

CHAPTER II

LITERATURE REVIEW

A. Teachers' Strategies

1. Definition of Teachers' Strategies

The teacher is a human figure who becomes an example for students. Imran (2010), Teachers are defined as positions or occupations that demand special skills in their major tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students from early childhood education through formal education, primary and secondary education. Malyana (2020), states that teachers must be able to act as designers, implementors, and evaluators of learning activities. A teacher is someone who has ideas that need to be realized for the benefit of students so that they can uphold, develop, and apply virtues linked to religion, culture, and science (Wicaksono, 2017).

Teachers have a very vital and fundamental role in guiding, directing, and educating students in the learning process (Davies and Ellison, 1992). A teacher is not only required to be a teacher who is in charge of delivering certain subject matter but also must act as an educator. As an educator, teachers must be able to choose the right teaching strategy for your students. Therefore, in choosing teaching strategies, especially in English lessons, educators must pay attention to teaching strategies that can be applied effectively in supporting the learning success of their students.

In general, strategy can be defined as the principal plan used to attain specific objectives. When it comes to teaching, the strategy may also be defined as a broad pattern of teacher and student actions in carrying out teaching and learning activities in order to attain the stated objectives (Budiyono, 2018: 59). In education, strategy is defined as planning that contains a series of activities designed to achieve certain educational goals (Sanjaya, 2009).

Teachers' strategy is their effort in implementing the teaching plan, which includes employing a variety of teaching variables (objectives, materials, methods, tools, and evaluations) to influence students to reach the goals that have been defined and provided through specific strategies and methods. The teaching strategy is the teachers' plan in the teaching and learning process to achieve what has been planned (Nurdianingsih, 2021: 286). Teaching strategies are important to determine the success of teachers in achieving teaching goals, the strategy used by the teacher must be interesting and can attract the attention of the students (Saragih et al. 2019). So, it can be said that the existence of teaching strategies is very important in determining the success of the teaching and learning process. Good and appropriate teaching strategies are believed to motivate students in the teaching and learning process and help achieve learning goals (Wulandari, 2020: 228). Learning strategies can also be defined as patterns or sequences that are carried out by teachers purposefully and systematically to ensure that the learning process runs effectively (Jovanović et al., 2017; Rosari, I, 2019).

2. Types of Teaching strategies

There are some kinds of teaching strategies that can be applied in the teaching process (Wehrli, 2003):

a. Brainstorming

Brainstorming is a technique used to find solutions to certain problems by collecting ideas spontaneously. This technique can maximize group creativity in terms of generating ideas and determining which ideas are most likely to be successfully implemented.

b. Case-Based Small Group Discussion

Case-Based Small Group Discussion is an active learning method wherein the learning process students are divided into small groups to solve and discuss several problem topics. Topics discussed in the form of material in accordance with competency standards and basic competencies.

c. Demonstration

The demonstration method is a way of learning by demonstrating or doing something in front of students in class or outside the classroom (Syah,1995).

d. Games

Learning by the game is an integrated activity between learning and playing which is integrated into a subject matter. This action is an effort to create fun learning activities, with the ultimate goal of achieving learning outcomes healthy learning, and obtaining optimal quality.

Based on the Minister of Education and Culture's Circular Letter in 2020, during the era of new normal, the strategies can use by teacher are:

a. Small group learning

In practice, students will form small groups in carrying out teaching and learning activities. The application of learning in small groups in the new normal era must always carry out health protocols because students meet face-to-face. The number for this group is two to three students

b. Learning by home visit

In this strategy, the teacher visits students at home at a certain time. teachers can see and know directly the activities carried out by students. The implementation of home visits is increasingly needed to find out the difficulties faced by students in the learning process.

c. Project-base learning

In the era of new normal like today, project-based learning models can be an alternative. Where students are given the task of making a project that is in accordance with the related subjects. This learning method does not only involve one subject but can connect with other subjects.

d. Online learning

This method can be used by educators and students in utilizing telecommunications equipment and running it from home. This method

is able to carry out the online learning process. The implementation of online learning can use online virtual meeting applications such as zoom, google meet, WhatsApp groups, and so on so that this method is safe for educators and students and learning objectives are achieved.

e. Blended learning

Technological advances have an impact on changes in the learning process, in this case, the classical learning method (face to face) can be done online. The combination of blended learning strategies uses two approaches, namely online and face-to-face. This activity can be done flexibly, which can be done anywhere and anytime. On the other hand, there are several strategies in the teaching and learning process (Rowntree in Sanjaya, 2007), namely:

a. eksposition- discovery learning

In the exploitation strategy, the lesson material is presented to students in finished form, and students are required to master the material. In this strategy, the subject matter is presented directly to students, and students are not required to process it. Thus the teacher's expository strategy serves as the delivery of information.

b. Individual learning strategies

This learning strategy is carried out by students independently. The speed, slowness, and success of student learning are largely determined by the individual abilities of the students concerned.

c. Group study strategy

In this learning strategy, students study in groups. The form of study groups can be in large group lessons, classical learning, or can be in small groups.

3. Factors that support the success of teachers in teaching strategy

In the implementation of learning, there are many variables that affect the success in using teaching strategies (Wena, 2009), including :

a. The teacher's ability to open lessons

At the beginning of the learning process and when the teacher enters the classroom, a teacher must greet the students in the class. At each start of learning, the teacher must explain the goals/competencies to be achieved and benefit the lives of students.

b. The teacher's ability to carry out the core learning activities

The core learning activities are the most influential activities in increasing students' learning motivation. core learning activities include:

- 1) Pembelajaran The teacher's ability to apply learning methods
- 2) The teacher's ability to deliver learning materials
- 3) The teacher's ability to use learning resources
- 4) The ability of teachers to use learning media

c. The teacher's ability to assess or evaluate lessons

By conducting an assessment in the learning process, students will know their abilities clearly so that students can improve and improve the quality of learning. Thus the results of the assessment can increase student learning motivation. Likewise, activities are very important for a teacher because the specified evaluation results are achieved.

d. The teacher's ability to close the lesson

Skills in lessons are very important for a teacher. At the end of the lesson, the teacher closed the lesson by stating that the lesson was over.

4. Teaching Method

The teaching method is the method used by the teacher in establishing relationships with students during teaching. The types of methods in the teaching and learning process (Sudjana, 2009) are: Lecture method, question and answer method, discussion method, learning assignment method and recitation, group work method, demonstration and

experimental methods, sociodrama method (role-playing), problem-solving method, practice method, tourism method, and simulation method.

B. English Learning Motivation

1. Definition of Motivation

English is one of the subjects that occupy an important position in the world of education. Because English is the most commonly used international language, it is critical to acquire and master it, particularly by the younger generation. That is, English is widely recognized and utilized to communicate by people all over the world. Therefore, motivation in education, especially in English lessons, is very necessary Hayikaleng, et. al. (2016) explain that, motivation is regarded as an important component to make students successful in their English learning. Without motivation, a person has no desire to learn the target language (Hong & Ganapathy, 2017). Motivation becomes an integral part of students in their learning to achieve their goals. Furthermore, Wiseman and Hunt (2014) Motivation is a process that can stimulate and initiate student activity, offer behavior direction and purpose, aid behavior persistence, and assist the students in choosing a particular behavior.

Motivating learning is important, meaning that in the student learning process, motivation serves to encourage, move and direct learning activities. The learning process will be successful when students have motivation in learning. The word "motive", is defined as an effort to encourage someone to do something. Motives can be interpreted as a driving force from within and within the subject to carry out certain activities to achieve a goal. Emily (2011), contends that Motivation refers to the fundamental reasons for someone's behavior which is characterized by willingness and volition. Motivation is a change in a person's energy marked by the emergence of "feeling" and preceded by a reaction to the presence of a goal. Motivation causes a change in energy in humans,

causing them to cling to mental symptoms, feelings, and emotions in order to act or do something.

Learning motivation is a psychological aspect that is experiencing development, meaning that it is affected by physiological conditions and the psychological maturity of students (Kompri, 2016). Several elements that influence motivation in learning are; a) Students' ideals and goals are among the factors that influence motivation in studying. The principles will increase students' intrinsic and extrinsic drive to learn. b) Student Ability. Students' desires must be matched by his or her abilities and willingness to attain them. c) Student Condition. Students' physical and spiritual well-being are factors to consider. A student who is sick will interfere with attention in learning. d) Student Environmental Conditions. The natural environment, living environment, peer association, and social life can all be part of the student environment. Learning motivation has three basic functions (Xinchun, 1999): (1) Stimulating function. This incentive will drive learners to learn activities once they have a specific learning motivation and are in a specific situation. (2) Pointing to the function. Learners who are motivated to learn can achieve specific learning goals and learn more effectively. (3) Maintaining and regulating function.

Based on some of the opinions above, Motivation is defined as a person's strength (energy) that leads to a level of willingness to engage in a particular activity. Willingness comes from within the individual itself (intrinsic motivation) and from outside the individual (extrinsic motivation). The quality of an individual's behavior, both in the context of learning, working, and other aspects of life, is determined by how strong their drive is. One of the most crucial dynamic aspects is motivation. When students are motivated to learn, the learning process will be successful. Therefore teachers must develop motivation in students to study English in order to achieve optimal learning results. Teachers must be creative in producing student learning motivation.

2. Type of Motivation

Motivation is mainly of two types that can be related to the academic achievement of the students (Tanveer et. al., 2012). These two types of motivations are characterized by extrinsic and intrinsic motivations.

a. Intrinsic motivation

Intrinsic motivation is the motivation involved in learning situations and meeting the needs and goals of students. Tanveer, et. al. (2012), defines that the innate talents of students to engage with their environment in order to reach their required and specified goals are referred to as intrinsic motivation. Sardiman (2016), states that intrinsic motivation refers to motives that become active or functional without the requirement for external stimulation because everyone has a desire to perform something. This motivation is also called pure motivation or in other words, is the actual motivation that arises from within the students themselves. Example from intrinsic motivation: for example, the desire to acquire certain skills, obtain information and understanding, develop an attitude to succeed, enjoy life. In this case, praise or prizes, or the like is not needed, because they will not cause students to work or study to get these praises or prizes.

b. Extrinsic motivation

Extrinsic motivation is different from intrinsic motivation because the motivation of students' desire to learn is strongly influenced by encouragement or stimulation from outside. The encouragement from the outside can be in the form of praise, criticism, rewards, punishments, and reprimands from the teacher. Tanveer, et. al. (2012), explain that extrinsic motivation refers to the fact that people are motivated towards external sources through assorted kinds of rewards and grades. Sardiman (2016), states that extrinsic motivation is motives that are active and functioning because of external stimulation. The

most important part of this motivation is learning to know something but want to get good, thus getting rewarded.

Based on the explanation above, (Danar, 2012) concluded that the indicator of students' learning motivation are:

- 1) Intrinsic motivation: self-desire, satisfaction, good habits, awareness.
- 2) Extrinsic motivation: praise, advice, encouragement, reward, punishment, imitation of something.

Table 2.1
Indicators of student English learning motivation

No	Indicator	Item
1	Students' intrinsic learning motivation 1)self-desire 2) satisfaction 3) good habits 4) awareness	1,2, 3,4, 5,6, 7,8,
2	Students' extrinsic learning motivation 1) praise 2) advice 3) spirit 4) gift 5) punishment 6) imitate something	9,10, 11,12 13,14, 15,16, 17,18, 19,20

(Adopted from Danar, 2012)

3. The Roles of Learning Motivation

In the world of education, the problem of motivation has always been a matter of interest. This is because motivation is seen as one of the most dominant factors in determining whether or not educational goals are achieved. Uno (2019: 27-29) explains that motivation can basically help in understanding and explaining individual behavior, including individuals who are learning.

The important roles of motivation in learning, namely;

- a. determine things that can be used as learning reinforcement,
- b. clarify the learning objectives to be achieved,
- c. determine the variety of control over learning stimuli,
- d. determine learning persistence.

Learning motivation is the psychological drive that propels students to engage in learning activities, guarantees that learning activities are carried out, and directs learning activities toward achieving goals. (Winkel, 2005:87) Motivation to learn plays an important role in providing passion or enthusiasm in learning so that students who are strongly motivated have a lot of energy to carry out learning activities. Learning motivation is the overall psychic driving force in students that causes learning activities, ensures learning activities, and provides direction for learning activities to achieve goals.

4. Motivational Functions in Learning

Learning motivation is considered important in the learning and learning process in terms of functions and values or benefits. This shows that learning motivation causes behavior and influences and changes student behavior. Sardiman (2001:60) suggests three functions of motivation, namely:

- a. Encourage the emergence of behavior or actions; Without motivation, there will be no action. Motivation in this case is the driving force of every activity that will be carried out.

- b. Motivation serves as a guide; This means that motivation directs change to achieve what is desired. Thus, motivation can provide direction and activities that must be carried out by the formulation of the objectives.
- c. Motivation functions as a mover; It means to move someone's behavior. In addition, learning motivation serves as a driver of effort and achievement.

Motivation has an important function in learning because motivation will determine the intensity of the effort made by students. Djamarah (2002) suggests that there are three functions of motivation, namely:

- a. Motivation as a driver of action. Motivation to work as the driving force to influence what attitudes students should take in order to learn.
- b. Motivation as a driver of action. The urge to give birth to an attitude towards students is an unstoppable force, which is then incarnated in the form of a psychophysical movement.
- c. Motivation as a director of an action. Students who have motivation can choose which actions to take and which actions to ignore.

5. Forms in Learning Motivation

There are several forms and ways that foster motivation (Sadirman 2016), namely:

- a. Give a number

In this case, numbers are symbols of the value of learning activities. Good numbers for students are a very strong motivation. However teachers must understand that such exposure to numbers is not a true learning outcome, nor is it a meaningful learning result the step taken is the teacher gives numbers. Numbers can be helpful in determining the worth of each lesson presented to pupils, ensuring that they are not just cognitive, but also emotive and skills.

- b. Give gifts

In the world of education, gifts can be used as a motivational tool. Prizes can be given to students as an award or memento/souvenir. Gifts are given to others in the form of anything, depending on the

wishes of the giver. Or it can also be adjusted to the achievements achieved by someone.

c. Pride

Students need awareness to feel their importance and accept it as a challenge to work hard by maintaining their self-esteem is one form of motivation that is quite important. Someone will try with energy to spur good performance by maintaining his self-esteem.

d. Rate replay

Students will continue to study hard if they know there will be a test. Therefore, giving a test is also a means of motivation, but the teacher also often gives a test because it can be boring for students. So before the test, the teacher should first before the test..

e. Know the result

Students will be motivated to study harder if they are aware of their learning objectives, especially if progress has been made. Students will be more motivated to learn continuously in the hopes of seeing their scores improve as they become more familiar with the graph of learning outcomes.

f. Praise

If there are students who are successful or manage to finish well, they should be congratulated. This praise serves as both a motivator and a sort of positive reinforcement. Giving must be appropriate, with the right praise will bring a pleasant atmosphere and consider the passion for learning.

g. Punishment

Punishment is negative reinforcement, but if given appropriately, and wisely will be a motivational tool. Therefore, teachers must understand the principles of giving punishment.

h. Desire to learn

The desire to learn is intentional, there is a purpose for something better when compared to everything without a purpose. Desire means being in someone.

i. Interest

Motivation is closely related to interest, motivation arises because of the need. Likewise with interest, so it is appropriate that interest is the main motivational tool in the learning process. Interest has a big influence on learning activities. Students who are interested in a subject or study it seriously, because there is an attraction for them to learn to memorize the lessons that interest them.

j. Recognized goals

The formulation of goals that are recognized will be well received by students and will become a very important motivational tool to understand the goals to be achieved because it will be very useful and profitable, so there will be a passion to continue learning. Teachers develop and direct so that they can produce meaningful learning outcomes.

The motivation given by teachers to students so that students can be encouraged to study at school is to give numbers to students as symbols or values of activities in learning. Prizes are given as awards or so that their learning work makes students look at them, competition/competition in the teaching and learning process directs students to further improve achievement, the involvement of students' egos can be used by teachers to improve student learning outcomes which will be achieved by giving tests as evaluations. In achieving learning outcomes carried out by teachers can encourage students to overcome and be able to answer tests that know a child's learning outcomes. Knowing the learning outcomes from the evaluations given will increase the enthusiasm for learning and the participation of parents. With a parent's signature symbol for each test result, a teacher's praise given to students is a positive reinforcement as

well as good motivation, punishment is a negative reinforcement but the teacher must give it appropriately and wisely. The desire to learn that students have can generate motivation for student learning outcomes, the teacher's interest can motivate students by looking at the interests of students. Teachers can teach for knowledge to achieve learning goals, teachers must be able to direct students who study hard to be more meaningful so that the results will be meaningful for life.

6. Factors Affecting Learning Motivation

Several factors influence humans to learn. Learning motivation occurs from the actions of teaching preparation. According to Dimiyati (2013), the factors that influence learning are as follows:

a. Soul aspirations

Learning motivation can be seen in children's desires since childhood, such as the desire to play. The success of achieving these desires fosters the desire to be active. Even in the future raises the ideals in life. The emergence of ideas is accompanied by the development of reason, morals, will, language, and life values.

b. Student ability

A child needs to be accompanied by ability and achieve it. Explaining needs to be accompanied by the ability to recognize and pronounce the letter "R". For example, it can be limited by practicing the correct "R" speech. Repeated practice changes the shape of the ability to pronounce "R". The ability to pronounce the letter "R" will fulfill the desire for learning abilities that strengthen children to carry out developmental tasks.

c. Student Condition

Students' conditions which include physical and spiritual conditions affect learning motivation. Someone who is sick, hungry, or angry will interfere with learning attention. On the other hand, a healthy, satisfied, and the happy student will turn his attention to the lesson and will learn to learn.

d. Student environmental conditions

The environment of students can change the state of nature, the environment in which they live, peer relationships, and community life. As members of the community, students can be affected by the surrounding environment, natural disasters, housing that arises, threats that interfere with serious learning, on the other hand, campuses, beautiful schools, harmonious relationships will strengthen learning motivation. With a safe, peaceful, orderly, and beautiful environment, the spirit of learning will be easy. A pleasant learning climate, not threatening, encouraging, and optimistic attitude for students in learning, tends to encourage someone to be interested in learning, have tolerance for a competitive atmosphere, and not worry about failure.

e. Dynamic elements in learning and learning

Students have feelings, attention, willingness, memory, and thoughts that undergo changes due to life experiences, the experiences of their peers affect motivation and learning behavior. The environment of students in the form of the natural environment, where they live and socialize also changes. The cultural environment of students in the form of newspapers, magazines, ratios, to all of these environments dynamics learning motivation.

f. The teacher's efforts in managing the class.

Teachers' efforts in teaching students occur at school and outside school. Learning efforts in schools include the following: Organizing orderly learning at school, fostering learning discipline in every opportunity, Fostering orderly learning to get along, and fostering learning in an orderly school environment

C. The Era of New Normal

New normal is a term used for the transition period from being free to do activities and socially interact, to having to adapt to the habit of keeping a distance and having a clean life. Adaptation efforts that can be done include

reducing physical contact, avoiding crowds, and implementing a healthy lifestyle. The complete pattern of adaptation is contained in the health protocol rules that have been socialized by the government in various media. In the new normal era, the government has taken various ways so that education can continue to run because education is a very important asset for a nation for the progress of a country. The government finally made a policy by implementing a learning system from their respective homes, namely online (learning online) through various applications such as WhatsApp, Classroom, Zoom, Google meet, and others. The online learning process is carried out by various levels of education ranging from kindergarten, elementary, junior high, high school, to university. Students are given assignments online by the teacher by collecting assignments given through the system provided by the school.

New normal or a new normal life, means a change in behavior to be able to carry out normal activities, while still implementing health protocols to prevent the transmission of Covid-19. During this new normal period, schools in the green and yellow zones are allowed to carry out face-to-face learning by implementing health protocols but must comply with the policies and instructions of their respective local governments. Habibi (2020), stated that New Normal is a new life where all people continue to carry out their activities as usual but still apply the health protocols that have been set by the government so that the spread of the Covid-19 virus can be minimized and overcome. For schools that are outside the zone, still have to carry out distance learning using existing technology. Each education unit has its own challenges in implementing policies regarding education in the era of adapting new habits, including distance learning. Each education unit must be able to manage its learning with appropriate strategies according to the needs of the school so that it continues to run smoothly and can achieve learning objectives.

D. Previous Study

To conduct this research, researcher obtained sources of information from several journals, the first journal is written by Erikson Saragih, Audina

Nauli, Rina Septiyan Damaiyana Simbolon, Gabriella Patricia L.Tobing, Rany Octorita Nababan, Novi Triani Hutagalung, entitled *English Teachers' Strategies In Teaching Conversation Materials At High School Level In Medan*, Vol. 5, No. 2, 2019. The results of the analysis showed that the the strategy used by the English teachers strategies in teaching conversation materials at the high school level in Medan were role-played, pair work, drilling, and group discussion.

The second journal was written by Nurul Dwi Uddiniyah; Efa Silfia, entitled *An Analysis of Students' Motivation in Learning English at SMAN 8 Kota Jambi Academic Year 2018/2019*, Vol. 3, No. 2, 2019. The results of the analysis showed that The study are indicated by students' answers in the questionnaire. There are 30 questions in the questionnaire. 15 questions for intrinsic motivation and 15 questions for extrinsic motivation. The calculation shows that students' intrinsic motivation score is 62% and extrinsic students are 38%. This means that students at SMAN 8 Kota Jambi have intrinsic motivation that is higher than extrinsic motivation in learning English.

The third journal was written by Medina Tumanggor, Hendra Heriansyah, and Nurul Inayah, entitled *Investigating the Teacher's Strategies in EFL Speaking Class*, Vol. 3, No. 2, 2018. The results of the analysis revealed that the teacher employed some communication methods in teaching speaking class, such as role-plays, debates, storytelling, and games. Meanwhile, the teacher's primary motivation for using those tactics in speaking class was to encourage pupils to speak up in the classroom.

Finally, because all of the students were included in the speaking activities, the teacher's tactics might assist the students to speak up and be more active in learning English in the classroom.