

## DYNAMIC TEACHING MODELS TO ENGLISH INSTRUCTION IN THE MILLENNIUM CLASSROOM

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### ABSTRACT

This literature study aims to analyze dynamic learning models. Analysis carried out on learning models and their implementation in conditioned classrooms. The method used for this research is descriptive qualitative. This research uses a qualitative research design where the data is analyzed using the deep argumentation method, and the analysis is presented descriptively. The required data was collected through case studies from various references available in national and international journals. The collected data was analyzed comprehensively and analytically to obtain findings. This research showed that several innovative learning models can be used and are suitable for learning English in the millennium era. This research implies that the teaching model chosen is based on the currently developed language approach. Teachers must use appropriate teaching models to improve their students' competence

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## 1. INTRODUCTION

Learning is an effort to create conditions for creating learning activities that enable students to obtain adequate learning experiences. The process of learning activities and the success of learning are greatly influenced by the ability and determination of educators in choosing and using learning models. Teachers should use appropriate learning models during learning activities so that students receive the lessons well. Learning in biology provides a variety of learning experiences to understand science concepts and processes. Teachers as educators must be able to innovate in combining appropriate learning models to convey the subject matter so that the expected goals in learning can be achieved well (Mantra et al., 2022).

To determine whether the objectives of a learning process have been achieved, it is necessary to carry out an evaluation or assessment at the end of the learning process. To achieve this goal, an appropriate and effective learning model is needed (Handayani & Mantra, 2022). The problem-based learning model is different from other learning models. In this learning model, the teacher poses various problems, asks questions, and facilitates investigation and dialogue. The teacher allows students to determine the topic of the problem that will be discussed, even though the teacher has determined what topic the problem must be discussed. The most important thing is that teachers provide scaffolding or supporting frameworks that can improve students' investigative abilities and intelligence in thinking (Maba et al., 2023).

Learning is a process of interaction between students and educators and their environment to achieve a goal that is expected to be had and obtained from the process. Therefore, the success of the learning process will depend on various components, namely methods (Widiastuti, 2023). Learning methods in each subject are essential because not all learning methods are appropriate for all delivery, time conditions, and fields of study. One of the determinants of teaching and learning activities is the method. Teaching methods are the methods used by educators to establish relationships with students during the learning process. Social science examines various social science and humanities disciplines as well as basic human activities, which are packaged scientifically to provide insight and deep understanding to students (Mantra, et al., 2022).

One of the aims of learning social sciences is to develop the potential of students to be sensitive to social problems that occur in society and their environment. Social science education also provides knowledge. Still, it develops concepts of thinking based on the reality of conditions existing in the student's environment. It is oriented towards developing critical thinking skills (Widiastuti et al., 2022), attitudes, and basic skills of students that are based on the reality of everyday social life and fulfill the need for students' social life in society which is based on improving the quality of human resources in the areas of values and attitudes, knowledge and basic skills of students which is based on real life, especially the social life of society in general (Widiastuti, 2024).

In the learning process, teachers must have strategies for teaching and learning so that students can learn effectively and efficiently, according to the expected goals (Ningrum & Siswanto, 2024). One of the steps to have this strategy is to master presentation techniques, also called teaching models. Teachers must know the unique characteristics of each presentation technique. It is essential to master each presentation technique so that they can know, understand, and skillfully use it according to the expected goals. Teachers must be clever in choosing teaching models that can facilitate students' understanding of the subject matter because they cannot be careless in using models; many factors influence and can be taken into consideration, namely objectives with various types of functions, students with various levels of ability, and situations with various circumstances (Naqsyabandiyah & Dehghanitafti 2023).

Teaching methods are a means of teacher interaction with students in teaching and learning activities. A suitable learning method is one that enables the achieve an educational goal and trains students' abilities in various activities. Thus, students must be allowed to develop their abilities through various activities, both inside and outside school. To choose a teaching method, you need to pay attention to several things such as the material to be delivered, learning objectives, time available and number of students, and other things related to the teaching and learning process. For a learning process to be successful, serious effort must be required from all parties, including students, teachers, parents, the school environment, and the government (Widiastuti et al., 2022).

Teachers are expected to be able to choose excellent and appropriate methods so that the teaching and learning process can run effectively and successfully. However, there are still some elementary school teachers who teach classically and only use one method, including the lecture method, which is classified as a conventional method. Learning methods are methods used to achieve specific goals in the learning process. According to Abdurrahman Ginting, a learning method is a unique way or pattern of utilizing various basic principles of education, various techniques, and other related resources so that the learning process occurs in students.

Learning methods are knowledge about several teaching methods used by teachers or instructors. Learning methods are procedures, sequences, steps, and methods teachers use to achieve learning goals. In using learning methods at school, a teacher can use different learning methods from one class to another, thus requiring the teacher's ability to master and apply various kinds of learning methods. The better the method, the more effective it will be in achieving the goal.

Based on the description above, considering the importance of learning methods in this millennium era, this research was carried out to explain the learning methods teachers use in the classroom, especially in learning English.

## 2. RESEARCH METHOD

This study used a systematic literature review. Literature review research is a search and research of the literature by reading various books, journals, and other library publications related to the research topic to produce an article regarding a particular topic or issue. Literature review data is collected through literature review from relevant reference sources from books and journals for analysis and classification. Literature review research has several stages. The stages of a literature review include collecting articles, reducing articles or reducing the number of articles based on variables, displaying articles or compiling and arranging selected articles, organizing and discussing, and drawing conclusions. Based on this opinion, the researcher determined the research stages as follows: choosing the focus of the study, looking for relevant information, studying relevant theories, looking for theoretical foundations from experts and results of previous research, analyzing theories and relevant research results, and concluding. The research reference sources are books, national journals, and international journals, which are the focus of the research.

### 3. RESULTS AND ANALYSIS

In learning English, the context of use needs to be considered; the aim of learning a language is to gain the ability to use language for various purposes by the communicative approach in language learning. The concept of the communicative approach explains that language as a communication tool is used for various functions according to what the speaker wants to convey, such as expressing a factual attitude (identifying, reporting, correcting), expressing an intellectual attitude (agreeing, disagreeing, refute), expressing a moral attitude (appreciation, apologies, express regret) and socialize (introduce yourself, greet, convey congratulations). It suggests that language learning aims to develop language competence, namely aspects of speaking, listening, reading, and writing.

Good English learning should be based on the ability to use the language orally and in writing correctly, the ability to understand and process messages obtained orally and in writing correctly, and the ability to understand and manage messages obtained orally and in writing. This means that students must be able to listen to spoken and understand written language to produce language in speaking (spoken) and writing (written). In the context of classroom learning, a lesson can be practical if the learning has achieved the specific objectives set out in the curriculum.

National education functions to develop abilities and shape the character and civilization of a dignified nation to make the nation's life more intelligent, aiming to develop the potential of students to become human beings who have faith and noble character, are healthy, devout, capable, creative, independent and citizens. Effective means succeeding in achieving goals as expected. In other words, in learning, the goals and expectations to be achieved have been fulfilled. The aspect of learning effectiveness is an essential criterion in every learning. Learning is effective when the learning has achieved the learning objectives. The desired goals in learning include the formation of abilities, attitudes, skills, personality development, and the ability to master Science, Technology, and the Arts. Therefore, several learning models are implemented in the classroom to achieve learning objectives.

The game-based learning model can attract children's interest in the learning material. Everyone enjoys games. They like games because they contain recreation and challenge elements, relieving stress. Children and their world will never be separated from playing. Playing is a way for children to learn. They find valuable experiences in life through playing. It is through playing that most of the skills and abilities children possess are trained. Therefore, teachers should be able to design classroom learning through games.

It is hoped that the teaching and learning process will be effective through games. Language games are fun games to practice language skills. If a game creates enjoyment but does not elicit specific language skills, then the game is not a language game. On the other hand, if an activity trains specific language skills but has no fun element, it is not called a language game. A game is called a language game if an activity contains both elements of fun and practicing language skills. Every language game implemented in learning activities must directly support the achievement of learning objectives.

Game activities are used as a tool to achieve learning goals in a fun way. Game-based learning has several advantages, namely: (a) Provides attractive learning activities because, in games, students feel happy and tend to be active; (b) Are entertaining, meaning that learning is not carried out as usual so that students are more interested in doing it and (c) Create a pleasant and relaxed atmosphere so that they can help students achieve set goals. Games in learning are not the goal but rather a means to achieve the goal, namely improving learning. Sometimes, games can be interesting, clever, fun, and engaging, but they don't provide essential learning outcomes.

Cooperative learning models are practical classroom techniques teachers can use daily to help students learn every subject, from basic skills to complex problem-solving. The cooperative learning model creates a learning revolution in the classroom. There is no longer a silent classroom during the learning process because the best learning will be achieved amid student conversations. There is a trend everywhere that teachers worldwide are changing the rows of student seats they have occupied for a long time by creating a new classroom environment where students can regularly help each other to complete their academic teaching material.

Cooperative learning aims to improve student performance in academic tasks. Many experts argue that the cooperative model is superior in helping students understand complex concepts. Cooperative learning can benefit lower and upper-group students working together to complete academic assignments. Upper-group students will become tutors for lower-group students so they get exceptional help from peers with the same orientation and language. In this tutorial process, upper-group students will improve their academic abilities because providing services as a tutor requires deeper thinking about the relationship between ideas contained in specific material.

The cooperative model aims to enable students to accept friends with various backgrounds. These differences include ethnicity, religion, academic ability, and social level differences. Another essential goal of cooperative learning is to teach students social and collaboration skills in sharing tasks, actively asking questions, respecting other people's opinions, expressing ideas and opinions, and working in groups. These skills are critical to have later in life in a society where much of the work of adults is mainly done in the most interdependent organizations and where society is increasingly culturally religious.

Problem-based learning (PBL) is an innovative problem-based learning model. PBL is a learning-centered strategy where students jointly solve problems, reflect on their experiences, and discuss how to solve problems. The characteristics of PBL learning are that challenges, open problems, or reality drive it, and the teacher is a facilitator of learning. Thus, students are encouraged to take responsibility for their group and organize and direct the learning process with the support of a teacher or instructor. The problem-based learning model is known as problem-based learning, namely by presenting students with meaningful problem situations that make it easier for students to conduct investigations and solve problems.

The problem-based learning model is expected to improve narrative writing skills so that the works produced are high quality and creative. The problem-based learning model will influence development abilities, which will affect the quality of narrative writing written by students. By learning from problems that exist in society and from personal experiences, students are expected to be able to express them in narrative form. PBL is a model that allows students to be independent in carrying out the teaching and learning process, having problems they face, and looking for resources to solve problems.

This independent and group process is what makes students creative and critical. Problem-based learning aims to improve students' ability to think critically, analytically, systematically, and logically to find alternative problem solutions through empirical data exploration and foster a scientific attitude. English Inquiry Learning Model Inquiry Method The inquiry method is a learning method where all the abilities possessed by students are used to search for and carry out an investigation systematically, critically, logically, and analytically to obtain answers to problem formulations that the students themselves have formulated.

Thus, the language learning model is very dependent on specific learning techniques. However, general learning techniques (question and answer, giving assignments and recitations, exercises, and simulation practice) are often used to enliven the language learning atmosphere. These unique learning techniques are aimed at creating exciting language learning models. Among the special learning techniques are language games, which include vocabulary games. Also included in language-specific learning techniques are listening learning techniques, which must be adapted to the school level and the learner's mental development. Models Effective listening learning models include: (1) listen and repeat, (2) listen-do, (3) listen-guess, (4) listen and write, (5) expanding sentences, (6) chain whispering, (7) identification of keywords; (8) identify the topic sentence; (9) answer questions; (10) finish the story; (11) embracing; and (12) paraphrase.

In one meeting (face to face), several of these models can be combined to achieve language skills, not only listening skills but integrated to practice speaking and writing skills, even vocabulary and structure. Learning techniques for speaking include guided, formally guided, and accessible. All three aim to develop speaking skills individually and in groups, scientifically and non-scientifically. Non-scientific speaking activities include (1) imitating, (2) answering questions, (3) completing the sentence, (4) changing sentences, (5) making sentences, (6) loving, (7) reading (aloud) sentences, (8) introduce yourself; (10) respond to an opinion; (11) tell the life story of someone you admire; (12) complete how to make something; and (13) report the contents of the reading. Scientific individual speaking activities are scientific speeches. Non-scientific group speaking was carried out with casual dialogue and casual interviews. At the same time, scientific group speaking includes (1) scientific interviews, (2) scientific dialogue, (3) panel discussions, (4) symposia, and (6) role-playing. The speaking techniques above can be combined into one effective speaking learning model adapted to the child's development and educational level.

Learning to read is related to the importance of understanding reading and one's reading skills for various types of reading, such as intensive reading, beautiful reading, and technical reading. Apart from that, learning to read is, in principle, an opening technique and a language-learning activity. Learning must begin with an oral and written context based on the principles of the communicative approach. So, reading activities are an opening way to practice other language skills. (listening, speaking, and writing). Reading is also the beginning of language and literature appreciation activities. Therefore, reading material should include material related to language, literature, and other

issues. Reading skills are the key to gaining knowledge. People who have high reading abilities will also gain high levels of knowledge.

Learning to write has efficient technical patterns for language learning models. At the basic education level, learning to write can begin with guided composition, starting from reading, composing with the help of pictures, and explaining tables or plans. At a higher level, guided writing can involve writing reports and papers. Apart from that, learning can be continued through free writing, such as writing poetry, short stories, and articles to be sent to the mass media or for wall magazines at school. The writing activity and classical presentations and discussions/assessments must accompany an efficient learning model for learning to write. There may even be further follow-up in rewriting the correct form according to the results of the discussion and notes from the teacher.

As time progresses, English language learning also experiences developmental changes such as curriculum development, development of teaching methods, methods, techniques, models, etc. However, the problem teachers need help with is updating English language skills and teaching them to students innovatively and creatively so that students can reason and be creative in English. Teachers who are busy with daily teaching tasks so that they do not follow changes in national policies, do not keep up with developments in English language teaching, and need to improve their English language skills, both spoken and written. Teachers still use the old teaching model, which has practically not undergone significant changes. The monotonous teaching of English has made students feel bored with learning English.

The language teaching model teachers use still needs to be revised because language teaching tends to be conventional, rote, full of theories, and lacking in developing students' language skills. Especially in reading and writing skills, it only makes students feel bored with learning English. Inadequate learning media makes the learning process less effective

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