

CHAPTER III

METHODS

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

3.1 Research Design

Since the research questions and the purposes of this study was dealing with investigating the 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, and exploring the good and bad outcomes of Behavior-Specific Praise (BSP) statements that appear during the speaking class, a qualitative descriptive study was used as the design for this study to give detail description of collected data (Creswell, 2009). It was also in line with Patton and Cochran (2002) that qualitative is characterized by its aims, about the aspect of social life, and the method also relates to the use of verbal language production to analyze the data.

This study employed qualitative purposeful sampling in which the participants were selected intentionally to understand the current phenomena. Palinkas, et al (2015) assert that in order to identify and pick informational cases linked to the phenomenon of interest, purposeful sampling is commonly used in qualitative research. This stands to reason that purposeful sampling was needed in this case since the study had planned to identify the large cases related to the current phenomena.

This research design took several steps such as (1) the researcher pre-observed several schools that have an active interaction in the classroom, (2) the researcher then decided one of the English teachers of the school chosen by using volunteer sampling, (3) after getting one teacher as the sample, the researcher chose eleventh graders as the the sample too. It stands to reason that eleventh grade students are in the age which is appropriately considered as teenagers, and as Harmer (2007) has stated that teenagers love to be praised.

The qualitative method was chosen since it is the best method that can be used to give the description of the research in details. Furthermore, this research was dealing with investigating what kinds of Behavior-Specific Praise statements that appeared in the classroom during speaking class, finding out the students' responses about BSP dealing with their speaking performance, and exploring the impacts related to the good and bad outcomes of Behavior-Specific Praise (BSP) statements that appeared during the speaking class which really needed the specific aspect of description to understand the data. Also, one of the instruments of this study was an open-ended questionnaire. As it is stated by Cresswell (2014) that qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found in questionnaires or psychological instrument. In the process of discussing the result, the qualitative method was needed there.

3.2 Research Site

This study was conducted at one of the senior high schools in Bandar Lampung. This school was chosen since the researcher had had an experience in teaching in this school for about one month (PPL); therefore, the access was less of an issue. The researcher had observed the way the teacher taught the students and the researcher found that the teacher had applied BSP in the classroom. However, to make it clearer, the researcher did further observation about the teacher in that school applying the BSP.

It is noteworthy that this study was conducted by online since the pandemic of COVID-19 was increasing day by day and the government had announced that the online learning was extended.

3.3 Research Participants

One teacher and 30 eleventh grade students which consisted of 13 males and 17 females were recruited as the research participants. This teacher was chosen since she has been teaching English for six years which means she has already experienced in teaching. Besides, the reason why the researcher chose the eleventh-grade students was with an assumption that their age is the most appropriate period to be considered as teenagers (15-16 years old), 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.

3.4 Data Collection Technique

3.4.1 Observation

The observation in this study was conducted to find out what kinds of BSP statements that the teacher used and to explore the students' good and bad outcomes of BSP statements and also the reason behind it during the speaking class. In observing the classroom, the researcher joined the zoom meeting or the google meeting of the classroom and recorded the activities. Video recorder was used when the students performed their speaking activity and when the teacher's Behavior-Specific Praise (BSP) towards their performance was used. Besides video recorder, the researcher also used field notes to enrich the result of students' outcomes through BSP. The researcher also developed observation sheet to avoid missing some information.

The observation in the online classroom was conducted in four weeks that involved four meetings. The observation table was drawn in the following table.

Table 3.1

Observation Table

Meeting 1-4

No	Subject	Excerpt	Type	Good					Bad				
				PBL	CF	PVP	SC	FnE	S	I	UC	DoP	FE
1	Teacher												
	Student												

*Table of APA Style 7th Ed

Notes:

- (PBL) Positive Body Language
- (CF) Consistent Focus
- (PVP) Positive Verbal Participation
- (SC) Students' Confidence
- (FnE) Fun and Excitement
- (S) Superfluity
- (I) Ineffectiveness
- (UC) Unhealthy Competition
- DoP (Depending on Praise)
- (FE) Feeling Enough

The critical points observed here were the students' body language which deals with their gestures and the eye contacts, consistent focus, verbal participation, student's confidence, and fun excitement. This study also observes the superfluity, ineffectiveness, unhealthy competition, depending on praise, and feeling enough indication. These categories were discovered by Jones (2009) and Brophy (1981) to see the impacts of BSP statement used by the teacher.

3.4.2 Stimulated Recalls

Stimulated recalls are a form of review reports after completion of the activity, but they include a video or audio recording that functions as a stimulus for the subject (Bowles, 2010). In this study, the teacher was video-recorded while teaching. Immediately, after she had taught, she was shown the video trailer and interviewed about her thoughts and reasons regarding the video given (Meier & Vogt, 2015; Ryan & Gass, 2012). In brief, with using stimulated recall, the teacher was confirmed about what she did on the previous meeting so that the research questions would have deeper

results. The critical points checklisted during this session were the types or categories of Behavior-Specific Praise (BSP) statements used by the teacher proposed by Stormont and Reinke (2009) which consists of (1) the praise happens after the expected behavior occurs, (2) the praise is behavior specific, or when explicit feedback is provided about what the student is doing, and (3) the praise is authentic.

3.4.3 Questionnaires

There were two open-ended questionnaires administered during the research. The questionnaires proposed by Soto (2014) was administered in order to investigate the students' responses and also their problems during the learning process through Behavior-Specific Praise (BSP). Then, the questionnaires proposed by Stromlid (2019) was used to find out the teacher's perception of using Behavior-Specific Praise (BSP) during speaking class. The researcher chose open-ended questionnaires because the purpose of the questionnaires used in this study was only to find out the perceptions or perspectives of teachers and students regarding the application of BSP in speaking class (RQ number 3). The choice of open-ended questionnaires was because the answers to be given by participants would be broader and clearer so that they are easy to analyze. Questionnaires are given to students and teachers in the form of a google form which will then be asked again to the teacher and students to triangulate the data.

Questions are given in English. This is based on the results of discussions between the researcher and the teacher. The teacher wanted the researcher to ask questions in English so that students can, at the same time, train themselves in interpreting English. Many of the students' answers that were received did not come out of the context of the question, which meant that they really understood what was being asked. Most of them also answered in English.

There were at least 7 questions administered to the students and 10 questions conducted to the teacher. These questionnaires were used to answer the research question number three. Each item would be further listed below.

Table 3.2*Open-Ended Questionnaires to The Students*

No	Questions
1	In speaking class, when the teacher specifically praises your performance, what do you feel?
2	In speaking class, do you think that you have properly participated? Why?
3	In speaking class, do you feel motivated to participate properly? Why?
4	In speaking class, could you think of your teacher's positive words about your specific behavior on your performance? What are they?
5	In speaking class, when the teacher specifically praises you, do you concern about it? What are your favorite praise statements?
6	Are those specific praise statements bringing positive impacts to your next performance? Why?
7	Are those specific praise statements making you stop trying to the next performance because you think that you have already been enough? Why?

*Table of APA Style 7th Ed

Here is the further explanation about the questionnaires:

Those questions were directed to the students to find out their perceptions of Behavior-Specific Praise (BSP). Consistent with the close-ended questionnaires, this checklist was also adapted from Soto (2014). She used open-ended questionnaires to analyze the students' engagement of Behavior-Specific Praise (BSP).

Table 3.3*Open-Ended Questionnaires to The Teacher*

NO	Questions
1	Do you think it is important to know the underlying cause of a student's misbehavior to effectively intervene during speaking class?
2	Do you think it is best to ignore a student that seems to misbehave because of the attention the student receives during speaking class?
3	Do you think giving students rewards for completing assignments is bad because it decreases their intrinsic motivation to do their work during speaking class?
4	Do you think removing a privilege is a good way to get off-task students to do their work during speaking class?

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

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5	Do you think it is inappropriate to provide rewards for good behavior because students should know that they are expected to follow the rules during speaking class?
6	Do you think it is too time consuming to develop and dispense rewards for your students' good behavior during speaking class?
7	Do you specifically praise your students' good behaviors often during speaking class? And how is it useful?
8	Do you send disruptive students out of the classroom (e.g., to the office, in the hallway) often during speaking class? How is it useful? And how is it useful?
9	Do you provide classwide rewards when the class as a whole demonstrates good behavior (e.g., extra recess time, pizza party) often during speaking class? How is it useful?
10	Do you provide set up individualized reward programs to encourage good behavior in students who repeatedly misbehave often during speaking class? How is it useful?

*Table of APA Style 7th Ed

Further explanation of the questions are as follows:

The open-ended questionnaire was adapted from Stromlid (2019). She conducted the research about the effects of Behavior-Specific Praise (BSP) statements and used three teachers to become the participants. The questions given to the teachers were about their behavior in using Behavior-Specific Praise (BSP) in the class. The author gave several modifications to the questionnaires since this study focused on speaking class.

3.4.5 Interview

An interview with students was conducted to sharpen and strengthen the students' answers in the questionnaires. Interview in this study were used as data triangulation. The questions that have been asked through the questionnaires will be asked again in the form of an interview. Some of the students' answers seemed biased and unclear when answering the questions in the questionnaires. However, when the researcher re-asked the questions in the form of an interview, they can explain a little more in detail regarding the questions asked. This is the list of the questions:

- 1) In speaking class, when the teacher specifically praises your performance, what do you feel?
- 2) In speaking class, do you think that you have properly participated? Why?
- 3) In speaking class, do you feel motivated to participate properly? Why?
- 4) In speaking class, could you think of your teacher's specific positive words about your performance? What are they?
- 5) In speaking class, when the teacher specifically praises you, do you concern about it? What are your favorite praise statements?
- 6) Are those specific praise statements bringing positive impacts to your next performance? Why?
- 7) Are those specific praise statements making you stop trying to the next performance because you think that you have already been enough? Why?

3.4.6 Framework Checklists

There were three frameworks used in this research. First framework came from Stormont and Reinke (2009) to see the frequency of types of BSP statements appearing during the learning process which dealt with the first research question, the second framework was discovered by Jones (2009) to see the appearing of good behavior categories, and the last framework was adapted from Brophy (1981) to find out bad behavior outcomes from the students during the learning process which dealt with the second research question. Each of the frameworks was further discussed below.

- a. Categories of BSP (Stormont and Reinke, 2009)
 1. The praise happens after the expected behavior occurs.
 2. The praise happens when the explicit feedback is provided about what the student is doing.
 3. The praise happens when it is authentic.
- b. Student's good behavior to BSP discovered by Jones (2009)

This framework was used to find out whether the students gave good outcomes in responding to Behavior-Specific Praise (BSP) given by the teacher. There are five categories of student's positive or good engagement. They are:

1. Positive body language (PBL)

The positives of the body are the contact with the eye, head position, leaning forward or backward and arms position. This showed the level of interest and attention of the students.

2. Consistent focus (CF)

The students' attention to the learning activities with minimal disruption indicates a consistent focus (Jones, 2009). A disruption that may occur in classroom activity are playing with gadgets, working for another class, and being passive in the learning.

3. Positive Verbal participation (VP)

There are several categories of this feature: to ask the teacher or the peer about the subject, and to share opinions in group discussions.

4. Students' confidence (SC)

If students are not confident enough, they will not ask the question about the subject they are discussing and answer the question. Students' confidence affects teacher-student communication.

5. Fun and excitement (FnE)

Class humor will prevent distressing conditions between teachers and students and may also excite students with the material they have received. The positive mood of the teacher may lead to a positive mood for students as well.

c. Student's bad behavior to BSP discovered by Brophy (1981)

This framework was adapted from Guidelines for Effective Praise written by Brophy (1981). This criteria was used to find out whether the students gave bad outcomes in responding to Behavior-Specific Praise (BSP) given by the teacher. There are five categories of student's negative or bad engagement. They are:

1. Superfluity (S)

If the teacher gives praise too much to the students, it may cause superfluity both in the amount of the praises itself and their confidence. They will act like they are the one who conduct the class without considering others because they get superfluous praise from the teacher.

2. Ineffectiveness (I)

If the teacher praises the students too much and without consideration of performance processes or outcomes, it will cause an ineffectiveness since the students do not crave to learn more about the subject.

3. Unhealthy competition (UC)

Students can compete, especially if praise is given sparingly over the year, to get praise from the teacher. This can lead to unhealthy connections and competitiveness.

4. Depending on praise (DoP)

Students can start to rely on praise, that means that they are depending on the teachers' praise, and their potential. When the students are out of class, they cannot do anything without praise that makes them unpleasant.

5. Feeling enough (FE)

By receiving too much praise, the students will think that they are enough. They become arrogant and do not want to improve their learning process.

3.5 Data Analysis

This study analyzed the data obtained qualitatively. It means that the data were recorded, summarized and interpreted accordingly. The process of analyzing data as follows:

1. Observation

For the observation, the researcher used video recorder and field notes (Creswell, 2014). The video recorded data were analyzed as follows: after the researcher recorded the activities in the classroom, the researcher then transcribed the teacher's utterance and stated the activity during the class. The taken transcription was given to the teacher to have a crosscheck if the transcription was valid. After that, the researcher selected some utterances which belonged to teacher's Behavior-Specific Praise (BSP) towards the students' speaking performance by using BSP categories framework discovered by Stormont and Reinke (2009). Next, the researcher identified and matched the teacher's utterance to each students' speaking performance. Then, the researcher observed by the same observation activity and find out the students' outcomes of BSP, whether it belonged to negative or positive outcomes.

2. Analyzing the Results through Frameworks

After getting the results of the observation, the researcher matched the results to each category written by Stormont and Reinke (2009) to find out which types of BSP statements frequently occurred in the learning process, the criteria discovered by Jonas (2009) to find out whether the students gave good outcomes dealing with BSP and speaking performance and the criteria adapted from Brophy (1981) to investigate whether the students' behavior were categorized as bad behavior dealing with BSP and speaking performance.

3. Questionnaire

After analyzing the observation, the researcher analyzed the collected data from questionnaire. Questionnaire was administered to investigate the teacher's and students' responses through BSP towards their speaking performance. Questionnaires collected from each student and the teacher were manually analyzed by the researcher since it was an open-ended questionnaire. It was analyzed to find out their perceptions of BSP statements. In other words, the researcher analyzed data based on extensive collection of the information provided by students and teachers. The researcher then

drew the conclusion from the related information. From the conclusion of the answer, it would also be seen the categories of behaviors that appeared. For example, the question “*Are those specific praise statements making you stop trying to the next performance because you think that you have already been enough? Why?*” the students’ answers varied and the conclusions were emerged about their respective behaviors apart from the observations. So, the interview and questionnaires were actually only to see the perceptions of teachers and students regarding BSP in speaking class, but it also functioned to strengthen the data from the observation.

4. Interview

The results of the questionnaires were repeatedly checked through the interview as the triangulation to see whether the data was valid. After investigating the students’ answers, the researcher collected the data and drew the conclusion about their responses of BSP towards their speaking performance.

3.6 Concluding Remarks

This chapter had showed the methodology of the study which was used in conducting the research. There were several parts such as research design which consisted of the planned design that was used in order to ease the process of researching, research site which employed the setting of the study and the way the study was conducted, research participants which listed the participants of the study and the reason why the researcher chose them, data collection technique which showed the instruments used in this research, data analysis which told about the ways how to analyze the collected data, and concluding remarks that summed up all points of this chapter.