one by one for the present list. The teachers remind the student to bring their book every meeting. The teacher gave some vocabulary to the students. Check the students they were bring dictionary or not. Teacher gave punishment to the students who doesn't bring dictionary. After that, teacher was given some suggestion for learning English at Home. Lastly, teacher closed the meeting at 07:40. (Observation with Mam Janu Purwanti, S. Pd, on 24th March 2021).

The fourth observation and the material is Narrative Text in X IPS 3 B at 07:40-08:20 WIB. The teacher opened the meeting and asked for the students present. Remembering the last material and going to the material. The teacher was explaining what narrative text is and also asked to the students about the text. The students answer the question and teacher gave some vocabulary builder. Next, the teacher asked to the students spelling words and some vocabulary. The teacher was closed the meeting at 08:20. (Observation with Mam Janu Purwanti, S. Pd, on 24th March 2021).

2. **Data of Interview**

The data of interview was collected from two English teachers at SMAN 1 Katingan Tengah as the previous data instrument. The Interview was done in two times on March 25th, and March 26th 2021. The data interview provided the data aimed to identify the learning model used by EFL teacher, to know how the EFL teacher use learning model before and during covid-19 pandemic.

a. **Kind of learning models used by EFL teachers**

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 1: Based on your opinion what is learning model?

Answer: "learning model is a way to use or apply in teaching learning process that help teachers in delivering learning

material so that it is easy for students to understand. Learning model also an important part that teacher use in every process of teaching learning activity to achieve learning goals."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "According to me, learning model is a way how teacher conduct her/his learning process in the classroom, learning model that help in the teaching and learning process. So, that the learning model is a way in teaching."

Based on the data of interview question 1, "Based on your opinion what is learning model?" the researcher concluded that learning model is a tool and way to make it easier for the teachers in teaching English and to achieve the learning goals.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 2: Based on your opinion is it important to use a learning model in teaching English during covid-19 pandemic?

Answer: "In my opinion, using learning models during covid-19 pandemic very important because in this pandemic situation the learning model can help students more easy to understand the learning materials even thought that is by online learning."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "Yes of course, it is very important because as usual in teaching and learning in the classroom before the covid-19 pandemic we use to do the teaching and learning face to face with the students. But now, because the covid-19 pandemic, teacher must find the best way how to conduct the learning process. That is my opinion about using learning model during covid-19 pandemic."

Based on the data of interview question 2, "Based on your opinion is it important to use a learning model in teaching English during covid-19 pandemic?". The researcher concluded that using learning model during covid-19 pandemic is necessary for the EFL teacher, the using of learning model that helpful for the teachers and the students easier to understanding the learning material.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 3: What is learning model used by the teacher during Covid-19 pandemic?

Answer: "For me, sometimes I use some of learning models because I need more than one model, such as Discovery learning and then we can combine or mix with the other learning models Discovery learning model and Inquiry learning model. I apply several learning models based on the needs of the students and me as an EFL teacher."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "Actually during the covid-19 pandemic we have tried some learning models, the easiest way we use WhatsApp group as a media for communication with the students for teacher conducting the teaching and learning process, and also using learning video made by the EFL teachers. So, during pandemic covid-19 the easiest ways is using WhatsApp and learning video."

Based on the data of interview question 3, "What is learning model used by the teacher during Covid-19 pandemic?". The researcher concluded that learning model using by the EFL teachers are Discovery learning, WhatsApp and using learning video.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 4: How does the teacher choose the learning model in teaching English during covid-19 pandemic?

Answer: "Depends on the situation of the students in the classroom. First of all, I found out what problem that is making students hard to understand the English materials, so I need to change the learning models adjust the students needed in teaching and learning process."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "We used it by trail, firstly we using WhatsApp group, and then we going to the next step by using Google

Classroom, but we found that using WhatsApp is easier than using Google Classroom. You know, because sometimes the students when using Google classroom the notification of the Application is not live for the students. But when using WhatApps group, they will know it fast."

Based on the data of interview question 4, "How does the teacher choose the learning model in teaching English during covid-19 pandemic?". The researcher concluded that in choosing the best learning model the teachers has some ways to find the right one such as, based on the students' problems and students' needed.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 5: Does the learning model applied in all of the class?

Answer: "Of course in every classroom that I teach is use the same learning models but related with the material. I use the same learning model in different classes, and it is adjusted to the learning material that I teach in the classroom.

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "of course yes, I apply the model that I used to every class that I teach. For me myself, I prefer the material

using Microsoft Word and change it into PDF. Sometimes if I have a free time I will make my own video and I upload in YouTube and share the link to the students. "

Based on the data of interview question 5, "Does the learning model applied in all of the class?", the researcher concluded that every teacher using learning model and applied the same learning model to the different classroom and different material.

b. The process of using learning models by the EFL teachers

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 6: How does the teacher use learning model before covid-19 pandemic?

Answer: "The use of learning models before and during covid-19 pandemic is a bit different because the situation before covid-19 pandemic that teaching and learning activity is face to face. So, we use the learning models adjust the situation in the classroom and the students' need."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "For just like using WhatsApp group or video before the covid-19 pandemic we never used it, especially for me I never used it, because of the covid-19 pandemic outbreak so

I try to make a video by myself explaining the material and then share the link to the students."

Based on the data of interview question 6, "How does the teacher use learning model before covid-19 pandemic?". The researcher concluded that the using of learning model before covid-19 pandemic is easy because the teaching and learning activity is face to face. The teachers adapt the learning model is related with the students' needed.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 7: How does the teacher use learning model during covid-19 pandemic?

Answer: "I think it is quite effective, although there are many lack of aspect in teaching learning activity does not reduce the effectiveness of learning and the function of learning models."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "At school we use internet connection provided by the school, but at home we use Mobile Data and home connection (Indihome). So, that helps us to do the teaching learning activity using WhatsApp."

Based on the data of interview question 7, "How does the teacher use learning model during covid-19 pandemic?", the researcher concluded that using learning model during covid-19 pandemic is easy, the teaching learning process more interesting and effective too. Although there are many lack in several aspects, but it does not become a barrier to the successful use of learning model during covid-19 pandemic.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 8: How does the teacher know that the learning model effective in learning English during Covid-19 pandemic?

Answer: "I can know the effectiveness of the learning model is from the evaluation of the classroom. There are also some students who do not reach the learning target, but overall is good, so it means the use of learning model is effective."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "We know the learning model is effective that using WhatsApp group or PDF because it is very chief and fast and then we know from the notification that the student gas read the material or open the link in the WhatsApp group."

Based on the data of interview question 8, "How does the teacher know that the learning model effective in learning English

during Covid-19 pandemic?". The researcher concluded that using learning model during Covid-19 pandemic is effective based on the ease of using learning model and the good learning achievement.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 9: How is usage of learning model differ between before and during Covid-19 pandemic?

Answer: "Each of them has a difference, but it's more effective, that is before covid-19 pandemic. A significant difference is when the class is face to face or before covid-19 pandemic, the students very fast to understand the learning material. The teaching learning activity during covid-19 pandemic, teachers really need creativity and the interesting learning models so that it makes it easier for students to understand learning easily, but they are also need to understand the learning material independently."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

Answer: "For me my self, actually this is a challenge, how teacher prefer for the condition, maybe many Teachers before Covid-19 Pandemic they never used to make a video, but because this problem and situation, they try to make video for the learning model and we can see in YouTube there are many video for sharing and conducting the material to the

student. So, before and during covid-19 pandemic both have their own advantages and disadvantages."

Based on the data of interview question 9, "How is usage of learning model differ between before and during Covid-19 pandemic?", the researcher concluded that both of them has different utilization adjust with the situation before and during Covid-19 pandemic. Such as, before covid-19 pandemic the teacher using learning model suitable with the situation in the classroom, but now using learning model during covid-19 pandemic that should be - interesting and helpful for the teacher and also the students.

Name: Janu Purwanti. S.Pd

Date: 25th March 2021

Question 10: How the student's respond toward learning model that the teacher applied?

Answer: "Okay, for the video the student really like it, because this is not like usual, something new for them. Sometimes it's a kind of funny because all the Video given true on YouTube. I think just like that. They like it but if this often to do the Will be feel bored too. So we have to make or use some of learning model or we can make some kind of jokes there. We don't have to be always serious in convey the material."

Name: Yusmedi Rosga. S.Pd

Date: 26th March 2021

    Answer: "The response from the student when I am teaching English using learning model during Covid-19 Pandemic so far, they response is very good and they really interesting because teaching English during Covid-19 Pandemic is by online like WhatsApp, we use social media and YouTube for sharing the material.

    Based on the data of Interview question 10, "How the student's respond toward learning model that the teacher applied?". The researcher concluded that students really enjoy the learning model as a tool to support the teaching and learning process. So, they really excited for something new in teaching and learning during Covid-19 Pandemic.

3. Documentation

    To support the data of observation and interview, the researcher put some documentation result from classroom observation and interview session. It can be photo, screenshot video, books that used by the EFL teacher and school lesson schedule. Researcher will explain some data supported by the observation and interview session.

    Researcher was did the observation on 23rd and 24th March 2021 in SMAN 1 Katingan Tengah. Firstly, from the observation result, the researcher found that teaching learning activity is by offline, with condition

that students are divided into 2 classes. Secondly, in offline class the students and the teachers should wear a mask all day. The last, because of the offline class, the classes are held alternately, such as, Monday and Tuesday for students' class X (X IPA, X IPS, X BAHASA), Wednesday and Thursday for Students' class XII (XI IPA, XI IPS, XI BAHASA) and Friday for students' class XII (XII IPA, XII IPS, XII BAHASA).

From the interview result, the researcher found that the books used by the EFL teacher when teaching English during Covid-19 Pandemic. The researcher also found the teacher using video YouTube and making some learning video then upload it in a YouTube. The book used by the EFL teacher is Bahasa Inggris X Kemendikbud Revisi 2018. In YouTube video that making by the EFL teacher explain about Tenses as the material of the day and also to answer the students' question when teaching English by online learning.

B. Research Findings

This section contains what models used by the EFL teacher during covid-19 pandemic at SMAN 1 Katingan Tengah and how did the EFL teachers use learning model before and during Covid-19 Pandemic.

1. **The learning model that used by EFL teachers during Covid-19 pandemic at SMAN 1 Katingan Tengah**

a. **The use of Discovery learning as a model in teaching English during covid-19 pandemic.**

Learning model is an important tool that is always used by the EFL teachers, so that the learning process becomes more varied and will make students unsaturated, which in turn will get the learning goals. One of the learning models that are often used by the teacher is the discovery learning model which requires students to be more active in understanding the material provided. From the interview research, the researcher found that one of the EFL teacher at SMAN 1 Katingan Tengah using Discovery learning as a model when teaching English during covid-19 pandemic. The use of Discovery learning based on inquiry learning and constructivism is very helpful to use in teaching and learning activity.

It is the line with the teacher responds during the interview JP said, "For me, sometimes I use some of learning models because I need more than one model, such as Discovery learning and then we can combine or mix with the other learning models such as Inquiry learning model. I apply several learning models based on the needs of the students and me as an EFL teacher."

b. **The use of Inquiry learning as a model in teaching English during covid-19 pandemic.**

The using of various of learning models that attract students' interest which were make them understand learning in various ways to adjust the model applied by the EFL teachers. The EFL teachers at SMAN 1 Katingan Tengah, not only using the Discovery learning model but also using the Inquiry learning model as a second model that used during covid-19 pandemic. Sometimes, the EFL teacher also mixing both of the learning models to make the teaching learning prosess more complex and more easy to get the learning goals.

It is the line with the teacher responds during the interview JP said, "For me, sometimes I use some of learning models because I need more than one model, such as Discovery learning and then we can combine or mix with the other learning models such as Inquiry learning model. I apply several learning models based on the needs of the students and me as an EFL teacher."

c. **The important of using learning model during Covid-19 pandemic**

Based on the teachers` interview, the researcher conclude that the using of learning model is important way to help teachers in teaching English during covid-19 pandemic. The choosing a learning model that is suitable for learning will also greatly help students to understand the learning materials.

One of the interviewees said that "Yes, it is important of course, because as usual in teaching and learning in the classroom before the covid-19 pandemic we use to do the teaching and learning face to face with the students. But now, because the covid-19 pandemic, teacher must find the best way how to conduct the learning process. That is my opinion about using learning model during covid-19 pandemic."(Interview with Yusmedi Rosga S.Pd on 25th March 2021).

d. The step to choose the learning model is not easy

According to the result of the interview, choosing the right one is difficult but, for the teacher they should know what students' problem and what they need when teaching English during covid-19 pandemic. Sometimes the teacher needs to use the learning model by trail and mixing some learning model.

It is the line with the teacher responds during the interview JP said, "Depends on the situation of the students in the classroom. First of all, I found out what problem that is making students hard to understand the English materials, so I need to change the learning models adjust the students needed in teaching and learning process."(Interview with Janu Purwanti S.Pd on 26th March 2021).

e. The applying of learning model in every classroom

From the interview research, the interviewees said to determine the effectiveness of learning model used by the teacher,

It is the line with the teacher responds during the interview JP said, "Of course in every classroom that I teach is use the same learning models but related with the material. I use the same learning model in different classes, and it is adjusted to the learning material that I teach in the classroom. "

2. The use of learning model by the EFL teachers before and during Covid-19 Pandemic

a. The use of learning model before Covid-19 Pandemic

Based on the interview result the interviewees said using learning models during Covid-19 Pandemic is different because the EFL teachers didn't need to find or using the new learning model to help and facilitate the teachers in providing the material, as we know before pandemic teaching and learning activity is face to face. Teachers didn't need to use WhatssApp group, Google classroom and etc., and before covid-19 pandemic teacher never use such as an application.

It is the line with the teacher responds during the interview JP said, "The use of learning models before and during covid-19 pandemic is a bit different because the situation before covid-19 pandemic that teaching and learning activity is face to face. So, we use the learning models adjust the situation in the classroom and the students' need." And also YR said, "For just like using WhatsApp

group or video before the covid-19 pandemic we never used it, especially for me I never used it, because the covid-19 pandemic outbreak so I try to make a video by myself explaining the material and then share the link to the students."

b. The use of learning model during covid-19 pandemic

Using learning model during covid-19 pandemic is not easy for all teachers and also for the students. Because with the pandemic situation make all school in Indonesia not only Indonesia but school in the world is learning from home. Something new for teacher to teach the student not face to face or we can say that online learning.

From the interview result, JP and YR said that teaching English during covid-19 pandemic is challenging for teacher, how choosing the right learning model, how to solve the new problem and how to find the best way to teaching English during covid-19 pandemic. Teaching and learning activity during covid-19 pandemic have an impact for the teacher and students, and also give different experiences to both of them.

It is the line with the teacher responds during the interview YR said, "For just like using WhatsApp group or video before the covid-19 pandemic we never used it, especially for me I never used it, because the covid-19 pandemic outbreak so I try to make a video by myself explaining the material and then share the link to the students." And

also JP said, "The use of learning models before and during covid-19 pandemic is a bit different because the situation before covid-19 pandemic that teaching and learning activity is face to face. So, we use the learning models adjust the situation in the classroom and the students' need."

c. **The using of WhatsApp group a learning media in teaching English during covid-19 pandemic.**

From the interview research, the interviewees said that using WhatsApp group in teaching English during covid-19 pandemic is very easy and helpful in providing material and also giving assignment to the students. They also said that using WhatsApp group is chipper than the other application that they can use for teaching learning activity. So, using WhatsApp that make different process of teaching and learning activity, all learning activities through WhatsApp in the form of teacher explanation, questions and assignments that the teachers gives to the students.

It is the line with the teacher responds during the interview YR said, "Actually during the covid-19 pandemic we have tried some learning models, the easiest way we use WhatsApp as a media for communication with the students for teacher conducting the teaching and learning process. So, during covid-19 pandemic the easiest ways is

using WhatsApp group."(Interview with Yusmedi Rosga S.Pd on 25th March 2021).

d. The differences of using learning model before and during covid-19 pandemic.

Each of them certainty have differences, JP and YR said, teaching English during covid-19 pandemic like a challenge for every teacher who teaching English during the pandemic. There are so many differences, such as the way to teaching, student's reaction and learning achievement. Before covid-19 pandemic the teacher just need to find the learning model related to the material or the topic of the day. But now, in this pandemic situation the teacher should find the learning model that can using on this situation and also related with the material. B, student more active and early to understand the English material so, it means teaching learning activity before covid-19 pandemic is more effective.

It is the line with the teacher responds JP said, "Each of them has a difference, but it's more effective, that is before covid-19 pandemic. A significant difference is when the class is face to face or before covid-19 pandemic, the students very fast to understand the learning material. The teaching learning activity during covid-19 pandemic, teachers really need creativity and the interesting learning

models so that it makes it easier for students to understand learning easily, but they are also need to understand the learning material independently." YR said, "For me my self, actually this is a challenge, how teacher prefer for the condition, maybe many Teachers before Covid-19 Pandemic they never used to make a video, but because this problem and situation, they try to make video for the learning model and we can see in YouTube there are many video for sharing and conducting the material to the student. So, before and during covid-19 pandemic both have their own advantages and disadvantages."

e. **Student's responses to the use of learning model during covid-19 pandemic.**

There so many responses from the students when the teacher using learning model during covid-19 pandemic. JP and YR said, that the students really like when teaching English using WhatsApp group, video YouTube and the other learning model. But sometimes if the model doesn't change the students will feel bored, so it is the challenging for the teacher how to find and mix the one learning model to the others model.

It is the line with the teacher responds JP said, "Okay, for the video the student really like it, because this is not like usual, something new for them. Sometimes it's a kind of funny because all the Video given true on YouTube. I think just like that. They like it but if this

often to do the Will be feel bored too. So we have to make or use some of learning model or we can make some kind of jokes there. We don't have to be always serious in convey the material."

YR said, "The response from the student when I am teaching English using learning model during Covid-19 Pandemic so far, they response is very good and they really interesting because teaching English during Covid-19 Pandemic is by online like WhatsApp, we use social media and YouTube for sharing the material.

C. Discussion

In the research finding, the researcher explained that the used of learning model during Covid-19 Pandemic in teaching learning done by the English teacher of SMAN 1 Katingan Tengah. This research focused on what learning model used by EFL teachers during Covid-19 pandemic and how the EFL teachers use learning model before and during Covid-19 Pandemic. In this part researcher also explained about the strengths and the weaknesses of this research.

1. **Learning model used by EFL teachers during covid-19 pandemic at SMAN 1 Katingan Tengah**

   According to the result of interview from the teachers, the researcher found that learning model used by the EFL teachers are Discovery learning model and inquiry learning model. During covid-19 pandemic in SMAN 1 Katingan Tengah, they can study by online or offline learning dippending on

the situation and condition of the spread of covid-19 pandemic. Teaching and learning activity by offline is carried out with several term and condition. Fisrt, the spread of the covid-19 virus has drecreased in Katingan Tengah. Second, the students and the teachers are required to wear masks, bring hand sanitizer and always wash their hands. Third, each class group are divided into two classes so that in one class there are no more than 20 students.

The using of learning model during covid-19 pandemic that is really effective to help students easy to understand the learning material. Especially for online learning, the teacher using WhatsApp group and YouTube Video as a media to support the teaching learning activity, in this case, learning activity at SMAN 1 Katingan Tengah can be online learning and offline learning.

a. Discovery Learning as a Learning Model to Teaching English

Based on the data taken through interview, it can be stated that using discovery learning as a learning model during covid-19 pandemic is effective to support the teaching and learning process. According to Joolingen (1999, p. 386) stated Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain, and inferring rules from the results of these experiments. The basic idea of this kind of learning is that because learners can design their own experiments in the domain and infer the rules of the domain themselves they are actually constructing their knowledge.

Using Discovery learning as a model is a great choice for the EFL students, as well as students with behavioural or development problems. The student whose first language is not English will be exploring ideas instead of being told what to think and possibly not understanding the concept because of a language barrier. Discovery learning can be defined as a learning model that used to learn by situations where the learner can get the experiences to learn with they own learning which the content of the material is is not given by the teacher. Pappas, (2014) said that the Discovery Learning Model integrates the following 5 principles such as Problem Solving, Learner Management, Integrating Connecting, Information Analysis, and Failure & Feedback.

According to Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, (2013). In using the discovery learning model there are several steps that must be applied, such as Stimulation, Problem Statement, Collection, Data Processing, Verification, and Generalization. Discovery learning model in teaching and learning process does not present as the whole material to the students, but only present a formulation of the problem that was prepared by the EFL teacher. In the learning process with this discovery learning model the role of the teacher is not separated just like that, the teacher still must guide learners in finding a concept for learning outcomes not out of goals to be achieved. It is just that the guidance provided by teachers should be reduced so that learners the

opportunity to become a scientist by finding knowledge, concepts or subject matter independently.

To find or get a new science students cannot only believe what they think is right. So that requires a model that can make them believe that what they have found is something that is right, by using discovery learning models they can prove their findings are true and meaningful knowledge for their life.

b. Inquiry Learning as a Learning Model to Teaching English

Inquiry learning model is a learning activity that facilitates students to ask questions, conduct investigations or searches, experiment and research independently to get the knowledge they need. In this model, students are directed to be able to find out for they the material presented in learning by asking questions and self-investigation. According to Priansa & Donni (2017, p. 258) which revealed that Inquiry learning is a learning model that encourages students to ask questions and draw conclusions from general principles based on experience and practical activities. That is, this learning requires students to seek and find the knowledge they need by themselves, through questions or investigations. Meanwhile, Abidin (2018, p. 149): state that inquiry learning model is a learning model developed so that students find and use various sources of information and ideas to improve their understanding of certain problems, topics, and issues. Those are the characteristics of the Inquiry Learning Model, Although it can be divided into two different types, the inquiry learning model still has strong characteristics

and characteristics that distinguish it from other models, including discovery learning. According to Sanjaya 2007 (in Warmi 2016, p. 73) there are several things that are the main characteristics of the inquiry learning model, namely as follows. a) The inquiry strategy emphasizes maximum student activities to seek and find, meaning that the inquiry approach places students as learning subjects. b) All activities carried out by students are directed to seek and find out for themselves from something in question, so that it is expected to foster an attitude of confidence which means that in the inquiry approach the teacher is placed not as a source of learning, but as a facilitator and motivator of student learning. c) The purpose of using inquiry learning strategies is to develop intellectual abilities as part of the mental process.

Of course, as a learning model that is an alternative to other models, inquiry learning has its own advantages and disadvantages as well. The advantages of the inquiry learning strategy according to Roestiyah (2012, p. 76) are stated as follows. a) Can form and develop (self-concept) in students, so that students can understand the basic concepts and main ideas better. b) Assists in using memory and transfer in new learning situations. c) Encourage students to think and work on their own initiative, to be objective, honest and open. d) Encourage students to think initiative and formulate their own hypotheses. e) Provide intrinsic satisfaction. f) The learning process situation becomes more stimulating. g) Can develop individual talents or skills. h) Give

students the freedom to learn on their own. i) Can avoid students from traditional ways of learning. j) Can give students enough time so that they can assimilate and accommodate information.

In addition to having the advantages of the inquiry learning model, it also has several weaknesses. According to Suherti and Rohimah (2016, p. 53) the weaknesses of the inquiry learning model are as follows. a) Difficulty controlling activities and student success. b) The inquiry learning model is difficult to implement because it collides with the habits of students in learning. c) Sometimes the implementation takes a long time so it is often difficult for educators to adjust it to the allotted time. d) As long as the criteria for learning success are determined by the ability of participants to master the subject matter, then this learning model will be difficult to implement by every educator.

c. Using WhatsApp and Learning Video as a learning media in Teaching English

Using WhatsApp as a learning media is one of the best way in supporting the teaching and learning process in pandemic situation. The using of WhatsApp those help both of teacher and student in achieving the learning model by online learning. According to Hanum (2013), he state that online learning is a form of model learning that is facilitate and supported by the use of information and communication technology. The EFL teacher of SMAN 1 Katingan Tengah, using WhatsApp and YouTube, to helped the teaching learning process during covid-19 pandemic.

According to Baytak et al. (2011), using technology has significantly altered English teaching techniques. Using WhatsApp group and Learning video are something new for the EFL teacher at SMAN 1 Katingan Tengah when teaching English during covid-19 pandemic. The teacher needs to find the right one of learning model to help them when teaching English by online learning.

2. **The use of learning model by the EFL teachers before and during Covid-19 Pandemic**

Based on the teacher's interview, the researcher found the proses of using learning model is not easy, before covid-19 pandemic the teacher not really hard to find the right learning model. Firstly, teacher needs to find out the students problems in the classroom, and then the teacher fined the suitable learning model to apply in teaching learning process. Also, before covid-19 pandemic the EFL teacher of SMAN 1 Katingan Tengah never using WhatsApp, Video and PDF as a media for facilitate the teaching learning process. According to Oknisih, et al., (2019).The online application aims to train independence and activity of the students. Different with face to face teaching and learning activity, that student easy to understand the English material, but in online learning the students are required to independently understand the English material. After covid-19 pandemic, the EFL teachers have tried some learning media and the easiest way is use WhatsApp as a

media for communication with the students for teacher conducting the teaching and learning process.

The process of using learning model in the classroom that really complex based on the observation result the researcher fined that the process of using the learning model that is carried out by the EFL teacher at SMAN 1 Katingan Tengah in each class that is taught, as follows: This is Mr. Yusmedi Rosga, S.Pd's class, the teacher opened the class by greeted opening, the teacher greets the students by say "salam" and asks some question such as, have students had breakfast? Before start the teaching and learning process the teacher remembering the previous lesson. Starting the teaching and learning process by asking question related with the learning material. The teacher asks to the students to write their answer in the whiteboard. Entering the main activity, the teacher asks to the students to analyse the types of the tenses used in the sentence. After that, the teacher explained the pattern of the conditional sentence to the students. Give the others example of the conditional sentence. The teacher connected the conditional sentence material to the others material. The last, the teacher explained the answer of the question and the example of the conditional sentence. The students ask to write the right answer, and the teacher asks to one of the students who want to conclude the today's material and the teacher say thank you to the students. Because of the times over the teacher close the class by saying "salam" and good bye.

This is the Mrs. Janu Purwanti, S.Pd's class, the teacher opened the class by greeted opening and the teacher greets the students by saying "salam" and asks the present list. The teacher remembering the last material and continues the teaching and learning process with asking question about the last material about narrative text. Entering the main activity, the teacher explained about Narrative text. After explained the materials the teacher asks some question to all students about Narrative text. The teacher gives time to the students to find and answer the question. The teacher also gives some vocabularies builder. Then, all students ask for spelling the words and the new vocabulary. The last, the teacher asks the students to write the right answer in their book, and the teacher closing the materials with concludes the today's material and the teacher say thank you to the students and then close the class by saying "salam" and good bye to all of the students.

The EFL teacher at SMAN 1 Katingan Tengah using WhatsApp it can be teaching and learning process is by online or offline learning after the pandemic situation. Teaching English using WhatsApp can be done by the EFL teachers in the classroom as classwork and also in the outside classroom as homework. Teachers can send the reading material to the class WhatsApp group in the form of file or PDF.

Moreover, WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Siemens (2006), "when students use digital tools to

connect, they are able to reflect on dialogue about, and internalize content in order to learn." Through a series of conversation in a group chat, students might always constantly notice the messages sent by others, attempt to comprehend the information, and subsequently join in written chats. This subconscious process gives a wide chance for them to learn and practice using the target language naturally.

As one of the popularity application WhatsApp is considered as the easiest and effective tool that can be occupied by the teachers. With the easiness and the up to date of the features, the WhatsApp application can help students interact with the others in any situation with or without the teachers' guide and it can encourage learners to join in group discussion to increase their skills of English (Restu Mufanti. & Andi Susilo. 2016, p. 791).

Based on the explanation above the researcher found that the strengths of this research is the EFL teachers can using the discovery learning model and inquiry learning model by offline and online class in pandemic situation. So, the EFL teachers apply the learning model in teaching English during covid-19 pandemic to help the EFL teachers in teaching and learning activity. The EFL teacher uses the learning media to support the teaching and learning process during covid-19 pandemic. This research also have the weaknesses as follows; the subject of this research is only the EFL teachers at SMAN 1 Katingan Tengah. This research only focused on the using of learning model during covid-19 pandemic.

CHAPTER V
CONCLUSION AND SUGESTION

This chapter presents the conclusion and the suggestion of this research. The data finding and discussion summed up. The writer also tries to give some suggestion for everyone who takes apart in teaching English during covid-19 pandemic such as teachers, students, and researchers.

A. Conclusion

Based on the result of the study, the EFL teachers of SMAN 1 Katingan Tengah believed that using learning model during covid-19 pandemic is very useful and important. Furthermore, the use of learning model during covid-19 pandemic that is helpful for the teachers to support the teaching and learning process.

In teaching English during covid-19 pandemic the EFL teachers using learning model and the learning model that used by the EFL teachers at SMAN 1 Katingan Tengah namely: a) Discovery learning model. b) Inquiry learning model.

The using of learning model by the EFL teachers before and during Covid-19 Pandemic, before covid-19 the teaching and learning is face to face meeting; there is no class separation and the process of teaching and learning depanding the situation and condition in the classroom. Teaching English before covid-19 pandemic does not require addition media such as WhatsApp and

Youtube. The using of learning model by the EFL teachers during Covid-19 Pandemic there are some step that apply in classroom such as: the EFL teachers open the meeting by asking the students condition After that remembering the previous material, asking to the students about the material of the day and give some explanation and the EFL teachers give some question about the material and the students should analyze the material and find the answer of the question. The teachers not give the whole materials because the students should find and understand by themselves.

B. Suggestion

Based on the research findings, the following suggestion are recommended, those are:

1. For the students

    Based on the result of the study, this research found that the use of learning model during covid-19 pandemic is effective for the students in teaching and learning activity.

2. For the teachers

    Based on the result of the study, the using of learning model during covid-19 pandemic those are important and helpful for the EFL teachers in teaching English during covid-19 pandemic.

3. For the next researcher

    Based on the result of the study, the researcher suggest to others researcher who plan research regarding the use of learning tool during covid-

19 pandemic, can use another aspect except learning model. Moreover, if the researcher wants to research about the use of learning model during covid-19 pandemic should consider applying different method and expected to be consideration to continue this research in the future.

REFERENCES

Abidin, Yunus. (2018). *Desain Sistem Pembelajaran dalam Konteks Kurikulum 2013*.

Bandung: PT Refika Aditama

Abidah, A., H N Hidaayatullaah, R M Simamora , D Fehabutar , L Mutakinati. (2020). *The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar.* Studies in Philosophy of Science and Education *(SiPoSE)* Vol.1, No.1, April 2020, pp. 38-49

Arikunto, S. (2010). *Procedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.

Ary, Donald et.al. (2010). *Introduction to Research in Education.* Canada: Wadsworth Cengage Learning.

Baytak, A., Tarman, B., & Ayas, C. (2011). *Experiencing technology integration in education : children ″ s perceptions.* International Electronic Journal of Elementary Education, 3(2), 140–151.

Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan. (2013). *Model & Penerapan Pembelajaran Penemuan Dalam Bahasa Inggris. Kementerian Pendidikan dan Kebudayaan.*

Bungin, Burhan. (2007). *Penelitian Kualitatif.* Jakarta: Kencana PredanaMedia Group.

Bruce Joyce, Marsha Weil. (1986). *Model of Teaching*. Prentice/ Hall International. Inc

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education Sixth Edition.* New York: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education Eight Edition.* New York: Routledge.

Cresswell, J. W. (2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* Fourth Edition. Boston: Pearson Education, Inc.,

Denzin, Norman K. (2012). *Triangulation 2.0*. USA; Journal of Mixed Methods Research.

Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (P2P). (2020). *Pedoman Kesiapsiagaan Menghadapi Coronavirus Disease (COVID-19).* Jakarta Selatan: Kementerian Kesehatan RI.

Fraenkel, J. R., and Wallen, N. E. (2009) *How to Design and Evaluate Research in Education:* Seventh Edition. New York: The McGraw-Hill Companies,.

Harmer, Jeremy. (2009). *The practice of English Language Teaching Fourth edition*. USA: Pearson.

Hanum, N. S. (2013). *Keefetifan e-learning sebagai media pembelajaran (studi evaluasi model pembelajaran e-learning SMK Telkom Sandhy Putra Purwokerto)*. Jurnal Pendidikan Vokasi, 3(1), 90–102.

Helaluddin, & Wijaya, H. (2019). *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik.* Makassar: Universitas Negeri Makassar.

Irmawati. (2014). *Models of Tefl Teachers' Professional Development*. (TEFL IN International Conference.

Irene K, and Albine Moster. (2018). Series: *Practical Guidance to Qualitative research Part 4:* Trustworthiness and Publishing.

Joolingen, W.V. and his colleagues. (1999). *Cognitive Tools for Discovery Learning.* Blackwell Publishing Ltd. 20, 225-234.

Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

L.R, Gay - Mills. Geoffrey E. & Airasian, Peter (2012). *Education Research: competencies for analysis and applications, 10th Ed*. New York: Pearson Education.

M. Ciesielska, K.W Bostrom & M. Ohlander. (2018). *Observation Method*. London: Palgrave Macmillan.

Miles, Matthew B., A. Michael Huberman, A.M. (1984). *Qualitative Data Analysis: A Sourcebook of New New Method. Baverly Hill,C.A* : Sage Publication

Mohajan, Haradhan Kumar. (2018). *Qualitative Research Methodology in Social Science and Related Subjects.* Bangladesh; Journal of Economic Development, Environment and People.

Morens D. M, Daszak P, Taubenberger JK. Escaping Pandora's Box—another novel coronavirus. N Engl J Med 2020; published online Feb 26.

Oknisih, Nur. Wahyuningsih, Yull, dan Suyoto. (2019). *Penggunaan Aplen (Aplikasi Online) sebagai Upaya Kemandirian Belajar Siswa.* Prosiding Seminar Nasional Pendidikan Dasar. Vol. 1. 477²483. http://eproceedings.umpwr.ac.id/index.php/semnaspgsd/article/view/1056

Pappas, C. (2014, October 8). *Instructional Design Models and Theories: The Discovery Learning Model.* Retrieved 2018, from eLearning INDUSTRY: https://elearningindustry.com/discovery-learning-model

Priansa, Donni. J. (2017). *Pengembangan Strategi dan Model Pembelajaran (Inovatif, Kreatif, dan Prestatif Dalam Memahami Peserta Didik).* Bandung: CV Pustaka Setia.

Robert. K. (2011). *Qualitative Research from start to finish.* New York; The Guilford Press.

Rusman. (2014). *Model-model pembelajaran (Mengembangkan Profesionalisme Guru).* Jakarta: Raja Grafindo Persada.

Saefuddin, A. & Berdiati, I. (2014). *Pembelajaran Efektif.* Bandung: PT Remaja Rosdakarya.

Siemens, G. (2004) *A learning theory for the digital age.* Retrieved from http://www.elearnspace.org/articles/connectivism.htmStefan, E. (2020). *The Covid-19 pandemic: implication for the cytology laboratory.* Journal of the American Society of Cytopathology (2020) xx, 1e10

Sugiyono. (2013). *Metode Penelitian Kuantitatif dan Kualitatif.* Bandung: CV. Alfabeta.

Suherti, Euis & Rohimah, Siti Maryam. (2016). *Bahan Ajar Mata Kuliah Pembelajaran Terpadu.* Bandung: Universitas pasundan.

Trianto. (2010) *Model Pembelajaran Terpadu, Konsep Strategi dan implementasinya dalam KTSP.* Jakarta: Bumi Aksara.

Trianto. (2015) *Model Pembelajaran Terpadu*. Jakarta: PT Bumi Aksara.

Walidin, W., Saifullah, & Tabrani. ZA. (2015). *Metodologi Penelitian Kualitatif dan Grounded Theory*. Banda Aceh: UIN Ar-Raniry.

WHO. (2011). Comparative Analysis of National Pandemic Influenza Preparedness Plans.pdf.

Wilkinson, David & Peter Birmingham. (2003). *Using Research Instruments a Guide for Researchers*. London: Routledge Falmer.

Yasmin, S. and K. Ferdousour Rahman. (2012).*'Triangulitation' Research Method as the Tool of Social Science Research*. BUP Journal

Zu, Z. Y., Jiang, M. D., Xu, P. P., Chen, W., Ni, Q. Q., Lu, G. M., & Zhang, L. J. (2020). Coronavirus Disease 2019 (COVID-19): A Perspective from China.