

Teacher's Behavior: Behavior-Specific Praise (BSP) towards Students' Speaking Performance

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Abstract. Teacher's behavior plays an essential role in influencing students' learning. One of teacher's behavior which mostly appears in a classroom is teacher's praise, especially Behavior-Specific Praise (BSP) which was firstly conducted by Brophy (1981) to praise students' specific behavior. However, the use of BSP is still debatable. Some researchers found that praise can affect students positively (Lipnevich & Smith, 2008). Others, in contrast, argued that praise leads to negative effects (Deci, Koestner, & Ryan, 1999). Therefore, these differences motivated this research. It investigated the students' positive and negative outcomes of teacher's BSP in terms of speaking performance, also, to explore the teacher's and students' responses about BSP during speaking class. A qualitative case study was used as the research design which employed three data collection techniques consisted of document analysis, questionnaires and interview. This work carried out at one of SHS in Bandar Lampung. One teacher and 30 eleventh graders were recruited as the participants. The results showed that BSP were confirmed to motivate the students to improve their speaking ability leading to the positive outcomes. While the negative sides found was that BSP statements were sometimes misunderstood by a number of students. After all, the teacher agreed that BSP statements increased the students' school-wide expectations.

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

1 Introduction

Teacher's behavior is one of the main determinants in shaping inspiration and learning for the students. Teacher's behavior surrounding interpersonal interactions may be seen as promoting or regulating discretion for the pupils.

Most educational psychologists emphasize the importance of reinforcing positive behavior or effective outcomes, and highlight teacher recognition as an especially important and beneficial form of such reinforcement, praise. Praise on academic achievement of students is an important part of the learning process, and something teachers do every day. The same cannot be said for getting praise on social activities, sadly. Recall the old adage, "The squeaky wheel gets the grease?" [1]. This saying certainly applies to classroom behavior. Teachers have several duties including the preparing of classes, the preparation of books, behavior training, clerical activities and, of course, teaching.

Generally, praise in the classroom environment has been frequently analyzed. For example, White observed that teachers' rate of praise decreased as grade level increased and Brophy presented a quantitative study of praise in his seminal work [2],[3]. Praise is used instead of criticism, as it has the extra connotation of a more positive reaction compared to a right response.

White 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.

Specifically, praise can be divided into two different categories, general and specific behavior praise (BSP). 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. 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. While, example 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, as they offer guidance to students on facets of their results.

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 [4]. 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. Kyoshaba states that academic performance refers to the skills and competencies students have learned in a subject or course [5]. It is essentially a measure of how well the 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 appraisal 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.

Since academic performance belongs to something general, this study only focuses on 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 claimed that the main objective of any English language teaching is to allow the learners to speak English correctly and effectively in the communication [6].

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 external factors is the teacher's behavior through students' speaking performance, especially teacher's behavior specific praise. Teacher's BSP might bring several advantages to students' speaking performance.

A more basic possible advantage is that BSP provides a clear declaration of the risk between actions and strengthening. This is, teachers may recognize the particular habits they are seeking to improve in the very act of praising. Yet not everyone enjoys praise. It is rejected in theory by others. 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 [7]-[9]. 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.

There have been several studies that investigate the use of Behavior Specific Praise (BSP) in a classroom. Firstly, Ennis *et al.* conducted a research dealing with Behavior-Specific Praise (BSP) [1]. She emphasizes that BSP happens when an instructor recognizes individual student's behavior and encourages the student with the intention of continuing to engage in the appropriate behavior for the appropriate response. In this article, the researcher describes a step-by-step process for all students using BSP in classrooms including those at risk of emotional and behavioral disorders. These steps can be divided into steps before, after, and after instruction.

Furthermore, Maclellan conducted a research dealing with the role of praise in motivating students [10]. A social-cognitive viewpoint suggests that motivation is complex, context-sensitive and changeable, making it even more distinct than before. Using psychological research, the research suggests that the teacher is not well supported in inspiring students by focusing on simplified and common sense understandings of the concept of praise, and that efficient praise programs are guided by target orientations of students, which can be either additive or dynamic composites of different goals and contexts.

These previous research has addressed several processes for all students using BSP in classrooms, the role of praise in motivating students, and a systematic review of teacher-delivered behavior-specific praise. However, there is a specific gap between the previous studies and the current study. Some researchers have found that feedback and praise affect students positively and improve their learning [11]. Others, in contrast, argue that feedback and praise lead to negative effects [12]. These differences illustrate the basis for the current research paper. It attempts 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.

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

1. In terms of students' speaking performance, what are the positive and negative outcomes of BSP?

2. What are the students' responses about BSP dealing with their speaking performance?

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

1. To investigate students' positive and negative outcomes of teacher's BSP in terms of speaking performance.

2. To find out the students' responses about BSP dealing with their speaking performance.

2 Literature Review

2.1 Concept of Teacher's Behavior

Teacher's behavior surrounding interpersonal interactions may be seen as promoting or regulating discretion for the pupil. Rosenshine and Furst reviewed a lot of studies, which had

correlated teacher's behavior with students learning gains [13]. Their conclusions are that teaching is better when the following teacher characteristics are presented. They are clarity (in teaching presentations, assignments, etc.), variability (used different instructional, methods, enthusiasm (teachers were involved), indirectness (questioning rather than lecturing, use of student ideas), task orientation, businesslike behavior (there is a purpose to activities and assignments), students' opportunity to learn material, teachers' use of structuring comments multiple levels of cognitive, and teachers' praise.

2.2 Concept of Behavior Specific Praise

BSP is one strategy teachers can use daily to prevent and reduce challenging behaviors. Unlike general praise, with BSP, educators say or write the precise behavior exhibited and how it met an expectation or affected academic/social achievement [4]. The student must be explicitly told what malleable factor within the student's locus of control is being praised (e.g., "Good job studying for this science test, your effort paid off"), rather than uncontrollable factors such as intelligence (e.g., "You're so smart") or ability (e.g., "You're a natural-born leader"). Specifically, praising effort instead of ability may help students attend to the method of tasks and be motivated by the opportunities and potential hard work may bring [14]. BSP should be sincere so if the student finds attention reinforcing the praised behavior is likely to reoccur [15]. As explained, teachers use lounges usually to various degrees, most commonly as general encouragement. Praise can be more effective when used deliberately and purposefully as positive reinforcement [3],[16]. General recognition rarely converts into enhanced on-task conduct, comprehension of mission, or faith in oneself [17].

By comparison, BSP provides students with clear success input (academic, mental, or social), makes students understand what they have performed actually well, strengthens school-wide norms, and can make socially appropriate activity more likely to continue in the future, using the principles of applied behavior analysis [3],[18],[19].

2.3 Concept of BSP through Students' Speaking Performance

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1. Internal factors

a. Psychology

Burns and Joyce as cited in Nunan [20], argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking.

b. Language Competence

According to Chomsky, competence is the ideal language system that enables speakers to produce and understand an infinite number" of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones [21].

c. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer as cited in Tuan & Mai) [6]. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live.

2. External factors

a. Performance conditions

Nation & Newton, 2009 as cited in Tuan & Mai suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support [6].

b. Learning environment

In their research, Minghe & Yuan stated that “another eternal factor that affects students’ oral English learning is the lacking of good language learning environment” [22]. Teachers need to make a good environment to the students to support their speaking performance.

Regarding the factors that can affect the students’ speaking performance, students’ psychology (internal factor) and learning environment (external factor) might belong to Behavior-Specific Praise (BSP) activity. It stands to reason why BSP can affect both students’ psychology and learning environment since BSP is coming from the teacher and addressed to the students. If the teacher uses BSP towards students’ speaking performance, the students will psychologically feel the attention from the teacher and the learning environment will be more comfortable.

3 Research Methodology

As the purpose of this study was to find out the positive and negative outcomes of BSP in students’ speaking performance and investigate their responses about BSP, a qualitative descriptive study was used as the design for this study to give detail description of collected data [23].

This study employed qualitative purposeful sampling in which the participants were selected intentionally to understand the current phenomena. The researcher chose the qualitative method because one of the instruments of this study was an open-ended questionnaire. As it was stated by Cresswell, that qualitative data tends to be open-ended without predetermined responses [24].

This study was conducted online since the phenomena of COVID-19 pandemic is increased day by day. The research site was one of senior high schools in Bandar Lampung with one teacher and 30 students, especially the eleventh graders class.

For the sake of data collecting technique and instruments, the author used document analysis, open-ended questionnaires, close-ended questionnaires and interview. Since BSP can be provided in writing, the author used screenshots of the teacher’s comments on students’ speaking performance to identify the BSP statements.

After that, a close-ended and open-ended questionnaires were administered in order to investigate the teacher’s and students’ responses during the learning process through Behavior-Specific Praise (BSP). There were at least 10 questions to the teacher and 17 questions administered to the students in the close-ended and open-ended questionnaires related to Behavior-Specific Praise (BSP) application in the classroom.

Table 1. The Close-Ended Questionnaires to The Students

NO	QUESTIONS	YES	NO
1	When I am in speaking class, I participate in class discussions.		
2	When I am in speaking class, I work as hard as I can.		
3	When I am in speaking class, I pretend I can rather than being irresponsible.		
4	When I am in speaking class, I do pay attention to my friend's performance.		
5	When I am in speaking class, I do listen to what my friends talk about in front of the class.		
6	When I am in speaking class, I will do my best to my performance		
7	When I am in speaking class, I feel afraid when it is my floor to perform.		
8	When I am in speaking class, I am not confident about my performance.		
9	When I am in speaking class, I do not really concern about my performance, so I do not do my best.		
10	When I am in speaking class, I frequently feel bored.		

Table 2. The Open-Ended Questionnaires to The Students

NO	QUESTIONS
1	In speaking class, when the teacher 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 performance? What are they?
5	In speaking class, when the teacher praises you, do you concern about it? What are your favorite praise statements?
6	Are those praise statements bringing positive impacts to your next performance? Why?
7	Are those praise statements making you stop trying to the next performance because you think that you have already been enough? Why?

Table 3. The 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?
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 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?

Lastly, an interview of students will be conducted to sharpen and strengthen the teacher's and students' answers in the questionnaires. That is to say, that, an interview in this case is as a triangulation of the questionnaires.

4 Results and Discussions

4.1 Results

This chapter presents the results of the author's current research focused on the following research questions: 1) in terms of students' speaking performance, what are the positive and negative outcomes of BSP? and 2) what are the students' and teacher's responses about BSP dealing with the students' speaking performance?

A qualitative data were collected using a close-ended questionnaires, an open-ended questionnaires, an interview to cross validating the data, and screenshots of teacher's comments on students' speaking performance. After analyzing the data, the results were found and decided into three parts as well as the questionnaires given. The findings will be further discussed below.

Results of Students' Open-Ended Questionnaires

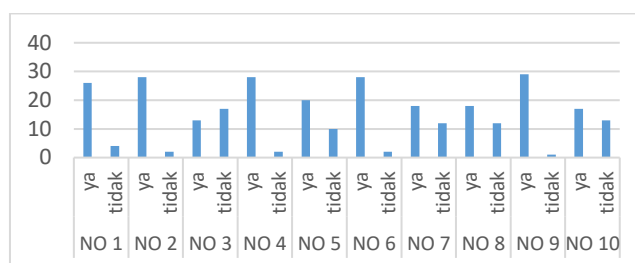


Fig 1. The Results of Having Good Behavior

An additional explanation about the questions is as follows:

The above questions are about the students' behavior during speaking class. Those questions are adapted from Soto [25]. On her findings, Soto states that knowing every students' behavior is essential to build the engagement of the students during the class. By knowing the students' tendencies—whether they are more yes or more nos—the teacher will be more careful in implementing the praise in the class.

The author grouped the questions into smaller parts since the concept of several questions were similar to each other. It was started from question number 1, 2, and 4. There were at least 25 students answered yes in responding these questions. It shows that most of the students tried to contribute well in speaking class to get more understanding about what is being discussed during the process of learning. The author assumes that their tendencies in engaging the class during speaking learning process are referred to a good behavior.

In terms of question number 3, there are only 13 students answered yes and the rest answered no. From this question, the students seemed to be more honest with their behavior—even if the comparison was not significant—. Those 13 students preferred being assumed that they understood to being called irresponsible. Another assumption, those students did not want to get more questions from the teacher since they had the thought of being irresponsible will be getting more and more questions from the teacher.

Question number 5 got 20 yes and only got 10 nos. It supports the first three questions that the students engage well in the classroom during speaking class. Harmony with question number 5, question number 6 only got 10 nos. In this case, the students would do an effort to make their performance good. This is admitted to a good behavior the students have during speaking class.

Questions number 7 and 8 planned to find out the students' confidence in speaking class. There were about 18 students answered yes to the question number 7, and 19 students to the question number 8. This indicates that speaking skill was that difficult so the students were afraid of being irresponsible in joining this class.

Next question was about the students' responsibility behavior of their learning process in terms of speaking class. There were 8 students answered yes and the rest answered no. These 8 students indicate that they are lacking of responsibility of their learning process. This refers to misbehave.

The last question was about the students' behavior facing the boredom during the speaking class. 17 students answered yes and 13 students answered no. The author assumes that this happens since speaking class was difficult or it can be because the teacher was not fully engage the class.

Results of Students' Open-Ended Questionnaires. The questions are 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 [25]. She used open-ended questionnaires to analyze the students' engagement of Behavior-Specific Praise (BSP).

For question number 1, most of the students answered the questions with typically captivated expression. They tend to answer "I feel happy for the reinforcement" or "I am thankful for the praise because it motivates me". This indicates that praise gave affirmative contribution to the students' speaking performance.

Questions number 2 and number 3 were aimed at finding students' reason behind their activeness during the speaking class. The most answers found was that the students had assumptions that they had participated enough during speaking class because they needed to expand their knowledge more and more. Additionally, the teacher's engagement in class also became the mental analysis behind their contribution. Since the teacher rewarded them for their good behavior, they would become motivated to contribute their presence. However, several students answered the opposite of the first findings. They tended to contribute less in speaking class since the class had been under the leadership of smarter people. Whenever they tried to participate, the answers were rarely true and they did not get the reward for it. It causes the lack of confidence of them in the next learning process.

Questions number 4 and number 5 were designed to see the teacher's awareness of using Behavior-Specific Praise (BSP), and to find out the students' assurance in remembering the teacher's positive words or praise. In terms of question number 4, most students answered 'yes', and the reason behind it is because the positive statements from the teacher could bring them beliefs that they could do it. Furthermore, in question number 5, their answers were very variative. Some of them answered 1) "Good job, (mentioning their names), you have a good pronunciation.", 2) "That was so cool, (mentioning their names), you talked about your part fluently". In this case, the students tended to remember the positive words given in specific behavior they do. Nevertheless, several students answered that they only remembered they were being praised or appreciated, but they did not remember the words of the praise given.

Question number 6 indicates the positive sides of Behavior-Specific Praise (BSP). The answers were also variative. Students said that the praise could motivate them in different context. Some of them would be motivated if the praise was given by the teacher directly after they perform, this happens because they likely to take a note of the teacher's feedback and they also still remember every details of their performance. However, some of them had the contrary perception of receiving the praise. They said if the teacher wrote it down, it would make them more aware of their performance. This indicates that some of the students' learning style are auditory and some of them are visual. Furthermore, another reason behind BSP being motivated was because they feel captivated about the praise the teacher gave. It also drew the assumptions in their mind that the teacher actually cared of them.

Contrary to question number 6, question number 7 was assisted to see the negative sides of Behavior-Specific Praise (BSP). There were at least 10 students said that Behavior-Specific Praise (BSP) improved their confidence so they feel enough about their speaking ability.

Proximately, those were the findings of the students' perception of Behavior-Specific Praise (BSP), the further explanation and interpretation of the findings will be more discussed in discussions chapter.

Results of The Teacher's Open-Ended Questionnaires. This open-ended questionnaires is adapted from Stromlid [26]. She conducted a research about the effects of Behavior-Specific Praise (BSP) statements and used three teachers to become the participants. The questions given

to the teachers are 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.

Questions number 1 was aimed at finding whether the teacher thinks it is necessary to know the root cause of a student's misconduct in order to intervene effectively during speaking class. Question number 2 was directed to know the teacher's perception whether it is better to disregard a student who seems to be misbehaving because of the student's attention. Question number 3 was about finding the perception whether it is wrong to give students incentives for completing assignments because it reduces their intrinsic motivation for doing their job. Question number 4 was to find out whether withdrawing a right is a smart way to get students to do their job off-task. Question number 5 was to clarify whether offering incentives for good conduct is unfair, because students will know they are supposed to obey the rules. Question number 6 was to make it clear whether developing and dispensing rewards for the good behavior of the students is too time consuming.

Next questions are about finding out the usefulness of Behavior-Specific Praise (BSP) implemented by the teacher during speaking class. Those questions were aimed at finding how often the teacher specifically praises the students's behavior, how often the teacher sends disruptive students out of the classroom, how often the teacher provides classwide rewards, and how often the teacher provides set up individualized reward programs to encourage good behavior during speaking class.

Findings of The Students' Interview

After administering the questionnaires, the author interviewed the students to get more valid data. The author did not interview all of the students since it would be time consuming. The author selected the students who had refracted and blurred answers between the first and the second questionnaires.

There was a unique case found during the interview process. One of the students answered 'yes' on number 9 in the first questionnaires, it indicates that he did not really care about his performance during the speaking class. However, he gave the answer which refers to a good behavior when he answered number 2 in the second questionnaires. He said that he had participated well in the classroom during the speaking class. When the author asked about those contrary ideas between his answers of first and second questions, here is the answer of him:

Author: Why do you feel you do not really care about your performance while you think that you had participated well during the speaking class? Those are very contrast.

The student: Ya, I think my performance does not really matter if I participate well during the class. I mean participating here is I am joining the class, sitting, and paying attention to the conversation being talked by my friends.

Another case I found when interviewing the students was there were several students remembered that the teacher often praised them for their performance, but then they forget about the specific complete sentence the teacher said to them.

The last case found when clarifying the data using interview was that the students feel that they get more motivated to the next performance after being given the specific praise from the teacher. It made them afraid to disappoint the teacher, so they tended to learn more and more to get better performance. However, there were several students who were enough by receiving the praise from the teacher. They thought that the praise means the satisfying expression from

the teacher to the students' performance. Instead of being motivated, they tended to feel afraid if they change the style of their performance will downgrade them.

Findings of The Teacher's Interview

In terms of interviewing the teacher, the author used similar questions to get more valid answers. Since questions number 1 to 6 were only answered by stating "Yes, I do", the author asked more details about it.

During the interview process, the teacher gave complete answers to the questions given by the author. The teacher said that it is necessary to know the root cause of a student's misconduct in order to intervene effectively during speaking class since transforming behavior from bad to good was not easy and it influenced the basic behavior the students have. Giving reward was also important according to the teacher. She believed that rewarding the students would make them find it fun to join the speaking class. Giving the students rewards also made them believe that the teacher actually cared and appreciated them so well.

Regarding the teacher, Behavior-Specific Praise (BSP) statements were the most important praise among other praises since Behavior-Specific Praise (BSP) suggests us to mention the specific behavior the students have done. By receiving BSP statements, students will be more engaged in speaking class because they know exactly what they did. Nevertheless, after analyzing the comments of the teacher to the students, the teacher still missed several statements. In that case, the teacher did not use specific information about the students' behavior which turns to general praise. The further evidence and interpretations would be discussed in the next chapter.

4.2 Discussions

Since we live in the pandemic era of COVID-19, many planned activities are postponed or even cancelled. One of the activities which cannot be accomplished is conducting this research in the real classroom. COVID-19 cases in Indonesia being increased day by day cause online learning in this country extended. Considering the complete proposal of this journal, there was nothing the author can do but conducting this research with a little modification. Since Behavior-Specific Praise (BSP) is a flexible praise which can be delivered both orally and in writing [27], the author decided to analyze the teacher's Behavior-Specific Praise (BSP) by identifying the teacher's comments on the students' speaking performance.

Essentially, Behavior-Specific Praise (BSP) has a wide variety of applications and can be used in any environment, but the author concentrated on the use in classroom for this research. In accordance with this, Lane, Menzies, Ennis, & Oakes provides guidance on how to determine the quality of care, social legitimacy and success of pupils by using BSP in educational environments or as part of academic exercises [15]. The first step is identifying behaviors to reinforce, from the interview with the teacher, this step was the basis of Behavior-Specific Praise (BSP).

The teacher: "I always identify the students' behavior before praising them. This happens not only in speaking class but also happens in every class. This is essential thing to do since BSP concerns about behavior."

The teacher also emphasized that identifying the students' behavior before praising them has become her habit during teaching and learning process. Besides, after identifying the students' behavior, it would be followed up by practicing and evaluating. And the last step the

teacher would do was seeking the students' input. In this step, the teacher will observe the students' responses about her Behavior-Specific Praise (BSP). Since the input from the students often meets her expectation, the teacher used Behavior-Specific Praise (BSP) as her reward to the students with good behavior during learning process. This supports Brophy's [3] and Thompson's et al. [16] perception about Behavior-Specific Praise (BSP). They assume that praise can be more effective when used deliberately and purposefully as positive reinforcement. As Hattie and Timperly also state that general recognition rarely converts into enhanced on-task conduct, comprehension of mission, or faith in oneself [17].

After analyzing the teacher's Behavior-Specific Praise (BSP), the author found there were at least 20 students who were being given a specific praise about their behavior of speaking performance. One of them happened in Alwan's case. The following picture is the evidence.

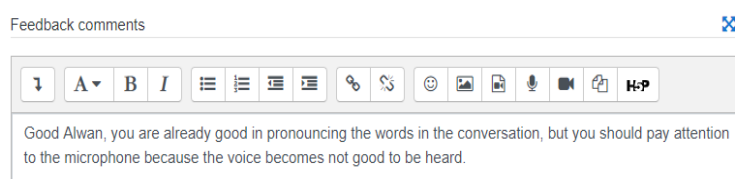


Fig. 2. The BSP Statement of The Teacher to Alwan

As already mentioned by Kennedy & Jolivette, with BSP, educators say or write the precise behavior exhibited and how it met an expectation or affected academic/social achievement [4]. In this case besides giving the student Behavior-Specific Praise (BSP), the teacher also provided feedback to the student in order to make the student improve her ability in the next performance. The student, named Alwan, was interviewed and asked about what he felt about this comment. Alwan said that this comment indicated that the teacher truly cared of him. The teacher paid attention to every statements he dropped and gave him specific praise and feedback. The specific praise made him motivated to at least maintain his pronunciation well.

Another example of Behavior-Specific Praise (BSP) given by the teacher to the students happened in Kesya's and Fahreza's case. The following is the screenshot evidence of the comments.

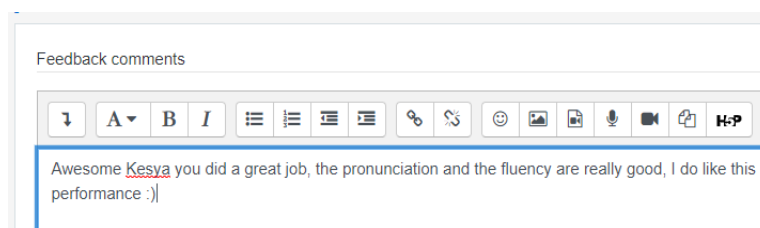


Fig. 3. The BSP Statement of The Teacher to Kesya

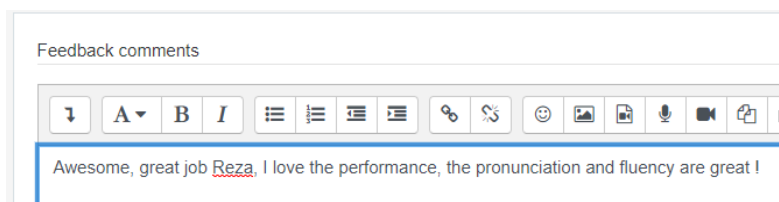


Fig. 4. The BSP Statement of The Teacher to Reza

Without listening to the real voice of the teacher, we all have already known that the expression of the teacher showed satisfying expression of both Kesya's and Fahreza's performance. Furthermore, the teacher used smiling emoticon in Kesya's case as Mehrabian and Williams found that when directed to be more convincing, communicators used more facial expression [28]. One focuses on recipients: In a therapy environment greater smiling is correlated with more persuasiveness [29].

Nevertheless, the author found that among 30 students being given the comments, the teacher missed Behavior-Specific Praise (BSP) statements nine times. The evidence is as follows.

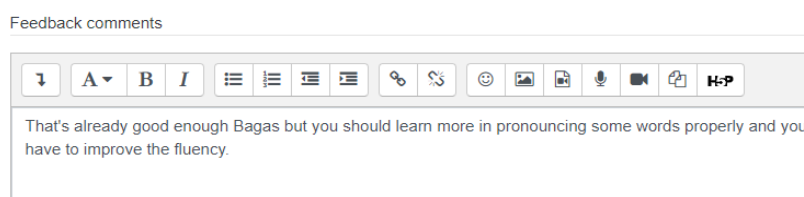


Fig. 5. The BSP Statement of The Teacher to Bagas

In that case, the teacher only stated "That's already good enough Bagas" then directly followed up by the feedback without giving any specific statements about Bagas's good enough behavior. The author then interviewed Bagas about what he felt about the comments from the teacher. He said that it was actually confusing when the teacher only said "Good job" because he hoped that he knew what good behaviors that met the teacher's expectation. By only stating that, it turns the praise into general praise. As Brophy states that 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 [3].

Another similar case happened in Dian's case. In this case, the teacher did not even state the praise. The teacher directly gave a motivational feedback to the student. It can be seen in the picture below.

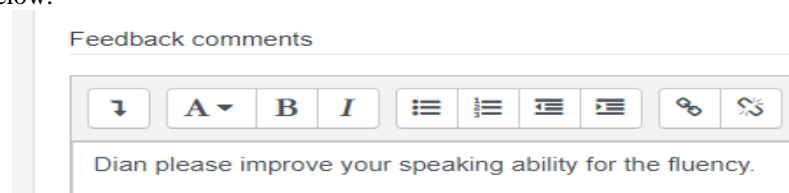


Fig. 5. The BSP Statement of The Teacher to Dian

Gable, Hester, Rock & Hughes have already mentioned that praise consists of verbal or written statements that acknowledge desired student behavior and are manifested in different ways, including making positive statements about a person or an idea that a person has come up with publicly or privately [30]. Therefore, in reference to this, the comments being given to Dian did not provide any praise statements especially Behavior-Specific Praise (BSP). Dian then was interviewed due to this comment.

Dian: "I thought I have already done my best, but there was no praise at all directed to me. But that's okay, maybe Im just as bad as that."

The expression of Dian showed letdown situation and she felt disappointed that she did not get any praise at all. Whereas, increasing the constructive attention we offer to behaviors we want, and reducing the negative attention we offer to behaviors we do not like, leads to more acceptable behavior and less unacceptable behavior for students. Teachers' support for students with attention-seeking problem behaviors is especially successful.

Due to the inconsistency of the use of Behavior-Specific Praise (BSP), the teacher then again was asked about the reason behind not giving Behavior-Specific Praise (BSP) to these particular students. Here is the answer of the teacher.

The teacher: "I tried my best to give the students Behavior-Specific Praise (BSP), but I may sometimes do not find specific good behavior of them. For example, when the students do not meet my expectation at all—seen from the pronunciation, fluency, and accuracy—, but they tried their best in performing, I will be still giving them praise even if it is not specific."

From this statement, the author assumes that the teacher was an appreciative teacher. This also indicates that Behavior-Specific Praise (BSP) would be more beneficial when the students show their good behavior. The teacher who uses this kind of praise usually a genuine teacher since this praise concerns about the students' specific good behavior. In other words, if the students get Behavior-Specific Praise (BSP) as the reward of their performance, it means that they truly show their good behavior. Believe it or no, specifying someone's good behavior is doubtlessly difficult when they do not show any good behavior at all. People usually use general praise to appreciate someone's behavior in this case. As mentioned by Floress and Jenkins, general praise is any statement of praise (in accordance with the previously provided operational definitions) [31].

Besides, seen from the open-ended questionnaires, the teacher tends to give extra reward to the students who have good behaviors both classwide and individualized rewards.

The teacher: "Sometimes I give extra recess time if the students show good behavior during the learning process. The advantage that I get from applying this reward is they always follow the rules of the learning process well."

This supports the theory of Cavanaugh [32], Chalk & Bizo [33], and Sutherland, Wehby, & Copeland [27] who state that praise will provide advantages for both students and teachers, cited as one of the most effective methods to mitigate disruptive behavior and encourage prosocial activities. Benefits for teachers who rewarded students more frequently included lower levels of mental fatigue and a greater sense of success in handling actions in classrooms [34]. All teachers should be prepared to communicate with classroom students with low-intensity, effective, easy-to-use strategies when difficult behaviors are initially conducive to corrective interventions before significant deficits in cognitive, behavioral, or social skills arise [35].

Fairly, using Behavior-Specific Praise (BSP) brings several points of view from the students as stated on the open-ended questionnaires and the interview. In terms of the positive and negative sides, Behavior-Specific Praise (BSP) brought plus and minus to the students' learning process during speaking class. Most of the students will be getting captivated feeling when receiving Behavior-Specific Praise (BSP) from the teacher. Most of the students also always remember the teacher's BSP statements because they feel they were being cared especially when the teacher praised them using their names. Harmer states that a good teacher is a teacher who knows and mentions the students' names [36].

From the interview, the students say that BSP can give effect to their daily lives. This supports the theory of Weaver & Watson that state BSP can easily be incorporated into any instructional environment [14]. For examples, students will be appreciated when they meet foreigners who ask about the direction or when they are being in the place which need them to talk English well.

Additionally, by receiving Behavior-Specific Praise (BSP) from the teacher during speaking class, most of the students felt more motivated to increase their performance or at least maintain it. This happens since the students did not want to disappoint the teacher. from the questionnaires also found that they always tried their best in performing during speaking class. The contribution they did also became the consideration of the teacher to praise their behavior specifically. This confirms the theory of Lane, Menzies, et al. who state that Behavior-Specific Praise (BSP) should be sincere so if the student finds attention reinforcing the praised behavior is likely to reoccur [15].

Nevertheless, several students sometimes misunderstood the BSP statements. This occurred in the case of the students who have average intelligence in speaking skill. When they were being praised by the teacher, they thought that praise meant satisfying expression from the teacher so that they were afraid of being changed. They tend to maintain their performance instead of improving. Even if this case only happens in five students, this still confirms Deci et al. who claim that rewards have pervasive negative effects on people's intrinsic motivation [12].

Shortly, even though Behavior-Specific Praise (BSP) had positive and negative sides regarding this study, the tendency of using Behavior-Specific Praise (BSP) leads more to the positive sides since there were 25 students agreed that BSP statements bring tem motivation to improve their speaking skill.

5 Conclusion and Suggestion

5.1 Conclusion

In line with the objectives of the research which were about finding out the positive and the negative sides of Behavior-Specific Praise (BSP) and investigating the teacher's and the students' perceptions about Behavior-Specific Praise (BSP), there were several points found to be concluded in this study such as:

Firstly, using Behavior-Specific Praise (BSP) gives the students many perspectives as described on the open-ended questionnaires and interview. When receiving Behavior-Specific Praise (BSP) from the teacher, most students would get a captivated feeling. The students say that BSP will give impact to their daily lives, motivate them to improve their speaking ability, and increase their speaking ability.

On the contrary, the BSP statements were sometimes misunderstood by a number of students. That has occurred in the case of the students with average speaking ability. When the teacher praised them, they assumed that praise meant honoring the teacher's meaning and they feared they would be modified. Instead of improving they seem to keep their results.

Lastly, the teacher agreed that BSP statements provide students consistent performance indicators (academic, mental or social), help students realize what they have already done well, improve school-wide expectations, and may make socially acceptable behaviors more likely to happen in the future.

5.2 Suggestion

Since this study was conducted during COVID-19 pandemic that made the author only able to analyze the comments of students' speaking performance and administer questionnaires as the instruments, the further researcher is suggested to make larger research about similar topic in the real classroom to get more unpredictable results since being in the classroom means the researcher will be able to directly observe the movements of the students during teaching and learning process.

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