

**COMPARING TEACHING STRATEGY
PREFERENCES BETWEEN NOVICE AND
EXPERIENCED TEACHERS IN SMA NEGERI 1
SUKAWATI**



BY:
AGDA PINKY IKEA WULANDARI
2112021047

**ENGLISH LANGUAGE EDUCATION
FOREIGN LANGUAGE DEPARTMENT
LANGUAGE AND ART FACULTY
GANESHA UNIVERSITY OF EDUCATION**

2025

SKRIPSI

**DIAJUKAN UNTUK MELENGKAPI TUGAS
DAN MEMENUHI SYARAT-SYARAT UNTUK
MENCAPAI GELAR SARJANA PENDIDIKAN**

Menyetujui

Pembimbing I,



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988102001

Pembimbing II,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd.
NIP. 198104192006042002

Lembar Persetujuan Dosen Penguji Skripsi

Skripsi oleh Agda Pinky Ikea Wulandari ini telah

Dipertahankan di depan dewan penguji pada tanggal 22 Juli 2025

Dewan Penguji,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

(Ketua)



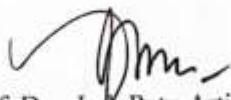
Dr. Ni Wayan Surya Mahayanti, S.Pd., M.Pd.
NIP. 198805172012122002

(Anggota)



A.A. Gede Yucha Paramartha, S.Pd., M.Pd.
NIP. 198806222014041001

(Anggota)



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988102001

(Anggota)



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.
NIP. 198104192006042002

(Anggota)

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni

Universitas Pendidikan Ganesha

Guna memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan

Pada:

Hari : Selasa

Tanggal : 22 Juli 2025

Mengetahui,

Ketua Ujian,

Sekretaris Ujian,



Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIP. 198104192006042002



Prof. Dr. I. G. A. Lokita Purnamika, S.Pd., M.Pd

NIP. 198304022006042001

Mengesahkan

Dekan Fakultas Bahasa dan Seni



Drs. I Gede Nurjaya, M.Pd

NIP. 196503201990031002

PERNYATAAN

Dengan ini menyatakan bahwa karya tulis yang berjudul **“Comparing Teaching Strategy Preferences Between Novice and Experienced Teachers in SMA Negeri 1 Sukawati”**, disertai dengan seluruh isi yang terdapat di dalamnya adalah memang benar hasil karya saya sendiri. Saya dengan tegas menyatakan bahwa saya tidak melakukan penjiplakan atau pengutipan yang melanggar etika dalam dunia keilmuan. Dengan pernyataan ini, saya siap menyanggupi segala konsekuensi atau sanksi yang mungkin diterapkan kepada saya jika di kemudian hari ditemukan pelanggaran terhadap etika keilmuan dalam karya ini atau ada klaim terkait keaslian karya saya.

Singaraja, 22 Juli 2025



Agda Pinky Ikea Wulandari

ACKNOWLEDGMENTS

First and foremost, the author would like to express sincere gratitude to God Almighty, Allah Subhanahu wa ta'ala, for the endless blessings and strength so that the author can complete this thesis entitled **“Comparing Teaching Strategy Preferences Between Novice and Experienced Teachers in SMA Negeri 1 Sukawati”**.

The successful completion of this thesis would not have been possible without the support, encouragement, and valuable input from various people, both individually and institutionally. The author would like to express her sincere gratitude and appreciation to all those who have contributed to this journey. Special appreciation and thanks are extended to:

1. **Prof. Dra. Luh Putu Artini, M.A., Ph.D.**, as the first supervisor, for providing invaluable input, suggestions, support, helpful advice, and continuous guidance that significantly assisted in the successful completion of this research.
2. **Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.**, as the second supervisor, who has provided input, advice, support, advice, and guidance that is very valuable and very helpful in completing this research.
3. **Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.**, as the Coordinator of the English Education Study Program and my Academic Advisor, deserves my gratitude for fostering a supportive academic environment and for continuous guidance and support throughout my studies.

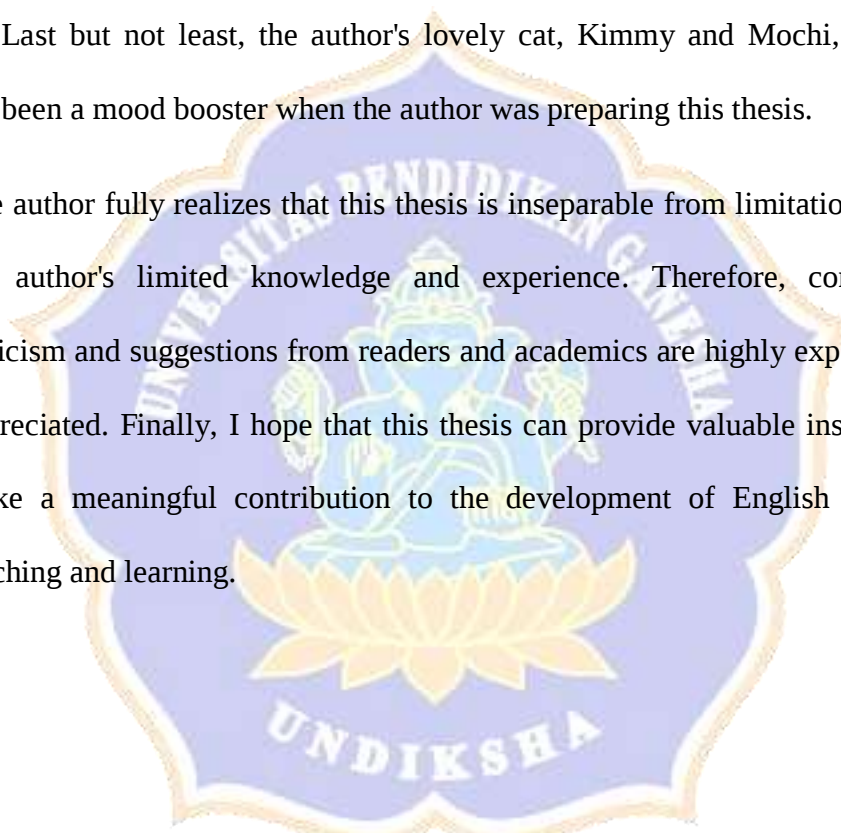
4. All lecturers in the English Education Study Program, who have shared their knowledge, expertise, and dedication in shaping the author's academic journey and enriching the thesis writing process.
5. The principal and staff of SMA Negeri 1 Sukawati, for the permission provided, valuable information, and warm welcome during the data collection phase.
6. The Grade 11 English teacher at SMA Negeri 1 Sukawati, Mr. Dodik and Mr. Indra, who have provided invaluable assistance and contributions in the data collection process.
7. Students of grades XI at SMA Negeri 1 Sukawati in the academic year 2024/2025 for their cooperation and support during the author's research.
8. The author's beloved grandparents, Ngadiyo & Mistri, parents Cik Agus Prasetyo & Choirul Muafidah, and younger sister Jocellyn Calista Putri, who have always given their never-ending love, prayers, and support, which have been the source of the author's strength and inspiration all this time.
9. The author's dearest friend, Meita, Marta, and Kintan who has helped the author a lot in the preparation of this thesis, as well as the author's dearest companions from university life, Hilda, Tari, Gilang, Diah Tantri, IKI class, and Loka Samgraha who shared countless memories and challenges; beloved long-time friends since high school, Sita, Utik, Gita, and Ayu Okta whose constant support has never faded with time; and Dama and Piar a cherished friend who has always felt like an older sibling. Their

presence has made this experience more meaningful and unforgettable. Also, heartfelt thanks go to Erika and Meisya for their constant encouragement and assistance during the thesis writing process.

10. The author is also sincerely grateful to all friends and family members who cannot be mentioned individually for their support, encouragement, and contributions, which have greatly helped in completing this thesis.

11. Last but not least, the author's lovely cat, Kimmy and Mochi, who has been a mood booster when the author was preparing this thesis.

The author fully realizes that this thesis is inseparable from limitations due to the author's limited knowledge and experience. Therefore, constructive criticism and suggestions from readers and academics are highly expected and appreciated. Finally, I hope that this thesis can provide valuable insights and make a meaningful contribution to the development of English language teaching and learning.



Singaraja, July 22nd, 2025

Agda Pinky Ikea Wulandari

TABLE OF CONTENTS

TABLE OF CONTENTS.....	ixv
LIST OF TABLES	xii
LIST OF FIGURES	xiiiix
LIST OF APPENDICES.....	xivx
CHAPTER I INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Identification of Research Problem	8
1.3 Limitation of Study.....	9
1.4 Research Questions	9
1.5 Research Objectives	9
1.6 Significance of the Research	10
1.6.1 Theoretical Significance	10
1.6.2 Practical Significance	11
CHAPTER II LITERATURE REVIEW.....	12
2.1 Theoretical Review.....	12
2.1.1 Theory of Teaching.....	12
2.1.2 Theory of Teaching Strategies	13
2.1.2.1 Learning Strategy Training	15
2.1.2.2 Project Based Learning	17
2.1.2.3 Problem Based Learning.....	20
2.1.2.4 Discovery Learning.....	21
2.1.2.5 Computer-Assisted Language Learning	23
2.1.2.6 Cooperative Learning	24
2.1.2.7 Active Learning	26
2.1.2.8 Integrated Learning.....	27
2.1.2.9 Flipped Learning.....	29
2.1.2.10 Competency Based Learning	31

2.1.2.11 Differentiated Learning.....	33
2.1.3 Theory of Teaching Preferences.....	34
2.1.4 Theory of Novice Teacher.....	37
2.1.5 Theory of Experienced Teacher.....	39
2.2 Empirical Review.....	40
CHAPTER III RESEARCH METHODOLOGY	45
3.1 Research Design.....	45
3.2 Research Setting.....	46
3.3 Research Subject and Object.....	47
3.3.1 Research Subject.....	47
3.3.2 Research Object.....	48
3.4 Data Collection Method.....	48
3.4.1 Observation.....	48
3.4.2 In-depth Interview.....	50
3.5 Research Instruments.....	51
3.5.1 Teaching Strategies Checklist.....	52
3.5.2 Observation Checklist.....	52
3.5.3 In-depth Interview Guide.....	53
3.5.4 Anecdotal Record.....	54
3.6 Data Collection Procedures.....	55
3.7 Data Analysis.....	56
3.7.1 Data Collection.....	56
3.7.2 Data Reduction.....	56
3.7.3 Data Display.....	57
3.7.4 Conclusion/Verification.....	57
3.8 Trustworthiness.....	58
3.8.1 Data triangulation.....	58
3.8.2 Investigator triangulation.....	59

3.8.3 Theory triangulation	59
3.8.4 Methods triangulation	59
CHAPTER IV FINDINGS AND DISCUSSION	61
4.1 Overview	61
4.2 Findings	63
4.2.1 Novice English Teacher Preferences	63
4.2.2 Experienced English Teacher Preferences	77
4.2.3 Differences of Novice and Experienced English Teacher Preferences	92
4.3 Discussion	97
4.3.1 Novice English Teacher Preferences	97
4.3.2 Experienced English Teacher Preferences	99
4.3.3 Differences of Novice and Experienced English Teacher Preferences	102
4.4 Implication	105
CHAPTER V CONCLUSION	108
5.1 Summary	108
5.2 Suggestion	110
REFERENCES	112
APPENDICES	122

LIST OF TABLES

Table 4. 1. Novice Teachers' Teaching Strategies Applied.....	64
Table 4. 2. Experienced Teachers' Teaching Strategies Applied	79
Table 4. 3. Novice and Experienced Teachers' Teaching Strategies Applied	93
Table 4. 4. Summary of Key Differences	95



LIST OF FIGURES

Figure 4. 1. Novice Teacher Help Students to Understand Clearly	68
Figure 4. 2. Novice Teacher Using Quizizz	70
Figure 4. 3. Novice Teacher Opened a Discussion Session	72
Figure 4. 4. Novice Teacher Dividing Students Into Groups	73
Figure 4. 5. Experienced Teachers Give Students Time to Reread Their Assignments	83
Figure 4. 6. Novice Teacher Asked Students to Find News Articles.....	88



LIST OF APPENDICES

Appendix 1. Observation Permit Letter	123
Appendix 2. Research Permit Letter	124
Appendix 3. Research Documentation.....	125
Appendix 4. Novice Teacher's Teaching Strategies Checklist.....	126
Appendix 5. Experienced Teacher's Teaching Strategies Checklist	132
Appendix 6. Novice Teacher's Observation Checklist (Meeting 1).....	138
Appendix 7. Novice Teacher's Observation Checklist (Meeting 2).....	147
Appendix 8. Novice Teacher's Observation Checklist (Meeting 3).....	156
Appendix 9. Novice Teacher's Observation Checklist (Meeting 4).....	165
Appendix 10. Experienced Teacher's Observation Checklist (Meeting 1).....	174
Appendix 11. Experienced Teacher's Observation Checklist (Meeting 2).....	183
Appendix 12. Experienced Teacher's Observation Checklist (Meeting 3).....	192
Appendix 13. Experienced Teacher's Observation Checklist (Meeting 4).....	201
Appendix 14. Novice Teacher's Anecdotal Record (Meeting 1).....	210
Appendix 15. Novice Teacher's Anecdotal Record (Meeting 2).....	211
Appendix 16. Novice Teacher's Anecdotal Record (Meeting 3).....	212
Appendix 17. Novice Teacher's Anecdotal Record (Meeting 4).....	213
Appendix 18. Experienced Teacher's Anecdotal Record (Meeting 1)	214
Appendix 19. Experienced Teacher's Anecdotal Record (Meeting 2)	215
Appendix 20. Experienced Teacher's Anecdotal Record (Meeting 3)	216
Appendix 21. Experienced Teacher's Anecdotal Record (Meeting 4)	217
Appendix 22. Instrument's Validation Sheet By Experts	218