

## CHAPTER II LITERATURE REVIEW

### A. Teacher Strategy

#### 1. The Definition of Teacher Strategy

Strategy was originally used in the military world, strategy derived from the Greek *strategos* which means general or commander-in-chief so that strategy is interpreted as the science of saturation or science of power (Gulo, 2002). While according to Djamarah and Zain (2015: 5) also explained, in general the strategy has the understanding of an outline of the direction to act in an effort to achieve the goals that have been determined. Related to teaching and learning, strategy can be interpreted as common patterns used by teachers in the realization of teaching and learning activities to achieve predetermined goals.

From some of the above opinions can be interpreted that the teacher's strategy is the general patterns of activities of a teacher who are about all learning activities from start to finish, to achieve the learning goals that have been determined. Teaching strategies include components of learning objectives, teachers, students, teaching materials, learning methods, learning resources, lesson media, facilities and infrastructure, time and evaluation.

A teacher cannot carry out learning without a strategy. so the teacher is required to have a strategy in teaching and learning activities. Professional teachers certainly have a strategy in every carrying out learning activities in accordance with the circumstances of the situation and conditions of students. This aims to realize educational interaction between teachers and students, and

fellow students. The use of strategies in learning activities is needed to facilitate the learning process so that it can achieve optimal results (Wena, 2009: 3).

## **2. The Components of Teacher Learning Strategy**

Teacher learning strategy can be interpreted as a pattern of learning activities that are selected and used contextually by the teacher, according to the characteristics of students, school condition, the surrounding environment and learning objectives that have been formulated. Learning strategy consist of methods techniques and procedures that will ensure that students will actually achieve the learning objectives (Al Muchtar, 2007). For this reason, the learning strategy carried out by teachers must be adapted with effective and efficient learning goals.

According to Miarso (2015) teacher learning strategy is a comprehensive approach in learning system in the form of general guidelines and a framework of activities to achieve general learning objectives. It can be in terpreted that learning strategy is the general pattern of teacher and students activities in realizing effective learning. During the pandemic, it is necessary to combine the sequence of activities, methods, learning media and time management that used by the teacher in learning activities. Dick and Carey (1978) mention that there are five components of learning strategies, namely preliminary activity, delivery of information, students' participation, tests and follow-up activities.

### 1) Preliminary Activity

Preliminary activity has an important role in learning process. In this activity, the teacher is expected to attract students interest in learning activity. This activity is usually done by delivering motivational sentences or illustrated stories about daily life. Preliminary activity can be done through the techniques of explaining the learning objectives by building interaction with question and answer. Through this process students know what to remember, solve and interpret.

### 2) Information Delivery

Delivery of information by the teacher includes the concept, rules, and the principles need to be presented. Teachers must understand well the situation when give the information from the topic, sequence and scope. Delivery information must have the right pattern, namely the sequence of the material, the scope, and the type of material. The sequence of information delivery must be given based on the stages of thinking from concrete things to abstract things. The scope of the material is the size of the material delivered depending on the characteristics of the students and the type of material being studied.

### 3) Student Participation

Student participation is very important in the learning process. The learning process will be more successful if students actively carry out exercises

directly and relevant to the learning objectives that have been set.  
(Nurani,2013)

#### 4) Tests or Assessments

There are two types of tests or assessments that are used by teacher. In general, there are pretest and posttest. In general, tests are used by teacher to find out whether specific learning objectives have been achieved or not. The implementation of the test is also carried out after the students do the exercise or practice.

#### 5) Follow-up Activity

In principle, it has to do with the results of the tests that have been done. Because the essence is to optimize the learning outcomes of students to provide tasks, re-explain the subject matter that is considered difficult, read certain subject matter and provide motivation and tutoring.

### 3. Reasons to Use Learning Strategies

The terms learning strategy, teaching strategy and strategic learning are widely used to ensure that students can choose specific procedures to complete learning tasks. Strategies can help students improve learning performance. The importance of strategic learning can be seen in students who can follow learning by showing activeness and effective in receiving knowledge (Brown and Campione, 1986). Effective learning occurs when the learning strategies used can interact with various learning processes by taking the proper foundation of

attention in learning situations. Learning strategies are very necessary because they are a pleasure in the delivery of information and various facilities as follows:

- a. Help students begin to understand the learning process
- b. Encourage students to learn independently
- c. Help students become more efficient and effective learners
- d. Help structure a framework of thinking
- e. Help find weaknesses and get through them.

## **B. Online Learning**

Online learning methods are programs to organize online learning classes to reach a broad and massive target group. By using networking, learning can be carried out massively with unlimited students. Online learning can be done and followed by paid even free. Online learning is commonly referred to as e-learning which means learning using intermediaries or electronic devices such as computers, smartphones, and laptops.

Munir (2015) stated that all types of media that use electronic devices are called e-learning as an example of the use of LCDs when presentations, power points, and radios. But in accordance with the definition of the term and its current use, e-learning only refers to online-based learning by utilizing computer devices or the like that are connected to the internet network.

In today's e-learning environment the types of learning that occur are divided into one of two categories: synchronous and asynchronous. Synchronous

e-learning is an online conversation and video conferencing that uses learning tools at any time can be used such as instant messages. Synchronous allows teachers and students to communicate with each other at the same time and interaction between students and teachers occurs. Asynchronous is an online learning method that can be done when students or teachers are offline. Learning materials can be delivered via email, and messages posted in discussion forums. In this case students will usually complete the task themselves and only use the internet as a support tool rather than having to go online at any given time. An effective learning program is a learning activity that includes both asynchronous and synchronous learning activities. This allows students and teachers to get the benefit according to the preferred method of learning.

### **C. Online Teaching Strategies**

During the Covid-19 pandemic, teachers tried their best to help students in the learning process in various ways. Teachers try to optimize the quality of learning through various learning strategies. According to Afwadzi (2019), there are several teaching strategies that are good ways of teaching that are grouped as follows:

#### **1) Spider Web Discussion**

The web model or known as spider is a theme-based learning model. This model is included in the thematic approaches that can be applied to learning by blending multi-disciplinary or blending multiple subjects associated with a single theme. English learning has the challenge of

conveying the language well by providing stimulation of students' critical thinking skills. The first step in this learning model is to determine the theme by giving students the opportunity to choose a theme. Spider web discussion used by teachers with the aim of stimulating the ability to think critically students according to their age. Through spider web discussion students are expected to understand the learning delivered by teachers and enhancing the activeness and creativity of students.

Learning English in a web spider model can be done simply by criticizing the video that the teacher displays according to the theme. This is very useful to train cooperation, communication and creativity so that students get learning experience and play an active role in finding knowledge learned independently. The next step that must be done is to divide students into groups of 3-4 children, after which the teacher shows some images of figures and students describe the image and then students are given the opportunity to present the results of their description online through the presentation feature in Google meet.

## 2) Using Chat to Check for Understanding

Learning that has been conveyed before it needs to be reminded again at the next meeting, this has the goal to stimulate the memory of students so that the memory of the learning material that has been delivered does not forget. This method is a checking method carried out by teachers to find out the state of understanding of students through chat column

discussions by providing answers or responses available in the google meeting feature. To improve the response of students, teachers can determine how to respond using only stickers (Hinton, 2011)

3) Flip the classroom to stimulate deeper discussion

The combination of asynchronous and synchronous instructions exerts a stimulus influence in learning discussions over distance. To stimulate discussion teachers can provide synchronous video content to be discussed online. The discussion is carried out with a breakout room available on the zoom feature, after the students gets the results of the discussion will return to the main zoom room to present the results of his video review.

4) Adapting think-pair-share to Zoom

According to Thamsaeb (2010), the student's freedom in experimenting, researching and pursuing interests according to their respective fields will give students the ability to speak. Through the think pair share zoom feature students are instructed to be divided into groups and grouped to discuss and record answers in google documents together without any teachers in the discussion room. After completing the document and recorded in the google document students present their results in front of the teacher and all students.

#### 5) Online forums create back-and-forth dialogue

According to Angelina (2012), the question feature in google classroom can provide a discussion reading response and instructions during distance learning discussions. The teacher can give questions to students and be answered by students, then the teacher can answer with questions that are able to liven up the discussion. In addition, teachers can share links to be learned by students so that students' insights can increase.

#### **D. Characteristics Of Online Learning**

The characteristic of online learning is learning that utilizes the advantages of digital media and independent computer networks. According to Santika (2020), online learning has various characteristics, such as:

- a) Demand learners independently to build and create knowledge (Construction)
- b) Collaboration between learners in building their knowledge and solving problems together (Social Constructivisme)
- c) Establishment of learner community (Community of Learners)
- d) Utilization of old media that can be accessed through computer-based learning internet, digital class and virtual class.
- e) Interactivity, accession, solitude and enrichment.

## **E. The Advantages Of Online Learning**

Online learning can provide benefits both for students and students if implemented optimally, it needs a maximum online learning strategy to explore the potential advantages of online learning. According to Santika (2020), the advantages of online learning are :

- a) Increased learning interactions
- b) Facilitate learning interactions from anywhere and anytime.
- c) Has a very wide range.
- d) Does not require a classroom.
- e) Students do not need to meet by face-to-face.

## **F. Previous Research Findings**

In this study, the researcher used another study as a reference material related to the study. This research is titled "Management of English Learning in The Excellent Class of State High School 1 Lampung" conducted by Aryanika (2016) Faculty of Tarbiyah and IAIN Teacher Raden Intan Lampung. The purpose of this study is to determine the conditions of English learning in the superior class of State High School 1 Metro, to know the role of teachers in English learning and know the teacher's methods when teaching English. This research is included in the english learning management process to get students' attention when teachers explain English learning materials. To collect information and data at the time of Learning English data is collected from English teachers in superior classes and written information related to the process of conducting English learning in the Flagship class of State High School 1 Metro. This research is included in

qualitative approaches with descriptive methods because it describes the characteristics of a group or society as the subject of research.

The second source is from the journal entitled "Teacher's Teaching Strategies in EFL Class" this study was conducted by Hayati IAIN Bengkulu (2021). This research was conducted to lyze how the application of teaching strategies used by English teachers and the reason teachers use certain strategies to teach at SMPN 20 Bengkulu City. This research uses Roy Killen's theory with a qualitative approach, to collect data conducted by means of observation, interview and documentation. The results showed that teachers use several teaching strategies, namely: direct instruction, discussions, small groups and role-playing. The strategy can make students more actively follow the learning process, but in terms of teacher implementation it is still difficult to implement strategies in the classroom during the Covid-19 pandemic.

The third source is titled "Teacher Strategies is Online Learning to Increase Students' Interest in Learning during COVID-19 Pandemic". This research was conducted by Sutarto et al IAIN Curup Indonesia with the aim to find out the strategies used by SDIT teacher Rabbi Radhiyya Curup to increase students' interest in learning during online learning. The approach is carried out using qualitative methods with phenomenological techniques where the principal, teacher, deputy principal of the curriculum, and students as a source of information. The results obtained by the strategies used by teachers such as making learning materials short, clear and interesting.

Based on previous research, researchers can conclude that knowing learning strategies to get students' attention is very important. Because by knowing the strategies that teachers must do in learning to get the attention of students can determine success in the learning process in the classroom. Likewise researchers will know the right strategies to get students' attention in the online learning process.

