Learning Methods Implemented By Language Teachers Viewed From Different Teaching Experiences

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Abstract
The teaching method that the teacher uses in the implementation of learning has a significant role for student development. Teachers need to pay attention to each method's characteristics and strengths and weaknesses in selecting learning methods. Understanding this aspect is very important to choose and combine suitable learning methods so learning act ivies become exciting and meaningful for students. This study investigates the learning methods implemented by English language teachers viewed from different teaching experiences. This study used a qualitative research design. The data collection was done through interviews and classroom observation. This study found differences in the selection of learning methods implemented by the teachers in teaching English. Teachers with different educational backgrounds affect the teacher's ability to understand, prepare and enforce learning in the classroom. Moreover, inexperienced and experienced teachers' learning methods differ depending on their teaching experiences. This study implied that English teachers should continually be trained to have high competence in employing appropriate teaching methods.

Keywords: learning method, implementation, language, teachers, teaching experiences.

1. Introduction

Their teaching methods greatly influence the academic success of students. A learning method is a route to reach a particular goal.

It is one of the components that support the success of learning activities and is one of the efforts educators should continue. It is hoped that educators can manage the entire process of teaching and learning activities effectively. Therefore, teachers must have a sufficient understanding of learning principles to design teaching and learning activities, including selecting appropriate learning methods (Mantra, 2021).

Teachers must have a learning process plan so that students can learn effectively and achieve the expected goals. Mastering presentation techniques, or teaching methods, is one of the steps in implementing this strategy. The teaching method is a prescribed route or course of action (Suparsa et al., 2017). The purpose of the teaching method is for students to be able to use their knowledge to solve a problem or answer a question so that they can think for themselves and form their own opinions when facing various problems. These methods significantly impact how creative students are and how interested they are in learning all the subjects being taught (Sri Widiastuti et al., 2022). Inadequate teaching methods can be caused, among other things, by teachers who lack preparation and mastery of teaching materials so that the presentation is blurry, negative attitudes towards students and subject matter, and the use of less attractive methods, causing dissatisfaction (Mantra et al., 2021). Students do not learn as a result. As a result, utilizing learning strategies is very important to ensure that students are not detached during the teaching or learning process (Handayani & Widiastuti, 2019).

The teaching method refers to classroom instruction's general principles, pedagogy, and management strategies (Mantra et al., 2019). Teaching methods include the processes that occur in the classroom, the selection of teaching content, the role of the teacher, the role of students, the role of teaching materials, and the types of assignments and activities used in class (Santos & Serpa, 2020). The selection of learning methods in the classroom should be implemented efficiently. That is, teaching methods must be adapted to the characteristics of students and the expected learning outcomes so that teaching objectives can be achieved. Therefore, designing and choosing teaching methods must be adjusted and considered, not only the teaching material provided but also how the students learn. In general, methods can be categorized according to orientation into three, namely student-centred, teacher-centred, and content-centred methods (Widiastuti et al., 2021). These three methods can be distinguished based on the level of dominance of the teacher who controls the class during learning.

Therefore, a teacher should be able to choose a suitable method of teaching English in class (Rasmitadila et al., 2020).

The choice of the method also determines the process of selecting teaching materials because no method can teach all languages. The success of learning in an English class depends on the choice of appropriate teaching methods and assessments and how these assessments are used as a basis for making learning improvements (Widiastuti & Saukah, 2017). The method determines what and how the chosen part of the language is taught and learned. Therefore the method is the most important thing to create a conducive learning condition (Sutiani et al., 2021).

Linguists, teachers, psychologists, and other experts develop approaches, methods, and techniques to be used in teaching language classes and making teaching and learning processes effective. The selection of appropriate teaching methods will determine the results of learning in the classroom (Gopinath, 2015). Learning is a process, way, or act of making people or living things learn. In this case, the teacher is expected to continue to train the ability to develop teaching methods or choose methods that suit students' needs. Teachers are expected to have a good understanding of teaching methods. Besides that, it can also apply suitable teaching methods consistently according to the needs of each student (Handayani, 2020).

Choosing a suitable teaching method is not easy for a teacher. They need in-depth knowledge of the available methods and the ability to properly implement them according to the teaching criteria (Putra et al., 2022). Teaching includes what is taught and how to sequence skills, what are the objectives of teaching, what are the demands of time and how much time is devoted to learning, what methods are available for use in the classroom, who are the students, who is the teacher, and where is the language learning taking place (Yusuf et al., 2019).

A teacher should be able to determine learning objectives and choose the appropriate method to meet the specified goals. Another thing to consider is how much time the teacher provides for preparation. It includes the necessary teaching media to implement the method properly (Verawati et al., 2022). Another thing is that the teacher's personality also plays an essential role in the choice of method. In addition, teachers' beliefs about language and teaching play a crucial role when choosing methods, strategies, and assessments in Learning (Klimenko & Sleptsova, 2015).

The teaching methods referred to in this study are divided into two groups: classical and innovative. The classical teaching method is a

teaching method commonly used by teachers. While the innovative method is a teaching method that has just been developed and is not yet commonly used, it is still a method that has been developed and implemented in certain schools (Naz & Murad, 2017). These methods can support effective interaction with the social environment at school through mastery of foreign languages, especially English. Mastery of English is essential, considering the era of globalization is already underway (Radhika, 2017).

In addition to the teacher's understanding and belief about the importance of choosing the suitable teaching method, the teacher's teaching experience also greatly influences the teaching method used in language classes (Podolsky et al., 2019). Teachers have different teaching experiences, so this experience greatly determines the teacher's ability to choose and apply appropriate teaching methods in the classroom. Teaching experience is knowledge the teacher gains while carrying out his duties as an educator (Choi & Lee, 2020).

Many studies reveal that the teacher's teaching experience can determine the teaching methods used. The teacher's selection of teaching methods is, of course, through specific considerations, including those derived from a teacher's personality and his different professional abilities. On the other hand, the educational background also greatly influences teacher considerations in choosing the teaching methods used. Another problem is the lack of mastery of various teaching methods, which is an obstacle in selecting and determining methods. Teachers with backgrounds usually experience this from something other than teacher education and inadequate teaching experience (Lockee, 2021).

Lack of teaching experience causes teachers to have limitations in determining the teaching methods used. However, some of them are right in choosing teaching methods. However, they need help to apply it well in class. Teaching experience is everything that has been experienced by the teacher in carrying out his duties as an educator at school, which relates to a specific period (Berger et al., 2018). Each teaching staff's service length is determined by their active teaching period at school (Guerrettaz et al., 2020). So, the teaching experience in question is the length of time a teacher carries out his duties as an educator.

Teaching experience is the working period of a teacher in carrying out his duties as an educator in a particular educational unit under an assignment letter from an authorized institution. The teaching experience caused by the long tenure as a teacher provides a different

experience between one teacher and another (Pennington & Richards, 1997). The longer the teacher has been teaching, the more teaching experience he has. That is, long teaching experience shows that teachers have higher teaching achievements than those with low teaching experience. With more and more teaching experience, the teacher is expected to increase professionalism in teaching in the classroom further (Kong, 2017).

Teachers are categorized into two, namely novice teachers and experienced teachers). Beginner teachers have just entered the teaching world after studying or have less than five years of teaching experience. Novice teachers will enter the learning process to teach following existing developments. This development follows the current conditions of the teaching profession and the conditions of the teaching environment. Novice teachers must also realize that teaching is a profession that requires professionalism, morals, and ethics (Gatbonton, 2008). The morals and ethics in question are the choices of actions and attitudes based on the values prevailing in the learning environment. Concerning morals and ethics, each school has a different sociocultural situation. This situation makes novice teachers experience difficulties when carrying out their profession as teachers in schools (Armellini et al., 2021). A lack of information about the school causes this, unlike the case with experienced teachers who have enough information about the school.

Another indicator in expressing the teacher's teaching experience is seen from the teacher's experience participating in training and educational activities to develop abilities and improve teacher competence in carrying out their duties as educators. In this case, teachers are always required to develop their abilities by participating in training that can support their academic profession (Widiastuti et al., 2020). Training also provides opportunities for teachers to acquire new knowledge, skills and attitudes that change their behaviour. Based on the explanation above, the longer the teacher has teaching experience, the more experience the teacher has in knowing, understanding, and choosing better and more appropriate teaching methods.

Previous studies found that teaching experiences significantly influence how teachers manage the classroom (Kong, 2017; Gatbonton, 2008; Vaudroz et al., 2015). Therefore, this study investigated the selected learning methods implemented by English language teachers viewed on their different teaching experiences. This study is urgently needed to reveal the need for teaching experiences to train teachers to be professional.

2. Research Methodology

This study uses a qualitative method characterized by natural data, data description, and inductive data analysis. This study emphasizes phenomenological research focusing on participants' understanding of what is being done. Qualitative research processes descriptive data based on interview transcripts and field notes (Ary et al., 2018). The definition above shows some keywords in qualitative research: process, understanding, complexity, interaction, and human. The qualitative method has several characteristics of the qualitative method, namely (1) giving primary attention to the meaning and message, according to the nature of the object; (2) more emphasis on process than research results; (3) there is no distance between research subjects and research objects; (4) the research design and framework are temporary because the research is open in nature and the research is scientific in nature because it takes place in their respective sociocultural contexts (Hennink et al., 2020).

In this research, we will investigate the relationship between the selection of teaching methods and the teaching experience of teachers in schools. The method used in this study is a case study to examine the phenomenon regarding the selection of teaching methods seen from the teaching experiences of different teachers. This research was conducted at a senior high school in the province of Bali, Indonesia. The first thing to do is to determine the research sample based on the purposive sampling method. The data used in this research is qualitative data. Qualitative data were obtained from the results of in-depth interviews conducted with research participants, data in the form of direct observations carried out at schools, and studies of teacher documents.

Several data collection methods applied in this study were observation, interviews, recording, and documentation. Data collection is an integral part of data analysis activities. Data analysis begins by placing data according to their respective categories, then data reduction is carried out. In this case data reduction is an attempt to sort data into specified categories. The results of data reduction are processed in such a way. Next, a conclusion is drawn so that the figure is seen more fully. The presentation of data is the preparation of information, thus providing the possibility of concluding.

7. Results and Discussions

This study was conducted in a senior high school in Bali to reveal the

selected learning methods implemented by English language teachers in teaching English. The findings' results and discussion can be elaborated on in the following. The data can be summarized in the following tables based on the interviews and classroom observation.

Table 1 Teaching Methods used by Teachers in Teaching in Class.

Teacher	Learning Methods Implemented	The focus of learning Activity
Teacher A	Teacher A uses innovative teaching methods	Innovative learning methods provide opportunities for teachers to be able to explore students' English skills in class and students' English skills still need to improve. It is done so that students can carry out discussions together, understand the English words used and be able to use them in communication. The teacher chose this method because it is considered capable of facilitating students to be able to carry out learning optimally through discussion and can motivate students to use English in order to be able to communicate in English.
Teacher B	Teacher B implements two types of teaching methods in the class. These methods include Problem-Based Learning and	The teacher allows students to find as much information as possible about what is being learned either through their reference books, textbooks, the internet or other learning media.

Teacher c	Teacher C used the Grammar Translation Method in teaching.	It is done because translating the material presented in Indonesian makes it easier for students to understand what is conveyed by the teacher when learning takes place. Teacher C applies the storytelling method in also learning to increase students' self-confidence. Students are expected to be able to tell the stories they know. According to C, increasing students' self-confidence is the primary key to learning English. In addition to using the Grammar Translation Method, teacher C also focuses learning on storytelling activities.
Teacher D	Teacher D implements several learning methods when carrying out learning in class, including the Grammar Translation Method and the Audio-Lingual Method.	Both of these methods were chosen because learning focused on students' ability to communicate and know sentence structures in English that was good and correct. Learning focuses on sentence structure, in teacher D learning using a combination of these two methods. When learning, teacher D delivered lessons in English, which were then translated into Indonesian. It aims to introduce words in English and increase students' English

Teacher E	Teacher E uses collaborative teaching methods in teaching in class. There are several learning methods implemented in a class by teacher E, including the question-and-answer method, group assignments and discussion. In addition to the discussion and question and answer methods, the collaborative method at school was also	This method was used to determine student responses to the learning methods. The collaborative method combines several subjects by collaborating with other subjects with similar learning topics or themes to produce a learning product from several collaborative subjects.
Teacher F	Teacher F uses lecture, discussion and question-and-answer methods. In addition to these three methods, teacher F also uses several other learning methods, such as; drilling methods, demonstrations, problem-solving and simulation methods for topics requiring hands-on skills.	Among the many learning methods implemented in the class, the lecture method is the method he most often implements in class.

Several similarities and differences were found based on cross-case findings regarding the teaching methods used by teachers in class for

the six participants in this study. For the six cases, namely teachers A, B, C, D, E, and F, with different teaching experiences, several similarities were found. One was that the six teachers in this study could implement teaching methods in the class, including grammar Translation Method, Audio Lingual Method, discussion, group work, Problem-Based Learning, etc. The teacher applies the teaching method in the English class. The method applied by the teacher in the classroom can be appropriately implemented, and students can receive lessons well. The teaching method applied by the teacher affects the learning atmosphere and student interaction in learning.

There are differences in the findings of the six participants in the study. Even though they can equally apply teaching methods in the class, the teaching methods used are not the same. Teachers A, B, and E apply innovative teaching methods, while teachers C, D and F use more conventional teaching methods or lecture methods.

Based on the analysis of cross-case findings above, it can be concluded that the substantive theoretical findings are as follows; (1) The teacher's ability to apply teaching methods influences the participation of students in participating in class lessons so that learning objectives and results can be adequately achieved, (2) Innovative teaching methods provide opportunities for students to be more active in participating in learning, (3) Teaching methods conventional or lecturing, only focusing on the explanations given by the teacher thereby reducing the opportunity for students to be active in learning.

Table 2 Differences in the Selection of Teaching Methods used by Teachers with Different Teaching Experiences

Teacher	Education and Teaching Experiences	Learning Method Understanding and Implementation
Teacher A	Teacher A is a teacher who has an undergraduate education background in English education. He has four years of teaching experience.	Teacher A has a good understanding of teaching methods. He can also implement the method even though he has four years of teaching experience.

Teacher B	Teacher B is a teacher who has an undergraduate education background in English education. He has five years of teaching experience.	He has a good understanding of teaching methods. He was able to define it well. He has also implemented this teaching method in English lessons.
Teacher C	Teacher C is a teacher with a non-teaching education background, namely S1 English Literature. He has two years of teaching experience.	Teacher C has a good understanding of teaching methods. He often gets this information from his experience in teaching. Teacher C needs to be more able to implement teaching
Teacher D	Teacher D is a teacher with a Bachelor of English Literature Education background. He has 12 years of teaching experience.	He needed to have a better understanding of teaching methods. However, he can implement this method well based on his teaching experience. He tried to apply teaching methods even though the teaching methods applied needed to be more innovative.
Teacher E	Teacher E has a Master's degree in English education. He has 15 years of teaching experience.	Teacher E has excellent knowledge and understanding of teaching methods. He was able to explain the definition of teaching methods very clearly. He can also implement innovative and collaborative teaching methods in the

Teacher F	Teacher F is a teacher with a Master's in Linguistics Education background. He has 16 years of teaching experience.	Teacher F needs a better understanding of teaching methods. He stated that the definition of the method is not essential, but its implementation is more critical. Teacher F must be more able to apply innovative teaching methods in the class. The teaching activities focused on lecture and drilling

Based on the findings of the six participants in this study, similarities and differences in the selection of teaching methods used by teachers were obtained. The six participants in the study both implemented teaching methods in the class. The method is implemented in accordance with the conditions and situations when learning takes place. The difference found is the selection of teaching methods used in class. Teachers with non-teaching educational backgrounds cannot implement innovative teaching methods. They only apply the lecture method and Grammar Translation Method in classroom learning.

Based on the analysis of cross-case findings above, it can be concluded that the theoretical substantive findings are as follows (1) teachers with a background in teacher education and education science have a good basic knowledge and skills regarding learning, both in terms of the selection of methods, strategies, assessments and the learning media used. (2) Educational background provides basic abilities for everyone in carrying out tasks. (3) Educational background influences a person's ability to perform.

This section discusses the differences in the selection of teaching methods used by teachers with different experiences. Teaching experience is everything that has been experienced by the teacher in carrying out his duties as an educator at school, which relates to a specific period. Kong, (2017) also stated (Kong, 2017)this in his research, which stated that the teacher's experience reflects the appropriateness of the application of the teaching methods studied in the context of teaching in the classroom. Lack of teaching experience causes teachers to have limitations in determining the teaching methods used. However, some of them are right in choosing teaching methods (Vaudroz et al., 2015). However, they need help to apply it well in class. The following is a discussion of the teaching methods

used by less experienced teachers.

Based on the results of the analysis of the interview data conducted on the six participants, it is known that there are several types of teaching methods implemented by the teacher in the classroom. The teaching methods less experienced teachers use in learning are quite varied. Teachers A and B use several types of learning methods in the class, namely innovative learning methods. Innovative learning methods were chosen by teacher A because, according to him, this method provides opportunities for teachers to be able to explore students' abilities in learning English. One innovative method teacher A uses the discussion learning method. This method is used to allow students to carry out learning optimally through discussion and can motivate students to use English in order to be able to communicate in English. Innovative teaching provides opportunities for teachers to focus more on the subject matter and carry out learning in a structured manner because students have diverse needs and unequal abilities (Mantra, 2019).

Based on the analysis of interviews conducted with Teacher A, it is known that the discussion method is a teaching method closely related to learning problem-solving. Therefore this method is usually done in groups or group discussions. Problem-solving is a teaching method that allows students to be more independent and creative and can improve their critical thinking skills. The teacher's learning experience allows him to understand and implement innovative teaching methods. Berger's research results show that learning and teaching experiences closely relate to certain beliefs (Berger et al., 2018). Self-efficacy in classroom management and the ability to engage students are positively related to teaching experience. It shows that most teachers who have experience will have a higher level of confidence in carrying out learning, and this make teachers more able to carry out learning autonomously (Vaudroz et al., 2015).

Teacher B uses two types of learning methods in the classroom. Among them is the method of problem-based learning and discovery learning. In this case, Teacher B gives students the opportunity to find as much information about the things they learn through the reference books they have, textbooks, the internet and other learning media. Method Problem-based Learning is done so that students can develop high-order thinking or good critical thinking skills. Students are taught to solve problems found in Learning by finding solutions or answers to these problems so that students become more critical and creative. Besides that method of discovery learning carried out in class

also opens students' insights to not only stick to one learning source in solving learning problems but can use various learning sources. It is done so that students can open their horizons more broadly.

The experience he gained while carrying out lectures gave him the opportunity to be able to explore his abilities in choosing teaching methods used in class. The educational background influences the understanding and selection of the teaching method. In general, teacher A and teacher B implement innovative teaching methods in teaching English in class. The teacher chose the method because it can increase creativity, independent learning and students' ability to improve their ability to think critically. Innovative teaching methods also make it easier for teachers to communicate with students, explore their abilities and make it easier for teachers to carry out learning in class. Even though teachers A and B have little teaching experience, they have been able to implement innovative teaching methods to teach English in class.

On the other hand, teacher C implements the traditional learning model. The teaching model used was Grammar Translation Method in carrying out learning in class. The method used is to invite students to translate everything that is learned. Teacher C did this intending to make it easier for students to understand what he conveyed during the lesson. Teacher C translated the material being studied and delivered the material in Indonesian. Little teaching experience and non-teacher learning experience make teacher C unable to apply innovative teaching methods. He tends to use the Grammar Translation Method. This study also found that the lack of teaching experience gained while attending lectures caused teachers to experience difficulties in dealing with various obstacles encountered during classroom learning.

Based on the results of the data analysis, it can be seen that although the teacher's teaching experience is still lacking, the educational experience background influences the choice of teaching methods used by the teacher in class. On the other hand, teachers with little teaching experience and no educational learning experience make them unable to apply innovative teaching methods (Kartchava et al., 2020). This research also reveals that the teacher's teaching experience influences differences in teaching methods. That is, more experienced teachers will be better able to carry out variations in the learning process.

The next discussion is the selection of teaching methods by experienced teachers. Experienced teachers in this study were

participants D, E and F. Teacher D's ability to implement teaching methods was influenced by his ability to understand the field of teacher training acquired while teaching. He did not know anything about learning but learned it first-hand when he started teaching. Unlike the case with teachers D and E, teacher F became a teacher starting his career as a lecturer. He is a lecturer in linguistics courses. From his experience as a lecturer, he was interested in becoming an English teacher. Based on the results of interviews conducted with teacher F, it is known that, at first, he did not really understand teaching methods. For him, the teaching method is a way of teaching that focuses on imparting knowledge to students (lecture method). He needs to understand better teaching methods. His experience as a teacher for 16 years gave him experience in conveying knowledge material to students, but this experience did not give him a good understanding of learning methods and their types. He was able to implement these methods in learning. According to him, learning is transferring knowledge to students, so the classical method is straightforward to implement in class. English teachers who have experience using more form-focused techniques than inexperienced teachers. In addition, it was also found that experienced teachers are better able to develop learning when compared to teachers who do not have experience. However, the results of this study also show that teachers with long teaching experience with non-educational backgrounds are less able to apply innovative teaching methods.

Based on the results of the analysis of data, it can be concluded that the teacher's experience in teaching does not have an enormous influence on his ability to understand innovative teaching methods and their application in the classroom. It is influenced by an educational background that does not come from the teaching and education faculties, so they need a stronger foundation in education to understand teaching methods well. On the other hand, teachers with little teaching experience and a teacher education background have a good understanding of teaching methods. They are also able to apply these methods in class well.

8. Conclusion

The differences in the selection of teaching methods used by teachers with different teaching experiences. Teachers with different educational backgrounds affect the teacher's ability to understand, prepare and implement learning in the classroom. The educational background provides an overview and basic understanding of teaching

in the classroom. Experienced and inexperienced teachers can choose innovative teaching methods for teaching English. It is because the teacher has a background in teacher education and education. The knowledge that the teacher has in previous education gives the opportunity for the teacher to be able to understand innovative teaching methods. Experienced and inexperienced teachers cannot choose innovative teaching methods because they do not have sufficient experience in knowledge about education, even though these teachers have been able to implement these methods in the class, their lack of knowledge regarding teaching methods influences the choice of methods used. Teachers with a background in teacher training and education science have good knowledge that can be implemented in classroom learning, both from the selection of teaching materials, learning media, teaching methods and assessment.

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