# NOVICE AND EXPERIENCED ENGLISH TEACHER'S REINFORCEMENT STRATEGIES IN RURAL AND URBAN ENGLISH CLASSROOMS

### **THESIS**

By

NI MADE WITA ANGGARAWATI

NIM 2329081050

**ENGLISH LANGUAGE EDUCATION** 

POSTGRADUATE PROGRAM

UNIVERSITAS PENDIDIKAN GANESHA

2025

## **APPROVAL SHEET**

This thesis by Ni Made Wita Anggarawati has been revised and approved for Thesis Examination.

Singaraja, August

2025 Supervisor I,

Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Supervisor II,

Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.

NIP. 198104192006042002

#### **BOARD OF EXAMINERS APPROVAL SHEET**

This thesis by Ni Made Wita Anggarawati has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirement for the Master Degree in English Education, Post-Graduate Study Program, Universitas Pendidikan Ganesha.

Approved on August ..., 2025

By

The Board of Examiners

Chairman (Prof. Dra. Luh Putu Artini, M.A, Ph.D.) NIP. 196407141988102001

Member (Prof. Dr. Ni Nyoman Padmadewi, M.A.) NIP. 196202021988032001

Member (Prof. Dr. Ni Made Ratminigsih, M.A.) NIP. 196609081991022002

Member (Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.) NIP. 198304022006042001

Member (Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.) NIP. 198104192006042002

Acknowledged by

AFIN MICS

Director of Post Graduate Program

Universitas Pendidikan Ganesha

Prof. Dr. I Moman Jampel, M.Pd.

NIP. 195910101986031003

#### STATEMENT LETTER

I hereby declare that this post-graduate thesis in education is written as the partial requirement for the degree of master in Education in my work. All the information in this thesis was derived from the work of others and was cited by citing the source authors' names according to the academic norms, rules, and ethics.

Suppose it is discovered in the future that a portion of the whole thesis is not my original work or that there is a case of plagiarism. In that case, I will willingly accept the consequences of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.

Singaraja, ... August 2025 Statement stated by

Ni Made Wita Anggarawati

8EDAKX063436016

#### **ACKNOWLEDGEMENT**

First, the researcher would like to express the highest gratitude to the Almighty God, Ida Sang Hyang Widhi, for His blessing, guidance, and mercy, enabling the thesis titled "Novice and Experienced English Teacher's Reinforcement Strategies in Rural and Urban English Classrooms" to be accomplished.

This thesis is intended to meet one of the requirements for being awarded a Master of Education in English Language Education from the Postgraduate Program at Universitas Pendidikan Ganesha.

The researcher also wishes to express gratitude and appreciation to several individuals who offered support, assistance, time, guidance, motivation, and suggestions during the completion of this study. The researcher would like to extend sincere appreciation to:

- 1. First and foremost, I would like to express my deepest gratitude to my first supervisor, Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. as the first supervisor, Prof. Lokita kindly guided me in conducting my research in a structured manner. Thank you for your ideas, inspiration, and advice to assist the researcher in completing this study. Thank you for your kindness and unwavering support, which allowed the researcher to discover many meaningful experiences.
- 2. I am also sincerely grateful to my second supervisor, Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd. Mrs. Eka provided me with valuable insights for my research and supported me tirelessly throughout the process. She taught me to be critical and precise in my writing. Your thoughtful suggestions and kind encouragement meant a great deal to me.
- 3. I would like to thanks my first examiner, Prof. Dr. Ni Nyoman Padmadewi, M.A. Thank you for taking the time to read and evaluate my research. Your thoughtful and detailed comments helped me improve this thesis.
- 4. To my second examiner, Prof. Dr. Ni Made Ratminingsih, M.A., thank you for taking the time to read and evaluate my research in detail and for providing constructive feedback to improve my thesis. Your input and resources have

- been very helpful in perfecting my thesis. I am grateful that I have learned to write more critically by following your suggestions.
- 5. I am sincerely grateful to English teacher in SMPN 4 Mengwi, SMPN 2 Mengwi, SMPN 4 Kuta Utara, and SMPN 2 Kuta Utara in Badung Regency for allowing me to conduct the research in English class. I also wish to thank all students for allowing me to observe your learning in the classroom.
- 6. To Coordinator English Education Study Program, Prof. Dra. Luh Putu Artini, M.A., Ph.D and all lecturers of English Language Education, Postgraduate program, thank you for teaching me meaningful lessons with warmth and encouragement to complete my studies.
- 7. I would like to express my gratitude to my beloved parents: I Ketut Widana and Ni Made Toni. Thank you for the opportunity you have given me to continue my education, as well as your boundless love, constant prayers, and unwavering support. You are my motivation to complete my studies. Thank you for enabling me to achieve my dreams and for supporting me through any situation.
- 8. To my best friends, Indri Silvia Sandra, Ni Kadek Candra Dwi Puspa, and I Kadek Indra Diatmika, thank you for always supporting and accompanying me throughout this journey.
- 9. And last but not least, to the person who stays by my side from the beginning until the end of my thesis journey, I Kadek Rai Suputra Arimbawa. Thank you for supporting me endlessly and taking care of me. Thank you for guiding me and always being there I work on revisions. I'm grateful to have you as my safe haven and support system.

In all humility, the researcher acknowledges that this thesis is still far from perfect. The researcher warmly welcomes any comments and suggestions to improve this research. The researcher hopes this thesis will contribute to the development of translanguaging practices, particularly in multilingual classrooms.

Singaraja, 13 Agustus 2025

Ni Made Wita Anggarawati

## TABLE OF CONTENTS

	Page
COVER	1
LIST OF CONTENTS	iv
LIST OF TABLES	V
LIST OF FIGURES	viii
LIST OF APPENDIX	X
CHAPTER I INTRODUCTION	1
1.1. Research Background	1
1.2. Research Limitation	9
1.3. Research Question  1.4. Research Objectives	9
1.4. Research Objectives	10
1.5. Significances of The Study	11
1.6. Definition of Key Terms	12
CHAPTER II LITERATURE REVIEW	17
2.1. Theoretical Review	17
2.1.1. Teaching English as a Foreign Language (TEFL)	17
2.1.2. Reinforcement	21
2.1.3. Novice Teacher	33
2.1.4. Experience Teacher	34
2.1.5. Rural and Urban Area Concepts	35
2.2. Empirical Review	40
CHAPTER III RESEARCH METHOD	46
3.1. Research Design	46
3.2. Research Setting	46
3.3. Research Subject	47
3.4. Research Object	49
3.5. Method of Data Collection	49

3.6. Instrument of Data Collection	50
3.7. Process of Data Collection	57
3.8. Method of Data Analysis	58
3.9. Trustworthiness	60
CHAPTER IV FINDINGS AND DISCUSSION	61
4.1. Findings	61
4.1.1. The Types of Reinforcement Strategy Used by Novice English	
Teachers in Rural and Urban Areas	61
4.1.2. The Challenges in Using the Reinforcement Strategy Address by	
Novice Teachers in Rural and Urban Area	81
4.1.3. The Types of Reinforcement Strategy Used by Experienced English	sh
Teachers in Rural and Urban Areas	88
4.1.4. The Challenges in Using the Reinforcement Strategy Address by	
Exp <mark>eri</mark> enced Teachers in Rural and Urban Area	109
4.2. Discussion	117
4.2.1. The Types of Reinforcement Used by Novice English Teachers in	
Rural <mark>an</mark> d Urban Areas	117
4.2.2. The Challenges in Using the Reinforcement Address by Novice	
Teachers in Rural and <mark>Urban Area</mark>	120
4.2.3. The Types of Reinforcement Used by Experienced English Teacher	ers in
Rural and Ur <mark>ba</mark> n Areas	125
4.2.4. The Challenges in Using the Reinforcement Address by Experience	ed
Teachers in Rural and Urban Area	127
CHAPTER IV CLOSING	135
5.1. Summary	135
5.2. Conclusion	136
5.3. Suggestion	137
REFERENCES	139

# LIST OF TABLES

Table	Page
Table 3.1 The Technique of Collecting the Data and Research Instruments	51
Table 3.2 The Blueprint of Observation Sheet	52
Table 3.3 The Blueprint of Interview Guide	53
Table 3.4 Gregory Formula	54
Table 3.5 The Interval of Validity Value	55
Table 3.6 Expert Judgment for Observation Sheet	55
Table 3.7 Expert Judgment for Interview Guide	55
Table 4.1 The Result of Observation in Reinforcement used by Novice English	h
Teacher in Rural and Urban Areas	62
Table 4.2 The Result of Observation in Reinforcement used by Experienced	
English Teacher in Rural and Urban Areas	89
ANY SIMBLE	

# LIST OF FIGURES

Figure Page	
Figure 4.1 Novice English Teacher A in Rural Areas used Gestural Reinforcement	ıt
6	8
Figure 4.2 Novice English Teacher A in Rural Areas used Gestural Reinforcement	ıt
6	8
Figure 4.3 Novice English Teacher A in Urban Areas used Gestural	
Reinforcement 6	8
Figure 4.4 Novice English Teacher B in Urban Areas used Gestural	
Reinforcement 6	8
Figure 4.5 Novice English Teacher A in Rural Areas used Proximity	
Reinforcement 6	59
Figure 4.6 Novice English Teacher A in Rural Areas used Proximity	
Reinforcement 6	59
Figure 4.7 Novice English Teacher A in Rural Areas used Proximity	
Reinforcement 7	70
Figure 4.8 Novice English Teacher A in Rural Areas used Contact Reinforcement	t
7	1
Figure 4.9 Novice English Teacher A in Rural Areas used Activity Reinforcement	ŧ,
7	72
Figure 4.10 Novice English Teacher A in Rural Areas used Activity Reinforcement	ıt
ADIKS D	72
Figure 4.11 Novice English Teacher A in Rural Areas used Tangible Rewards 7	74
Figure 4.12 Novice English Teacher B in Rural Areas used Symbolic	
Reinforcement 7	74
Figure 4.13 Novice English Teacher A in Urban Areas used Symbolic	
Reinforcement 7	74
Figure 4.14 Novice English Teacher A in Rural Areas showed Serious Expression	ı
7	77
Figure 4.15 Novice English Teacher B in Rural Areas showed Serious Expression	ı
7	77

Figure 4.16 Novice English Teacher A in Rural Areas move closer to the stude	ents
	78
Figure 4.17 Novice English Teacher B in Rural Areas used Symbolic	
Reinforcement	80
Figure 4.18 Experienced English Teacher A in Rural Areas used Gestural	
Reinforcement	95
Figure 4.19 Experienced English Teacher B in Rural Areas used Gestural	
Reinforcement	95
Figure 4.20 Experienced English Teacher A in Urban Areas used Gestural	
Reinforcement	95
Figure 4.21 Experienced English Teacher B in Urban Areas used Gestural	
Reinforcement	95
Figure 4.22 Experienced English Teacher B in Rural Areas used Proximity	
Reinforcement in Group Work	96
Figure 4.23 Experienced English Teacher A in Urban Areas used Contact	
Reinforcement (San San San San San San San San San San	96
Figure 4.2 <mark>4</mark> Experienced English Teacher B in Urban Areas used Cont <mark>a</mark> ct	
Reinforcement ( )	96
Figure 4.26 Experienced English Teacher B in Rural Areas given Tangible	
Reward	100
Figure 4.26 Experienced English Teacher B in Rural Areas given Tangible	
Reward	100
Figure 4.27 Experienced English Teacher A in Urban Areas given score	100
Figure 4.28 Experienced English Teacher B in Urban Areas used Token/Symb	olic
Reinforcement	100
Figure 4.29 Experienced English Teacher A in Rural Areas used showed Series	ous
Expressions	104
Figure 4.30 Experienced English Teacher B in Rural Areas used showed Series	)US
Expressions	104
Figure 4.31 Experienced English Teacher A in Urban Areas used showed Seri	ous
and Silent Expressions	104

Figure 4.32 Experienced English Teacher B in Urban Areas used Gestural	
Reinforcement	104
Figure 4.33 Experienced English Teacher A in Urban Areas used Proximity	
Reinforcement	105
Figure 4.34 Experienced English Teacher B in Urban Areas used Proximity	
Reinforcement	105
Figure 4.35 Experienced English Teacher B in Rural Areas given Comment on	
Students' book	109
Figure 4.36 Experienced English Teacher A in Urban Areas given Note on	
Students' Book	109
ONDIKSEL.	

# LIST OF APPENDIX

Appendix 1. Validity of Instruments	153	
Appendix 2. Findings Observation & Interview Appendix 3. Documentation	167	
	204	

