

CHAPTER I INTRODUCTION

This chapter covers background of the study, research questions, objective of the study, significance of the study, scope of the study, definition of key terms, thesis organization, and concluding remarks.

1.1 Background of the Study

Teacher's behavior is one of the main determinants in shaping stimulation and learning for the students. Hein (2012) points out that the term "teacher's behavior" refers to the behavioral manifestation of the act of teaching, which is performed in order to facilitate the learning of an individual or a group of individuals. As such, from Barmaki's (2014) point of view, it comprises all verbal and nonverbal behaviors displayed by a teacher in an academic context in order to impart education. It is evident that the teaching style and strategies used by the teacher provide varying results in terms of student's performance (Frunza, 2014). Thus, the teacher plays a critical role in creating an inspiring learning atmosphere in which students can flourish academically. As a result, a significant percentage of the responsibility for great learning rests with the teacher's behavior (Gafoor and Babu, 2012). 'Education' occurs as a result of the marriage of teaching and learning; thus, learning is only half as significant as teaching and plays an equal, if not greater, role in students' academic achievement (Witt & Wheelless, 2001). This is in line with Barker and Gump (1964) that point out that students' learning preferences and behaviors vary in the classroom, it also depends on how the teacher behaves in the classroom to increase the students' academic achievement. One of teacher's behaviors that the teacher mostly uses in the

classroom to build up the engagement between the teacher and the students is giving praise (Cossairt et al., 1973).

Most educational psychologists emphasize the importance of reinforcing positive behaviors or effective outcomes and highlight teacher recognition as an especially important and beneficial form of such reinforcement, praise (Ennis et al., 2018). Praise on academic achievement of students is an important part of the learning process, and something the teacher needs to do every day. This saying certainly applies to classroom behavior since teachers need to praise the students during the learning process to establish an interaction between the teacher and the students in the classroom. As the matter of fact, when students display unacceptable conduct or refuse to fulfill standards, it is important to them to get the notice, energy, and positive input from the instructor or the teacher immediately (Ennis et al., 2018). Also, when students do great things, they should get a positive praise from their teachers. By giving positive verbal praise, it might get the students motivation to do greater in the next days.

Generally, praise in the classroom environment has been frequently analyzed. White (1975) observed that teachers' rate of praise decreased as grade level increased, meanwhile, Brophy (1981) presented a quantitative study of praise in his seminal work reporting that praise is used instead of criticism, as it has the extra connotation of a more positive reaction compared to a right response. White (1975) recorded first and second grades had higher concentrations of recognition compared to other grade levels, the lowest at 1.3 approvals per minute found in second grade.

Praise will provide advantages for both students and teachers, cited as one of the most effective methods to mitigate disruptive behaviour and encourage prosocial activities (Cavanaugh, 2013; Chalk & Bizo, 2004; Sutherland, Wehby, & Copeland, 2000). Benefits for teachers who rewarded pupils more frequently included lower levels of mental fatigue and a greater sense of success in handling actions in classrooms (Reinke, Herman & Stormont 2013).

In Brophy's (1981) point of view, praise is commonly accepted as a tool for teachers to use for encouragement. Another reason for this is that it does not have the risks associated with concrete reinforcement. The latter can be pricey to purchase and time-consuming to administer consistently in the classroom, and its use gives rise to complaints ranging from health issues to questions of how to influence pupils. Praise is optional, and is commonly considered attractive not only because it can be an important reinforce, but also because it is believed to inspire pupils, help boost self-esteem, help develop a strong bond between teacher and pupil, and so on.

Specifically, praise can be divided into two different categories, general and Behavior Specific Praise (BSP) (Brophy, 1981). General praise involves the use of brief statements of ambiguous recognition, such as "Good Job, Elizabeth," "Way to Go," or "Nice Work, Jon." While general praise may certainly have benefits, it does not always clearly convey why the student has been recognized. In other words, BSP includes incorporating a detailed situational explanation to explain whether teachers recognize repeated behaviors and are likely expecting to occur more often in the classroom. Examples of BSP statements include "Class, nice job walking peacefully into the classroom and continuing your research," "I love how you are sharing your markers with Lauren, your table mates. Way to get moving!" Or "Hunter, good job being polite by lifting your hand and waiting to be named." These examples illustrate how BSP is more comprehensive than generic recognition, and offer guidance to students on facets of their results.

Additionally, in Indonesia, teachers frequently praise the students who demonstrate progress in the learning process. This usually occurs during the process of learning a language, particularly a foreign language in Indonesia, such as English. This is frequently the case in skill classes such as speaking. Following the presentation, students are typically applauded especially using BSP phrases and highlighting areas of their speech such as "Ah! I adore the manner in which you pronounce those

syllables.” or “I admire your performance when you can articulate it succinctly and directly.” Additionally, you can specifically praise the students and then follow up with commentary such as “Wow. The explanation used excellent word choices. However, it would be preferable if you could provide additional information concerning the current topic”. Other instances involving pronunciation may also occur, such as “That is just what I expect. I love the way you pronounce focus by correctly employing the phonetic /fəʊ.kəs/.”

BSP is one technique teachers should use to avoid and reduce difficult behaviors on a regular basis. Unlike general recognition, for BSP, teachers say or write the demonstrated correct conduct and whether it achieved standards or impacted academic/social performance (Kennedy & Jolivette 2008). Instead of uncontrollable variables such as intellect (e.g., "You are too smart") or skill (e.g., "You are a natural-born leader"), the student must be specifically asked what malleable element is being celebrated inside the student's control locus (e.g., "Good work preparing for this science exam, your initiative paid off").

In a specific purpose, BSP is used to give contribution to students' academic performance. Kyoshiba (2009) states that academic performance refers to the skills and competencies students have learned in a subject or course. It is essentially a measure of how well students did on the basis of certain educational standards defined by professional educators in the various evaluation items provided for them. By the success of students in appraised items such as papers, assessments and exams, the success of students is calculated in the classification according to the educational qualifications they have achieved. This educational requirement can be regarded as meeting national and international acceptance criteria for further studies in institutions.

This study focused on the BSP on the students' English speaking performance. English has been one of the mandatory subjects taught in Indonesia, from primary to university level. There are four essential macro-skills in English language teaching and

learning that a person can master, one of them is speaking. Speaking is one of the most important competencies of everyday life. Each person needs to connect by communicating with others. It has now been really important as it plays a critical role in every aspect of life. People can share thoughts, views and information with others by speaking. Davies and Pearse as cited in Tuan and Mai (2015) claimed that the main objective of any English language teaching is to allow the learners to speak English correctly and effectively in the communication.

In speaking skill, there are many factors which can influence the students' performance such as gender, educational background, and psychological factors. These problems might be affected by some other important factors that may come from inside or outside students-self, either related to their ability or psychology. One of the internal and external factors related to the students' speaking influence are the students' psychology and their learning environment which can be affected by the teacher's behavior during speaking class (Nunan, 1999; Schwatz, 2005; Thornbury, 2005; Minghe & Yuan, 2013), especially Behavior-Specific Praise (BSP). Teacher's BSP might bring several advantages to students' speaking performance.

Another possible advantage is that BSP provides a clear declaration of the risk between actions and strengthening. This is where teachers may recognize the particular habits they are seeking to improve in the very act of praising. Yet not everyone enjoys praise. Most of these are individuals who feel learning is intrinsically worthwhile and satisfying, at least where learners are enabled to follow their own goals at their own rate (Montessori, 1964; Moore & Anderson, 1969; Piaget, 1952). Individuals who claim that any efforts to regulate extrinsic feedback are viewed as excessive, invasive, and even dangerous.

To some extent, it has been accepted that measures of assessment such as input from teachers and appreciation about the performance of students in different fields of learning will have both positive and negative effects on the learning process. In fact,

students can be motivated by evaluations provided by their teachers about their tasks completed. They may, on the one hand, be inspired and more ready to complete extra useful assignments (Elwell & Tiberio, 1994; Glazer, 2007; Lipnevich & Smith, 2008; Marzano, 2000; Sutherland, Wehby, & Copeland, 2000; Sweigart, Landrum, & Pennington, 2015). On the other hand, since they are satisfied with their present successes, they may become reckless and unable to perform any more activities (Cherne, 2008; Deci, Koestner, & Ryan, 1999). In all cases teachers need to learn how praise can affect their evaluations and affect them.

There have been several studies that investigate the use of Behavior Specific Praise (BSP) in a classroom. Ennis et al.'s (2018) study about Behavior-Specific Praise (BSP) underlined that BSP occurs when an instructor notices a student's conduct and encourages them to keep up the good work. For students at risk of emotional and behavioral issues, the researchers offered a step-by-step procedure in this article. Steps before, after, and after instruction. Hollingshead et al. (2016) studied the influence of BSP on 31 seventh-grade inclusion social studies students' on-task activities. Intense BSP enforcement boosted class-wide on-task activity. The teacher said that BSP was easy to be implemented and a departure from her previous reproofing procedure. Cavanaugh (2013) studied the use of performance reviews to assess teachers' responses to BSP. Achievement reviews, training, coaching, objective setting, self-monitoring, and role-playing are among the 24 papers Cavanaugh listed. Cavanaugh did not analyze the impact of extra support on student-level performance, instead focusing on teacher-level results. In addition, a comprehensive review of teacher-delivered behavior-specific praise on k–12 student performance was undertaken by Royer et al. (2019). The researchers reviewed the literature to determine if BSP might be regarded an Evidence-Based Procedure (EBP). Studies (N=6) examined BSP in K–12 classrooms with academic and/or behavioral student performance assessments by classroom teachers. BSP enhanced student time on task, decreased negative activities, and lowered tardiness.

Melvy Nancilia Putri, 2022

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

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These previous studies had addressed several processes of the teacher's BSP use in classrooms, the role of praise in motivating students, and a systematic review of teacher-delivered behavior-specific praise. However, there were a different analysis and scope between the previous studies and the current study. All of the previous studies put here analyzed about the students' positive effect of Behavior-Specific Praise (BSP). While, according to some researchers, BSP also had bad or negative effects on the students' learning process. Lipnevich and Smith (2008) surely had found that feedback and praise affect students positively and improve their learning. Others, in contrast, argued that feedback and praise lead to negative effects (Deci, Koestner, & Ryan, 1999). These differences illustrated the basis for the current research paper. It attempted to investigate the students' positive and negative outcomes of teacher's BSP in terms of speaking performance, also, to explore the students' responses about Behavior-Specific Praise (BSP) through their speaking performance.

1.2 Research Questions

Concerning the background and thesis statement above, the problems were formulated as follow.

1. What kinds of Behavior-Specific Praise (BSP) statement does the teacher use in the classroom during speaking class?
2. What are the impacts of BSP on the students' speaking performance?
3. What are the teacher's and students' responses regarding BSP in speaking class?

1.3 Objectives of the Research

Based on the questions above, the objectives of the research were:

1. To investigate many kinds of Behavior-Specific Praise statements that appear in the classroom during speaking class.

2. To explore the impacts of Behavior-Specific Praise (BSP) statements that appear during the speaking class
3. To find out the teacher's and students' responses about BSP dealing with speaking performance.

1.4 Significance of the Study

This research is hopefully useful for both theoretically and practically:

1. Theoretically

Theoretically, this study contributed to fill the gap of teacher-student behavior research on how teacher behaves during speaking class. This research can be used to reference those who want to research the English teaching process. The findings of this research study are expected to support the theory of teacher's behavior, teacher's praise, and Behavior-Specific Praise (BSP). It is also expected to give valuable references for future research on how teacher's Behavior-Specific Praise (BSP) influences students' speaking achievement in English learning. It is also supposed to reveal how teacher utters BSP in the teaching-learning process. Moreover, the result of this study would contribute to teachers' knowledge about the interaction they can build or improve in the classroom and fill the gap from the previous studies.

2. Practically

As a practical contribution, the result of this study is intended as valuable, informative feedback to the English teachers, especially on how they utter the BSP statements to the students during speaking class. This present research study is also intended to reflect how to give the proper teacher's BSP during the teaching-learning process, especially in speaking class. The teachers are expected to be more aware of their BSP statement's capacity and its quality to create better communication.

Furthermore, the result of the study can be used as a reference for lecturers and students in evaluating their proficiency in the classroom.

1.5 Scope of the Study

This study was a qualitative research which focused on investigating kinds of Behavior-Specific Praise statements that appear in the classroom during speaking class, finding out the students' responses about BSP dealing with their speaking performance (engagement), and exploring the good and bad outcomes of Behavior-Specific Praise (BSP) statements that appear during the speaking class. This research was conducted in one of senior high school in Bandar Lampung, especially in eleventh graders class. The reason why the researcher chose the eleventh grade students is with an assumption that their age is the most appropriate period to be considered as teenagers, and according to Harmer (2007), teenagers need to feel good about themselves and valued. Therefore, the researcher chose the eleventh grade students to participate in the study dealing with Behavior Specific Praise.

1.6 Clarification of Key Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows.

a. Teacher's Behavior

Teacher behavior is one of the main determinants in shaping inspiration and learning for the students (Hein, 2012). In this study, the term of teacher's behavior refers to teacher's praise which was used to appreciate or reinforce students' academic achievement especially in speaking performance.

b. Praise

Praise is used instead of criticism, as it has the extra connotation of a more positive reaction compared to a right response (Brophy, 1981). In this study,

the term of teacher's praise refers to Behavior-Specific Praise (BSP) which is more specific and is directly assisted to each of the students' behavior. In this case, the teacher will utter the BSP statements everytime the students do their job well in speaking class, and then the researcher will investigate the students' reaction towards the teacher's BSPS.

c. Behavior Specific Praise

Brophy (1981) states that BSP is defined as a praise declaration that indicates the desired actions that commend the praise. BSP includes incorporating a detailed situational explanation to explain whether teachers recognize repeated behaviors and are likely expecting to occur more often in the classroom.. In this study, the term of BSP refers to good and the bad impacts towards students' speaking performance which will be analyzed or will be taken a look at by the criteria written by Jones (2009) to find out whether the students' behavior is categorized as good behavior and the framework adapted from Guidelines of Effective Praise written by Brophy (1981) to see whether the students' behavior is sorted by type of bad or misbehavior.

d. Students' Speaking Performance

Alonso (2012) states that speaking performance is the speaking activity dealing with the performance talk which refers to public talk that transmits information to the audiences. In this study, students' speaking performance refers to the engagement of the students dealing with their speaking activity. It does not score the students' ability of speaking, it only analyzes the students' engagement during their performance in the speaking class.

1.7 Thesis Organization

Chapter 1 showed the background of the study, research questions, objective of the study, significance of the study, scope of the study, definition of key terms, thesis organization, and concluding remarks.

Chapter 2 reviewed the relevant literature of the study which involves concept of teacher's behavior, concept of praise, concept of Behavior Specific Praise (BSP), concept of students' speaking performance, concept of BSP through students' speaking performance, previous studies, and concluding remarks.

Chapter 3 discussed the methodology which was used in conducting the research. There were six parts in this chapter. They were research design, research site, research participants, data collection technique, data analysis, and concluding remarks.

Chapter 4 described about the results of the whole research. This chapter represented the data analysis and the presentation of data collected by means of the steps described in the previous chapter. This chapter aimed at answering the research questions proposed in Chapter I.

Chapter 5 presented the study's conclusion and recommendation based on the data reported in Chapter IV. This chapter was divided into four sections: conclusions, implications, limitations, and recommendations.

1.8 Concluding Remarks

This chapter had discussed the introduction of the research. It included background of the study which supported the basis of this study that motivates the researcher to conduct the study, research questions which supported the aims of the study, the significances of the study in order to give the readers and the teachers insights about applying BSP in the classroom, the definition of key terms with purpose to make each points clearer, and concluding remarks which concluded each points of the chapter.