

## CHAPTER II

### THEORETICAL REVIEW

#### A. Teaching Strategies

In the study of educational technology, the strategy is included in the realm of learning design. The development of strategy as a science has developed starting from the military world. In warfare, strategy is needed to obtain victory. Likewise with the learning process, educators must identify all those related to the learning process that will be carried out. Educators need to know who will be their students, how different levels of intelligence, from what background they come from, how they are motivated, and so forth. Haidir and Salim (2012:99) states the word strategy is often interpreted by technique or method, which is a way to convey a message in this case, subject matter to students to achieve the stated learning goals. Thus, the word strategy is related to the way, tactics or methods to do something.

Teaching strategies is the education strategy can be defined as a plan method, or series of activities designed to educational Achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Aswan et al (2010) stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which has been planned. In other

word, teaching strategies are approaches to teaching students. The teacher have to applied the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the material.

Strategies are the ways that the teacher used in teaching and learning process to make it runs well. The teacher uses the strategy to minimize and prevent the problems during learning process. According to Brown (2000:113) Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning. (Ahmadi:2005: 32). According to Chamot (1987) strategies are often more powerful when they are used in appropriate combinations.

The process of planning a course is not an easy one. Because of that, the teacher should have a plan before teach the students. In lesson plan there are some strategies that the teacher input on it to achieve the learning goals. Hamzah B. Uno, (2008) stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. Teaching strategies is a way of making decisions about the number of students in the class, or even an entire curriculum, beginning with an analysis of key variables in the

teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about structure, methods of assessment, and other key components.

In teaching and learning process, the teacher needs strategy to make all the activities in classroom running well and the students are able to understand and catch the material delivered by the teacher. MacDonald (1986:514) defines strategy as the art of carrying out a plan skillfully. Strategy is the art of doing something skillfully. Seels and Richey (1994:31) define strategy as s pacifications for selecting and sequencing events and activities within a lesson. In line with this opinion, David (1976 as quoted in Sanjaya, 2006) strategy is a method, plan, or series of activities designed to achieve a particular educational goals. Meanwhile, if interpreted broadly, “the strategy can include, among others: 1) methods, 2) approaches, 3) the election of sources including the media used in learning, 4) grouping students, and 5) measurement of success” (Haidir and Salim, 2012:100).

In teaching English, the teacher needs strategy to understand what students’ need because every student has different characteristic and ability. According to Djamarah and Zain (1997:5) writes there are four basic strategies in learning activities that include in the following:

1. Identifying and determining the specifications and qualifications of the behavior and personality changes of students as expected.
2. Choosing a teaching and learning approach system based on people's aspirations and views of life.
3. Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities.
4. Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teachers in conducting, evaluating the results of teaching and learning activities which will then be used as feedback to improve learning.

Teaching is the process where the teacher delivers the material and the students are able to understand and catch the material that delivered by the teacher. Not only the material, but also moral value which students need to apply in their real life. Brown (2000:7) states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the condition of learning. Teaching can be done without a teacher. They can use anything such as nature, books, teaching machines, etc., which can act as teachers. Smith (1963) considers teaching as a triple process which involves:

1. An agent, a source, human or material that tries to produce learning.
2. The objectives to be achieved through the teaching process.

### 3. Intervening variables consisting of teaching and learning situations.

This may involve physical or human material conditions and teaching methods.

## **B. E-Learning**

### **1. Definition of E-Learning**

E-Learning is the development of information and communication technology that very rapidly encourages various educational institutions to use the E-learning system to increase the effectiveness and flexibility of learning. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

E-learning is the learning model that uses the technology and done by the distance. Udan and Weggen (2000:21) mention that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term eLearning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources. More specifically Rosenberg (2001:22) defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.

E-learning model means the teacher teaches the students using the technology and various strategies in delivering the material. According to Khan (2005:22), e-learning refers to delivering learning material to anyone, anywhere, and anytime with using various technologies in learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible refers to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning. From some definitions above, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

## **2. Teaching Strategy for E-learning classroom**

One of the most important things that the teacher must have is having a strategy. Strategy in teaching a classroom is a very important aspect of teaching these researchers collect data within the strategy of the management class that teaching is a pleasure and the students would be enthusiastic in learning.

There are some strategies in creating effective classroom management. Every teacher will have their own strategies to manage the classroom, so that the teacher can be separated by the classroom management strategies. According to Tsai, M.-J. (2011) there are four characteristics of teaching Strategies of online learning environment are identified as follows:

**a. Direct Instruction teaching strategy**

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important weakness in the developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

**b. Indirect Social Interaction**

The absence of face-to-face interaction is one of most criticized features of learning via the Internet, although it may reduce the anxiety of some students regarding answering questions in traditional classrooms. The isolation of online learning was one of the main frustrations associated with online learning before synchronous communication technologies (e.g. video/audio conference) significantly accelerated the processing of multimedia signals. And asynchronous communication applications (e.g. online discussion board, e-mail, blog, BBS...etc.) are still used popularly in schools.

That is, indirect interactions are still the main streams in e-learning. Besides, online social supports may come not only from teachers, peers and friends but also from unknown individuals around the world. The roles of teachers in an online learning environment become more like facilitators and helpers. In particular, the beliefs and expectations

of online teachers may not be perceived by students as easily and strongly as in traditional classrooms. The above challenges require students for new strategies to cooperative and negotiate with others via the Internet. They also need to understand the change of teacher's role and possess new attitudes, motivation and approaches to interact with varied online social supports.

**c. Interactive teaching strategy**

Teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy is depend on the creativity of teacher to arrange and develop the group dynamics

**d. Experiential/ empirical teaching strategy**

Empirical teaching strategies have orientation in inductive activities. In this case, the students as the center of the learning process. Experiential learning is defined by the inclusion of phases of reflection designed to help the learner relate a current learning experience to past and future experience. The advantages of this strategy are able to increase student participation, as well as increase in student analytic

aspects. While the disadvantages of this strategy are a high cost, and takes a long time.

**e. Independent teaching strategy**

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is creating student respect, while the disadvantage is that implementation is difficult for young students.

In teaching English the teacher also needs classroom management teaching strategy. Classroom management strategies are the ways how the teachers are able to manage the classroom well. According to Lestyanawati & Widyantoro (2020:73-77) there are some classroom management strategies that the teacher can apply in managing the classroom, those are:

**a. Applying online courses**

Focusing on the principles of online courses should be learner centered Collaboration with peers is another strategy to enhance learning and engagement in online courses (Niess & Gillow-Wiles, 2013). Content should include collaborative activities which have corresponding rubrics detailing criteria for interaction and engagement. The best practices recommended for developing content in an online course are a combination of collaborative activities, reflective activities, clear assessment criteria, and integration of technology (Niess & Gillow-Wiles,

2013). Applying an online course would help the teacher in delivering the material to the students. Applying course redesign strategies is another effective way for instructors to appropriately transition their face-to-face courses to online courses and successfully integrate technology into the online courses.

**b. Using multimedia tools**

Aligned with principles of andragogy, course redesign strategies support the use of interactive learning in online settings with the use of multimedia tools. The incorporation of online tutorials, automated feedback, small discussion groups, and a supportive learning community to assist students in content mastery are the key components of course redesign. While the environment is different, overarching best practices for instruction are similar for both online and face-to-face courses.

**c. Applying appropriate e-learning tools**

In conducting the e-learning, some information and technology products can be utilized in supporting the online classroom. The most used applications are Whatsapp, Youtube, Google classroom, and another social media network. The decision in choosing the appropriate learning tools must be chosen purposely, based on the teachers' ability in accessing technology, students' condition, and other support systems. The application of a supportive tool, then, is to help both teachers and students in managing the e-learning system to conduct the teaching and learning process.

**d. Guiding interaction**

In this case the teacher will act as the instructor that guides the students who have an interaction with their peer and the teacher. The students are having an interaction between their peer and teacher by asking and answering the questions. Educator's role is to facilitate online discussions and providing structure. Learning outcomes for the student is essential. There are online teaching strategies that could enhance a student's perception of engagement, increase retention, and satisfaction. When the students are having a question the teacher will guide them to ask their peer first before ask the teacher. So that, their peer or another students will speak up to stated their opinion first. After that, the teacher will clarify all the answers and give the appropriate answer. In this part there will be interactions between students and peer- students and teacher.

**e. Planning the schedules**

The teachers set the schedule for all the meetings during the semester. Having a schedule for doing online class will help the teacher and students to reach the learning goals. In planning the schedules there will be two aspects that are going to set. The first is the material, and the second is the time. So that, all the activities will be arranged based on the plan.

**f. Applying video conference**

The teachers are applying video conference to deliver the material and having the interaction with the students. The teacher gives the material and

clear instruction in video conference if the teacher will give the task after the class.

**g. Setting classroom rules**

The rules in the classroom is needed because it can be a tool of control and mentors in teaching, so it can make the classroom to be maximal and conducive, and the teacher involves students designing the rules and they will run it so as to enable students to work discipline in running the rules. Once this rule has been made and then made it a responsibility, all students who violate or do not see that the rule is followed correctly or not. And give rewards to students who run the rules properly. This will encourage other students to continue to follow the rules and motivate students who are not successful enough to get rewards in the future.

**3. E-Learning Elements**

The essential elements that lead E-learning process success as educational technology and strategies progress, learners become more advanced and proactive in learning. New rules and methods are constantly being tested and implemented to make sure that eLearning is successful and that learners achieve their learning goals. According to Clark & Mayer (2008:11) that interpreted the term, e-learning refers to several elements, where “E” on e-learning refers to “How”: how this learning is digitized so that it can be stored in electronic form “Learning” on e-learning refers to “What”: this learning includes what content and how to help someone study

the knowledge, and “Why” refers to the goal to help individuals achieve educational build skills related to work performance.

#### 4. E-Learning Models

E-learning implementation varies greatly, but all it is based on a principle the e-learning is hosted as an effort to disseminate information in the form of learning material through electronic or internet media so that students can access it anytime and anywhere. The characteristic of eLearning is the creation of a flexible and distributed learning environment. E-learning can be divided into four models, namely:

##### a. Web-Based Learning

Web-based learning is a remote learning system based on information technology and communication with the web interface (Munir, 2009:231). In the web-based learning, learners do online learning through a website. They can communicate with each other with colleagues or learners through the facilities provided by the website Content Technology Service.

##### b. Computer-Based Learning

Computer-based learning can be defined as a self-learning activity that can be done by learners using a computer system. Rusman (2009:49) suggests that computer-based learning is a learning program used in the learning process using computer software containing titles, goals, learning materials, and learning evaluations.

### c. Virtual Education

Virtual education is where physical distance between teacher and student is immaterial. In virtual education there is the Modality that is based on teaching through the use of platforms and programs that allow connection and learning, this prior to scheduled sessions via the web, where knowledge is built through teacher and student interaction. Based on the definition of Kurbei (2001:10), the term virtual education refers to learning activity that occurs in a learning environment where teachers and learners are separated by distance and time. The teacher provides learning materials through the use of several methods such as LMS applications, multimedia materials, internet utilization, or video conferencing. Learners receive the material and communication by utilizing the same technology.

## 5. The Role of The Teacher in E-Learning

Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. In normal condition that teacher and students are face to face the teacher set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. In E-learning model a teacher needs to play the role of guiding students through one or more online learning experiences. This way the teacher can devote more time to guiding the students and less time to prepare lessons. The teacher makes sure to channelize the focus of learners toward key concepts and ideas. Heather Fry, Steve Ketteridge, Stephanie Marshall (2009:93)” the

widespread use of e-learning can break down the traditional academic role into several functions, which can be carried out by more than one person. These are the following roles of teacher in e-learning class:

- a. As a teacher or Lectures, who work with professionals to produce appropriate online content?
- b. Teacher as e-moderators, who are teaching assistants responsible for organizing course discussion forums, to stimulate discussion, and to carry out learning activities based on lecture and reading material (Salmon, 2000).
- c. Teacher as group facilitators, who work with small groups of students on specified collaborative activities, and maybe students on the path itself.
- d. Teacher as a technical or administrative, roles are responsible for answering practical student questions about the technology of courses.
- e. Teacher as an assessor, who can be brought from outside the course to mark student work.
- f. Teacher as an academic guest, this role can be applied for the lecturer who supply more detailed information on the alley, may organize courses and give students a feeling of being part of larger faculty.

## **6. The Advantages of E-learning**

Using E-learning as the system of teaching and learning process of course gives some benefits for the users. The advantages of e-learning are to provide flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005:253).

E-Learning has completely transformed the way in which learning is imparted to students. Unlike traditional marker and board method of teaching, e-Learning makes learning simpler, easier, and more effective. According to L. Tjokro (2009:187) e-learning has many advantages, namely:

- a. Easier to absorb, meaning it is to use multimedia facilities in the form of an image, text, animation, sound, and also video.
- b. More effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on.
- c. More concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs.
- d. Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the absorption of the students can be monitored, can be tested with e-test.

## **7. Disadvantages of E-learning**

E-learning is now making possible. Many students worldwide can now access all kinds of courses online without leaving the comfort of their homes. They are given opportunities to learn from competent educators and interact with other students from different locations. On the other hand, E-learning also gives disadvantage that raises the problems. According to L. Gavrilova (2006: 354), lack of e-learning is a learning using the e-learning model requires more additional equipment (for example computers, monitors, keyboards, etc.). The

lack of e-learning described by Nursalam (2008:140), among others, as follows:

- a. The lack of interaction between learners and also students or even the learning themselves.
- b. These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial.
- c. The teaching and learning process tends to be towards training from education itself.
- d. Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).
- e. The lack of human resources that understand the internet.
- f. Lack of mastery in computer language.
- g. Access on the adequate computer can be a problem for learning.
- h. The learning may be frustrating if it cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- i. Availability of an infrastructure that can be fulfilled.
- j. This information varies in quality and also accuracy so that the guide and the question features are needed.

## 8. Review of Previous Study

There were some researches related with the topic. The finding research showed the data about teaching English strategies through E-learning. Some researchers showed about how effective the strategies were applied in the classroom when the condition was changed. There were three related research that derived from education journal and thesis.

First, the research from Fitri Yani (2016) a thesis published at Islamic Institute Cirebon: English Language Teaching Department Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic Institute Cirebon conducted a research on analysis of teachers' teaching strategies and students' different learning styles in English teaching-learning process. Her objective of the study was to know how the English teachers formulate and implement the teaching strategies in the English teaching-learning process regarding students' different learning styles. Based on the result of the study, it showed that the teachers used some strategies for covering the differences in students' learning styles. Those strategies are: planning the schedule and material, arranging the students' seat, applying the media, role play, facilitating students' need, creating the real situation.

Second, Journal of Urban Education (2004). This research was conducted by Dave F. Brown. "Urban Teachers' Professed Classroom Management Strategies Reflections of Culturally Responsive Teaching", West Chester University. The aim of this research is creating and sustaining optimal learning environment. The researcher used case study

that focused on teacher's attitude in teaching the students where the data was collected by using interview and observation. In this research the researcher used random sampling as the technique for taking the sample. There were 13 teachers from 9th grade until 12th grade teachers as the sample. The researcher proposes there are four responsive teacher's in managing the classroom. They are: a Caring attitude, establishing assertiveness and authority, establishing congruent communication process, and demanding effort.

Third, another related research was from Al-maqtri, Journal of Education and Human Development June 2014. It was published by American Research Institute for Policy Development "The teachers' strategies in teaching English with e-learning classes". The researcher analyzed how effective is e-learning in teaching English. His objectives of the study are to answer eight questions about teaching English with e-learning method. Results of displaying data that students are not motivated to work with the e-learning. The results also show that students misuse the Blackboard system in large-scale plagiarism. An online quiz is found to be more effective than the assignment even though some students dislike it. Some of the students said they did not have access to the internet. As a result, e-learning was found not to make learning English better.