

TEACHING STRATEGIES USED IN E-LEARNING MATERIALS FOR SENIOR HIGH SCHOOLS

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Abstract

Researchers have conducted research about the role of technology in teaching and learning process (Arthur, et al. 2008, Erben, et al. 2009, Kali and Linn. 2008, and Yang, 2005). They found that the effectiveness of the students' learning and academic achievement can be greatly increased by the use of technology since technology provides opportunities to make the language learning more enjoyable, productive and effective. E-learning material is one of the technologies that can be used by English teachers to support their teaching instructions. This article is aimed at introducing a strategy for teaching reading through e-learning material and providing theoretical and empirical proofs about the benefits and the problems in e-learning material in reading class. However, in order to get the optimum result of integrating the technology in teaching English as a foreign language, a proper teaching strategy is urgently needed. Thus, this article covers: definition of teaching strategy and e-learning and each component, strategy of e-learning, benefit of e-learning, e-learning program, and distance learning. Through the use of media technology, it is hoped it could improve the quality of teaching and learning processes.

Keywords

Reading, e-learning material, teaching strategy

1 INTRODUCTION

Recently in the education field, the role of technology in teaching and learning process has become more massive. Technology has extended many opportunities to the people such as for communicating, searching information, entertaining and also for educating. Technology can be used as the new interactive media or multimedia in language teaching. It is undeniable that the existence of technology has slowly replaced the traditional form of teaching. (Buckingham, 2007:111). Furthermore, in this era, schools have commonly provided multimedia devices. It can instantly connect to the social networks, search engines, and media providers through the internet (Alabdulkareem, 2018:583). This technology accessibility has been developing in junior or senior high schools in Indonesia (Yuhetty, 2004:5).

Many researchers have conducted research about technology in education (Arthur, et al. 2008, Erben, et al. 2009, Kali and Linn. 2008, and Yang, 2005). They found that the effectiveness of the students' learning and academic achievement can be greatly increased by the use of technology since technology is beneficial in enhancing opportunities to make the language learning more enjoyable, productive and effective.

Moreover, students nowadays, tend to be interested in computer-based activities, since they have frequent

contacts with technology in their daily life. All learners like it if the task takes place in a computer (Arthur, et al. 2008). As a result, through the use of multimedia technology in teaching and learning process, students are expected to be able to experience different learning activities. They will not use books to do the exercise, but they will use a computer. Nevertheless, according to Fortunasari (2016), the use of technology in teaching sometimes has to face difficulties such as the capability of the teacher in operating it. Some English teachers may find it difficult to use it and they think that it will only work for those who are able to operate it well. They may think that it is too complicated because they do not master it.

However, integrating technology into the teaching and learning process should be well planned and accompanied by a proper instructional strategy in order to achieve the best result (Duc, Pham Huu. 2016). Therefore, before deciding to apply technology during the instruction, teachers need to know about how to integrate technology into the teaching and learning process.

Language learning strategies are important factors that affect students' learning. In Indonesia, senior high school is an important stage in a person's education. With the development of the research on second language acquisition, more and more attention has been paid to research on individual learner differences. Among those,

language learning strategies have been increasingly attracting the interest of contemporary educators as they have the potential to enhance learning. Learning strategies are claimed to have the principal influence on the rate and level of second language acquisition.

Over the years, many researchers have studied and examined the language learning strategies. However, the results of the studies are inconsistent and even controversial. Most of the research subjects in these studies are students in different colleges and universities. There is little in the literature that focuses on the language learning strategies of students learning English in senior high schools.

In Indonesia, senior high school is a very important stage in a person's life because the study in senior high school determines whether a person can go to have higher education or not and what kind of higher education a person can have. Therefore, the teaching in the Indonesian senior high schools is quite different from that in universities or colleges. The students in senior high schools have their own peculiar ways of learning. In order to provide more evidence for the research on language learning strategies, this study aims to examine the language learning strategy use by senior high school students in Indonesia.

Luo, Liu, Kuo, and Yuan (2014) have found that their research findings imply that students can recall and apply their knowledge from class or textbooks in a simulation-based learning environment; practicing in a simulated environment also facilitates developing skills.

Kindley's (2002) findings imply that students can recall and apply their knowledge from class or textbooks in a simulation-based learning environment; practicing in a simulated environment also facilitates developing skills. Because of those reasons the writer is trying to make this article entitle the analysis of strategy d in e-learning material for teaching and learning purposes at SMA. Since there are many technology products that can be integrated during the instructional process, this article focuses on e-learning material learning only. This article will specifically discuss the use of e-learning material for teaching English for learners who consider English as a foreign language.

2 DEFINITION OF TEACHING STRATEGY

Since the mid-seventies, more and more researchers and teachers in the ESL field have realized the importance of the strategies used by learners in the language learning process. But as for the definition and classification of the language learning strategies, researchers have different opinions. Carol Griffiths and Gökhan Cansiz (2015:474) defined the learning strategies as 'the techniques or devices that a learner may use to acquire knowledge'. In their later research, she identified two kinds of learning strategies: those that contribute directly to learning, and those that contribute indirectly to learning. Definition of strategy according to Nickol (2006:3) is that which top management does that is of great importance to the organization. Strategy refers to basic directional decisions, that is, to purposes and missions. The strategy consists of the important actions necessary to realize these directions.

Strategy answers the question: What should the organization be doing. Strategy answers the question: What are the ends we seek and how should we achieve them.

It is in line with Mintzberg 1994 in Nickols 2006:3) Strategy is a plan, a "how," a means of getting from here to there. The strategy is a pattern in actions over time; for example, a company that regularly markets very expensive products is using a "high end" strategy. The strategy is position; that is, it reflects decisions to offer particular products or services in particular markets. The strategy is perspective, that is, vision and direction. It is can be concluded that Strategy is concerned with how you will achieve your aims, not with what those aims are or ought to be, or how they are established. If the strategy has any meaning at all, it is only in relation to some aim or end in view.

As cited it to Sadore (2018:58) Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified.

3 TEACHING STRATEGY COMPONENTS

According to Gvelesiani (2011:5). Teaching components can be divided into: group-work and pair-work; doing oral presentations; keeping portfolios; teaching, which is oriented on the problems; discussion of modeled situations; role-playing; discussion of video and audio materials.

Thus, it is why the role of the technology is needed in order to integrating between the technologies and teaching instruction.

4 DEFINITION OF E-LEARNING

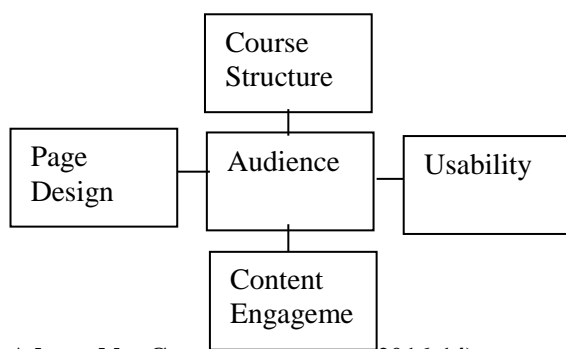
The definition of E-Learning has many interpretations but in short, it stands for learning by electronic means. This means learning not directly from lecture notes, books or face-to-face from the teacher but through electronic means. Common forms are computer-based training and web-based lessons or online lessons. With the advent of advanced technology, lessons may be taken anytime anywhere. These lessons can be made more interesting using multimedia i.e. a combination of text, graphics, sound and animation. Lessons can be delivered to the learner via various means e.g. PC, PDA, mobile phone and TV (Bhandari, 1997:1)

In defining e-materials in the broader sense, which covers all materials in e-form, we used the classification and descriptions drawn up by the Commission for Evaluation of E-materials at the Ministry of Education and Sport (Krnel & Bajd 2009: 103). It can be concluded that Education via the Internet, network, or standalone computer. E-learning is basically the network-enabled transfer of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet,

intranet/extranet, audio or video tape, satellite TV, and CD-ROM ELearning was first called "Internet-Based training" then "Web-Based Training".

5 COMPONENT OF LEARNING SYSTEM

There are five e-Learning Components that are essential for all successful online courses that are introduced by Gautama& Tiwari (2016:14). The diagram are connected together and have an important role in designing e-Learning system.



Adapted by Gautama& Tiwari (2016:14).

5.1 Audience

According to explanation from Gautama& Tiwari (2016:14). Audience from the concept to implementation, the student is a critical factor in the process of developing online courses. The whole thing intended and developed should be done with the student in mind. One of the first steps in the system designing is to conduct a student analysis. This analysis will help to find out the basic structure of the other four eLearning components. As we begin to develop an online course we should forever consider the following about our student: Expectations, Learning abilities (prerequisites), Available hardware/software, Learning Environment, Job Responsibilities, and Preferences.

5.2 Course Structure

As stated by Gautama& Tiwari (2016:14) Course structure refers to how a course is intended for eLearning. The structure of a course plays a critical role in how our student learns the content. How the course should be structured and structured. For e-learning. Consider the following items when structuring our course. Group content into logical modules: Recognize the flow of the course and then find out how to modulate the information. Size of modules: Most people require to feel like they are accomplishing something and require those mental checkpoints that indicate that they are progressing. Keeping our modules to 8-10 pages will help the student feel a sense of progress. Also, modules that tend to be long cause the student to lose interest and thus, the learning process becomes drudgery. According to them incorporate interactive concepts: our course structure should also include interactive concepts strategically placed throughout the course. Too much interactivity can cause the student to either forget why they are completing the course or simply lose interest. A good rule of thumb is to include an exercise or activity every third page with one

major activity per module. This will establish a good balance between exchanging information and sustaining the interest of the student. Use pictures/graphics to help explain ideas, concepts, or statements: It is forever a good practice to include images whenever possible. Each image should have a purpose and should represent the subject presented on the page.

5.3 Page Design

As cited by Gautama& Tiwari (2016:14) the page design of an online course is critical to the learning process. How a page is intended can have a huge impact on the learning experience of our student. Consider some of the following tips when formatting our course: Navigation must be intuitive. Make navigation simple and easy to follow. The easier it is to navigate, the more engaging the course will be for the student. Appearance must not hinder the learning process. Remember, the purpose of the course is to instruct the student. The layout of the course should not be laborious for the student to understand what he or she must do on the page. If a page is confusing or frustrating for the student, they will lose interest and we will not achieve the learning objectives. The balance between text and graphics is critical. Avoid overpowering the text with graphics or images. Graphics are a powerful resource for instructional designers. Using graphics wisely to stress a concept is a great way to help the student comprehend a complex topic. However, if the graphic becomes too dominate and overshadows the intent of the topic or concept on the page, the student can become distracted and lose interest in the course. Also, too much text with little to no images can also have an effect on the student. Similar to images, too much text on a page can appear too laborious for the student and can psychologically impact the student is not reading the information. Thus, the balance of images and text must be considered when designing a page. White space is good. Some people like to use every bit of real estate on a screen. This makes the page look cluttered and unstructured. Having a lot of white space is actually a good practice to incorporate into our training. Using white space effectively can promote a positive learning environment for the student as he or she will not see the page as labor intensive to complete. Consistency is golden (includes fonts, layouts, and pop-ups).

According to them being consistent throughout our course will improve the learning experience of our student. Keeping objects and fonts consistent throughout our course helps the student to become less frustrated in navigating through the training. Ease of scanning information is imperative. Most people like to scan through a page. Making the page user-friendly by organizing information using bullets or numbers can greatly improve the learning experience. Organizing concepts and topics using bullets or numbers ensure a greater retention percentage for the student. It also helps the student to quickly find key points or facts to assist in comprehending critical topics.

5.4 Content Engagement

As cited from Gautama& Tiwari (2016:14) Content engagement refers to how the student interacts with the content of the course. Because studies have shown that the

learning experience is greatly enhanced when exercises or activities are incorporated into the learning process, content engagement is critical. Consider the following when attempting to engage the student in an e-learning environment.

5.5 Usability

According to Gautama & Tiwari (2016:14) many creative ideas are refused because they do not work. Likewise, a well-structured e-learning course can be ill-received if it does not function properly. Usability refers to the testing of e-learning content and applications. Once we have built our online course, we should forever test it in the same environment that the student will complete the course. Consider the following when we conduct our usability analysis. Verify that all links work properly. Ensure that activities function as intended. Inspect content to ensure that grammar and spelling are correct. Ensure that graphics are visible. Verify that the course works appropriately in all applicable server environments. Verify that screen resolution works for the intended student. Verify that course objective and expectations are met

6 BENEFIT OF E- LEARNING

Electronic learning or e-learning began in the 1970s (Cross 2004:106). Like conventional system of learning, eLearning have its advantages and disadvantages. Learners have the advantage of flexibility, convenience, reduced time and cost. Learners can learn at any time, at any place, and any pace according to his work and family requirements. Learners have the flexibility to select the course content according to their precise requirements (Sarwar, Aamir & Ketavan, Chitapa & Butt, Nadeem. 2015:247).

7 E-LEARNING PROGRAM

The concept of the success of e-learning programs is not only supported by information technology devices, but also by adequate planning, administration, management and economics. It should also be considered the role of facilitators, lecturers, staff, how to implement, how to adopt new technologies, facilities, costs, and activity schedules (Katoua, Taghreed & AL-Lozi, Musa & Alrowwad, Alaaldin. 2016:754).

Conceptually, e-learning lecturers must have the ability to understand the material presented, understand effective e-learning strategies, be responsible for the subject matter, preparation of lessons, making lesson modules, selecting supporting materials, delivering effective subject matter, determining student interactions, electronically selecting and evaluating assignments (Fry, Steve, Stephanie, 2003). As a professional practitioner needs to be managed better than the ordinary classroom. Lecturers must be able to use equipment, including using audio, video materials, and computer networks during learning (Johannesen and Eide. 2000:3)

The teacher is likely to become a role model or standard for his or her students. The teacher should also be a subject developer. By this one means that the teacher should, through continual work, bring new knowledge to the subject through his/her own experience, and research

and development work. The teacher's role as a subject disseminator is also emphasized by focusing on the "good teacher", who in an inspiring and lively manner, awakens the desire, and therefore also the motivation for learning. Some teachers feel threatened by new technology and experience - that this may make the teacher superfluous. The way we see it, however, technology will never be able to make the teacher redundant, but it may make the teacher's role different (Thiruvengadam. 2012:2).

Meanwhile, to avoid the failure of e-learning programs that need to be developed are related to the needs of users, especially students, including:

Relates to information about units related to the learning process: goals and objectives, syllabus, teaching methods, class schedules, assignments, lecturer schedules, list of references or reading material and teacher contact. Ease of access to reference sources: dictates and lecture notes, presentation materials, past examples, the FAQ (frequently asked the questions), reference sources for assignments, useful sites and articles in online journals. Communication in class: online discussion forums, discussion mailing lists, bulletin boards that provide information (changes to class schedules, task information and deadlines for collection) (Cahyaningsih, Iskandar & Hartono, Rudi & Alim Tri Bawono, Sahirul. 2017:620).

8 STRATEGY OF E-LEARNING

The strategy of using e-learning is to support the implementation of the learning process is expected to increase the absorption of students from the material taught; increase active participation of students; improve student self-learning skills; improve the quality of education and training materials, improve the ability to display information with information technology devices, with ordinary devices difficult to do; expanding the reach of the teaching-learning process using computer networks, not limited to space and time (EL Zayat, Mohamed.2009). To achieve the development of an e-learning application, it should be noted that the material displayed must support the delivery of correct information, not only prioritizing the beauty side; stay close to the teaching and learning techniques used; pay attention to the technique of evaluating student progress and storing student progress data.

Materials from education and training can be taken from valid sources and with e-learning technology, the material can even be produced based on the sources of experts.

According to Suhardi, Agatha Rinta. (2012) stated that the benefits of the internet for access to education can be a source of information (online library, the source literature, the results of research, course material), access to the informant, and as a medium of cooperation (or research papers together). According to Koswara (2006) in Suhardi, Agatha Rinta. (2012) there are some teaching strategies that can be applied by using the technology of e-learning are as follows: a) Learning by doing, simulation learning by doing what he wanted to learn. b) Incidental learning, learn something indirectly. c) Learning by reflection, learn something by developing ideas on subjects who want to learn. d) Case-based learning, learn something based on cases that have taken place on the

subject who want to learn. e) Learning by exploring, learn something by exploring the subject who want to learn. The direct learning strategies include clarification/verification, monitoring, memorization, guessing/inductive inference, deductive reasoning, and practice. The indirect learning strategies are creating opportunities for practice and production tricks. And also, Carol Griffiths (2004:4) she identified 26 strategies, which can be divided into three categories: metacognitive (knowing about learning), cognitive (specific to distinct learning activities) and social. Karim Mattarima & Abdul Rahim Hamdan (2011) on their research entitle Understanding Students' Learning Strategies as an Input Context to Design English Classroom Activities. They have concluded SMA Negeri 15 and SMA Negeri 16 Makassar South Sulawesi Province, Indonesia found that students only used meta-cognitive strategies at a high frequency and memory, cognitive, compensation, effective, and social strategies at a medium frequency. In meta-cognitive strategies, students have several degrees of autonomy promotion by independently organizing and evaluating their learning progress, although other five learning strategies need intensively great efforts to support their autonomy. Further implications of the study in English foreign language teaching and learning in the context of implementing school-based curriculum in Indonesia are also discussed.

According to Chujo and Nishigaki (2004) on their research entitled: Creating E-Learning Material to Teach Essential Vocabulary for Young EFL Learners. They said compensation strategies belong to direct strategies, which involve more production of concrete details of the target language such as the practice of language form and the reworking of the learning materials. Some basic features of compensation strategies are using mother tongue, asking someone for help by hesitating so that the person or teacher may provide the missing expression in the target language, using gestures or avoiding communication partially or totally when difficulties are anticipated. Less proficient learners need these compensatory strategies more because they run into knowledge roadblocks more often than learners who are more proficient in the target language. Therefore, the study's result tells us that senior high school students in Indonesian are not proficient English learners. They are still lack of vocabulary and enough language knowledge. In order to reach the aims of communication, they have to use compensation strategies. Another result of the overall pattern is that social strategies are the least frequently used, which indicates that senior high school students in Indonesian do not favour using social strategies in learning English. This result matches Muryani, C. Sarwono, and Nugraha, S (2017) on their research entitle Importance Developing E-Learning for High School Students in Sragen Regency, Central Java. They have found that though her participants were university students. She concludes that Indonesian students' English learning is more or less confined to the classroom settings and it is reasonable they use social strategies least frequently. The low use of social strategies by senior high school students may result from the more traditional teaching method practised in Indonesian. In an Indonesian learning context, students hardly have any chance to learn

English in the real social context, so they have no opportunity to practice the use of social strategies. However, students using social strategies least frequently may also be related to their English proficiency. Yaping Zhou (2010) identified social strategies are higher order strategies that show significant effects not only in use of cooperative learning, asking questions, but also in use of higher-level cognitive strategies, more language practice opportunities and greater use of different language functions. The use of social strategies can be identified as a kind of demonstration of higher proficiency by users. In this way, some social strategies tend to be used by learners who are competent enough in the target language. This could be proved by the study of Hong-Nam and Leavell (2006), which showed that the most frequently used strategies for the advanced group were social strategies. From this study, we can say that although senior high school students in Indonesia have learned English for at least more than three years, they are still not very competent in English, especially in using English in the social context.

9 DISTANCE LEARNING

Mason R. (1994) argues that future education will be more determined by information networks that allow interaction and collaboration, rather than school buildings. However, technology will still widen the gap between rich and poor. Bates (1995) states that technology can improve quality and reach if used wisely for education and training, and has a very important meaning for economic welfare.

Romiszowski & Mason (1996) predicts the use of Computer-based Multimedia Communication (CMC) as a way of delivering e-learning material that is synchronous (synchronous) and asynchronous (asynchronous). Synchronous means that lecturers and students interact in real time, some equipment that uses this method is relatively expensive. Submission of asynchronous material is not simultaneously, lecturers deliver instructions through video, computer or other, and students respond at a later time.

Ghavifekr, S. & Rosdy, W.A.W. (2015:175) stated that Integration of Information, Communication, and Technology (ICT) will assist teachers to the global requirement to replace traditional teaching methods with a technology-based teaching and learning tools and facilities. In Malaysia, ICT is considered as one of the main elements in transforming the country to the future development.

E. O. Haddad, Monaliza & S. C. Ferreira, Naura & A. Faria, Adriano. (2014:57) Stated distance Education follows the evolution of the communication technologies, which gives support to this kind of education. In this context, the teacher may understand that technology contributions as a pedagogical resource will occur continuously. Then, he/she needs to act according to this possibility, planning his/her practices and organizing the pedagogical actions as a mediation for this learning process, trying to overcome expectations and, consequently, the appropriation of knowledge.

Nyadanu, Sylvester & Yayra Garglo, Mirrielle & Adampah, Timothy & Libline Garglo, Rachel. (2014:265). Say the main factor in distance learning which has been considered a problem is the lack of interaction between

lecturers and students. However, with internet media it is very possible to interact between lecturers and students both in real time (real time) or not. In the form of real time can be done for example in a chat room, direct interaction with real audio or real video, and online meetings.

10 SUMMARY

The success of e-learning is supported by the maximum interaction between lecturers and students, between students with various educational facilities, between students and other students, and the existence of active learning patterns in these interactions. When learning is based on the web, it is necessary to have a center for student activities, inter-group interactions, system support administration, material deepening, examinations, digital libraries, and online material. From the information technology side; the world of the Internet allows a total overhaul of the concepts of learning that have been valid. Cheap and easy information and telecommunications technology will eliminate the limitations of space and time which have so far limited the world of education. Some logical consequences that occur include: (1) Students can easily take courses anywhere without being limited to the limitations of institutions & countries; (2) Students can easily study and discuss with experts or experts in the field of interest; (3) Lecture materials can even be easily taken in various parts of the world without depending on the college where students study. The various opportunities mentioned above still face challenges both from costs, information technology infrastructure, community readiness, and regulations that support the continuity of e-learning. This study has revealed the general pattern of language learning strategy used by senior high school students in the Indonesian context. Indonesian senior high school students use compensation strategies most and social strategies least. Female students use strategies more than male students. As for the differences in grades, the higher grade the students are in, the less frequently they use learning strategies. As researches and studies in the field of language learning strategies show us, learning strategy used is closely related to the students' academic performance, and teachers can assist the language learning process by promoting language learning strategy awareness and use. Therefore, teachers in senior high schools and universities should pay special attention to the use of language learning strategies among students and train them to use strategies that are beneficial for them on the basis of the differences in their characters. Only by combining strategy instruction with the teaching content appropriately can teachers achieve satisfactory teaching results. Indicated in the Equation style on the Word template.

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