

## ABSTRACT

**Nabila, Tiara A. (2025): A Comparative Analysis of Teachers' Teaching Strategies Between English Regular Lesson and Intensive Lesson: A Case Study at Labschool UPI Cibiru Senior High School**

Despite the adoption of English as a compulsory subject, a gap persists between the intended curriculum and the practical implementation of effective teaching strategies in aligning with global standards and addressing students' diverse needs. This issue becomes particularly pressing in contexts where the demand for communicative competence and measurable learning outcomes is higher.

The purpose of this research is to examine teaching strategies in Regular and Intensive English lesson at Labschool UPI Cibiru Senior High School, and to identify the key differences in strategies implemented in each lesson.

The analysis draws upon complementary theoretical perspectives: teachers' pedagogical beliefs, instructional strategy selection, and differentiation to address students' varying needs. Taken together, these perspectives form a comprehensive lens for examining teaching practices.

Using a qualitative case study design, data were obtained from classroom observations, teacher interviews, and document review, and then analyzed thematically according to main theoretical lenses.

The findings highlight notable contrasts between the two types of lessons. Regular Lesson were largely teacher-centered, relying on direct instruction and textbook use. In contrast, Intensive Lesson emphasized a more student-centered approach, employing communicative and task-based strategies. The findings suggest that adopting a more student-focused approach can help teachers better involve students, meet diverse learning requirements, and boost learning outcomes.

**Keywords:** *English Language Teaching, Teaching Strategies, General Approach, Instructional Strategy, Differentiation, CEFR, Intensive English Lesson*