

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

The preceding chapter discusses the findings and discussion in further detail. This chapter presents the study's conclusion and recommendation based on the data reported in Chapter IV. This chapter is divided into four sections: conclusions, implications, limitations, and recommendations. The first section summarizes the entire result of this study in relation to the research topics, the implication describes the incriminations and the suggestions related to the findings, the limitations explains the restraint of the study, and the recommendation section summarizes the request for additional specialist research on the connected topic.

#### **5.1 Conclusion**

This study focused on the use of Behavior-Specific Praise (BSP) by the teacher to recognize, to notice, and to give positive feedback to the students' good behavior in speaking class. The data acquired during the sessions listed in the previous chapter was given focuses on how the teacher delivered behavior-specific praise (BSP) to students during online speaking classes. It allegedly described how teacher had controlled and delivered her BSP statements, as well as how students responded to the praise. It referred to the frequency of BSP statements in speaking class and the students' replies to BSP statements dealing with good and bad outcomes. The quantity of Behavior-Specific Praise (BSP) statements increased from the first to the last meeting. Although the increase in BSP statements from the first to third meetings was only one point, the increase from the third to the last meetings was 4 to 6 points. It happened due to the teacher's and students' adaption to the online speaking class method in the first three meetings. The class interaction became more pleasant and entertaining after dealing with the adaptation of online learning, as evidenced in the 4th meeting. The first chart shown in the previous chapter depicted the percentage of teachers' BSP statements on each category from all observed online meetings.

Through observation, it was determined that the second element of Jones's (2009) BSP statement type 2 occurs when explicit feedback about the student's performance was provided. This component accounted for 40% of the percentage. The teacher desired at this point to concentrate on specific student behavior during speaking class. The teacher always gave students who performed well BSP (Behavior-Specific Praise) statements. Additionally, the teacher distributed BSP statements to students who demonstrated appropriate behavior in front of their peers. The teacher, then, commended all students for their positive behavior in speaking class, not just those who performed well, but also those who responded well. There were 34 teacher-student interactions with 67 Behavior-Specific Praise (BSP) statements throughout the learning process. As implied by the title, this study assessed students' oral communication abilities. Teacher's BSP statements were counted only if they were distributed to students during class interaction. Each meeting was subdivided into four subchapters. Each meeting presented its own set of circumstances and cases. Additionally, to facilitate reader comprehension.

Through the questionnaires, the majority of students appeared to have made an effort to participate fully in speaking class in order to gain a better understanding of the topics covered during the learning process. The author made the assumption that their proclivity for involving the entire class in the speaking learning process was normal. It was observed that the teacher's Behavior-Specific Praise (BSP) increased student engagement in the learning process. At this point, Behavior-Specific Praise (BSP) was an effective strategy for teaching students on how to successfully complete assignments. Simply praising students' accomplishments and providing effective guidance was sufficient to motivate them to improve their work and develop positive relationships with teachers. Additionally, BSP statements could aid in the creation of a welcoming and pleasant classroom environment. Effective BSP statements could help educators and students develop positive relationships. By providing students with a BSP statement, they could work on their speaking performance. Furthermore, teaching

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

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requires the use of gestures and facial expressions. They would assist teachers in communicating their ideas succinctly and vividly. Students asserted that using body language would aid in their retention of class material. Facial expressions, eye contact, and movement all constitute body language. They served a purpose in the classroom.

Indeed, some academics asserted that praising students could have the opposite effect. Praise could result in a deficiency of effort, innovation, and intrinsic motivation. When it came to behavior-specific praise, this statement of praise could have a detrimental effect on the student's performance (BSP). Observation revealed that at least 24 of Brophy's (1981) categories of bad behavior appeared during the learning process in response to teachers' BSP statements. Numerous factors played a role in this, including the teacher's excessive praise, the students' distractions, their arrogance, and their reliance on praise.

According to student surveys and interviews, some students preferred to be praised for their actions, while others despised it. Some people despised praise. The student's inappropriate behavior following praise was demonstrated when the teacher praised the students excessively. It had the potential to undermine intrinsic motivation by superseding internal standards and cultivating an unhealthy reliance on praise to the point where its absence indicates failure. Giving students' speaking performance Behavior-Specific Praise (BSP) was an unpredictable task for teachers. This meant that each student would respond differently to the BSP statement. According to the teacher, excessive use of BSP statements resulted in inappropriate outcomes or low levels of student engagement. Students may feel compelled to complete assignments more than once. This may be a result of excessive praise. Additionally, praise may have an effect on students' intrinsic motivation. Praising students during class could cause them to focus on the praise they were receiving rather than on the assigned tasks. Teachers should develop a balanced system for recognizing students' accomplishments.

In short, using Behavior-Specific Praise (BSP) statements in conjunction with students' speaking performance may increase student engagement and result in positive behaviors. However, excessive praise from teachers and students may result in inappropriate student's behavior such as ineffectiveness, reliance on praise, and feelings of inadequacy. It is dependable on how the teacher gave BSP statements to the students and on how the students react to the teacher's BSP statement.

## **5.2 Implications of The Study**

Jones (2009) states that giving BSP statements to the students may engage positive behavior in the classroom setting. It was in line with the result of the second research question that there were five categories of positive behavior appeared during the learning process. However, there were also five negative behaviors appeared after the teacher gave BSP statements to the students. From this findings, the teacher are expected to praise the students in standard amount of giving praise since superfluous praise may lead to ineffectiveness of students' behavior as what Brophy (1981) has pointed out that giving excessive praise may lead to the lack of students' motivation. From the research question number three, it was found that several students were not comfortable being praised excessively. They expected that the teacher could specifically praise them by being followed up by the feedback instead of the authentic statements. It made them more motivated to improve their performance in the next meeting. From the interview section with the teacher and the students, it was also found that several reasons of bad behaviors appearing were the negative body language from the teacher and the different responses of the students to the praise. The students expected that when the teacher praised them, the teacher could 100% engage in the statements uttered by maintaining eye contact and giving smile to the students while praising. This situation was supported by Suhrovna (2020) that states that every teacher's body language matters. Therefore, in teaching and learning activities, teachers are expected to pay attention to the amount of giving specific praise to the

students, understand their needs in the classroom setting, and maintain the positive body language to make BSP statements more effective and did not cause any bad behavior impacts.

### **5.3 Limitations of the Study**

The first limitation of this study was the data collected only in one month (January 28<sup>th</sup>-February 18<sup>th</sup> 2021). Therefore, the patterns observed during the short period of data collection may not reflect the patterns over a longer time. Besides that, the participants in this study were only one teacher and 30 students, which meant the findings was quite limited in representing the whole problems that would occur. Moreover, this study also was done by online started from the observation, the questionnaire, and the interview section. It made the researcher not so optimal in exploring the problems. Furthermore, the framework checklists used only by two experts; Jones (2009) and Brophy (1981) which made the limitation of possible behaviors appeared during the learning process. The questions asked in the interview of the teacher and several students were exactly similar with the questions written in the questionnaires.

### **5.4 Recommendations**

As stated previously, some recommendations can be made in order to conduct more comprehensive and meaningful research in this area. To begin, this study focused exclusively on one teacher, who served as one of the study's primary subjects. Additional researchers may employ multiple teachers as primary participants in the study. It is reasonable to have multiple teachers as research subjects because there will be numerous results and data to analyze in order to obtain more valid data.

Secondly, since this study concentrated on students' speaking abilities, subsequent researchers can concentrate on other abilities such as writing, listening, or reading comprehension. It makes sense that several experts discovered a study

indicating that praise has a positive effect on English abilities such as writing, listening, and reading. A subsequent researcher can apply the BSP statement to this situation, as those experts discovered only "praise," not "behavior-specific praise."

Thirdly, the additional researcher can use another checklist or set of criteria to ascertain the students' positive and negative outcomes via Behavior-Specific Praise (BSP) statements. This makes sense, as one of the current categories was not discovered during the learning process. This may result in less accurate data. However, if the checklists proposed by other experts were thoroughly checked, it is possible that more valid data would be obtained.