

Teaching Strategy Preferences Of Novice And Experienced English Teachers In SMPN 1 Sukasada

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Abstract

The implementation of the Merdeka Curriculum requires teachers to apply teaching strategies that support student-centered learning and the development of 21st-century skills. This study aimed to investigate and compare the teaching strategy preferences of novice and experienced English teachers at SMPN 1 Sukasada, Buleleng Regency, Bali. A descriptive qualitative design was employed. Data were collected through classroom observations, interviews, teaching strategy checklists, anecdotal notes, and document analysis. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings revealed that novice teachers implemented various teaching strategies; however, their use was relatively inconsistent and focused mainly on basic classroom management and content delivery. In contrast, experienced teachers consistently employed social/affective strategies, project-based learning, discovery learning, cooperative learning, and active learning, which promoted greater student participation and interaction. The study also found that teaching experience, student characteristics, learning objectives, teachers' understanding of instructional strategies, and the availability of learning facilities influenced strategy selection. Overall, experienced teachers demonstrated greater flexibility and effectiveness in implementing teaching strategies aligned with the principles of the Merdeka Curriculum.

Keywords: Teaching Strategies, Novice Teachers, Experienced Teachers, EFL, Merdeka Curriculum.

INTRODUCTION

The current development in the education sector demands significant changes in the way teachers teach in the classroom. The learning process is no longer solely focused on the delivery of material, it also encourages students to practice the 21st-century skills that are one of the characteristics of the Merdeka Curriculum, which are Critical Thinking, Collaboration, Creativity, and Communication (Alghamdi & Al-Ghamdi, 2021). These skills enable students to analyze information, solve problems, innovate, work effectively in teams, and express ideas clearly. Interpersonal skills and adaptability play an important role in enhancing students' academic performance and preparing them for the evolving demands of the global workforce.

Therefore, mastering 21st-century skills and knowledge is essential for achieving future career success (Zhou, 2023; Padmadewi et al., 2018). Thus, 21st-century skills are the most important, and traditional educational paradigms were disrupted (Ramamonjisoa, 2024).

One of the movements to support for this shift in the learning paradigm is the implementation of the Merdeka Curriculum, which encourages flexible, student-centered, contextual learning and process-based assessment. It provides teachers the freedom to design learning strategies that align with the needs and characteristics of their students, while also allowing students the freedom to choose and develop their learning interests (Tunas & Pangkey, 2024). Additionally, the Merdeka Curriculum emphasizes the use of digital technology and approaches that support the holistic development of students' competencies, both academically and in terms of character.

Due to a shift in the educational paradigm, all learning activities are now focused on acquiring these 21st-century skills (Kustiawan et al., 2022). And with the implementation of the Merdeka Curriculum, teaching and learning strategies need to change (Salma & Yuli, 2023). In this case, teaching strategies become an important aspect. Teaching strategies are key components in the learning process that determine how effectively material is delivered, how engaged students are, and how well they achieve learning outcomes. In the context of teaching English particularly in teaching English as a Foreign Language (EFL), selecting teaching strategies is one of aspect that need to be concerned by English teachers, According to Widiati et al., (2018) stated EFL students will go through various challenges that must be overcome because this learning process involves understanding a new language and absorbing different cultures, thought patterns, and behaviors. The use of appropriate teaching strategies can enhance students' understanding and learning motivation, while also ensuring their engagement and creating a comfortable learning environment (Zaid et al., 2019; Savitri et al., 2022). Teaching strategies play a key role in the success of the learning process. Therefore, the selection of the right teaching strategy in the EFL classroom is very important because it greatly affects the understanding and achievement of EFL students' learning objectives.

Teaching strategy is a systematic plan designed and implemented by teachers in the learning process to help students achieve learning objectives effectively (Freeman & Anderson, 2013; Hayati et al., 2021; Hasanova et al., 2021). Numerous innovative teaching strategies have been recommended to be implemented to assist educators in addressing the requirements of the Independent. According to Freeman, & Andreson, (2013), Sidiq et al., (2021) & Hosaini et al., (2022), some strategies that were highly recommended include; Learning Strategy Training, Project-Based Learning, Problem-Based Learning, Discovery Learning, Computer Assisted Language Learning, Cooperative Learning, Active Learning, Integrated Learning, Flipped Learning, Competency-Based Learning, and Differentiated Learning. These strategies are designed to encourage active, collaborative, and contextual learning, which aligns with the principles of the Merdeka Curriculum and the demands of 21st-century skills.

Teachers often develop a preference for certain teaching strategies, leading them to choose the strategies they believe are most effective in fostering student engagement and learning outcomes. Various factors can affect the selection of teaching strategies in the classroom, including the student's learning condition, the teacher's pedagogical proficiency,

and the availability of supportive learning facilities (Mustika & Wardah, 2021). According to Hayati et al. (2021), teaching strategy preferences will be based on the teacher's experience, the subject matter taught, and the specific needs of the students. The difference in the length of teaching experience of teachers is one of the important factors that influence teacher preferences (Khairunisa et al., 2023). This is because the length of teaching experience can affect the teacher's understanding and way of managing the classroom. Based on the length of experience, teachers can be divided into two groups, namely novice teachers and experienced teachers. Novice teachers are defined as teachers who have less than three years of teaching experience (Tsui, 2003; Widiati et al., 2018). According to Kim & Roth (2011), a novice teacher is defined as a teacher with less than five years of teaching experience. On the other hand, experienced teachers are defined as teachers who have at least five years of teaching experience (Tsui, 2003).

(Burns & Richards, 2009) Studied the differences between novice and experienced teachers in more detail. The differences are seen in the length of the teaching period as well as the skills in teaching. A novice teacher is someone who is still in the early stages of teaching and learning how to deliver lessons in class. At this stage, novice teachers are still in the process of developing basic teaching skills and adapting to the classroom environment, which means they may struggle to handle unexpected situations during the learning process. They are also heavily guided by the lesson plan or syllabus that has been prepared to help them in teaching. On the other hand, an experienced teacher has completed hundreds of hours in the classroom, and this helps them understand how students learn and their different characteristics. This allows experienced teachers to be more flexible in managing and modifying learning materials to suit students' needs and characteristics, but still adhering to the syllabus.

Many studies have explored teaching strategies used by novice and experienced teachers (Hosseini et al., 2017; Koni & Krull, 2018; Torabzadeh, 2021; Sun & Zhang, 2022; Surma et al., 2022; Leite et al., 2022; Cahyani et al., 2024). These studies show that novice teachers, due to their limited classroom experience, often rely on structured, teacher-centered strategies that provide clear instructions. This is because they face a higher cognitive load while developing classroom management and teaching skills. On the other hand, experienced teachers, with their extensive knowledge and confidence, tend to use flexible, student-centered strategies that promote critical thinking and problem solving.

Understanding how teachers' experience influences their teaching strategies in the classroom is essential. According to Podolsky et al., (2019) teaching experience has been shown to have a positive impact on student achievement. However, there is still limited research on the teaching strategy preferences of novice and experienced English teachers in the context of the Merdeka Curriculum, particularly in junior high schools in Buleleng Regency.

The study will be conducted at SMPN 1 Sukasada, the school is located in Jl. Jelantik Gingsir No.26, Sukasada, Buleleng Regency, Bali. This study was carried out at SMPN 1 Sukasada based on preliminary observations, and this school fulfills the research criteria; it implements the Merdeka Curriculum, has both novice and experienced English teachers, and most importantly, can cooperate in the study. This research aims to determine the preferences

of novice and experienced English teachers at SMPN 1 Sukasada for teaching strategies, particularly following the implementation of the Merdeka Curriculum.

Although some studies examine the strategies used by novice and experienced teachers, most of the previous studies focused more on the differences in how to teach, how to manage the class, and the pedagogy of the teachers. Therefore, there is still a gap regarding the selection and use of teaching strategies used by novice & experienced English teachers, particularly following the implementation of the Merdeka Curriculum which emphasizes 21st-century learning.

Considering the significance of teaching strategy in influencing students' learning experiences, a comprehensive understanding of this research can significantly enhance the advancement of more effective and inclusive education.

METHOD

This study employed a descriptive qualitative research design to explore and compare the teaching strategy preferences of novice and experienced English teachers in the implementation of the Merdeka Curriculum at SMPN 1 Sukasada, Buleleng Regency, Bali. The study involved English teachers categorized into two groups based on their teaching experience: novice teachers, who had less than five years of teaching experience, and experienced teachers, who had five years or more of teaching experience. The participants were selected using purposive sampling because they met the criteria relevant to the objectives of the study. Data were collected through classroom observations, semi-structured interviews, and document analysis of lesson plans and teaching materials. Classroom observations were conducted to identify the teaching strategies applied during English lessons, while interviews were used to gain deeper insights into teachers' preferences, considerations, and reasons for selecting particular strategies. Document analysis was conducted to support and triangulate the findings obtained from observations and interviews. The collected data were analyzed using the interactive model of qualitative data analysis proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing/verification. To ensure the trustworthiness of the findings, methodological triangulation was applied by comparing information obtained from different data collection techniques. The results of the analysis were then interpreted to identify the similarities and differences in teaching strategy preferences between novice and experienced English teachers within the context of the Merdeka Curriculum and 21st-century learning demands.

RESULTS AND DISCUSSION

This discussion aims to interpret the research findings obtained in the previous section, specifically regarding the teaching strategy preferences used by novice and experienced teachers in English learning. The analysis was conducted by linking observational and interview data with relevant theories, thus gaining a deeper understanding of classroom learning practices. Furthermore, this discussion seeks to identify patterns of strategy use, levels of student engagement, and factors influencing teacher strategy selection.

Furthermore, this discussion highlights the differences and similarities between novice and experienced teachers in implementing learning strategies. This is crucial for understanding

how teaching experience influences teachers' classroom management, method selection, and strategy adaptation to student characteristics. Therefore, this section not only describes the findings but also provides a critical analysis supported by theory and previous research.

Teaching Strategies Used by Novice Teachers

Based on the research findings, in terms of learning strategy training, particularly metacognitive strategies, novice teachers have begun to demonstrate basic application, such as developing lesson plans and monitoring student performance throughout the learning process. Teachers are seen providing guidance regarding learning activities and attempting to gauge student understanding, although the evaluations are not yet in-depth and comprehensive. Furthermore, teachers have not optimally involved students in the planning process or reflection on their own learning strategies, so students still tend to rely on teacher guidance. In practice, control over learning still rests more with the teacher than with the students. This indicates that metacognitive strategies have begun to be implemented, but have not yet developed into a more independent and reflective approach for students.

Furthermore, in terms of cognitive strategies, novice teachers are seen attempting to help students understand assigned tasks by providing necessary explanations and guidance. Teachers are also beginning to provide opportunities for students to use tools such as dictionaries, although activities that encourage reasoning, analysis, and conclusion-making are not yet fully implemented. In some situations, teachers provide direct answers rather than encourage students to find solutions independently. This results in students' thinking processes not developing optimally in English learning. Thus, the application of cognitive strategies remains at a basic stage and does not fully support the development of higher-order thinking skills.

In terms of social/affective strategies, novice teachers have demonstrated efforts to create a comfortable learning environment for students, for example by providing support and maintaining positive interactions in the classroom. Teachers also strive to help students manage their attitudes and motivation to learn, although the approach used has not been systematic and sustained. Interaction between students in collaborative activities is still limited, so opportunities to practice English communication skills are not maximized. Furthermore, there is no apparent specific strategy to significantly increase student self-confidence. This indicates that social and affective aspects are being addressed, but require further development.

In the implementation of project-based learning, novice teachers have not fully made projects the core of the learning process; instead, they are supplementary or not clearly structured. The activities given to students do not fully reflect real-world problems that are contextual and relevant to everyday life. Furthermore, student involvement in the planning, implementation, and evaluation of projects is also limited. Teachers tend to focus more on completing assignments than on the learning process itself. As a result, the potential of project-based learning to improve critical and collaborative thinking skills has not been optimally utilized.

Furthermore, with strategies such as cooperative learning and active learning, novice teachers have begun to involve students in group activities and provide opportunities for them

to participate in the learning process. However, group formation remains simple and lacks clear role assignments for each member. This results in not all students actively participating in group activities. In active learning activities, teachers also do not fully provide space for students to ask questions, engage in in-depth discussions, or respond to classmates' answers. Thus, student engagement in learning remains uneven and needs to be improved.

Other learning strategies, such as computer-assisted language learning (CALL), integrated learning, flipped learning, competency-based learning, and differentiated learning, have not yet seen significant implementation by novice teachers. The use of technology in learning remains very limited and has not been utilized as a central part of the learning strategy. Furthermore, learning has not demonstrated cross-concept integration or adaptation to differences in student abilities and learning styles. Teachers still use a relatively similar approach for all students without considering specific individual needs. This indicates that these strategies are still not yet understood or ready for optimal implementation by novice teachers. The research results show that the strategies used by novice teachers still focus on basic learning management, such as following the learning flow, providing explanations, and conducting simple evaluations. This aligns with the teaching theories of Brown (2000) and Sayed & Afzal (2021), which state that teaching is a process of conveying knowledge that involves planning, implementing, and evaluating learning. Furthermore, in the context of teaching strategies, Freeman & Anderson (2013) emphasize that a learning strategy is a systematic plan used to effectively achieve learning objectives. In this regard, novice teachers tend to use strategies that are structured and aligned with the initial plan because they are still in the adaptation stage of teaching. This also relates to the novice teacher theory by Tsui (2003) and Widiati et al. (2018), which states that novice teachers still face limited experience and therefore rely more on pre-developed guidelines or plans.

Furthermore, the use of strategies such as providing motivation, monitoring student assignments, and using simple media indicates that novice teachers are beginning to adopt modern learning strategies. This aligns with the theory of modern teaching strategies (Sahoo, 2019; Ghory & Ghafory, 2021), which emphasizes the importance of technology integration and a student-centered learning approach. However, its implementation is still suboptimal and tends to be limited to the use of basic media such as videos or PowerPoint presentations. In the context of the Independent Curriculum, the strategies used are actually geared toward student-centered learning, but they do not fully provide ample space for student exploration, as explained by Hosaini et al. (2022).

This finding aligns with previous research showing that novice teachers tend to focus on learning structure and classroom management. Research by Koni & Krull (2018) and Torabzadeh (2021) found that novice teachers tend to follow activities outlined in the syllabus. Furthermore, Hosseini et al. (2017) also found that novice teachers tend to use strategies that emphasize student evaluation and motivation. Another finding from Anindya et al. (2020) showed that novice teachers frequently use strategies such as student grouping, monitoring, and providing positive feedback. This confirms that the novice teachers in this study were still developing their teaching skills and were not yet fully flexible in selecting learning strategies.

The results showed that novice teachers had begun implementing various learning strategies, but were still in the early stages and inconsistent across all indicators. The

strategies used tended to be limited to basic approaches and were not yet fully integrated into the learning process. Compared with previous theory and research, this condition appears to be common among novice teachers still in the professional development stage. Therefore, ongoing training and mentoring are needed to enable novice teachers to improve their competence in implementing more varied and effective learning strategies. This way, learning can become more student-centered and can increase engagement and optimal learning outcome.

Teaching Strategies Used by Experienced Teachers

Based on observations and interviews, experienced teachers use various learning strategies, such as social/affective strategies, project-based learning, discovery learning, cooperative learning, and active learning, in the English language learning process. These strategies were chosen because the teachers believe that English learning should emphasize practice and interaction, not just theoretical understanding. In the interviews, the teachers explained that seventh-grade students still tend to be shy and lack confidence when asked to speak English. Therefore, the teachers strive to encourage students to try by consistently providing motivation. Furthermore, the teachers also praise students even when they only use simple English. This demonstrates that the strategies used not only focus on academic aspects but also pay attention to developing students' self-confidence.

Experienced teachers also combine teacher-centered and student-centered approaches in their classroom learning. In the initial stage, teachers provide explanations using media such as PowerPoint presentations or videos to give students a basic overview of the material to be learned. After that, learning is directed toward activities that actively involve students, such as discussions and hands-on practice. In the interviews, the teachers stated that after the explanation, students must engage in activities to truly understand the material. This approach demonstrates that teachers act not only as providers of material but also as facilitators in the learning process. This gives students the opportunity to develop their understanding independently through learning experiences.

In implementing this learning strategy, experienced teachers provide contextual activities, such as in procedural texts, where students are asked to make a beverage product and then present it to the class. This activity aims to ensure students not only understand the material theoretically but also apply it in real-life situations. Teachers believe this type of learning is more meaningful than simply reading or writing. Furthermore, practical activities help students understand the steps in procedural texts more clearly. This is evident in the increased student engagement in the learning process. Thus, the strategies used are able to connect the material to students' daily lives.

Student engagement in learning is seen to be more active through the implementation of cooperative and active learning, where students are divided into small groups of two. Each student is responsible for completing group assignments, requiring them to actively participate. Furthermore, teachers allow students the freedom to use Google Translate as a tool to aid in understanding the material. This helps students who lack confidence to still contribute to learning activities. With this support, students become more confident in trying to use English. This indicates that the strategies used are able to increase overall student participation.

Although teachers have used various learning strategies, some have not been implemented optimally, such as computer-assisted language learning, integrated learning, and differentiated learning. Teachers stated that this limitation is due to a lack of understanding of the syntax of these strategies and the condition of classroom facilities. However, some elements of these strategies have begun to be implemented, such as the use of PPT, videos, and linking the material to students' daily lives. Furthermore, dividing students into heterogeneous groups is also a way to accommodate differences in student abilities. This shows that, although not yet fully implemented, teachers are still trying to adapt learning to existing conditions. Thus, the implementation of strategies remains flexible and gradual.

The results of the study indicate that experienced teachers use various strategies such as social/affective strategies, project-based learning, discovery learning, cooperative learning, and active learning. These strategies demonstrate that teachers act not only as transmitters of material but also as facilitators in the learning process. This aligns with the teaching theory by Rajagopalan (2019), which states that teaching involves direct interaction between teachers and students and provides support throughout the learning process. Furthermore, based on the theory of teaching strategies by Freeman & Anderson (2013), the strategies used by teachers reflect the link between classroom actions and the desired learning objectives. Experienced teachers in this study demonstrated the ability to select strategies appropriate to student needs, reflecting a more mature pedagogical understanding.

The use of strategies such as project-based learning, cooperative learning, and active learning also demonstrates the application of modern teaching strategies oriented toward student-centered learning. This aligns with the theories of Sahoo (2019) and Hosaini et al. (2022), which emphasize that modern learning must encourage active student participation, collaboration, and the development of critical thinking skills. Furthermore, the use of media such as video, PPT, and Google Translate demonstrates the integration of technology into learning, albeit in a simple form. This aligns with the CALL theory (Ghory & Ghafory, 2021), which states that technology can support language learning more effectively and flexibly.

These findings align with various previous studies showing that experienced teachers are more flexible and adaptive in their use of learning strategies. Hosseini et al. (2017) found that experienced teachers tend to use strategies that can increase student confidence and create a comfortable learning environment. Furthermore, research by Leite et al. (2022) showed that experienced teachers use strategies such as reflection, hands-on practice, and positive interactions with students. Cahyani et al. (2024) also found that experienced teachers use a combination of strategies such as material explanation, question-and-answer sessions, and practice. Meanwhile, Rido (2020) stated that experienced teachers are able to manage their classes well and use various techniques such as discussions, presentations, and group work. This indicates that the experienced teachers in this study align with previous research, namely focusing more on active, flexible, and student-oriented strategies.

Experienced teachers use more varied, flexible learning strategies, and focus on student engagement. The strategies used not only help students understand the material but also encourage them to be confident in using English in practice. Furthermore, teachers are also able to adapt strategies to students' circumstances, making learning more effective and less monotonous. Although some strategies have not been implemented optimally, teachers

continue to strive to integrate elements of these strategies into their learning. Thus, teaching experience has an important role in determining the success of using learning strategies in the classroom.

Comparison of Teaching Strategy Preferences

Based on the research results, there are quite clear differences between the learning strategies used by novice and experienced teachers, especially in terms of the variation and consistency of strategy implementation. Experienced teachers appear to use more active learning strategies, such as social/affective, project-based learning, discovery learning, cooperative learning, and active learning, as confirmed by interview results. Meanwhile, novice teachers tend to use a more limited strategy and are not consistent across all observed indicators. This is evident from observations where several strategies are not optimally implemented by novice teachers, especially those related to active and student-based learning. Thus, differences in teaching experience influence teachers' ability to manage and vary learning strategies.

Differences were also evident in the application of metacognitive strategies, where experienced teachers were more consistent in planning, monitoring, and evaluating learning than novice teachers. Experienced teachers routinely provided lesson plans, monitored student abilities, and evaluated learning outcomes, although some indicators did not always appear at every meeting. Conversely, novice teachers were still in the early stages of implementing these strategies and had not yet fully engaged students in the learning reflection process. This suggests that experienced teachers had a better understanding of managing the learning process systematically. Therefore, metacognitive strategies were more developed in teachers with more teaching experience.

In terms of cognitive strategies, both types of teachers demonstrated efforts to help students understand the material, but there were differences in the depth of their application. Experienced teachers tended to be more flexible in using various approaches, such as providing hints, utilizing tools like dictionaries or Google Translate, and tailoring support to students' needs. Meanwhile, novice teachers tended to provide direct direction without encouraging students to think independently. This resulted in the learning process for novice teachers being less likely to develop students' analytical and reasoning skills. Therefore, cognitive strategies in experienced teachers appeared to be more adaptive and contextual than those of novice teachers.

In terms of social/affective strategies, the differences between the two teachers were also quite significant, particularly in building student confidence. The experienced teacher actively provided motivation, praise, and created a comfortable learning environment through humor and a relaxed approach. This was supported by interview results, which showed that the teacher attempted to reassure students that there were no mistakes in learning English. In contrast, the novice teacher did show attention to students' emotional aspects, but this was not done consistently and systematically. As a result, students in the experienced teacher's class appeared more active and willing to participate. Thus, social/affective strategies became one of the main differences between the two teachers.

The most striking difference was seen in the implementation of project-based learning, where the experienced teacher explicitly implemented contextual project-based learning, such as making a beverage product for a procedural text and presenting it. Observations showed that students were actively involved in the process and working in small groups. Meanwhile, the novice teacher had not yet fully implemented this strategy in a structured manner and was still limited to giving simple assignments. This resulted in lower levels of student engagement compared to the class taught by the experienced teacher. Thus, project-based learning was one strategy that clearly differentiated the learning practices of the two teachers.

In cooperative learning and active learning strategies, experienced teachers demonstrated more effective management than novice teachers. Experienced teachers divided groups of two so that each student had clear roles and responsibilities, and encouraged students to discuss and provide feedback. Meanwhile, novice teachers did use group work but did not clearly assign student roles, resulting in uneven participation. Furthermore, in active learning, experienced teachers provided more opportunities for students to share answers and provide feedback. This suggests that active learning strategies are more optimally implemented by experienced teachers.

In other strategies, such as CALL, integrated learning, and differentiated learning, neither novice or experienced teachers have implemented them optimally as primary strategies. However, experienced teachers have begun using elements such as PowerPoint presentations, videos, and Google Translate in their teaching. Meanwhile, novice teachers still have very limited use of technology and have not demonstrated any differentiation in their learning. This indicates that although both teachers face limitations, experienced teachers are better able to adapt to existing conditions. Therefore, the use of additional strategies still needs to be developed by both teachers, especially the experienced teachers.

This comparison indicates that experienced teachers have an advantage in the variety, consistency, and effectiveness of their learning strategy implementation compared to novice teachers. These differences are influenced by teaching experience, their ability to understand student characteristics, and their classroom management skills. Research data indicates that strategies used by experienced teachers are more effective in increasing student engagement, particularly through project-based learning, group work, and social/affective approaches. Meanwhile, novice teachers are still developing their skills in implementing more complex learning strategies. Therefore, teaching experience is a crucial factor in determining the quality of the learning strategies used. Based on this, there are significant differences between novice and experienced teachers in their preference for learning strategies, both in terms of the types of strategies used and how they are implemented in the classroom. Experienced teachers tend to use more varied, student-centered, and contextual strategies, while novice teachers are still limited to basic strategies and are not consistent in their application. Observation and interview data indicate that strategies such as project-based learning, cooperative learning, and social/affective learning are more dominant among experienced teachers and have a positive impact on student engagement. Thus, it can be concluded that teaching experience has a significant influence on the preference and effectiveness of learning strategies used in the classroom.

Factors Influencing Teachers' Strategy Preferences

Based on research findings, one of the main factors influencing teachers' learning strategy preferences is teaching experience. Experienced teachers demonstrate greater ability to select and combine various learning strategies according to classroom conditions. This is evident in the variety of strategies they use, such as social/affective learning, project-based learning, discovery learning, cooperative learning, and active learning, which are applied flexibly. Meanwhile, novice teachers tend to be more limited in their strategy use and less consistent in their application. This difference indicates that teaching experience plays a significant role in shaping teachers' pedagogical skills, particularly in understanding when and how to use a strategy effectively.

The second factor is student characteristics, particularly their level of confidence and initial ability in using English. Based on interviews, experienced teachers stated that seventh-grade students tend to be shy and lack confidence, necessitating strategies that can encourage their courage to speak. Therefore, teachers prefer strategies that emphasize interaction and hands-on practice, such as group work, discussions, and presentations. Furthermore, the use of praise and motivation is also important in increasing student participation. This indicates that the choice of learning strategies is strongly influenced by the conditions and needs of students in the classroom.

The third factor is learning objectives, where teachers strive to align strategies with the competencies students want to achieve. In the context of teaching procedural texts, for example, experienced teachers choose project-based learning by having students create and present products, enabling students to not only understand the theory but also practice it. This strategy is considered more effective because it provides a real-world, contextual learning experience. Meanwhile, novice teachers tend to focus solely on delivering material without involving students in hands-on practice. Therefore, learning objectives become a key consideration in determining the strategy used.

The fourth factor is the availability of facilities and the use of technology, which influence the extent to which certain strategies can be implemented. Based on interviews, experienced teachers acknowledged that the use of computer-assisted language learning (CALL) is still limited, despite utilizing media such as PowerPoint presentations, videos, and Google Translate. Limited facilities and student readiness are the main reasons for the suboptimal use of more complex technology. This is also evident among novice teachers, who have not yet utilized technology extensively in their learning. Thus, facilities and technology factors are one of the obstacles to developing more innovative learning strategies.

The fifth factor is teachers' understanding of learning strategies, particularly regarding their syntax and implementation in the classroom. Experienced teachers stated that some strategies, such as integrated learning and differentiated learning, have been implemented indirectly, but have not yet been implemented in a structured manner as primary strategies. Meanwhile, novice teachers acknowledged that some strategies have not been used because they lacked understanding of how to implement them. This indicates that teachers' level of understanding of learning strategies significantly influences their preferences and implementation. Therefore, improving competency through training and experience is crucial. Based on this, several key factors influence teachers' learning strategy preferences, namely

teaching experience, student characteristics, learning objectives, facility availability, and teacher understanding of learning strategies. These factors are interrelated and determine how teachers select and implement strategies in the learning process. Experienced teachers tend to be better able to adapt strategies to existing conditions, while novice teachers are still in the development stage. The results of this study indicate that improving teacher competency is essential for implementing learning strategies more effectively and with variety. Therefore, understanding these factors is crucial in efforts to improve the quality of classroom learning.

CONCLUSION

Based on the research results and discussion, differences in the preferences and implementation of teaching strategies between novice and experienced teachers in English learning are evident. These differences are evident in the variety of strategies used, classroom management methods, and how teachers adapt learning to student characteristics. The strategies implemented influence student engagement, confidence, and confidence in using English during the learning process. Strategy selection is a crucial aspect in creating an active and meaningful learning environment. Novice teachers use a limited and less varied set of learning strategies compared to experienced teachers. The approach tends to be teacher-centered, although in some areas it has begun to shift towards student-centeredness. Strategy implementation is also not entirely consistent and still requires adjustments to classroom conditions and student characteristics. Novice teachers still experience limitations in understanding and optimally implementing various learning strategies. The impact is evident in suboptimal student engagement and low participation in some learning activities.

Experienced teachers use a more diverse and predominantly active and interactive learning strategy, such as social/affective strategies, project-based learning, discovery learning, cooperative learning, and active learning. These strategies encourage student engagement, participation, and confidence in using English, even if still in a simple form. Teachers are also able to combine teacher-centered and student-centered approaches in a balanced manner. Learning is made more contextual through practical activities such as projects and presentations. Furthermore, teachers provide motivation, praise, and create a comfortable classroom atmosphere, which increases student confidence. Some strategies, such as CALL, integrated learning, and differentiated learning, have not been implemented optimally, but some elements have emerged in the learning process.

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