

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents teaching skills, learning strategy, kinds of learning strategies, teaching English in 21st century, and previous studies.

A. Teaching Skills

Basic teaching skills with some basic skills or abilities and must be mastered by teaching staff in carrying out their teaching duties. According to Harmer (2007:23) there are several skills that teachers must have, namely:

1. Managing Classes

The way teachers interact with students is an important component of successful teaching. Effective teachers see classroom management as a separate aspect of their skills. In other words, any activity involving student teachers must think about procedures or ways to make these activities successful. The teacher will know how to place students into groups, or when to start and finish an activity. The teacher will give instructions and decide whether students should work in groups, in pairs, or the whole class.

For classroom management to occur effectively, the teacher must be able to deal with a variety of issues, including how the classroom is organized, whether students work alone or in groups, and how the teacher manages class time. The teacher also needs to consider how he looks in the eyes of students, and how the teacher uses his voice when teaching. The way the teacher talks to students, and who does most of the talking during the lesson is another key factor in classroom management.

Successful classroom management also involves the ability of how teachers deal with difficult situations. The physical presence of the teacher is like the way the teacher moves and stands, and the extent to which the teacher can physically have a real effect on classroom management. Thus, what matters most is the way the teacher is able to respond to what is happening in the classroom, the extent to which the teacher is aware of what is going on can mark the difference between successful teaching and an unsatisfactory lesson.

Teachers need to consider how close they are to the students they interact with. Sometimes, some students are uncomfortable if their teacher is standing or sitting near them. Conversely, for some people, distance is a sign of coldness. Teachers should take this into account when assessing students' reactions and correcting their behavior if necessary.

2. Match Tasks and Groups

Students will learn well if they enjoy and are interested in the activities provided by the teacher or are stimulated by the topics that the teacher brings to class. In matching tasks and groups, the teacher must divide students fairly so that the activities of matching assignments and groups can run effectively. Teachers need to think carefully about matching activities and topics with different groups.

3. Variety

Good teachers provide a variety of activities and topics over a set period. Variation also determines success in the learning process. Types of activities that can be carried out are group discussions, role playing, etc.

In language teaching, group work and pair work have many advantages. Group work can foster a sense of cooperation among students to complete assignments. These activities depend on the teacher asking students to do them.

As a teacher, considering the effects of physical behavior such as how to sit, stand in the classroom, chat with students like friends is very important because appropriate behavior towards students can create relationships and a good classroom atmosphere.

In this case the teacher must know how the condition of their students in the class. Teachers must know when they just stay in one place, stand, and walk from one side to another, of course this is just a personal preference, but if the teacher just stands, stays in one place, students will get bored quickly. Meanwhile, if the teacher goes back and forth too often it can make students confused about where to pay attention. Most successful teachers move around the class to some extent, it will maintain students' interest in learning so that students do not get bored easily.

In addition, Brown (2001: 192-194) stated that physical environment of the classroom are sight, sound, and comfort, they are the classroom is neat, and orderly in appearance, chalkboards are erased, chairs appropriately arranged, the classroom is as free from external noises as possible.

The classroom may be construed to include any equipment the teacher may be using if the teacher is using electrical equipment (say, an overhead projector or a video player), sure that first, the room has outlets, second, the equipment fits comfortably in the room, everyone can see (and /or

hear) the visual/auditory stimulus, third is teachers leave enough time before and after class to get the equipment and return it to its proper place, then the machine actually works, teachers know how to operate it, and the last, there is an extra light bulb or whatever else teachers will need if a routine replacement is in order.

4. Create Lesson Stages

In making the stages of the lesson, the teacher needs to provide variations. The teacher needs to start the lessons in such a way that the students' interest is aroused. Teachers can tell students what they will do, discuss what they can achieve as a result of what they will do. In the learning process, the teacher can provide games so that students do not feel bored. After giving the game, the teacher needs to return the student's focus to the ongoing material. For the change of direction to be effective, the teacher needs to attract the attention of students. When the learning activities have been completed, the teacher can provide closure such as a summary of the material that has been studied and give a little description of what will be done and the material that will be presented at the next meeting. Furthermore, the teacher can encourage students so that they follow the next lesson with a positive attitude. Learning stages will be of particular concern when planning lessons.

5. Grouping of different students

In learning, the teachers can arrange student seating in class. Students can be organized in different ways, they can study as a class, in groups, in pairs, or individually. However, as a good teacher, you must be able to make students focus on the teacher and the assignments given.

6. Whole class

Teaching can be dynamic and motivating by treating each student as part of the same group, teachers can build a great sense of belonging and being part of a team. Whole class teaching is less effective if the teacher wants to encourage individual contributions and discussion, because speaking in front of the class places its own pressure on students.

B. Learning Strategy

According to Sanjaya (2016:124) learning strategy is defined as a plan that contains a series of activities designed to achieve certain educational goals. In achieving these goals, a teacher will deliver material in accordance with the capacity of the number of students or learners, with the order of delivery in the form of preliminary activities, delivery of information or material, communication with students, then a test is carried out as a sign of measuring the achievement of the objectives of delivering material and can be followed up to develop students' abilities.

Lawton in Sarode (2018:58) define, "learning strategy" is a generalized plan for a lesson which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy".

Learning strategies lead to the methods used by the teacher when delivering material in the classroom so that learning objectives can be achieved. On the other hand, Brown (2007:143) emphasizes the concept of learning as unobserved behavior within the learner. Learning strategy distinguished between learning strategy and communication strategy. Learning strategies are related to

the processing, storage, and retrieval of language acquisition input; while the communication strategy is related to output of language acquisition (how to express meaning and act on what is already known). Learning strategies are also divided into three main categories, namely metacognitive, cognitive, and socio affective.

Based on the definitions above, it can be concluded that strategy is a method or structured plan used by the teacher to manage the class and the delivery of material in the classroom which aims to make it easier for teachers and students to achieve learning goals.

C. Kinds of Learning Strategies

The learning strategies is an effort to implement a systematic and effective strategy to succeed in learning activities. Learning strategies have an important position as designs and methods so that learning objectives can be achieved. Janelle Cox (2015) states that the kinds of learning strategies are as follows:

1. Expository learning strategy

Expository learning strategy is a strategy that is carried out by the process of delivery of material verbally by the teacher to students with the aim that students can master the learning material optimally. Expository learning strategy is often called a direct learning strategy, because this learning strategy is carried out by. This learning strategy is carried out by the teacher provide material directly to students and the teacher processes the material and then students are required to understand the material.

2. Problem-Based Learning Strategy

This strategy prioritizes the learning process learning process in which the teacher is tasked with focus on helping students in achieving their skills and self- direction. The teacher in problem-based learning plays the role of as a problem presenter, questioner conducting dialogue, helping to find problem and facilitates research. In addition, the teacher also provides support and encouragement and encouragement that can foster students' inquiry and intellect.

3. Contextual learning strategy

Contextual learning strategy can also be abbreviated as CTL. CTL is a learning strategy that linking learning material with the real world, so that students can real world, so that students can apply the subject matter to their everyday life. In this strategy the teacher is tasked with making it easy for to his students and provide adequate infrastructure to students.

4. Inquiry learning strategy

Inquiry learning strategy is strategy that emphasizes the process of process of searching and finding. The teacher does not provide learning material directly, but the teacher is directly, but the teacher is only a facilitator and guide students to learn. The role of students is to seek and find the subject matter themselves. The learning sequence of this strategy is observation in an effort to understand a concept and the process of critical and analytical thinking process to find and determine for themselves the answer to the problem question.

5. Affective learning strategies

Strategy learning strategies affective learning strategies are concerned with a person's awareness that grows from within the person. Affective attitude skills relate to with interests and attitudes such as cooperation, responsibility, discipline, commitment, honesty, self-confidence, respect for other people's opinions and self-control. Educators in this method must pay attention to the affective characteristics of learners, so that learning outcomes can be optimal.

6. Cooperative Learning Strategy

Cooperative learning strategy (Cooperative learning) is a general term for a set of teaching strategies teaching strategies that are designed or created to educate students in groups and interaction between students. Strategies cooperative learning strategy has three learning objectives, namely learning outcomes academic learning outcomes, acceptance of diversity and development of social skills.

D. Listening Strategies

According to Harmer (2007:133) Listening can be defined as a process of recognizing language through ears by hearing the sound or voice. It becomes one of four basic skills while learning a language. One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. It is a receptive skill, means that the language learners are receiving some new words from the sound or voice they listened. If they are good at listening, they will understand and more likely to have

a good competency in productive skills. Listening is very important in order to understand the messages or ideas.

Meanwhile, Brown (2007) added that listening is an oral or written response from students that shows correct (or incorrect) auditory processing. To become better listeners, learners must be active when they are listening. Listening is involved in many language learning activities, both inside and outside the language class. Improvements in listening will provide a foundation for the development of other language skills.

According to Harmer (2007:142) the following various activities can be used to develop students' listening skills, namely:

1. Jigsaw Listening

In this strategy students listen to three different tapes. Students must assemble all the facts they hear, from this strategy, they may find out what happened, solve a mystery, or get the full situation of a topic. Listening jigsaw succeeded in providing the goal to be achieved, namely understanding all the facts. In this strategy the teacher should have three different tapes or CDs.

2. Message Taking

In this strategy students listen to a given telephone message. They must write a message in the message pad. There are many other types of messages that students can listen to. For example, students might hear a recorded message about what movie is showing in theaters, hear a message on an answering phone, or a message about how to place an order. In addition, it is very convenient for students to listen to airport and train station announcements which they can match with pictures.

3. Music and Sound Effects

Although most of the audio track consists of speech, teachers can also use music and sound effects. Songs are very useful in listening, because if the teacher can choose well, students can be enthusiastic and interested in learninglistening. Students can fill in the blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey. Teacherscan use instrumental music to get students in the right mood as a stimulus for several creative tasks.

4. Filling Gap

This strategy can be done by leaving a few words blank in a paragraph or dialogue. teacher can students listen to spoken text via teacher or recording and fill in the blanks.

5. Rearrange Sentences/Paragraph

This strategy is carried out by giving sentences or paragraphs of gaps to students. Students are asked to listen to spoken text and arrange the sentences/paragraphs to be correct.

Furthermore, Brown (2007) argued that the following are some strategies thatcan be used to develop students' listening skills:

a. Listener Based Top-Down Strategy

Students utilize background knowledge of the topic, situation or context, type of text, and language. This background knowledge activates a series of expectations that help listeners interpret what is heard and anticipate what will happen next. Top- down strategy included listen for main ideas,predict, draw a conclusion, and summarizing.

b. Text Based Bottom-Up Strategy

In this strategy, students depend on the language in the message, namely the combination of sounds, words, and grammar that creates meaning. The bottom-up strategy included listen to specific details, recognize cognate, and recognize word order patterns.

E. Speaking Strategies

Harmer (2007) defines speaking skills can be obtained by applying three things, namely introducing a new language, practice, and communicative activities. When speaking in English, a search and implementation process occurs. The introduction and use of this foreign language will increase diversity and communication skills. Meanwhile, Brown (2007) added that Speaking is an interactive process of creating meaning that implies producing and receiving and processing information.

According to Harmer (2007:129) the following various activities can be used to develop students' listening skills, namely:

1. Brainstorming

Brainstorming motivates students to think creatively (out of the box), motivates students to express the various ideas they have. Individual or group brainstorming is effective for students in generating ideas quickly and freely depending on the context. The specialty of brainstorming is that students are not criticized or blamed for the ideas they have, so they are open to exchanging ideas. Brainstorming is a useful strategy for motivating students to interact with teachers in class. Brainstorming strategies produce meaningful ideas and build students' courage in expressing their ideas,

solving problems to make students more critical.

2. Drilling

Drilling is a process known as eliciting. It is to encourage the students to bring up a word, phrase or structure as they study before. The teachers generally use prompts, pictures, mimes etc., to help learning process along. Teacher's main role of drilling is to provide a model of the word, phrase, or structure for students to copy. This strategy can improve pronunciation by imitating and repeating words, phrases, and even whole. Through repetition, students give the action of repeating something that has already been said or written.

3. Role Play

Role play is a well-known pedagogical practice in communicative teaching classes. Role play includes instructions to perform something, particularly those that urge students to imagine themselves in a situation. Each role-playing activity can be controlled by the interviewer for example the interviewer instructs from the instruction the test taker is able to walk. According to the directions we have given, this technique is able to go beyond the level of intensity and responsiveness, from the simple level to the level of active, creativity and complexity close to real life. The assessment must have targets and design appropriate assessment techniques to get the purpose of the assessment because sometimes there is an unexpected response from the test taker, so that before playing the role the interviewer must do it.

4. Retelling A Story, News Event

In the assessment, retelling is a task that is often given to test takers.

Not only in the classroom, the task of retelling is one of the assessment indicators that is often contested. Test takers will be faced with a news or story to listen to and also read. After that, test takers will be asked to retell. The goal of this assignment is to evaluate the test taker's comprehension of the offered discourse, as well as his or her oral production, fluency when retelling, and engagement with listeners.

Furthermore, Brown (2007) argued that the following are some activities that can be used to develop students' speaking skills:

a. Oral Presentations

Oral presentation is one of the assessment tasks that are often implemented by teachers in the educational environment. This is because oral presentations must go through several stages of consideration of complex speaking tasks. Students are required to make a kind of report and present it orally. For this task, it is important for the teacher to make a checklist to fulfil the students' tasks in every aspect of their assessment. Starting from the test taker's body gestures during presentations, eye contact of test takers who must stay focused on the audience, fluency when speaking, appropriate volume and speed of speech, correct pronunciation and grammar, other effective supports such as power points, mastery of material, and responses, to an inquiring audience.

b. Games

Games as assessment interactive contain about games which learners play, it will improve speaking skill. Examples of the games: crossword puzzles, city maps, information gap grids, giving clue to other friends and

friend will guess that, etc. Games aim to refreshing English learners and getting benefit from games which are do. So, they will not be bored or able to say self-healing.

F. Reading Strategies

According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. On the other hand, Brown (2007) argued that There are two kinds of reading, reading aloud and reading silently. In essence, reading is a complicated activity involving many things, not only recite the text, but also involve visual activity, thinking, psycholinguistics and metacognitive.

According to Harmer (2007:107) the following various activities can be used to develop students' reading skills, namely:

1. Jigsaw Reading

Students can read a short text and divide into 3 groups that define the problem, then students read three different texts, all about the same thing. When they have read the text, students gather in groups where each student has read a different text, and they try to understand the whole story, or describe the whole situation. This strategy gives students reasons to read and then share with their partners what they have found.

2. Reading Puzzles

Besides reading jigsaws, there are many other types of puzzles that engage students in motivating reading. For example, teachers can give them text that has been chopped up so that each paragraph is on a different part of

the paper. Students must rearrange the text.

3. Using Newspapers

There is virtually no limit to the types of activities that can be done with newspapers (or their online equivalents). Teachers can do all kinds of matching exercises, such as those where students must match articles to headlines or to relevant images. At a higher level, the teacher can have students read with three accounts of the same incident and ask students to find the differences. Teachers can use newspaper articles as a stimulus to speak or write. Furthermore, Brown (2007) argued that the following are some activities that can be used to develop students' reading skills:

a. Skimming Text

Skimming is a quick way to get to the main point of an entire text. The advantage of skimming for students is that they can determine main ideas or topics that develop and support them.

b. Scan Text for Specific Information

Scanning is a speed-reading strategy for finding specific information in a text. Such as searching for names or dates as well as listing some supporting details. Scanning reading practice is necessary without having to read the entire text.

c. Using Semantic Mapping

The semantic mapping strategy is to collect the important words they get from a text. Which can help the reader to find out the meaning of the contents of the letter again. Teachers often assume that their students will learn to read on their own and without assistance. In fact, every student

might benefit from an interesting strategy that can improve students' understanding and reading skills of English, teachers must have effective ways to teach reading comprehension.

d. Bottom-Up and Top-Down Processing Strategy

In this strategy, the starting point is the text itself. Through this strategy, students build a little understanding of an overall interpretation. Words and sentence structures in the text are combined into a unified whole meaning. This means words are strung together to form phrases, phrases are strung together to become sentences, until finally these sentences are put together to form a perfect and meaningful text to understand. Thus, meaning is the result obtained by a language learner after he builds linguistic units in a bottom-up processing strategy.

Contrary to the previous strategy, the starting point for this top-down processing strategy is the reader's mind. This strategy requires our intelligence and experience in understanding a text, a language learner as a reader will actively build and 'predict' meaning, using the words or sentence structures he reads as a guide in a top-down processing strategy. This means that meaning is the first stage achieved by a reader. To achieve meaning, a language learner or reader will rely on his cognitive knowledge of linguistic contexts and situations, until finally he can 'predict' and infer the meaning of what is contained in the text.

G. Writing Strategies

Harmer (2007) defines writing is one of the four English skills that is used to deliver ideas, opinions, thoughts, and feelings in written form. Writing is

a way to produce language and express idea, feeling and opinion. Meanwhile, according to Brown (2007) writing skills are expressing ideas, ideas, feelings in the form of written language so that other people who read and can understand the contents of the writing properly.

According to Harmer (2007:119) the following various activities can be used to develop students' writing skills, namel

1. Collaborative Writing

Collaborative writing is defined as a learning strategy that involves students in small group activities (at least two people), each of whom has a different level of ability to improve their mastery of the lesson. Each group member is not only responsible for learning what is taught but they are also responsible for helping their group mates to learn and understand the lessons they get. Students get many benefits from building text together. For example, the teacher could ask them to make letters on the board, where each line is written by different students (with help from class, group and/or teacher). students can tell a story which their group mates then try to reproduce.

Through learning strategies such as discussions and ideas exchange activities, students get more portion to be directly involved in the learning process as well as learn to take responsibility for the smooth running of the learning process.

2. Using Music and Pictures

In this strategy, music and pictures are excellent stimuli for writing and speaking. For example, the teacher can play music and students can imagine,

then write down the scene. The teachers can dictate the first sentence of the story and then ask students to finish the story, based on the music the teacher is playing, then for images, images provide many possibilities. Teachers can ask students to write a description of one of the image groups; their classmates then had to guess which one it was. This strategy is designed to get students to write freely, using an interesting way.

Furthermore, Brown (2007) argued that the following are some activities that can be used to develop students' writing skills:

a. Listening cloze selection,

By giving test sheets, then students are taught to fill in the partially empty words so that students are expected to be trained in writing.

b. Ordering Tasks

Rearrange a collection of scrambled words into the correct order to make the right sentence according to grammar, and sentence structure.

3. Dictation and dictation-comp:

Dikti basically copies the words or sentences that are heard and then written. Dikto-comp provides an opportunity for students to hear a paragraph read two or three times at a normal speed and then students rewrite the paragraph with their memory of what was understood.

H. Teaching English in 21st Century

Teacher as learning manager, the teacher plays a role in creating a learning atmosphere that allows students to learn comfortably through cla

classroom management. Harmer (2003) stated the role of the teacher in managing the class there are eight, namely:

1. Controller

Activities in class are under the supervision of the teacher. Teachers are responsible for the class and what students do, what they say, and how they say it. The teacher controls the condition of the class and students during the learning process.

2. Organizer

The teacher is the main role here. The teacher's obligation is to organize classes such as making discussion groups, asking students to do assignments ontime, asking students to make presentations. Here, the teacher sets a good example as an organizer.

3. Evaluator

The teacher as an assessor means giving feedback to students about theirwork and assessing them in different ways. The teacher as an assessor means providing an evaluation of how well students work. In addition, there are manythings that must be done by the teacher such as assessing students, providing corrections, expanding on successes and failures, solving problems, focusing on linguistic work, and recording errors.

4. Prompter

Harmer (2003) argued that teachers encourage students to participate and to make suggestions about how students proceed in an activity.

5. Participant

Traditional depiction of the teacher during student discussions, roleplays, or

group decision-making activities. The teacher as a participant means being able to join in an activity not as a teacher, but also as a participant in their own right.

6. Resource

Students might ask about something they do not understand. The teacher's role here can be one of the most important resources that students have.

7. Tutors

Tutoring in very large groups is difficult because the term implies a more intimate relationship than controllers or organizers. However, when students work in small groups or in pairs, the teacher may walk around the class and, staying briefly with a particular group or individual, offer some sort of general guide that they describe. Care needs to be taken, however, to ensure that as many individuals or groups as possible are seen, otherwise students who do not have access to a tutor may begin to feel offended.

8. Observers

The teacher acts as a supervisor, providing feedback and managing students. The teacher observes and listens to the conditions of the students and the class in order to create the best kind of relationship between the teacher and students. Furthermore, Johannes (2022: 16-17) stated that English teachers must not only master English well and have knowledge of various types of learning theories and principles, but they must also be prepared and adaptable to the challenges of the 21st century with the Industrial Revolution 4.0.

Currently, it is common to see classrooms using projectors or Liquid Crystal Display (LCD) monitors supported by computers, usually laptops connected to the internet network. Multimedia classrooms usually use electric boards, tablet computers, Interactive Personal Application Devices (iPAD), smartphones and other sophisticated devices with high-speed internet networks. Like classroom facilities, the role of the teacher has also changed. Currently teachers are not the only source of information because students or students can easily access information from 'big data' available on the Internet and often they can obtain more actual information than provided by teachers. What is more, teachers are currently facing different generations of students. These students are familiar with sophisticated gadgets and are able to operate them, smartphones for example, are active on social media and like to do multitasking activities. They are good at obtaining information from 'big data' on the Internet, like to do independent learning, determine their own learning objectives, resources, strategies, and assessments, feel safe and healthy in an environment that is connected to the internet network, and tend not to like listening to long lectures and explanations, instead they like exploratory activities.

Meanwhile according to research conducted by Calvert (2018) shows that this generation is no longer interested in following passive or passive learning monotonous from entry to exit by way of teaching ancient ones, they need a study which is fun and varied. Regarding the defense of learning concentration classes in this generation tend to be shorter if compared to the previous generation. According to Shatto and Erwin (2016) averaged their

attention spans only 12 seconds so to maintain the concentration of this generation of teachers must pack learning as interesting as possible by applying several pauses or interspersed with games, or jokes to keep them focused. Based on various problems, furthermore learning strategies and methods must be immediately implemented redesign to achieve learning objectives in school because this generation is the generation that literate towards technology, then naturally a teacher must upgrade their knowledge and strategy learning used in class.

There are several strategies that can be carried out by teachers in classroom learning for this millennial generation including:

a. Guided Learning Model

One of the characters in this generation dislike of learning focused only on reading and listening (method lecture). This generation is more interested in observation and direct learning (practice) and they can quickly and access information or learning materials, however there are weaknesses that must be considered by generations this is lacking in analyzing a validation information, so the teacher needs to provide guidance or directions regarding the information they provide find. In this case means the teacher must be facilitator for students.

b. Visual and Fun Based Learning

This generation has more brain structure prioritizing the development of the visual aspect therefore, learning must be presented in visual form. This is done because of this generation very easy to understand everything that is presented in the form of an image. Learning methods

visual-based is the use of the method edutainment in class. This method is a method which cuts conventional teaching techniques such as lectures, notes and so on. This method combines between learning materials in a way visual, narrative, learning with games and teaching using informal style.

c. Optimizing Learning with Apps and Social Media

The millennial generation is a generation that cannot part from social media, there are almost all applications on the gadget. Seeing the high interaction of this generation with the media there is nothing wrong with us as teachers trying to utilize and maximize social media as a medium in learning. Many applications that can be used are Google class rooms, e learning, Zoom Cloudmeetings, Youtube, etc.

Meanwhile, according to Johannes (2022: 18-19) teachers must also have good knowledge of the concepts of contemporary learning strategies or alternative learning strategies, such as transformative learning, digital learning, blended learning, and connectivism learning.

1) Transformative learning.

Transformative learning is defined as an orientation that argues that the way learners interpret and reinterpret their sensory experiences is central to making meaning and learning. In other words, transformative learning is the idea that students who get information are those who also evaluate it. The goal of transformative learning is to create autonomous thinking and self-regulating behavior and the three crucial elements are critical reflection, awareness of context, and acting on exploratory premises. Transformative learning is centered on fundamental changes in the way students see

themselves and the changing world in which they live.

2) Digital learning

Digital learning, which is often called Technology Enhanced Learning (TEL) or e-Learning, means learning that innovatively involves digital devices and technology during the teaching-learning process. In digital learning, students can learn from different places, meaning they do not have to be in the same learning place. Students and teachers must be active, participatory, and collaborative in the learning process and they must be able to easily access the learning platforms used. Examples of implementing digital learning are Mobile Learning (M- Learning), Social Media Learning (SM-Learning), and Games Based Learning (GB-Learning).

3) Blended learning.

Blended learning is learning that combines offline (conventional) learning and online learning. In blended learning, students are facilitated to study independently and review some of the material that has been taught offline by using online materials and sources.

4) Connectivism Learning

Connectivism Learning is a theoretical framework for understanding learning in this digital era that emphasizes how internet technologies such as web browsers, search engines, wikis, Skype and the like can contribute to new learning paths. In other words, connectivism learning is about forming connections between people and with technology.

I. Previous Studies

Some researchers had conducted researches that focused on teachers' strategies in teaching English. According to the results of research conducted by Apriyandini in her research entitled "**An Analysis of English Teaching Strategies at Vocational High School of Art (Case Study at SMK Negeri 8/SMKI Surakarta in the Academic Year 2015/2016)**" this study aimed to investigate the teaching strategies at the SMK Negeri 8/SMKI Surakarta, to analyse influence factors of the teaching strategies, and to describe the implementation of teaching strategies at the classroom practice. Based on result of the research show that teachers have six teaching strategies to cover planning, teaching practice and assessment.

Second, based on research conducted by Wahidah entitled "**Teachers Strategies in Teaching English at Muslim Wittaya Phuket School**" this study concluded that the teachers applied four kind teaching strategies. This is also done to help the students to master in learning English. Based on the result of the research, it can be concluded that there are some strategies especially in teaching English language.

The last is based on research that has been carried out by Ulfiatul Mustika & Wardah entitled "**An Analysis of Teacher's Strategies in Teaching English**" This research has shown that there are 5 teaching strategies used by English teachers at SMAN 1 Segedong. These strategies are discussion strategies, demonstration strategies, using electronic media as learning media, using games, and providing reinforcement in the end teaching and learning process.