Exploring Teaching Strategies Preferences Implemented by English Teachers in Senior High School

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ABSTRACT

This study aims to explore the teaching strategy preferences implemented by male and female English teachers at senior highs bb School, focusing on how gender affects the choice of teaching strategies. Using a qualitative descriptive method, data was collected through observations, teaching strategy checklists, anecdotal notes, and in-depth interviews with English teachers at the school. The findings show that male teachers mostly use student-centered strategies such as direct explanation and exercises with training on learning strategies, including social-affective learning strategies, projects, problems, discovery, active learning, integrated learning, and flipped learning. Meanwhile, female teachers tend to adopt more contemporary and student-centered strategies such as project-based learning and the use of varied media, assignments, and female teachers use more cognitive and metacognitive strategies, but the application of other strategies such as project-based learning, active learning, flipped learning, and competency-based learning and differentiated learning is still very limited. This difference suggests that gender plays an important role in shaping teaching strategy preferences, with male teachers more willing to try different methods, especially technology-based and collaborative ones, while female teachers tend to choose contemporary and more interactive strategies. The study concludes that recognizing and understanding these gender-based differences can inform curriculum development and professional growth for teachers, ultimately supporting more effective English language teaching and learning in similar educational contexts.

Keywords: teaching strategies, gender, english teachers, english learning

INTRODUCTION

English, as a lingua franca, is essential for international communication (Kurniati et al., 2021). The purpose of this requirement is to teach students the skills necessary to interact effectively with people who have different language backgrounds. In addition, mastery of English enhances the overall foreign language learning process, especially in improving broad communication skills. Incorporating English into the curriculum can help Indonesian students better adapt and better connect with the outside world (Isadaud et al., 2022).

As seen from preliminary observation at the chosen school, one of the high schools in Buleleng, SMA N 1 Seririt, included interviews with English teachers and observations of the situation and surrounding conditions. The results of the interviews with some teachers showed that the school needed to provide more facilities for teaching English because there were no printed books available. On the other hand, many students would like to be more interested in learning English. As a result, they still need to gain mastery of basic English vocabulary, tenses, and pronunciation because the materials are considered too difficult.

In education, the notion that education is a field unaffected by innovation and change has been growing in recent times. Many education policymakers have previously criticized the system for its "conservatism" and "resistance to change." Has also impacted professions such as teaching. Employers believe that schools do not produce employees who have the necessary skills. Instead, student learning outcomes are similar to industrial production, where rules are strict, bells ring every hour, and students must obey. In addition, many parents are confused between the benefits of education and pedagogical traditionalism. Schools cannot keep up with the technological advances and increasing demand for skills in the 21st century, as well as the various social changes brought about by the modern world, because of these characteristics of schools. In addition, this education system is more complex (Setiawan, B., 2020).

The English curriculum in Indonesia often aims to improve students' English proficiency. However, these curricula are shifting from a teacher-centered approach to a student-centered approach (Pajarwati., 2021). The emphasis given to language teaching has changed over time. Translating from second to first language was the norm in schools until the latter half of the 18th century. The translation had replaced the teaching of grammar. With the advent of the Grammar Translation Method, teaching Latin grammar has become a different goal. In teaching a foreign language in the early nineteenth century, students were given texts consisting of simple sentences containing most of the grammatical features of the language in question. At that time, people used their first language to learn a foreign language.

The Direct Method pattern already existed at the beginning of the 20th century, and the term "Direct Method" was created. This method follows the principle that students do not use their language; plain text starts with spoken language and then reading and writing. However, as the principles of the Direct Method spread, more and more agreements were reached to meet the growing demands for measurable standards of accuracy. Systematic vocabulary and grammar exercises are part of the development of such principles, even at higher levels, including translation. A certain standard of accuracy is required at all levels.

Audio-lingual methods emerged only a short time after some new methods were developed. These new methods were based on language theory and language teaching and learning. These new methods include Gattegno's Silent Way, Curran's Community Language Learning, Asher's Total Physical Response, Lozanov's Suggestopedia, and Communicative Language Teaching. Interestingly, most of these methods originated in the United States. One of them, Suggestopedia, originated in Eastern European countries, and another, Communicative Language Teaching, originated in the UK. Most of the new methods are not the same or different from traditional methods. The principles of the new methods may be derived from traditional methods, or they have a lot in common with other methods.

This method of language teaching was first used to teach Latin and Greek, known as the Grammar Translation Method (GTM). It is also referred to as the Classical Method because it was first used to teach these languages by translation. Before the Direct Method, which emphasizes mastery of the target language for communication, it was widely used for centuries. Finally, the twentieth century offered a variety of new language teaching methods, such as the Audio-Lingual Method (ALM), the Silent Way, the Community Language Learning (CLL) Method, Total Physical Response (TPR), Suggestopedia, Communicative Language Teaching (CLT), and others.

The government handled education with the launch of the Merdeka curriculum, which emphasizes 21st-century skills such as critical thinking, collaboration, creativity, and communication as a response to the world situation (Alghamdi & Al-Ghamdi, 2021). The paradigm of traditional education has been disrupted because these skills are important to provide students with problem-solving skills in the future (Ramamonjisoa, 2024). Critical

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thinking helps students to analyze data, solve problems, and make great decisions in a complex world. Collaboration and interpersonal skills improved through collaboration in a work environment, which is the key to success. Students are motivated to be creative, which causes them to think out of habit and develop new ideas. This is the quality that is more appreciated in the fast-paced world of work. Educators prepare students for academic success and meaningful participation in a fast-paced, changing world by focusing on implementing these skills into their teaching practices.

To help teachers adjust to the needs of teaching a self-paced curriculum, many new teaching methods and strategies have been created and introduced (Anisah & Qamariah, 2023). Some of them are cooperative learning, computer-assisted learning, computer-assisted language learning, project-based learning, blended learning, discovery learning, contextual learning, problem-based learning, and picture and image learning (Larsen-Freeman & Anderson, 2013). New curriculums and strategies have left teachers needing help adjusting to students' needs. Teachers must use strategies to ensure academic engagement and a comfortable learning environment. These strategies are essential components that influence the success of the learning process (Savitri et al., 2022).

In addition, many studies have shown that gender is another influencing data. It is seen in all aspects of people, such as the way they speak, dress, pedagogical approach, interaction with students, and teaching strategies for students. Gender is important because teachers' preferences for teaching methods can be affected by differences (Song et al., 2022).

Eckert and McConnell (2013) examined how men and women behave linguistically differently, emphasizing significant differences in their communication styles in various situations. According to their study, men tend to concentrate on activities and assert dominance in non-intimate situations, while women engage in conversation more often and prioritize social interaction (Kahrs, H., 1967).

Male teachers use simple resources and media such as textbooks or YouTube and provide limited tasks that focus on interactive and place-based activities. In contrast, female educators are more innovative, use a variety of media, and give more tasks with a wide variety. Assignments given by female teachers are usually individual tasks that aim to help students learn independently and in-depth. Shows increased creativity and variety in female teachers' teaching methods (Soraya, I., 2020).

Based on preliminary observations of interviews with English teachers and observations of the surrounding situation and conditions. The results of the interviews with the teachers showed differences in the strategies used by male and female teachers. Judging from the modules that English teachers tell the strategies they use in learning, male teachers still use traditional methods such as explaining the material until it is understood and then practiced (drill); the teacher is the determinant of the course of the learning process and is teacher-centered. Then, female teachers use modern strategies such as project-based learning, where the teacher asks students to make vlog assignments according to the material given.

The researcher can see how teachers with different gender backgrounds use different teaching strategies in a diverse population. Previous research has yet to be conducted in this school. Future research will determine the strategies male and female teachers use at SMA N 1 Seririt, which will benefit the surrounding community. Therefore, this study will further examine male and female teachers in English language teaching at SMA N 1 Seririt to provide a complete picture of male and female teachers' strategies in English language teaching. In addition, this study can contribute to the broader literature on the influence of gender in education, which is still a growing research topic and needs more empirical evidence. By considering gender variables, this research can be the basis for developing a more effective

curriculum that improves student learning outcomes and supports teachers' professional development.

METHOD

This method allows researchers to understand and explain phenomena in their natural context, making room for complexity and context that numbers cannot always measure. Qualitative research uses the researcher as the main instrument to deeply understand the complex aspects of people's lives. It enables contextual and descriptive data collection. Qualitative research relies on the observation of research subjects. Qualitative research is very flexible, allowing researchers to change the focus of their research according to initial findings (Arif Rachman et al., 2024). This research will be conducted in Buleleng Regency, Bali, Indonesia, SMA N 1 Seririt. Since the main focus of this study is male and female English teachers, the schools selected will be based on their accessibility and availability. The researcher chose SMA N 1 Seririt in Buleleng as the research site regarding male and female teachers' strategies in teaching English because the school met the research criteria, namely having an adequate number of male and female teachers. Moreover, this research at SMA N 1 Seririt can provide valuable insights into how male and female teachers utilize the increased in their strategies.

A population is a group of individuals or objects that have specific characteristics. All research elements, including objects and subjects, are called populations (Nurhafizah et al., 2023). In this study, SMA N 1 Seririt has six English teachers, four male and two female. Therefore, the researcher chose two male and two female teachers as the research subjects. This population selection used purposive sample, minimum of an undergraduate degree in English; has taught English for at least five years; and gives consent to be an informant. Researchers can collect data using these data collection methods. The abstract term "method" (rule or technique) refers to a process observed through observation, investigation, questionnaires, documentation, and case studies. Three main research instruments in this study will be used to collect data on the teaching strategy preferences of male and female English teachers at SMA N 1 Seririt, Buleleng: Teaching Strategies Checklist, Observation Checklist, In-depth Interview Guide, Anecdotal Record, and the Researcher herself. Each tool is created to meet the needs of various teachers and provide a thorough understanding of their preferences and tactics. According to Miles (2014), interactive data analysis is particularly appropriate for use in the context of observations, interviews, and artifacts as data sources. The interactive data analysis process consists of four steps: data collection, data reduction, data presentation, and conclusion drawing or verification (Miles et al., 2014).

RESULTS AND DISCUSSION
Teaching Strategies Used by The English Male Teacher

The results of the study on male teachers' preferences show that many factors interact and influence each other regarding teaching strategies. The data collected shows that teachers almost implement all the learning strategies proposed by the Merdeka curriculum. Teachers explained how they apply the following indicators. To help researchers compare the data collected from the observation, teaching strategy checklist, interview, and anecdotal record. The explained below shows the male teaching strategy preferences.

The Male Teacher Strategies shows that there is a significant difference in the way male teachers choose learning strategies. Cognitive and metacognitive are the most used strategies, indicating that the majority of male teachers place a strong emphasis on developing students' thinking skills, both in terms of understanding concepts and their ability to reflect on and

regulate their own learning processes. This shows the tendency of teachers to encourage students to think critically and independently while learning. In addition, the Discovery Learning strategy also excels, indicating that male teachers provide many opportunities for students to discover knowledge independently through exploration and direct experience. Social/affective and cooperative learning strategies are also widely used, indicating that teachers pay attention to social, emotional and collaborative aspects of learning. The use of active learning strategies and problem-based learning is also quite high, indicating teachers' efforts to actively involve students and link learning with solving real problems.

Amidon (in Isola Rajagopalan, 2019) states that teaching is an interactive process that includes classroom activities conducted to achieve learning objectives. Teaching is not just the delivery of lessons by the teacher; it also includes the interaction between teachers and students to build shared understanding. In this context, the many cognitive and metacognitive strategies used by male teachers show that they are trying to create a learning process that allows students to think actively and reflect on what they learn. This is in line with the idea that teachers should help students not only gain knowledge, but also develop and organize their own learning.

Male teachers emphasize improving students' ability to think critically, which is the basis of cognitive and metacognitive strategies. Not only do they encourage students to understand concepts in depth, but they also teach students how to have control over their own learning process, such as by teaching problem-solving strategies or effective study techniques. This is in line with Amidon's theory that teaching is an interaction that helps students' overall growth.

CALL (Computer Assisted Language Learning) that male teachers are quite adaptive to using technology to support learning. However, project-based learning is also quite common, which focuses on improving teamwork and problem-solving skills during projects. However, some learning strategy are still considered underused, such as learning integration, competency-based learning, and especially differentiated learning. This suggests that male teachers still do not tailor learning to the individual needs of their students and do not have enough time, knowledge or resources.

Larsen-Freeman and Anderson (2013) found that in teaching English as a foreign language (EFL), teachers should use a variety of appropriate strategies to improve students' language skills. They found that male teachers used discovery learning, cooperative learning, CALL, and project-based learning strategies. For example, discovery learning allows students to actively discover information through exploration rather than just passively receiving it. This is important for language learning, which requires students to actively communicate and understand real language contexts. In addition, the use of CALL shows that male teachers are starting to use technology to support English language learning so that it is in line with the times and students' needs.

Alghamdi and Al-Ghamdi (2021) emphasize that learning strategies that support 21st century skills such as critical thinking, cooperation, creativity and communication are essential. My research shows that cognitive, metacognitive, discovery learning, collaboration and problem-based learning strategies are highly relevant to this theory. At SMA N 1 Seririt, male teachers try to educate students with critical thinking and cooperation skills to face the challenges of today. These strategies are not just learning strategys; they also help students acquire much-needed skills in the future. For example, problem-based learning teaches students to tackle real-world problems and find solutions creatively and critically which is the core of 21st century learning.

Gender differences affect teacher interactions and learning strategies, as shown by Eckert and McConnell (2013) and Kahrs (1967). They found that men are more likely to

concentrate on activity and control in non-intimate situations, while women concentrate more on social interaction and communication. Structured and mastery-oriented strategies, such as cognitive and metacognitive strategies, as well as discovery learning that demands individual exploratory activities, were used more frequently by male teachers in my study. However, male teachers are less likely to use differentiated learning strategies, which tailor learning to students' individual needs. This is in line with gender theory, which states that female teachers tend to be more diverse and creative in their strategys (Soraya, 2020). This poses a challenge for male teachers to expand their learning personalization skills to meet the needs of each student.

As explained by Alghamdi and Al-Ghamdi (2021), it requires teachers to implement student-centered learning and develop skills for the 21st century. The finding that male teachers have used almost all the learning strategies proposed by this curriculum shows that they have adapted to the changing educational paradigm. They adopt more modern and contextualized strategy, such as problem-based learning and collaborative learning. Although male teachers have tried to adapt to the demands of the curriculum, there is still room for improvement, especially in terms of more integrated and personalized learning. This is essential for effective learning that meets the needs of diverse students.

Teaching Strategies Used by The English Female Teacher

The results of the study on female teachers' preferences show almost similar interactions between the components that influence the choice of learning strategies. The data collected showed that teachers almost implemented all the learning strategies proposed by the Merdeka curriculum.

Female teachers use a variety of learning strategies, which are presented in this bar graph. This provides important insights into what they prioritize and the differences in their teaching practices. Overall cognitive and overall social/affective strategies have a high dominance, indicating that female teachers pay great attention to students' intellectual growth in addition to their emotional well-being and social abilities. Female teachers indicated that they create a learning environment that supports the development of the whole student. Metacognitive strategies, which were also widely used, confirmed that they provide students with independent learning skills such as the ability to plan, monitor and evaluate their own learning.

A widely used metacognitive strategy, female teachers encourage students to learn independently by giving them the ability to plan, monitor and evaluate their own learning processes. According to Stanton et al. (2021) metacognition refers to students' awareness and control over their own thinking processes during the learning process. This allows them to monitor, regulate, and evaluate how they learn in order to improve their understanding and performance. They emphasize that teachers who use metacognitive strategies, such as asking students to plan, monitor, and reflect on their learning, can significantly improve their independence and achievement. Not only do female teachers concentrate on knowledge transfer, they also teach students independent and effective learning techniques. This is highly relevant to the liberalized curriculum, which emphasizes student-centered learning and independent learning.

Amidon (in Isola Rajagopalan, 2019) states that teaching is not simply delivering lessons; it is an interactive process consisting of many things, such as materials, learning objectives, strategy, and interactions between teachers and students. The fact that female teachers use almost all learning strategies offered by the new curriculum shows that they have a good understanding of the complexities of teaching. They meet the diverse learning needs of students by combining various strategies. It also shows that female teachers try to create a learning process that is dynamic and responsive to the curriculum and students' conditions.

Most female teachers value inquiry and student-centered learning strategy, as indicated by medium-level learning strategies such as discovery learning and problem-centered learning. Students are encouraged to think critically, solve problems and discover new knowledge through these techniques. However, the number not reaching full indicates that there are some problems in implementing these strategies regularly and effectively. The effectiveness of project-based learning strategy, cooperative learning, integrated learning, and differentiated learning. The most prominent are the lack of CALL strategies and active learning. The lack of use of CALL is a significant issue in today's digital age. The absence of active learning strategies raises concerns about the level of student participation and engagement in the classroom, even though technology has many opportunities to improve literacy skills and language learning.

The results show that cognitive and social/affective strategies dominate female teachers' learning process. This is in accordance with Larsen-Freeman & Anderson's (2013) theory which states that language learning should enhance students' cognitive language skills as well as their social and emotional traits. Female teachers are very concerned about the intellectual development and emotional and social well-being of their students, so they create a learning environment that supports the growth of the "whole student". The 21st century learning paradigm is also in line with this approach, which emphasizes the importance of social and affective skills as part of a well-rounded education (Alghamdi & Al-Ghamdi, 2021). Therefore, female teachers not only teach students language but also build their character and social skills.

Inquiry-based learning strategies, such as discovery learning and problem-based learning, are more commonly used by female teachers. This is in line with student-centered learning theory, which says that students should actively participate in the learning process rather than just passively receiving information (Pajarwati, 2021). This strategy is essential for enhancing students' creativity and critical thinking skills, which are essential competencies in the 21st century (Ramamonjisoa, 2024). However, the fact that the usage rate of this strategy is still not at full shows that there are still problems to be applied consistently and effectively. Constraints such as limited time, resources, or teacher training are examples of these issues.

There are major barriers in the utilization of technology and collaborative learning strategys, as indicated by the level of use of project-based learning strategies, cooperative learning, and especially the use of Computer-Assisted Language Learning (CALL) which is not used at all. This is related to the results of Isadaud et al. (2022) who stated that facilities such as printed books and learning media are not available in schools. It is unfortunate that CALL is not used. This is because today's technology should be the main tool in language learning. In addition, the concern that active learning strategies are not used raises concerns about students' low engagement and participation in learning. However, it is proven that active learning improves students' motivation and learning outcomes.

Eckert and McConnell (2013) investigated how male and female show significant differences in the way they communicate. Male typically use language that is more direct, activity-focused, and demonstrates dominance in non-intimate situations; in contrast, female more often use language that is collaborative, expressive, and emphasizes social relationships. This difference in education impacts the way teachers interact with students and choose teaching strategys. Female teachers with this more relationship-focused communication style can build a more inclusive classroom atmosphere and support students' emotional engagement. This is important because learning is not only about transferring information, but also about building positive relationships with others so that students feel comfortable and motivated to learn.

Teaching Strategies Used by English Male and Female Teachers Differ

Based on the data learning that male and female were most interested in, as well as observe the differences in the tendency between the two groups to choose learning strategies. It can be seen that male teacher are more likely to choose almost all learning strategies than female teacher. The social/affective model is the most chosen model by both groups. This shows that both men and women highly value learning strategies that focus on social and affective aspects.

Male teachers also showed very high in the metacognitive and cognitive models respectively, while females showed lower respectively. This shows that both genders are quite active in using higher order thinking strategies in the learning process. In the project-based learning and discovery learning models, there is a notable difference. This shows that females tend to prefer project-based and discovery learning strategy more than males. In the problem-based model, there was also a difference. In the computer-assisted language teaching (CALL) model, only males showed a preference, while there were no females. In the integrated strategies. In cooperative and active learning models, there was also a difference. Finally, in used differentiated learning both of teacher has a significant difference

Overall, the social/emotional learning model was highly favored by both groups of teachers. This suggests that learning strategy that emphasize interpersonal interactions, social and emotional aspects are highly valued by both male and female teachers. Very popular, the metacognitive and cognitive models show that teachers of both genders recognize the importance of thinking processes and effective learning strategies. However, there are significant differences between male and female teachers when it comes to project-based learning and discovery learning models. This suggests a difference in learning styles or interests, where male teachers may favor strategy that focus on projects, exploration and self-discovery.

In addition, models that use technology such as Integrated Learning and CALL (Computer Assisted Language Learning) show very stark differences. Male teachers showed great interest in these models, while females showed almost no preference. This raises questions about the accessibility, relevance or perception of technology in learning among female teachers. Cooperative Learning and Active Learning models also show considerable differences, although not as extreme as CALL and Integrated models. This may be due to group dynamics, gender roles, or opinions on how effective collaborative learning is for female teachers.

This study found that there is a significant difference between male and female teachers in choosing learning models. This result is very relevant to the explanation made by Eckert and McConnell (2013), which states that men and women have different tendencies in behavior and communication, including in educational contexts. Kahrs (1967) also stated that men concentrate more on activity and dominance in non-intimate situations, while women concentrate more on social interaction. This is shown by the data: social/affective learning models were the top choice of both genders, indicating that both highly value strategy that emphasize social and emotional interactions. However, only men showed high interest in technology-based education models such as CALL and Integrated Learning, while women did not choose at all. This is in line with Soraya (2020) opinion that women tend to be more creative and varied in teaching strategys, but there are certain barriers or perceptions towards the use of technology by female teachers when teaching.

All teachers from both gender groups chose the social/affective model, indicating that both male and female teachers highly value social and emotional aspects in the learning process. This is in line with teaching theories that emphasize the importance of social

interaction and affective aspects in the teaching and learning process (Isola Rajagopalan, 2019). Social interaction promotes positive relationships between teachers and students. As a result, students become more engaged and motivated. The high on cognitive and metacognitive models by both genders indicates that instructors recognize the importance of high-quality thinking strategies, such as problem solving and self-reflection, in the learning process. This is in line with 21st century learning theories that prioritize critical thinking and problem solving (Alghamdi & Al-Ghamdi, 2021; Ramamonjisoa, 2024). In this situation, both male and female teachers actively use strategies that help students think critically.

In the project-based and discovery learning models, where male teachers outnumber female teachers, there are differences in learning styles and pedagogical preferences based on gender. This can be attributed to Soraya (2020) findings, which state that male teachers tend to use traditional strategys and focus on more structured activities, while female teachers are more creative and use a variety of learning media. However, in this situation, male teachers preferred exploratory and project-based strategies. This may be due to their tendency to emphasize activity and dominance in non-intimate contexts (Eckert & McConnell, 2013).

Technology-based learning models such as Integrated Learning and CALL (Computer Assisted Language Learning) show clear differences: male teachers like these models very much, while female teachers hardly like them. The accessibility and perception of technology in learning may explain this. Research shows that social and cultural factors that shape attitudes towards technology can influence gender differences in technology use (Song et al., 2022). For technology to be used equally by teachers regardless of gender, this is an important concern in curriculum development and teacher training. Cooperative and active learning models also showed preference for both male and female teachers, although not as sharply as the technology models. This may be related to gender roles in classroom social interactions and group dynamics. According to gender theory, women tend to focus more on social interaction and communication. However, in teaching, female teachers may prefer strategy that emphasize individual tasks and depth of learning (Soraya, 2020), while male teachers prefer group activities that emphasize collaborative and competitive aspects.

This shows that male teachers and female teachers have significant differences in preferences in learning models, although there are some models that both genders favor. At SMA N 1 Seririt, this difference not only reflects personal differences, but is also influenced by strong gender characteristics. Male teachers prefer activity, exploration and technology-based strategy, while female teachers prefer independent, creative and social learning strategy. Understanding these differences is important for creating more inclusive and age-appropriate curriculum, training and teaching strategies.

CONCLUSION

The results of the research at SMA N 1 Seririt show that between male and female English teachers there are quite clear differences in the strategies they choose to teach. Male teachers are more likely to use a variety of strategies, including social-affective, project, problem, discovery, active learning, integrated, and flipped learning strategies. Meanwhile, female teachers mostly use cognitive and metacognitive strategies, but the application of other strategies such as project-based learning, active learning, flipped learning, and competency-based and differentiated learning is still very limited. The results of in-depth interviews show that the selection of these strategies is influenced by the availability of facilities, student characteristics, and the material being taught. Male teachers are more willing to try various strategy, especially technology-based and collaborative ones, while female teachers tend to choose strategies that have been mastered and are interactive. This finding reinforces the theory

that gender differences can influence strategies in the learning process.

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