The Implementation of Innovative Learning Models and English Teachers' Challenges at Man 2 POSO

Syamsul Bahri, Andi Tenri Ampa, Radiah Hamid

Universitas Muhammadiyah Makassar

Abstract

Syamsul Bahri, 2023. *The Implementation of Innovative Learning Models And English Teachers'Challenges at MAN 2 Poso*. Guided by Andi Tenri Ampa and Radiah Hamid.

This research aims to find out what kind of Innovative Learning Models that used by the teachers, the waysteachers implemented Innovative Learning Models in class, and the challenges faced by the teachers.

This research used Qualitative Method Design. The data were obtained by using three instruments, whichwere interview, classroom observation checklist, and an interview guide. The subjects of this research werethree English teachers who taught the tenth, eleventh and twelfth grades selected by Purposive SamplingTechnique

The findings of this research revealed that the three teachers implemented different Innovative LearningModels in class, namely Discovery Learning, Problem-based Learning and Project-based Learning. The implementation of innovative learning models were; (1) Discovery Learning Model, the steps were the teacher selects several materials, explained it then make students discover and investigate of the problem, by themselves. (2) Problem-based Learning, the teacher explained the material, students were asked to find out the problems, students then presented the result, and students will provide a reflection, as a result of the investigation. (3) Project-based Learning, the steps are the teacher gives students a project related to the material, then assesses it as an output of the learning and evaluates it. The teachers mainly introducedtechnology features of the internet to collect the assignment given. Related to challenges, the three teachersfaced challenges in managing their time in implementing learning models, enhancing the students'motivation to learn English as a language, and the difficulties of students using technology.

Keywords: *Innovative Learning Models, Implementation, and Challenges*

1. Introduction
A. Background
One definition of the teaching and learning process is the transfer of knowledge from instructors to pupils stated by Munna (2021). It is defined as the synthesis of different components in the process by which a teacher determines and sets the learning goals, creates instructional materials, and puts the teaching and learning method into practice. However, learning is a crucial component that a teacher must take into account when instructing children. The purpose of the study was to investigate inclusive practices, pedagogy, and a variety of academic journals in order to determine how effective higher education teaching is.

In order to accomplish a goal, learning is an action process that requires teachers, students, techniques, media, facilities, infrastructure, and an environment. All of these components work together to create learning. Predetermined learning is the aim. The success of learning is influenced by a number of supporting elements, such as proper learning procedures, good student conditions, a supportive atmosphere, and adequate facilities. Student learning outcomes and behavioral changes are indicators of successful learning. The smooth operation of learning activities is contingent upon students' enthusiasm to learn. Sardiman (2012) defines motivation as the energy that students possess that propels them to engage in learning activities, maintains the flow of the learning process, and offers advice along the way to help them meet the learning objectives.

In order to make learning more meaningful to the student, innovative learning places an emphasis on the active process of student learning, which is centered on application knowledge in the student life. The features of this learning process are the identification of problems, the creation of solutions, the resolution of difficulties, and the assessment of student solutions. The student will apply his prior knowledge and expertise, either alone or in groups, to learn new things and find the best answer. Next, students use their skills in different non-academic contexts to solve complicated, real-world problems in an autonomous group setting.

Muslich (2019) defines innovative learning as: producing knowledge that is meaningful to students (meaningful learning), using a variety of assessment techniques (not just tests), and learning from facts that are commonly observed, practiced, and experienced in student life (real world learning). Students that get innovative instruction built around a constructivist paradigm find it easier to assimilate, adjust, or change new knowledge. When new information is presented that stimulates emergence or strengthens cognitive structure, students are able to reflect on their prior knowledge and comprehend the profound.

Students participate actively in the Learning Model Innovative rather of only viewing it as an object. Teachers help pupils learn so they can study more freely. Suprijono (2011) states that the Learning Model is a conceptual framework that outlines methodical techniques for organizing the learning process in order to accomplish specific objectives for both teachers and students. The goal of the learning model is to increase the organization and focus of the learning process. The 2013 Curriculum learning models are Discovery learning model, Inquiry learning model, Problem Based Learning Model, Project Based Learning Model, Contextual learning model, and Cooperative learning model, according to the Ministry of Education and Culture Regulation (No. 21/2016) in Indonesia.

According to Akbar (2023), the term "innovative learning" refers to a range of techniques, tactics, and ideas that support engaging, applicable, and productive learning experiences. The following are some fundamental ideas in creative learning: Problem solving and critical thinking, project-based learning, the use of technology in the classroom, student-centered learning, continuous learning and reflection, and authentic assessment.

Nahar et al. (2022) also offer examples of learning models that exhibit constructivist paradigm tendencies, including models for reasoning and problem solving, inquiry training, problem-based instruction, change learning, conceptual models, and models for group investigation. Tibahary (2018) provides an explanation of the various forms of novel learning models, including Contextual, Cooperative, and Quantum learning models.

It's not always as simple as one may think for a teacher to execute a learning paradigm. A teacher needs to be able to think clearly and match the appropriate learning technique with the students. There are undoubtedly numerous difficulties in applying learning models in the field of education, particularly when it comes to teaching English. Teachers must be able to utilize their teaching skills to implement teaching techniques in real-world scenarios in an integrated manner at school. They must also be able to employ technology in the learning process in accordance with current learning models. In this situation, the teacher needs to be extremely knowledgeable about the learning model being employed and capable of correctly and flexibly adapting their instruction to the needs of the students. in order for pupils to effectively use technology in their English language learning process.

Furthermore, the initial data gathered by the researcher from three English teachers at SMKN 1 Poso indicates that even with the usage of creative learning, teachers are still not succeeding in the teaching-learning process. The pupils' lack of enthusiasm, low motivation to learn English, and disinterest in the process of learning the language were all caused by the teachers' failure to support their active participation in the classroom. In addition, teachers' methods of instruction in the classroom were ineffective, particularly when it came to incorporating creative learning. These issues were all related to the several difficulties the teacher encountered during the MAN 2 Poso teaching and learning process. In order to ensure that the learning process' objectives are met, teachers must be creative and discriminating in their selection of the learning model that best suits the needs of their pupils, despite the numerous challenges they encountered during the teaching and learning process. The researcher is interested in conducting a thorough analysis of "The Implementation of Innovative Learning Models and English Teachers' Challenge at MAN 2 Poso" based on this instance.

B. Research Question

The research question was formulated based on the background mentioned above as follows :
1. What learning models are used by English Teachers in the learning process in the class at MAN 2 Poso?
2. How do the teachers implement the Innovative Learning Models at MAN 2 Poso?
3. What are the challenges faced by English Teachers in implementing Innovative Learning Models at MAN 2 Poso?

C. Objective of the Research
Based on the previous research question, the objectives of this research were :
1. To find out what learning models are used by English Teachers in the Learning Process in the class
2. To describe how the teachers implement the Innovative Learning Models at MAN 2 Poso.
3. To describe the teachers' challenges in implementing Innovative Learning Models at MAN 2 Poso.

D. Scope of the Research

This research focused on implementation of Innovative Learning Model stated in Curriculum 2013 those were Discovery Learning Model, Inquiry Learning Model, Problem Based Learning Model, Project Based Learning Model, Contextual Learning Model, Cooperative Learning Model and the challenges faced by the Teachers when implementing Innovative Learning Models in learning English at MAN 2 Poso.

2. Previous Related Studies
A number of studies on the application of Innovative Learning Models in the classroom have been carried out by researchers. In their journal Speaking Project Based-Learning (SPJBL) as an Innovative Learning In Promoting Students' Speaking Skill At Senior High School Context, Bte Abdul et al. (2021) conducted the first study. According to the study's findings, pupils' speaking abilities get better from cycle one to cycle two and from cycle two to cycle three. The pupils' test scores, which come out to 77.85 for cycle one, 82.61 for cycle two, and 83.88 for cycle three, demonstrate this. Students respond favorably to using SPjBL to hone their speaking abilities. Thus, it can be said that the SPjBL, an innovative teaching method, may help students become more fluent speakers in a classroom setting. In order to improve students' skills and achievements, this study offers two theoretical and practical implications for implementing the right learning style or method.

Turkie (2021) Exploring the Challenges in Designing English Lesson Plans Based on the 2013 Curriculum at SMP in Ternate City. The goal of this study was to ascertain the difficulties teachers in the city of Ternate had when creating lesson plans based on the 2013 curriculum. Seventeen English teachers participated in this study; however, for the interviews, only one teacher from each school was represented. The qualitative method was used by the researcher. Surveys and interviews are the methods used to acquire data. The study's findings show that most English teachers had trouble creating lesson plans that followed the 2013 curriculum. English teachers frequently have difficulties while creating lesson plans that do not align with the needs of their students in the classroom. These plans also influence the media, teaching strategies, and learning resources that will be utilized throughout the teaching and learning process, among other things. Furthermore, according to the interviews, instructors' biggest obstacles are assessing students and modifying their learning environments in line with the lesson plan. These challenges are based on an evaluation of the 2013 curriculum, which includes assessments of students' spiritual, intellectual, social, and competence levels.

Susiyanti (2019), students of teacher training and education Muhammadiyah University of Makassar. The title is Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar. This study, which was completed in February 2019, employed the descriptive qualitative method. The English teachers of SMK Muhammadiyah 3 Makassar are the focus of this study. This study's focus was on the challenges faced by educators while instructing English to non-native speakers. In her thesis, the researcher drew some conclusions regarding the issues or challenges encountered by English teachers. These issues stem from the pupils, the school's infrastructure, and 20 English Teachers. The problem come from students are; lack of students basic in English, overcrowded classes, low concentration and motivation, the absence of students, and students boredom, facility in the school, from teacher itself; teachers' knowledge

and development about English lesson, the lack of teachers training, limited mastery of teaching methods, Unfamiliarity to IT, and lack of professional development.

Sofi-Karim et al. (2023) Online Education Via Media Platforms And Applications As An Innovative Teaching Method. By surveying English teachers at high schools and primary schools using an online questionnaire created with "Google Forms," this study aims to analyze and interpret the potentials and challenges of implementing online learning. Responses were collected from the first week of March to the last week of April. The results showed that the majority of teachers had unfavorable opinions on e-learning implementation for a variety of reasons, including a lack of necessary resources like energy and technological devices as well as a shortage of necessary abilities. The real contributions made by teachers and students are also one of the main challenges. To get around these restrictions and difficulties, this research recommends building educational facilities in education departments and schools, opening intensive courses for teachers, and introducing information communication technology modules across media platforms and applications in the education departments.

Lukas & Yunus (2021) ESL Teachers' Challenges in Implementing E-learning during COVID-19. In this research, the purpose of this study was to look into the difficulties ESL teachers encountered when implementing e-learning during COVID-19. This research, which was a case study involving 20 primary ESL instructors, used a qualitative methodology. An in-depth interview was used to gather data in order to investigate the e-learning experiences and difficulties faced by English language teachers. According to the findings, most teachers said that using e-learning was effective despite a number of limitations, including teachers' readiness to use the technology, accessibility to mobile devices and the Internet, classroom management issues with low student participation, and assessment.. The researcher so suggested conducting additional research to emphasize educators' understanding of the importance of e-learning. The study's findings can be used by ESL instructors, stakeholders, legislators, and organizations to develop workable plans for using online resources for instruction during a pandemic.

Researchers located a number of earlier investigations. One thing that all of these studies have in common is that they talk about the difficulties faced by English teachers when implementing the 2013 Curriculum's novel learning model and the learning process itself. Moreover, this research differs from other studies in that the former primarily addressed learning models related to external circumstances, while this research only focuses on the challenges of English teachers at MAN 2 Poso and their implementation innovative learning models.

2.1. Innovative Learning Models

According to Winataputra (2001) in Sugiyanto (2010:3), model learning is a theoretical construct that delineates a methodical approach to structuring educational encounters to accomplish particular learning objectives. It also functions as a roadmap for educators and designers of learning to devise and carry out instructional activities. On the other hand, innovation is something fresh and distinct from custom. Thus, the creative learning model is a conceptual framework that outlines a methodical process for planning and utilizing novel and unconventional learning approaches in conjunction with traditional models of learning to accomplish specific research objectives..

Through a variety of innovative activities, educators place a greater focus on the easy and practical application of ideas. Therefore, unique ideas and easy activities that are appropriate for the grade level can be transformed into innovative teaching practices that help solve educational issues in the classroom and throughout the school.

As per Nisa et al. (2021), educators can engage in a range of activities related to innovation and inventive learning, such as problem identification and solving, selecting alternative solutions, carrying out, evaluating, and product repair.

The entire set of exercises is connected in such a way that the final product is truly a solution that can address the issue the concerned instructor is facing. even with the help of activities. Teachers can use this innovation to enhance the quality of learning, but putting it into practice depends on a number of factors, including the teacher's availability, costs, the sociocultural background of the students attending the school, the head teacher's leadership abilities, and the teacher's qualities as a curriculum implementer. Thus, it is important for teachers to consider these factors while planning innovative learning activities to ensure that the activities are well-executed and provide the greatest amount of success.

The complete process of content delivery by the teacher and all learning-supporting facilities from the start of the learning process to the finish is known as the learning model. Meanwhile, the learning model, according to Suprijono (2011), is a conceptual framework concerning methodical procedures in assembling the learning process to accomplish specific goals, both for teachers and students. The goal of the learning model is to increase the organization and focus of the learning process. The 2013 Curriculum learning models are based on the Ministry of Education and Culture Regulation (No. 21/2016) in Indonesia. :

2.1.1. Discovery Learning Model
In order to help students find their own knowledge, attitudes, and skills as their behavior changes, the discovery learning model is a set of activities that maximizes their ability to seek and investigate in a systematic, critical, and logical manner (Hanafiah, 2009)..

2.1.2. Inquiry Learning Model
Trianto (2010) states that a fundamental component of contextually based learning is inquiry. Knowledge and abilities acquired by pupils should come from self-discovery rather than from being handed a collection of facts..

2.1.3. Problem Based Learning Model
Problem-Based Learning Model: This type of learning model is founded on authentic inquiry that calls for a real solution derived from real challenges. Trianto (2007), p. 67.

2.1.4. Project Based Learning Model
According to Sani (2013), the purpose of the project-based learning approach is to help students develop their knowledge and abilities by having them work on projects or works relevant to the competencies and teaching materials..

2.1.5. Contextual Learning Model
According to M. Rusman (2011), contextual learning is the idea of teaching content by making connections between it and the actual world. It also encourages students to make connections between what they already know and how they may use it in their daily lives as members of society.

2.1.6. Cooperative Learning Model
The cooperative learning model is a manner of teaching that involves students learning and working cooperatively in small groups of four to six diverse individuals. In the cooperative learning model, students have two responsibilities: they must learn for themselves and assist other group members in their studies. Cooperative learning is an approach that involves students participating in groups to engage with each other. According to the findings of Slavin's research, using cooperative learning can raise student achievement while also fostering social relationships, fostering tolerance, and respecting others' opinions. It can also help students develop their critical thinking, problem-solving, and knowledge-integration skills.

2.2. Challenges of Implementing the Innovative Learning Models
English teachers in Indonesia play an important role in teaching and teaching the students English as a foreign language. Possessing those four competencies will affect how well a teacher performs in the classroom. Pedagogically competent teachers can master various teaching strategies, learning activities, and educational foundations in addition to effectively implementing assignments based on Nabila (2011). However, English teachers continue to face certain difficulties when putting the teaching and learning process into practice in the classroom. The difficulties vary depending on the viewpoint, timing, circumstances, etc. of the person.
Although teaching English can look like any other kind of teaching, it has its own special difficulties. These difficulties come in a variety of shapes. These problems and their fixes have been covered in a number of papers. The difficulties that come with teaching English are listed below. severe lack of instruction. There are issues with a serious scarcity of qualified English teachers in several nations, according to Nunan (2003). Thus, according to Garton et al. (2013), teachers may "find themselves teaching English either without

sufficient English training generally or in teaching English to learners particularly." This is something that commonly happens in poor or rural areas.

Teachers may fail to effectively embody instructional strategies if they have only rudimentary training in supportive theory and practical implementations. According to Emery (2013), inadequate preparation for teaching can lead to a number of problems, including teachers who are hired to teach English even though it is not their subject area and their poor language skills, which makes it difficult for them to handle problems that arise in a classroom setting. According to Mishra (2015) These difficulties arise in rural locations due to a lack of appropriate and high-quality teaching and learning resources.

Additionally, because these factors might affect instructors' confidence, the English teaching process can be difficult when it comes to the training, qualifications, and language ability of the teachers (Emery, 2012). Insufficiently trained teachers may attempt to successfully implement instructional strategies (Littlewood, 2007). It is difficult to apply effective teaching strategies because teachers must consider how to maintain their students' interest and excitement for learning and using English, in addition to how to impart four language skills (Ali Ansari, 2012). packed classroom. "Overcrowded classes and the effect of such condition can have on teaching and learning" is one of the issues that English teachers most frequently bring up.

The size of the classroom is another issue mentioned by Nurkamto (2003) while discussing the difficulties of teaching English. Similar issues are listed by Baker and Westrup (2000) when it comes to teaching large classes: "students sit closely together in rows; desks and chairs are fixed or difficult to move; there is little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes" (p. 2). As a result, a welcoming and engaging environment is essential to the teaching and learning process; otherwise, teachers may not be able to meet the needs of their students and help them reach their learning objectives. Insufficient vocabulary.

Vocabulary mastery is one of the hardest things that pupils have to do, according to Hasan (2016). "Students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words," is one explanation for why students lack vocabulary. As a result, learners of English as a second language face difficulties understanding the material due to their inadequate proficiency in the language's syntax and vocabulary (Chung, 2016). inadequate exposure to English. In areas where English is not widely spoken, teaching English to speakers of other languages is a difficult task. Students who are not exposed to English also have less opportunities to use the languageKhan (2011) contends that because of their little prior exposure to the language, students become demotivated to practice and comprehend English when there are no clear English objectives. Furthermore, the lack of exposure to English makes it harder for teachers to inspire students to be excited about speaking the language (Khan, 2011). restricted availability of resources. A further difficulty in teaching English is the lack of materials..

According to Garton et al. (2013), "it is a matter that in many countries appropriate books are either not available or not used in the classroom." Some countries, like South Korea and Malaysia, have set textbooks, while teachers in Singapore and China can choose from government-approved titles (p. 740). Moreover, Ajibola (2010) contends that "the large number of sources is needed due to the inadequacy of resources, which also constitutes a trial to the English teaching." Furthermore, instructors' ability to implement an efficient teaching process is hampered by a lack of resources and tools (Fatiloro, 2015). According to Pande (2013), "practicing all four skills—listening, speaking, reading, and writing" is the only way to understand language. As a result, the provision of teaching aids is essential and must happen as quickly as possible to enable teachers to carry out their duties in an efficient manner. Put another way, there is an urgent need for more learning tools in order to acquaint pupils with English and give them more exposure to the target language.

Language-related issues. Mukattash (1983) divided the difficulties in teaching English into two categories: first, the majority of errors made in pronunciation, morphology, syntax, and spelling; and second, the majority of students' difficulties in expressing themselves in English. Khan (2011) reinforces the first issue by stating that pupils encounter difficulties with "specific problems connected to pronunciation, stress, and intonation". These linguistic issues consequently affect all language skills, demotivating students to practice their target language. Interference from one's mother tongue or first language is another linguistic concern. Teachers and students often converse in their home tongue, which inadvertently influences how well they perform in English (Fatiloro, 2015). Furthermore, Pande (2013) notes that when teachers and students speak in their native tongue, they occasionally insert English terms into their sentences without realizing that every

language has different pronunciation, stress, and intonation. psychological issues. According to Pande (2013), "students frequently misunderstand that English is the most difficult subject".

In a similar vein, Fatiloro (2015) claims that dealing with students' terrible attitudes toward English practice is the hardest part of teaching English as a foreign language. When a competitive student is present in the classroom, for example, pupils may find it intimidating to speak in front of their peers. Another illustration has to do with pupils who enroll in after-school English classes. These pupils are more intelligent than others, and when they "listen to repetitive low-level content for them, they find it unattractive and boring," according to Khajlo (2013). These mental health problems may have an impact on students' motivation and attitude toward learning the English language.

Ways to Address the Difficulties in Teaching English Only a portion of the issues in English instruction have been resolved; the remainder remain unresolved. However, these answers can be applied to a particular problem to some extent. Reform your attitude. "To deal with the challenges, English language teaching and learning should be examined; this can be done through reforming attitude" said Fatiloro (2015). Additionally, teachers and students should make a firm commitment to understanding English, according to Fatiloro (2015). Furthermore, Pande (2013) suggests that "the place of English in education system and policy should be well-defined" as a means of bringing about attitude change. August (2006) asserts another method in which teachers must ask students to comprehend their native language and the similarities between it and their mother tongue in order to embody good teaching. In conclusion, government involvement in attitude modification is necessary to create a precise educational system, in addition to instructors and students. distinct approaches and strategies for instruction. There are many different approaches that can be used to teach languages.

According to Fatiloro (2015), "teachers must use a variety of methods for teaching English language in handling English teaching problems". Additionally, Pande (2013) thinks that using a variety of approaches will assist teachers in creating an efficient teaching process, especially when it comes to matching the approach with the subject being taught. Furthermore, it is important to consider the application of different strategies in language instruction, as this will allow teachers to establish appropriate learning environments for students and support them in overcoming obstacles to learning by Holenšinská (2006). Therefore, when teachers know which teaching strategies or methods best suit the needs of their pupils, they can aid those kids in their language learning. Enhancement of instructional facilities.

If the teaching resources are not supported, English instruction will not meet its goals. For this reason, according to Pande (2013), "special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids." According to Fatiloro (2015), on page 29, it is imperative to "confront facilitation of teaching tools as to empower teaching and learning English."

Therefore, teaching a language requires tools, especially for people who work in environments with limited exposure to English. Students' proficiency levels coincide. It is essential to come up with useful strategies for handling such a multilevel class because students' learning styles, ages, personalities, and educational backgrounds vary, as does their English language proficiency. There are multiple approaches to address this problem: "Students' assignments are level based on their language skills throughout the practice of the lesson, and level tasks should be included in the lesson planning using a variety of groupings" based on Roberts (2007) explanation. Furthermore, according to Roberts (2007), teachers' own versions of textbooks can be utilized to create level activities because they are thought to be effective when they cover a variety of tasks for students with varying levels. Pande (2013) suggests that teachers should strive to match students' levels and use patience when educating students with varying abilities. As a result, teachers must provide assignments that are appropriate for each student's level of English because pupils may have uneven proficiency in the language. Classroom management.

According to Education (2006), classroom management can help kids comprehend English and get exposure to the language. As stated on page 19, some examples of effective classroom design include "building a classroom library containing age-appropriate books with various reading levels, considering seating positions for cooperative learning activity," and "designing a classroom which expresses cultural diversity." These are the classroom management techniques that help pupils become accustomed to and comfortable using the target language..

4. Reseach Method
A. Research Design
The descriptive qualitative method was employed in this study. Sugiyono (2019) asserts that a qualitative approach ensures data veracity by addressing the item directly. This kind of research was conducted with the intention of characterizing and presenting the data regarding three main points: the innovative learning strategies teachers employed during the teaching process, the methods by which teachers employed these strategies, and the difficulties teachers encountered in putting these strategies into practice.

In order to understand more about the unique learning models and methods that teachers employed during the teaching process, the researcher conducted classroom observation checklist. On the other hand, the difficulties the teacher encounters when implementing innovative learning in the classroom are discovered through the use of an interview with teachers. In addition, the application of this research strategy was carried out through impartial data collection, processing, and presentation.

B. Subject of the Research
The subjects of the research were three English Teachers at MAN 2 Poso. Researchers used Purposive Sampling Techniques which the criteria of the subjects were certified teachers that have been teaching for more than 5 years.

C.Research Instruments
In this research, the researcher was used two kinds of instruments, they are interview and classroom observation checklist.

1. Classroom Observation Checklist
The observation was done to get in-depth data and to verify what kinds of Learning Models were used by the teachers in the class and the implementation of the Innovative Learning Model in teaching. To help the researcher investigate the kinds of Learning Models used by the teachers and the implementation of Innovative Learning Models in the class, the observation was supported by an observation checklist to investigate what kind of Learning Models are used by teachers and how the teachers implement the syntaxes of Innovative Learning Models.

2. Interview
An interview was conducted with three English teachers who are implementing Innovative Learning Models in the learning process. A semi-structured interview was used to get the data on the challenges of Innovative Learning Model implementation in the learning process.

4. Findings And Discussions
A. Findings
1.Types of Innovative Learning Models Implemented by English Teachers
An observation was used to gather information about what types of Innovative Learning Models that teacher uses in teaching learning process. The subjects of the study were three English teachers at tenth, eleventh, and twelfth grade with different learning model. The types of teachers Innovative Learning Models in the class were observed. The observation was carried out using the classroom observation checklist. The teachers were observed for two meetings

Teacher 1 questioned the students what the difference is between opinion and reality before explaining the entire subject and first determined the learning target while identifying the characteristics of the pupils. The main topic of Chapter II, Opinion and Thought, was then covered by T1, who also outlined the learning objectives and the skill level expected of the students. Teacher 1 decided to share knowledge about ideas and perspectives.

The main topic of Chapter II, Opinion and Thought, was then covered by T1, who also outlined the learning objectives and the skill level expected of the students. Teacher 1 decided to share knowledge about ideas and perspectives.

Teacher 1 instructed every student to use their own phones to look up any news on the internet. The kids were then told to use the teacher's assistance to document any news they encountered, whether it was criminal, political, or otherwise. Additionally, they were asked to respond in writing to the 5W + 1H

questions.

Conversely, Teacher 2 Teacher 2 warmed up the class by having the pupils memorize a number of vocabulary items before assigning them particular problems to solve. T2 then addressed the main topic of Chapter 6 Giving Announcement, outlining the objectives of the class and informing the students of the necessary degree of ability.

Teacher 2 decided to give a lesson on how to make announcements. The pupils were then divided into two groups by Teacher 2, who asked them to divide them into groups 1 for a formal announcement and group 2 for an informal announcement. While Group 2 would write an announcement about a formal announcement, Group 1 would write an announcement about an informal announcement, such as a birthday celebration.

This came after T2 had described the subject matter in terms of the proficiency levels the students needed to meet and the expectation that they could make an announcement. Teacher 2 started by explaining the differences between an announcement that is informal and one that is formal..

On the contrary, Teacher 3 assigned the kids a lot of projects to complete, and at the end of each activity, T3 made the kids finish their letters before they could pick them up. Regardless of whether there was a specific term that they were unclear on, T3 provided advise to students who wanted to ask questions regarding the letter they had written.

The letter was sent via the instructors' email, and each group sent out a few letters ahead of time so the teacher could assess the students' writing before the meeting. When all of the letters have been turned in, the teacher asks a representative from each group to deliver the letter they authored. T3 selected the presenter by himself. The grading criteria was then presented by the instructor, and Teacher 3 specifically emphasized the assessment's results to motivate the other groups to perform better in the future.

Following the letter presentations from each group, teacher 3 assessed the project's results and offered suggestions for how to make it better for the next writing assignment.

Based on the results of the above observations, as indicated by the Classroom Observation Checklist, the first teacher uses Discovery Learning Model, the second teacher uses Problem Based Learning Model and the third teacher uses Project Based Learning Model.

Table 4.1 Classroom Observation Checklist

> The researchers observed based on the six aspects of Discovery Learning Model, four aspects of Problem Based Learning Model and four aspects of Project Based Learning Model. The findings, as presented in the observation table (referred to in Appendix 2 on page 86)

2. Teachers Implementation of Innovative Learning Models

An observation was used to gather information about how teachers implement Innovative Learning Models in teaching learning process. The subjects of the study were three English teachers at tenth, eleventh, and twelfth grade with different learning model. The ways of teachers implemented Innovative Learning Models in the class were observed in this research. The observation was carried out using the observation checklist. The teachers were observed for two meetings so that the full implementation of observations during the study was carried out for two meetings.

The first and second observations of teacher 1 were done on 17th October 2023 and 24th October 2023. Before the observation started, the lesson plan was first reviewed in this research and the observation checklist was prepared first, to know the teachers' implementation of Discovery Learning. The following are the findings from the observation:

During the observation, that teacher 1 completed all the syntaxes of Discovery Learning. The activities were stimulation, problem statement, data collection, data process, verification and generalization.

During the stage of stimulating, teacher 1 opened the class by doing a warming up by asking the students what is the difference between opinion and fact. After that, T1 introduced the main topic of Chapter II Opinion and Thought then mentioned the objectives of the lesson by informing the students the competence needed to be achieved. Teacher 1 decided to give a material about Opinion and Thought.

At problem statement stage, teacher 1 shows some kinds of news in his laptop by using LCD after that Teacher 1 asked the students to analyze news by asking some questions related to the news such as what do

you think about the news? Which side are you? Is it real or hoax? Then teacher also explained any terms in news such as Southern, Government, Journal etc.

At data collection stage, teacher 1 instructed every student to find any news on internet by using their own handphones. After that the students were asked to write down the news, may it be a criminal case, politic or anything with the teacher's assistance, the students then write down their news and answering the 5W + 1H questions.

Students then discuss the result of their observation and verify the results of their observations according to the scientific reason behind it. And as the final work, the teacher asked the students to present their work in front of the class one by one. Because the time is already over the previous project is held up to next the next meeting

The second observation of teacher 1 was done on 24th October 2023. Teacher 2 opened the class by T1 opened the class by introducing the latest news about politics and asking the students to give their thoughts and opinions about it. Teacher 1 opened the class by asking the previous work which was assigned to the students in the previous meeting. The students then came up in front of the class until the rest of the time.

At generalizatation stage, the teacher let their students to give a responses, may it be a questions or even a feedback according to their own presentation. And as the final touch, the teacher even gives the students another assignment which is asking students to write down at least 5 questions to at least 5 students randomly.

The first and second observations of teacher 2 were done on 18th October 2023 and 25th October 2023. Before the observation started, the lesson plan was first reviewed in this research and the observation checklist was prepared first to know the teachers' implementation of Problem-based Learning. The following are the findings from the observation:

During the observation, that teacher 2 completed all the syntaxes of Problem-based Learning (See Table 4.3). The activities introduced students to a certain problems, organized students to study, guiding individual and group investigations, develop and present the work

During the stage of introduced students to a certain problems to solve, teacher 2 opened the class by doing a warming up by memorizing several vocabularies. After that, T2 introduced the main topic of Chapter 6 Giving Announcement and mentioned the objectives of the lesson by informing the students the competence needed to be achieved. Teacher 2 decided to give a material about Giving Announcement. Teacher 2 then divided the students into 2 groups halving of the member of the students and asked them to divided them as group 1 to be a Formal Announcement and group 2 as Informal Announcement. After T2 explained the topic based on the competence needed to be achieved by the students and they were expected to be able to create an announcement group 1 would be write an announcement about Informal Announcement such as Birthday Party while the other group write an announcement about Formal Announcement. First of all, Teacher 2 explained the difference between the Informal Announcement and Formal Announcement

At pre-communication activity and asking essential questions stage, teacher 2 shows some kinds of announcements that could be used for leading the students in writing. Teacher 2 asked the students to analyze the objectives for announcing an announcement by asking some questions related to announcement itself such as what can be categorized as a formal announcement, how to write a proper announcement.

At designing project topic stage, teacher 2 instructed every students to decide what kind of food they will choose to write about. Every student was given around 5 minutes to discuss the food and teacher assisted each group with ideas to develop the letter better.

Every student have to present their plan and time line, it was found that every student agreed to collect the project the next meeting and what the students would do for the project. As it was known that they were going to create an announcement regarding to the Formal and Informal Announcement.

The second observation of teacher 2 was done on 25th October 2023. Teacher 2 opened the class by using a spin-wheel game and the student who was picked by the spin-wheel would be responsible explain their project that had been discussed in the previous meeting. Teacher 2 opened the class by asking the progress of the announcement which was assigned to the students in the previous meeting. Some students came in front of the class to explain the progress of their announcements. Teacher 2 chose the student to explain the project progress randomly in order to know the students' involvement.

At finishing the project stage, T2 assigned the students to finish their letter before they collected the letter. T2 provided a consultation for the students who wanted to ask about the announcement made by them, whether there was a specific term the students did not understand or not.

The submission of the announcement was done through the A4 HVS Letter so that the teacher could assess the students' writing earlier. After all announcements being submitted, teacher asks each the students to present the essay created by them. T2 picked the presenter by himself . After every students presented the announcement, teacher 1 asked other students to give questions or feedback related to the essay. After that, the teacher showed the rubric of the scoring and teacher 1 directly mentioned the result of the assessment to motivate other students to be better for the next.

At evaluating the project result, teacher 1 gave some feedback about the project related to the things needed to be developed for the next writing activity after every students presented their own essay. Furthermore, teacher 1 also motivated the students to write more letter at their spare time.

The first and second observations of teacher 3 were done on 20th October 2023 and 27st October 2023. Before the observation started, the lesson plan was first reviewed in this research and the observation checklist was prepared first to know the teachers' implementation of Project-based Learning. The following are the findings from the observation:

During the observation, that teacher 3 completed all the syntaxes of Project-based Learning (See Table 4.4). The activities were choosing the project topic, pre-communication activity, asking essential questions, designing project plans, creating project timeline, finishing the project, assessing the project and evaluating the project.

During the stage of choosing the project topic, teacher 3 opened the class by doing a warming up by mentioning a type of sport and asked the students to mention anything they knew about the sport. After that, T3 introduced the main topic of Chapter 4 and mentioned the objectives of the lesson by informing the students the competence needed to be achieved. Teacher 3 decided to give material about How to Make a Letter as it is the first unit of the lesson in the book. Teacher 3 then divided the students into four groups consisting of six to seven students and asked them to discuss in their group. after T3 explained the topic based on the competence needed to be achieved by the students and they were expected to be able to create a a birthday invitation letter as a part of their lesson in understanding about the material. Teacher 3 explained first about the difference between formal and non formal letter, types of letter and the step of making one.

At pre-communication activity and asking essential questions stage, teacher 3 shows some kinds of figurative languages that could be used in writing while the students were asked to read and analyze some kinds of formal letter which was a Cover Letter. Teacher 3 asked the students to analyze the Cover Letter by asking some questions related to the Cover Letter like where the office took place, who are the subject of the letter, what to write get deep understanding about the structures of the Letter. While and provided several terms in Letter like Sincerely Yours, Best Regards, and Truly Yours. Students were also divided into groups and they were asked to discuss those things. Moreover, teacher 3 also asked the students to determine what kind of tense used in Cover Letter. This asking essential questions is used to familiarise the students with writing a letter.

At designing project topic stage, teacher 3 and instructed each group to design their writing plan or the letter each group agreed to make. Each group was given around 5 minutes to discuss the letter and teacher assisted each group with ideas to develop the letter better. Besides that, teacher 3 also asked the students to make time deadline for their project, the leader of each group was given responsibility to divide equal jobs for each student in order to make sure that all members in each group work. In addition, T3 also gave responsibilities for the leader of each group to write the plan and the time needed to complete the project.

Leaders of each group presented their plan and time line, it was found that all group members agreed to collect the project the next meeting and what each member in the group would do for the project. As it was known that they were going to create any types of formal letter, the leader decided that some students would contribute on making the title, check the accuracy, developing ideas, making the structure of a letter and who will be responsible for the presentation. By doing this, it was expected that each student would be able to contribute and collaborate well.

The second observation of teacher 3 was done on 27st october 2023. Teacher 1 opened the class by using a spin-wheel game and the student who was picked by the spin-wheel would be responsible explain their understanding about formal and non formal letter that had been discussed in the previous meeting then closing the class by asking "How's your Cover Letter? Any difficulties?". Teacher 3 opened the class by asking the progress of the letter which was assigned to the students in the previous meeting. Some groups came in front of the class to explain the progress of their short story. Teacher 3 chose the student to explain the project progress randomly in order to know the students' involvement.

At finishing the project stage, T3 assigned the students to finish their letter before they collected the letter. T3 provided a consultation for the students who wanted to ask about the letter made by them, whether there is a specific term the students did not understand or not.

The submission of the letter was done through the teachers' email and some letters had been sent by each group before the meeting so that the teacher could assess the students' writing earlier. After all letters being submitted, teacher ask each representative from the group to present the letter created by them. T3 picked the presenter by himself . After each group presented the letter, teacher 3 asked other group to give questions or feedback related to the project. After that, the teacher showed the rubric of the scoring and teacher 3 directly mentioned the result of the assessment to motivate other groups to be better for the next.

At evaluating the project result, teacher 3 gave some feedback about the project related to the things needed to be developed for the next writing activity after all groups presented the letter.

From the explanation above it can be concluded that the teacher have implemented the Discovery Learning Model as the Innovative Learning Model.

Table 4.4 Classroom Observation Checklist

The researchers observed based on the six aspects of Discovery Learning Model, four aspects of Problem Based Learning Model and four aspects of Project Based Learning Model. The findings, as presented in the observation table (referred to in Appendix 2 on page 99), indicated that the three teachers corporate every aspects when they implemented the Innovative Learning Model.

3. Teachers' Challenges In Implementing Innovative Learning Models

Teacher 1 stated that the use of technology in teaching learning process will be a problem and is one of the challenges because the project sometimes needed an internet connection whilst not all the students have internet on their houses even handphone or laptop. Differently with Teacher 2, time management is a challenge in implementing any Innovative Learning Models, the teachers have to prepare the lesson plan and materials for teaching. In addition, T3 explained that preparation is also a challenge because T3 has to prepare a lot before teaching. On the contrary the Teacher 3 wanted a learning model that integrate with internet with easy access but unfortunately not all of the students can or have internet connection at their own houses.

Furthermore, Teacher 1 believe that the students' lack of familiarity with using technology is affected the implementation of innovative learning model. While teacher 2 thought that the availability of internet access has affected the implementation of innovative learning model in the classroom. On the other hand teacher 3 find it the facilitate like LCD is still needed.

T1, T2 and T3 they explained that MAN 2 Poso adopts 2013 Curriculum (K13) as a national curriculum under the recommendation of the ministry of Education. T1 develop and adapt teaching materials with the innovative learning models, T2 on the other hand facing difficulties because in K-13 the students are force to be active in the classroom despite of students' motivation or willingness to learn English and T3 explained the difficulties in overcome when implementing the innovative learning models which is T3 have to explain material manually without the use of technology even though the material require technology such as LCD to be presenting the material in order to make the class is not stagnant.

From the explanation above it can be concluded that teachers face many problems when implementing the Innovative Learning Model

B. Discussion

This section discusses all the facts the researcher found, their relationship with several related literature provided in previous related studies, and the expert opinions and suggestions.

1. Learning Models Implemented by the Teachers.

This research discovered that English teachers are implementing novel learning models based on direct observation and interview data. According to Nurdin Usman, implementation is not merely an activity, but a planned activity to accomplish the goals of the activity; it results in action or the creation of a system mechanism. Usman (2002). On the other hand, Widodo defines implementation as giving someone a way to carry out a policy and having the potential to affect or have an impact on anything Widod (2010). Based on the two definitions given above, the researcher connects the theory to the study's findings, which suggest that the three English teachers at MAN 2 Poso implemented innovative learning models in a way that was consistent with the theories of Nurdin Usman and Widodo. To apply the learning model, a teacher must organize and carry out the entire teaching process, from the start of the activity to the finish, in order to accomplish the learning objectives.

After making observations in the classroom, the researcher found that English teachers are only using three of the five types of innovative learning models based on the 2013 Curriculum. The teachers do not employ contextual learning or cooperative learning, two of the methods. The teachers don't use the two learning models as they aren't covered in the lesson plan. Teachers use the learning model in accordance with the suitability of the material to be taught. As a result, it is useless to use the two cutting-edge learning models on teachers. After gathering information by asking teachers specific interview questions prior to doing in-person observations in the classroom, the researcher discovered that just three cutting-edge learning models are employed by teachers. Regarding the application of learning models to address the query from the first problem statement, the researcher has three questions. In order to address the second problem statement in this case, the researcher made direct observations.

According to Bruner's theory in Markaban (2008), learning with discovery is learning to find, when a student is confronted with a problem or scenario that seems weird so students can find a solution to solve it. There are three subjects in this research: teachers 1, 2, and 3 at MAN 2 Poso. Students have the chance to directly contribute to the creation of the knowledge they will acquire through discovery learning. Jerome Bruner was the first to offer the discovery learning model, emphasizing that instruction should be able to motivate pupils to learn what they already know. The three primary characteristics of discovery learning are as follows, problem-solving and exploration to generate, integrate, and generalize knowledge; student-driven, interest-based activities where the student sets the frequency and sequence; and activities to promote the integration of new knowledge into the learner's preexisting body of knowledge in line with Bicknell-Holmes & Hoffman (2000). Tenth grade English is taught by teacher A. The content is made up of news stories and enrollment in online schools that use the same methods for teaching English. After conducting an observation in the classroom, the researcher deduced that teacher 1 was using the Discovery learning model based on the students' unsupportive behavior toward employing alternative learning models.

At MAN 2 Poso, Teacher 2 teaches English to eleventh graders. The researcher observed teacher 2 for two days. After that, the researcher found that the teacher used problem-based learning. The teacher assigned an assignment that assisted students in identifying concepts based on difficulties, which sparked their knowledge of a particular problem's concept, which is why the outcome was exceptional and reasonable. The pupils' motivation to learn English will increase. Teacher 2 is a creative educator who uses a range of teaching strategies. Students become excited when problem-based learning is used in the classroom and is helpful in helping them grasp concepts in order to solve problems..

According to Teacher 3's findings, implementing project-based learning in his class is both acceptable and effective. According to Praba et al. (2018), who found that students' language cognition in writing, including grammar, vocabulary, and sentence building, enhanced through project-based learning, the students are highly excited about working in a group and developing a project that may be used in real life. This validated the research's conclusion that project-based learning provides students with more opportunity to hone their writing skills. As part of their lesson on understanding the material, Teacher 3 anticipated the students to be able to produce a birthday invitation letter. She discussed the topic based on the competence that the students needed to attain. Teacher 3 began by outlining the distinctions between official and

informal letters, their various forms, and the process involved in creating one for use in project-based learning in the classroom.

2. Teachers Implementation of innovative Learning Models

Teachers implemented all of the strategies of Innovative Learning Models, including Discovery Learning Model, Problem-based Learning, and Project-based Learning, based on the findings of the observation. These strategies include stimulating students, stating problems, gathering data, verifying data processes, generalizing findings, introducing problems, setting up students for study sessions, assisting individuals and groups, developing and presenting work, analyzing and evaluating the process of solving problems, selecting project topics, pre-communication activities, posing important questions, designing project plans, creating timelines, completing the project, evaluating the project, and assessing the outcomes. This is comparable to the results of (Pentury et al., 2020), who discovered that teachers used creative writing as a creative medium to execute all syntaxes of project-based learning. Besides that, Another similarity between their research and this research is that teachers introduced students to the project they would be working on at the beginning of project-based learning or while selecting the project topic by showing them a short film or tale.

This result validated the current study's hypothesis that the effectiveness of Innovative Learning Models depended on how well students collaborated with one another in groups and that teachers set up groups effectively to ensure that every member participated in the project's creation. Selevko (1998) and Kukushkin (2004) corroborate this, saying that students can become more collaborative and learn about networking and collaboration through Innovative Learning Models, preventing students who struggle with writing from feeling left behind..

3. Teachers' Challenges in Implementing Innovative Learning Models

Students can gain a lot from the application of innovative learning models, including improved problem-solving abilities and more student collaboration. Nonetheless, teachers may encounter difficulties when putting Innovative Learning Models into practice stated by Aldabbus (2018). Challenges in implementing it come from curriculums, students, and teachers.

Regarding the difficulties instructors faced, the results showed that they encountered difficulties in helping students apply Innovative Learning Models. Aldabbus (2018), who also found that utilizing Innovative Learning Models frequently took longer than other teaching methods and can postpone the processes of presenting and covering the lessons that can help the students, supports this finding.

Since English is regarded as a hard or tough topic and can become boring for some students if it is not combined with the right learning model, teachers found it difficult to increase their pupils' motivation to study the language. One additional issue pertaining to the kids was that while some were more inclined to take the lead, others appeared to be more passive. Aldabbus (2018), who disclosed that several students controlled the work and prevented others from actively participating in the project, lends support to this. Teachers in this research found that the structure of the group and the leaders' responsibilities were critical since this problem arose from having less exposure to or training in group collaboration.. To guarantee that every member feels invested in the project, groups should be divided based on the students' accomplishments, and leaders should be able to mentor their members and provide equal tasks to each.

5. Conclusion And Discussion

A. Conclusion

Based on the Findings and Discussion, the summary of the conclusions are as follows:

1. English teachers at MAN 2 Poso employed three types of Innovative Learning Models which are Discovery Learning, Problem-based Learning, and Project-based Learning. The three English teachers were used different kinds of learning models in different levels of classes; Teacher 1 who taught in tenth grade used Discovery Learning, Teacher 2 who taught in eleventh grade used Problem-based Learning and Teacher 3 used Project Based Learning Model.

2. All teachers implemented the Innovative Learning Models very well done and proper in accordance with all of the syntaxes from various types of Innovative Learning Models starting from teacher 1 who taught in tenth grade implementing Discovery Learning. Teacher 2 who taught in eleventh grade implementing Problem-based Learning and the teacher 3 who taught in twelfth grade implementing Project Based Learning

3. Related to the challenges faced by the teachers, teachers mainly faced challenges in terms of teachers themselves and students. Related to the teachers, they faced a challenge in using or integrating the lesson with technology such as internet. Student's challenge stated by the teachers is related to their lack of motivation to study and lack of having a facilities to fit with the teachers lesson plan or any material given in classroom.

B. Suggestions
Based on the conclusion above, the following are some suggestions to be considered.

1. For Teachers:
Teachers are suggested to provide interesting topics to integrate with the Innovative Learning model. It means the teacher have to facilitate the students whether it is a technology stuff or even internet connection to make sure there is no students that have a problem with that causes anymore.

2. For Researchers
Future research in this field should develop deeper into the use of Innovative Learning Models in the classroom.'

References

1. Abdullah, A. T. H. bin. (2013). Error analysis on the use of the simple tense and the simple past tense in writing essays among TESL College students. *International Journal of Education and Research*, *1*(12).
2. Abrar, M. (2016). Teaching English Problems: an Analysis of Efl Primary School Teachers in Kuala Tungkal. *The 16th Indonesian Scholars International Convention* , *October 2016*.
3. Adhikari, Y. N. (2021). Integrating Technology into English Language Teaching in Nepal: Student and Teacher Perspectives. *Prithvi Academic Journal*, *4*. https://doi.org/10.3126/paj.v4i0.37052
4. Ahyanuardi. (2019). The effects of pedagogic and professional competence smk teacher's to teacher's performance. *Journal of Physics: Conference Series*, *1387*(1). https://doi.org/10.1088/1742-6596/1387/1/012058
5. Ajibola, M. (2010). Confronting the Challenges of Teaching English Language as a Second Language in Nigeria. *Journal of the Nigeria English Studies Association*, *13*(2).
6. Aldabbus, S. (2018). Project-Based Learning: Implementation & Challenges. *International Journal of Education, Learning and Development*, *6*(3), 71–79.
7. Ali Ansari, A. (2012). Teaching of English to Arab Students: Problems and Remedies. In *Educational Research* (Vol. 3, Issue 6).
8. Anderson, L. W. (1998). Models and the improvement of teaching and learning. *Teaching and Teacher Education*, *14*(3). https://doi.org/10.1016/s0742-051x(98)00018-3
9. Artama, K. K. J., Budasi, I. G., & Ratminingsih, N. M. (2023). Promoting the 21st Century Skills Using Project-Based Learning. *Language Circle: Journal of Language and Literature*, *17*(2). https://doi.org/10.15294/lc.v17i2.39096
10. Astuty, E. (2015). Implementation Analysis of Lecturer's Pedagogical Competence on Student's Academic Achievement. *Journal of Management Research*, *7*(2). https://doi.org/10.5296/jmr.v7i2.6834
11. Barbey, A. K., & Barsalou, L. W. (2009). Reasoning and Problem Solving: Models. In *Encyclopedia of Neuroscience*. https://doi.org/10.1016/B978-008045046-9.00435-6
12. Bte Abdul, N., Muhammadiyah Makassar herlinadaddi, U., & AKamariah, unismuhacid. (2021). SPEAKING PROJECT BASED-LEARNING (SPjBL) AS AN INNOVATIVE LEARNING IN PROMOTING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL CONTEXT. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *7*(2).

13. Chung, H. Van. (2016). A study of reading comprehension problems in English encountered by first year students of faculty of Vietnamese studies at HNUE. *Hanoi National University of Education, Hanoi.*

14. Deeson, C. (2003). Models of learning - Tools for teaching. *British Journal of Educational Technology*, *34*(2).

15. Education, V. D. of. (2006). English : Strategies for Teaching Limited English Proficient (LEP) Students. In *Virginia Department of Education* (Issue January).

16. Emery, H. (2013). A global study of primary English teachers' qualifications, training and career development. In *British Council ELT Research Papers Volume 1*.

17. Fatiloro, O. F. (2015). Tackling the challenges of teaching english language as second language (ESL) in Nigeria. *Journal of Research and Method in Education*, *5*(2).

18. Garton, S., Copland, F., & Burns, A. (2013). Investigating global practices in teaching English to Young Learners. *British Council ELT Research Papers Volume 1*.

19. Haeruman, L. D., Rahayu, W., & Ambarwati, L. (2017). PENGARUH MODEL DISCOVERY LEARNING TERHADAP PENINGKATAN KEMAMPUAN BERPIKIR KRITIS MATEMATIS DAN SELF-CONFIDENCE DITINJAU DARI KEMAMPUAN AWAL MATEMATIS SISWA SMA DI BOGOR TIMUR. *Jurnal Penelitian Dan Pembelajaran Matematika*, *10*(2). https://doi.org/10.30870/jppm.v10i2.2040

20. Hanafiah. (2009). Konsep Strategi Pembelajaran. *At- Tarbawi*, *11*(1).

21. Harmer, J. (2001). Book Review : The Practice of English Language Teaching. *RELC Journal*, *32*(1). https://doi.org/10.1177/003368820103200109

22. Hasan, L. A.-N. K. (2016). The Effect of Lack of Vocabulary on English Language Learner s' Performance with Reference to English Departments students at Salahaddin University-Erbil. *ZANCO Journal of Pure and Applied Science*, *20*(2).

23. Helendra, H., Chairani, O., & Desniwati, D. (2020). *Improve Student Learning Activities Through Out Application of Active Learning Model Using Card Sort Method in Biology Subject*. https://doi.org/10.2991/absr.k.200807.055

24. Indrayani, N., Purnomo, B., & Oktaniati, O. (2023). The relevance of the national education system in the educational thinking of Ki Hajar Dewantara. *Harmoni Sosial: Jurnal Pendidikan IPS*, *10*(1). https://doi.org/10.21831/hsjpi.v10i1.30544

25. Irmawati, D. K. (2014). Models of TEFL teachers' professional development. *TEFLIN International Conference*.

26. Khajlo, A. I. (2013). Problems in Teaching and Learning English for Students. In *International Journal of Engineering Research* (Vol. 7, Issue 3).

27. Khan, I. A. (2011). Challenges of teaching/learning English and management. *Global Journal of Human Social Science*, *11*(8).

28. Kunandar. (2013). Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013) Suatu pendekatan Praktis. *Penilaian Autentik (Penilaian Hasil Belajar Peserta Didik Berdasarkan Kurikulum 2013) Suatu Pendekatan Praktis*, 2., Vol.1.

29. Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, *40*(3). https://doi.org/10.1017/S0261444807004363

30. Lukas, B. A., & Yunus, M. M. (2021). ESL teachers' challenges in implementing e-learning during COVID-19. *International Journal of Learning, Teaching and Educational Research*, *20*(2). https://doi.org/10.26803/IJLTER.20.2.18

31. M. Rusman. (2011). Model-model pembelajaran: Mengembangkan profesionalisme guru. In *Jakarta: Raja Farindo Persada* (Vol. 1).

32. Mahardika, A. I., Arifuddin, M., & Juhroh, S. (2022). The Development of Impulse and Momentum E-Module with Authentic Learning Content in Cooperative Learning Model Syntax. *Jurnal Pendidikan Progresif*. https://doi.org/10.23960/jpp.v12.i1.202214

33. Maknuunah, L., Kuswandi, D., & Soepriyanto, Y. (2023). Project-Based Learning Integrated with Design Thinking Approach to Improve Students' Critical Thinking Skill. *Proceedings of the International Conference on Information Technology and Education (ICITE 2021)*, *609*. https://doi.org/10.2991/assehr.k.211210.025

34. Masliah, L., Nirmala, S. D., & Sugilar, S. (2023). Keefektifan Model Pembelajaran Problem Based Learning (PBL) terhadap Kemampuan Literasi dan Numerasi Peserta Didik di Sekolah Dasar. *Jurnal Basicedu*, *7*(1). https://doi.org/10.31004/basicedu.v7i1.4106

35. Mishra, B. (2015). Innovative ways of English language teaching in rural area through technology. . *International Journal of English and Literature*, *6*(2).

36. Muhali, M. (2019). Pembelajaran Inovatif Abad Ke-21. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *3*(2). https://doi.org/10.36312/e-saintika.v3i2.126

37. Mulyaningsih, T. (2021). An Analysis of Students' Linguistic and Non-Linguistic Problems in Speaking. *Elsa Journal*, *2*(1).

38. Munawaroh, H., Sudiyanto, S., & Riyadi, R. (2018). Teachers' Perceptions of Innovative Learning Model toward Critical Thinking Ability. *International Journal of Educational Methodology*, *4*(3). https://doi.org/10.12973/ijem.4.3.153

39. Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching effectiveness: literature review. *International Journal of Humanities and Innovation (IJHI)*, *4*(1). https://doi.org/10.33750/ijhi.v4i1.102

40. Muslich, M. (2009). Pembelajaran Berbasis Kompetensi dan Kontekstual. In *Bumi Aksara*.

41. Nabila, H. (2011). The Influence of Pedagogic Competence and Professional Competence To Performance of Teachers' Social Studies in Trowulan District. *International Conference on Ethics of Business, Economics, and Social Science*.

42. Nahar, S., Suhendri, Zailani, & Hardivizon. (2022). Improving Students' Collaboration Thinking Skill under the Implementation of the Quantum Teaching Model. *International Journal of Instruction*, *15*(3). https://doi.org/10.29333/iji.2022.15325a

43. Natty, R. A., Kristin, F., & Anugraheni, I. (2019). PENINGKATKAN KREATIVITAS DAN HASIL BELAJAR SISWA MELALUI MODEL PEMBELAJARAN PROJECT BASED LEARNING DI SEKOLAH DASAR. *Jurnal Basicedu*, *3*(4). https://doi.org/10.31004/basicedu.v3i4.262

44. Nisa, A. N. S., Ginanjar, A., & Hermanto, F. (2021). Analysis of the Need for Social Studies Learning Media based on Local Advantages of Semarang City. *IOP Conference Series: Earth and Environmental Science*, *747*(1). https://doi.org/10.1088/1755-1315/747/1/012079

45. Nkengbeza, D., Mbuzi, D., & Chainda, A. M. (2022). Challenges Faced by Primary School English Teachers in Integrating Media Technology in the Teaching and Learning of English. *Creative Education*, *13*(04). https://doi.org/10.4236/ce.2022.134071

46. Nunan, D. (2003). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. *TESOL Quarterly*, *37*(4). https://doi.org/10.2307/3588214

47. Nurkamto, J. (2003). Problem Pengajaran Bahasa Inggris di Indonesia. In *Jurnal Ilmiah Masyarakat Linguistik Indonesia* (Vol. 21, Issue 2).

48. Pavlik, J. V. (2020). Fueling a Third Paradigm of Education: The Pedagogical Implications of Digital, Social and Mobile Media. *Contemporary Educational Technology*, *6*(2). https://doi.org/10.30935/cedtech/6143

49. Pentury, H. J., Anggraeni, A. D., & Pratama, D. (2020). Improving Students' 21st Century Skills Through Creative Writing as A Creative Media. *Deiksis*, *12*(02), 164. https://doi.org/10.30998/deiksis.v12i02.5184

50. Praba, L. T., Artini, L. P., & Ramendra, D. P. (2018). *Project-based learning and writing skill in EFL : are they related ? 00059.*

51. Pradana, D. H. E., Yoto, Y., & Nyoto, A. (2021). Meningkatkan Mutu Lulusan Melalui Implementasi Praktik Kerja Lapangan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *6*(2). https://doi.org/10.17977/jptpp.v6i2.14456

52. Roberts, M. (2007). Teaching in the multilevel classroom. *New York: Pearson Education. Retrieved July*, *12*.

53. Rohmah, F. (2020). PENGEMBANGAN MODUL SINTAKSIS BERMODEL DISCOVERY LEARNING UNTUK MAHASISWA PENDIDIKAN BAHASA INDONESIA. *Jurnal Pendidikan Bahasa Dan Sastra*, *20*(1). https://doi.org/10.17509/bs_jpbsp.v20i1.25976

54. Sofi-Karim, M., Bali, A. O., & Rached, K. (2023). Online education via media platforms and applications as an innovative teaching method. *Education and Information Technologies*, *28*(1). https://doi.org/10.1007/s10639-022-11188-0

55. Susiyanti, D. (2019). *TEACHERS' DIFFICULTIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE AT SMK MUHAMMADIYAH 3 MAKASSAR (A Descriptive Qualitative Research).*

56. Tibahary, A. R. (2018). Model-Model Pembelajaran Inovatif Muliana. *Scolae: Journal of Pedagogy*, *1*(03).

57. Trianto. (2010). *Model Pembelajaran Terpadu, Konsep, Strategi dan Implementasinya dalam KTSP.*

58. Widyanto, I. P., & Wahyuni, E. T. (2020). Implementasi Perencanaan Pembelajaran. *Satya Sastraharing*, *04*(02).