

NOVICE AND EXPERIENCED ENGLISH TEACHERS' STRATEGIES FOR TEACHING ENGLISH IN SMP NEGERI 6 SINGARAJA

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ABSTRACT

This study aimed to analyze the teaching strategies employed by novice and experienced English teachers at SMP Negeri 6 Singaraja. The research specifically focuses on identifying the teaching strategies used by both groups, examining how teaching experience influences strategy choice, and comparing the two groups. The study employed a descriptive qualitative method, collecting data through observations, interviews, observation checklists, and anecdotal records. The findings showed that both novice and experienced teachers used various teaching strategies during the teaching and learning process. However, there were differences in the strategies that were emphasized. Novice teachers mainly used Cognitive Strategy and Computer-Assisted Language Learning (CALL). These strategies were implemented through vocabulary activities, sentence construction, text analysis, translation exercises, and digital media such as PowerPoint, Quizizz, WhatsApp, educational videos, and Google Translate. Meanwhile, experienced teachers more frequently used Social-Affective Strategy, Learning Strategy Training, Cooperative Learning, and Project-Based Learning. They combined these strategies with teacher explanations, group discussions, classroom interactions, and project activities to meet students' learning needs. Overall, novice teachers tended to follow a more structured lesson sequence, whereas experienced teachers combined different teaching strategies more flexibly during classroom instruction. The findings suggest that teaching experience influences the selection and implementation of teaching strategies in the EFL classroom. However, this study was limited to a small number of participants and a specific research setting. Further research is recommended to investigate teaching strategies in different educational contexts and with a broader range of participants.

Keywords: *EFL classroom, experienced teachers, junior high school, novice teachers, teaching strategies*

STRATEGI GURU BAHASA INGGRIS PEMULA DAN GURU BAHASA INGGRIS BERPENGALAMAN DALAM MENGAJAR BAHASA INGGRIS DI SMP NEGERI 6 SINGARAJA

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis strategi pembelajaran yang digunakan oleh guru bahasa Inggris pemula (*novice teachers*) dan guru bahasa Inggris berpengalaman (*experienced teachers*) di SMP Negeri 6 Singaraja. Secara khusus, penelitian ini mengidentifikasi strategi pembelajaran yang digunakan oleh kedua kelompok guru, membandingkan strategi tersebut, serta mengkaji pengaruh pengalaman mengajar terhadap pemilihan strategi pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui observasi, wawancara, *observation checklist*, dan *anecdotal records*. Hasil penelitian menunjukkan bahwa kedua kelompok guru menggunakan berbagai strategi pembelajaran, tetapi dengan penekanan yang berbeda. Guru pemula lebih sering menggunakan Cognitive Strategy dan Computer-Assisted Language Learning (CALL) melalui kegiatan kosakata, analisis teks, penyusunan kalimat, latihan penerjemahan, serta penggunaan media digital seperti PowerPoint, Quizizz, WhatsApp, video pembelajaran, dan Google Translate. Sementara itu, guru berpengalaman lebih sering menggunakan Social-Affective Strategy, Learning Strategy Training, Cooperative Learning, dan Project-Based Learning, yang dipadukan dengan penjelasan guru, diskusi kelompok, interaksi kelas, dan kegiatan berbasis proyek. Secara umum, guru pemula cenderung menerapkan pembelajaran yang lebih terstruktur, sedangkan guru berpengalaman lebih fleksibel dalam mengombinasikan berbagai strategi pembelajaran. Temuan penelitian menunjukkan bahwa pengalaman mengajar memengaruhi pemilihan dan penerapan strategi pembelajaran dalam konteks EFL. Penelitian ini terbatas pada empat guru bahasa Inggris di satu sekolah. Oleh karena itu, penelitian selanjutnya disarankan melibatkan partisipan yang lebih beragam dan konteks pendidikan yang berbeda.

Kata kunci: guru pemula, guru berpengalaman, kelas EFL, strategi pengajaran sekolah menengah pertama