

**THE IMPLEMENTATION OF POSITIVE REINFORCEMENT
IN THE ENGLISH LEARNING PROGRAM FOR NEW
STUDENTS AT AL-MAWADDAH ISLAMIC BOARDING
SCHOOL FOR GIRLS**

THESIS



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ABSTRACT

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Positive reinforcement is a teacher's response to a student's behavior during the teaching and learning process, expressed through appreciation, correct responses, and effort in language learning. Both verbal and non-verbal reinforcements boost students' motivation, engagement, and performance. This study aims to explore the types of verbal and non-verbal reinforcement teachers use in the English learning program for new students at Al-Mawaddah Islamic Boarding School for Girls and to describe how these reinforcements are applied to support language acquisition.

The focuses of this research were: 1) to describe the types of verbal and non-verbal reinforcement used in the English learning program at Al-Mawaddah Islamic Boarding School for Girls, and 2) to identify the approaches used by the teachers in providing positive reinforcement during the English learning program for new students.

This research employs a qualitative approach. The study was conducted at Al-Mawaddah Islamic Boarding School for Girls during the 2024/2025 academic year. The data was collected through interviews, observations, and documentation. The researcher used interviews to gather information about the types of positive reinforcement applied and the teachers' delivery methods. Observation was used to assess the reinforcement application in the classroom, while documentation helped support the findings.

The research results revealed that 1) teachers used verbal reinforcement such as praise words (e.g., "Good job," "Well done!") and sentences (e.g., "I'm proud of your effort"). Non-verbal reinforcement included gestures like smiling, nodding, thumbs-up, and proximity reinforcement through standing close to students. Teachers also used activity reinforcement, such as games, music, and storytelling, and token reinforcement, such as tangible rewards for motivation. 2) The tutors reinforced in four ways: to individuals, to groups, immediately after new students displayed desired behaviors, and by using various types and patterns of reinforcement. In summary, verbal reinforcement was frequently employed during language learning programs because it is simple to implement and can be given spontaneously.

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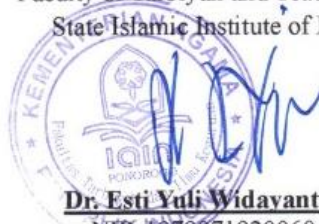
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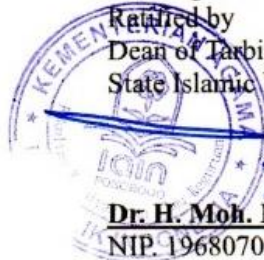
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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, October 25th 2024



Bisyriel Aufia Munatri

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool that is essential to everyday life. Language allows us to communicate, share ideas, and convey each person's needs, wants, and feelings. Human communication is facilitated by language. Human beings need to be proficient in language to keep up with the rapid development of science and technology. It will be more straightforward for someone with good language skills to comprehend and communicate information orally and in writing.¹ However, even though every human being can naturally speak, it is not a skill that can be passed down from generation to generation. The skills of speaking, listening, writing, and reading a foreign language that is neither the mother tongue nor the national language require intensive practice.

The need for English as an international language keeps increasing, including populations worldwide, including those in Indonesia. Therefore, learning English is very important because it is a global language generally used for communication by people from abroad. Learning English as a language requires the mastery of four skills. They are listening, speaking, reading, and writing. These skills are interconnected and depend on each other for a well-rounded understanding and proficiency in the language. *Listening and speaking:* These two skills are closely connected and work together in real-life situations.

¹ Alan Jaelani and Olivia Widad Zabidi, "Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section," *ELT Forum: Journal of English Language Teaching* 9, no. 1 (July 21, 2020): 45–54, <https://doi.org/10.15294/elt.v9i1.38287>.

So, combining them aims to improve oral communication effectively. This combination ensures practical and purposeful communication.² *Reading and writing*: These two skills are strongly related and are tools for achieving effective written communication. Combining listening and speaking with reading and writing will make students good listeners, speakers, and writers, enabling them to communicate effectively.

Mastering these skills is a gradual process that requires specific methods or strategies to help students become proficient in them effectively. According to Widyasari, the relevance of English in the learning and teaching process needs a practical approach or method to increase student's English proficiency through engaging and enjoyable learning activities. Every English teacher should practice this to encourage students to learn English. Additionally, English teachers should be capable of managing instruction using specific methods during the teaching and learning process. This way, students will enjoy it without feeling bored or discouraged.

Education is not only related to the teaching-learning process. Learning is not limited to the ability to memorize or only hone cognitive aspects but also includes the development of emotions, attitudes, habits, and other aspects. This view sees humans as a whole unit, where intellectual development must be balanced with the development of other psychological aspects.³ Thus, the role of educators becomes very crucial in supporting the holistic development of learners, including cognitive aspects, emotions, attitudes, habits, and so on.

² Lorena Manaj, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature Studies*, 1, no.1 (2015): 29.

³ Wina Sanjaya, *Pembelajaran dalam Implementasi Kurikulum Berbasis Kompetensi* (Jakarta: Kencana, 2006), 89.

Educators are one of the main elements that play a role in forming educated and characterized individuals. An educator has the responsibility and authority to guide and foster students. Given the magnitude of this responsibility, educators not only act as teachers or conveyors of knowledge but are also responsible for the overall development and formation of students' personalities. Therefore, an educator needs to master various teaching skills, because these skills are one of the important factors in achieving learning objectives. One of the important skills that must be mastered by educators is the ability to provide reinforcement.⁴

Reinforcement is a form of positive response given by teachers to learners as appreciation for good actions or achievements they make in the learning process. In teaching and learning activities, appreciation and praise are important elements that are highly expected by learners, as this can motivate them to continue to behave positively and increase their efforts in learning.⁵ For example, teachers can show appreciation with a smile, or deliver polite and positive words of praise to learners. This reinforcement is essential because it provides an emotional boost that makes learners feel appreciated for their efforts. Such appreciation not only helps boost learners' confidence but also strengthens the positive relationship between teachers and students. Thus, reinforcement plays an important role in creating a supportive and constructive learning environment where learners feel motivated to continue developing academically and personally.

⁴ Abudin Nata, *Ilmu Pendidikan Islam* (Jakarta: Kencana, 2012), 139.

⁵ Abd Samad, "Penerapan Teknik Pemberian Reinforcement (Penguatan) Untuk Meningkatkan Hasil Belajar Fisika Pada Peserta Didik Kelas VIII.A SMP PGRI Bajeng Kabupaten Gowa," *JPF* 2, no.3 (2014): 192-193.

Positive reinforcement psychologically has a great impact on a person's behavior. Positive reinforcement, such as praise or rewards, plays a role in reinforcing good behavior. Words of praise such as "You're great!", "You're smart!", "You're intelligent!", or "That's amazing!" are examples of verbal reinforcement that can give individuals an emotional boost.⁶ When a person receives positive reinforcement, their brain responds with feelings of pleasure, which makes them more encouraged to repeat the positive behavior. For example, a student who receives praise after completing an assignment well will feel appreciated, and this will motivate them to keep improving. This positive reinforcement provides a real appreciation for their efforts, which in turn increases engagement and productivity in learning activities. Besides verbal praise, positive reinforcement can also take other forms such as prizes or more attractive awards, which can have a stronger impact in motivating positive behavior.

Rewards have a very significant role in the learning process. When learners get praise from the teacher, this tends to increase their learning motivation. As a result, the learning process will be more effective when learners' positive response to a stimulus is accompanied by feelings of pleasure and satisfaction.⁷ In the context of language learning, teachers play a central role in motivating learners, as they see teachers as a source of encouragement and enthusiasm for learning. Praise given to learners not only boosts their enthusiasm but also gives them a sense of being valued and appreciated by the educator. This is very

⁶ Nia Lisniawati, "Pengaruh Pemberian Harapan Dan Insentif Terhadap Motivasi Belajar Siswa Dalam Pembelajaran Bahasa Indonesia" *e-Jurnal LITERASI* 1, no.1 (2017): 37.

⁷ Abd Samad, "Penerapan Teknik Pemberian Reinforcement (Penguatan)", p.193.

different from teachers who do not apply reinforcement, and who only deliver material without giving feedback to learners. This lack of reinforcement often leads to saturation and boredom in the learning process. Currently, the phenomenon that occurs in many classrooms is that not all educators realize the importance of motivating learners, even if it is only in the form of simple words of praise. Appreciation of learners who complete tasks is one of the effective ways to arouse their learning motivation.

Al-Mawaddah Islamic Boarding School for Girls is one of the modern boarding schools that employs the English language for daily communication. All students are required to use English in their activities, both within the school and in the dormitory environment. However, there have been some challenges in implementing this obligatory English-speaking system. Some obstacles encountered include new students still needing help understanding the English lessons at school and struggling when required to speak English in their daily activities. As a result, many of them prefer to communicate using the Indonesian language. Considering this situation, Al-Mawaddah Islamic Boarding School for Girls tries to find suitable strategies to make the language learning program more interesting, especially for new students.

The researcher chose Al-Mawaddah Islamic Boarding School for Girls as her research subject because boarding school is an educational institution where students gain discipline while developing themselves through practice and habituation with guidance provided continuously by teachers and organizational administrators. At Al-Mawaddah Islamic Boarding School for Girls, the new students are also given exceptional guidance that is more intensive than the

other students because they need time to adjust to the existing system and regulations, as well as the rules of language use. So, Al-Mawaddah Boarding School for Girls provides a language learning program as an extracurricular activity with various positive reinforcements carried out so that they feel confident and continue to be motivated to use the language. In this language program, punishment is not given to new students, as it is feared that it may cause negative psychological impacts such as fear and stress so they tend to refrain from trying new things or experimenting, for fear of mistakes that might lead to punishment. Researchers also conducted interviews with several other boarding schools in the Ponorogo area. According to the first informant, in the boarding school where she studied, there was a language program also conducted, which involved the introduction of new vocabulary every day and making sentences from that vocabulary. This learning program is implemented for all students without exception. Furthermore, information from the second informant revealed that there is also language learning at his boarding school, where vocabulary is given before class lessons begin, but this learning applies to all students and does not single out new students.

Considering the explanations of these two informants, it can be concluded that there is a difference in the language learning programs carried out at Al-Mawaddah Islamic Boarding School for Girls compared to other boarding schools in Ponorogo. Suppose the language learning program in those boarding schools involves providing vocabulary for all students. In that case, the language learning program at Al-Mawaddah Islamic Boarding School is specifically designed for new students using the behaviorism learning theory of

positive reinforcement and involves grammar, pronunciation, reading, writing, and other aspects of language learning.

Based on the explanation above, the researcher is interested in conducting a study at Al-Mawaddah Islamic Boarding School for Girls, where the language program differs from other boarding schools. The researchers take this case as a study entitled "The Implementation of Positive Reinforcement in The English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls."

B. Research Focus

Based on the research background above, the researcher focused on describing The Implementation of Positive Reinforcement in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls and the forms of positive reinforcement used by teachers to teach new students English.

C. Statements of the Problem

Based on the research background above, the researcher formulates some research questions as follows:

1. What are the types of verbal and non-verbal reinforcement given by the teacher in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls?
2. How do teachers provide positive reinforcement in the English learning process for new students?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are as follows:

1. To explain the types of verbal and non-verbal reinforcement given by the teacher in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls.
2. To identify the approaches used by the teachers in providing positive reinforcement during the English learning process for new students.

E. Significances of the Study

The results of this research are likely helpful for theoretical and practical contributions.

1. Theoretically

The results of this study are expected to provide theoretical information about implementing positive reinforcement in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls.

2. Practically

a. For the Boarding School

Based on the findings of this research, the boarding school should conduct periodic evaluations to assess the program's progress and consider forming a team as part of consultation services to assist students who encounter difficulties in participating in the program.

b. For the English Teachers

This study provides English teachers with insights into the effective use of positive reinforcement strategies, including both verbal and non-verbal methods, tailored to individual and group settings. Teachers can create a more supportive and engaging learning environment by understanding how immediate and varied reinforcement can enhance students' motivation and participation.

c. For the English Foreign Language Students

For students learning English as a Foreign Language (EFL), this study highlights the benefits of a supportive classroom environment that values their efforts. Positive reinforcement techniques like individualized praise, group encouragement, and enjoyable activities help reduce anxiety and increase confidence. By experiencing consistent and immediate reinforcement, students can feel more motivated and actively engaged, aiding their language development and comfort with using English in real-life contexts.

d. For the Future Researchers

This research can contribute to other researchers conducting similar or different research designs to assist new students in overcoming problems in English language development programs, particularly for boarding school students.

F. Organization of Thesis

This section helps readers grasp the researcher's work comprehensively. It is segmented into five chapters, and the subsequent description provides a detailed explanation.

The first chapter is an introduction that includes the study's background, research focus, statements of the problem, study objectives, significance of the study, and organization of the thesis.

The second chapter is a literature review that presents the theoretical background, previous research findings, and theoretical framework. The theoretical background presents some materials related to Positive reinforcement theory, Language learning, English programs, and Islamic boarding schools. The researcher concludes the results of earlier studies that have similar cases to this research.

The third chapter is the research method. In this chapter, the researcher explains the research approach and type, setting and time, the data source, the data collection and analysis technique, and the validity checking.

The fourth chapter is research findings and discussions. This chapter describes the process of positive reinforcement applied in the English Learning Program for New Students and explains the approaches used by the teachers in providing positive reinforcement during the English learning process for new students.

The fifth chapter is closing. This chapter consists of two parts: a conclusion and recommendations for the institution, teachers, and students. It also suggests areas for further research that can be used as references by other researchers in

the same field. These recommendations aim to have a positive impact on the future.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Behavioristic Learning Theory

Behavioristic learning theory examines human behavior. Slavin states that the learning process involves the interaction between stimulus and response.⁸ Learning is considered successful when it is measured through changes in behavior that individuals can show. According to this theory, the essential elements in learning are input in the form of stimulus and output in the form of response.⁹ Burrhus Frederic Skinner, an American behaviorist, believed that the interaction between stimulus and response in the environment can produce changes in behavior. Skinner, known for his directed instruction approach, thought that behavior could be controlled through operant conditioning. Operant conditioning reinforces operant behavior, which can cause the behavior to reappear or disappear as desired. Operant behavior refers to behavior that is performed spontaneously and freely.¹⁰

Skinner considers reward or reinforcement as the most crucial element in the learning process. We learn a response if it is followed by reinforcement. Skinner prefers reinforcement to reward because reward is subjective behavior associated with pleasure, while reinforcement is a more neutral term. Skinner's

⁸ Robert E. Slavin, *Educational Psychology: Theory and Practice*, Twelfth Edition (NY: Pearson, 2018), 98.

⁹ Made Adi Nugraha Tristaningrat, "Relevansi Teori Belajar Behavioristik Terhadap Nilai-Nilai Dalam Ajaran Yoga," *Maha Widya Bhuwana* 2, no. 2 (2019): 61.

¹⁰ Kiki Melita Andriani, Maemonah, and Rz. Ricky Satria Wiranata, "Penerapan Teori Belajar Behavioristik B. F. Skinner dalam Pembelajaran : Studi Analisis Terhadap Artikel Jurnal Terindeks Sinta Tahun 2014 - 2020," *SALIHA: Jurnal Pendidikan & Agama Islam* 5, no. 1 (January 31, 2022): 78–91, <https://doi.org/10.54396/saliha.v5i1.263>.

findings emphasize the relationship between behavior and its consequences. For example, if a pleasant consequence follows an individual's behavior, the individual is likely to repeat the behavior. According to Seifert, reinforcers such as praise are often non-physical.¹¹

2. Reward and Punishment

a. Reward

Rewards are outcomes that result from an individual's positive or negative behavior. They can also be described as acknowledging someone's effort, contribution, or accomplishment. In educational settings, rewards can boost students' motivation to learn. Essentially, they are a form of reinforcement or encouragement for students' actions and behaviors. A reward is a consequence that enhances the likelihood of a behavior being repeated.¹² A reward is one way for teachers to appreciate and recognize students' commendable actions.¹³ According to Dornyei, rewards are incredibly flexible and can be used in almost any teaching setting, effectively motivating students throughout the learning process.¹⁴ Cohen stated that “reward as aids to motivation and to a lesser extent classroom management and control.”¹⁵ When students know they may receive recognition or positive reinforcement, they are often more inclined

¹¹ Ibid., p. 432.

¹² John W. Santrock, *Educational Psychology*, 5th ed (New York: McGraw-Hill, 2011), p.223.

¹³ Umi Latifatun Nafisah and Dhinuk Puspita Kirana, “Penerapan Reward untuk Meningkatkan Sikap Disiplin Anak dalam Belajar,” *Kiddo: Jurnal Pendidikan Islam Anak Usia Dini* 2, no. 1 (February 25, 2021): 100–107, <https://doi.org/10.19105/kiddo.v2i1.3611>.

¹⁴ Zoltán Dörnyei, *Motivational Strategies in the Language Classroom* (New York: Cambridge University Press, 2001).

¹⁵ Louis Cohen and Louis Cohen, eds., *A Guide to Teaching Practice*, Rev. 5th ed (London; New York: Routledge, 2010).

to participate, put in effort, and achieve their goals. While the primary function of rewards is to increase motivation, they can also support classroom management and control to some extent. Teachers can reinforce expectations and create a structured learning environment by providing rewards for specific positive behaviors—such as following instructions, completing tasks, or cooperating with peers.

Based on the explanation above, the researcher summarizes that a reward is a positive consequence given in response to an individual's behavior. It is primarily intended to enhance motivation and, to a lesser extent, aid in classroom management and control. A reward serves as a form of reinforcement that encourages desired behaviors to be repeated, effectively supporting learning by acknowledging students' efforts, achievements, and positive actions.

b. Punishment

Punishment is a method used to reduce or stop a particular behavior. When a behavior is followed by a negative consequence, called a "punisher," the individual who experienced the punishment is less likely to repeat that behavior in similar situations later.¹⁶ The punisher can be anything the person finds unpleasant or undesirable, such as a reprimand, loss of privileges, or extra tasks. The idea is that the negative outcome will discourage the behavior from happening again, as the individual connects the action with an unpleasant consequence. Santrock explains that punishment is a response to behavior that lowers the chances of that

¹⁶ Anita Woolfolk Hoy, *Educational Psychology*, Global edition, thirteenth edition, Always Learning (Boston Columbus Indianapolis New York San Francisco: Pearson, 2016).

behavior happening again. In other words, punishment introduces a negative consequence after a certain action, making the individual less likely to repeat that action.¹⁷ The goal of punishment is to discourage specific behaviors by associating them with an unpleasant result, which decreases the likelihood that the behavior will reoccur.

According to Domjan, a punishment procedure is when a particular action (or "response") leads to something undesirable.¹⁸ This means that if someone does a specific behavior, it directly results in an unpleasant consequence. The connection between the behavior and the consequence is positive because the behavior causes the result, but the result is negative or undesirable. This unpleasant outcome is meant to discourage the behavior from happening again. Good and Brophy suggest that punishment should only be used for repeated misbehavior, not for one-time incidents, even if they are serious. Punishment is meant for situations where a student keeps doing the same type of misbehavior despite ongoing concern and disapproval from the teacher.¹⁹

Based on those explanations, the researcher summarizes that punishment is a strategy used to decrease the likelihood of undesirable behaviors by associating them with negative consequences. Punishment should be applied carefully and primarily for repeated misbehaviors, as it is most effective when an individual persists in the same behavior despite previous warnings and disapproval. This approach helps discourage

¹⁷ Santrock, *Educational Psychology*.

¹⁸ Michael Domjan and James W. Grau, *The Principles of Learning and Behavior*, 7. ed (Stamford, Conn: Cengage Learning, 2015).

¹⁹ Cohen and Cohen, *A Guide to Teaching Practice*.

unwanted actions while promoting a structured and positive learning environment.

3. Reinforcement

a. Definition of Reinforcement

Burrhus Fredric Skinner is the main figure behind the theory of behaviorism, which emphasizes the importance of reinforcement in the learning process. In the field of education, reinforcement serves as a motivator for students as they engage in the learning process. Applied reinforcement can help students become more disciplined and enable them to learn from mistakes and make corrections during the learning process. Reinforcement means strengthening a person's behavior pattern in the learning process to achieve better results.

Reinforcement is a positive response to a particular student's behavior that allows the behavior to occur again.²⁰ Reinforcement is any form of consequence that strengthens the behavior that follows.²¹ Reinforcement (or reward) is a consequence that increases the likelihood of a behavior reoccurring. That is when someone receives a positive result after performing a specific action.²² Reinforcement is the process in which a behavior is strengthened by the immediate consequence that reliably follows its

²⁰ P. Ratu Ile Tokan, *Sumber kecerdasan manusia (human quotient resource): mind-body-soul interaction* (Jakarta: Grasindo, 2016), 56.

²¹ Anita Woolfolk Hoy, *Educational Psychology*, Global edition, thirteenth edition, Always Learning (Boston Columbus Indianapolis New York San Francisco: Pearson, 2016), 283.

²² John W. Santrock, *Educational Psychology*, 5th ed (New York: McGraw-Hill, 2011), 222.

occurrence.²³ Reinforcement is the procedure or method of increasing or stamping the desirable behavior of an individual.²⁴

According to Lubna Zahid, Reinforcers are present throughout our environment, and it is natural for every individual to experience increased motivation when they receive some form of reinforcement. This heightened motivation encourages them to put in more effort and achieve better outcomes, regardless of the area of life they are engaged in. This illustrates reinforcement's crucial role in enhancing performance and success across different aspects of life.²⁵ Cooper, Heron, and Heward describe reinforcement as either adding or removing something following behaviour to increase the chances of that behaviour happening again.²⁶

Behaviorism theory is a development of the theory of connectionism, in which Skinner pays special attention to reward or reinforcement as a critical component that influences a person's behavior in the learning process.²⁷ This reinforcement requires positive behavior that arises from a student so that it can arise again, and also reinforcement can arouse and maintain motivation for students in learning; of course, reinforcement is essential in the teaching and learning process. Giving reinforcement is a

²³ Raymond G. Miltenberger, *Behavior Modification: Principles and Procedures*, 4. ed., International Student Edition (Belmont, CA: Thomson Wadsworth, 2008), 73.

²⁴ Aliyu Suleiman Aliyu, "Influence of Positive Reinforcement Technique on Motivation and Performance in Mathematics among Junior Secondary School Students in Kaduna State Nigeria," *Prestige Journal of Education* 6, no. 1, (2023): 75.

²⁵ Lubna Zahid and Dr. Amna Umer Cheema, "An Investigation of the Impact of Positive and Negative Reinforcement in Motivating Student's Learning," *Pakistan Languages and Humanities Review* 7, no. II (June 30, 2023), 914, [https://doi.org/10.47205/plhr.2023\(7-II\)81](https://doi.org/10.47205/plhr.2023(7-II)81).

²⁶ Tia Kurnia Sari and Putri Hanifah Rahmani, "The Role of Positive Reinforcement on Students in English Language Learning: A Skinnerian Behaviorist," *JOEY: Journal of English Ibrahimy* 3, no. 1 (February 2024), 2. <https://doi.org/10.35316/JOEY.2022.vxix.x-xx>.

²⁷ Muhammad Fathurrohman, *Belajar Dan Pembelajaran* (Yogyakarta: Teras, 2012), 227.

complex process; teachers need special skills.²⁸ According to Gagne and Briggs, learning is the result of stimuli and responses that are continuously reinforced.²⁹

Based on several opinions above, reinforcement can be concluded as a process in which a positive response is given after a specific behavior occurs. This aims to strengthen and increase the likelihood of the behavior being repeated. This reinforcement can be an immediate positive consequence or the addition/withdrawal of a stimulus after the action has taken place, which aims to shape the desired behavior. Reinforcement plays an essential role in increasing the motivation of individuals, encouraging them to work harder and achieve better results, both in the context of education and other aspects of life.

b. Types of Reinforcement

It is crucial to remember that positive and negative reinforcement strengthen behaviour; they increase the likelihood that the behaviour will occur. Santrock divides reinforcement into two parts³⁰:

1) Positive Reinforcement

Positive reinforcement happens when a behaviour or response leads to introducing a new stimulus. In this way, positive reinforcement involves presenting a stimulus that is dependent on the occurrence of a specific response.³¹ Santrock said that in positive reinforcement, the occurrence of

²⁸ P. Ratu Ile Tokan, *Sumber kecerdasan manusia (human quotient resource): mind-body-soul interaction* (Jakarta: Grasindo, 2016), 57.

²⁹ Muhammad Fadhil dan Suyadi, "Penerapan Teori Belajar Behavioristik Dalam Pembelajaran PAI." *Konseling: Jurnal Ilmiah Bimbingan dan Konseling* 1, no. 3 (2020): 97.

³⁰ Santrock, *Educational Psychology*, p. 222.

³¹ Hoy, *Educational Psychology*, p. 283.

a response increases due to the presence of a rewarding stimulus that follows it.³² For instance, a teacher's positive feedback can improve a student's writing habits. Likewise, complimenting parents for attending a parent-teacher conference may motivate them to participate in future meetings. According to Domjan, positive reinforcement is an instrumental conditioning process with a direct relationship between the desired behaviour and a rewarding stimulus or reinforcer. If the participant performs the behaviour, they receive the reinforcement; if they do not perform the behaviour, they do not receive the reinforcement.³³

Miltenberger defines positive reinforcement as follows:

- a) The occurrence of a behaviour
- b) Is followed by the addition of a stimulus (a reinforcer) or an increase in the intensity of a stimulus,
- c) Which results in the strengthening of the behaviour.³⁴

2) Negative Reinforcement

Negative reinforcement involves the removal of an aversive (unpleasant) stimulus immediately following a behaviour, which increases the likelihood of that behaviour occurring again in the future. In negative reinforcement, the frequency of a behaviour increases because it leads to removing an unpleasant stimulus.³⁵ For example, a father repeatedly nags his son to do his homework. Eventually, the son, annoyed by the nagging,

³² Santrock, *Educational Psychology*, p. 222.

³³ Michael Domjan and James W. Grau, *The Principles of Learning and Behavior*, 7. ed (Stamford, Conn: Cengage Learning, 2015), 153.

³⁴ Miltenberger, *Behavior Modification*, p. 78.

³⁵ Santrock, *Educational Psychology*, p. 222.

completes his homework. In this case, the son's behavior (doing homework) eliminates the unpleasant stimulus (the nagging), thus reinforcing the behavior. Domjan said that negative reinforcement is an instrumental conditioning procedure that involves a negative contingency between the desired behavior and an aversive stimulus. If the individual performs the desired behavior, the aversive stimulus is stopped or prevented; however, if the behavior is not performed, the aversive stimulus is applied.³⁶

Negative reinforcement focuses on increasing a behavior by removing an unpleasant stimulus, whereas punishment is designed to decrease undesirable behavior.³⁷ Punishment is an unpleasant stimulus used to weaken or reduce undesirable behavior.³⁸ This highlights the distinction between reinforcement and punishment: while reinforcement aims to strengthen behavior, punishment seeks to suppress it. Despite their differences, reinforcement and punishment are behavioral consequences that influence actions.

c. The Types of Positive Reinforcement

Turney identified six types of reinforcement: verbal reinforcement, gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement. Among these, gestural, proximity, contact, activity, and token reinforcement are categorized as non-

³⁶ Domjan and Grau, *The Principles of Learning and Behavior*, p. 153.

³⁷ Dias Frahesti and Harum Natasha, "Teacher's Reinforcement in Teaching English at the Second Year of State Islamic Senior High School 2 Kuantan Singingi," *Indonesian Journal of Integrated English Language Teaching* 6, no. 2 (February 5, 2021): 51, <https://doi.org/10.24014/ijiet.v6i2.12301>.

³⁸ Hoy, *Educational Psychology*, p. 284.

verbal reinforcement. Essentially, reinforcement can be divided into two categories: verbal and non-verbal.³⁹

1) Verbal Reinforcement

Verbal reinforcement is a form of social reinforcement that involves using words to encourage or reward one's or others' behavior, often through praise.⁴⁰ It can be delivered in two different ways:

- a) Words or phrases, for example: “good,” “excellent,” “Good job,” or “Thank you.” These words or phrases provide immediate, straightforward feedback and express a specific appreciation or approval.
- b) Sentences, for example: “Your work is very good” or “I am happy with your work.” These provide a more comprehensive acknowledgement of the effort or improvement and allow personalized feedback.

2) Non-verbal Reinforcement

a) Gestural Reinforcement

The teacher reinforces students' behaviour through non-verbal cues like smiles, applause, thumbs up, and nodding.⁴¹ A smile signals approval and warmth, applause publicly recognizes achievement, a thumbs up offers quick positive feedback, and nodding shows agreement or understanding. These gestures complement verbal praise, creating a

³⁹ C. Turney and Teaching Skills Development Project (University of Sydney), *Sydney Micro Skills Redeveloped. Series 1. Handbook: Reinforcement, Basic Questioning, Variability* (Sydney: Sydney University Press, 1983).

⁴⁰ Aulia Fatimannisa, “Improving Students’ Motivation in English Learning Through Positive Reinforcement,” *International Journal of Contemporary Studies in Education* 3, no. 01 (2024): 50–60, <https://doi.org/10.56855/ijcse.v3i1.945>.

⁴¹ Frahesti and Natasha, “Teacher’s Reinforcement in Teaching English at the Second Year of State Islamic Senior High School 2 Kuantan Singingi,” p. 54.

supportive environment that motivates students and acknowledges their efforts.

b) Proximity Reinforcement

In this type of reinforcement, the teacher uses physical proximity to show attention and support to students. By standing close to a student or sitting beside them, the teacher creates a sense of personal connection and engagement.⁴² This action demonstrates that the teacher is actively involved in the student's learning process and is there to offer guidance or encouragement. These physical actions foster a positive learning environment where students feel acknowledged, secure, and more willing to engage in learning.

c) Contact Reinforcement

Contact reinforcement involves the teacher using physical touch to convey positive feedback and recognition to students, enhancing the student-teacher relationship.⁴³ For example, gently tapping a student on the back acknowledges their efforts, providing immediate encouragement and reinforcing their success. Similarly, caressing a student's head can create a nurturing and affectionate atmosphere, which is especially effective with younger learners, making them feel valued and recognized. Overall, contact reinforcement fosters a supportive

⁴² Chaeruni Rezki Syarifuddin, "Pengaruh Pemberian Penguatan Positif Terhadap Sikap Belajar Peserta Didik Pada Mata Pelajaran Bahasa Indonesia Di MI Darul Istiqamah Kecamatan Pattalassang Kabupaten Gowa," *AULADUNA: Jurnal Pendidikan Dasar Islam* 3, no. 2 (December 2016): 60–70, <https://doi.org/10.24252/auladuna.v3i2a2.2016>.

⁴³ Ade Nurcahya and Hady Siti Hadijah, "Pemberian Penguatan (Reinforcement) dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 5, no. 1 (June 27, 2020): 83–96, <https://doi.org/10.17509/jpm.v5i1.25855>.

classroom environment by building trust and rapport, motivating students to engage more fully in their learning.

d) Activity Reinforcement

In activity reinforcement, teachers enhance student motivation by incorporating enjoyable tasks into learning. For example, listening to music can create a relaxed atmosphere and make lessons more engaging, while storytelling captures students' attention and helps them connect with the material emotionally. Additionally, interactive games encourage collaboration and friendly competition, making learning dynamic and fun. Hands-on activities like art projects or experiments allow students to explore concepts practically, fostering curiosity and creativity. By aligning reinforcement with activities students enjoy, teachers create a positive learning environment that boosts engagement and deepens understanding.

e) Token Reinforcement

Token reinforcement is a strategy where teachers provide tangible rewards to acknowledge students' efforts and accomplishments. This can include making constructive comments on student papers, which offers immediate feedback and encouragement, or giving picture cards as visual symbols of achievement. Additionally, gifts are tangible incentives that motivate students to strive for excellence. By implementing token reinforcement, teachers encourage positive behaviour and enhance student engagement, making learning a more rewarding experience.

d. The Principle of Reinforcement

According to Winaputra et al., for reinforcement from educators to function effectively, educators need to pay attention to the principles of giving reinforcement. These principles include warmth and enthusiasm, meaningfulness, and avoiding negative responses.

1) Warmth and Enthusiasm

When educators provide reinforcement, showing a warm and enthusiastic attitude is essential so learners feel the reinforcement is a genuine response to their actions. Reinforcement should not be done pretentiously or excessively, as this can reduce meaning.⁴⁴ For example, give sincere praise like, "Your work is excellent! I'm proud of your effort." On the other hand, avoid excessive reinforcement like, "Amazing, you're the best," if the result is unsatisfactory. It's better to provide relevant reinforcement, such as, "This is a good step. Let's improve it further," to make it more genuine and meaningful.

2) Meaningfulness

Ensure that the reinforcement given to learners is reasonable and appropriate to have a positive meaning for them. Avoid giving excessive reinforcement, as this can reduce learners' motivation. They may feel belittled if the reinforcement feels insincere or excessive. For appropriate reinforcement, a teacher might say, "Great job! Your hard work shows." In contrast, excessive praise like, "You're the smartest student ever!" can feel

⁴⁴ Wahyudin Nur Nasution, *Strategi Pembelajaran* (Medan: Perdana Publishing, 2017), 31.

insincere and demotivating. It's better to focus on specific efforts to make the feedback meaningful.

3) Avoiding the Use of Negative Responses

Although reprimands and punishments are still used, negative responses from teachers, such as harsh comments, demeaning jokes, insults, or ridicule, should be avoided as they can discourage students from developing themselves. For example, if a student needs help to answer correctly, the teacher should not immediately blame but can ask a question to another student.⁴⁵

4) Use Varied Reinforcement

Using varied reinforcement is essential for maintaining students' interest and motivation to learn. Reinforcement repeated in the same way too often, such as constant verbal praise, can lose its impact and make students feel bored. By changing reinforcement techniques, such as using a combination of verbal praise, non-verbal cues (such as smiles, nods, or hand claps), and even small gifts, students will still feel motivated and interested. Variation in reinforcement also helps tailor the approach to the student's individual needs, as each student may respond better to different forms of reinforcement.⁴⁶

5) Provide Immediate Reinforcement

Providing immediate reinforcement is essential because it creates a clear connection between the behavior and the reward. When

⁴⁵ Rosma Nababan, "Hubungan Keterampilan Guru Memberi Penguatan (Reinforcement) Dengan Hasil Belajar Siswa Kelas X SMA Perguruan Kristen Hosana Medan Tahun Pelajaran 2018/2019" *Jurnal Education* 1, no. 1 (December 2018): 5.

⁴⁶ Wahyudin Nur Nasution, *Strategi Pembelajaran.*, p. 31

reinforcement is given right after the positive action, students can directly link their efforts to the recognition, making it more meaningful and impactful. Delaying reinforcement, even by a few days, can weaken this connection and reduce its motivational effect.⁴⁷ Immediate feedback also helps reinforce good behaviour in real time, which is critical to shaping consistent learning habits. Furthermore, timely reinforcement encourages students to maintain or repeat the desired behaviour since they understand what is expected and appreciated.

e. The Purpose of Reinforcement

According to Helmiati, using reinforcement in the classroom positively impacts student attitudes during the learning process. The main objectives are to:

- 1) Foster self-confidence: Reinforcement helps students feel more confident in their abilities, making them more willing to participate and take risks in learning.
- 2) Increase motivation, interest, and attention: By providing reinforcement, students will be more motivated and interested in the learning material and more focused on following the lesson.
- 3) Generating and maintaining positive behavior: Reinforcement also directs and maintains desired behavior so that students continue to do things that support the learning process.

⁴⁷ Mantasiah R. et al., "Assessing Verbal Positive Reinforcement of Teachers during School from Home in the Covid-19 Pandemic Era," *International Journal of Instruction* 14, no. 2 (April 1, 2021): 1037–50, <https://doi.org/10.29333/iji.2021.14259a>.

- 4) Maintaining a conducive learning climate: With reinforcement, the learning atmosphere becomes more positive and supportive, which allows students to learn effectively and optimally.⁴⁸

According to Sobry Sutikno in Fitriani et al., reinforcement can also increase the frequency of positive behavior displayed by students, as well as function as an encouragement for students to be more enthusiastic about doing an activity. Sutikno also mentions several purposes of reinforcement in the learning process, namely: (1) to increase students' attention to the lesson, (2) to stimulate and increase learning motivation, and (3) to encourage learning activities and foster productive behavior in students.⁴⁹

According to Alma in Rosma, the objectives of reinforcement are as follows: 1) Increase student attention. 2) Facilitate the learning process. 3) Generate and maintain motivation. 4) Control or change disruptive attitudes and lead to productive learning behaviours. 5) Develop and organize oneself in learning. 6) Direct to good/divergent thinking and personal initiative.⁵⁰

f. How to Give Reinforcement

Reinforcement given by teachers to students can be done with various methods. There are four methods used in reinforcing students, including:⁵¹

⁴⁸ Helmiati, *Micro Teaching Melatih Keterampilan Dasar Mengajar* (Yogyakarta: CV. Aswaja Pressindo, 2013), 74.

⁴⁹ Fitriani, Samad, and Khaeruddin, "Penerapan Teknik Pemberian Reinforcement (Penguatan) Untuk Meningkatkan Hasil Belajar Fisika Pada Peserta Didik Kelas VIII.A SMP PGRI Bajeng Kabupaten Gowa," *Jurnal Pendidikan Fisika* 2, no.3 (2014): 196.

⁵⁰ Nababan, "Hubungan Keterampilan Guru Memberi Penguatan (Reinforcement) Dengan Hasil Belajar Siswa Kelas X SMA Perguruan Kristen Hosana Medan Tahun Pelajaran 2018/2019", p.3

⁵¹ Turney and Teaching Skills Development Project (University of Sydney), *Sydney Micro Skills Redeveloped. Series 1. Handbook: Reinforcement, Basic Questioning, Variability*.

1) Reinforcement of a specific person

To function effectively, the teacher's reinforcement must be targeted. If it is unclear to whom the reinforcement is directed, the positive effect will be reduced, and the student may not feel the impact. To ensure that reinforcement is effective, the teacher should firmly fix the gaze on the student being reinforced so that the student's attention is focused on the moment.

In addition, directly mentioning the student's name will strengthen the connection between the student's positive action and the recognition given. Thus, students feel recognized and appreciated for their efforts, which can increase their motivation and confidence.⁵²

2) Reinforcement to groups of learners

Reinforcement for a group of students is given by rewarding the group that completes the task well. This type of reinforcement aims to motivate teamwork and enhance group learning enthusiasm. When one group receives a reward, it boosts their sense of achievement and encourages others to perform better. The reward can be verbal praise, a small gift, or recognition in front of the class, reinforcing positive behaviour in completing tasks collectively.

3) Immediate reinforcement

Providing reinforcement immediately after students' desired behaviour or response is crucial for effectiveness. Immediate reinforcement strengthens the connection between positive action and

⁵² Fitriani, Samad, and Khaeruddin, "Penerapan Teknik Pemberian Reinforcement...", p.

recognition, allowing students to quickly understand which behaviours are expected.⁵³ When reinforcement is delayed, its impact tends to diminish, as students may no longer associate their actions with the reward. For example, if a student answers a question correctly, the teacher should immediately offer praise or positive feedback. This helps the student feel appreciated and more motivated to repeat the behaviour in the future. Prompt reinforcement maintains the learning momentum and encourages active participation in the classroom.

4) Use of variation

The types of reinforcement given to students should be varied and not limited to just one type, as this could lead to boredom and gradually become less effective. If a teacher repeatedly uses the same form of reinforcement, such as the same verbal praise, every time, students may feel disengaged and lose motivation. Varied reinforcement can include a combination of verbal, non-verbal, and material rewards. By employing different types of reinforcement, students' attention is maintained, and their motivation to learn increases as they experience a range of rewards for their efforts. This helps sustain a dynamic and positive learning environment.

⁵³ Vini Wela Septiana and Maida Hayati, "Hubungan Pemberian Reinforcement Dengan Hasil Belajar Ilmu Pengetahuan Alam Pada Peserta Didik Kelas V Sekolah Dasar," *MENARA Ilmu* XIII, no. 4 (April 2019), 150.

4. Teaching English as a Foreign Language

Teaching English as a foreign language occurs in settings where English is taught in schools but is not commonly spoken or encountered in everyday society. In these contexts, English is used solely for specific purposes and is not the language of government or other institutions. According to Moeller and Catalano, “A language is considered foreign if it is mainly learned in the classroom and is not spoken in the society where the teaching occurs.”⁵⁴ English is a global communication tool recognized as an international language or lingua franca. It is also a means of expanding knowledge that may not be accessible in one's native language. As a foreign language, English is often learned to meet the demands of the global world, enhance skills for competition, and achieve specific goals, such as passing exams or studying abroad. Despite being a foreign language, many countries view English as crucial in this era of globalization.

Teaching a foreign language can be described as an interactive process between the teacher and students, where they take turns speaking to transfer knowledge and skills. The goal is to create an environment that values, motivates, and stimulates the students' learning through hands-on experiences.⁵⁵ Foreign language learning refers to studying a language that is not native to the learners and typically occurs outside the environment where the language is widely spoken. A language is deemed foreign when primarily learned in a classroom setting and not used in the surrounding community.

⁵⁴ Aleidine Kramer Moeller and Theresa Catalano, “Foreign Language Teaching and Learning,” *International Encyclopedia of the Social & Behavioral Sciences*, 2nd Edition (2015): 327.

⁵⁵ Syarifudin, *Teaching of English as a Foreign Language*. (Mataram: Sanabil, Oktober 2021,) p. 3.

Learning another language enables individuals to communicate effectively and creatively, allowing them to engage in real-world situations through the language of its authentic culture. This process offers insight into perspective beyond one's own, fosters the ability to make connections across different subjects, and supports an interdisciplinary viewpoint while enhancing understanding.⁵⁶

a. General Principles for Teaching Foreign Languages

1. Address student expectations

Communicate your approach to language learning to your students and explain its reasoning. Students may enter your course with expectations shaped by past language learning experiences, which could differ considerably from the methods and goals you plan to use. By sharing your approach and rationale, you help students understand what to expect and how this approach can benefit their learning.

2. Create a positive learning environment

Some ways to do this include:

- a) Reassure students early on that making mistakes is normal, so they shouldn't worry about speaking up in class.
- b) Give lots of positive feedback; even if a response is incorrect, start with a positive comment before correcting.
- c) Correct mistakes carefully and selectively to avoid making students feel uncomfortable.

⁵⁶ Syarifudin, *Teaching of English as a Foreign Language*. (Mataram: Sanabil, Oktober 2021.)

- d) Use pair or group work and quick writing exercises to give students extra “thinking time” before big group activities.
 - e) Offer individual meetings during office hours, as some students feel more comfortable speaking one-on-one than in front of the class. These meetings can also build a stronger connection between you and your students.
 - f) Encourage all students to participate equally so advanced students don’t overshadow others.
3. Find a balance between modelling, explaining and practice

While some explanations of modelling and grammar are essential, students can only master new material through intensive practice. Balancing modelling, explanation, and practice in classes will greatly enhance teaching effectiveness.⁵⁷

b. Tips for Teaching Foreign Language

1. Expose students to as much of the language as possible

Minimize the use of the native language and emphasize the target language when interacting with students. Even without prior knowledge, students can quickly learn basic classroom commands. Start by introducing a few simple phrases on the first day that can be used throughout the course (such as “I don’t understand” and “May I be excused to use the restroom?”). Although the native language may occasionally be necessary, the goal is to expose students to as much of

⁵⁷ Imran Hussain, "Distinction Between Language Acquisition and Language Learning: A Comparative Study," *Journal of Literature, Languages and Linguistics*, No.39 (2017): 1-2.

the target language as possible, helping them start using it independently as soon as possible.⁵⁸

2. Get hands-on: encourage participation in games

Learning a new language requires active engagement, so involve students with games and role-playing activities. Grammar exercises can be made into interactive games that encourage quick thinking. Role-playing is especially useful for simulating real-life scenarios where students will apply their language skills. For younger students, adding rewards can further boost participation and enthusiasm.⁵⁹

3. Encourage activities outside the classroom

Students should stay engaged even outside the classroom to learn a new language effectively. Provide assignments that encourage real-world interaction beyond just textbook work. For example, assign them to visit a local café and order in English or ask for directions from someone in English. This approach exposes them to real-life language use and practical application.⁶⁰

4. Teach culture alongside the language

Teaching speaking alone is not enough; students must grasp the meaning behind the language. Introducing the culture of the language's origin helps students appreciate the full depth of the words they are

⁵⁸ A. Wenden and J. Rubin, *Learner Strategies in Language Learning*, English Language Teaching (Prentice/Hall International), 1987.

⁵⁹ Ingrtda Kramina, *Linguo-Didactic Theories Underlying Multi-Purpose Language Acquisition* (The University of Latvia Faculty of Foreign Languages, 1999), 24.

⁶⁰ Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview," *Procedia - Social and Behavioral Sciences* 106 (December 2013): 1712–26, <https://doi.org/10.1016/j.sbspro.2013.12.194>.

learning. This includes not only traditional history but also modern culture. Using the news to highlight current issues in the target language's country is valuable, as well as discussing political updates to create a link between the target language's country and the student's home country.

5. Use multimedia to enhance the learning experience

Many students learn a language in school but struggle with basic tasks, like ordering coffee, because they are not taught to think and speak in real-world settings. In the classroom, speech is clear, sentences are complete, and the pace is slower. Prepare students for real-life situations by incorporating television, film, and radio broadcasts. While beginners may not fully understand these mediums, they will gain an idea of how the language flows, how gestures are used, and the speed of native conversations.⁶¹

5. English Program

Learning a foreign language, such as English, is not enough if only done in the classroom. Extra activities are needed to help students directly practice their language skills in real situations and contexts. One way to achieve this is through English programs that provide opportunities for immersive learning and practical language application in various settings. These programs can include group discussions, role-plays, language games, and real-life simulations to enhance students' language skills and confidence in using English.

⁶¹ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Heinle & Heinle, 1990), <https://cir.nii.ac.jp/crid/1130282273176753280>.

The English program is one of the language learning activities at Al-Mawaddah Islamic Boarding School for Girls. The school has various work programs to improve students' English proficiency, especially for new students. The English program aims to teach students to use the language in daily situations.⁶² The English Day program allows learners to communicate in English without being constrained by classroom regulations, and students can converse comfortably with teachers and peers. This strategy facilitates socialization and will enable students to express their "personal voice." According to *Ustadzah* Tia Kholisotun, one of the Language Advisory Council (LAC) Staff at Al-Mawaddah Islamic Boarding School for Girls, stated that the objective of this language program is to accelerate the new students' adaptation to using English in their daily communication, enabling them to speak English fluently. Besides enhancing speaking abilities, this program aims to improve the four English language skills: speaking, listening, reading, and writing. She said the English program had been running smoothly for more than ten years with the assistance of instructors and students from the Central Language Improvement.

6. Islamic Boarding School

a. Definition of Islamic Boarding School

One educational program among many levels of education that the Indonesian people have passed down from generation to generation is Islamic boarding schools. According to Anwar, an Islamic boarding school is a

⁶² Wandu Syahfutra and Siti Niah, "Menguasai Speaking Skill Bahasa Inggris Dengan Konsep English Day Bagi Guru dan Karyawan di SMA Islam Terpadu Fadhilah Pekanbaru," *Jurnal Untukmu Negeri* 1, no. 2 (November, 2017): 50.

conventional Islamic educational system in which students reside with and receive instruction from one or more teachers, commonly referred to as *kyai*.⁶³ Islamic boarding schools represent a unique national education identity, characterized by their religiously-based curriculum filled with solid scientific nuances. Compared with formal education programs like private and public learning institutions, Islamic boarding schools are easily identifiable, even by physical attributes.⁶⁴ Because of its unique characteristics, the Islamic boarding school in Indonesia can continue to operate and attract parents who want to send their children there to study.

The curricula of Islamic boarding schools and other formal education programs are very similar. Everything is outlined and obligatory for each participant. In Islamic boarding schools, teachers are often called *Kyai* and *ustadz* for male teachers and *ustadzah* for female teachers. Well-known students have names such as *Santriwan* and *Santriwati*. If at the formal education level, it is recognized as the presence of teachers and students. Additionally, there are Islamic boarding schools where teachers are referred to by names such as *Sheikh* and *Buya*. The history and traditions of the boarding impact everything about this.⁶⁵

Anwar categorizes Islamic boarding schools into three types based on their numbers.⁶⁶

⁶³ Abu Anwar, "Karakteristik Pendidikan dan Unsur-Unsur Kelembagaan di Pesantren," *POTENSLA: Jurnal Kependidikan Islam* 2, no. 2 (December 15, 2016): 165, <https://doi.org/10.24014/potensia.v2i2.2536>.

⁶⁴ Sandya Mahendra et al., "Implementation of Law Number 18 of 2019 on Access to Education for Graduates of Muhammadiyah Boarding School Klaten at State Universities," *Journal of Transcendental Law* 3, no. 2 (July 31, 2022): 141–55, <https://doi.org/10.23917/jtl.v3i2.18509>.

⁶⁵ *Ibid.*, p. 147.

⁶⁶ *Ibid.*, p.166-167.

- 1) Small Pesantren: These typically have fewer than a thousand students and exert limited influence at the district level.
- 2) Medium Pesantren: They accommodate between 1,000 and 2,000 students and usually have a more widespread influence, attracting students from several districts.
- 3) Large Pesantren: These institutions have more than 2,000 students from various districts and provinces, indicating significant influence and reach.

b. Categorized of Islamic Boarding School

In Indonesia, Islamic boarding schools have a rich cultural and educational history. Islamic boarding school curriculum continually changes to keep up with the times. Ridwan Nasir classifies Islamic boarding schools into five (five) categories.⁶⁷ The first category is Salaf Islamic Boarding Schools, which are Islamic boarding schools that use a classical and a sorogan or weton system. Second, Islamic boarding schools are semi-developing (private madrasahs with a curriculum that is 90% religious and 10% general; these are Islamic boarding schools that use the Salaf education system). Thirdly, there is a trend in advancing Islamic boarding schools, characterized by those implementing a diverse curriculum consisting of 60% religious education and 40% general studies. Fourthly, contemporary Islamic boarding schools have established comprehensive systems, including specialized programs in Arabic and English, supporting education up to the college level. The final category encompasses ideal boarding schools and modern facilities

⁶⁷ Ibid., p. 142.

equipped with extensive resources across various skill domains, emphasizing the excellence and quality of the boarding school experience.⁶⁸

B. Previous Research Findings

The researcher will provide several previous studies relevant to the research that will be conducted. The first research was from Deby Setiawaty Ningsih; she conducted the research entitled "*The Influence of Teachers' Reinforcement on Students' Self-Confidence in Speaking Performance at Senior High School 12 Pekanbaru*," This study emphasizes the significant impact of teachers' reinforcement on students' self-confidence in speaking performance. Specifically, the results reveal that teachers' reinforcement contributes to 69.2% of the variance in students' self-confidence. Teachers actively supporting and encouraging their students enhances their self-esteem and positively influences their speaking abilities. Consequently, these findings suggest that educators should implement diverse and immediate reinforcement techniques to create a more supportive learning environment, thereby boosting students' confidence in their english speaking skills.⁶⁹

Kefas Angandrowa Dwi Putra Zebua did the second research, entitled "*The Use of Verbal Reinforcement to Motivate The 11th Grade Students of SMA Budya Wacana Yogyakarta to Speak English*." The findings identified two types of verbal reinforcement—word-type and sentence-type—as effective motivators for 11th-grade students at SMA Budya Wacana to speak English. The teacher used a variety of types of reinforcement. Classroom observations

⁶⁸ Ibid., p. 143.

⁶⁹ Deby Setiawaty Ningsih, "*The Influence of Teachers' Reinforcement on Students' Self-Confidence in Speaking Performance at Senior High School 12 Pekanbaru*," (Thesis, State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, 2020), 81.

indicated that the teacher employed various verbal strategies, suggesting that both types contributed to the learning environment. Students felt proud and motivated when they understood and practiced speaking English. The teacher highlighted that verbal reinforcement was a crucial factor in this motivation, and recognition significantly inspired 11th-grade students at SMA Budya Wacana Yogyakarta to enhance their speaking skills.⁷⁰

Ahzar Susanto conducted the third research study, "*Student Teachers' Non-Verbal Reinforcement in English Teaching Practice*." The findings identified five types of non-verbal reinforcement employed by all student teachers: gestural, proximity, contact, activity, and token reinforcement. Student Teacher 1 used gestural, proximity, contact, and activity reinforcement; Student Teacher 2 used gestural, proximity, and token reinforcement; and Student Teacher 3 focused on gestural, proximity, and activity reinforcement. Gestural reinforcement was the most prevalent, comprising 81% of the 88 reinforcements across all student teachers.⁷¹

Further previous research from Dias Frahesti was conducted entitled "*Teacher's Reinforcement in Teaching English at The Second Year of State Islamic Senior High School 2 Kuantan Singingi*." This study revealed that the English teacher in the second year of State Islamic Senior High School 2 Kuantan Singingi utilized verbal and non-verbal reinforcement in English teaching. Verbal reinforcement included "reinforcement with words" and

⁷⁰ Kefas Angandrowa Dwi Putra Zebua, "The Use of Verbal Reinforcement to Motivate The 11th Grade Students of SMA Budya Wacana Yogyakarta to Speak English," (Thesis, Sanata Dharma University, Yogyakarta, 2017), 43-44.

⁷¹ Ahzar Susanto, "Student Teachers' Non-Verbal Reinforcement in English Teaching Practice," (Thesis, State University of Jakarta, Jakarta, 2017), 43.

"reinforcement with sentences," while non-verbal reinforcement consisted of "gestural, proximity, contact, activity, and token reinforcement." The most frequently used reinforcement was verbal reinforcement with words, accounting for 22% of all reinforcement, whereas token reinforcement was the least used at 6%. This highlights the teacher's preference for verbal encouragement over material rewards in motivating students.⁷²

The last research study from Raflesia Era Afta was "*Reinforcement Models Used by English Teachers with Different Gender in Teaching English (A Study at SMPN 2 Rejang Lebong)*." The findings revealed that male teachers used verbal and non-verbal reinforcement, with verbal reinforcement in the form of praise and non-verbal reinforcement through student interactions. On the other hand, female teachers provided verbal reinforcement through both words and sentences of praise and non-verbal reinforcement through gestures, touch, and proximity. The critical difference lay not only in the types of reinforcement but also in the intensity, with female teachers offering more frequent reinforcement than their male counterparts.⁷³

The researchers above discussed positive reinforcement; according to their research results, applying positive reinforcement can create a positive learning environment and increase students' motivation and enthusiasm for learning English. Previous researchers have similarities with this study, namely applying positive reinforcement to improve student's English language skills.

⁷² Frahesti and Natasha, "Teacher's Reinforcement in Teaching English at the Second Year of State Islamic Senior High School 2 Kuantan Singingi.", p.45-46

⁷³ Raflesia Era Afta, "Reinforcement Models Used by English Teachers with Different Gender in Teaching English (A Study at SMPN 2 Rejang Lebong)," (Thesis, State Islamic Institute of Curup, 2024), 64-65.

However, these studies still have differences. The first researcher focused on examining the impact of teachers' reinforcement, specifically on students' self-confidence in speaking performance, focusing on how it influences their speaking abilities and confidence. So, this research focuses on exploring the implementation of positive reinforcement in a language learning program for new students, investigating how reinforcement supports language acquisition.

The second researcher examined verbal reinforcement and its role in motivating 11th-grade students to speak English. Zebua's study focuses more narrowly on how different verbal reinforcement strategies—word-type and sentence-type—encourage students to practice speaking. Meanwhile, this thesis explores the implementation of positive reinforcement in a language learning program, considering both verbal and nonverbal reinforcement and its broader impact on new students' language acquisition.

The main difference between this thesis and Ahzar Susanto's third research is the type of reinforcement being studied. This study focuses on positive reinforcement in a language learning program involving verbal and nonverbal strategies to support new students in learning English. In contrast, Susanto's study examines nonverbal reinforcement student teachers use during English teaching practice.

The main difference between this thesis and the fourth research by Dias Frahesti lies in the focus and depth of reinforcement analysis. This study examines positive reinforcement in a language learning program, involving a more comprehensive exploration of how various types of reinforcement affect students' language acquisition. In contrast, Frahesti's study focuses on the types

of verbal and non-verbal reinforcement used by an English teacher and the frequency of each kind in motivating students.

The difference between my thesis and the last research by Rafflesia Era Afta lies in the focus on gender differences in reinforcement usage. Afta's study investigates how male and female teachers differ in the types and intensity of reinforcement they use when teaching English. In contrast, my thesis explores positive reinforcement in a broader context, emphasizing how it supports the language learning process for new students in a structured program. While Afta's research looks specifically at how gender influences teaching strategies, my study focuses on the effectiveness and implementation of positive reinforcement in helping students adapt to a language learning environment.

C. Theoretical Framework

The study's framework begins with the English language learning program for girls at Al-Mawaddah Islamic boarding school. This program requires a technique well-suited for incoming students. The boarding school has confidently chosen positive reinforcement, deeming it suitable for the new students.

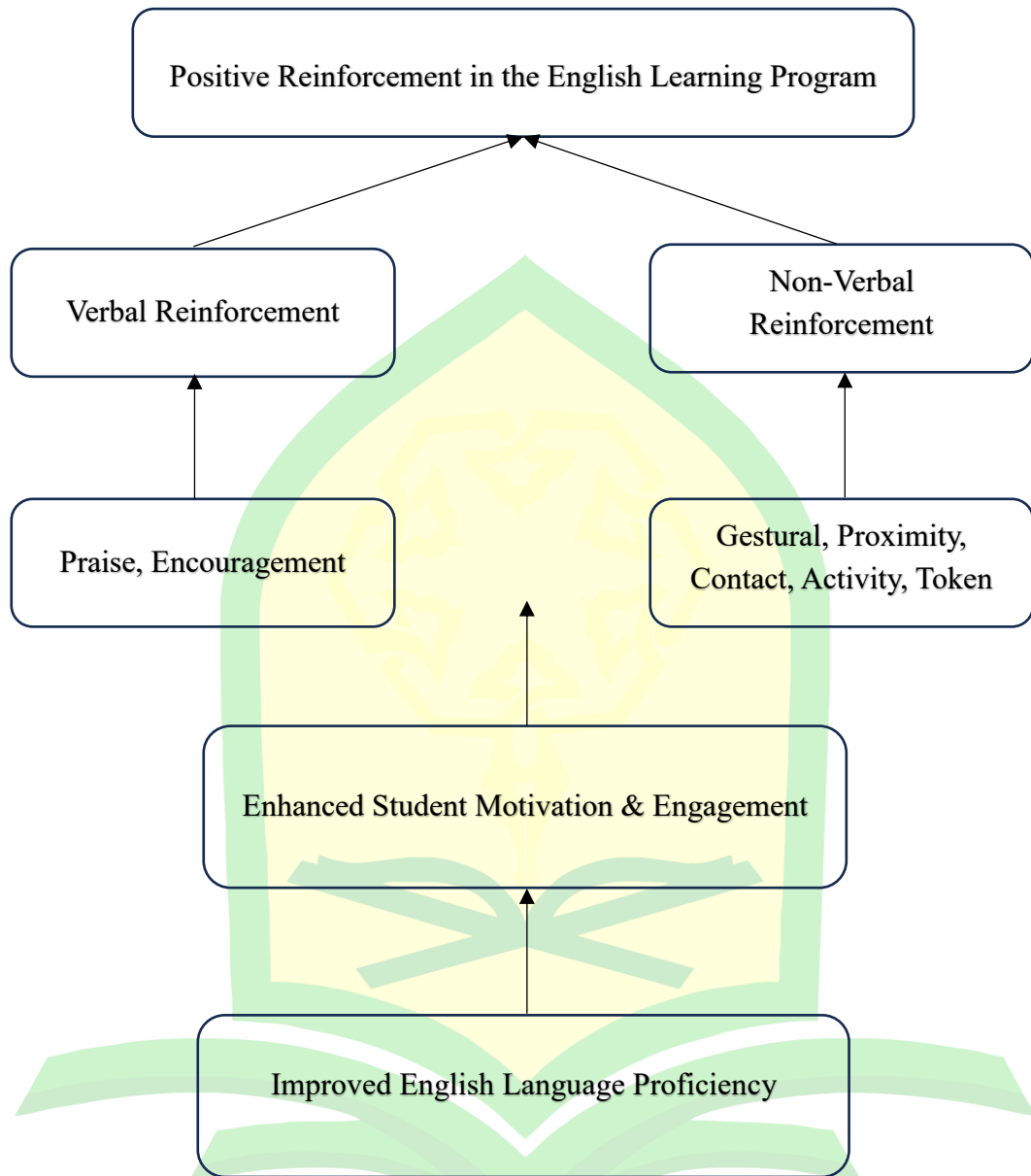


Figure 3.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This research will use qualitative research. The objective was to gather precise information regarding implementing Positive Reinforcement in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls. Qualitative research is a method that utilizes qualitative data sources, like interviews, documents, and observations, to comprehend and explain social phenomena comprehensively.⁷⁴

Qualitative research is a type of research that primarily aims to explain and provide in-depth insights into various phenomena.⁷⁵ It is not just about gathering data but delves into the 'why' and 'how' behind those observations. Qualitative research is particularly effective in uncovering the underlying reasons, motivations, and dynamics that drive people's thoughts, opinions, and behaviors. Among the various features of qualitative research are data analysis performed in natural conditions and the researcher serving as the primary instrument⁷⁶. The following are the characteristics of qualitative research:

- a. Natural setting: This refers to conducting research in a context closely resembling the real-life environment in which the subject or participants

⁷⁴ Leavy, Patricia. *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches* (Guilford Publications: United States, 2017), 164.

⁷⁵ Patrik Aspers and Ugo Corte, "What Is Qualitative in Qualitative Research," *Qualitative Sociology* 42, no. 2 (June 2019): 60-139, <https://doi.org/10.1007/s11133-019-9413-7>.

⁷⁶ John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," (Sage: New Delhi, 2009), 175.

Naturally, interact.⁷⁷ Qualitative researchers often conduct their studies "in the field," meaning they go to the places where their research subjects live, work, or experience the issues they study.

- b. Researcher as a critical instrument: Qualitative researchers use a direct data collection approach. They examine documents, observe behaviors, and interview participants.⁷⁸
- c. Multiple Sources of Data: Qualitative researchers commonly collect various types of data, including interviews, observations, documents, and audiovisual materials, rather than relying on a single data source.⁷⁹
- d. Participants' Meanings: In qualitative research, researchers consistently prioritize the understanding provided by the participants regarding the issue or matter under investigation. The focus is on the participants' perspectives.⁸⁰

Those are some of the characteristics of qualitative research. As stated in an objective study, this research was conducted under natural conditions to learn more about the implementation of positive reinforcement in the English learning program for new students at Al-Mawaddah Islamic Boarding School for Girls.

This is a case study research. Yin defines a case study as an empirical inquiry investigating a phenomenon in its real-life context.⁸¹ Case studies involve in-depth investigation by the researcher into a program, event, activity,

⁷⁷ Ibid., p. 295.

⁷⁸ Sarah Lewis, "Qualitative Inquiry and Research Design: Choosing Among Five Approaches," *Health Promotion Practice* 16, no. 4 (July 2015): 75-473, <https://doi.org/10.1177/1524839915580941>.

⁷⁹ Ibid., p. 38.

⁸⁰ Ibid., p. 296.

⁸¹ Robert K. Yin, *The Case Study Anthology* (Thousand Oaks, CA: Sage Publications Thousand Oaks, CA, 2004).

process, or one or more individuals. These cases are defined by both time and the specific activity being studied, and researchers gather extensive information using various data collection methods over an extended period.⁸²

B. Research Setting and Time

1. Place of the Research

This research was conducted at Al-Mawaddah Islamic Boarding School for Girls. It is located at Mangga Street, No. 35 Coper Village, Jetis, District Ponorogo, East Java Indonesia.

2. Time of the Research

This research was undertaken from October 1, 2024, until the data were fully collected.

C. Source of Data

Data is the information the researcher collects to comprehend a particular phenomenon and address a formulated problem. This data comprises information, evidence, or facts obtained through studies or experiments that can be analyzed to gain a deeper understanding of a phenomenon or support a theory.⁸³ Therefore, the data collected should be directly related to the problem. Outcome assessment can use both primary and secondary data.

⁸² Arya Priya, "Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application," *Sociological Bulletin* 70, no. 1 (January, 2021): 94–110, <https://doi.org/10.1177/0038022920970318>.

⁸³ Rahmadi, "Pengantar Metodologi Penelitian," (Antasari Press: Kalimantan Selatan, 2011), 60-61.

1. Primary Data

The original information researchers first collected for a study is primary data.⁸⁴ Researchers can obtain primary data from primary sources through surveys, experiments, interviews, and other techniques. The descriptive qualitative data considered the information and description regarding implementing Positive Reinforcement in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls. An interview guidelines and observation sheet serve as the research's data source. They are employed to get information from the record during the program.

2. Secondary Data

The data that has already been gathered from primary sources and made easily accessible for academics to use for their research is known as secondary data. This kind of data has already been collected.

The researcher collected data from various sources, including the Internet, books, journals, articles, and files from the boarding school. The growth of electronic media and the internet has made secondary data sources easier to access.

D. Technique of Data Collection

Data collection is an essential step in research because gathering data is the primary goal of it⁸⁵. With data collection techniques, researchers may be

⁸⁴ Quan-Hoang Vuong et al., "An Open Database of Productivity in Vietnam's Social Sciences and Humanities for Public Use," *Scientific Data* 5, no. 1 (September 25, 2018): 180–188, <https://doi.org/10.1038/sdata.2018.188>.

⁸⁵ *Ibid.*, p. 70

able to gather data that meets established standards. Data collection can occur in various settings, from multiple sources, and using multiple methods. In terms of settings, data can be collected in a natural environment, in a laboratory through experiments, at home with multiple respondents, in the field, and so on. Regarding data sources, data collection can use primary and secondary sources.⁸⁶ Methods or data collection techniques can include observation, interviews, questionnaires, documentation, or a combination of all four.

In this study, data sources came from interviews and observations of tutors who teach the language program (Central Language Improvement) as the person responsible for the language development of Al-Mawaddah Islamic Boarding School for Girls. This research uses a qualitative approach, so it is necessary to get a deeper understanding of a phenomenon or support for a theory. Then, the researcher use observation, interviews, and documentation techniques to collect data.

1. Observation

In this case, researchers observed the program process, activities, and evaluation of Positive Reinforcement in the English learning program for new students at Al-Mawaddah Islamic Boarding School for Girls by making field notes. The field notes include descriptive notes regarding implementing positive reinforcement in the English learning program there. Researchers followed and paid attention to implementing activities in language learning, specifically for new students. In this observation, the researcher observes and follows the activities in the

⁸⁶ Ibid., p. 71

boarding school to directly observe the activities of students at Al-Mawaddah Islamic Boarding School for Girls to obtain information from the positive reinforcement in the language learning program.

2. Interview

Rubin and Rubin state that interviews can be described as a method of data collection in which the researcher asks participants open-ended questions to gather information about their experiences, opinions, and perspectives on a particular topic or phenomenon.⁸⁷ Within this context, the term "interview" designates a study methodology in which interviewers ask subjects open-ended questions. The objective is to obtain comprehensive data regarding the participants' experiences, viewpoints, and views regarding a specific subject or phenomenon. Interviews facilitate comprehensive investigation and comprehension of the topic by motivating participants to express their ideas and experiences in their own words. This approach can provide rich data and insightful information that other research methods might not be able to provide.

The researcher would learn more about Al-Mawaddah Islamic Boarding School's language learning program using positive reinforcement by conducting the interview. The tutors who handled the language program served as the research's interview subjects.

3. Documentation

Documenting is a popular technique for gathering data in qualitative research. It involves collecting and reviewing various documents,

⁸⁷ Herbert J Rubin and Irene S Rubin, *Qualitative Interviewing: The Art of Hearing Data* (Sage, 2011).

including documents, images, and audio recordings, to obtain knowledge about a specific event or subject.

The researcher completed the interview and observation data using the document technique. The researcher documented Al-Mawaddah Islamic Boarding School for Girls' language learning lessons. In addition, the researcher gathered program documentation files, questionnaires, and photos from interviews and observations at Al-Mawaddah Islamic Boarding School for Girls.

E. Technique of Data Analysis

Bogdan said that data analysis systematically reviews and organizes the field notes, interview transcripts, and other materials you gather to better understand and share what you have learned.⁸⁸ Organizing data, breaking it into smaller pieces, synthesizing, gathering patterns, selecting which are significant and will be further investigated, and drawing conclusions that others can understand are the steps involved in data analysis.

In this research, the researcher used the data analysis technique based on Miles and Huberman, which involves three steps: data reduction, data display, and conclusion drawing or verification.⁸⁹

A. Data Reduction

Data is gathered from the field; therefore, it must be carefully and accurately recorded. The more time a researcher spends in the field, the

⁸⁸ Sugiyono, "Metode Penelitian kuantitatif, kualitatif dan R & D", (Bandung: Alfabeta, 2014), 244.

⁸⁹ M.B. Miles, A.M. Huberman, and J. Saldana, *Qualitative Data Analysis* (SAGE Publications, 2014).

greater the variety, complexity, and complexity of the data will be. This makes it essential that the data be rapidly analyzed through data reduction. Reducing data includes summarizing, selecting the key elements, concentrating on what matters, and searching for trends and themes. As a result, the reduced data will present a clearer picture and facilitate data collection for researchers.⁹⁰

First, the researcher collected the data and then transcribed the data. Data that were irrelevant and unrelated to the research questions were removed. Irrelevant data has nothing to do with the research theme but is related to the research. Furthermore, after collecting and reducing the data, the researcher presented the data in descriptive form.

B. Data Display

The following step is to display the data when all of the data has been reduced. In qualitative research, data display can be done in brief descriptions, charts, relationships between categories, flowcharts, etc.⁹¹ Miles and Huberman said that narrative text was the most common type of display data for qualitative research.⁹² The display of data will make it simpler to understand what is happening and plan future work based on that understanding. Huberman and Miles state that seeing displays enhances comprehension of what happens and allows for further investigation or caution based on that understanding. The design of the research problem served as a framework for reducing and displaying the

⁹⁰ Ibid., p. 244

⁹¹ Ibid., p. 249

⁹² Miles, Huberman, and Saldana, *Qualitative Data Analysis*.

data. This step is completed by providing an organized data set to conclude. The data is displayed, and then a conclusion is drawn from it.

C. Conclusion Drawing or Verification

According to Miles and Huberman, the third step in qualitative data analysis is drawing and verifying a conclusion.⁹³ Conclusion drawing/verification is a data analysis technique that involves drawing conclusions from the data and verifying those conclusions. The data should support the conclusions drawn and should be verified to ensure that they are accurate. The first conclusion stated is still temporary and will change if no substantial evidence supports it at the following data collection stage. However, the early conclusions are supported by valid and consistent evidence when researchers return to the field to collect data. In that case, the conclusions presented are credible.⁹⁴ The goal of conclusion drawing/verification is to ensure that the conclusions drawn from the data are valid, reliable, and accurately reflect the research findings.

F. Checking of Validity

In research, data validation is often focused on assessing validity and reliability. Data is considered valid when data do not differ between the data reported by the researcher and the data that occurred in the research subject.⁹⁵ According to Susan Stainback, "the consistency and stability of data or findings is generally described as reliability. When viewed from a positivistic

⁹³ Ibid., p. 252

⁹⁴ Ibid., p. 252

⁹⁵ Ibid., p. 267

perspective, reliability is frequently connected with the consistency of data obtained through observations made by one researcher and then by another at different times or by separating a data set into two halves (known as split-half).⁹⁶ It's important to understand that the truth of data in qualitative research is not singular but multiple, and it depends on human construction. It is shaped within each individual due to their mental processes, influenced by their diverse backgrounds.⁹⁷

Qualitative cross-validation, or triangulation, evaluates the data's sufficiency by combining several data sources or data-gathering techniques.⁹⁸ Triangulation in this credibility test is defined as checking data from various sources in various ways and at multiple times. There is source, theory, and methodology triangulation. In this study, the researcher employed a triangulation methodology.⁹⁹ As a result, the study methodology produces the conclusion, including observation, interviewing, and documentation. The results of these three instruments are used to obtain saturation data. The study also presents research findings clearly and realistically to support the credibility of its conclusions.

⁹⁶ Stainback, Susan Bray., and William C. Stainback. *Understanding & Conducting Qualitative Research* (VA: Council for Exceptional Children, 1988).

⁹⁷ *Ibid.*, p. 269

⁹⁸ William Wiersma, *Research Methods in Education: An Introduction*, 4th ed (Boston: Allyn and Bacon Boston, 1986).

⁹⁹ *Ibid.*, p. 273

CHAPTER IV

RESEARCH FINDING

A. General Description of the Research Setting

The general description of the research setting can be seen as follows:

1. History of Al-Mawaddah Islamic Boarding School for Girls

KH. Hasan Abdullah Sahal, one of the founders of Al-Mawaddah Islamic Boarding School for Girls, was the child of the late Nyai Hj. Soetichah Sahal and the elder sibling of the late Drs. Ali Syaifullah Sahal. He carried out the testament and idealism left by the late KH. Ahmad Sahal. 1936-1937, when Darussalam Gontor no longer accepted female students, K.H. Ahmad Sahal felt uneasy. This restlessness encouraged him to have aspirations in advancing education for women. He argued that even though female students were no longer accepted at boarding schools, special educational facilities should still exist. However, the place should be separate from the men's dormitory. Therefore, when K.H. Ahmad Sahal bought land in Coper in 1957, he emphasized that the land would be used to establish an Islamic Boarding School for Girls in the future.¹⁰⁰ Established in 1987 after a year and a half to two years of preparation, Al-Mawaddah Islamic Boarding School for Girls was officially inaugurated on October 21, 1989. According to history, the uniqueness of this Islamic boarding school lies in its foundation as a response to colonialism, a fact agreed upon by religious scholars and predecessors.¹⁰¹

¹⁰⁰ Sejarah Berdirinya Al-Mawaddah (Ponorogo, 2022), 15.

¹⁰¹ WARDAH: Warta Al-Mawaddah, hal. 1: Edisi Tahun 1443-1444 H/ 2022-2023 M.

While determining the name, the founder and the boarding school committee discussed choosing the correct name. After deliberation, K.H. Hasan Abdullah Sahal, as the founder, chose the name "Al-Mawaddah," which has feminine nuances and emphasizes the meaning of family development. The choice of this name is not only oriented towards "Mawaddah Warahmah" as an effort to match life partners but more broadly, namely "Ilaa Mawaddata Fiil Qurba," which means "Except for love in kinship."¹⁰² This illustrates efforts to foster affection in the family and good deeds, as confirmed in Surah As-Syura verse 23.¹⁰³

ذَلِكَ الَّذِي يُبَشِّرُ اللَّهُ عِبَادَهُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ قُلْ لَا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ وَمَن يَعْتَرَفْ حَسَنَةً نَّرَدَّ لَهَا فِيهَا حُسْنًا إِنَّ اللَّهَ غَفُورٌ شَكُورٌ ﴿٢٣﴾

This means that that is (the Bounty) where Allah gives Glad Tidings to His Servants who believe in and do righteous deeds. Say: "No reward do I ask of you for this except the love of those near of kin." And if anyone earns any good, we shall give him an increase of good in respect thereof: for Allah is Oft-Forgiving, Most Ready to appreciate (service).

In this context, the name Al-Mawaddah was chosen in the hope that this institution would become a centre of education for women and a place to build family ties for all involved, directly and indirectly.¹⁰⁴

¹⁰² Ibid., p. 23.

¹⁰³ al-Qur'an, 42:23.

¹⁰⁴ Ibid., p. 25.

2. Geographical Location

Al-Mawaddah Islamic Boarding School for Girls is at Mangga Street, number 35, Coper Village, Jetis District, Ponorogo Regency, East Java (5 KM from Modern Boarding School Gontor).¹⁰⁵

3. Visions, Mission, and Motto of Al-Mawaddah Islamic Boarding School for Girls

a. Visions

The vision of Al-Mawaddah Islamic Boarding School for Girls is to become a leading female extraordinary education institution that produces Muslim students who are virtuous, knowledgeable, skilled, creative, and innovative based on Islamic values.¹⁰⁶

b. Mission

- 1) We are fostering a love for Islam's teachings and practising them with confidence, awareness, and responsibility.
- 2) She instils an exemplary attitude and kinship of students in society.
- 3) Train students to communicate ideas and religious knowledge to various groups in society.
- 4) Prepare students to continue to a higher level of education, both at home and abroad.
- 5) We are equipping students with skills and expertise that can be developed professionally.

¹⁰⁵ <https://www.pesantrenputrialmawaddah.sch.id/tentang-kami/sejarah/> (accessed on February, 26 2024 at 10.41 a.m)

¹⁰⁶ <https://sites.google.com/view/psbonlineal-mawaddah/beranda> (accessed on February 26, 2024 at 10.55 a.m.)

6) We are producing graduates who have an advantage amid competition.¹⁰⁷

c. Motto

Al-Mawaddah Islamic Boarding School's motto is morally elegant, intellectually authoritative, Resilient in the global era, and toward divine pleasure.¹⁰⁸

4. The Structure of Organization and The Formature of Al-Arham Foundation in Al-Mawaddah Islamic Boarding School for Girls

a. Structure of Organization¹⁰⁹

1) The Founder

- Nyai Hj. Soetichah Sahal (almh)
- Drs. H. Ali Saefullah Sahal (almh)
- KH. Hasan Abdullah Sahal

2) The Highest Senate

Chief : Dr. Hj. Siti Arbaiyah Yusuf, M.A (almh)

Vice : Dr. Hj. Salamah Noorhidayati, M.Ag

Members : 1. Hj. Siti Roekayyah Sahal, M.Pd

2. K.H. Ustukhari, M.A

3. Moh. Bisri, M.A

4. KH. Imam Bajuri

5. Fattah Setiawan Santoso

6. Hamidah Rusmala Dewi, S.Ag

¹⁰⁷ Ibid., p. 12–13.

¹⁰⁸ <https://www.pesantrenputrialmawaddah.sch.id> (accessed on February 26, 2024 at 11.40 a.m.)

¹⁰⁹ Smart Book Pesantren Putri Al-Mawaddah, (Ponorogo: 2023), 24.

7. Roghiebah Jadwa Faradisi
8. Mohammad Abdullah Kamaluddin W
9. dr. Mukhlas Hamidy
10. Munjizah Nuastika Damai, S.H., M.Si
11. Ahmad Mustafid Hakim, S.Pd.I

3) Leader of Al-Mawaddah Islamic Boarding School

- Director : KH. Ustukari, MA
- Guider : Dra. Siti Aminah Sahal (almh)
- Vice Guiders : 1. Munjizah Nuastika D, S.H., M.SI
2. Ricca Anggraini, S.Tr.Keb
3. Irahayu HM, S.IP
- Executor Directorship : Rodliudin El-Sureni, S.Pd.I

b. The Formature of the Al-Arham Foundation

- Chief I : H. Zainal Arifin, S.Ag
- Chief II : H. Ahmad Zainuddin Hamidi, M.Psi
- Secretary : Chabib, M.Pd.I
- Treasurer I : Agus Suwandi, S.Ag
- Treasurer II : H. Musthofa Kamal Akbar Santoso, S.H
- Members : M. Budi Satrio Utomo, S.H

5. Curriculum and Extracurriculars of Al-Mawaddah Islamic Boarding School for Girls

a. The curriculum of Al-Mawaddah Islamic Boarding School for Girls

Education and teaching at Al-Mawaddah Islamic Boarding School for Girls are based on onboarding principles and provide

opportunities for students to take the State examination (MTs/MA). The duration of education applied is six years for elementary school graduates and four years for Junior High School graduates. Students who complete six years of education at Al-Mawaddah will receive three diplomas at once, namely the boarding certificate, MTs, and MA certificate. Meanwhile, students who complete four years of education from junior high school will receive two certificates: a boarding certificate and a Senior High School certificate.¹¹⁰

In the 2015-2016 academic year, Al-Mawaddah Islamic Boarding School for Girls successfully designed its curriculum, becoming the first instrument in organizing quality learning. Education at Al-Mawaddah Islamic Boarding School aims to form pious women with good morals, healthy bodies, broad knowledge, wise thinking, and sincere souls and uphold their female nature towards divine pleasure. To run a curriculum that follows the standards of Darussalam Modern Boarding School and the Ministry of Religion in a structured manner, the curriculum development team sets the subject group competency standards (SK-KMP) as follows:

- 1) Religion and noble character
- 2) Citizenship and personality
- 3) Science and technology
- 4) Aesthetics
- 5) Arts and Health

¹¹⁰ Ibid., p. 36.

Each subject group is divided into three programs or groups as follows:¹¹¹

1) General Program

Includes Qur'an, tauhid, tafsir, hadits, tajwid, muthola'ah, fiqh, usul fiqh, adyan, tarjamah, and faroid. General subjects include Indonesian language, civic education, physical education, sociology, economics, and geography.

2) Supporting Program

Includes Arabic, nahwu, shorof, balaghoh, mahfudzot, imla', insya', khot, English, physics, chemistry, biology, math, history, grammar, composition, and art.

3) Special Programs

Includes tarbiyah, ta'limul muta'allim, fiqhunnisaa', memorization of juz 'amma, and selected surahs in the Qur'an.

b. Extracurriculars of Al-Mawaddah Islamic Boarding School for Girls

Extracurricular activities that help develop the talents and interests of students at Al-Mawaddah Islamic Boarding School for Girls include Training of Speech, Scouting, Tahfidz Al-Qur'an, Calligraphy, Drum Band, Photography, Volleyball, Badminton, Silat, Event Host, Band, Vocal Group, Painting, Decoration, Qiro'atul Qur'an, Bilingual official language (Arabic & English), Banjari, and Dance.¹¹² These activities provide opportunities for the students to hone their skills in

¹¹¹ Ibid., p.39.

¹¹² <https://www.pesantrenputrialmawaddah.sch.id> (accessed on February, 27 2024, at 10.00 a.m.)

various fields, from arts and sports to academic and language skills. In addition, through these activities, they can also develop leadership, teamwork, and independence, all of which are essential skills for success in everyday life and future careers.

6. The Data of Teachers and Students

a. Data of Teachers at Al-Mawaddah Islamic Boarding School for Girls

At Al-Mawaddah Islamic Boarding School for Girls, the teachers consist of *Asaatidz* (male teachers) with the condition of being married, and *Ustaadzaat* for female teachers who come from various educational institutions following their fields of study. In the 2023/2024 academic year, the total number of teachers at Al-Mawaddah Islamic Boarding School for Girls reached 182. They teach at various levels of education, from playgroup to senior high school. Of these, 102 are dedicated teachers who are Al-Mawaddah Islamic Boarding School graduates. They live in the boarding to provide guidance, support, and direction to the students. Their role is not only as teachers but also as a place for learners to consult and solve problems they face daily.

The following is detailed data on teachers at Al-Mawaddah Islamic Boarding School for Girls based on years of dedication:¹¹³

Table. 1.1 Data of Teachers at Al-Mawaddah Islamic Boarding School for Girls Based on Years of Dedication

Numb	Description	Total
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¹¹³ Ibid., p. 25.

1	A senior teacher lives in Boarding	10
2	Outside Senior Teacher	68
3	Seventh Year Teacher - Up	2
4	Sixth Year Teacher	10
5	Fifth Year Teacher	2
6	Fourth Year Teacher	11
7	Third Year Teacher	6
8	Second Year Teacher	13
9	First Year Teacher	60
TOTAL		182

b. Data of Students at Al-Mawaddah Islamic Boarding School for Girls

Here is a recapitulation of the number of Al-Mawaddah Islamic Boarding School for Girls students in the 2023-2024 academic year:¹¹⁴

Table. 1.2 Data of Students at Al-Mawaddah Islamic Boarding School for Girls

No	Class	A	B	C	D	E	IPA	SMK	HEALTH	FASHION	Total
1	1	22	19	23	24	19					107
2	2	24	26	24	24	24					122
3	3	25	24	23	22	22					116
4	4	22	20	22	17			18			9
5	5	25	24	24			27		19	13	132
6	6	28	26				24		18	9	105
7	1 INT.	15	15								30
8	3 INT.	10	9					9			28

¹¹⁴ Ibid., p. 18.

No	Class	A	B	C	D	E	IPA	SMK	HEALTH	FASHION	Total
TOTAL		171	163	116	87	65	51	27	37	22	739

7. Facilities and Infrastructure of Al-Mawaddah Islamic Boarding School for Girls

To support the educational activities and training of learners in developing their potential, the Al-Arham Foundation has made several updates to provide adequate facilities. Al Mawaddah Islamic Boarding School for Girls is encouraged to consistently maintain and care for the facilities and infrastructure that have been built. Al-Arham Foundation also periodically makes development and repair efforts to improve the quality of buildings. All developments are carried out carefully, aiming to fulfil all the needs of boarding school facilities and infrastructure for the welfare of students. Through this renovation program, it is expected that all aspects of activities and education in the boarding can run effectively and efficiently.¹¹⁵



¹¹⁵ Ibid., p. 2.

a. Dormitory Facilities Data¹¹⁶**Table. 2.1 Dormitory Facilities Data**

No	Dormitory	Room	Bathroom	Restroom	Drying
1	Khadijah 1 st floor	6	9	8	-
2	Syahrozat 2 nd floor	1	1	1	-
3	Muawwanah 1 st floor	2	2	2	-
4	Muawwanah 2 nd floor	4	3	1	1
5	Ar-Rahmah 1 st floor	5	15	15	-
6	Ar-Rahmah 2 nd floor	5	23	23	1
7	As-Sakinah 1 st floor	3	33	9	-
8	As-Sakinah 2 nd floor	3	-	-	-
9	Aisyah 1 st floor	3	5	-	-
10	Aisyah 2 nd floor	3	3	-	1
11	Kartini 1 st floor	7	11	4	1
12	Kartini 2 nd floor	7	-	-	2
13	Kartini 3 rd floor	7	-	-	1
14	Sewindu 1 st floor	2	16	5	1
15	Sewindu 2 nd floor	4	-	-	-
16	Firdaus	-	2	1	-
17	Fujiyama 1 st floor	1	1	1	-
18	Fujiyama 1 st floor	2	-	-	-
19	Fujiyama 1 st floor	-	-	-	1
20	Asrama SDIT	5	8	2	1

¹¹⁶ Ibid., p. 29.

b. School Building Facilities Data¹¹⁷**Table. 2.2 School Building Facilities Data**

Building	Bathroom	Restroom	Tap	Water Pump	Door	Window
Malahayati	10	10	12	1	28	86
As-Sa'adah	2	2	16	1	23	138
Al'Urwatul Wutsqo 1 st Floor	6	6	19	1	15	56
Al'Urwatul Wutsqo 2 nd Floor	4	4	5	1	11	56
Al'Urwatul Wutsqo 3 rd Floor	3	3	6	1	8	65

B. Description of The Research Results

1. The Types of Verbal and Non-Verbal Reinforcement Given by The Teacher in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

The researcher conducted an observation and interview at Al-Mawaddah Islamic Boarding School for Girls to learn how Positive Reinforcement is implemented in the English Learning Program for New Students.

a. Verbal Reinforcement

1) Reinforcement with word

Based on the results of interviews and observations, verbal reinforcement plays an essential role in the English learning process for new students. Teachers consistently use simple words of praise such as "Good," "Great," or "Excellent" whenever new students show reasonable

¹¹⁷ Ibid., p. 30.

effort.¹¹⁸ This verbal reinforcement has a significant impact on increasing learning motivation for new students, especially those who are new to English.

From the results of interviews with Nabila Nayla, the teacher of the language program for new students, she said that verbal praise is very effective in encouraging new students. This direct recognition encourages learners to keep trying to be more courageous in speaking and more active in learning English. In the context of new students who mostly feel shy and awkward when using a new language, this verbal reinforcement provides much-needed confidence.

Yes, I often give compliments such as "Good" or "Excellent" because new students tend to feel awkward when using new language, and this simple verbal reinforcement helps them feel more confident. I also see that these words help them to speak up more and actively participate in class.¹¹⁹

One of the teachers admitted that she used verbal praise in almost every learning session. According to her, this recognizes the students, making them feel that their efforts are appreciated so that they are more eager to learn.

Yes, in almost every language learning session, I give new learners the words "Good" or "Excellent." It's a simple way to boost their confidence, especially when they are just starting to speak English. They feel their efforts are appreciated and are more eager to try again.¹²⁰

This was also reflected in the observation, where the teacher praised the students by saying "Good Job" or "Thank You" when they read the English text well.¹²¹

¹¹⁸ See Observation Transcript Number: 01/O/15-10/2024

¹¹⁹ See Interview Transcript Number: 03/W/16-10/2024

¹²⁰ See Interview Transcript Number: 05/W/16-10/2024

¹²¹ See Observation Transcript Number: 01/O/15-10/2024

2) Reinforcement with sentence

The teachers also stated that she provided longer verbal reinforcement when she progressed significantly. Rifa Kholifatun conveyed this she said:

I usually give more extended verbal reinforcement when new students show significant progress or when they try hard. For example, suppose they can speak long enough English. In that case, I will usually say, "*Alhamdulillah*, now you can speak one long sentence; keep learning!" sentences like this have more impact because they feel that their efforts are appreciated, encouraging them to keep practicing.¹²²

Nabila Muaqif also said that if she gave verbal reinforcement with long sentences:

I usually give longer sentences if the learners try hard or have shown great progress. For example, when they can compose complex sentences in English, I would say, "*MasyaAllah*, now you are starting to speak English fluently. Keep using the language so you don't forget it."¹²³

In these situations, longer verbal reinforcement has a more significant motivational effect than short praise, as it highlights specific achievements made by the learners. This makes them feel that their progress is recognized, and it becomes an incentive for them to continue improving their abilities.

b. Non-verbal Reinforcement

1) Gestural Reinforcement

One of the most commonly applied forms of nonverbal reinforcement is a smile, which functions as a form of approval and emotional support. Based on observations, smiles are usually given when students successfully answer questions or show courage to speak

¹²² See Interview Transcript Number: 04/W/16-10/2024

¹²³ See Interview Transcript Number: 05/W/16-10/2024

English.¹²⁴ Students who see a smile from the teacher will feel that what they are doing is right, so they will be more confident about keeping trying.

Putri Vinda stated that a smile has a positive effect, especially when new students are unsure of what to say.

Yes, I often use a smile as a sign of approval, especially when students are unsure of what to say. A smile makes them feel more comfortable and emotionally supported.¹²⁵

Nabila Nayla also mentioned that she often uses smile reinforcement, which provides an effective emotional boost. Apart from smiles, she also uses thumbs up as gestural reinforcement.

I often use a smile when new learners successfully answer questions or show courage to speak in English. This smile gives them a subtle but effective emotional boost. I also use thumbs up as a quick way to provide a positive response when they do something good, especially when time is limited or when I want to keep the learning flow going.¹²⁶

Rifa Kholifatun also acknowledges that thumbs up and smiles are quick ways to give recognition without interrupting the flow of learning.

She also sees a positive response from learners.

Usually, new students will look happy if I give them a thumbs-up or a smile. That's my quick way to give recognition without interrupting the lesson's flow. If I see them become more confident, do not hesitate to try again, especially when they are still shy about speaking in English.¹²⁷

Nabila Muaqif also conveyed the same thing. She said students feel supported and confident when she gives thumbs up and nods.

I give a thumbs-up if the students answer the question correctly. This is a quick way to show that I recognize their efforts without stopping the lesson's flow. I also often give nods when new students try to answer questions or interact in English. They feel supported and more confident when they see me nodding in agreement.¹²⁸

¹²⁴ See Observation Transcript Number: 01/O/15-10/2024

¹²⁵ See Interview Transcript Number: 01/W/16-10/2024

¹²⁶ See Interview Transcript Number: 03/W/16-10/2024

¹²⁷ See Interview Transcript Number: 04/W/16-10/2024

¹²⁸ See Interview Transcript Number: 05/W/16-10/2024

Based on observations, nods are more often used for individual reinforcement. By nodding several times, the teacher indicates that the student's answer is correct, giving them additional confidence to participate in class more often.¹²⁹

Rifa Kholifatun said that when a new student tried to explain something in English, she would nod to sign that she understood what the student meant.

For nods, I usually give them when new students try to speak in English, especially when they try to explain something. By nodding, it is a sign that I am following what they are talking about, making them more confident in continuing their sentences.¹³⁰

On the other hand, hand clapping is more often used in group contexts, primarily when students work in teams and complete tasks together. This clapping recognizes group achievements and motivates students to cooperate better in group activities.

I use clapping more often for group reinforcement. So, for every team that comes forward to present their work well, I will give a hand clap and invite other students to do the same. While I use nods for individual reinforcement, when they answer hesitantly, I immediately give a few nods to show that what they say is correct.¹³¹

Putri Vinda conveyed the same thing, she said,

I rarely use clapping, but in certain situations, such as when there is a group assignment, I give a clap to recognize a team's success in front of the class. When a team manages to answer the question or do the task well, I give them a clap.¹³²

The use of gestural reinforcement, such as smiles, hand claps, nods, and thumbs up, helps create a supportive and positive learning environment for new learners. This nonverbal reinforcement effectively

¹²⁹ See Observation Transcript Number: 01/O/15-10/2024

¹³⁰ See Interview Transcript Number: 04/W/16-10/2024

¹³¹ See Interview Transcript Number: 02/W/16-10/2024

¹³² See Interview Transcript Number: 01/W/16-10/2024

balances emotional support and recognition of students' efforts, motivating them to continue to strive and develop in learning English.

2) Proximity Reinforcement

The teacher uses proximity reinforcement by standing close to the students. On the other hand, the teacher avoids sitting next to the students to keep the class dynamics active and focused and ensure attention remains on the whole class.¹³³ The results of observation and interviews with English teachers prove this.

Putri Vinda often stands near students in certain situations. Physical closeness is helpful because students feel supported and cared for by their teachers.

I often stand near the students, especially when they feel bored or sleepy. But to sit next to the students, I never do it. I think it takes more time; sometimes, there is not necessarily an empty place next to the learners. Yes, physical closeness is helpful because learners will feel supported and cared for by their teachers.¹³⁴

In addition, this physical closeness is beneficial when students are confused about the task. Students tend to ask questions if the teacher is close. Latifa Asyifa, the language program teacher, conveyed this.

I usually stand near the students when I want to make sure they are doing their assignments well. This physical closeness is beneficial because students who feel confused when doing assignments will ask. Besides that, they will be more connected to me and more confident in learning.¹³⁵

Nabila Muaqif also argues that standing near students shows the teacher's support without requiring her to focus on just one student.

Physical proximity, such as standing near the new students, is helpful. Standing near them allows me to show support without focusing too much on just one student. It also allows me to move more flexibly in the classroom and ensure that

¹³³ See Observation Transcript Number: 01/O/15-10/2024

¹³⁴ See Interview Transcript Number: 01/W/16-10/2024

¹³⁵ See Interview Transcript Number: 02/W/16-10/2024

all students get enough attention, especially new students who are still adapting to learning English.¹³⁶

3) Contact Reinforcement

Based on the observations and interviews regarding contact reinforcement, it can be concluded that teachers also apply contact reinforcement in teaching English. The contact reinforcement the teacher uses is patting the students' backs and rubbing their heads.

According to Nabila Muaqif, she often gives pats on the back when students have tried hard to do something.

I like to pat them on the back when they have worked hard, for example, when they manage to answer a difficult question. The pat is a sign that their efforts are recognized.¹³⁷

This pat on the back means providing additional encouragement and a more personalized sign of emotional support to new students, and Nabila Nayla conveyed this. She said it can also help create a more intimate relationship between teachers and students.

I often pat new students on the back when they achieve something complex, such as speaking English for the first time. This pat is meant to provide additional encouragement and quick recognition. I sometimes rub their heads, especially when they seem bored with learning, as a more personalized sign of emotional support. This helps create a more intimate relationship between the new learners and the teachers.¹³⁸

Apart from Nabila Nayla, Latifa Asyifa prefers to rub students' heads or shoulders rather than giving them a pat on the back, especially those who start to lose motivation to participate in learning.

Instead of patting the students' backs, I rub their heads more often. This way, the students usually feel more cared for. I sometimes also rub the students' shoulders. For those who seem to lose their enthusiasm for learning, I stroke their backs to encourage them and provide verbal reinforcement, such as motivational words.¹³⁹

¹³⁶ See Interview Transcript Number: 05/W/16-10/2024

¹³⁷ See Interview Transcript Number: 05/W/16-10/2024

¹³⁸ See Interview Transcript Number: 03/W/16-10/2024

¹³⁹ See Interview Transcript Number: 02/W/16-10/2024

These small gestures acknowledge students' efforts and achievements and help build a closer and more personal connection between teachers and students. By offering emotional support through physical touch, teachers can motivate students to continue learning and overcome challenges, ultimately enhancing their confidence and engagement in the classroom.

4) Activity Reinforcement

Activity reinforcement uses engaging tasks to motivate students and reinforce learning. Teachers incorporate enjoyable activities to help students apply their knowledge, enhancing participation and creating a more interactive classroom. Observations and interviews with English program instructors for new students reveal that they often use specific activities to strengthen language learning.

Music is one of the reinforcement activities teachers do. Music is sometimes played during vocabulary writing sessions in certain situations to relieve students' boredom.¹⁴⁰ Nabila Muaqif said she played music several times to relax the atmosphere.

Yes, I sometimes use music to relax the atmosphere, especially when students look tense. Music helps them calm down and focus more on learning English.¹⁴¹

Likewise conveyed by Putri Vinda, she said that:

I have several times combined music in learning; this is done so that new students do not feel bored and sleepy when given material.¹⁴²

¹⁴⁰ See Observation Transcript Number: 01/O/15-10/2024

¹⁴¹ See Interview Transcript Number: 05/W/16-10/2024

¹⁴² See Interview Transcript Number: 01/W/16-10/2024

Teachers reinforce activities not only through music but also through stories. As Latifa Asyifa conveyed, this is one way to make students more focused on the teacher.

I have used music in learning several times, especially when the learners need a more relaxed atmosphere. I also often use stories to start learning because students are usually more focused when I tell something interesting.¹⁴³

Nabila Nayla also believes that storytelling activities can capture the attention of new students. Besides storytelling, she also uses interactive games to practice new vocabulary and grammar.

Yes, I often use stories as part of English learning. By telling stories, I can capture the attention of new learners and make them more interested in the material presented. In addition, I also use interactive games to practice new vocabulary and grammar. These games increase their engagement because they feel learning becomes more fun and dynamic.¹⁴⁴

Fun games are always successful in increasing engagement with new students. Rifa Kholifatun conveyed this by saying that she implemented group games where the winning group received a small prize from the teacher.

I often use interactive games, especially when they feel bored or have difficulty understanding the material. For example, I invite them to play vocabulary games, and they become more active and motivated. This way, learning English becomes more fun and less overwhelming for the new students. Games always succeed in increasing the involvement of new students. When I invite them to play vocabulary games with group games, they will be more interested and find it more fun. The winning group will also be given a small prize.¹⁴⁵

5) Token Reinforcement

Token reinforcement motivates students by rewarding them with tokens or symbols that can later be exchanged for a desired reward. Through observations and interviews with English language instructors for new students, it was found that token reinforcement, positive comments,

¹⁴³ See Interview Transcript Number: 02/W/16-10/2024

¹⁴⁴ See Interview Transcript Number: 03/W/16-10/2024

¹⁴⁵ See Interview Transcript Number: 04/W/16-10/2024

and small gifts are frequently used to keep students engaged and motivated in their learning progress.

Putri Vinda confessed that she always gives constructive comments, “I always give constructive comments on new students’ work, especially to provide constructive feedback.”¹⁴⁶ Usually, the teacher gives constructive comments such as “Very good, keep improving,” which are written on the assessment sheet or student book.¹⁴⁷ Latifa Asyifa also admitted that she always gives constructive notes on the assessment sheet.

I always give constructive comments in the book or on the assessment sheet because I think this helps them to know what needs improvement and what they have done well. In addition, I also give extra points as extra encouragement when they have tried hard.¹⁴⁸

Providing constructive feedback to students is crucial to their development in the learning process. This motivates new students to keep improving. Nabila Muaqif applies this approach by giving her students constructive comments after completing a task.

Yes, I always give constructive comments after they complete the assignment. This helps them see where they are lacking and what they can improve and motivates them to do better.¹⁴⁹

Providing constructive feedback is one of the keys to improving their confidence and performance. Feedback includes not only corrections but also rewards for effort. Some teachers give small stationery gifts or snacks to active students who complete tasks well.¹⁵⁰ Nabila Nayla, one of the teachers, consistently provides feedback through notes on students'

¹⁴⁶ See Interview Transcript Number: 04/W/16-10/2024

¹⁴⁷ See Observation Transcript Number: 01/O/15-10/2024

¹⁴⁸ See Interview Transcript Number: 02/W/16-10/2024

¹⁴⁹ See Interview Transcript Number: 05/W/16-10/2024

¹⁵⁰ See Observation Transcript Number: 01/O/15-10/2024

work and small gifts as a form of positive reinforcement. Here is her explanation of this approach:

I always try to give constructive comments on students' work; every time a worksheet or book is collected, I note it because it helps them understand what they have done well and what needs improvement. In addition, I sometimes also give small gifts such as snacks to encourage them to study harder. This reinforcement motivates them to keep trying, especially at the beginning of language learning, which often feels difficult.¹⁵¹

The interview answer from Rifa Kholifatun reinforces the above opinion. She said:

Yes, I occasionally give small incentives as a form of appreciation. This small reward is very effective, especially for new students who need more encouragement to be confident. They become more motivated because, in addition to getting verbal recognition, they also feel genuine appreciation for their efforts.¹⁵²

By offering written comments and small tangible rewards, teachers recognize students' efforts and encourage continuous improvement. This approach fosters a positive learning environment where students feel appreciated and supported, especially during the challenging early stages of language acquisition. Through consistent reinforcement, students gain confidence and are inspired to strive for more tremendous success.

2. How to Give Reinforcement Carried Out by the Teacher in The English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

a. Reinforcement of a specific person

Reinforcement of a specific person aims to give more attention to students based on their achievements or efforts. This type of reinforcement can help students feel personally valued. Through observations and

¹⁵¹ See Interview Transcript Number: 03/W/16-10/2024

¹⁵² See Interview Transcript Number: 04/W/16-10/2024

interviews with teachers, it is known that this specific reinforcement is often used to encourage individual students, especially students who need additional support in their learning process. Nabila Nayla said that she always tries to mention names when giving reinforcement.

I always try to mention the learners' names when giving reinforcement, especially to new students who often feel shy or hesitant. By saying their names, they feel more personally cared for and valued. This is very helpful in increasing their confidence, especially in learning English, which requires courage to speak. For example, when I give contact reinforcement in the form of a pat on the shoulder, I usually mention their name. For example, "Come on, Aisyah, how far have you done it? Is there anything you want to ask?"¹⁵³

Nabila Muaqif, one of the teachers, also emphasizes the importance of this approach in positive reinforcement. She said, "Yes, I always mention their names. New students respond better when called directly because they feel more cared for and recognized."¹⁵⁴ This is also consistent with the observation that teachers often mention students' names when giving praise.¹⁵⁵

In addition to mentioning the name of the intended student, reinforcement of a specific person is also carried out by looking at the student directly while providing other reinforcement. Latifa Asyifa conveyed this, she stated:

Yes, I often mention their names when giving reinforcement so that they feel more valued. In addition, I also always make sure to look at them directly so that they know that the reinforcement is indeed addressed to them personally.¹⁵⁶

Rifa Kholifatun also has the same opinion; she looks directly at the students who are given reinforcement.

Yes, I always look directly at the new students I am reinforcing. This is very important, especially for new students who are sometimes hesitant. By looking at

¹⁵³ See Interview Transcript Number: 03/W/16-10/2024

¹⁵⁴ See Interview Transcript Number: 05/W/16-10/2024

¹⁵⁵ See Observation Transcript Number: 01/O/15-10/2024

¹⁵⁶ See Interview Transcript Number: 02/W/16-10/2024

them, I ensure they know the teacher is paying attention to their efforts, which helps boost their confidence to continue learning.¹⁵⁷

Teachers can make students feel more valued and recognized by mentioning students' names and giving them direct attention. This approach primarily benefits new students who may feel shy or hesitant. Direct interaction, such as looking at students and addressing them by name, strengthens the bond between teacher and student, fostering a positive atmosphere that supports individual growth and learning success.

b. Reinforcement to groups of learners

Reinforcement is also given to groups of students who deserve it, such as awards to groups that carry out tasks well. For example, after a group discussion, the teacher reinforces by saying, "Great cooperation; keep up the cohesiveness."¹⁵⁸ As stated by Nabila Muaqif, every time there is a group assignment, she will reinforce the group in the form of praise in front of the class.

If there is a group assignment and a group that works well together, I always reinforce them, usually with praise in front of the class. This motivates other groups to be more compact.¹⁵⁹

Small prizes can be given to groups in addition to verbal reinforcement. Nabila Nayla conveyed this; she also sometimes gave small gifts apart from praise.

I often provide group reinforcement when new students work together on group assignments. This reinforcement is usually in the form of praise in front of the class, which makes them feel that their cooperation is recognized and appreciated. I also sometimes give small gifts to groups that complete the task well. This encourages them to support each other and work together more in the next session.¹⁶⁰

¹⁵⁷ See Interview Transcript Number: 04/W/16-10/2024

¹⁵⁸ See Observation Transcript Number: 01/O/15-10/2024

¹⁵⁹ See Interview Transcript Number: 05/W/16-10/2024

¹⁶⁰ See Interview Transcript Number: 03/W/16-10/2024

In addition, group reinforcement also fosters a sense of mutual support, which is very important for new students in strengthening relationships and getting to know each other. As stated by Rifa Kholifatun,

Group reinforcement makes new learners more compact in working together. When one group gets praise or an award, they feel successful as a team, which motivates them to continue working together better the next time. It also fosters a sense of mutual support, which is very important for new learners to get to know and be close to each other.¹⁶¹

Reinforcement to groups of learners is a powerful tool for enhancing student collaboration and cohesion. By recognizing and rewarding group efforts through praise and small prizes, teachers validate the teamwork displayed and motivate other groups to strive for greater cooperation. This approach fosters a supportive environment where students feel appreciated as a team, encouraging them to strengthen their relationships and work together effectively in future tasks.

c. Immediate Reinforcement

Immediate reinforcement refers to the timely feedback and recognition given to students after they demonstrate a desired behavior or achievement. This reinforcement is crucial in learning as it helps students make explicit connections between their actions and the positive outcomes. Teachers can effectively provide immediate verbal reinforcement, such as "Good!"¹⁶² This instantly recognizes students' success and helps them understand that their efforts are appreciated.

¹⁶¹ See Interview Transcript Number: 04/W/16-10/2024

¹⁶² See Observation Transcript Number: 01/O/15-10/2024

Putri Vinda said she immediately recognizes when a student correctly guesses or answers an English question. She gives feedback in the form of verbal or nonverbal reinforcement.

Yes, I always try to reinforce as soon as the learners show positive behavior so that they can immediately feel the impact. For example, when a student successfully answers a question in English, I immediately respond with a positive response such as "Good, your answer is correct!" or give a nod of agreement. This helps new students feel directly appreciated, and they will be more confident in continuing the next learning activity.¹⁶³

Latifa Asyifa conveyed a similar opinion. One example of immediate reinforcement that she did was when new students tried to speak English and were still stammering. Then, she would help perfect their sentences and praise them for trying.

I always try to provide reinforcement when students show the expected behavior. Because I think this is very important so that they immediately understand that what they are doing is right and appreciated. For example, when a student tries to explain something even though he/she is stammering, I usually try to help him/her with one or two words to complete the sentence and immediately praise her by saying, "Good Job! You've tried to speak in English; keep it up!" With direct reinforcement like this, students will be more motivated to dare to speak more on the next occasion.¹⁶⁴

Rifa Kholifatun conveyed the importance of immediate reinforcement for students because if it is delayed, they can forget the details of their achievements. As a result, they will not know whether their efforts were right or wrong, and this can reduce their confidence and motivation.

In my opinion, immediate reinforcement is essential. When new learners do positive things, such as trying to speak in English, I immediately give praise or feedback. This lets them know immediately that what they are doing is right and deserves to be appreciated. If delayed, they can forget what they have achieved, so immediate reinforcement helps keep their motivation high.¹⁶⁵

Immediate reinforcement plays a vital role in maintaining students' motivation and confidence. By providing timely feedback, students can see

¹⁶³ See Interview Transcript Number: 01/W/16-10/2024

¹⁶⁴ See Interview Transcript Number: 02/W/16-10/2024

¹⁶⁵ See Interview Transcript Number: 04/W/16-10/2024

the connection between their efforts and positive outcomes, encouraging them to continue progressing in their learning journey.

d. Use of Variation

Variety in teaching is needed to maintain students' enthusiasm and engagement. Teachers can create a dynamic and supportive learning atmosphere by combining various methods, such as verbal and non-verbal reinforcement. Students will have a more interactive and enjoyable learning experience through this variation. The observation results show that verbal and non-verbal reinforcement is often used in class. For example, when learners correctly answer a question, the teacher will say, "Good job!" while giving a thumbs up. Then, as another variation, the teacher closes the session by inviting new students to participate in interactive games to increase vocabulary and keep the spirit of learning.¹⁶⁶

Nabila Muaqif also shares this opinion regarding variations in providing reinforcement. She admits that the variation often used is verbal reinforcement with nonverbal reinforcement.

I often combine verbal reinforcement, such as "Good job," with nonverbal reinforcement, such as smiles or thumbs up. Sometimes, this is also with applause, and I invite the whole class to give lively applause. That way, they don't get bored and feel supported, so their motivation can increase.¹⁶⁷

According to Rifa Kholifatun, the teacher also occasionally combines it with fun games such as 'Word Chain' to test the vocabulary of new students.

After the students successfully answered a few questions about the new English vocabulary, I complimented them, "Well done! You all did great!" while smiling widely and nodding. To keep up the spirit of learning, I invited the students to play a game called "Word Chain," each student had to say one English word, starting

¹⁶⁶ See Observation Transcript Number: 01/O/15-10/2024

¹⁶⁷ See Interview Transcript Number: 05/W/16-10/2024

with the last letter of the previous word. After explaining how to play, I gave an example, and seeing the students' enthusiasm, the game began. When they managed to say the word correctly, I gave them a round of applause and a smile as a form of support. This activity strengthens vocabulary comprehension and makes the classroom atmosphere more lively and fun.¹⁶⁸

In addition, Nabila Nayla conveyed a similar opinion, saying that she combines verbal reinforcement with nonverbal reinforcement and also plays activities so the students are not bored.

I often vary the use of verbal reinforcement, such as direct praise, with nonverbal reinforcement, such as smiles, thumbs up, or nods. I also combine this reinforcement with fun activities, such as games or storytelling. In my view, this combination of reinforcement helps maintain the motivation of new students so that they do not get bored and continue to be enthusiastic about learning English.¹⁶⁹

In summary, incorporating variety in teaching methods is essential for fostering student engagement and enthusiasm. Teachers blend verbal and non-verbal reinforcement with interactive activities to create a vibrant learning environment that enhances students' experiences. This approach supports their motivation and cultivates a love for learning, making the classroom a dynamic and enjoyable space for all.

C. Discussion

1. The Types of Verbal and Non-Verbal Reinforcement Given by The Teacher in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

a. Verbal Reinforcement

The researcher examined the verbal reinforcement teachers use to teach English programs at Al-Mawaddah Islamic Boarding School for Girls.

¹⁶⁸ See Interview Transcript Number: 04/W/16-10/2024

¹⁶⁹ See Interview Transcript Number: 03/W/16-10/2024

This analysis focused on observations and interviews related to two key areas: reinforcement through words and reinforcement through sentences.

According to Alma's explanation, verbal reinforcement can be categorized into two types: reinforcement with words and reinforcement with sentences. Reinforcement with words includes simple expressions like "fine," "good," "great," "right," and "smart," which are used to acknowledge students' efforts or correct answers. Meanwhile, reinforcement with sentences involves more elaborate praise, such as "That's a good thought," "Your way of thinking is very critical," "Thank you," or "You are brilliant." These longer sentences provide more detailed feedback and recognition.¹⁷⁰

In my research on the English learning program at Al-Mawaddah Islamic Boarding School for Girls, I observed similar patterns of verbal reinforcement used by teachers. The teachers frequently used short, encouraging words such as "Good," "Great," or "Excellent" to praise students for their efforts in speaking or understanding English. This simple reinforcement helped boost the students' confidence, especially as they were new to the language.

The research also identified using more detailed verbal reinforcement in the form of sentences. For instance, teachers would provide longer feedback when students showed notable progress, such as, "Alhamdulillah, now you can speak a complete sentence; keep practising!" or "MasyaAllah, you are starting to speak English fluently. Keep using it!"

¹⁷⁰ Buchari Alma. (2014). *Guru Profesional: Menguasai Metode dan terampil mengajar* (Cet.6). Bandung: Alfabeta, 14.

These sentences recognized the students' achievements and motivated them to continue improving their language skills.

Based on the result of the research above, the researcher concluded that the teachers of the english learning program had implemented the types of verbal reinforcement well.

b. Non-Verbal Reinforcement

Based on the interview and observation, the researcher found the implementation of non-verbal reinforcement in the english learning program for new students. The teachers employed non-verbal reinforcement to enhance students' positive behavior and encourage them to continue exhibiting in the future. Turney categorizes non-verbal reinforcement as gestural, proximity, contact, activity, and token reinforcement.¹⁷¹ The English teacher used five types of non-verbal reinforcement in the english learning program. The non-verbal methods used by the teachers are gestural reinforcement, proximity reinforcement, contact reinforcement, activity reinforcement, and token reinforcement.

1) Gestural Reinforcement

According to Turney, gestural reinforcement involves using a teacher's gestures to reinforce desired behaviors. Nonverbal reinforcement through gestures can be categorized into two types: facial gestures and bodily gestures.¹⁷² The teachers in this research used gestural reinforcement, such as applauding, nodding, smiling, and thumbing up.

¹⁷¹ Turney and Teaching Skills Development Project (University of Sydney), *Sydney Micro Skills Redeveloped. Series 1. Handbook: Reinforcement, Basic Questioning, Variability.*

¹⁷² Turney and Teaching Skills Development Project (University of Sydney).

As observed, smiles made students feel more comfortable and motivated to keep participating. Putri Vinda explained, "A smile makes them feel more comfortable and emotionally supported," especially when students are unsure what to say. The teachers also highlighted the effectiveness of smiles, noting that they provide a "subtle but effective emotional boost." This reinforcement is especially beneficial for new learners who may feel anxious about speaking English for the first time.

In addition to smiles, the thumbs-up gesture was another form of quick reinforcement used by teachers. Teachers found it helpful when they wanted to give immediate positive feedback without interrupting the lesson's flow. The teachers shared a similar approach, noting that learners often felt happier and more confident when they received a thumbs-up. Nods were also observed as a common form of individual reinforcement. Teachers often nodded several times when students gave correct answers or attempted to explain something in English. The teachers shared their experience of using nods, explaining that it helps students feel that their thoughts are being followed, which boosts their confidence to continue.

On the other hand, clapping was predominantly used in group contexts, particularly after successful group tasks or presentations. Teachers often invited the whole class to join in the applause, recognising the group's success and building a sense of unity and encouragement among the learners. As observed, clapping was reserved for group activities and was rarely used for individual reinforcement.

These various gestures helped create a positive and encouraging atmosphere in the classroom. Teachers balanced emotional support with recognition of students' efforts using gestural reinforcement. This approach aligns with Turney's theory, which emphasizes the importance of non-verbal cues in reinforcing desired behaviours and creating an engaging learning environment.

2) Proximity Reinforcement

Proximity Reinforcement involves the teacher's actions, which reflect her interest in students' performance by moving nearer, standing next to or sitting close to students.¹⁷³ Proximity reinforcement, as observed in the English learning program for new students at Al-Mawaddah Islamic Boarding School for Girls, plays a significant role in maintaining classroom focus and supporting students. According to Turney's theory of reinforcement, proximity reinforcement refers to the use of physical closeness between teacher and students to strengthen desired behaviours.¹⁷⁴

The findings from interviews and observations show that teachers regularly stand close to students, especially when they notice boredom or confusion. This physical closeness creates a sense of support, making students feel cared for, which increases their confidence in asking

¹⁷³ Ali Mas'ud and Di Adha Wulandari, "The Student Teachers' Verbal and Non-Verbal Reinforcement During Teaching Practice in Microteaching Class," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)* (International Conference on English Language Teaching (ICONELT 2019), Surabaya, Indonesia: Atlantis Press, 2020), <https://doi.org/10.2991/assehr.k.200427.053>.

¹⁷⁴ Turney and Teaching Skills Development Project (University of Sydney), *Sydney Micro Skills Redeveloped. Series 1. Handbook: Reinforcement, Basic Questioning, Variability*.

questions or seeking clarification on assignments. Students tend to feel more comfortable when the teacher is nearby, which fosters an environment where they are more likely to stay focused and motivated.

Teachers avoid sitting directly next to students to maintain classroom dynamics and ensure attention remains evenly distributed. Standing allows the teacher to move around the classroom more freely, ensuring that all students, particularly new ones still adjusting to learning English, receive adequate attention without feeling singled out. This balance helps the class remain engaged while fostering a supportive learning atmosphere.

Overall, proximity reinforcement effectively creates a more interactive and attentive classroom environment, helping new students feel more connected and supported without sacrificing the overall focus on the group.

3) Contact Reinforcement

Contact reinforcement involves physical touch to acknowledge students' efforts and provide emotional support.¹⁷⁵ In the English learning program at Al-Mawaddah Islamic Boarding School for Girls, teachers use gestures like patting students' backs, rubbing their heads, or touching their shoulders to offer personalized encouragement and strengthen the bond between them.

Based on observations and interviews, teachers often use contact reinforcement when students have put in significant effort or need

¹⁷⁵ Nurcahya and Hadijah, "Pemberian Penguatan (Reinforcement) dan Kreativitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa."

extra motivation. For example, a pat on the back is commonly used after a student successfully answers a challenging question, serving as a subtle but impactful form of recognition. This gesture signals that the student's hard work is noticed and appreciated, providing an immediate motivation to continue striving in their learning process.

Rubbing students' heads or shoulders, as observed, is another method of offering support, particularly when students begin to lose interest or enthusiasm in class. This gentle touch re-engages students and fosters a more intimate, trusting relationship between the teacher and the student. By combining these gestures with verbal reinforcement, teachers provide a well-rounded emotional encouragement that keeps students motivated and reassured of their progress.

In line with Turney's reinforcement theory, contact reinforcement creates a positive learning environment. By incorporating these personal touches, teachers motivate students and foster a sense of care and connection, essential for boosting confidence and sustaining engagement, especially for new students learning English.

4) Activity Reinforcement

According to Usman, activity reinforcement is a form of reinforcement in which teachers provide rewards through enjoyable activities after students demonstrate desired behaviours. These activities can include games, engaging tasks, or group activities that students find enjoyable and motivating.¹⁷⁶

¹⁷⁶ M.U. Usman, *Menjadi Guru Profesional* (Remaja Rosdakarya, 1999), <https://books.google.co.id/books?id=enpZNwAACAAJ>.

Observations and interviews conducted with instructors in the English program for new students indicate that various enjoyable activities are frequently employed to strengthen language acquisition. One notable method of activity reinforcement is the use of music. Teachers often play music during vocabulary writing sessions to alleviate boredom and tension among students. This approach helps create a relaxed atmosphere and enables students to focus more effectively on their English learning.

Additionally, storytelling emerges as another significant activity reinforcement technique. Teachers use storytelling to capture students' attention, making them more engaged with the presented material. This method effectively draws in new students, particularly when the stories are interesting and relatable.

Teachers report that games designed to practice vocabulary and grammar boost student engagement and make learning enjoyable. Incorporating competitive elements, such as group games with small prizes for the winning team, fosters a sense of camaraderie and excitement among students. This competitive spirit can significantly increase the participation and enthusiasm of students.

Overall, activity reinforcement through music, storytelling, and interactive games has successfully enhanced student engagement in the English learning program. These strategies make learning more enjoyable and create a supportive atmosphere, encouraging new students to participate and overcome challenges in their language acquisition journey.

By blending fun with educational content, teachers effectively motivate students and help them build their confidence in using English.

5) Token Reinforcement

According to Djamarah, token reinforcement is a method that uses symbolic rewards, such as stickers or points, to recognize and encourage desired behaviors in students. This approach effectively promotes positive behavior by providing tangible recognition of progress and motivating students to continue their efforts.¹⁷⁷

Observations and interviews with English language instructors for new students reveal that teachers frequently provide constructive feedback on students' work to enhance their learning experience. For instance, one teacher mentioned, "I always give constructive comments on new students' work to provide valuable feedback." These comments, often phrases like "Very good, keep improving," are recorded on assessment sheets or student notebooks. This feedback is crucial for students' development, particularly for newcomers who may feel uncertain about their progress. One instructor shared, "I always give constructive comments after they complete an assignment. This helps them recognize their weaknesses and motivates them to improve."

Additionally, some teachers enhance their feedback with small rewards, such as stationery or snacks, for students who excel. One teacher explained her approach: "I provide constructive comments on students' work, and I sometimes give small gifts like snacks to encourage them to

¹⁷⁷ S.B. Djamarah, *Guru Dan Anak Didik Dalam Interaksi Edukatif* (Rineka Cipta, 2000), <https://books.google.co.id/books?id=RfA4AAAACAAJ>.

study harder.” This method is especially effective when students feel overwhelmed at the beginning of language learning.

By combining written feedback with tangible rewards, teachers recognize students' efforts and promote an environment of continuous improvement. This dual approach helps foster a positive classroom atmosphere, enabling students to feel valued and supported, especially during the challenging early stages of learning a new language.

2. How to Give Reinforcement Carried Out by the Teacher in The English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

a. Reinforcement of a specific person

Reinforcement aimed at specific individuals provides personalized attention to students based on their achievements or efforts. Reinforcement must be clear to whom it is addressed, namely by name, because it will be ineffective if it is not clear.¹⁷⁸ Observations and teacher interviews reveal that this reinforcement is frequently employed to encourage individual students, particularly those needing extra support during their learning journey.

Teachers emphasize the importance of mentioning students' names when delivering reinforcement. For instance, one instructor noted, "I always try to mention the learners' names when giving reinforcement, especially to new students who often feel shy or hesitant." Teachers use their names to

¹⁷⁸ Septiana and Hayati, “Hubungan Pemberian Reinforcement Dengan Hasil Belajar Ilmu Pengetahuan Alam Pada Peserta Didik Kelas V Sekolah Dasar.”

create a more personal connection, helping students feel cared for and appreciated. An example provided was, “Come on, Aisyah, how far have you done? Is there anything you want to ask?” This approach highlights the teacher's attentiveness to the student's progress. Observational data corroborate this practice, showing that teachers regularly use students' names when giving praise.

Reinforcing specific individuals involves direct eye contact in addition to verbal acknowledgment. One teacher explained, "I often mention their names when giving reinforcement so that they feel more valued. I also look at them directly to confirm that the reinforcement is meant for them." This direct engagement helps students understand that the reinforcement is personalized.

Mentioning students' names and providing direct attention is particularly effective for new learners who may feel shy or hesitant in class. Direct interaction—such as eye contact and personal acknowledgment—strengthens the teacher-student bond, fostering a supportive environment that promotes individual growth and academic success.

b. Reinforcement to groups of learners

Group reinforcement could increase students' motivation to learn.¹⁷⁹ It is often applied when a group completes a task, with teachers offering praise or small rewards to highlight their achievements. This approach

¹⁷⁹ E.P. Sarafino, *Applied Behavior Analysis: Principles and Procedures for Modifying Behavior* (Wiley, 2011), p.83.

acknowledges the group's work and motivates others to enhance cooperation and collaboration. For example, after group discussions, teachers may offer verbal reinforcement such as, "Great cooperation; keep up the cohesiveness." Such praise in front of the class helps groups feel appreciated and encourages them to maintain their teamwork. One teacher noted, "If there is a group assignment and a group works well together, I always reinforce them with praise in front of the class. This motivates other groups to be more united."

In addition to verbal reinforcement, small tokens such as gifts are sometimes given to motivate group collaboration further. One teacher explained, "I often give small gifts to groups that complete the task well. This reinforces their efforts and encourages them to support each other in future activities." This combination of praise and rewards fosters a positive, competitive spirit that drives all groups to work more cohesively. Uzer Usman said that one way to give group reinforcement was by providing fun activities for students.¹⁸⁰

Moreover, group reinforcement helps build relationships and mutual support among students, particularly new learners who may still adjust to the learning environment. One teacher stated, "Group reinforcement makes learners more united in their efforts. When one group gets praise or a reward, they feel successful as a team, which motivates them to continue working together." This sense of teamwork is critical for new students, helping them bond with each other and feel more comfortable in their learning

¹⁸⁰ Uzer Usman, *Menjadi Guru Profesional*, p.73.

environment. This approach enhances classroom dynamics and fosters a strong camaraderie, creating a supportive environment where students can thrive as a team.

c. Immediate Reinforcement

According to Uzer Usman, reinforcement should be given immediately as the students perform desirable behavior.¹⁸¹ Similarly, Santrock stated that reinforcement becomes more effective when presented as soon as possible.¹⁸² This form of reinforcement is essential in helping students link their actions directly to positive outcomes, boosting motivation and confidence. Teachers often employ immediate verbal reinforcement, such as "Good!" to acknowledge students' success and ensure they feel appreciated. One teacher shared her practice of offering prompt feedback whenever a student successfully answers an English question. She noted, "I always try to reinforce learners as soon as they show positive behavior, whether through verbal responses like, 'Good, your answer is correct!' or nonverbal cues like a nod. This immediate feedback helps students feel appreciated and builds their confidence for future tasks."

Another teacher emphasized the significance of offering immediate reinforcement, especially when students struggle to speak English. She assists students in perfecting their sentences and immediately praises them, saying, "Good job! You've tried to speak English; keep it up!" This quick feedback encourages students to continue participating and improving their

¹⁸¹ Uzer Usman, *Menjadi Guru Profesional*, p.73.

¹⁸² Santrock, *Educational Psychology*, p. 218-219.

language skills. As one teacher pointed out, if reinforcement is delayed, students might forget the details of their accomplishments, reducing the effectiveness of the feedback and impacting their motivation. She stated, “When learners try to speak English or engage in positive behaviors, I immediately give praise or feedback. If delayed, students may not remember what they did right, and their motivation may decrease.”

Overall, immediate reinforcement is crucial in creating a supportive learning environment. By offering timely feedback, students can quickly understand the connection between their efforts and positive results, reinforcing their motivation to keep improving and engaging in the learning process.

d. Use of Variation

Uzer Usman suggested that variation in giving reinforcement could help teachers avoid the boredom of receiving the same types of reinforcement for a long period of time.¹⁸³ Observations show that teachers frequently use this combination in class. For example, when a student answers a question correctly, the teacher might say, "Good job!" while giving a thumbs up. To add further variety, the session might conclude with interactive games to boost vocabulary and sustain excitement.

One teacher mentioned that she often uses a blend of verbal and non-verbal reinforcement to keep students motivated. "I often say 'Good job' with a smile or a thumbs up. Sometimes, I add applause and invite the whole

¹⁸³ Uzer Usman, *Menjadi Guru Profesional*, p.73.

class to join in, making the students feel supported and helping to increase their motivation."

Another teacher shared how she incorporates fun games like 'Word Chain' to reinforce vocabulary. "After students answer vocabulary questions, I praise them with a smile and nod. Then, to keep the learning energy up, I invite them to play 'Word Chain,' where each student must say a word starting with the last letter of the previous word. Seeing their excitement, I applaud them when they succeed, which makes the classroom atmosphere lively and fun." Another teacher said she often combines verbal and non-verbal reinforcement with engaging activities like games or storytelling to keep students from getting bored. "I mix verbal praise with smiles or nods with fun activities. This helps new students stay motivated and enjoy learning English."

In conclusion, varying teaching methods are essential for fostering student engagement. By blending verbal and non-verbal reinforcement with interactive activities, teachers create a vibrant, motivating classroom environment where students feel encouraged and excited about learning.

CHAPTER V

CLOSING

A. Conclusions

Based on the data in research findings which were presented in the previous chapter, several points can be concluded as following description:

1. Types of Verbal and Non-Verbal Reinforcement Given by The Teacher in the English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

The tutors at Al-Mawaddah use verbal and non-verbal reinforcement effectively to support student learning. Verbal reinforcement includes simple phrases like "Good" or "Great" for quick feedback and more detailed encouragement such as "MasyaAllah, you're speaking English fluently" to boost confidence. Non-verbal cues like smiles, nods, and thumbs-ups provide emotional support, while gestures like back pats or applause celebrate major achievements. Teachers also use proximity by standing near students, and fun activities like games, storytelling, and small rewards serve as token reinforcement to enhance learning.

2. How to Give Reinforcement Carried Out by the Teacher in The English Learning Program for New Students at Al-Mawaddah Islamic Boarding School for Girls

The tutors adapt reinforcement strategies to individual or group needs, timing, and variety to keep students engaged and motivated. For individuals, using names and direct eye contact ensures personal recognition, which is crucial for new learners needing focused attention. Group reinforcement

encourages collaboration by praising or rewarding collective achievements, fostering unity. Immediate reinforcement helps students quickly connect their efforts with positive outcomes, boosting confidence. Teachers mix verbal praise with gestures and interactive activities like games or storytelling to avoid monotony, keeping the learning environment dynamic and engaging.

B. Suggestions

Based on the research conclusion above, several suggestions are addressed to the teachers of the English Learning Program at Al-Mawaddah Islamic Boarding School for future researchers interested in the same research field. The suggestions are described as the following:

1. For the English teachers of the English Learning Program at Al-Mawaddah Islamic Boarding School, it is important to have good teaching skills, including reinforcement. They need to pay attention to the use of eye contact, mention the student's name, and state the student's desired behavior while giving reinforcement to individuals and groups immediately and using a variation.
2. For future researchers, the researcher hopes this study can serve as a reference in exploring the use of positive reinforcement in language learning. It is recommended that future studies investigate the impact of reinforcement on different age groups or proficiency levels, compare its effectiveness across various educational settings, and explore the integration of technology-based reinforcement. Additionally, examining the long-term effects of reinforcement, considering cultural and religious influences, and analyzing

the role of teacher-student relationships could provide further valuable insights.



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