

**REINFORCEMENT MODELS USED BY ENGLISH TEACHERS WITH
DIFFERENT GENDER IN TEACHING ENGLISH**

(A STUDY AT SMPN 2 REJANG LEBONG)

THESIS

This Thesis is submitted to fulfil the
requirement For “ Sarjana“ degree in English Education



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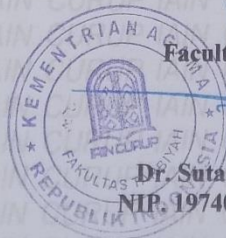
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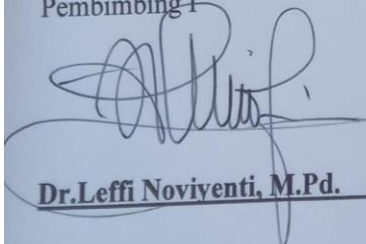
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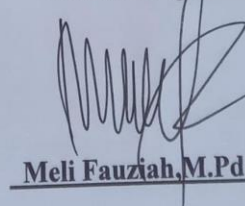
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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title " REINFORCEMENT MODELS USED BY ENGLISH TEACHERS WITH DIFFERENT GENDER IN TEACHING ENGLISH (A STUDY AT SMPN 2 REJANG LEBONG)".

This Thesis is submitted to fulfil the requirement For "Sarjana" degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticisms that intended for this reseach. For being perfect in thefuture. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field

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All praise is only for Allah SWT. who has given mercy, taufik, and wisdom to the researcher. So that the researcher was able to complete this thesis. Shalawat and salam are always blessed to the Prophet Muhammad SAW for the advice given so that Muslims can be able to distinguish what is good and right, as well as bring their people from the dark ages (Jahiliyah) to the modern world as we feel today.

The researcher finished this thesis entitled “ REINFORCEMENT MODELS USED BY ENGLISH TEACHERS WITH DIFFERENT GENDER IN TEACHING ENGLISH (A STUDY AT SMPN 2 REJANG LEBONG)”. This Thesis is submitted to fulfil the requirment For “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistance, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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Motto

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“ Sesungguhnya Allah tidak akan mengubah keadaan suatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri”. (Qs. Ar-Ra'd:11)

Dedication

I dedicate this thesis to :

- 1. My parents, my father (Mr. Jamra) and my mother (Mrs. Farinda Riani), thank you for your prayers, enthusiasm, motivation, sacrifice, advice and love that has never stopped until now.**
- 2. My beloved younger brother Arion Monang who has given me encouragement and hopefully we will all become children who will make our parents proud.**
- 3. My partner Jerian Saputra who has provided support and motivation from the start of my studies until I finished working on this thesis.**
- 4. My best friend (Mayang Dwita Maharani, Oktadya Arzy Anggela, Astria Sari, Waini, Adelah, Fibrianti, Dila, and Afria) who have provided direction, encouragement and motivation.**

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ABSTRACT

REINFORCEMENT MODELS USED BY ENGLISH TEACHERS WITH DIFFERENT GENDER IN TEACHING ENGLISH (A STUDY AT SMPN 2 REJANG LEBONG)

The aims of this research are to compare reinforcement models used by teacher english at SMPN 2 Rejang Lebong : (1) knowing what forms of reinforcement are used by male teachers in English language learning, (2) to find out what forms of reinforcement are given by female teachers in English learning and (3) to find out the differences in giving reinforcement by male and female teachers in teaching English. This research method uses a qualitative approach with data collection techniques in the form of observation, interviews and documentation as well as data analysis techniques in the form of data collection, data reduction, data display and data conclusion and verification. The results of the research found that: first, male teachers provided verbal and non-verbal reinforcement. Verbal reinforcement is in the form of words of praise and non-verbal reinforcement in the form of approaches to students. Then ,female teachers provided verbal reinforcement in the form of giving words and sentences of praise in reinforcement and non-verbal reinforcement in the form of gestures, touch and approach. Lastly, the difference of reinforcement model given by male and female teachers relies not only in the types of reinforcement given but also the intensity of reinforcement given at each meeting, the female teachers are more dominant in providing reinforcement than male teacher.

Key word: Reinforcement Learning Models, Verbal and Non Verbal Reinforcement, male teacher, female teacher.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents a brief introduction regarding the background and importance of this research, research questions, research objectives, significantes of the research, scope and limitations of the research, definition of key terms of the research and thesis organization .

A. Background of the Research

When starting to learn English, many students think that English is a difficult language. Due to this, the role of the teacher in the educational process is necessary in order to change students' perspectives away from the idea that learning English is difficult and through one of fun. According to Fullan, of the 10 misconceptions, a excellent teacher is one who can make learning interesting for their students.¹ It implies that a competent teacher is morally upright and capable of bringing enjoyment to the classroom. For instance, the teacher can set up the environment for learning so that the kids can learn best. Teachers have an important meaning for educational success. The large number of students who think that English is a difficult language is a challenge for teachers to make the learning process more fun and enjoyable. The following are factor that influence the teaching styles of teacher ; age, personality learning style and gender.

¹ Fullan.M, *The New Meaning of Educational Change*. Routledge., *Terampil Jurnal Pendidikan Dan Pembelajaran Dasar*, 2009.

Teachers have an important meaning for educational success. Important role Teachers as instructors and educators are the determining factor for success Education. Male and female teachers have psychological development different. A woman has a gentle motherly nature, feeling, sensitive and more feminine while men have a rough nature, firm and more powerful, wise and so on. The differences that exist in men and women both physically and psychologically will be affected a person's personality, especially when a teacher carries out the process learning. Teachers have an important role in teaching activities in the classroom, which will determine how the teaching and learning process takes place. Teachers should too have the ability to develop the learning process, one of them increase students' interest in learning which is influenced by many factors, one of which is the teacher's gender. Male teacher with his personality and way of thinking will certainly bring a special attraction to students taught by him, as well as female teachers, which is appropriate. The development of students at this stage already has a sense of interest in the opposite sex. Male teachers tend to be more creative in solving problems. Meanwhile, female teachers tend to be smarter in verbal matters, of course there will be differences in responses from students when the learning process takes place.² The psychological differences between women and men influence the type of learning reinforcement they provide in the classroom.

² M.Anshari, 'The 4 Th Annual Postgraduate Conference on Muslim Society', *Local and Global Aspects in The Malay World*, 2022, 2.

A learning reinforcement model is created which is expected to assist teachers in carrying out the teaching and learning process. According to Hasibuan, students need reinforcement in learning because reinforcement is an award that can generate encouragement and enthusiasm in learning. so giving this reinforcement is very important, so the teacher should apply reinforcement to motivate students.³ Reinforcement itself is a positive response from the teacher to students so that students are stimulated to be active in the lesson. According to Miltenberger, reinforcement is the process through which a behavior is strengthened by the immediate consequence that unfailingly occurs after it occurs.⁴ Usman said that reinforcement is divided into two types namely, verbal and nonverbal reinforcement. Verbal reinforcement is reinforcement expressed with use words of praise Meanwhile, nonverbal reinforcement is reinforcement in the form of approach, movement gestures and touch.⁵ Verbal reinforcement can be expressed through words or praise and support. such as the word "good job" is a verbal reinforcement which is a word used to convey praise for example good job, nice and brilliant excelent, besides that non-verbal reinforcement is an expression conveyed by facial expressions and gestures and how to approach such as clapping and giving gifts to students.

³ Hasibuan, *Proses Belajar Mengajar.*, Bandung : Remaja Rosdakarya., 2009.

⁴ Miltenberger.R, *A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts.*, *Journal of Educational Psychology*, 2009, xcv.

⁵ Usman Moh. Uzer, *Menjadi Guru Profesional.*, Remaja Rosdakarya. (Jakarta: Rineka Cipta., 2009).

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The effectiveness of classroom management and behavior is always determined by reinforcement. As a result, it may have an impact on pupils' motivation to learn. This is due to the fact that if an instructor notifies the pupils that everyone who tries and receives all If all of the students successfully answer these questions, they will all be extremely driven to learn in order to receive the reward (reinforcer). If the student

⁶ Miltenberger.R, xcv.

⁷ Usman Moh. Uzer.

answers the questions properly (response) and receives the promised award, the class as a whole will probably get inspired (stimulus condition) to continue earning the reward. Reinforcement may have an impact on a student's performance in addition to their motivation. According to Nwankwo and Bluestei, the goal of reinforcement is to promote the desired reaction by either adding a pleasant stimulus or removing an unpleasant stimulus from a circumstance. Combinations of incentives and/or penalties are applied in reinforcement to support desired behavior. Nwankwo went on to say that people's behavior is typically impacted by the reinforcement they receive right away. According to his argument, the consequences might either be pleasant for the organism, which would enhance or stimulate the repeat of that behavior, or they could be painful or aversive, which would lessen the likelihood that the maladapted behavior will occur. According to Tara et al., giving children praise in exchange for their proper behavior might result in.⁸

In the independent curriculum, the domain of real action seeks to implement a positive culture in the school environment. One of the positive cultures is the provision of reinforcement by teachers. The learning curriculum greatly influences the learning process at school, currently several junior high schools in the Rejang Lebong sub-district have implemented the independent learning curriculum. The independent curriculum itself has three levels, namely *Merdeka belajar*, *Merdeka*

⁸ Valentine J Owan, 'Prestige Journal of Education, Vol. 2, No. 1, June 2019', 2.1 (2019), 62–73.

berubah and merdeka berbagi. independent sharing (*merdeka berbagi*) is the highest level in the independent curriculum, schools that are already at the independent sharing level(*merdeka berbagi*) are referred to as driving schools. The criterion for a driving school(*sekolah penggerak*) is that the principal conducts an online test from the Ministry of Education and Culture, where if the school principal passes the school test, they can apply the free-sharing curriculum. Based on interviews with the Rejang Lebong Education and Culture Office, there are 5 driving schools (*sekolah penggerak*) in the Curup sub-district, namely SMPN 01 Kota Curup, SMPN 02 Curup Tengah, SMPN 5 Curup Tengah, SMPN 4 Curup Utara, SMPN 6 Curup Timur and SMPN 10 Curup Selatan.⁹ Based on an independent curriculum, the curriculum is designed to be flexible and adapted to the needs and context of each school, with teachers having the freedom to choose various teaching aids to help teachers enliven the class, including providing reinforcement. above, all schools that use the free-to-share curriculum have implemented a reinforcement or reinforcement learning model, but at SMPN 02 there are more English teachers, including male and female teachers. And has more students than other driving secondary schools. Based on the above phenomenon, researchers want to analyze the application of reinforcement by male and female teachers at SMPN 02 Rejang Lebong.

⁹ Dinas Pendidikan dan Kebudayaan, 'DI' (kabupaten rejang lebong),2023.

Previous researches have been conducted by previous researcher. First, research by Ade Nurcahya and Hady Siti Hadija entitled “Reinforcement and Teacher Creativity as a determinant of Student Motivation”. Explaining the effect of giving reinforcement and teacher's teaching creativity on student learning motivation. In this research, it was found that Providing reinforcement and creativity in teaching teachers who collectively have a positive and significant influence on student's motivation to study. This proves that giving reinforcement and teacher teaching creativity both have a deep contribution increasing student learning motivation Providing reinforcement and creativity in teaching teachers who collectively have a positive and significant influence on student's motivation to study. This proves that giving reinforcement and teacher teaching creativity both have a deep contribution increasing student motivation.¹⁰ This research is different from previous research. where researchers discuss providing reinforcement based on teacher gender. In this case SMPN 02 Rejang Lebong also applies a learning reinforcement model, for this reason the researcher wants to know whether giving reinforcement learning at SMPN 02 Rejang Lebong has an effect on teacher gender in learning English or not. Therefore will conduct a study entitled **“REINFORCEMENT MODELS USED BY ENGLISH**

¹⁰ Ade Nurcahya and Hady Siti Hadijah, 'Pemberian Penguatan (Reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa (Reinforcement and Teacher Creativity as Determinant of Student', 5.1 (2020), 83–96 <<https://doi.org/10.17509/jpm.v4i2.18008>>.

TEACHER WITH DIFFERENT GENDER IN TEACHING ENGLISH “

B. Research Question

Based on the background, the study aims to answer the question :

1. What are the models of reinforcement used by the male teacher in teaching English at SMPN 02 Rejang Lebong?
2. What are the models of reinforcement used by the female teacher in teacher in teaching English at SMPN 02 Rejang Lebong?
3. What are the differences in giving reinforcement by male and female teachers in teaching English at SMPN 02 Rejang Lebong?

C. Research Objectives

Based on the research questions, the purposes of the study are to investigate :

1. The reinforcement models used by the male teacher in teaching english at SMPN 02 Rejang Lebong.
2. The reinforcement models used by the female teacher in teaching at SMPN 02 Rejang Lebong.
3. The provision of reinforcement by male and female teachers differs in teaching English at SMPN 02 Rejang Lebong?

D. Significances of the research

The following are the significantes of this research namely:

1. Theoriotically,

By studying the reinforcement learning model, research can assist in the development of more effective learning methods. With a better understanding of the factors that influence learning reinforcement, researchers can design strategies and techniques that can increase the efficiency and success of learning.

2. Practically,

- a. For student, This research is expected to help students in learning english , especially in learning English.
- b. For teacher, as inspiration or consideration for teachers so they can use the right learning model and provide the right reinforcement in teaching .
- c. For the writer, The benefit of this research is that it can be a reference for other authors in writing their papers.

E. Scope and Limitation of the Study

The limitation of this research is that this research only discusses about reinforcement use by the teacher gender. Future research is expected to have a broader scope, such as the effect of reward, punishment and teacher encouragement on students in the teaching and learning process. Apart from that, this research only discusses whether reinforcement is given by male and female teachers are different. In the future, it is hoped that this research will be broader, not only about gender but can include social and cultural aspects.

F. Definition of Key Term

1. Reinforcement

Reinforcement learning models are approaches or conceptual frameworks designed to enhance student learning through the use of strategies and techniques that reinforce desired responses. This model is based on the principle that positive reinforcement or rewards can increase students' motivation, engagement, and knowledge retention. According to Skinner's study, it is found that positive reinforcement is a reward that strengthens a conditioned response after it has occurred.¹¹ So the learning reinforcement model is a teacher's response to students in supporting the learning process which can stimulate students to become more active and enthusiastic in participating in the learning. In this case, the types of reinforcement that will be looked at are verbal and non-verbal reinforcement

2. Gender

Gender is a term used to describe social differences between men and women. Gender differences are considered as one of the determinants that can influence teaching. A study by Lacey, Saleh and Gorman examines an institution's by measuring inclusiveness and sensitivity references.¹² variations in teaching methods based on gender while accounting for disciplinary areas. Controlling for discipline is

¹¹ B.F Skinner, *The Behavior of Organisms: An Experimental Analysis.*, New York: Appleton Century (Jakarta: Rineka Cipta., 2009).

¹² Amany;Gorman Lacey, Candace H.;Saleh, 'Teaching Nine to Five : A Study of the Teaching Style'.

crucial since faculty members in several professions are primarily males and in some cases, women. Various instructional techniques, such as role plays, simulations, and group projects in addition to class discussions more engaging teaching methods, such group projects, classroom debates, and group discussions, are typically used by female lecturers. This strategy aligns with other aspects of feminist teaching and anti-hierarchical organization. Less personal teaching techniques, including lectures and computer applications, are more frequently used by male professors.¹³

G. Thesis Organization

The explanation of this research will be organized into 5 chapters. Chapter I is introduction. It consists of Background of the research, Research Question, Objective of the Research, Significance of the Research, Definition of the Key Term and Thesis Organization. Chapter II, consists of representation of literature review of related theories. Chapter III is methodology of The Research. It deal with kind of The Research, Instrument of the Research, Procedure of The Research, Data Analysis Technique, and Triangulation. Chapter VI consists of Finding and Discussion and the last chapter V consists the Conclusion and Suggestion.

¹³ Laird, 'Gender Gaps : Understanding Teaching Style Differences Between Men and Women.',2007.

CHAPTER II

LITERATURE REVIEW

This section discusses related theories about reinforcement and gender and review previous research

A. Review of the Related Theories

1. Reinforcement

1. Definition of Reinforcement

Reinforcement is any consequences that means to strengthens behaviour. Cruickshank argued that reinforcement gives a sign to the students, allowing them to aware that what they have done is something good and they need to do it again and often. Reinforcement is a process that has an intention of strengthening or increasing the frequency of a desirable response or behaviour.¹⁴ Students receive reinforcement in order to increase their enthusiasm in studying. reinforcement arises by elevating the likelihood of a behavior happening. reinforcement is the process of using results to support behavior. Reward is one of the tactics a teacher may employ as it will boost students' desire to attain good learning outcomes and their interest in studying. The lack of motivation and enthusiasm of students in class becomes a challenge for teachers in teaching in class. especially in learning English because many children already think that English is a difficult language. Reinforcement is a response made by the teacher to his students to be able to make the

¹⁴ & Kim K. M. Cruickshank, D., Deborah B. J., *The Act of Teaching (4th Ed.)*. (McGraw-Hill Humanities., 2001).

students more enthusiastic in participating in the learning process. According to Miltenberger, reinforcement is the process through which a behavior is strengthened by the immediate consequence that unfailingly occurs after it occurs.¹⁵ Giving reinforcement to teachers is important to increase motivation and enthusiasm for students because by giving reinforcement students will feel valued and appreciated by the teacher. Skinner showed that behavior is shaped by its consequences, and positive reinforcement can increase the likelihood that behavior will be repeated. Therefore, increasing the appropriate use of positive reinforcement for English learners can increase their English learning engagement.¹⁶ Shuib & Al-Tamimi Students studying English can benefit from four different ways when positive reinforcement is used. The first advantage is that it encourages pupils to raise their hands and actively offer questions. Next, it can assist the pupils in reinforcing proper conduct. reinforce the conduct of the kids by offering incentives and prizes. The last advantage is that it will increase the pupils' enthusiasm in studying English.¹⁷

¹⁵ Miltenberger.R, *A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts.*, *Journal of Educational Psychology*, 2009, xcv

¹⁶ Simeng Wang, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe (2021), 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>.

¹⁷ M. Al-Tamimi, A., & Shuib, 'Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Science and Technology.', *GEMA Online Journal of Language Studies*, 29, 2009.

2. Types of Reinforcement

There are several types of reinforcement, namely verbal and non-verbal reinforcement. Verbal reinforcement is reinforcement that is expressed by using words of praise. Verbal Reinforcement the easiest verbal reinforcement used in learning activities in the form of comments, praise, support, recognition, or encouragement. Example : Words: good, good, amazing, true, yes, or exactly. while non-verbal reinforcement is reinforcement in the form of approaches, gestures, touches and giving reward to students.¹⁸ According to Uzer Usman, there are two types of reinforcement: non-verbal and vocal reinforcement. Verbal reinforcement typically manifests itself in the form of praise, acknowledgment, agreement, and similar expressions. Say, "Good, very good, correct, smart," or "All right, a hundred for you!" In addition to using words, verbal reinforcement can also take the shape of sentences, such as "you present the material well" or "you are a talented student." As opposed to verbal reinforcement, which uses expressions of any kind, non-verbal reinforcement uses gestures, closeness (approach), touch, activities, and tokens or symbols.¹⁹

a. Verbal Reinforcement

Verbal reinforcement is reinforcement conveyed via compliments and expressions of gratitude. A teacher's words of encouragement, support,

¹⁸ Wina. Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2009).

¹⁹ Ali Mas'ud and Di Adha Wulandari, 'The Student Teachers' Verbal and Non-Verbal Reinforcement During Teaching Practice in Microteaching Class', 434. *Iconelt 2019 (2020)*, 266–70 <<https://doi.org/10.2991/assehr.k.200427.053>>.

and acknowledgment can be utilized to improve a student's performance and conduct. These remarks represent the teacher's evaluation of the students' performance.

Reinforcement can be expressed in two forms, namely:

1. Reinforcement with words

Words: the teacher gives comments or praise to students through words such as good, good, extraordinary, right, yes right, or very right

2. Reinforcement with sentences

Praise sentences are one way that phrases are used to reinforce behavior. This suggests that while teaching English, teachers should use sentences as a kind of reinforcement. those pupils who successfully answer questions receive praise from the teacher. Sentences that are strengthened with variations include "your answer is correct," "thank you," "you are very smart," and so forth.

discovering.

b. Non Verbal Reinforcement

Non-verbal reinforcement is reinforcement expressed through language signal, Reinforcement through approaches, gestures, touches, and awarding pupils is known as non-verbal reinforcement.²⁰

- a. *Approach*, can be shown teacher by stepping closer student, standing beside the student or groups of students, even in situations certain sitting

²⁰Sanjaya, Wina., *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana,) 2009

with students or student group. The goal of motion is approaching is paying attention show pleasure in work students, even also provide a sense of security to students. this form of reinforcement usually used together with verbal reinforcement, meaning when the teacher approaching students, the teacher says certain words as reinforcement.

- b. *Gesture*, (Body movements) like smile, express a cheerful face, nods, applause, thumbs up, and other body movements can communicate teacher satisfaction on student responses. Psychologically, students who received the teacher's treatment it will certainly be fun and will enhance the experience learning for students. Mimic and movement bodies can be used together with verbal reinforcement.
- c. *Touch Reinforcement*, in the form of touch that is done by contact physical relationship between teachers and students (gesturing). Touches such as a pat on the shoulder, or the student's shoulder, shake student's hand or raised hand the winning student, strokes the member certain body deemed appropriate. If touch done right, can is an effective reinforcement for student. However, this type of reinforcement is necessary used with great care taking into account various elements such as culture, ethics, morals, age, gender, and background student.
- d. *Giving rewards or symbols*, such as the teacher giving candy, books, pencils to students who can answer questions correctly. giving reinforcement by the teacher is expected so that students can increase their attention and focus in learning so that students can understand the

learning, giving reinforcement is also expected to be able to make the teaching and learning process easier and to foster student motivation and enthusiasm. So, if we describe the reinforcement function for give rewards to students so students will be encouraged and increase their participation in every learning process. Expected students can increase attention, cultivate and maintain motivation to learn and enjoy mathematics itself, so that learning achievement also expected to increase. That's because human nature will feel happy when get prizes and praise. So if his heart happy, he will be more enthusiastic in learning.

2. Gender

Teachers who are male and female develop psychologically in distinct ways. Men have a hard temperament, firm and more strong, smart, and so on, whereas women have a delicate motherly nature, feeling, sensitivity, and femininity. A person's personality will be impacted by the physical and psychological variations between men and women, particularly when it comes to how a teacher carries out the teaching process. The way that teaching and learning are conducted in the classroom is largely determined by the role that teachers play in it. Gender disparities in academic achievement have been closely examined for a number of decades. These investigations consistently conclude that while women do better than males in a wide range of sectors, these discrepancies are typical outcomes in the majority of cases. In subjects like

science and math, which have historically been studied by males, women do exactly as well as men do. They also frequently outperform men in verbal domains. In particular, when it comes to studying foreign languages, women are frequently shown to do better than males when given equal opportunities. While there have been reports of inequalities between men and women in a number of areas, this is also thought to be the case. It's not necessary to stereotype while discussing gender differences because people of the opposing sex can display opposite-sex gender behavior. Men therefore frequently exhibit what is considered to be women's conduct and/or interests, whether those interests are gendered or not. We could have a guy student who performs well in foreign language studies, or we might have a lady student who excels in arithmetic.²¹

There are differences between male and female English language instructors in a number of areas, including online instruction, student preferences, and teaching methods. According to research, children may have distinct preferences for male and female teachers. Some may favor male professors because they believe they are more flexible and emotionally in charge, while others may favor female teachers because they are more nurturing.²² Furthermore, a study discovered that gender differences may have an impact on the distinct approaches taken by male

²¹ Hakk Erten, 'Gender Differences in Academic Achievement among Turkish Prospective Teachers of English as a Foreign Language', *European Journal of Teacher Education*, 32.1 (2009), 75–91 <<https://doi.org/10.1080/02619760802586113>>.

²² Hanan A. Taqi and others, 'Choosing an English Teacher: The Influence of Gender on the Students' Choice of Language Teachers', *English Language Teaching*, 8.12 (2015), 182 <<https://doi.org/10.5539/elt.v8n12p182>>.

and female students to learning English. Due to its significant impact on various aspects of teaching and learning, including teacher-student interaction (including miscommunication), teacher equity toward male and female students, student engagement in the classroom, and ultimately, student performance at school, gender is a teacher-related factor that is continuously researched. In addition to influencing how teachers and students communicate, Dee asserts that a teacher's gender plays a significant impact in how the teacher is portrayed as a "gender-specific role model."²³ Test results seem to support his theory that pupils who identify as the same gender as their teacher are more likely to participate fully in class, behave well, and perform to a high degree. Some theories examined the gender component of teachers as a factor that affects teaching abilities, which in turn affects student performance, rather than as a factor that matches them with their students. Gender norms are undoubtedly an emotional component of the educational construction. According to Appleby, since language instruction and learning have historically been linked to gender. It goes on to say that gender is significant because it is closely linked to the opportunities and obstacles that influence language teachers' personal characteristics.²⁴ English language teachers, both male and female, can have different teaching philosophies. Different teaching techniques may be preferred by

²³ T. Dee, 'The Why: How a Teacher's Gender Affects Boys and Girls.', *Educational Next/ Fall*, 2006.

²⁴ R. Appleby, 'Men and Masculinities in Global English Language Teaching.', *Macmillan: Houndmills, UK.*, 2014 <<https://doi.org/http://dx.doi.org/10.1057/9781137331809>>.

male and female educators, according to research. For instance, compared to male teachers, a study indicated that Iranian female teachers used reflective, active, intuitive, verbal, sensory, and sequential teaching methods more frequently when teaching English.²⁵ Because of this, researchers are interested in determining whether the kind of reinforcement provided in the classroom by male and female educators is equivalent.

B. Review of Related Finding

There are some related findings that have been done by previous researchers, first the research by Emmelia Dyah Kirana and Patricia Angelina with the title *Applying Positive Reinforcement To Increase Students' Motivation In Learning English For Grade Vll In Smp Pangudi Luhur 1 Yogyakarta*, she tried to apply positive reinforcement to increase student motivation. The benefits were higher enthusiasm in learning, better comprehension of the materials, and increasing students' confidence. In conclusion, applying positive reinforcement gave many benefits for the seventh grade students in SMP Pangudi Luhur 1 Yogyakarta to increase their motivation in learning English.²⁶

²⁵ Saima Mazloom, Muhammad Athar Hussain, and GBPS Kalri, 'Identification of Teaching Styles in English Language Classrooms at Secondary Level Identification of Teaching Styles in English Language Classrooms at SL 258', 42.3 (2020), 257–73.

²⁶ Emmelia Dyah Kirana and Patricia Angelina, 'No Title APPLYING POSITIVE REINFORCEMENT TO INCREASE STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR GRADE VII IN SMP PANGUDI LUHUR 1 YOGYAKARTA', *English Language Teaching and Research Journal*, 2.1 (2019), 9–24.

Second research by Simeng Wang, Xuanceng Wu, Zhaoyang Xiong , with the title *The Effect of Teachers' Reinforcement on English Learning Engagement of EAL learners*. The conclusion, the current study reveals that students with positive reinforcement have the higher level of engagement in learning English than those with negatives reinforcements.²⁷

Then the other research by Ade Nurcahya, Hady Siti Hadijah and the title *Reinforcement And Teacher Creativity As Determinant Of Student Motivation*, the result of this study Giving reinforcement (reinforcement) has a significant effect on student learning motivation, thereby increasing the provision of reinforcement (reinforcement) which is getting better will increase motivation to learn in a better direction too. Teacher's teaching creativity has a significant effect on motivation student learning. This shows that the level of teacher creativity is high is an aspect that plays an important role in increasing student motivation. Thus the provision of reinforcement (reinforcement) and teaching creativity teachers who collectively have a positive and significant influence on student's motivation to study. This proves that Giving reinforcement

²⁷ Wang, Simeng, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe 2021, 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>

(reinforcement) and teacher teaching creativity both have a deep contribution increasing student motivation.²⁸

Giving reinforcement is very helpful for increasing student motivation, because by providing reinforcement students will feel valued and appreciated. High motivation can trigger student achievement. For this reason, the role of the teacher in teaching is very important, especially to increase student enthusiasm so that the objectives of learning can be fulfilled. For this reason, the teacher should apply this reinforcement considering the role of the teacher in the teaching and learning process is very important. The difference between this research and previous research lies in the location, research variables, research methods and techniques. Previous research has examined the relationship between reinforcement and student motivation, but there has been no research that discusses how reinforcement is often given by english teachers with different gender. For this reason, in this study the researcher discusses "REINFORCEMENT MODELS USED BY ENGLISH TEACHERS WITH DIFFERENT GENDER IN TEACHING ENGLISH (STUDY AT SMPN 2 REJANG LEBONG)".

²⁸ Nurcahya, Ade, and Hady Siti Hadijah, 'Pemberian Penguatan (Reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa (Reinforcement and Teacher Creativity as Determinant of Student', 5.1 2020, 83–96 <<https://doi.org/10.17509/jpm.v4i2.18008>>.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher tried to discuss some methodology used to conduct the research. They included the research design, object of the research, technique of collecting data, research instrument, equipment of the research, and technique of data analysis.

A. Research Design

This research is categorized as qualitative research because it is in accordance with the research objectives and answers how reinforcement is given and the differences between male and female teachers, with a design consisting of two variables, namely is the provision of reinforcement and the gender of the teacher. This method is very suitable for understanding the social, cultural and historical context of the phenomenon under study. Researchers can explore the diversity of individual perspectives and experiences. Ary stated that qualitative research seeks to understand phenomena by focusing on the whole picture, not breaking it down be a variable.²⁹ According to Creswell, Qualitative research is best suited to answer which research problem researchers know the variables and need to explore them.³⁰ The methods used in conducting this research include creating issues, collecting information, classifying

²⁹ D. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, *Introduction to Research in Education*. (Boston: Cengage Learning., 2018).

³⁰ J. W. Creswell, *Planning, Conducting, and Evaluating Quantitative and Qualitative Research.*, *Educational Research* (Berlin: New Jersey., 2012).

data, and analyzing data. The researcher participated in the data collection procedures as an observer from the result of interview and observations.

B. Subject of the Research

The subject of research is one of the important keys in conducting research, the object of research is the source of the information that will be collected in conducting research. According to Sugiyono total subject is the approach where all respondents are chosen.³¹ In this study the researcher chose english teacher and students at SMPN 02 Rejang Lebong. The researcher chose this school because based on the results of pre-observations with the education office, there were several schools that had used the free-to-share curriculum, where the free-to-share curriculum was the highest level in the independent curriculum. As for several schools that had used the free-to-share curriculum, namely SMPN 1, SMPN 2 , SMPN, 4, SMPN 5 SMPN 6 and SMPN 10.³² Of the five junior high schools, all the teachers in these schools have implemented learning reinforcement, but the researcher chose SMP 2 because SMP 2 has several male and female teachers in English learning which is in accordance with the title of the research, and two of the teachers who teach at SMP 2 Rejang Lebong are driving teachers. .

³¹ Sugiyono, *Motode Penelitian Pendidikan* (Bandung: Alfabeta, 2010).

³² Dinas Pendidikan dan Kebudayaan Rejang Lebong, 2023.

C. Data and sources of Data

a. The primary data source

The primary data sources that directly provide data to data collectors. which is the source of data in this research, namely ; male teacher, female teacher and students of SMPN 2 Rejang lebong.

*Table 3.1
teacher data sources*

No.	Male teacher	Female teacher
1.	Teacher 1	Teacher 1
2.	Teacher 2	Teacher 2
3.	Teacher 3	Teacher 3

From this primary data source, researchers are expected to be able to collect verbal and non-verbal data. according from nasution verbal data is data obtained by researchers based on interviews with informants, while non-verbal data is data obtained by researchers when making observations.³³

D. Techique of The Data Collection

The technique of collecting data in this research were, follow :

1. Observation

Observation is a technique of collecting data by analyzing using notes, documents. Observations are made in order to find out the facts that occur in the field. In this study, researchers used non-participant observations, the researcher was not involved in the situation in the classroom so that the data obtained was more natural.

³³ Nasution, *Metodologi Penelitian Naturalistik- Kualitatif* (Bandung: Tarsito, 1988).

2. Additional Observer

An outsider or non-participant observer is a person who observes and records a phenomena under research while seated in a convenient spot, such the back of a classroom. Sugiyono stated that observation is a research process of observing situations and conditions. Thus, additional observers can help researcher collect more accurate and detailed data.³⁴ By highlighting the fact that observation is always a type of participation, approaching participatory observation from the perspective of systems theory provides important new insights into the subject. Although the phrase "theory of additional observer to research instruments" is not used specifically, participatory observation and observer theory are important ideas to grasp in order to comprehend the observer's function in research. In this study, additional observer was selected who not only understood the concept of reinforcement, but who was also selected had also carried out practical field experience and had taught in the intensive SNBT (test-based national selection) PERINTIS scholarship program.

3. Interview

Researcher also conducted interviews with teacher and students regarding the application of reinforcement. Interviews is conducted order to find out the point of view between the teacher in the application of reinforcement t. Here researcher make semi structured questions which asked to the teachers.

³⁴Darling-Hammond, L., *“Instructional Policy Into Practice: “The Power of the Bottom Over the Top”.*” *Educational Evaluation and Policy Analysis*, Jurnal pendidikan, (Jakarta: Rineka Cipta), 1990. .

4. Documentation

In this research documentation can be in the form of videos, photos and audio recordings in the teaching and learning process in the classroom.

E. Research Instrument

1. Observation Checklist

Observation checklist is a list that observed by the researcher when making observations in class, which has been prepared by the researcher. The observation checklist is used as a framework or structure for observations to be carried out by researchers. the researcher makes a table that contains several indicators that observed in the class. This technique is made in order to answer the question .

In the observation table is divided into three parts. the first part is what type of reinforcement is done by the teacher. In the second part, namely in the form of student reactions when the teacher provides reinforcement. While the third part is the answer to students' reactions when given reinforcement whether they are interested or not. The observation taken based on the theory of Shuib & Al-Tamimi.

According to, Shuib & Al-Tamimi Students studying English can benefit from four different ways when positive reinforcement is used. The first advantage is that it encourages pupils to raise their hands and actively offer questions. Next, it can assist the pupils in reinforcing proper conduct. reinforce the conduct of the kids by offering incentives and

prizes. The last advantage is that it will increase the pupils' enthusiasm in studying English.³⁵ And based on Skinner showed that behavior is shaped kby its consequences, and positive reinforcement can increase the likelihood that behavior will be repeated. Therefore, increasing the appropriate use of positive reinforcement for English learners can increase their English learning engagement.³⁶

*Tabel 3.2
Observation Checklist for male and female teacher*

No	Type of reinforcement	Indicators	Answer	
			Yes	No
1	Verbal Reinforcement			
	Word of Praise	The teacher stimulates students to actively participate in learning through reinforcement through words of praise.		
		The teacher provides reinforcement through words of praise so that students feel more focused.		
		The teacher provides reinforcement through words of praise so that students are more confident in class.		
		Students are given comments or praise by the teacher through words such as good, good, extraordinary, right, yes right, or very right.		
	Sentence of Praise	The teacher stimulates students to actively participate in learning through reinforcement via sentence of praise.		
		The teacher provides reinforcement through sentences of praise so that		

³⁵ Al-Tamimi, A., & Shuib.

³⁶ Wang, Simeng, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe 2021, 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>

		students feel more focused.		
		The teacher provides reinforcement via sentences of praise so that students are more confident in class.		
		Students who successfully answer questions receive reinforcement from the teacher via praise sentences including "Your answer is correct," "Thank you," "You are very smart," and so forth.		
2	Non-verbal Reinforcement			
	Gestures	The teacher stimulates students to actively participate in lessons by receiving certain gestures.		
		The teacher provides reinforcement in the form of gestures so that students pay more attention to learning		
		The teacher provides reinforcement in the form of gestures so that students more confident to learning		
		Students feel fun learning by receiving the teacher's gestures such as smiling, expressing a cheerful face, nods, applause, thumbs up, and other body movements.		
	Approaches	The teacher stimulates students to actively participate in lessons by receiving certain gestures.		
		The teacher provides reinforcement in the form of approaches so that students pay more attention to learning		
		The teacher provides reinforcement in the form of approaches so that students more confident to learning		
		Students are pleased with their work because of the approach of the teacher.		
		The teacher steps closer to the students and stands next to the students or groups of students, even in a sitting situation for certain students or groups of students so that students feel safe		
	Giving reward	The teacher stimulates students to actively participate in lessons by receiving certain giving reward.		

		The teacher provides reinforcement in the form of giving reward so that students pay more attention to learning		
		The teacher provides reinforcement in the form of approaches so that students more confident to learning.		
		The teacher gives candy, books and pencils to students who can answer questions correctly so that students can maintain motivation to learn and enjoy learning English		
	Touch Reinforcement	Teachers provide reinforcement of correct and appropriate touch to students by paying attention to the student's culture, ethics, morals, age, gender and background, such as touches such as patting the student's shoulder or shoulders, shaking the student's hand or raising their hand. students who win, stroke certain body parts that are deemed appropriate.		
Field Notes				

2. Interview Guideline

In this study the researcher also used interviews as an instrument in the study. This interview is semi structured about reinforcement learning in the classroom. Then the researcher wrote the interview items based on the blueprint. The researcher conducted interviews with teacher at SMPN 2 Rejang Lebong to obtain information about providing reinforcement in the classroom. Based on Skinner in Wang, Simeng (the effect of teachers' reinforcement on english learning engagement of EAL Learner) showed that behavior is shaped by its consequences, and positive reinforcement can

increase the likelihood that behavior will be repeated..³⁷ Dee asserts that a teacher's gender plays a significant impact in how the teacher is portrayed as a "gender-specific role model."³⁸

³⁷ Wang, Simeng, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe 2021, 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>

³⁸ Dee, T., 'The Why: How a Teacher's Gender Affects Boys and Girls.', *Educational Next/ Fall*, 2006

Tabel 3.3
Interview Guidline for male and female teacher

No	Objectives	Indicators	Sub-Indicators	Descriptions	Questions
1	To find out the reinforcement used by male and female teachers and the differences in giving reinforcement about them.	Verbal Reinforcement	Word of Praise	The teacher gives praise in the form of the words: good, extraordinary ,right,and yes to students.	<ol style="list-style-type: none"> 1. What do you know about verbal reinforcement in teaching English? 2. What do you as a teacher know about verbal reinforcement in the form of praise words? 3. In your opinion, as a teacher, why is it important to provide verbal reinforcement in the form of praise words for students learning English in the classroom? 4. How do you implement verbal reinforcement in the form of praise words in teaching English? 5. What are the

					<p>examples of verbal reinforcement in the form of the praise words that you give to your students?</p> <p>6. What do you think about the differences in providing verbal reinforcement with words of praise between male and female teachers in English learning?</p>
			<p>Sentence of Praise</p>	<p>The teacher gives praise in the form of the sentence; <i>your answer is correct, thank you, you are very smart, to students</i></p>	<p>1. What do you as a teacher know about verbal reinforcement in the form of praise sentences?</p> <p>2. In your opinion, as a teacher, why is it important to provide verbal reinforcement in the form of praise sentences for students</p>

					<p>learning English in the classroom?</p> <p>3. How do you implement verbal reinforcement in the form of praise sentences in teaching English?</p> <p>4. What are the examples of praise sentences in the form of the sentences that you give to your students?</p> <p>5. What do you think about the differences in providing verbal reinforcement with sentences of praise between male and female teachers in English learning?</p>
2		Non-verbal Reinforcement	Gesture	The teacher gives smiles, applause, nods of the	1. What do you know about non-verbal reinforcement

				<p>head, thumbs up, and other body movements that show satisfaction to students.</p>	<p>t?</p> <p>2. What do you as a teacher know about Non-verbal reinforcement in the form of gestures?</p> <p>3. In your opinion, as a teacher, why is it important to provide non-verbal reinforcement in the form of gestures for students learning English in the classroom?</p> <p>4. How do you implement non-verbal reinforcement in the form of gestures in teaching English?</p> <p>5. What are the examples of non-verbal reinforcement in the form of the gestures that you give to your students?</p> <p>6. What do you think about the differences in providing</p>
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					non-verbal reinforcement with gestures between male and female teachers in English learning?
			Approaches	The teacher steps closer student, such as standing or sitting next to the student.	<ol style="list-style-type: none"> 1. What do you as a teacher know about Non-verbal reinforcement in the form of approaches? 2. In your opinion, as a teacher, why is it important to provide non-verbal reinforcement in the form of approaches for students learning English in the classroom? 3. How do you implement non-verbal reinforcement in the form of approaches in teaching English? 4. What are the

					<p>examples of non-verbal reinforcement in the form of the approaches that you give to your students?</p> <p>5. What do you think about the differences in providing non-verbal reinforcement with approaches between male and female teachers in English learning?</p>
			Giving Reward	<p>The teacher gives prizes in the form of books, pens, high marks, snacks, and others to students who answer correctly.</p>	<p>1. What do you as a teacher know about Non-verbal reinforcement in the form of giving rewards?</p> <p>2. In your opinion, as a teacher, why is it important to provide non-verbal reinforcement in the form of giving rewards for students</p>

					<p>learning English in the classroom?</p> <p>3. How do you implement non-verbal reinforcement in the form of giving rewards in teaching English?</p> <p>4. What are the examples of non-verbal reinforcement in the form of the giving rewards that you give to your students?</p> <p>5. What do you think about the differences in providing non-verbal reinforcement with giving rewards between male and female teachers in English learning?</p>
			Touch Reinforcement	The Teacher gives the right and appropriate touch reinforcement	1. What do you as a teacher know about Non-verbal reinforcement in the form

				<p>t by concerning culture, ethics, morals, age, gender, and background student, such as touches such as a pat on the shoulder, or the student's shoulder, shaking the student's hand or raising hand the winning student, strokes the member certain body deemed appropriate.</p>	<p>of Touch Reinforcement?</p> <p>2. In your opinion, as a teacher, why is it important to provide non-verbal reinforcement in the form of Touch Reinforcement for students learning English in the classroom?</p> <p>3. How do you implement non-verbal reinforcement in the form of Touch Reinforcement in teaching English?</p> <p>4. What are the examples of non-verbal reinforcement in the form of the Touch Reinforcement that you give to your students?</p> <p>5. What do you think about the differences in providing non-verbal reinforcement</p>
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					t with Touch Reinforce ment between male and female teachers in English learning?
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3. Documentation

This study also uses documentation in the form of videos, photos, and audio documentation. Video or audio recordings can help researchers gain a deeper understanding of the social or situational context of the subject under study. This can enrich the interpretation and analysis of data. This instrument is useful for reinforcement of the results of research. This data was obtained when the researcher made observations in the classroom while the teacher was teaching and made a video and then the researcher conducted an interview with the teacher.

F. Data Analysis Technique

The interactive model of data analysis is a qualitative research method that involves an iterative process of collecting, analyzing, and interpreting data. The model was developed by Miles and Huberman in 1984 and has been widely used in qualitative research. The following are the components of the interactive model of data analysis:

1. Data collection:

The first step in interactive model data analysis is data collection through various methods, such as interviews, observation, and document analysis. The researcher made several questions which were then given to the teacher who was teaching at the front and to strengthen the data the

researcher also collected several documentation which would then be analyzed.

2. Data Reduction

Reducing data means data by selecting, focusing, simplifying, abstracting and transforming at important points. Thus the reduced data will provide a clearer picture and make it easier for researchers to collect data. So the data obtained is then filtered again to become more detailed and produce important points needed in research

3. Data Display

After the data is reduced, the next step is to display the data. in this study the data is done in the form of brief descriptions.

4. Data Conclusion and Verification

The third step in qualitative research is drawing conclusions. drawing conclusions must be supported by valid and consistent data in order to be able to answer the formulation of the problem that has been formulated.

The interactive model of data analysis is an iterative process, meaning that the researcher may need to switch back and forth between different steps to perfect the analysis. This model emphasizes the importance of the involvement of researchers in the data analysis process and the need for transparency and accuracy in the analysis.

G. Triangulation

The data in each research must be valid and the validity of the data must be checked. Noble and Heale define research triangulation as the procedure that contributes to the increased validity and credibility of research. Stated differently, the fundamental goal of research triangulation is to certify study outcomes.³⁹ First, the researcher uses the triangulation method, namely where the researcher uses several methods such as observation, additional observer, interviews and documentation, second time triangulation, data collected by researchers at different time to understand changes in phenomena over time.

³⁹ Anita Bans-akutey and Benjamin Makimilua Tiimub, 'Triangulation in Research', October, 2021 <<https://doi.org/10.20935/AL33922>>.

CHAPTER IV FINDING AND DISCUSSION

This chapter contains of research finding from the collecting data from interview and observation done by researcher. The data being discussed after the analyzing finished.

A. Finding

In this steps, researcher showed the data collecting from instrument used in this study. The data was used to answer the questions by using interview and observation checklist. The data lead the researcher to the discussion and conclusion.

1. The Forms of Reinforcement Used by The Male Teachers

Below are the results of interviews by several teachers at SMP 2 Rejang Lebong;

A. Interview Result

1. Verbal Reinforcement

Tabel 4.1

Interview result with male teacher

No.	Male Teacher	Reinforcement Model	
		Verbal	Non Verbal
1.	Male teacher 1	The verbal reinforcement given is reinforcement in the form of words such as good, ok, smart and good job.	<ol style="list-style-type: none"> 1. gesture(clapping, giving a thumbs up, nodding), 2. approach(approaching students around the class), 3. touch(patting the soulder, stroking the head, raising the students hand)

			4. giving rewards like giving pencil, pens
2.	Male Teacher 2	The verbal reinforcement given is reinforcement in the form of: <ol style="list-style-type: none"> 1. words such as good, ok, smart and good job 2. sentence "I like your work" 	<ol style="list-style-type: none"> 1. gesture(putting a thumb up, clapping). 2. approach, 3. touch like pat students on the soulder and giving rewards.
3.	Male Teacher 3	<ol style="list-style-type: none"> 1. words such as good, ok, smart and good job. 2. sentence "your job is perfect". 	<ol style="list-style-type: none"> 1. gesture(giving a thumb, smiling at students and applause). 2. approach. 3. touch 4. giving rewards.

Tabel 4.2

Observation Result With Male Teacher

No.	Male teacher	Verbal Reinforcement	Non Verbal Reinforcement
1.	Male teacher 1	Good job, good	Approaching
2.	Male teacher 2	Perpect, good	Approaching
3.	Male teacher 3	Oke good, good perpect	Approaching

2. The Forms of Reinforcement Used By Female Teachers.

Below of the result of interview with each female teacher at SMPN 2

Rejang Lebong;

1. Female teacher 1

A. Interview Result

1. Verbal Reinforcement .

Tabel 4.3

Interview Result with Female Teachers

No.	Male Teacher	Reinforcement Model	
		Verbal	Non Verbal
1.	Female teacher 1	<ol style="list-style-type: none"> 1. words such as ok, smart, good job 2. sentences such as you are very smart 	<ol style="list-style-type: none"> 1. gesture (thumbs up , applause), 2. approach, touch (patting students shoulders) 3. giving rewards like additional marks, pencil and pens.
2.	Female Teacher 2	<ol style="list-style-type: none"> 1. words such as good, awesome, smart 2. sentences teachers rarely provide reinforcement because many students do not understand the form of sentences which are quite long 	<ol style="list-style-type: none"> 1. gesture (applause and smiling at the students). 2. Approach. 3. touch (slapping students in the shoulders or stroking their heads) 4. giving rewards.
3.	Female Teacher 3	<ol style="list-style-type: none"> 1. words such as good, awesome, smart 2. sentences teachers rarely 	<ol style="list-style-type: none"> 1. gesture (clapping or giving thumbs up) . 2. approach. 3. touch (patting

		provide reinforcement because many students do not understand the form of sentences which are quite long	shoulders students) 4. giving rewards
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Tabel 4.4
Observation Result With Female Teacher

No .	Female teacher	Verbal Reinforcement	Non Verbal Reinforcement
1.	Female teacher 1	Good job ,smart , perfect	Applausing, approaching
2.	Female teacher 2	Ok, good, you can do it	Pat on student shoulder , applausing
3.	Female teacher 3	Good,good job perfect, you are the best students.	Smile to student, applausing, approaching

3. Differences In Giving Reinforcement By Male And Female Teachers

Based on the data obtained, here are some differences in the reinforcement given by male and female teachers at SMP 2 Rejang Lebong.

Tabel 4.5
Differences In Giving Reinforcement By Male And Female Teachers

No.	Reinforcement Models	Male Teacher	Female Teacher
1.	Verbal Reinforcement	Male teacher 1 provided verbal reinforcement in the form of reinforcement using words in 4 meetings and in the form of sentences teacher 1 did not provide reinforcement at all in the form of sentences. male	In verbal reinforcement, female teacher 1 provides reinforcement in the form of words in 5 meetings and does not use verbal reinforcement in the form of sentences, which is different from female teacher

		<p>teacher 2 provided reinforcement in word form 4 times and did not apply it in sentence form at all and male teacher 3 provided reinforcement in word form five times and did not provide reinforcement in sentence form.</p>	<p>2, where she provides reinforcement in the form of words in 5 meetings and verbal reinforcement in the form of sentences in 2 meetings. Apart from that, there is a female teacher. 3 who provided verbal reinforcement in the form of words for 5 meetings and did not use verbal reinforcement in the form of sentences. in non-verbal reinforcement, the female teacher provided several reinforcements, such as female teacher 1 providing reinforcement in the form of gestures in 5 meetings, approach in 3 meetings and touch in 2 meetings. and for the female teacher, the 2 non-verbal reinforcements used were in the form of gestures in 5 meetings and touch in 2 meetings and the third teacher also provided reinforcement in the form of gestures in 2 meetings, approach in 4 meetings and reinforcement in the form of touch in 2 meetings.</p>
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2.	<p>Non Verbal Reinforcement</p>	<p>In non-verbal reinforcement, the male teacher only provided reinforcement in the form of an approach in 3 meetings, while for other forms such as gestures, touching and also giving rewards, the teacher did not provide any. Meanwhile, male teacher 2 did not provide any type of non-verbal reinforcement at all. And male teacher 3 only provided non-verbal reinforcement of the approach type in 4 meetings.</p>	<p>in non-verbal reinforcement, the female teacher provided several reinforcements, such as female teacher 1 providing reinforcement in the form of gestures in 5 meetings, approach in 3 meetings and touch in 2 meetings. and for the female teacher, the 2 non-verbal reinforcements used were in the form of gestures in 5 meetings and touch in 2 meetings and the third teacher also provided reinforcement in the form of gestures in 2 meetings, approach in 4 meetings and reinforcement in the form of touch in 2 meetings. For this reason, verbal reinforcement is dominated by female teachers who provide almost all of the reinforcement, namely gestures, approach and touch.</p>
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For further details, the table below shows a clear difference of reinforcement model used by teachers with different male and female.

Tabel 4.6

The summary of difference of reinforcement model used by teachers with different male and female.

No	Reinforcement Models	Teacher gender	
		Male teacher	Female teacher
1.	Verbal	In verbal reinforcement, male teachers only provide reinforcement such as words of praise, so these words tend to be shorter.	Female teachers provide reinforcement in the form of words and sentences when providing lessons in class, therefore their reinforcement of praise tends to be longer than male teachers.
2.	Non Verbal	in providing non-verbal reinforcement, male teachers provide reinforcement in the form of approaches and in providing reinforcement in the form of touch, male teachers are more flexible with male students than female students. The intensity of reinforcement given by male teachers tends to be less than female teachers, both in verbal and non-verbal reinforcement. Students do not become more focused, engaged, or self-assured in their participation in class when they receive praise from male teachers.	In providing non-verbal reinforcement, female teachers provide more reinforcement to students such as touch, gesture, approach. Apart from that, when reinforcement takes the form of touch, female teachers are more free to provide reinforcement to male students just like female students. And The intensity of reinforcement provided by female teachers tends to be greater than that of male teachers, both in verbal and non-verbal reinforcement. Students may feel focus of when teacher receive reinforcement from female teachers.

B. DISCUSSION

After analyzing the data, researcher discussed the results on several topics.

The explanation below is the discussion of the findings.

1. The forms of reinforcement used by the male teacher in teaching English at SMPN 02 Rejang Lebong.

Tabel 4.7

Interview with male teacher

No.	Male Teacher	Reinforcement Model	
		Verbal	Non Verbal
1.	Male teacher 1	Male teacher 1 provides verbal and non-verbal reinforcement. The verbal reinforcement given is reinforcement in the form of words such as good, ok, smart and good job.	in non-verbal reinforcement male teacher 1 also provides reinforcement such as gesture(clapping, giving a thumbs up, nodding), approach(approaching students around the class), touch(patting the soulder, stroking the head, raising the students hand) and giving rewards like giving pencil, pens
2.	Male Teacher 2	The verbal reinforcement given is reinforcement in the form of words such as good, ok, smart and good job and also in the form of the sentence "I like your work"	in non-verbal reinforcement the male teacher 2 also provides reinforcement such as gesture(putting a thumb up, clapping), approach, touch like pat students on the soulder and giving rewards.
3.	Male Teacher 3	The verbal reinforcement given is reinforcement in the form of words such as good, ok, smart and good job and also in the form of the sentence "your job is perfect".	reinforcement the male teacher 3 also provides reinforcement such as gesture(giving a thumb, smiling at students and applause), approach, touch and giving rewards.

B. Observation Trascript

1. Extract 1

(*The teacher asks students to create descriptive texts and classify descriptive texts in front of the class)

Students : * Perfoming the text

Teacher : **Good job**

(* simbol to describsion situation)

2. Extract 2

Teacher : So what type of text is this? (**while approaching students**)

Students : descriptive text

Teacher : **oke good**

3. Extract 3

Teacher : what tense to use when creating descriptive text?

Students : present tense sir

Teacher : **perfect (high intonation)**

4. Extract 4

Teacher : What tense is used for narrative text?

Students : past continous tense

Teacher : **good job**

5. Extract 5

Teacher : To express an action that has occurred using tense?

Student : past tense sir

Teacher : **perfect (high intonation)**

6. Extract 6

Teacher : Can anyone mention the structure of a narrative text?

Student : orientation, complication, resolution, reorientation sir

Teacher : **okee good (high intonation)**

7. Extract 7

Teacher : What are the opening parts of narrative text?

Students : orientation sir

Teacher : **good (approaching male students)**

8. Extract 8

Teacher : Does anyone know any examples of narrative text?

Students : Malin kundang

Teacher : **good (high intonasi and approaching male student)**

Tabel 4.8

The summary of Reinforcement Model used by Male Teachers

Forms of Reinforcement Used By Male Teachers.	Verbal Reinforcement	Non Verbal Reinforcement
	In verbal reinforcement, male teachers mostly provide reinforcement in the form of words in class such as OK, good, good job and awesome to students, however, in the form of sentences, teachers do not provide reinforcement in the form of words of praise, so in this verbal form, reinforcement is often given. by teachers tends to be	In non-verbal reinforcement, male teachers provide reinforcement in the form of approaches. Male teachers surround the class and integrate with the students and based on interviews, male teachers often give touches to students

	<p>shorter. giving verbal reinforcement given by male teachers did not make students feel more active, focused or more confident in participating in learning. male teachers use reinforcement of shorter words and in a higher tone.</p>	<p>such as patting students on the shoulder and raising their hands, but for female students, male teachers are more reluctant to give that touch themselves. giving non verbal reinforcement given by male teachers did not make students feel more active, focused or more confident in participating in learning. Male teachers use a strengthening approach to male students only</p>
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Male teachers provide reinforcement in verbal and nonverbal forms. Verbal reinforcement is given in the form of words such as good, very good, and so on, while non-verbal reinforcement is given in the form of approaches to students in the classroom. Male teachers provide verbal reinforcement that is shorter and in a higher tone, whereas non-verbal teachers are not very comfortable providing reinforcement to female students due to religious factors. With the reinforcement given by male teachers, students become unmotivated and cannot be active in class. This is not in line with what Skinner showed that behavior is shaped by its consequences, and providing reinforcement can increase the likelihood of the behavior being repeated.⁴⁰

⁴⁰ Wang, Simeng, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement

2. The Forms of Reinforcement Used By The Female Teacher English at SMPN 02 Rejang Lebong.

Tabel 4.9

Interview with Female Teachers

No.	Female Teacher	Reinforcement Model	
		Verbal	Non Verbal
1.	Female teacher 1	Verbal reinforcement female teacher1 provides reinforcement with words such as ok, smart, good job and in the form of sentences such as you are very smart	non-verbal form uses by teacher such as gesture (thumbs up and applause), approach, touch(patting students shoulders) and giving rewards like additional marks,pencil and pens.
2.	Female Teacher 2	Verbal reinforcement teachers provide reinforcement for words such as good, awesome, smart and in the form of sentences teachers rarely provide reinforcement because many students do not understand the form of sentences which are quite long	in non-verbal forms such as gesture(applause and smiling at the students), approach, touch (slapping students in the shoulders or stroking their heads)and giving rewards.
3.	Female Teacher 3	Verbal reinforcement teachers provide reinforcement for words such as good, awesome, smart and in the form of sentences teachers rarely provide reinforcement because many students do not understand the form of sentences which are quite long	In non-verbal forms such as gesture(clapping or giving thumbs up) , approach , touch (patting shoulders students) and giving rewards

on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe 2021, 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>.

B. Observation Transcript

1. Extract 1

(*The teacher asks students to read the descriptive text on page 53)

Teacher : Please open page 53, anyone dare to read it?

Students : mention one name

Teacher : yes, please

Student : read the text

Teacher : **good job, you are the talented student, give a applause everyone**

Students : * applauding

2. Extract 2

Teacher : mention one name, can you move forward?

Students : (*move forward)

Teacher : Can you describe what he looks like from his eyes, nose?

(*help students describe while holding the students' shoulders)

Students : follow the teacher's words

Teacher : **OK, good, study again, yes you can do it (pat on students shoulder)**

3. Extract 3

Teacher : can you mention again the first structure in descriptive text ?

Students : identification mam

Teacher : **good you are smart student . everyone give a applause**

Students : (* applauding)

4. Extract 4

Teacher : For descriptive text, does anyone know what tenses to use?

Students : present tense mam,

Teacher : **yes**, Why does she keep answering the other one?

Students : (* silent)

5. Extract 5

(*The teacher asks students to read narrative text)

Teacher : what type of text do your friends read?

Students : dongeng

Teacher : good, The fairy tale is included in the text. Can anyone answer it?

Students : narrative text mam

Students : **good job, you are the best student give applause everyone (* smile to student)**

6. Extract 6

Teacher : In writing narrative text we use tense. Can anyone answer?

Students : past tenses mam

Teacher : **good job (high voice and approaching students)**

7. Extract 7

Teacher : Can you mention the structure of narrative text?

Student : orientation, compication, resolution, reorientation

Teacher : **yes, that't true (* give a thumb)**

8. Extract 8

Teacher : who can summarize our learning from the beginning?

Please you

Student : summarize the material summarize the material with the help of the teacher

Teacher : okee good give applause everyone

Students : (* applauding)

Tabel 4.10

The summary of Reinforcement Model used by Female Teachers

The Forms of Reinforcement Used By Female Teachers.	Verbal Reinforcement	Non verbal Reinforcement
	In verbal reinforcement, female teachers often provide reinforcement in the form of words of praise such as good. good job and smart, but there are times when teachers provide reinforcement in the form of sentences so that the form of reinforcement given is a bit longer. Providing verbal reinforcement provided by female teachers can make students feel more	In non-verbal reinforcement, female teachers provide forms of reinforcement such as gestural, approach, touch and giving rewards. when providing reinforcement in the form of touch, female teachers have more freedom to provide reinforcement to both female and male students. Providing non verbal reinforcement provided by female teachers can make

	focused in learning. The teacher provides reinforcement for longer and more emphatic words	students feel more focused in learning. Teachers do not differentiate between providing non-verbal reinforcement to male and female students
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Based on this data, female teachers provide verbal reinforcement in verbal form, namely giving words of praise and sentences of praise, as well as non-verbal reinforcement, female teachers provide in the form of gestures, touches and approaches so that student can be active and more motivated in participating learning process. Female teachers provide longer and firmer verbal reinforcement, while female teachers do not differentiate between male and female students because the teacher herself considers the students like her own children. The finding related with According to Miltenberger, reinforcement is the process through which a behavior is strengthened by the immediate consequence that unfailingly occurs after it occurs.⁴¹ Giving reinforcement to teachers is important to increase motivation and enthusiasm for students because by giving reinforcement students will feel valued and appreciated by the teacher. According to, Shuib & Al-Tamimi Students studying English can benefit from four different ways when positive reinforcement is used. The first advantage is that it encourages pupils to raise their hands and actively

⁴¹Miltenberger.R, *A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts.*, *Journal of Educational Psychology*, 2009, xcv .

offer questions. Next, it can assist the pupils in reinforcing proper conduct. Reinforce the conduct of the kids by offering incentives and prizes. The last advantage is that it will increase the pupils' enthusiasm in studying English.⁴²

3. Differences In Giving Reinforcement By Male And Female Teachers In Teaching English At SMPN 02 Rejang Lebong.

The difference in reinforcement given by male and female teachers lies in the type of reinforcement given. Female teachers tend to provide more reinforcement than male teachers, both verbal and non-verbal reinforcement. Male teachers mostly use one type of verbal reinforcement, namely words of praise and one type of non-verbal reinforcement, such as approach. This is different from female teachers who use non-verbal reinforcement in the form of words and sentences of praise, and for non-verbal reinforcement, female teachers provide reinforcement in the form of gestures, approaches and touches. In addition to the intensity of reinforcement given is also different, This is in accordance with what was said by Dee asserts that a teacher's gender plays a significant impact in how the teacher is portrayed as a "gender-specific role model."⁴³

⁴² Al-Tamimi, A., & Shuib, M., 'Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Science and Technology.', *GEMA Online Journal of Language Studies*, 29, 2009.

⁴³ Dee, T., 'The Why: How a Teacher's Gender Affects Boys and Girls.', *Educational Next/ Fall*, 2006 .

The result of this study are in line by previous researchers, first the research by Emmelia Dyah Kirana and Patricia Angelina with the title *Applying Positive Reinforcement To Increase Students' Motivation In Learning English For Grade Vii In Smp Pangudi Luhur 1 Yogyakarta*, she tried to apply positive reinforcement to increase student motivation. The benefits were higher enthusiasm in learning, better comprehension of the materials, and increasing students' confidence. In conclusion, applying positive reinforcement gave many benefits for the seventh grade students in SMP Pangudi Luhur 1 Yogyakarta to increase their motivation in learning English.⁴⁴ This research has the same dominant results as the researchers conducted by female teacher, namely that the application of reinforcement has a positive effect on increasing student motivation so that students become more active and confident in the class.

The provision of reinforcement by teachers in the classroom can make students more active so that the results of these findings are related to research conducted by Simeng Wang, Xuanceng Wu, Zhaoyang Xiong , with the title *The Effect of Teachers' Reinforcement on English Learning Engagement of EAL learners*. The conclusion, the current study reveals that students with positive reinforcement have the higher level of

⁴⁴Emmelia Dyah Kirana and Patricia Angelina, 'No Title APPLYING POSITIVE REINFORCEMENT TO INCREASE STUDENTS' MOTIVATION IN LEARNING ENGLISH FOR GRADE VII IN SMP PANGUDI LUHUR 1 YOGYAKARTA', *English Language Teaching and Research Journal*, 2.1 2019, 9–24

engagement in learning English than those with negatives reinforcements.⁴⁵

Another discovery obtained by the researcher was that some of the data obtained by the researcher in interviews did not match the data obtained by the researcher when conducting observations, for example, male teachers emphasized that verbal and non-verbal reinforcement were equally important and they also applied this reinforcement in their work. class but unfortunately the data obtained by researchers during observation said that the teacher only applied reinforcement in the form of words and non-verbal in the form of approaches. Apart from that, the data obtained by the female teacher said that when learning in the classroom, all types of reinforcement were used, including giving rewards, but what happened in the teaching process in the classroom was that the teacher did not give rewards to the students.

Then the other research by Ade Nurcahya, Hady Siti Hadijah and the title *Reinforcement And Teacher Creativity As Determinant Of Student Motivation*, the result of this study Giving reinforcement (reinforcement) has a significant effect on student learning motivation, thereby increasing the provision of reinforcement (reinforcement) which is getting better will

⁴⁵ Wang, Simeng, Xuancheng Wu, and Zhaoyang Xiong, 'The Effect of Teachers' Reinforcement on English Learning Engagement of EAL Learners', *Proceedings of the 2021 2nd International Conference on Mental Health and Humanities Education (ICMHHE 2021)* , 561.Icmhhe 2021, 495–502 <<https://doi.org/10.2991/assehr.k.210617.126>>.

increase motivation to learn in a better direction too. Teacher's teaching creativity has a significant effect on motivation student learning.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the results and discussions in the previous chapter, this chapter makes conclusions and suggestions.

A. Conclusion

In this chapter the researcher wants to answer the research results based on the research problem. The problem in the research is that the first is to find out the type of reinforcement provided by male teachers in teaching English, the second is the reinforcement provided by female teachers in teaching English and the last is the difference provided by male and female teachers in teaching English.

After analyzing the data, researchers can draw conclusions to answer the research questions. In this study, researchers used the theory from Shuib & Al-Tamimi Students studying English can benefit from four different ways when positive reinforcement is used. The first advantage is that it encourages pupils to raise their hands and actively offer questions. Next, it can assist the pupils in reinforcing proper conduct. reinforce the conduct of the kids by offering incentives and prizes. The last advantage is that it will increase the pupils' enthusiasm in studying English.⁴⁶ and Dee asserts that a teacher's gender plays a significant impact in how the teacher is portrayed as a "gender-specific role model."⁴⁷

⁴⁶Al-Tamimi, A., & Shuib, M., 'Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Science and Technology.', *GEMA Online Journal of Language Studies*, 29, 2009 .

⁴⁷Dee, T. 'The Why: How a Teacher's Gender Affects Boys and Girls.', *Educational Next/ Fall*, 2006.

Based on the previous chapter, the researcher found that male teachers provided reinforcement in the form of words of praise and approaches, while female teachers provided reinforcement in the form of words and sentences of praise, gestures, approaches and touches so that in providing this reinforcement, female teachers dominated more than male teachers. Researchers also saw differences in giving reinforcement by male and female teachers, not only did female teachers dominate the type of reinforcement given but also the intensity of giving reinforcement by female teachers was greater than by male teachers. And then male teachers do not provide non-verbal reinforcement with female students such as touching and approaching because of religious factors , different from female teachers who do not differentiate between providing reinforcement to male and female students because they consider them their own children.

B. SUGESSTION

Researchers are aware that there are still many shortcomings in this research from various aspects such as methods, analysis and others, therefore researchers need criticism and suggestions so that this research can be even better. Based on this research, researcher have recomendations as follows:

1. For the pupil, It is anticipated that this research will benefit students, particularly those who are learning English.
2. For teachers, so that educators can apply the best learning models and provide the best reinforcement when teaching.

3. For next researchers, this research has benefits because other authors can use it as a reference when they write their own papers. This research only discusses the provision of reinforcement based on teacher gender. In the future, researchers hope that the scope will be broader, such as discussing the provision of reinforcement based on teacher culture, length of teaching or teacher experience.

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