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Novice And Experienced English Teachers' Strategies For Teaching English In Junior High School

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Abstract

This study aims to analyze the teaching strategies employed by novice and experienced English teachers at SMP Negeri 6 Singaraja. The research specifically focuses on identifying the types of teaching strategies used by both groups, examining how teaching experience influences the choice of strategy, and comparing the differences between the two groups. The study employed a descriptive qualitative method, collecting data through observations, interviews, document checklists, and anecdotal notes. The results showed that novice teachers tend to use more student-centred and modern teaching strategies, including project-based learning, discovery learning, and integration of digital technologies such as games and multimedia. These strategies aim to actively engage students and encourage collaboration through technology-based platforms such as PowerPoint, Quiz, and WhatsApp. However, the strategies employed are still less structured and continue to evolve. On the other hand, experienced teachers demonstrate a more balanced approach, incorporating both traditional and modern strategies, such as cooperative learning, problem-based learning, metacognitive strategies, and active learning. The comparison shows that novice teachers are more explorative with technology and emphasize student engagement, while experienced teachers are more strategic and adaptable, combining conventional and contemporary approaches effectively. The findings suggest that teaching experience has a significant impact on the choice and application of teaching strategies in the EFL classroom context. However, the study's limited sample size and short duration may affect the generalizability of the findings. Further research is needed to explore its long-term impact and the application of this method in broader educational settings.

Keywords: Teaching Strategies, Novice Teachers, Experienced Teachers, EFL Classroom, Junior High School

INTRODUCTION

In this era of globalization, English is considered the international language used for communication and is widely used worldwide (Mulatu & Regassa, 2022). It is one of the crucial aspects of learning. This statement aligns with Septiani et al., (2019), who stated that English

has become a lingua franca as a tool for exchanging information globally. Mulatu and Regassa (2022) stated that in this era of globalization, recognizing the importance of learning English has made English an essential subject for junior high and senior high school students. Moreover, in learning English, EFL students will go through various challenges that must be passed because this learning process involves understanding a new language and absorbing different cultures, thought patterns, and behaviours (Widiati et al., 2018).

As the world changes, especially after the COVID-19 pandemic, teaching strategies have evolved for the better. According to Susanto (2022), a new paradigm began to be strongly implemented in education, especially in Indonesia, during the pandemic, which is called 21st-century Century Learning. As a result, all learning activities aim to reach these 21st-century skills (Kustiawan et al., 2022). There are many versions of the definition of 21st-century skills. The main point in 21st-century skills is the 4Cs, which are increasingly relevant in language learning. 4C stands for critical thinking, creativity, collaboration, and communication skills. Additionally, learning in this era is more student-centred and emphasizes skills development that fit the needs of the times. It also encourages digital technology application in the teaching-learning process, shifting to how students and teachers interact and access information.

Strategy in teaching English is one of the aspects that teachers need to be concerned about. In teaching English to EFL students, they must be able to choose the right teaching strategy according to the student's needs. According to Larsen-Freeman & Anderson (2013), the Teaching strategy is the teacher's action in the classroom to help students reach the learning goal. Hayati et al. (2021) define teaching strategy as the attempt of the teachers to help students achieve the learning goals in the learning process based on the planned steps made by the teacher.

By maintaining the spirit of 21st-century learning that focuses on developing life skills, the Minister of Education in Republic Indonesia initiated the Merdeka Curriculum, introducing a more flexible learning approach that is oriented towards developing student competencies and character. (Muin et al., 2022). Based on preliminary observation at the selected school, SMPN 6 Singaraja. The school were already using the *Merdeka* curriculum, and it was also chosen as a "*Sekolah penggerak"* which is a program from the *Merdeka* curriculum where the school is chosen to achieve the vision of Indonesian education in realizing an advanced Indonesia that is sovereign, independent, and personality through the creation of Pancasila Students. The preliminary observation results, including observation and interviews with the school's environment, revealed that SMPN 6 Singaraja needs to provide additional resources for teaching English to increase the students' interest in learning English.

The curriculum in Indonesia has frequently changed to promote a balanced effort in improving the national education system. (Sari et al., 2023). The *Merdeka* curriculum is an evolution of the 2013 curriculum, with an emphasis on developing broader and deeper student competencies and characters. The difference is that the 2013 curriculum is more focused on the student's competency with a teacher-centered approach, and the *Merdeka* curriculum is also focused on students' competence and character development, as well as preparing them to face the challenges of the 21st century with a student-centered approach.(Wiguna et al., 2022).

Besides the curriculum, language teaching has also changed over time. Nowadays, English language lessons are designed to meet students' communication needs using various strategies and methodologies. There are three main duties of a teacher: what to teach, how to teach, and what to evaluate. (Ratminingsih, 2021). While students did learn languages through the Audio-Lingual Method (ALM), not all were able to easily apply the skills they mastered in the classroom to real-life communication. (Larsen-Freeman & Anderson, 2013). The teachers should consider and implement more methods to achieve their language teaching goals, especially in English language teaching.

According to Larsen-Freeman & Anderson (2013), The Grammar Translation Method (GTM) is a traditional method used by language teachers since the 20th century to help students read and appreciate literature in foreign languages. This method of studying a language involves first examining its grammar rules in detail. Once a solid understanding of these rules is achieved, learners then apply this knowledge to translate sentences and texts into and out of the target language. (Richards & Rodgers, 2001). Nevertheless, the method was ineffective in preparing students to use the target language communicatively. From that point onward, another method became popular, which is called the Direct Method (DM).

The Direct Method (DM) is not a new approach, as its principles have been utilized by language teachers for many years. In the words of Larsen-Freeman and Anderson (2013), the Direct method only has one rule, which is no translation allowed. The name was chosen because it was meant to be conveyed directly in the target language using demonstrations and visual aids without relying on the students' native language. In the 20th century, there were a few methods that existed, such as the Audio-Lingual Method (ALM), Method Total Physical Response (TPR), Community Language Learning (CLL), Suggestopedia, Communicative Language Teaching (CLT), etc.

In the 21st century, many methods and strategies are created, such as cooperative learning, computer-assisted learning, computer-assisted language learning, project-based learning, blended learning, discovery learning, contextual learning, problem-based learning, and picture & picture learning (Larsen-Freeman & Anderson, 2013). Additionally, studies show that the level of the teachers also influenced data. Gatbonton (2008) notes that whereas experienced teachers typically have practical and stable cognitions due to their rich and suitable teaching experience, novice teachers are likelier to have unrealistic teaching cognitions due to their lack of teaching experience.

According to Zhang, L.J. Zhang D. (2020), experienced teachers are at the latter stages of the continuum, whereas novice teachers are at the early ones. Since they have finished a series of teacher preparation courses and are expected to apply fresh pedagogical knowledge, experienced teachers are usually thought to have consistent thinking and classroom decisions. Novice teachers, on the other hand, are in the first stage and are still learning pedagogical skills to provide their classroom instruction. According to Freeman (2001), novice teachers have less experience, approximately three years. In line with Freeman's statement, Tsui (2003) also stated that novice teachers are usually termed teachers who have just started teaching, with generally less than three years of teaching experience. Conversely, experienced teachers are defined as those with teaching experience for many years, typically at least five years.

Based on the preliminary observations of the school's environment, situation, conditions, and interviews with the English teachers, the results showed that the teachers have different strategies from the novice and the experienced teachers. The Experienced teacher tends to use traditional methods rather than modern ones. Experienced teachers are more likely to explain the material, which is called teacher-centered teaching. However, novice teachers are more likely to use modern methods, such as smartphones and projectors, where they use technology in their learning process. Novice teachers tend to use a student-centered, project-based learning strategy.

From this point, the researcher can observe differences in teaching strategies between novice and experienced teachers. Previous research has not yet been conducted in this school. Future research will identify the strategies that novice and experienced teachers use to teach at SMP N 6 Singaraja, benefiting the community. As a result, this study aims to compare the learning strategies of novice and experienced teachers in the context of teaching English in SMP N 6 Singaraja and examine how these strategies impact the students' learning outcomes. This research can be the basis for developing a more effective curriculum that improves student learning outcomes and supports teachers' professional development. However, there is not much empirical evidence comparing novice and experienced teachers' cognitions, and it has not been sufficiently documented.

RESEARCH METHODS

This investigation implements qualitative methodologies. Qualitative methods are employed to collect, analyze, interpret, and document research findings (Creswell, 2018). Additionally, the selection of this methodology is contingent upon the data to be gathered in the form of descriptions of the teachers' teaching experiences. The qualitative method in this investigation determined the teaching strategies employed by novice and experienced teachers. According to the definition, qualitative research involves words rather than numbers. It involves gathering and analyzing non-numerical data, which can be collected from audio, video, and text. Qualitative research is designed to use nonstatistical data to produce insight. The text addresses emotions, thoughts, or experiences. The data-gathering process will be done in a narrative form. (Ugwu & Val, 2023)

RESULTS AND DISCUSSION

This study employed a descriptive qualitative approach to describe and analyze the teaching strategies employed by novice and experienced teachers in teaching English at SMPN 6 Singaraja. Data were obtained through classroom observations, in-depth interviews, and a learning strategy checklist. In this approach, the researcher not only collects data but also seeks to understand the meaning behind the behaviors and strategies employed by teachers in real-world contexts.

The results show that both novice and experienced teachers demonstrate a high level of commitment to creating active and student-centered learning environments. Nonetheless, there are differences in the way they organize and implement teaching strategies, which reflect their respective levels of experience and expertise.

Teaching Strategy Used By The Experienced English Teacher

The findings of this study revealed that experienced English teachers at SMPN 6 Singaraja used various teaching strategies aligned with 21st-century learning principles and the Merdeka Curriculum's emphasis on student-centred learning. These strategies include Project-Based Learning (PBL), Cooperative Learning, Metacognitive Strategies, Discovery Learning, and Computer-Assisted Language Learning (CALL). One strategy that was consistently implemented was Project-Based Learning. The first experienced teacher (ET/1) did this by asking students to create valuable items from waste materials, which taught procedural texts and fostered creativity and real-world application. The teacher said:

"Kalau saya mengajarkan Procedure Text, saya kasih contoh yang mereka bisa lihat sehari-hari, seperti buat jus, atau bikin kerajinan dari barang bekas. Supaya mereka merasa ini pelajaran dekat dengan kehidupan mereka."

This aligns with the theoretical framework proposed by Sidiq, Najuah, and Lukitoyo (2021), who assert that PBL fosters critical thinking, creativity, teamwork, and communication, essential skills in the twenty-first century. Additionally, ET/1 frequently used cooperative learning strategies, such as Think-Pair-Share and team discussions. ET/1 consistently incorporated project-based activities in all three observed sessions and earned perfect scores of 4/4 for this strategy. According to Akhyar (2020), experienced teachers often assign students to group projects because it encourages idea exchange and helps build a positive learning environment. This was evident from the observation checklist, where ET/1 received full points for implementing the Cooperative Strategy throughout all meetings.

In contrast, the second experienced teacher (ET/2) used Cooperative Learning less frequently, favoring traditional, teacher-centered methods. This aligns with Rodríguez and McKay's (2010) statement that experienced teachers can efficiently manage classrooms and make spontaneous adjustments, even when relying on traditional frameworks. Both experienced teachers demonstrated excellent use of Learning Strategy Training, which included cognitive, metacognitive, and social-affective techniques. ET/1 had 17/20, 16/20, and 18/20 across three meetings (totaling 51/60), while ET/2 had 16/20, 15/20, and 17/20 (totaling 48/60). These outstanding ratings indicate that both teachers consistently guided students through structured lessons that involved planning, monitoring, and reflection — key elements of learning strategy training, as outlined by Hayati et al. (2021) and Larsen-Freeman and Anderson (2013).

Social-Affective Strategies were moderately used. ET/1 scored 2/4, 3/4, and 4/4 (total: 9/12) by employing humor, praise, and helping students overcome learning challenges. ET/2 scored 4/4, 4/4, and 4/4 (total: 12/12), focusing on encouragement and supportive group activities. As stated by Larsen-Freeman & Anderson (2013), promoting positive emotional support in language classrooms increases student confidence and reduces anxiety, especially in speaking tasks. The use of Computer-Assisted Language Learning (CALL) was also evident, particularly with ET/1, who incorporated videos and digital presentations into their classes. ET/1 scored 3/6, 4/6, and 2/6 (total: 10/18) by using videos, PowerPoints, and assigning students to create tutorial videos. In contrast to ET/1, ET/2 had 0/6, 1/6, and 2/6 (total: 3/18), indicating that ET/2 is not utilizing CALL and remains primarily based on the book; ET/2 used multimedia, such as videos and digital worksheets.

Discovery Learning was another frequently used method. ET/1 scored 6/6 in all three meetings (total: 18/18), different with ET/1, ET/2 did not use any of the strategy where ET/2 had 0/6, 0/6, and 0/6 (total: 0/18). ET/1 required students to recognize imperative verbs and procedural procedures from video materials, whereas ET/2 instructed students to identify descriptive phrases from textual and visual elements. The Discovery Learning framework encompasses stimulation, exploration, and verification.

Regarding Active Learning, both teachers fostered dynamic, student-centered classrooms. ET/1 had 3/5, 4/5, and 5/5 (total: 12/15) through games, group work, and discussions. ET/2 scored 0/5, 2/5, and 3/5 (total: 5/15) by engaging students in presentations, peer feedback, and live examples. This use of active learning aligns with current best practices in EFL, which encourage interaction, collaboration, and student participation (Larsen-Freeman & Anderson, 2013). Despite the effective implementation of modern strategies, experienced teachers were less likely to adopt Flipped Learning and Differentiated Learning approaches. These gaps could be attributed to time constraints or difficulties with newer methods. According to Rodríguez and McKay (2010), experienced teachers typically employ traditional strategies when introducing new ones, adapting them to the specific classroom dynamics. Regarding affective strategies, ET1 and ET/2 emphasized the use of encouragement and praise to maintain student motivation.

This aligns with the Social-Affective Strategy framework, which encourages motivation through interpersonal engagement (Hayati et al., 2021). In conclusion, the strategies used by experienced teachers balance modern and traditional teaching methods. ET/1 emphasized interactive and technology-based training, whereas ET/2 concentrated on process-oriented teaching. According to Jacobs, Gregory, and Hoppey (2009), experienced teachers adjust their strategies to meet the needs of students and classroom dynamics, resulting in a more effective and individualized learning environment. Jacobs, Gregory, and Hoppey (2009) also stated that experienced teachers modify strategies based on student needs and classroom dynamics, often creating a more effective and personalized learning environment.

Strategies Used By Novice Teachers In Teaching English

The results of this study demonstrated that novice teachers (NT/1 and NT/2) at SMPN 6 Singaraja employed a variety of teaching methods. The observed lessons and interviews revealed that novice teachers, although frequently passionate and able to use technology, are still improving their instructional techniques. One key strength in both novice teachers was their willingness to incorporate technology and digital tools into the learning process, reflecting their training in modern educational methods.

NT/2 had 3/6, 3/6, and 5/6, for a total of 11/18 in Computer-Assisted Language Learning (CALL). ET/1 used PowerPoint presentations, videos, and projectors. NT/1 decreased slightly, to approximately 0/6, 2/6, and 4/6, totaling 6/18. However, they still showed initiative by encouraging students to utilise their smartphones for research. Nazari et al. (2019) stated that new teachers are more likely to use and incorporate new technologies into the classroom, as they have recently completed educational training programs that focus on technological pedagogical content knowledge (TPACK). These results are in line with those. Both of the new teachers always used Project-Based Learning (PBL). NT/1 had 8/10, 9/10,

7/10 (in total 24/30), whereas NT/2 got 10/10, 8/10, and 9/10 (27/30). NT/1 told students to prepare a drawing or picture of their idol or a fictional character that will be presented.

These strategies are similar to the PBL indicators proposed by Sidiq et al. (2021), which include utilizing real-world materials, collaboration, and evaluation of products. Active learning was another effective method. NT/1 had 0/5, 2/5, and 4/5 (6/15), indicating that the use of the strategy is increased in every meeting. NT/1 utilized games and peer conversations to engage students in active learning environments. NT/2 had 5/5, 4/5, and 3/5 (12/15), indicating a learning environment that was actively engaged. This suggests that novice teachers are adequately equipped to implement modern, student-focused teaching methods within their instructional practices. The results align with the research conducted by Surma et al. (2022), which indicated that novice teachers employ engaging strategies, including multimedia, brainstorming, and digital media examples, to foster connections with students and enhance motivation.

In the realm of Discovery Learning, both NTs demonstrated a moderate level of consistency. NT/1 had 4/6, 5/6, and 3/6, while NT/2 had 6/6, 5/6, and 4/6. Opportunities were established for students to independently recognize grammar structures or vocabulary items using the Discovery Learning framework proposed by Sidiq et al. (2021), which emphasizes the importance of stimulation, exploration, data collection, and verification. However, novice teachers demonstrated a more consistent use of metacognitive strategies, indicating a well-developed understanding of these strategies. NT/1 had of 8/10, 9/10, and 7/10, whereas NT/2 had 10/10, 9/10, and 8/10. While there were instances where students were encouraged to draw on their prior knowledge or reflect on their performance, such practices were not consistently applied. Hayati et al. (2021) suggest that the effective application of metacognitive strategies requires deliberate planning, monitoring, and evaluation of student learning, skills that novice teachers may still be developing.

Regarding Cooperative Learning, both NTs demonstrated moderate use. NT/1 scored 1/7, 3/7, and 5/7 for a total of 9/21, while NT/2 scored 7/7, 6/7, and 5/7, totaling 18/21. Activities included group-based presentations and peer teaching, although the roles within groups were not always clearly assigned. According to Akhyar (2020), cooperative learning promotes student engagement and language use in low-pressure environments, which novice teachers often try to foster despite classroom management challenges. Social-affective strategies were also employed effectively by both teachers, with both achieving perfect scores. NT/1 scored 4/4, 4/4, and 43/4, while NT/2 also scored 4/4, 4/4, and 4/4. NT/1 employed motivational games and regularly praised students, whereas NT/2 focused more on providing corrective feedback and occasional encouragement. As Larsen-Freeman and Anderson (2013) note, creating a comfortable classroom atmosphere is crucial for language learners, particularly in EFL contexts. In Differentiated Learning, NT/1 used more and reached a perfect score of 3/3 in all three meetings, while NT/2 had 1/3 in all three meetings. Nevertheless, in Flipped Learning, NT/2 achieved higher scores than NT/1, scoring 4/4 in all three meetings, whereas NT/1 did not use any of the observed materials (0/4 in each session).

To summarize, the novice teachers at SMPN 6 Singaraja have a firm focus on modern, technology-supported teaching methods. Their strength was in consistently using Project-Based Learning, Active Learning, and CALL, reflecting their exposure to current pedagogical

training and digital tools. Although not in-depth in their application, novice teachers demonstrate openness and exploratory efforts in using cognitive, metacognitive, and social-affective strategies, as well as technology-based strategies such as Computer-Assisted Language Learning (CALL). This suggests that novice teachers are in the early stages of professional development, where they experiment with various approaches in a balanced manner to find the most effective teaching style and devise creative ways to engage students and achieve their goals. Despite these limitations, the novice teachers demonstrated promising practices that align with the goals of the Merdeka Curriculum and 21st-century learning. As Zhang (2020) and Berliner (1988) suggested, novice teachers are still building their professional identity and can become highly effective educators with more experience and mentorship.

Teaching Strategies Used By English Novice And Experienced Teachers Differ

Based on the research results obtained from observations and interviews with four English teachers at SMP Negeri 6 Singaraja, it was found that there are significant differences between the teaching strategies used by novice and experienced teachers. These differences lie not only in the types of strategies used, but also in terms of frequency, consistency, depth of application, as well as the level of adjustment of strategies to students' learning needs. From observation, experienced teachers (ET/1 and ET/2) tend to use more reflective, structured, and process-oriented strategies, such as Project-Based Learning, metacognitive strategies, and contextual learning. This aligns with the theory of Gatbonton (2008) and Tsui (2003), which posits that experienced teachers possess stable cognition, characterized by a more stable ability to make informed learning decisions based on years of classroom experience.

For example, teacher ET/1 scored very high on Metacognitive Strategy (10/10), Project-Based Learning (9/10), and Learning Strategy Training (total score 51/60 in three meetings). This indicates that experienced teachers consistently guide students in planning, monitoring, and reflecting on their learning. These strategies are highly relevant to Learning Strategy Training, as outlined by Larsen-Freeman & Anderson (2013) and Hayati et al. (2021), which emphasize the importance of the teacher's role in fostering students' learning awareness and autonomy. In contrast, novice teachers (NT/1 and NT/2), despite showing high enthusiasm and innovativeness, still showed inconsistencies in strategy implementation. NT/1 and NT/2 both scored 57/60 in the Learning Strategy Training category, indicating that they used all types of learning strategies on average.

However, their approaches are more exploratory and technology-based, utilizing tools such as Quizizz, WhatsApp Groups, and PowerPoint. This reflects the tendency of novice teachers to rely on modern technology-based strategies (CALL - Computer-Assisted Language Learning) as described by Ghory & Ghafory (2021) and Sahoo (2019). Nevertheless, although novice teachers excel in technology utilization, the management of deep learning strategies such as Project-Based Learning or Metacognitive Strategy is not yet fully mature. NT/1 showed a decrease in Metacognitive Strategy score from 9/10 to 7/10, while NT/2 experienced a decrease from 10/10 to 8/10. This is consistent with Freeman's (2001) and Freiberg's (2002) views that novice teachers are still in the stage of learning to manage teaching strategies and adaptation to complex classroom situations.

In the aspect of Cooperative Learning, experienced teachers ET/1 showed consistency with a score of 7/7 in three meetings, while ET/2 did not implement this strategy (0/7). In contrast, NT/2 showed high use of Cooperative Learning at the beginning (7/7), but declined to 5/7. This decline may be related to the challenges of time management and classroom control, which are common barriers for novice teachers as described in the theory of Smagorinsky et al. (2015). Furthermore, in the Active Learning strategy, novice teachers NT/1 experienced an increase in score from 0/5 to 4/5, while NT/2 experienced a decrease from 5/5 to 3/5. This indicates that novice teachers are still seeking a suitable strategy pattern, and this trend supports Zhang & Zhang's (2020) theory that novice teachers are more experimental and strongly influenced by recent training.

The use of Flipped Learning and Differentiated Learning was only seen among novice teachers. NT/2 consistently used Flipped Learning (score 4/4), while NT/1 implemented Differentiated Learning with a score of 3/3. This suggests that novice teachers have greater exposure to current learning approaches, which are highly emphasized in the Merdeka Curriculum and 21st-century learning (Kustiawan et al., 2022; Muin et al., 2022). Overall, while all teachers demonstrated a fairly broad application of strategies, experienced teachers excelled in terms of consistency, reflection, and the integration of strategies in authentic contexts. In contrast, novice teachers experimented more with various strategies, particularly digital and interactive ones, but showed a developing level of stability.

The differences between novice and experienced teachers in this study indicate the tendency to approach teaching strategies differently, which is closely related to the level of experience and mastery of pedagogical skills of each teacher. Based on observation and interview data, novice teachers tend to be more exposed to student-centered learning, project-based learning, and the use of digital technology in the English language learning context.

This is reflected in the strategies they use in the classroom. For example, teacher NT/2 consistently applies the CALL (Computer-Assisted Language Learning) strategy by utilizing the Quizizz application and WhatsApp Group to deliver materials and provide exercises. NT/2 also applied the flipped learning strategy, scoring 4/4 in all meetings, indicating that digital approaches have become an integral part of her teaching practice. Likewise, NT/1, who utilized PowerPoint and differentiated learning strategies, scoring 3/3, demonstrates that novice teachers are equipped and motivated to explore modern, flexible, and engaging learning innovations for students.

Additionally, project-based strategies were also employed by novice teachers, although their implementation was not fully focused or in-depth. Teacher NT/2, for example, directed students to create descriptive texts based on school activities and pictures, while NT/1 asked students to describe their idol figures in writing and orally. Both activities reflect the use of the project-based learning approach. However, they are more oriented towards the final product rather than the reflective and problem-solving process as applied by experienced teachers.

Meanwhile, experienced teachers (ET/1 and ET/2) tended to show a more adaptive, purposeful, and balanced approach between traditional and modern methods. They not only employed learning strategies such as discussions and lectures (conventional strategies) but also incorporated elements of modern strategies, including metacognitive strategies, social-affective strategies, and active learning, on a more stable and integrated scale. ET/1, for

example, consistently scores 10/10 for metacognitive strategies and 9/10 in Project-Based Learning. She facilitated learning through designing products from scrap and creating procedure texts reflectively and collaboratively, demonstrating mastery of higher-order instructional design.

Experienced teachers also demonstrate the ability to manage the learning process purposefully and contextually, where every learning activity is not only aimed at producing products, but also involves the processes of critical thinking, cooperation, and student self-reflection. This aligns with Gatbonton's (2008) and Tsui's (2003) theories, which state that experienced teachers have reached a level of stable cognition in the pedagogical decision-making process, enabling them to choose strategies appropriately according to the classroom context.

In summary, this analysis reveals differences between novice and experienced teachers at SMPN 6 Singaraja, where experienced teachers are less dependent on digital technology but still utilize it selectively to support student understanding, such as through the use of contextualized videos and visual presentations. In contrast, novice teachers are more active in using digital media but are not yet fully able to link their use to deep reflection or long-term learning goals. This suggests that novice teachers are still in the early stage of professional development, where they are more responsive to new educational trends but not yet fully mature in managing the depth of such strategies.

CONCLUSION

This study demonstrates that while both novice and experienced teachers at SMP Negeri 6 Singaraja are dedicated to fostering active, student-centered learning, their approaches to doing so vary. With the use of technology and visual media, novice teachers employ more cognitive methods and CALL, which leads to more structured learning that depends on prepared devices. Experienced teachers, on the other hand, are more adaptable and combine metacognitive techniques, project-based learning, cooperative learning, discovery learning, and social-affective learning with other methods that are connected to the students' everyday lives. The main difference lies in the flexibility and depth of the strategies: novice teachers still rely on a planned approach, while experienced teachers are more adaptive, reflective, and able to manage the class contextually. Therefore, it has been demonstrated that the variety, choice, and efficacy of English language learning tactics are significantly influenced by instructional experience.

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