

TEACHER'S AND STUDENTS' BEHAVIORS IN BEHAVIOR-SPECIFIC PRAISE (BSP) TOWARDS STUDENTS' SPEAKING PERFORMANCE

(A Thesis)

**Submitted in partial fulfillment of the requirements for the Master's Degree
in English Education**

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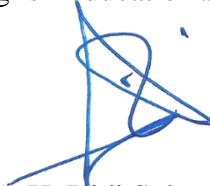
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SPEAKING PERFORMANCE*

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STATEMENT OF AUTHORIZATION

I certify that the thesis entitled “Teacher’s and Students’ Behaviors in Behavior-Specific Praise (BSP) towards Students’ Speaking Performance” is the result of my own work with the guidance of the academic supervisors. In this thesis, there are some works or opinions that had been written or published by others as a reference in the text with the name of the author mentioned and included in the references.

Bandung, December 2021

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ABSTRACT

Supervisor I: Prof. Dr. Nenden Sri Lengkanawati, M.Pd.

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Teachers' behavior has significant impacts on students' learning. One of the most prevalent teacher behaviors in the classroom is praise, particularly Behavior-Specific Praise (BSP), which was pioneered by experts to recognize and to praise students' specific behaviors. However, the use of BSP remains controversial. According to some researchers, praise can have beneficial effects on students. Others, on the other hand, argued that praise has detrimental effects. Within this space of argumentation, this study sought to ascertain both the positive and negative effects of the teacher's BSP on students' speaking performance, as well as the teacher's and students' responses to BSP during speaking class. The research design used was qualitative which included three data collection techniques: observation, questionnaires, and interview. This study was conducted at one of senior high schools in Bandar Lampung. The participants included one teacher and 30 eleventh graders. After analyzing the data, it was found that BSP mostly brought positive impacts such as positive body language, consistent focus, verbal participation, confidence and excitement to students' learning activity when the teacher gave it moderately, however, when the teacher gave it excessively, it would bring superfluous confidence, ineffectiveness, and dependency on praise which falls under the category of bad behavior. These categories emerged due to the teacher's excessive use of BSP remarks, her perceived negative body language, and the students' varying reactions to praise. The excessive BSP statements may also lead to lack of students' motivation, according to the questionnaire and interview data analysis. In addition to the moderate BSP statements use, the students would desire improvement in their academic performance.

***Keywords:** Behavior-Specific Praise (BSP), speaking performance, students' behavior, teacher's behavior, teacher's praise,*

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