THE DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS IN CHOOSING TEACHING METHOD FOR ENGLISH LANGUAGE LEARNING

THESIS

Submitted by

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Differences Between Male and Female Teachers in Choosing Tecahing

Method for English Language Learning

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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In the name of Allah, the Entirely the Especially Merciful

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ABSTRACT

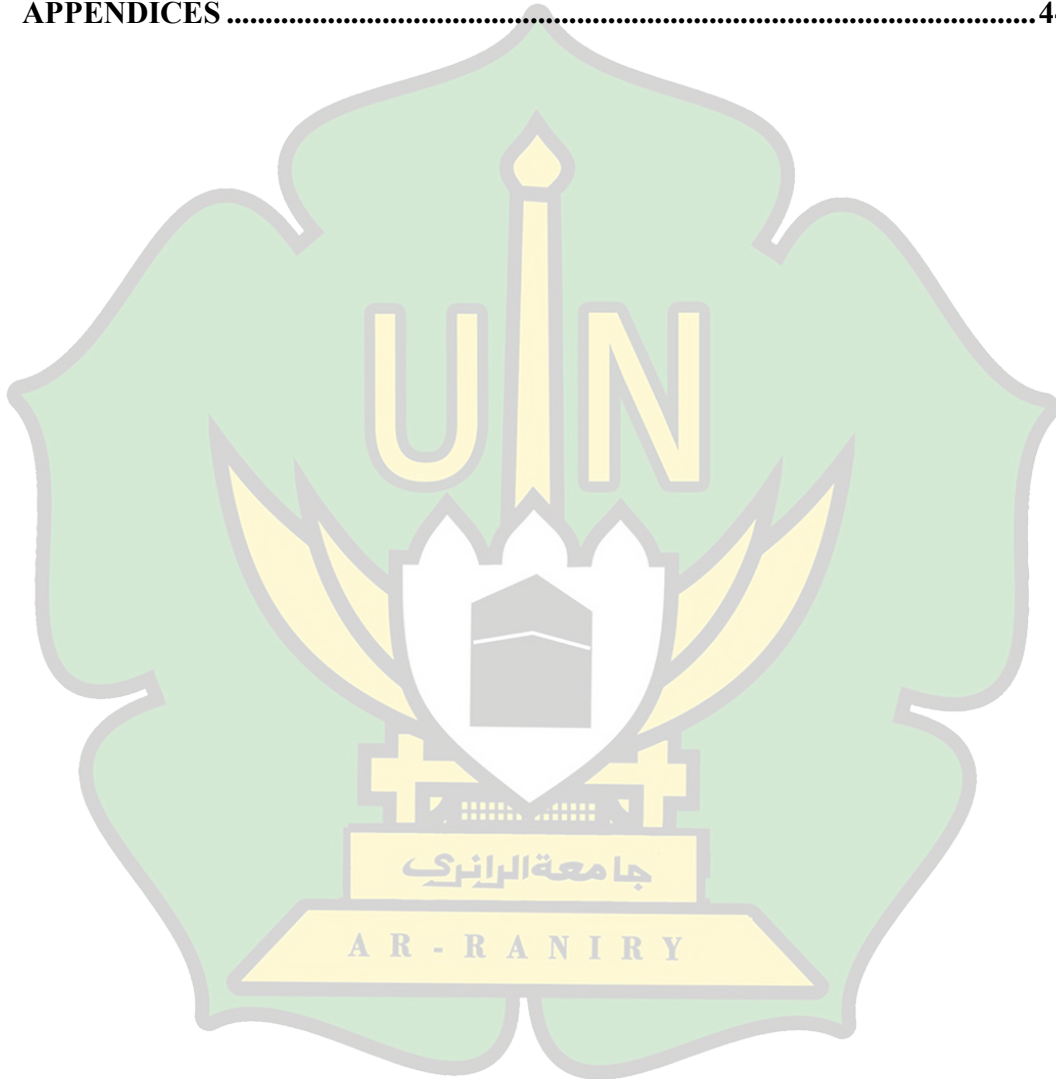|	
Name	: Rauzatul Zannah
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This research aims to discover the differences between male and female teachers in choosing teaching methods and find out the factors that influence the differences between male and female teachers in choosing teaching method. This research used a qualitative method. It was conducted at MAS Dayah Darul Ihsan with total sample seven teachers (four male teachers and three female teachers). The researcher used interview as the technique in collecting the data. The findings of this research show that male teachers often use lecture or discussion methods and interactive methods, while female teachers often use cooperative or problem-based learning method. In addition, the research found that are some factors that influence male and female teachers in choosing teaching method, such as school environment, student interactions, and responses to trend in education.

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CHAPTER I

INTRODUCTION

A. Backgrounds of the Study

Becoming a truly accomplished teacher do not happen overnight or with the acquisition of a teaching license. Instead, it requires paying attention to their own learning and it takes purposeful action over a lifetime (Arends & Kilcher, 2010). Teachers also requires paying attention to choose the right teaching method they use in their own learning in order to successfully complete the teaching and learning process' goal in the classroom.

The quality of teachers can be viewed from two aspects, namely in terms of process and in terms of results. Teachers are said to be successful if they are able to involve most students actively both physically, mentally, socially as well as with passion and enthusiasm in teaching (Sutriyanti & Dharmawan, 2020). At the same time, in terms of results if the learning carried out is able to change the behavior of most learners towards mastery of more basic competencies. Therefore, teachers must be able to create creative learning, professional, and fun.

Gender can be one factors to teachers to create creative learning, professional and fun. Based on the researcher experience, she has noticed that English teachers, male and female, use distinct teaching method in English language learning. Female teachers prefer cooperative method, while male teachers tend to be more monotonous method. Based on Hyde (2014) theory said

that male and female teachers may develop different identities and self-perceptions. These differences can shape their choice of teaching method. Male teachers could use more authoritative teaching techniques like direct instruction and rules-and-consequences-focused behavior management techniques. On the other hand, female teachers might employ instructional strategies like one-on-one conversations, cooperative learning exercises, and tailored feedback that promote empathy, teamwork, and emotional support.

Female teachers use more teaching method that are in accordance with the applicable education provisions than male teachers do, but female teachers are more sensitive to student's feelings/conditions than male teachers. Male teachers tend to base their teaching on their own experiences while learning. Therefore, this study aims to find out the differences of male and female teachers in choosing teaching method for English language teaching.

It has been a number of studies conducted regarding the differences between male and female in learning process. The previous study from Mercader & Duran-Bellonch (2021) with the title "Female Higher Education Teachers Use Digital Technologies More and Better Than They Think". The result confirm that the female teacher sees themselves as less digitally competent than their male counterparts. The similarities between this research, the researcher tried to find out the differences between male and female teachers in learning process. In the other hand, the difference of this research is this research want to find out in

teaching method context while Cristina's research wants to find out the use of digital technologies between male and female teachers in learning process.

The second previous study from El-Emadi, et al (2019) with the title "Teaching Style Differences Between Male And Female Science Teacher In Qatari Schools; Possible Impact On Student Achievement". The finding of the research is female teachers provide better delivery during theory classes whereas male teachers demonstrated better performance in laboratory-based classes. The similarities between this research, the researcher tried to find out the differences between male and female teachers in the learning process. The difference of this research is that this research talks about teaching methods while Ahmad's research talks about teaching style.

Thus, to address the gap from the previous study, the research conducted an analysis of the differences between male and female teachers in choosing teaching method for English language learning. If the results of this study show that male and female teachers choose different teaching methods for English language learning, this may have an impact on the quality of learning and teaching styles of male and female teachers.

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The researcher is interested to choose this title "The Differences Between Male And Female Teachers In Choosing Teaching Method For English Language Learning" for the reason that she wants to approved her experience about the differences between male and female teacher in the classroom.

B. Research Questions

To address the problem, this study guided by the following research questions:

1. Are there any differences between male and female teachers in choosing teaching method?
2. What factors that influence the differences between male and female teachers in choosing teaching methods.

C. Research Objectives

Based on the research questions, the aims of the study are:

1. To analyze the differences between male and female teachers in choosing teaching methods.
2. To find out the factors that influence the differences between male and female teachers in choosing teaching methods.

D. Research Significant

The findings of this study should serve as a reference for both male and female teachers in their decision-making regarding the variety of teaching methods to use and how best to match them to the needs and skills of their students. This research could also be a reference for researchers who are

conducting a similar topic or theme, which later can enrich information in the literature.

E. Terminology

a. Teaching Method

The method is "the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed" (Cerghit, 2006). Additionally, A teaching method is a systematic and organized set of strategies, techniques, or approaches used by teachers to help students learn. It includes how instructional content is presented as well as how teachers engage students to promote understanding and skill acquisition (Gagne et al, 1992).

b. English Language Learning

English Language Learning (ELL) refers to the process of acquiring proficiency in the English language by individuals whose first language is not English. English language learning (ELL) entails the development of listening, speaking, reading, and writing skills in the language (Celce-Murcia, et al, 2014). In educational contexts, ELL programs and courses are designed to support learners at different proficiency levels, from beginners to advanced learners, in acquiring the necessary language skills for academic, professional, and social purposes. These programs often employ diverse teaching

methodologies and approaches, tailored to the needs and backgrounds of learners, to facilitate language acquisition and language use.

c. Male and Female Teachers

In the context of teaching methods, the terms "male" and "female" typically refer to gender differences in choosing teaching methods. It is important to note that these terms are used to describe general trends and pattern that have been interviewed in research studies and are not indicative of all individuals within a specific gender group.

In choosing teaching methods between male and female teachers tend to be different. Hyde (2014) theory said that male and female teachers may develop different identities and self-perceptions. These differences can shape their choice of teaching method.
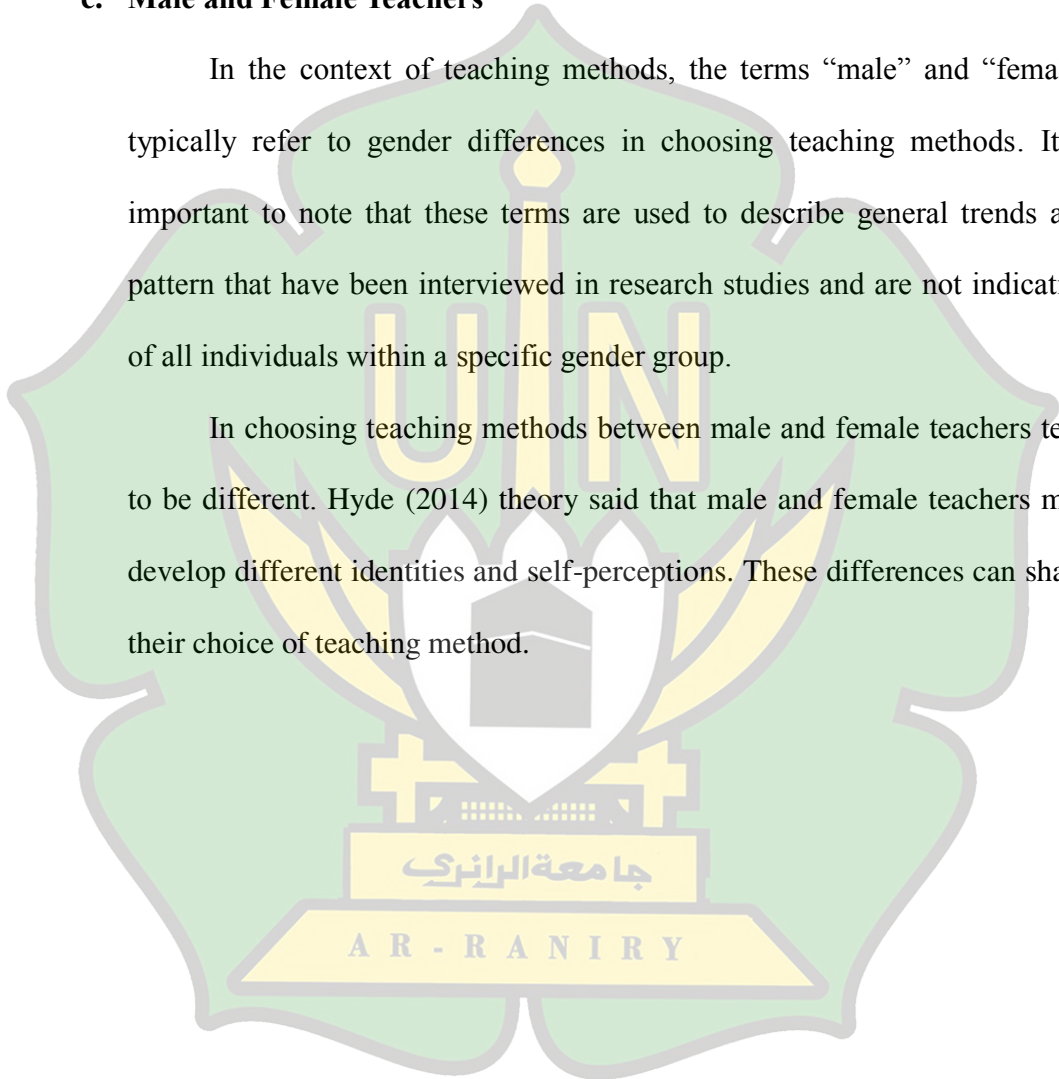
A. Teaching Method

1. The Definition of Teaching Method

A teaching method is defined as a set of principles, procedures, or strategies that teachers use to achieve the desired learning outcomes in their students (Liu & Shi, 2007). A good teaching method is one that encourages both teachers and students to participate in learning activities in an attempt to select a strategy that will both contribute to raising the standard of instruction for which it is accountable.

Teacher ought to be exposed to all methods, and they should also be able to "build" their own methods or choose the guiding principles they will employ. We cannot disregard the methods and all the facts taken into account by those who "created" or employ them in their teaching. In order to construct our own teaching, we need a basis (Bell,2007). When teacher is knowledgeable about methods of teaching, they will understand that the application of a method rather than its choice is what matters most when teaching students. The ability to apply a method appropriately and effectively will have an impact on teacher's abilities and quality of teaching.

2. **The Function of Teaching Method**

Teaching methods play a crucial role in the educational process, serving multiple functions that contribute to effective teaching and learning. These functions are designed to engage students, facilitate the acquisition of knowledge, develop critical thinking skills, and cater to diverse learning needs. First, teaching methods help students grasp complex concepts and retain information by breaking down content into manageable parts (Hattie, 2021). Effective methods increase student interest and motivation, making the learning experience more engaging and enjoyable. For instance, using group discussions, role-playing, and multimedia presentations can encourage active participation from students. Additionally, diverse teaching methods address different learning styles, ensuring that all students have the opportunity to succeed. For example, a mix of videos, lectures, and hands-on activities can cater to visual, auditory, and kinesthetic learners (Merrill, 2013).

Furthermore, methods that promote problem-based and inquiry-based learning foster critical thinking and problem-solving skills, preparing students for real-world challenges. Collaborative learning methods, such as group projects and peer review sessions, enhance teamwork and communication skills, while independent learning techniques like flipped classrooms encourage self-motivation and responsibility (Fleming & Mills, 1992). Finally, teaching methods incorporate formative and summative assessments to monitor progress and evaluate achievement, providing essential feedback

for student improvement. Overall, effective teaching methods are crucial for engaging students, addressing diverse learning needs, and promoting critical thinking and independent learning.

Based on Djamarah & Zain (2010), it is known that several functions of the method in teaching include:

1) Extrinsic Motivation Tool

A teaching method acts as a means of extrinsic motivation or motivation from the outside for students. Thus, students can follow teaching and learning activities well. Where this motivation will encourage students to be more enthusiastic about participating in teaching and learning activities.

2) Teaching Strategies

The teacher's use of learning strategies to ensure that each student in the class is able to retain knowledge. Because of this, every teacher must be aware of the teaching strategy that is most suited to the class provided the characteristics of the students.

3) Goal-Achieving Tool

The teaching method is a tool used to help students achieve their academic objectives. Because the value of teaching and learning activities might be diminished by the distribution of content that does not consider the learning technique. Students are less eager to learn, and the teacher finds it difficult to impart the subject.

3. The Objectives of Teaching Method

The primary goal of the teaching method is to support students in developing their unique capacities so they can solve difficulties, aid in the implementation of teaching and learning activities to ensure the greatest possible results, The learning process can operate in a pleasant environment more enjoyable and fuller of motivation so that students easily absorb the subject. This will enable the teaching objectives to be met.

Teaching method also accomplish particular educational outcomes, and facilitate successful learning experiences. These results frequently involve the growth of critical thinking, skill development, and knowledge acquisition (Grasha, 1996). Therefore, teachers need to choose the right teaching method to support student goal the learning process with critical thinking, skill and knowledge.

B. English Language Learning

English language learning refers to the process of acquiring proficiency in the English language, encompassing listening, speaking, reading, and writing skills. It involves the systematic study and practice of English as a second or foreign language, with the goal of effective communication in various contexts. English language learning often includes language acquisition in academic, social, and professional settings, emphasizing both linguistic competence and cultural understanding.

According to Vygotsky's theory (1978) about the social context of language learning. It implies that interactions with more knowledgeable people, such as teachers or peers, aid in language development. Recognizing that English Language Learning is a continuous process, and individuals may engage in it throughout their lives to enhance skills or adapt to changing needs. Mills (2012) investigates how gender impacts teaching methods, classroom interactions, and student progress in language education. This perspective can provide insights into the potential differences between male and female teachers in choosing teaching method for English language learning.

C. A Brief Review on Male and Female in Teaching

There are two varieties of human that God created: male and female. Both are similar to other creatures of God in that they are perfect in both their physical and intellectual capacities. However, differences must also exist when there are similarities, male and female brains differ in how they learn, and while not entirely, Coates (2013) said that these disparities in brain structure should alert us to the fact that various brain architecture influence how each gender learns differently.

In the field of education, the manner in which teachers perceive themselves and their professional roles, often referred to as teacher identity and self-perception, plays a significant role in shaping their instructional practices and approaches to teaching. This aspect becomes particularly relevant when considering potential differences between male and female teachers, as individual perceptions of gender roles and societal expectations may influence the selection and implementation of teaching methods in the classroom.

1. Teaching method used by male and female teachers

The teaching methods employed by male and female teachers can significantly influence classroom dynamics and student learning outcomes. Research in education often explores these gender-based differences to understand how teachers can best support their students.

a. Teaching method used by male teachers

1) Lecturer-based method

According to Sullivan (2003), male teachers might prefer lecture-based methods, where they present information in a structured and systematic manner. This method allows for efficient content delivery and ensures that all students receive the same foundational knowledge. Male teachers might find lecture-based teaching effective for covering large amounts of material in a relatively short period. It allows for the transmission of factual knowledge and conceptual frameworks that students need to understand the subject. Lectures allow teachers to maintain a central role in the classroom, reinforcing their authority and control. Male teachers might feel more comfortable in this role, using their presence and expertise to command attention and respect from students.

2) Discussion method

According to Johnson (2009), contemporary research indicates that many male teachers are also effectively using discussion-based methods to enhance student engagement and learning. The discussion method is highly effective in fostering critical thinking and analytical skills. Male teachers may value this approach because it encourages students to analyze information, evaluate different perspectives, and develop reasoned arguments. Through guided discussions, male teachers can challenge students to think more deeply about the subject matter, ask probing

questions, and justify their responses. This process helps students to not only understand the content but also to develop important cognitive skills that are essential for academic and real-world success.

3) Contextual method

According to Dewey (1938) about the importance of experience in education, arguing that learning should be rooted in real-life situations that are relevant to the learner. He believed that education should not be confined to rote memorization or abstract concepts disconnected from students' lives. Male teachers using contextual learning might design lessons that draw directly on students' personal experiences and everyday lives. By incorporating elements of students' daily experiences into the curriculum, male teachers can make learning more meaningful and engaging, helping students understand the practical applications of their academic studies.

b. Teaching method used by female teachers

1) Cooperative learning

Research has suggested that female teachers are more likely to employ cooperative learning method than their male counterparts. Female teachers might find cooperative learning beneficial for classroom management. Related to Gillies (2003) by engaging students in group work, teachers can reduce disciplinary issues and create a more structured and inclusive classroom environment. Cooperative learning theory emphasizes the

importance of positive interdependence and individual accountability in group work (Johnson, 1989). This theory supports the use of cooperative learning to enhance student engagement and achievement. A female teacher might use "jigsaw" activities where each student in a group becomes an expert on a particular topic and then teaches it to their peers. This method not only promotes collaboration but also helps students develop a deeper understanding of the material through teaching.

2) Inquiry-based learning and Problem-based learning

   Inquiry-based learning and problem-based learning involves students exploring questions, problems, or scenarios, driving their learning process through curiosity and investigation. This method encourages critical thinking, problem-solving, and independent learning. Female teachers might design science projects where students conduct experiments to answer their own research questions. This method allows students to take ownership of their learning and develop inquiry skills (Dewey, 1938).

2. **The factors that influence the different of male and female teachers' teaching method**

   Hyde (2014) said that male and female teachers may develop different identities and self-perceptions based on various factors, including societal expectations, personal experiences, and professional training. The following

are some of the factors that influence the differences between male and female teachers in choosing teaching methods.

1) Differences in identity and self-perception

Differences in identity and self-perception can shape their approach to teaching and their choice of teaching methods. Male teachers who perceive themselves as disciplinarians may believe that maintaining order and control in the classroom is essential for effective teaching and learning. As a result, they may employ more authoritative teaching methods, such as direct instruction and behavior management strategies that emphasize rules and consequences.

On the other hand, female teachers who see themselves as caregivers may prioritize building relationships with their students and creating a supportive and nurturing classroom environment. They may use teaching methods that foster collaboration, empathy, and emotional support, such as cooperative learning activities, one-on-one discussions, and personalized feedback. Male teachers tend to emphasize grammar and structural elements of the language. They often favor traditional methods such as Grammar-Translation Method. While female teachers are typically more inclined towards communicative approaches compared to their male counterparts. They often prioritize interaction, student participation, and collaborative activities (Sunderland, 2000).

2) School environment

The school environment can significantly influence male and female teachers in their choice of teaching methods. Research by Yu and Leithwood (2014) suggests that factors such as school culture, leadership practices, and available resources can shape teachers' instructional decisions.

a) School culture

A school with a strong culture of collaboration and professional learning communities may encourage teachers to implement student-centered teaching methods, such as cooperative learning or project-based instruction. In contrast, a school with a more traditional and hierarchical culture may promote teacher-centered approaches, such as lecture-based instruction or direct teaching.

b) Leadership practices

The leadership practices within a school can impact teachers' choices of teaching methods. Research by Leithwood and Jantzi (2006) indicates that transformational leadership, characterized by visionary leadership and support for innovation, can foster a climate of experimentation and risk-taking among teachers. In such schools, male and female teachers may be more inclined to adopt innovative and research-based teaching methods that align with the school's vision and goals.

c) Available resources

The availability of resources, such as technology, instructional materials, and professional development opportunities, can also influence teaching methods. For example, a school with access to technology tools and training may encourage teachers to integrate digital resources and interactive learning activities into their instruction. Male and female teachers who feel supported and equipped with the necessary resources are more likely to experiment with new teaching methods and adapt their practices to meet the needs of diverse learners.

In terms of differences between male and female teachers in responding to the school environment, research by Johnson, Kraft, and Papay (2012) suggests that female teachers may be more influenced by the social and emotional climate of the school. For example, female teachers may prioritize creating a supportive and inclusive classroom environment, focusing on building relationships and meeting the socio-emotional needs of students. In contrast, male teachers may be more influenced by the academic and performance-oriented culture of the school, emphasizing rigorous instruction and high expectations for student achievement.

3) Student interaction

Interaction with students can significantly influence male and female teachers in choosing teaching methods. Research conducted by Martin, Yin, and Mayall (2015) found that teachers' interactions with students, including their observations of students' learning styles, engagement levels, and responses to different instructional approaches, play a crucial role in shaping their pedagogical decisions.

a) Communication style

Male and female teachers may demonstrate different communication styles in their interactions with students. For example, research suggests that male teachers often use more directive language and assertive communication, while female teachers tend to employ more nurturing and supportive language (Bennett, 2012). These differences in communication styles can shape the way teachers engage with students during instruction. For instance, a male teacher may prefer a more structured and directive teaching approach, such as explicit instruction or lecture-based delivery, which aligns with his assertive communication style. In contrast, a female teacher may gravitate towards teaching methods that foster collaboration and dialogue, such as group discussions or cooperative learning activities, reflecting her nurturing communication style.

b) Relationship building approaches

Male and female teachers may also differ in their approaches to building relationships with students. Research suggests that female teachers often prioritize building rapport and establishing emotional connections with students, whereas male teachers may focus more on maintaining authority and establishing clear boundaries (Kelchtermans, 2005). These differences in relationship-building approaches can influence the dynamics of teacher-student interactions and the choice of teaching methods. For example, a female teacher who emphasizes building trust and rapport with her students may be more inclined to use student-centered teaching methods that promote collaboration and active engagement. She may facilitate small group discussions or project-based learning activities to foster a sense of community and mutual respect in the classroom. In contrast, a male teacher who prioritizes maintaining authority and control may prefer more teacher-centered approaches, such as direct instruction or guided practice, to ensure discipline and order during lessons.

c) Responses to student needs

Male and female teachers may also respond differently to the individual needs and preferences of their students. Research suggests that female teachers may be more attuned to students' emotional and social needs, whereas male teachers may focus more on academic

achievement and performance (Riley & LoCasale-Crouch, 2011). These differences in responsiveness to student needs can influence the selection of teaching methods that best support student learning and development. For instance, a female teacher who is sensitive to students' emotional well-being may incorporate mindfulness activities or reflective journaling exercises into her lessons to promote self-awareness and emotional regulation. She may also provide opportunities for peer support and collaboration to foster a sense of belonging and inclusion in the classroom. In contrast, a male teacher who prioritizes academic rigor and achievement may implement more structured and goal-oriented teaching methods, such as direct instruction or mastery learning, to ensure that students meet academic standards and expectations.

4) Trends in education

A trend in education is the increasing use of digital tools for teaching and learning. Male teachers might quickly adopt new educational technologies like interactive whiteboards or learning management systems, using them to deliver content more efficiently (Li, 2020). For instance, a male teacher might use a flipped classroom model, recording lectures for students to watch at home and using class time for practice and discussion.

In contrast, a female teacher might focus on how technology can be used to enhance student engagement and collaboration. She might implement tools like online discussion forums or digital storytelling apps that allow students to express themselves and interact with peers, integrating these tools in a way that supports students' socio-emotional development.

D. The Previous Study

The researcher found some previous studies about the differences between male and female in learning process. It is conducted by Mercader & Duran-Bellonch (2021) with the title "Female Higher Education Teachers Use Digital Technologies More and Better Than They Think". The result confirm that the female teacher sees themselves as less digitally competent than their male counterparts. The similarities between this research, the researcher tried to find out the differences between male and female teachers in learning process. In the other hand, the difference of this research is this research want to find out in teaching method context while Cristina's research wants to find out the use of digital technologies between male and female teachers in learning process.

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male teachers demonstrated better performance in laboratory-based classes. The similarities between this research, the researcher tried to find out the differences between male and female teachers in the learning process. The difference of this research is that this research talks about teaching methods while Ahmad's research talks about teaching style.

The third previous study from Sriyanda (2021) with the title "Vocabulary Learning Strategies Of Male And Female Students (English Language Education Department)". The results of previous study showed that both male and female students used multiple strategies when learning vocabulary. These included cognitive, metacognitive, social, memory, and willpower strategies. Meta-cognitive strategies were the most frequently employed strategies by both genders, whereas cognitive strategies were the least frequently used strategies overall. Nonetheless, there is a method that works for both male and female to expand their vocabulary, and that are (1) watching movies, listening to music, or using YouTube or podcasts. (2) Composing a short sentence and committing vocabulary to memory. (3) Reading articles, books, or journals. (4) Speaking in front of the mirror by yourself. (5) Only male students utilize group discussions and games. The similarities between this research, the researcher tried to find out the differences between male and female in the learning process. The difference of this research is the participants of the research are the English students, while the participant of this research are English teachers.

The fourth study from by Nasron (2023) with the title "The Difference Of Language Learning Strategies Between Male And Female Students". The result of this study showed that male and female students tend to use cognitive and compensatory strategies in the direct strategy, while the indirect strategy shows students using effective and social strategies. In addition, male and female strategies have differences in reading preferences, learning process, and language performance. The similarities between this study, the researcher tried to find out the difference between gender in educational field. The difference of this study is that Nasron's study talk about learning strategies used by male and female students while this study talks about teaching method that used by male and female teachers.
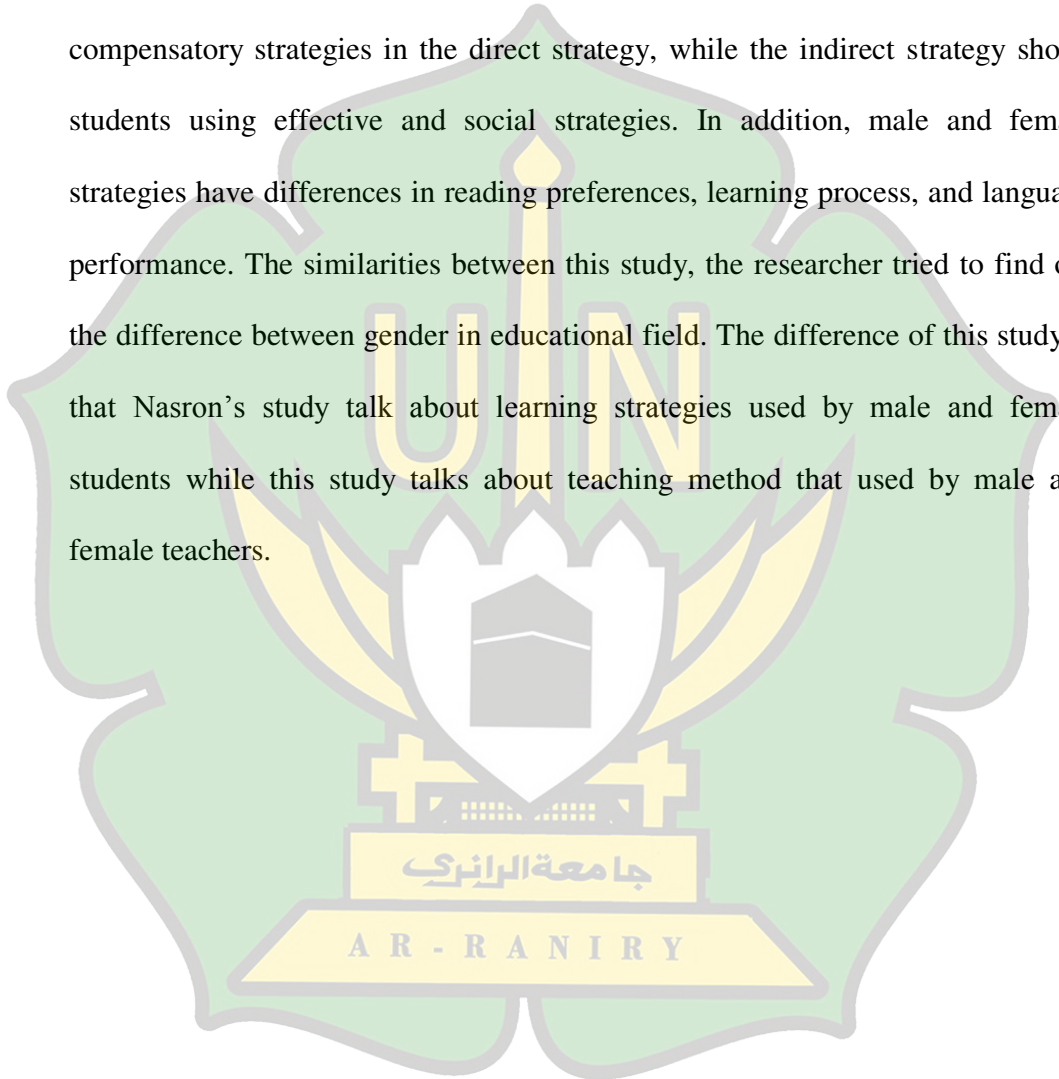
CHAPTER III

METHODOLOGY

A. Research Design

In this study, the researcher analyzed the differences between male and female teachers in choosing teaching methods. Therefore, the researcher uses a descriptive qualitative method. It is consistent with Creswell's (2012) idea that the qualitative technique is appropriate to address a research problem when the variables are unknown and need to be investigated. Additionally, Lambert (2012) noted that the term "descriptive qualitative" is a legitimate and appropriate description of a qualitative research design. It is typically utilized by another researcher, particularly one who is not experienced with qualitative research techniques.

Additionally, in this qualitative study the researcher utilizes An Interview as the one of the qualitative research methods. The interview used to get the finding of the differences between male and female teachers in choosing teaching method for English language learning. All of the result of this research will be explained using a descriptive qualitative method.

B. Research Participant

1. Population

The research was conducted at MAS Dayah Darul Ihsan Krueng Kale. It is located at Gampong Siem, Darussalam, Aceh province. The population is an area for generalization made up of items or subjects that take on specific

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quantities and traits chosen by researcher to be investigated and yield results (Nuryadi et al., 2017). The population in this study were English Teachers at MAS Darul Ihsan with a total of seven English teachers (four male English teachers and three female English teachers).

2. **Sample**

In this study, the researcher used total sampling. The decision to include all seven english teachers (four male teachers and three female teachers) in the study was made to provide a holistic understanding of teaching methods employed across genders in the school. Through interview, data was collected from each teacher, allowing for a detailed exploration of their instructional strategies, pedagogical beliefs, and classroom dynamics. Total sampling, also known as complete enumeration, involves collecting data from every single member of the population. This method is often used when the population size is small, making it feasible to study the entire group without sampling (Lenth, 2001).

C. **Technique of Data Collection**

The researcher used interview to collect the data. Interview is a qualitative research method in which a researcher interacts directly with a participant or group of participants. This method enables in-depth examination of perspectives, experiences, and opinions, resulting in rich and

context-specific data (Kvale,1996). The researcher prepared seven questions as an interview instrument to get more information and collect the data.

D. Method of Data Analysis

In the last process of analyzed the data, the researcher interviewed four male teachers and three female teachers at MAS Darul Ihsan. The data has been recorded based on purposes of the study that to collect the data about the differences between male and female teachers in choosing teaching methods. There are some steps that researchers use to processing interview data:

1. Organize the Data: Start by transcribing the interviews and sorting all the collected information.

2. Read Through the Data: Read all the transcripts to get a sense of the overall content.

3. Coding: Break the data into chunks and label these chunks with codes to describe their content.

   a. Open Coding: Identify and label key ideas in the data.

   b. Axial Coding: Find connections between these ideas and organize them into a framework.

   c. Selective Coding: Pick the main idea and relate it to other ideas, checking if these relationships make sense.

4. Identify Themes: Use the codes to find broader themes or categories that represent major findings.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consist of two sections. Those are research findings and discussion. Research findings sections tell everything that was found during the research that answered the two research questions proposed in this study. Whereas in the discussion section, the findings drawn and linked to previous research and experts.

A. Research Findings

Generally, male and female teachers used same teaching method for English language learning. But, when researcher examined more deeply, male and female teachers used different teaching method for their teaching and learning process. In the other hand, Male and female teachers have the same target to achieving a n effective teaching and learning process even though they used different teaching methods.

The results were explained through two findings, which are the teaching methods used by male and female teachers and the factors that influenced their choices in choosing their teaching methods. For each point, the researcher provided a detailed analysis of the teaching methods used by male teachers and teaching methods used by female teachers. Participants in this study were initialized as R1, R2, R3, R4, R5, R6, and R7

1. **Teaching Method Used by Male and Female Teachers**

There are several teaching methods that are used by male and female teachers which are Problem Based Learning, Lecture Method, Cooperative Learning, Discussion Method, and Contextual Method. When using teaching method, male teachers more often use lecture or discussion methods and contextual method while female teachers more often use cooperative or problem-based learning.

a. **Teaching method used by male teachers**

1) **Discussion and lecturer-based methods**

The researcher found that 2 out of 4 male teachers who has interviewed used the discussion and lecture methods on the grounds that they were more practical and did not take much time. In line with this reason, they said:

> *"As for the teaching method, it's more conventional. But it's more about a lot of practical things there. So, if for example I bring it to games, then it makes our time run out, so it's more about lectures, discussions, lectures, discussions and then working on examples"*. (R7, June 2024)

> *"I usually just give instructions. "You do this, this, this". I prefer to give a little theory. Later I will give an assignment. From that assignment I can then give an explanation"*. (R3, June 2024)

Two male teachers tended to use discussion and lecturer method. They chose this method to get more practical teaching and make teaching activities did not take much time. They also chose these methods to keep the class more focused and ensure that all students understood the material without spending much time.

2) Contextual method

The researcher found that 2 out of 4 male teachers used Contextual method and Holistic approaches. The reasons that they prefer choose these methods because they always focus on students' skill, they focused on how students can understand the material related to their life and their environment. They used these methods also to focused on how students can master the English skills by only teach one material. In line with these reasons, they said:

"For methods, I don't focus on one method. I often use the Holistic approach to language teaching. Teaching a language, let's say you know, when I teach speaking, don't just teach speaking. At the same time, I should be able to relate it to reading, and also to speaking. Therefore, when teaching speaking, don't just teach speaking". (R6, June 2024).

"There is nothing specific in this one. I used the interactive method, Contextual. Contextual means that I ask the students to write what they experience. Using as much vocabulary as they can. So, if they want to use more sophisticated words, they will continue to open the dictionary. So, it doesn't matter, the quality of writing will appear according to their ability, their vocabulary insight, their grammar insight". (R2, June 2024).

Based on the findings above, two male teachers tend to used contextual method and holistic approach. They chose this method to keep the students get more understanding about the material connecting to the real-life. Furthermore, male teachers always focused on student development and achievement, therefore male teachers chose those method to make the student more focused in developing themselves without spending much time.

b. **Teaching method used by female teachers**

1) **Cooperative method and Problem-based learning**

This study found that female teachers tend to choose cooperative method and problem-based learning for English learning with the reason that the method can make students more active and attract students to be more communicative with their peers. In line with the reasons, female teachers said:

> *"For example, like Jigsaw, so I encourage them to be active, so it's more interactive"*. (R1, June 2024).

> *"To make students interested, sometimes I use scramble sentences, so they first conceptualize the term, for example what text is there, so understand the concept first with scramble sentences after that they arrange the structure first from paragraphs or sentences, then after that I just make a discussion group"*. (R4, June 2024).

> *"Regarding my teaching method, it varies. Now, I use the scientific approach. Problem-based learning, so I give a problem and then students learn to solve it themselves"*. (R5, June 2024).

The reason female teachers chose this cooperative method and problem-based learning was because students first asked what they did not understand to their friends rather than to the teacher.

2. **The Factors that Influence the Different of Male and Female Teachers' Teaching Method**

The Factors that influence male and female teachers in choosing teaching method was analyzed by the result of the interview. These factors consist of the school environment, student interactions, and responses to trends in education.

a. **School environment**

Regarding the participants answer in the interview process. This research found that female teachers got much influenced from school environment than male teachers. Male teachers also got influenced by school environment but they prefer to build their own environment so that it suits the teaching method they choose compared to female teachers. while female teachers in choosing teaching methods, they see how the facilities and infrastructure at school can support their teaching, so that it affects them in choosing teaching methods.

Male teachers said:

> *"As for environmental influences, I don't think there are any. It's just based on my experience. And based on what I used to do. And I think it's good and liked by the students"*. (R3, June 2024).

> *"Because I also learn from people's opinions. Learning any language must be in that language. When I teach English, I create an English environment"*. (R6, June 2024)

> *"When I choose a method, it is of course looking at the children's field conditions. Is this suitable for girls, is this suitable for boys. If it's for girls, of course, I choose a method that suits the character of the children. It also affects the time of day, whether I teach in the morning, afternoon or evening. If I teach in the afternoon, for example, I need a method that requires a lot of movement. If I teach in the morning or at night, I will create a fresh atmosphere"*. (R7, June 2024).

Based on the findings above, male teachers preferred to build their own environment. They explored from their experience and observed how the atmosphere in the environment could suit the method they chose.

Female teachers said:

> *"It has a very big influence. infrastructure facilities as well, then also the students are very influential for the selection of teaching method. The environment includes the availability of facilities and infrastructure because here the computer lab is limited and I have a lot of classes, so if there is a time when I teach, I can use it, the material or techniques that I will carry out in class are adjusted to what is available. But if the availability is only Multimedia, then I will adjust it again".* (R1, June 2024).

> *"There must be a lot. Because there must be something that supports it all, maybe around 80%. Facilities and so on. Infrastructure, facilities. Usually if it's descriptive material. But if it's something like this, there's no material for grade 12 MA. If it's like descriptive text, maybe you can only give them pictures. So, from the picture they will describe to make sentences and so on".* (R4, June 2024).

> *"Usually, we are not allowed to watch. Because the English videos are usually quite vulgar. So that will limit the difficulty of finding videos that can be shown to dayah students".* (R5, June 2024).

Female teachers paid more attention to how the methods they chose could be in accordance with the environment. They selected methods based on the facilities and infrastructure that could support their teaching.

b. Student interactions

Regarding the participants' answers in the interview process, this research found that male teachers used more directive language and enforced more discipline when interacting with their students and controlling the class to be active. Female teachers, on the other hand, used more supportive language. Male teachers provided clearer instructions to the students.

Male teachers said:

> *"To get the students to participate in the class, I will supervise them and go around to make them participate in the class".* (R3, June 2024).

> *"That is the way to organize every student to participate. There is no other way except the group work. It must be group work so that all students are active, and the teacher must control. There is no other way".* (R6, June 2024).

> *"I made sure everyone was following the lesson. There were students whose minds were wandering. I reprimanded them. Moreover, if someone is chatting, I will definitely reprimand them. Before we start, I tell everyone to focus. If one or two students are not focused, I will not start the lesson. Before I start, I brief them at the beginning".* (R2, June 2024).

> *"To make the class more active and the students more manageable. I will go around the class to make sure they are not chatting while doing the task or even try to reprimand them".* (R3, June 2024).

Male teachers became stricter, ensuring that all students focused. They paid close attention and walked around the classroom, making sure students stayed on task and did not hesitate to reprimand them directly if necessary.

Female teachers said:

> *"To make them active, I often make it group And it must be a mix of students who can and those who are less so that the class atmosphere is alive. The group cannot be too many either; at most 4 people so that everyone is active This means to make the group more active".* (R1, June 2024).

> *"In order for students to participate, I definitely tell them to pay attention to me. For example, make a game, that's sure everyone will be happy and pay attention right away".* (R5, June 2024).

The statement above indicates that when female teachers interacted with and controlled the class, they were more relaxed, created a more interactive atmosphere, and focused on supporting the students.

c. Responses to education trends

The researcher found from all participants' interviews that male and female teachers respond differently to trends in education. Male teachers were more likely to follow trends, such as the use of technology, and they actively explored the latest developments to apply them in the classroom. On the other hand, female teachers were less likely to follow trends and primarily used pictures or printed materials to support classroom teaching.

> *"But when it comes to technology, it seems that male teachers are more advanced. More often use the application. Because male teachers are usually more updated using technology. So, they have to follow the development for its use. Female teachers usually tend to be lazy. More often just stay in a comfortable position"*. (R1, June 2024).

> *"But usually, if for example I take part in the training. So, there is an upgrade. for example, there is new training, there is training that gets new trends, I use it. if I think it's good, I use it, then I try it first a few times to see how the students respond"*. (R3, June 2024).

> *"News reading or storytelling. Practice with a prompter. It encourages students to speak faster. They get the speed and fluency"*. (R2, June 2024).

Based on the findings above, male teachers explored educational trends more than female teachers. Male teachers were more likely to apply new technologies or trends in their classes, while female teachers were less inclined to follow these trends.

B. Discussion

This research examined the differences between male and female teachers in choosing teaching methods for English language learning. The purpose of the study was to identify the teaching methods used by male and female teachers and the factors influencing the differences in their choices. Data for this research were collected through in-depth interviews. The participants included seven teachers, consisting of four male teachers and three female teachers from MAS Dayah Darul Ihsan.

Male and female teachers had different identities and self-perceptions based on various factors that could influence their choices of teaching methods (Hyde, 2014). This research addressed two questions. The first question concerned the teaching methods used by male and female teachers in English language learning. Based on the interview results, male teachers tended to choose discussion methods, lecture methods, and interactive methods such as holistic and contextual approaches. Many male teachers effectively used discussion-based methods to enhance student engagement and learning. They valued this approach because it encouraged students to analyze information, evaluate different perspectives, and develop reasoned arguments (Johnson, 2009).

On the other hand, female teachers viewed themselves as supporters and prioritized their relationships with students. They focused on building collaboration and interactive teaching environments. Consequently, female teachers tended to use cooperative and problem-based learning methods to strengthen student relationships

and keep students active in class. Female teachers found cooperative learning beneficial for classroom management. By engaging students in group work, they were able to reduce disciplinary issues and create a more structured and inclusive classroom environment (Gillies, 2003)

Furthermore, in answering the second research question about the factors influencing the differences between male and female teachers in choosing teaching methods for English language learning, it was found that factors such as school culture, leadership practices, and available resources could shape teachers' instructional decisions (Yu and Leithwood, 2014). The research revealed that the school environment, student interactions, and the ways in which male and female teachers responded to educational trends influenced their choices of teaching methods.

Firstly, female teachers were more influenced by the school environment when choosing their teaching methods. They prioritized creating a supportive and inclusive classroom atmosphere, focusing on building relationships and addressing the socio-emotional needs of students (Johnson, Kraft, and Papay, 2012). In selecting teaching methods, female teachers considered how the facilities and infrastructure at the school could support their teaching, which affected their choices. In contrast, male teachers tended to create their own environment when teaching. They strived to build a school environment that aligned with their preferred teaching methods.

Secondly, the research findings indicated that male and female teachers differed in their interactions with students. Male teachers tended to be more

disciplinary and used more directive language when interacting with their students. In contrast, female teachers used more supportive language, prioritizing the building of rapport and establishing an emotional connection with students (Kelchtermans, 2005). Male teachers generally preferred more structured, teacher-centered approaches, such as direct instruction or guided practice. Female teachers focused on building trust with their students and tended to use student-centered teaching methods. They also facilitated group discussions and problem-based learning to foster relationships that promoted collaboration and active engagement.

The last factor is that male and female teachers responded differently to trends in education, which also influenced their choice of teaching methods. Male teachers were more likely to explore and adopt new trends. When they encountered new trends, they often integrated new educational technologies into their classes. In contrast, female teachers tended to rely on traditional methods, such as using pictures or printed materials to support learning, and generally remained within their comfort zone. This aligns with Li (2020), who stated that male teachers quickly adopted new educational technologies, such as interactive whiteboards or learning management systems, to deliver content more efficiently.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Teaching method is an important thing for teachers in teaching. By employing suitable and choose the right teaching method can reach the goal of teaching and learning process. Effective methods increase student interest and motivations. Therefore, teachers need to choose the right teaching method to support students goal the learning process with critical thinking and knowledge. The findings of this research could be concluded that male teachers more used discussion or lecturer methods and interactive method, while female teachers tend to used cooperative and problem-based learning methods.

In addition, there are some factors that influences male and female teachers in choosing teaching method for English language learning. That are school environment, student interactions and respond to trends in education. This research found out that male teachers prefer to choose their environment when they teach while female teachers got more influenced from facilities and infrastructure in the school. Male teachers also use directive and stricter when interact with student or control the class. On the other hand, female teachers used supportive language when interact with student and female teachers used to be more relaxed when they control the students in the class. This research also found out that male and female teachers respond differently to trends in education. Male teachers likely to explore and apply

new trends such as technology in education while female teachers only use picture and printed media to support their teaching and learning process.

B. Recommendation

Based on the findings, discussion, and conclusions of this research, several recommendations are provided to teachers and future researchers to enhance their understanding of the research. Firstly, it is important for both male and female teachers to be aware of their teaching method. As teachers, they have the same goal in teaching, so they have to be aware of what teaching method they choose to support student achieved their knowledge.

In term of future research, it is recommended to conduct more in-depth investigation on this topic and similar subject. It is advisable for future research to closely investigate the performance of male and female teachers and how they apply their teaching method more effectively. This could involve more detailed analysis of the differences between male and female teachers in teaching. Incorporating a broader range of variables such as social culture influences and teachers' experiences would provide more comprehensive understanding about teaching method in their teaching performance between male and female teachers. By addressing these aspects, future researchers can contribute significantly to the existing knowledge in the field and provide valuable insights for effective teaching method implementation.

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Appendix A Appointment Letter of Supervisor
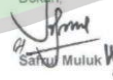
KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1716/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan
Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU
Menunjuk Saudara :
Azizah, S.Ag., M.Pd

Untuk membimbing Skripsi
Nama : Rauzatul Zannah
NIM : 200203028
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Differences Between Male and Female Teachers in Choosing Teaching Method for English Language Learning**

KEDUA
Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA
Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT
Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,

Safrul Muluk

Tembusan:
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B   Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-4352/Un.08/FTK.1/TL.00/5/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala MAS Darul Ihsan Krueng Kalee

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/Nim   : Rauzatul Zannah / 200203028
Semester/Jurusan : VIII/ Pendidikan Bahasa Inggris (PBI)
Alamat Sekarang : Jl. Sukarno Hatta No.10, Meunasah Manyet Ingin Jaya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Differences Between Male and Female Teachers in Choosing Teaching Method for English Language Learnig* .

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 Mei 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 31 Juli 2024   **Prof. Habiburrahim, S.Ag., M.Com., Ph.D.**

Appendix C   Confirmation Letter from the School

KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
معهد دار الإحسان للتربية الإسلامية
DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE
NPSN:10114246; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN
Nomor: 057/Ma.01.038/PP.00.6/07/2024

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama   :   Rauzatul Zannah
NIM   :   200203028
Prodi/Jurusan   :   Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan Ihsan dengan judul:

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 18 Juli 2024
Kepala Madrasah,

Ataillah, S.Ag
NIP. 19760103 200710 1 002

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Appendix D   List of Interview Questions

Assalamu'alaikum Wr. Wb.

I am Rauzatul Zannah, a student of Department of English Language Education at UIN Ar-Raniry. I intend to interview you about "The Differences Between Male and Female Teachers in Choosing Teaching Method for English Language Learning". You will be asked several questions to get the data for this research. Your name will remain confidential and the interview will take 30-45 minutes maximum. So, I would like you to feel comfortable in expressing your ideas during the interview.

Questions:

1. What teaching method do you use most often in teaching English?
2. How do you choose teaching methods for each specific class or topic?
3. Do you feel there is a significant difference in the way male and female teachers choose teaching methods? If yes, what are the differences?
4. Do you see any patterns in the way male and female teachers in your school teach English?
5. How much does the school environment influence your choice of teaching methods?
6. How does your interaction with students influence your choice of teaching method?
7. Do you feel that male and female teachers respond differently to trends in education, which influences their choice of teaching methods?

Appendix E   List of Participant and Interview Transcript

No.	Participant	Gender	Respondent Code
1.	IF	Female	R1
2.	MR	Male	R2
3.	SF	Male	R3
4.	HM	Female	R4
5.	SR	Female	R5
6.	AM	Male	R6
7.	FA	Male	R7

Participant Code   : R2

Interviewee (Initial)   : MR

Gender   : Male

Day, Date   : Wednesday, 4th June 2024

Place   : Dayah Darul Ihsan

Transcript	Main Idea
If it's a teaching method, I just mix it. I don't have, oh use this method, use this method. But often, I used interactive method.	Used interactive method
So, I use an interactive approach. Contextual. Contextual means that we ask the children to write what they experience.	Used contextual approach
Using as much vocabulary as they can. So, if they want to use more sophisticated words, they will continue to open the dictionary.	Relating contextual approach to student experience
So, it doesn't matter, the quality of writing will appear according to their ability, their vocabulary insight, their grammar insight	Student achievement based on their experience
It's personal. It's not a gender issue, it's more of a personal issue. I mean the basis of my experience choosing between listening speaking, grammar writing, and reading skills.	Not sure about teaching method that used by male and female teachers in Darul Ihsan

Because initially I saw a teacher who was more likely to teach according to the skills that stood out to him.	Teacher chooses teaching method based on their skill
There are also male teachers who are more inclined to grammar. Maybe the students are confused with grammar. Because if the student doesn't understand the grammar, I can't teach them. If it's writing, I tell them to do it in the writing grammar lesson, when the focus is on writing. Give them the task to write first. Then when they write, we correct them. But it is during the correction that we teach grammar. We repeat what they have learned.	Male teachers often teach grammar in speaking, listening or reading.
But the condition is like that. The kids are not in the right mood, it's the last hour sometimes or something. There are some who don't come in on that day because they are participating in a competition. Those leftovers sometimes don't have the enthusiasm to learn anymore. So, everything has to be adjusted.	Build learning environment that suit to the school situation
When I used to teach, my main concept was that student improve their skills. Now this skill improvement we find ways in various ways, right? What we can't equate between one class and another, in general, is because students are different. Because we want to improve their skills, I look for ways to use materials that suit them.	Choosing teaching method that can improve students' skills
I made sure everyone was following the lesson. There were students whose minds were wandering. I reprimanded them. Moreover, if someone is chatting, I will definitely reprimand them. Before we start, I tell everyone to focus. If one or two students are not focused, I will not start the lesson. Before I start, I brief them at the beginning.	Gives discipline treatment and clear instructions.
It turns out that when using multimedia, more male teachers are exploring on trend	Male teachers more explore about trend in education
I usually implement technology when teach. For example, news reading or storytelling. Practice with a prompter. It encourages students. To speak faster. They get the speed and fluency.	Familiar to technology like prompter

Participant Code   : R1

Interviewee (Initial)   : IF

Gender   : Female

Day, Date   : Wednesday, 4th June 2024

Place   : Dayah Darul Ihsan

Transcript	Main Idea
For example, the techniques are like jigsaw and also this problem-based learning, so I give them a problem and they learn to solve it themselves.	Used jigsaw and problem based
To make them active, I often make it per group And it must be a mix of students who can and those who are less so that the class atmosphere is alive.	Focus to build students' interaction to make the class active
The group cannot be too many either, at most 4 people so that everyone is active This means to make the group more active	Students' group have to active
I think if you look at it from a gender perspective, there is no difference.	Not sure about teaching method used by male and female teachers
It's usually more about what if we say ability or habit, maybe habit.	Teachers choose their teaching method based on their ability or habit
For me, looking at the conditions in the class, sometimes we have prepared this teaching method for this class because it is in accordance with the material and the atmosphere of the class. Then suddenly there is one thing and another Sometimes. The teaching method we use is changed, maybe a little different from what we have prepared.	Choosing teaching method based on learning environment
It has a very big influence. infrastructure facilities as well, then also the students are very influential for the selection of teaching methods.	School environment influenced the female teachers in choosing teaching method
The environment includes the availability of facilities and infrastructure because here the computer lab is limited and we have a lot of classes, so if there is a time when I teach, we can use it, the material or techniques that we will carry out in class are adjusted to what is available. But if the availability is only Multimedia, then we will adjust it again	Infrastructure is one of the school environments that influenced the female teachers

The teaching method is also according to the needs of the students, the ability of the students is also adjusted to the material that will be discussed.	Student also one of the factors that influenced female teachers in choosing teaching method
But when it comes to technology, it seems that male teachers are more advanced. More often use the application. Because male teachers are usually more updated using technology.	Male teachers more explore about technology
So, they have to follow the development for its use. Female teachers usually tend to be lazy. More often just stay in a comfortable position.	Female teachers more less in following trend in education