

## CHAPTER II

### THEORETICAL REVIEW

This part consists of theoretical studies and previous studies. They are described in detail as follows:

#### 2.1. Teaching Strategy

In the study of educational technology, the strategy is included in learning design. Strategy development as a science has developed starting in the military world and then being used in education. In warfare, a strategy is needed to obtain victory. Likewise, educators must identify all those related to the learning process that will be carried out. Educators need to know who their students will be, how different levels of intelligence they will have, what background they come from, how they will be motivated, and so forth. Haider and Salim (2012:99) state 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 relates to the way, tactics or methods to do something.

MacDonald (1986:514) defines strategy as skillfully carrying out a plan. Strategy is the art of doing something skillfully. Seels and Richey (1994:31) define strategy as specifications for selecting and sequencing events and activities within a lesson. In line with this opinion, David's strategy is a method, plan, or series of activities designed to achieve particular educational goals (Wongkar et al. Meanwhile, if we interpret

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 et al., 2022).

On the other hand, Brown (2000:7) states that teaching means guiding and facilitating learning, enabling the learner to learn, and 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) considered teaching as a tripolar 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 (Ree et al, 2022).

From some of the definitions above, it can be concluded that the teaching strategy is a method, technique, and tactic a teacher uses to teach students in the class. Teaching strategies have been designed before, which is necessary to achieve a learning goal and deliver the material efficiently.

Teaching a language may be a complicated task for some teachers. It takes the right techniques and strategies to convey effective language learning, especially in English. Therefore, strategy is crucial in teaching language to achieve learning aims, so teachers demand to use various strategies to teach their students. According to Reigeluth (2013), the teaching

strategy is to choose training procedures for the subjects being trained, and it is known that teaching strategies are a vital tool in learning design.

According (Haidar, 2024) Strategies can include the following: a) approaches, b) methods, c) selection of sources, including the media used in learning, d) measuring success, and e) grouping students. Therefore, the teaching strategy shows how to teach and help students engage in learning activities. Thus, it can be concluded that the teacher must have the teaching strategies that students need to make it easier for them to understand the material.

Meanwhile, to engage students' interest in learning English, teachers can choose the appropriate strategies to prepare or convey exciting learning material. Therefore, teachers must teach adequately and inflame students' interest in participating in the classroom process. Learning English as a foreign language is a difficult subject for some students, and difficulties can eliminate their interest in learning English. Therefore, interest is a strong motivation in learning English.

Motivation has long been identified as one of the main factors that are very influential in learning English (Amoah & Yeboah, 2021). Parsons et al. (2001) stated in the learning process, motivation is an essential component and aspect in order to achieve learning goals; motivation has the same importance and emphasis. Learning three aspects can generate interest: goals, attention, and learning intensity (Cheung, 2018). Someone with a high obsession with something usually has interests (Laine et al., 2017).

Therefore, knowing the factors that can arouse students' interest in learning English is an important thing that teachers must consider (Wimolmas, 2013).

According to Oxford (1990), Direct language Learning Strategies consist of three groups. They are memory strategies, cognitive strategies, and compensation strategies.

#### 1. Memory Strategies

Memory strategies help learners store the valuable things they hear or read in the new language. Memory strategies involve creating mental linkages, applying images and sounds, reviewing well, and employing action.

#### 2. Cognitive Strategies

Cognitive strategies are valuable tools in assisting students with learning problems. They involve practising, receiving and sending messages, analyzing and reasoning, and creating a structure for input and output.

#### 3. Compensation Strategies

Compensation strategies can assist the students in overcoming knowledge limitations in all four skills. Compensation strategies include guessing intelligently and overcoming limitations in speaking and writing.

The elements of teaching strategies should be supported to facilitate the language learning strategies that run well. Janette (2012) states that the principal elements that make teaching and learning strategies possible and attainable are the teachers, the learners, and a conducive learning environment. The teacher serves as the prime mover of the educational wheel. The learners are the key participants in the learning process. The favourable environment provides essential features and ingredients that could make headway in guiding the processes and methodologies needed for a smooth linkage among the three.

1. The Learner

The learner is an embodied spirit, a union of a sentient body and a rational soul. His body experiences sensation and feels pleasure and pain. His soul is the principle of spiritual acts, the source of intellectual abstraction, self-reflection, and free rational volition.

The learners are the key participants in the learning process. Here is the fundamental equipment of the learner that the teacher should notice.

COGNITIVE FACULTIES	APPETITIVE FACULTIES
a. Senses	a. Feelings
b. Instinct	b. Emotions
c. Imagination	c. Rational will
d. Memory	
e. Intellect	

Source: Adapted from Kelly (1965).

## 2. The Teacher

The Professional teacher is a —licensed professional who possesses dignity with high moral values and technical and professional competence. He adheres to, observes, and practices a set of ethical and moral principles, standards, and values.” (Code of Ethics of Professional Teachers, 1997).

### a. Professional Attributes

Professional teachers possess the following attributes:

- 1) Control of the knowledge base of teaching and learning and use this knowledge to guide the science and art of his/her teaching practice.
- 2) Repertoire of best teaching practices and can use these to instruct children in classrooms and to work with adults in the school setting.
- 3) Disposition and skills to approach all aspects of his/her work in a reflective, collegial, and problem-solving manner.
- 4) View learning to teach as a lifelong process and disposition skills for improving his/her teaching and improving schools.

### b. Personal Attributes

- 1) Personality is the sum of one’s characteristics. It is one’s identity.

2) Teachers are judged more strictly than any other professionals.

The personality project determines what they make upon students and colleagues.

3) Personalities may be described as authoritative, weak, dynamic, or ‘magnetic’. Teachers, personalities must be natural and genuine, devoid of pretences and artificial. They must be consistent, accurate, and authentic.

4) Passion

Passion in teaching is a compelling force that emerges from one’s inborn love for children. Passionate teachers exude spontaneity in ministering to the needs of the students, especially those experiencing learning difficulties.

5) Humor

Humour stands for anything funny that elicits a smile, laughter, or amusing reaction. It is an essential quality of teachers that serves several purposes.

6) Values and Attitudes

Teachers are models of values. Values standards, code of ethics and strong belief.

7) Patience

In teaching, patience refers to the teacher’s uncomplaining nature, self-control and persistence. Patient teachers can forego momentous frustrations and disappointments. They calmly

endure their student's limitations and differentials. The teacher's capacity to adjust his methodologies could allay tension and save time and effort for appropriate remediation.

#### 8) Enthusiasm

Enthusiasm is synonymous with eagerness and excitement. Enthusiastic teachers are full of energy and dynamism. With enthusiastic teachers, students look forward to any activity they can participate in with them.

### 3. The learning environment

The learning environment is the place where teaching and learning can take place most effectively and productively. It consists of the classroom and all the instructional features and the non-threatening classroom climate needed in planning and implementing all teaching strategy and learning strategy activities.

States that creating motivating and effective e-learning requires intentionality and attention to the learner (Kew & Tasir, 2022). Achieving the first stage and fulfilling the needs of students will require teachers to take into account several considerations to stimulate students:

- a. Avoid students from feeling isolated and they are working independently by encouraging students to learn about each other.

The teacher must be able to encourage students to like the lesson.

- b. Build study groups so students will no longer study in isolation. Teachers are required to create online groups of students in group lessons
- c. Explain how the online environment may be used. teachers must be able to provide the benefits of online learning to students
- d. Encourage interaction and collaboration among students. This might be of great value.
- e. Build competency by challenging existing beliefs and actions and testing out new ideas.
- f. Interact with the students by monitoring their online presence and supplying them with continuous feedback.
- g. Design content relevant to students' goals and intentions to avoid losing interest in the subject.
- h. Use educational games to support learning materials. Many different apps and sites offer fun games to encourage learning in all subject areas

## **2.2. Self-Directed Learning**

According to Fisher (Robinson & Persky, 2020), self-directed learning (SDL) is a method of instruction that is increasingly used in adult education within tertiary institutions. Self-directed learning can be defined by the amount of responsibility the learner accepts for his or her learning. the definition of self-directed learning is concerned with how autonomous motivation can be promoted through identification and integration processes;

in contrast, self-directed learning (SDL) takes autonomous motivation as its starting point (Onah et al. It claims that the student has decision rights in setting learning goals, activities, and outcome evaluations. Students can formulate learning objectives and learning activities and evaluate the results of their own learning. Individuals select, manage, and assess their learning activities, which can be pursued at any time, in any place, through any means, at any age. Self-directed learning involves, perhaps counterintuitively, extensive collaboration with teachers and peers (Pring, 2005).

According to Loeng (2020), several things are known about self-directed learning there are:

1. individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavour;
2. self-direction is best viewed as a continuum or characteristic that exists to some degree in every person and learning situation;
3. self-direction does not necessarily mean all learning will take place in isolation from others;
4. self-directed learners appear able to transfer learning, in terms of both knowledge and study skill, from one situation to another;
5. self-directed study can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities;

6. effective roles for teachers in self-directed learning are possible, such as dialogue with learners, securing resources, evaluating outcomes, and promoting critical thinking;
7. some educational institutions are finding ways to support self-directed study through open-learning programs, individualized study options, non-traditional course offerings, and other innovative programs.

According to Alkomah et al (2021), some activities which accommodate self-directed learning training are as follows:

1. Existence competitions that are decided by students' self-go in the end aims that are decided by the training program for each lesson.
2. Existence learning process that is decided by students' self.
3. Existence learning input that is decided and self-searches it. That activity is operated by students, with or without teacher guidance.
4. Existence self-evaluation activities done by students' self.
5. Existence reflection activities concerning the learning process were done by students.
6. Existence of past experience review or review concerning experienced students.
7. Existence efforts to improve students' learning motivation.
8. Existence of active learning activities.

### **2.3. E-Learning**

The development of information and communication technology 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.

Mention that e-learning is part of distance learning, whereas online learning is part of e-learning (El Gourari et al, 2020). Also, the term e-learning 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 defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.

E-learning refers to delivering learning material to anyone, anywhere, and anytime using various technologies in an open learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible and refer to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, and collaborative or independent learning.

#### 1. The types/kinds of e-learning

Online Learning has some categories. According to Perveen (2016), Online learning can be divided into a triad of synchronous and asynchronous. They are:

a. Asynchronous

Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations. According to Hrastinski in Perveen (2016:22) asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible *modus operandi*. This material is accessible anytime anywhere via the Learning Management System (LMS) or other channels of the sort. In other words, the teacher uses media such as PowerPoint, video, or audio in delivering learning material to students. Asynchronous e-learning can be challenging as only a carefully devised set of strategies can keep students engaged and interested in this learning environment to facilitate motivation, confidence, participation, problem-solving, analytical, and higher-order thinking skills. Moreover, it is a self-paced system in which the students have to be self-disciplined to keep themselves active as well as interactive to keep track of e-activities.

In addition, asynchronous learning is an online lesson where a teacher is absent. Students learn at their own pace and at a convenient time. Mehlenbacher et al. (2000) states that asynchronous e-learning allows the student to participate based on time and schedule without live interaction with the instructor. In other words, the teacher provides learning material to students with limited time

and does not involve students in the learning process. Asynchronous learning is an online lesson where a teacher is absent. Students learn at their own pace and at a convenient time.

b. Synchronous E-Learning

Synchronous e-learning is learning implemented by utilizing electronic devices, especially computers and the Internet. According to Teng, Chen, Kinshuk & Leo, Asoodar, Atai, Vaezi & Marandi in Perveen (2016:22), synchronous mode instils a sense of community through collaborative learning. An asynchronous virtual classroom is a place for instructors and students to interact and collaborate in real-time. The use of webcams and class discussion features resembles the traditional classroom, except that all participants access it remotely via the Internet. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay the teacher's lectures as many times as necessary to master the material. In other words, a learning model like this is excellent to be applied in the e-learning process because there is direct interaction with students and also involves student participation. The main benefit of synchronous learning is that students do not feel isolated in the virtual environment since they communicate with each other during the learning process.

Direct interaction with teachers and students in real-time is very much like a traditional face-to-face classroom, somewhat better,

as the distance is no longer a barrier and by connectivity via the Internet, no time is wasted in travelling. Some of the challenges of synchronous education can be the need for the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more crucial than technologically facilitated media.

In addition, Mehlenbacher et al. (2000) state that synchronous e-learning involves interacting with an instructor via the Web in real-time. In other words, the use of web media when online learning is synchronous learning. The obstacles that might be found in this learning are if there are network disruptions and the availability of students during the learning process.

Based on the explanations above, it can be concluded that asynchronous is a learning model that uses PowerPoint, audio, and video as the learning media that is time-limited, and there is only one-way interaction. Synchronous learning is supported by media, too, but it is different from asynchronous because, in this learning model, there are two-way interactions.

In addition, According to Mahnun (2018:32) states that there are three kinds of models of learning system development based

online- learning, namely the web course, web-centric course, and web-enhanced course.

a. Web Course

In the application of e-learning in this model, students and teachers are completely separate, and no face-to-face is required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other activities learning are completely delivered via the Internet. In other words, this model uses the system long distance.

b. Web-Centric Course

The application blends between distance learning and face-to-face (conventional). Part of the material is conveyed via the Internet and some face-to-face. Their functions are complementary. In this model, the teacher can instruct students to understand lecture material via the web he has made. Students are also awarded referrals to find other sources from relevant websites. In the face of advance, students and teachers a lot more discussion about material findings has been swept through the internet.

c. Web-Enhanced Course

This model just makes use of the internet to support quality improvement learning that is done in class. The function of the internet is to provide enrichment and communication

between students and teachers, fellow students, group members, or students with other resource persons. Therefore, the role of educators in this matter is to master the technique of looking for information on the internet, guide students in searching for and finding relevant websites with materials, present material via the web that is attractive and desirable, serve guidance and communication via the internet, and other skills required.

Based on the explanations above, it can be concluded that there are three kinds of online learning models such as; web course is the learning model that fully utilizes technology without having to face to face, Web-centric course is the learning model that is supported by technology and face to face between teachers and students, Web-enhanced course is the learning model that supported by technology and interaction between students and teachers but this model happens in online learning.

## 2. Advantages of E-learning

Online learning has several advantages, according to Sadeghi (2019:83) states that there are several advantages of online learning.

They are:

### a. Study from Anywhere, Anytime

According to Nagrale (2013), the best thing about distance education is you can learn it from anywhere and at any time. It does

not matter in part of the country you are living you can join the course and start learning. Even if your course is offered by an international school, you could easily get access to course material if you are a citizen of a different country. Get all the knowledge and training anywhere you reside on the planet.

b. Saving a Significant Amount of Money

According to Bijeesh (2017), for any given program, the fee of a distance education degree (online or otherwise) may be much more affordable than the fee of a regular on-campus degree. Students who are looking for economically viable options can go for a distance learning program. You don't have to live in the same city or the same country to attend the learning institution of your choice. You can study wherever you have access to a computer and Internet connection. Moreover, the courses offered at distance learning centres are cheaper than the courses provided at traditional education centres (Brown, 2017).

c. No Commuting

Nagrle (2013) states that if you opt for distance education, you do not have to commute in crowded buses or local trains. You need a computer with an internet connection in your home. The entire college would be in your bedroom and you do not have to go out. Commuting is the most difficult part because you waste a lot of

time, money, and, more importantly, energy. No one likes commuting for long hours.

d. Flexibility to Choose

Learners will have to follow a set schedule of learning as per the curriculum of the school if they are following traditional ways of learning. However, different types of distance learning allow learners to set their learning schedule at their convenience without following a regular schedule of learning. Even if they are out of touch from the learning process, the distance learning program offers the flexibility to choose their course of learning (Brown, 2017).

e. Saving Time

Bijeesh (2017) argues that there's no time wasted in going to and from college, no time wasted waiting for a bus or train. In a distance learning program, your classroom is right in your bedroom - the study material on your desk or the e-material on your computer. Students who don't have enough time on their hands can turn to distance education as an option and pursue it from the comfort of their homes.

f. Earn While You Learn

For those who want to improve their resume by getting a higher education and without breaking their existing job then distance learning can be the best option for them. Learners can go on earning their lively hood along with improving their qualification as

distance learning will accommodate both learning as well as earning (Brown, 2017).

Based on the explanations above, it can be concluded that there are several advantages of online learning that can be used by the teacher in the online learning process. Furthermore, Liton (2021) says that the features of computer technology or mobile phones obtain a drastic change in students' interim and spatial learning, enabling them to access the internet while they are at home or on the way. It makes them more autonomous, responsible, and active participators in the teaching-learning process, both inside and outside the class.

### 3. Disadvantages of E-Learning

Online learning has several disadvantages, according to Dhull and Sakhsi (2017:33) excess use of technology, lack of careful planning and implementation of E-learning can actually lead to a number of problems like poor communication, a sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources and loss of revenue.

#### a. Poor communication

In online learning, one does not have the opportunity to have face-to-face interaction with the teacher, which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in Open and

Distance Learning suggests that online learning can create misunderstandings between students and the teacher which may have a detrimental effect on the teaching-learning process and students' outcomes due to misinterpretation of tasks.

b. Feeling Isolated

Roberts and McNerney, stress the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far-off places through WhatsApp, Instagram, and Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that the feeling of isolation was a huge stress factor that prompted students to drop out.

c. Lack of motivation

Online learners lack motivation while studying because they easily get distracted by other things. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency to procrastinate. These students tend to be more successful with the structure of traditional learning.

d. Lack of Funds

Galusha in Dhull & Sakshi (2017:32) points out that technology's downsides include cost, hardware issues, internet

problems, production of course materials and worry about the availability of funds. Researches reveal that most educational institutions typically don't anticipate connectivity costs, which may later cause barriers to online learning.

e. Lack of quality

Online Learning sometimes results in a lack of quality in the teaching-learning process. Galusha in Dhull & Sakshi (2017:33) says that non-online faculty has problems with respect to the credibility of online courses. Too often, online instructors don't take their lesson preparations as seriously as they can, and this lack of commitment surely has a profound and negative effect on the quality of online learning.

f. Poor accessibility

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. In the absence of any one of these, online learning cannot achieve its objective. Some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it. Based on the explanations above, it can be concluded that online learning has several disadvantages faced by the teacher and the students. Because of that, the teacher must have some strategies for the online learning process so that the goals of the learning process can be achieved.

## 2.4. Previous Study

According to recent studies, the researcher of this study tends to notice some studies related to the teachers' perception of self-directed learning and EFL students' learning during Covid-19.

1. Damayanti et al. (2021) investigated teachers' perception of self-directed learning and EFL students' learning autonomy during the Covid-19 Pandemic. This study aims to analyze teacher perceptions of independent learning, assigned activities in online learning, and independent learning components in activities. This study uses an embedded mixed-method approach. The methods used to collect data are observation, interviews, and questionnaires. The instruments used to collect data are self-rated questionnaires, observation tables, and classification tables. The techniques used in analyzing the data are descriptive qualitative and quantitative statistics. The results of this study indicate that teachers feel they have knowledge about and in implementing Independent Learning. The teacher carries out the learning process in three parts: pre-activity, initial activity, and post-activity. However, there are only three components of Self-Directed Learning that are included in the action. In its activities, self-directed learning is when the teacher provides material, individual assignments, and assistance when needed. Damayanti's study related to this research reveals the students' self-directed and teachers' strategies. On the other hand, they are different in analyzing the data.

Damayanti's study applied descriptive qualitative and quantitative data. Meanwhile, this research will only handle qualitative data.

2. Gan (2004) examined self-directed language learning (SDLL) attitudes and strategies that may be characteristic of Chinese EFL students. A description of the development of the instrument used to measure these attitudes and strategies in an EFL context is provided. As the existing instrument (Oxford's SILL) may not be sensitive enough to an Asian EFL context, a questionnaire concerned with various aspects of SDLL attitudes and strategies was developed for use in this study. The design of the questionnaire was guided by the principle of combining theoretical input suggested in the literature. The results of which showed that SDLL strategies seem to be directly implicated in language proficiency. Attitudes to SDLL do not seem to have a strong direct effect on proficiency, but major attitude components are closely associated with all SDLL strategy components, possibly exerting their effect mainly through the mediation of strategies. The data suggest that students' SDLL attitudes and strategies were apparently determined by the constraints of the specific contexts of teaching and learning. Gan's study focused on the investigation of students' strategies in applying self-directed learning in learning English. It is different with this research. This research will reveal the teachers' strategies for developing students' self-directed learning. Thus, both are the same in regard to self-directed learning.

3. Duong (2014) said that learner autonomy has gradually played a fundamental role in educational research and teaching practice in the 21st century. In order to promote learner autonomy in a language classroom, a teacher needs to be considered one who creates and maintains a learning community. Accordingly, the focus of this study was to explore EFL teachers' perceptions of promoting learner autonomy and their teaching practices. It was quantitative-focused research, so data were obtained via a closed-ended questionnaire. The data were then analyzed through descriptive statistics and Wilcoxon signed ranks test. The findings showed the positive attitude of the participants toward the promotion of learner autonomy in language learning. The roles of teachers were identified as facilitators, a counsellor, and a resource in promoting learner autonomy. The similarities between Duong's research and this research are on the side of teachers. They are similar in revealing the teachers in developing students' self-directed learning. Nevertheless, they are different in the collection of the data. Duong's study applied a closed-ended questionnaire. It was quantitative-focused research. This research applied a semi-structured interview and observation. It was qualitative-focused research.
4. Muhammad (2020) aims to depict how Schoology as a media promotes students' autonomy in EFL classes. This study was a case study qualitative research by applying triangulation of the data..The data that were collected were from multiple sources of information. The data were categorized into the following topics: Firstly, students' activities, such as their log-in

process and their interactions inside the e-media, were observed to signal the outside classroom learning process. This can be seen from the data in analytics which is able to be checked anytime that the researcher observes monthly. Secondly, students' participation in giving comments on others' ideas in updates features, which may be categorized as personal comments. Thirdly, students' activity in fulfilling the lecturer's challenge on some topics in Discourse Analysis. Fourth, students' comments are a reflection of the use of Schoology as a medium to develop autonomy. Fifth, students' control of cognitive achievements.

The results of this research mentioned that Schoology successfully promoted learners' autonomy by considering some facts such as students' active participation through logging in and commenting on others' ideas, students' control on deciding learning modes, settings, and materials, and students' enthusiasm to finish the lecturers' challenges. One unique thing was that shy students were more active in Schoology. Muhammad's study and this research are the same. They depict the teachers' strategies for developing or promoting students' autonomy. They are also the same in research methods. They applied a case study.

5. Ain's study aims to reveal EFL teachers' perception of learner autonomy in senior high school. It was a qualitative study. Unstructured interviews and open-ended questions were administered to obtain the data. The results of the study showed that teachers mastered developing students' autonomy. The teachers can implement strategies to develop students' autonomy.

Therefore, there are similarities between Ain's study and this research. First, both are qualitative studies. It can be seen in obtaining the data showing the qualitative research. Second. They focus on the students' autonomy. They are different in the setting of the study.

## 2.5. Basic Assumption of the Research

After having brief review on classroom management strategies, the researcher will use the theory from Stewart (2008). These frameworks focus on good preventive management and active teacher and student involvement (self-directed learning) as seen in Figure 1

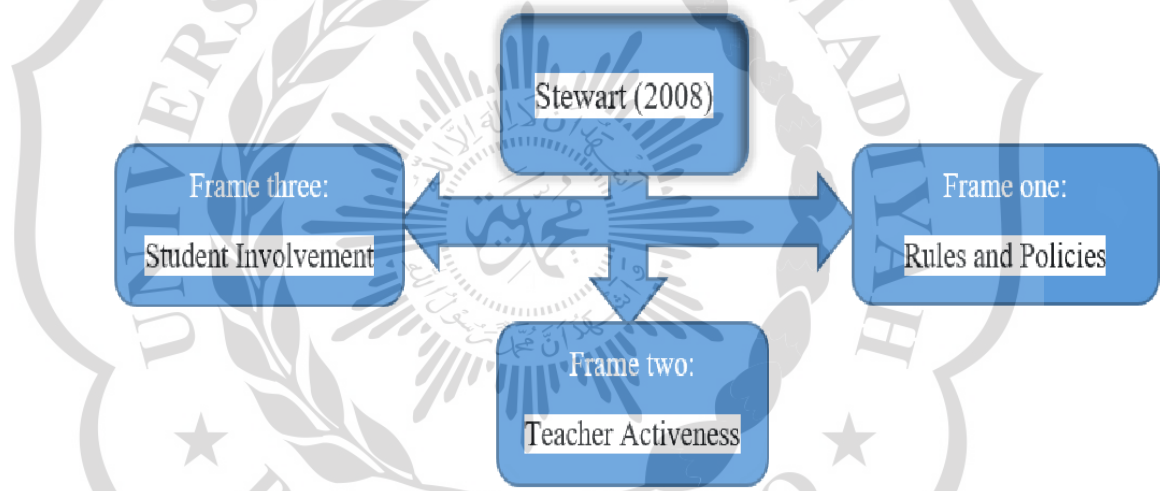


Figure 1. Theoretical Framework

This research works to investigate English teachers' challenges and strategies to develop students' self-directed learning. The definition of self-directed learning is concerned with how autonomous motivation can be promoted through identification and integration processes; in contrast, self-directed learning (SDL) takes autonomous motivation as its starting point. It means that a learner can manage self-learning. It claims that the student has

decision rights in setting learning goals, activities, and outcome evaluation. Nevertheless, this ability is not natural, but the teachers can support it.

Hence, teachers should encourage the aspects that influence the e-learning process. It involves learner interest, teacher activeness, and the rules and policies. A teacher is a key aspect in developing students' self-directed learning. Therefore, teachers have to develop students' self-directed learning skills, and they should be able to handle it. This requires teachers to be actively involved in developing students' self-directed learning.

On the other hand, the teachers may find challenges in developing students' self-directed learning. It can be from the teacher himself, students, the institution, or the environment. Moreover, many factors contribute to it. A limited study deals with teachers' challenges and strategies in developing students' self-directed learning in public senior high schools in Banjarnegara. This research will reveal teachers' challenges and the factors in developing students' self-directed learning in online learning during the COVID-19 pandemic.