

Teachers' Understanding of Self-Selected Learning Methods and Their Implementation in the Classroom

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A learning method is a systematic and regular process carried out by teachers in conveying material to their students. Effective implementation of learning methods leads to success in achieving the learning objectives. Teachers are required to have a comprehensive understanding of various learning methods to enable them to select and implement the most suitable one for each learning activity. This study was conducted by employing a qualitative method to investigate learning methods selected by the teachers and their implementation in an English language classroom. Data were collected by conducting in-depth interviews with English teachers and direct observations were carried out to determine the suitability of the implementation of the teaching method chosen by the teachers. In this study, the understanding and accuracy of the selection of learning methods are strongly influenced by educational background. Teachers who do not come from teacher education were not able to understand teaching methods well. On the other hand, teachers who are well-educated at the teachers' college have a good understanding of teaching methods and appropriate implementation. Therefore, this study implies that teachers need to undertake more in-depth and intensive training on innovative learning methods.

Keywords: Teacher, Understanding, Effective, Method, learning

INTRODUCTION

Teaching and learning activities are an interaction that has educational value. In it, there is an educational interaction between the teachers and the students, when the teacher conveys the lesson material to the students in the class. The method can be understood as a way that has strategic value in learning activities. The strategic value is that the method

can affect the course of learning activities. Therefore, teachers should pay attention to the selection and determination of methods before learning activities (Suparsa et al., 2017). One of the failures in teaching is caused by the selection of an inappropriate method. Less enthusiastic classes and the conditions of less creative students are due to the determination of methods that are not in accordance with the nature of the material and not in accordance with the purpose of teaching (Mantra et al., 2021).

The selection of learning methods in the classroom should be carried out 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 (Widiastuti & Saukah, 2017). Therefore, in designing and choosing teaching methods, it is necessary to adjust and pay attention to not only the teaching materials provided but also how the students learn. In general, methods can be categorized according to orientation into three, namely student-centered, teacher-centered, and content-centered methods. The three methods can be distinguished based on the level of dominance of the teacher who controls the class during the learning process. Therefore, a teacher should be able to choose the right method for teaching English in the classroom (Heredia & Buell, 2019).

The choice of the method also greatly determines the process of selecting teaching materials because there is no method that can be used to teach all learning materials. The success of learning in an English class is very dependent on the choice of the right teaching method, assessment, and how the assessment is used as a basis for making learning improvements (Widiastuti et al., 2020). The selection of the right teaching method will determine the learning outcomes in the classroom. In this case, the teachers are expected to continually enhance their ability to develop teaching methods or choose teaching methods that suit the needs of students. Teachers are expected to have a good understanding of teaching methods (Wright et al., 2019). Besides that, it is also possible to apply good teaching methods consistently according to the needs of each student.

Choosing the right teaching method is certainly not easy for a teacher to do. They need in-depth knowledge of the available methods and the ability to implement them properly according to the criteria of teaching (Assistant et al., 2012). 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 are the teachers, and where does language learning take place (Naz & Murad, 2017). To get to know the method in learning, then teachers need to understand in general its meaning where the learning method is the method used in implementing the plans that have been prepared in the form of real and practical activities to achieve learning objectives.

A teacher should be able to determine learning objectives and choose the appropriate method to meet the specified goals (Mantra et al., 2019). Another thing to note is how much time the teacher provides for preparation. This includes the teaching media needed so that the method can be implemented properly. Another thing is that the teacher's personality also plays an important role in the selection of methods. Comprehensive understanding of learning materials, students' needs, and learning objectives become crucial factors in selecting appropriate learning methods to be implemented in the classroom (Mahanal et al., 2019). Consequently, teachers ought to continually look for which method is the most appropriate to convey the material so that it can be absorbed easily by students.

Teachers' understanding and beliefs about the importance of choosing the right teaching method, moreover, teachers' teaching experiences may also greatly influence the choice of teaching methods used in language classes. Teachers have different teaching experiences so this experience will determine the teachers' ability to choose and apply the right

teaching methods in the classroom. Teaching experience is knowledge gained by teachers during their duties as educators (Berger et al., 2018). Therefore, it can be said that teachers' capability in choosing the right learning methods to be used is also influenced by their teaching experiences (Maba & Mantra, 2018).

Less teaching experience causes teachers to tend to have limitations in determining the teaching methods used. However, some of them are right in choosing teaching methods, however, they cannot be applied well in the classroom. Teaching experience is everything that has been experienced by teachers in carrying out their duties as educators in schools, which relates to a certain period (Gatbonton, 2008). The length of service for each teaching staff is determined by their active teaching period at the school. So, it can be said that the teaching experience in question is the length of time a teacher carries out his duties as an educator. Therefore, teachers' professionalism may be influenced by their teaching knowledge and experiences (Choi & Lee, 2020).

Teaching experience is the working period of teachers in carrying out their duties as educators in certain educational units in accordance with a letter of assignment from an authorized institution. Teaching experience caused by the length of work as a teacher provides a different experience between one teacher and another. It can be said that the longer the teacher's teaching period, the more teaching experience they have to improve their ability in proper teaching standards (Vaudroz et al., 2015). The length of teaching experience may show teachers have higher teaching achievements than those with low teaching experience. With the increasing number of teaching experiences, teachers are expected to further improve professionalism in carrying out classroom teaching (Podolsky et al., 2019).

The selection of teaching methods carried out by the teacher is of course through certain considerations, including coming from the personality of a teacher and the different professional abilities he has. On the other hand, the educational background also greatly influences the teacher's consideration in choosing the teaching method used and their teaching competence (Widiastuti et al., 2019). One of the other problems is the lack of mastery of various types of teaching methods which becomes an obstacle in choosing and determining the method (Sholeh, 2020). This is usually experienced by teachers with backgrounds other than teacher education and inadequate teaching experience.

In this case, teachers are always required to be able to develop their abilities by participating in training that can support their academic profession. Training also provides opportunities for teachers to gain new knowledge, skills, and attitudes that change their behavior (Nortvig et al., 2018). Based on the explanation above, it can be concluded that the longer the teacher has teaching experience, the more experience the teacher has in knowing, understanding, and choosing better and more appropriate teaching methods. This study aims to identify the teacher's understanding of the English teaching method used based on the teacher's teaching experience in the classroom, as well as the causes of differences in understanding of the teacher's teaching method.

Many studies reveal that appropriate implementation can improve students' learning achievement and enhance students learning motivation (e.g.: (Santos & Serpa, 2020); (Rasmitadila et al., 2020); (Nair & Sanai, 2018); (Mantra et al., 2018), It is, however, only a few studies investigate teachers' understanding of their selected learning method and the innovated implementation of the selected learning method in the classroom. Therefore, this study was conducted to reveal teachers' understating of their selected learning methods and their implementation in English classroom natural settings.

RESEARCH METHOD

This study employed a qualitative research design which is characterized by natural data, data descriptions, and inductive data analysis. This study emphasizes phenomenological research that focuses on participants' understanding of what is being done by the teachers concerning learning methods selection and their implementation in the classroom. In this study, the relationship between the selection of teaching methods and the teaching experience of teachers in schools was carefully investigated. The method used in this research was a multi-case study because it consisted of several cases or phenomena that occurred. The research was conducted in a high school located in Badung Regency. Research participants were teachers with teaching experiences ranging from below 1 to 5 years, 5 to 10 years, and above 10 years. Data were collected through observation and interview data and then transcribed, categorized and put into the right category and then analyzed critically to establish valid and reliable findings. All the findings were discussed argumentatively and presented descriptively to provide clear horizons concerning selected learning methods imitated by the teachers and their implementation in the classroom.

RESULTS AND DISCUSSION

In this section, the results of the study concerning teachers' understanding of teaching methods selected and their implementation in the classroom are discussed briefly to provide an overview of the findings of the study.

The teachers' understanding of the teaching methods used is very important in the implementation of learning. Teachers must be able to understand what they are implementing in the classroom. Based on the results of interviews conducted with Teacher A, information was obtained regarding teacher A's understanding of the teaching methods he uses in his English class. According to him, the teaching method is the method or step used by the teacher in carrying out learning in the classroom. This is done so that the teaching material delivered can be conveyed properly so that the learning objectives can be achieved.

"Technology in teaching is developing rapidly. There is *google meet, google classroom, moodle, and Learning Management System* that will support our teaching activities as a teacher. Even though right now my place is still in the suburbs. Internet connection and facilities are not shared by all students here. But most have been able to follow the online teaching. I also have to adapt to the circumstances of the students. Fortunately, since a few months ago, teaching *offline* or PTM has been able to be done. So students who do not have *online facilities*, such as WIFI or laptops now will not miss lessons anymore." (Teacher A)

Teacher A did not yet have a good understanding of the teaching method he used. He conveyed that the teaching method was a method or step taken in learning, but on the other hand, he stated that Google Classroom and others were methods used in learning. This shows that teacher A has not been able to distinguish between the teaching method and the teaching media used. According to him, the ability of teachers to understand teaching methods is strongly influenced by the learning system used. In this case, face-to-face learning is one of the teaching methods that can allow the teacher to know the teaching methods used. Besides that, the teacher also feels that face-to-face learning makes him really enjoy learning in class.

"Right sir. I also enjoy and can use various ways of teaching in class. Because if *online* we are very limited in teaching. Sometimes we don't know at the *zoom meeting* whether the students are listening or not. At the time of doing tests or tests, we also can't know if the students are looking for answers on *Google* or even collaborating with their friends.

Sometimes they reason when *zooming in* that the quota is low, so they turn off the video. So I can't really know what they are doing, especially when we call, they don't respond.” (Teacher A)

The teacher's understanding of the teaching method will affect the choice of the teaching method used. Teacher B uses two types of teaching methods when teaching English. Based on the results of interviews conducted with Teacher B, it is known that Teacher B has a fairly good understanding of English teaching methods. According to him, the teaching method is the method used by the teacher to make it easier for students to understand the material being taught.

“The teaching method is how to make it easier for students to understand. or speak in English. In short, ways to make students understand and can speak English”. (Teacher B) Teacher B

Teachers' understanding of English teaching methods can be seen from his ability to explain that teaching methods are ways of teaching. He also knows several types of teaching methods that can be used in learning English. According to him, the Grammar-Translation Method (GTM) is one type of teaching method used in teaching grammar or sentence structure. This method is used to teach sentence structure patterns. In addition to GTM, the teacher also mentioned the audiolingual instruction method, the silent way, Community Language Learning, and total physical response.

“Yes, there are several teaching methods that I know, sir, including; namely the Grammar Translation Method or GTM. This one is related to grammar. grammar for writing and speaking. Basically, this method consists of two parts, namely the rules or patterns. The second sentence will be translated into the target language. Next, audiolingual is an English learning method in which the teacher will practice a short dialogue. The teacher will first give instructions to the students to follow the dialogue. Although they are not given an understanding of the dialogue. Students will be asked to memorize the dialogue. Students are then asked to think about the meaning of the dialogue and memorize it in a short time.

“The third is the silent way. In a silent way, a teacher will use rules as a medium in teaching grammar and speaking. Broadly speaking, this method has similarities with audiolingual, students will be invited to build a sense or inner criteria that make them have the ability to detect and improve themselves when they use English. The fourth is community language learning or better known as CLL. This method was developed and introduced by Charles. In this method, the counselor is the teacher and the client is the student. The fifth is the total physical response. This method is very suitable for teaching students various vocabulary related to themselves and their surroundings. (Teacher B)

Based on the results of the interview above, it is known that teacher B is able to explain the teaching method used. Each teaching method can of course be used in teaching different English language skills. One example is the ability of teacher B in describing the CLL teaching method. According to him, this method is used to teach English when the class atmosphere is calm and students are ready to receive lessons. This method is very good to use because it is very appropriate to the conditions and situations of students. All the methods described by teacher B can be said that he knows the understand the teaching methods used in learning English quite well. Even though he has only five years of teaching experience.

Teacher C has two years of teaching experience. The new experience as a teacher certainly affects teacher C's readiness in choosing learning methods, materials, strategies, and implementing classroom learning. Teacher C is a teacher who has new teaching experience. Based on the results of interviews conducted with teacher C, it is known that teacher C has an understanding of learning methods.

“I think the teaching method is the way each teacher teaches English. There are several teaching methods that my friends and I often use here. It is also adjusted to the material presented, the level of the student.” (Teacher C)

According to him, learning methods are the ways that teachers teach in class. This method is a strategy that the teacher uses to convey the subject matter to students. According to him, the teaching method is the teacher's strategy in teaching in the classroom, especially in delivering subject matter so that students can easily understand what is being conveyed. The following is an excerpt from an interview with teacher C regarding their understanding of the learning method.

“So, as I mentioned at the beginning, the teaching method is how we convey material to students, either in the form of *games* or otherwise with the aim that what we convey can be accepted or understood by students. Besides that, there are also exercises to train students' language skills. So, in addition to understanding, students are also able to use the English language. In short, after understanding *grammar* students can immediately use it in conversation, as well as in English writing. But we focus on daily conversation first or *casual*. Sorry, sir, I have been called by another teacher because the meeting is about to start.” (Teacher C)

The learning method is the method used by the teacher to train students' ability to use English. Therefore, the learning methods used should be varied. Teacher C has a fairly good understanding of English learning methods. Although he has a good understanding of English teaching methods, he has not been able to implement these methods in the classroom to the fullest. This is because their ability to understand and apply teaching methods in learning is less than optimal.

Teacher D is a teacher with 12 years of service. In this study, teacher D can be categorized as an experienced teacher because they have a working period of more than ten years. The interview with teacher D was conducted informally when he finished teaching in class. Teacher D is a young teacher who is quite experienced in teaching in the classroom. Based on the results of interviews conducted, it is known that teacher D has a fairly good understanding of learning methods. according to him, the learning method is the teacher's strategy in teaching. This is done so that teachers can convey teaching materials well in class. According to him, every teacher has their own way of delivering material in class. This method is called a method. The following is an excerpt from an interview conducted with teacher D.

“Learning method is a strategy, sir.... In my opinion, this is a method or strategy that a teacher can use when teaching so that the learning steps can run optimally. This strategy will greatly affect the results or learning outcomes. (Teacher D)

Based on the excerpt from the interview with teacher D, teacher D has a fairly good understanding of learning methods. but teacher D stated that the methods, methods, techniques, and strategies were the same thing, namely the way to deliver the subject matter in class so that the learning objectives could be achieved. His understanding of learning methods affects his ability to implement these learning methods in the classroom. He uses various methods in delivering subject matter in class. The contextual method is one of the teaching methods he uses. According to him, the more teaching methods that are understood, the better the teacher will deliver learning materials. He also stated that the teaching method is the stage of teaching in the classroom so that all material can be conveyed to students.

“In my opinion, the teaching method is the stage where we will teach the material to students. That's simple. Furthermore, it is a process carried out by the teacher to provide teaching to students wherein the process there are

stages that will be passed by the teacher to teach the material to students. There are many in teaching English. It is contextual, it is *scientific*, then there is TPR, there is *silent way*, and so on". (Teacher D)

The following is an explanation of the results of the interview with teacher D regarding the contextual methods used in learning.

"Okay, so according to my understanding, if we are contextual, we are more realistic. Simply put, if we want to teach children about stationery, I immediately show, "this is what writing utensils are". In class, I often use scientific learning where there are three stages that must be given to students. The first is observing, then there is associating, then there is communicating. First, students observe the video that is playing, then they ask questions from the video that has been played. Then he will associate or in other words he associates or connect the video that has been discussed to real life. Then I ask to come forward to communicate or re-deliver what has been understood from the material or video that has been given". (Teacher D)

Based on the data above, it can be concluded that teacher D has a sufficient understanding of learning methods. According to him, the method is very important to be applied in the classroom. Teachers who have an understanding of applying learning methods will be able to apply these methods.

The next data is data regarding teacher E's understanding of the learning method. Fifteen years of teaching experience gave teacher E a lot of experience in implementing learning methods. this is of course influenced by teacher E's understanding of learning methods. According to him, the teaching method is a sequence or sequence of actions that we take to provide material to students.

"OK, I think the teaching method is a sequence or sequence of actions that we take to deliver material to students. Or in short, it can be said that all teaching activities in the class are in one session. The material we teach must reach the student's head. That's my opinion, sir. Of course, this must also be adjusted to the conditions of the class and the material presented. If the material grammar, of course, what is used will be different when compared to teaching vocabulary or practicing speaking. This is also recorded in our lesson plans for one year. We're here to compile them at the beginning of each year. We thought it through very carefully." (Teacher E)

He also stated that the teaching method is a whole teaching activity in one session. He also added that the teaching method is the way the teacher teaches which is outlined in several stages. The following is an excerpt from teacher E's interview regarding the teacher's understanding of teaching methods.

"Okay, so I think the teaching method is the way we teach which is poured into several stages in class with the aim that students can understand the material we provide or so that our learning objectives are achieved". (Teacher E)

Teacher E also applies several types of learning methods in the classroom. This is done in order to achieve the learning objectives. The learning method is a way that can be done by combining several learning strategies into an integrated unit called the collaborative method. According to him, the collaborative method is very effective in teaching in the classroom. Teachers can combine more than one subject by discussing the same topic. So that at the same time, the teacher can implement the method for two different types of subjects. The following are excerpts from interviews related to teachers' understanding of collaborative teaching methods.

"For me, the collaborative method is combined. In this case, I and my fellow teachers use what we call collaborative learning. Where we English subject teachers work together or collaborate with other subject teachers. For example,

with chemistry lessons, we can teach the procedure for making formulas. So the task given is how to make a chemical formula that is written or delivered verbally in English.” (Teacher E)

Based on data from interviews with teacher E, teacher E has a good understanding of teaching methods in the classroom. His understanding is carried out in class. Teacher E implements collaborative teaching methods in teaching. His good understanding of teaching methods is implemented in the classroom by applying these teaching methods.

Furthermore, the experience of teaching teacher F is quite long, namely sixteen years. His experience in teaching does not necessarily give him experience in implementing various teaching methods in the classroom. He also does not understand the definition of teaching methods well. This is because, in theory, the teaching method is a teaching technique, but in fact, the teaching method is implemented according to the real conditions in the classroom. From the results of interviews conducted, teacher F was not able to define teaching methods well. According to him, he cannot convey the theoretical definition but can implement the method in the classroom.

“Honestly, the problem of understanding I forgot. I used to be taught by a lecturer. It's just that many of the methods taught are not used. I adapt to the needs and conditions of the school. In my opinion, I don't know right or wrong, teaching methods are everything we use to achieve learning goals. Whether it's in the form of games, drills, or lectures”. (Teacher F)

In general, teacher F cannot explain the meaning of teaching methods. Sixteen years of teaching experience did not give him good knowledge to be able to understand teaching methods well. However, teacher F can implement the teaching method well in the classroom. According to him, it is not important to understand the meaning because it is not actually used in teaching, but can be implemented in learning. The following is an excerpt from an interview with teacher F regarding his understanding of teaching methods in the classroom.

“Yeah, you're welcome. Sorry, to be honest, I don't remember these methods or their meanings because they are not used in the real world.” (Teacher F)

Based on the results of interview data conducted with teacher F, that teacher F did not have a good understanding of teaching methods in the classroom. His minimal understanding did not affect the choice of teaching methods used when teaching in the classroom. Teacher F seems to be able to use quite a variety of teaching methods. This is certainly influenced by the teaching experience he has.

Based on the results of interviews and observations made with the six teachers in this study, data were obtained regarding the differences in the choice of teaching methods and the reasons for these differences. The presentation of research data is divided into two different types of data, namely data regarding the selection of teaching methods for inexperienced teachers (with a working period of under five years) and experienced teachers (with a working period of more than five years). In presenting the following data, it is known that there are three inexperienced teachers, namely teachers A, B, and C, and experienced teachers, namely teachers D, E, and F. Interviews were conducted after the data obtained regarding teacher selection and understanding of teaching methods were carried out. Interviews were conducted to find out the reasons for the differences in the choice of teaching methods and teachers' understanding of the teaching methods used.

Teacher A has a good understanding of teaching methods. He comes from an English education background. This educational background gave him a good understanding of strategies, methods, and techniques for carrying out classroom learning and conducting teaching evaluations. Although he has only four years of teaching experience, his

educational background has a major influence on the professionalism of teacher A in carrying out his duties. He is able to understand and implement innovative teaching methods in the classroom. This is known from the results of interviews conducted with teacher A regarding his experience during college which has an impact on his ability to become a professional teacher.

"I have a bachelor's degree in English education, sir. While in college I did receive a teaching strategy course and several pieces of training and teaching courses which gave me a lot of understanding about how to become a professional teacher. There I learned a lot about it and of course, it greatly affected my performance as a teacher. Before I went to college, I didn't understand these things, I didn't know how to be a teacher and what to prepare and do but there I learned everything about being a teacher... yes, from the preparation, implementation, and evaluation process. It turns out that being a teacher is a lot to be prepared." (Teacher A)

The same thing was conveyed by teacher B. Educational background also affects his understanding and ability to teach. Teacher B is also a teacher with an English Education background. He stated that the basics as a teacher he learned in college first. He knows teaching strategies, assessments and others from the lectures that he goes through plus his five years of teaching experience gives him an excellent opportunity to implement all the knowledge he has in the world of education.

"Yes, I used to study at the Faculty of Teacher Training and Education, Mahasaraswati University. I learned all the knowledge to become a teacher there. I got a lot of theories about teacher training. Yes, for practice, I also participated in PLP 2 times, sir. So from there, I know what chasing is like. From my experience during practice teaching in the internship program. I apply at this time. Yes, while I was a teacher, I also learned a lot, sir. The basis is already there, I just need to develop it directly in class." (Teacher B)

Teacher E is also a teacher with a teacher education background. He also stated that his teaching ability was due to the knowledge he gained during college. In addition, sufficient teaching experience makes him more confident in implementing and applying his knowledge. As a teacher with an educational background and long teaching experience, teacher E has a very good understanding and is able to apply teaching methods well in the classroom.

"Yes, I have been teaching for 9 years. Yes, it's been a long time, sir. So, I have enough experience. Yes, if you have an educational background, of course, sir. I'm an educated person, so my job is to be a teacher. I can teach because of my experience when I was in college, sir. So yes of course it is not difficult for me to be a teacher. I also try to apply modern teaching methods, so that my students can receive them well." (Teacher E)

The educational background provides a knowledge base for teachers B and E to implement their knowledge to become professional teachers. The knowledge that is then implemented in the real world of work greatly affects the ability of teachers to implement innovative teaching strategies and methods properly.

Unlike the case with teachers A, B and E, teachers C, D, and F have an English Literature Education background. When interviewed, they stated that at the beginning of their career as teachers they did not know much about teaching and did not even have aspirations to become teachers. He does not know well about learning and learning, especially in terms of methods, strategies and preparation for teaching. He tried the profession as a teacher because of his desire to learn and his interest in the figure of a teacher.

"Actually, I don't have any aspirations as a teacher, but because I was interested, I tried to study and apply to become a teacher, sir. I've also only been teaching for two years, so I'm still very new. I just like it, sir.... becoming a teacher is

not really my goal, that's why I study Literature study program, and not in the teacher training. because a few years ago, I was interested, sir, so I tried to apply to be a teacher." (Teacher C)

"...In terms of teaching background, I am very minimal, sir. I learned from my fellow teachers how to prepare for teaching and carry out learning in class. I also ask a lot of friends who used to study at the University of Mahasaraswati Denpasar, sir. Yes, ask for their opinion. Actually, I don't really know much about teaching, sir... well, especially since I have only 2 years of teaching experience." (Teacher C)

Educational background affects teacher C's ability to understand the real concept of teaching. He does not have sufficient concepts or knowledge about teaching. This affects his ability to understand and apply teaching methods in the classroom. In addition, his recent teaching experience has also affected his ability to apply innovative teaching methods in the classroom.

"I have the ability to teach methods only by self-taught in the beginning. Then during Professional Teachers Training Program, I had the opportunity to learn about how to teach and things that need to be prepared in detail. Previously I knew sir, just not too detailed. I am not an educated person. My background is in literature but my hobby is teaching. So, I became a teacher."

Teacher D's ability to teach is influenced by his ability to understand the field of teaching. He doesn't know for sure about learning but He learns it firsthand When he starts teaching. Unlike the case with teachers C and D, teacher F becomes a teacher starting with a career as a lecturer. He became a lecturer in linguistics. From his experience as a Lecturer, he is interested in becoming an English teacher. Based on the results of interviews conducted with teacher F, it is known that at the beginning he did not really understand the teaching method. For him, the teaching method is a way of teaching that focuses on imparting knowledge to students (lecture method). He does not understand well about teaching methods. His experience as a teacher for 16 years gave him the experience to convey knowledge material to students, but his experience did not give him a good understanding of learning methods and types. According to him, learning is transferring knowledge to students, so conventional methods are very easy to implement in the classroom.

"I have taught for a long time, I have also been a lecturer. From there I also learned about good teaching and applying teaching methods in the classroom. My ability to teach yes I can from my experience. Yes, maybe I don't really understand the teaching theories, but in terms of implementation, I know enough and can apply them. So sorry sir if the answer is not quite right. Because to be honest, I don't really know the theory."

Based on the results of the observations during the implementation, teachers used different learning methods in teaching English for each class. Moreover, it showed that the creativity of teachers in using different learning methods tends to be slightly different than the principles of the learning method and less innovative, this is due to the incomprehensive understanding of the learning methods. Furthermore, the results of observations made by researchers regarding the use of different methods in learning can be seen from the way the teachers' implementation of learning methods in the class where the teachers mainly used the lecture method interspersed with questions and answers and assignments as an evaluation at the end of the lesson.

Based on the observation in the classroom, teachers in this study always made an effort to select and implement the appropriate learning to create effective learning activities to achieve the learning objectives. Teachers were found to work hard to understand the nature of learning material and the characteristics of the students so that the selection and the implementation of the methods can be done properly in the classroom. They also worked hard to understand and

tried to implement different learning methods. Using different and appropriate methods, may arouse students' enthusiasm for learning and make it easier for students to understand the material provided (Fitria et al., 2018). Creativity is the use of different learning methods needed by each teacher to achieve the learning objectives (Driessen et al., 2020). Moreover, teachers are required to be able to modify the learning methods to suit the students' conditions to ensure that the learning activities become meaningful for the students (Mantra et al., 2020). To produce high student learning outcomes, teachers are required to educate and teach students using the learning methods needed in the classroom learning process. Learning methods are needed in schools, especially for learning in the classroom.

Every learning process must use learning methods so that the learning can be maximized. In using the method of learning in schools, a teacher can use learning methods that differ from one class to another, thus it is required teachers' ability to master and apply various learning methods (Handayani et al., 2021). High-quality student learning outcomes basically are the results of a quality learning process. To produce a learning process of quality learning, a teacher requires the ability to apply learning methods according to the needs in the classroom (Jesionkowska et al., 2020). The discrepancy of the applied learning method can reduce the quality of the process of learning itself, thus the improvement and improvement of learning outcomes can be achieved by implementing appropriate learning methods (Yeop et al., 2019).

Based on the results of data analysis obtained from interviews and observations made with the six participants in this study, it can be concluded that the teacher's experience in teaching does not have a very large influence on his ability to understand innovative teaching methods and their application in the classroom. this is influenced by educational backgrounds that do not come from the faculty of teacher training and education, so they do not have a strong enough basic education science 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.

CONCLUSION

A teaching method is a tool used as a strategy for achieving teaching and learning objectives. Without using the right method teaching and learning objectives could not be achieved effectively and efficiently. In selecting the method, teachers must examine the suitability of the expected behavior with the aim of learning methods. The method is used according to purpose, condition, type and function, time and place, and students with various types of maturity levels at the time the activity is carried out. The right learning method certainly makes it easier for students to understand the learning material. It can be said that effective learning is much influenced by the appropriateness of learning methods implemented by the teachers in the classroom.

Effective learning methods have a relationship with the level of understanding of the teacher on the development of the condition of students in the class, for that, a teacher is expected to be able to develop teacher creativity to apply and develop various forms of learning methods to improve students' thinking skills, analytical power, and learning outcomes. The ability to select and implement the appropriate learning methods is much influenced by teachers' prior education background and teaching experiences. However, it seems that teachers' education is more dominant in selecting and implementing the right learning methods to be employed in the classroom rather than teachers' teaching experiences, therefore this study suggests further intensive training on how to choose the right learning methods and

how to implement them in the classroom to enhance students' learning engagement and develop students' learning achievement in all learning activities.

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