CHAPTER II
REVIEW OF RELATED LITERATURE

A. **Review of Related Literature**
　1. **Positive Behavior Intervention and Support**
　　a. **The Definition of Positive Behavior Intervention and Support**

Positive Behavior Support (PBS) is no more; or rather the name has changed. The concepts, strategies, and techniques remain, but they have received a new label—Positive Behavioral Interventions and Supports (PBIS). In its beginnings, PBIS strategies were employed with people with disabilities, but know PBIS can be used for all students in the school, whether or not they receive special education services[1].

Positive Behavior Intervention and Support (PBIS) is process for understanding and resolving the problem behavior of children that is based on value an epical research[2]. Based on an Educational Journal by Carr and his friends, they stated that PBIS is a set of research-based strategies used to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person's environment[3]. PBIS is focusing on teaching children positive behavior and changing children's environment so that using positive behavior become more effective for them than using negative behavior[4].

Positive behavior interventions and supports (PBIS) is a system that helps all children improve their behavior at school, at home, and in the community. Applied school

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[1]Sugai, George., & Simonsen, Brandi., *PBIS: History, Defining Features, and Misconceptions.* (United States of America, University of Connecticut, 2012)

[2]Duda, Michelle A., & Fox, Lise. *Positive Behavior Support.* (London: Sage Publication, 2012), P.3

[3]Carr, E.G., Dunlap. G., Horner, R. H., Koegel, R. L., Tumbull, A., Sailor, W., Anderson, J., Albin, R., Koegel L. K., & Fox, L., *Journal of Positive Behavior Interventions: an Evolution of an Applied Science.* (KU Scholarwork, Volume 4 Number 1 2002), P, 4-6 retrieved on www.apbs.org/new_apbs/genintro.aspx at March, 20th 2017

[4]Ibid

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wide, it defines, teaches, and supports appropriate student behavior to create positive school environments. When children are in a positive, predictable, consistent environment, they have better grades, better behavior, higher self-esteem, better school attendance, greater motivation, and more success in life[5]. So, based on that we can conclude that PBIS is not a treatment or therapy, it's more like a framework for teachers, administrators and parents. PBIS also focus on prevention, not punishment.

In PBIS, there are two kinds of PBIS; the first is school-wide PBIS (SWBPBIS) where the strategies are applied in the whole school. Meanwhile, the second which is applied in classroom based only is referred as Classroom PBIS or Positive Classroom Behavior Intervention and Support (PCBIS)[6]. Classroom PBIS Strategies are important tools to decrease disruption, increase instructional time, and improve students' social behavior and academic outcomes in the classroom environment[7].

Long way before PBIS Strategies are invented, most of teacher tend to use traditional behavior management to deal with students during the learning process which have a lot of disadvantages for the student. Afterwards, there is PBIS where focus on positive angle to deal with students' unwanted behavior during the learning process. In the table 2.1 is the comparison between traditional behavior management and positive behavior[8]:

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[5]Pacer Center, *PBIS: Learn How Effective Behavior Support at School Leads to Better Education for All Students.* (U.S. Department of Education's Office of Special Education Programs. Norman dale Blvd, Minneapolis, MN., 2008)

[6]Bradley, Reene., *Positive Behavior Intervention and Support (PBIS).* (Nashville: Journal of PBIS Volume 12 Number 133, 2012) Retrieved from www.pbis.org at March, 20th 2017

[7]Ibid

[8]Reuf, Michael B., Higgins, Cindy., Glaesar, Barbara J. C., & Patnote, Marianne., *Positive Behavioral Support: Strategies for Teacher.* (Educational Journal Volume 34 Number 1, 1998) P. 22

Traditional Behavior Management	Positive Behavioral Intervention and Support
Views individual as "the problem"	Views systems, settings, and skill deficiencies as "the problems
Attempts to "fix" individual	Attempts to "fix" systems, settings, and skills
Extinguishes behavior	Creates new contacts, experiences, relationships, and skills
Sanctions aversive	Sanctions positive approaches
Takes days or weeks to "fix" a single behavior	Takes years to create responsive systems, personalized settings, and appropriate/empowering skills
Implemented by a behavioral specialist often in atypical settings	Implemented by a dynamic and collaborative team using person centered planning in typical settings
Often resorted to when systems are inflexible	Flourishes when systems are flexible

Table 2. 1 *Comparison of Traditional Behavior Management and Positive Behavioral Support*

Based on the table 2.1, we can see that PBIS is more about the person, their needs and their individuality. It also works on 'why' the person is doing what they're doing and 'how' their staff can respond to them in such a way that it meets their needs. Meanwhile, Traditional classroom is more about works on 'how' to stop the person doing what they're doing to cause harm and disrupt service and how staff can respond to them in a way that reduces the risk associated. Within this definition, we can see that PBIS have mutually beneficial relationship between academic and social behavior student success highlighted.

b. The Purpose of Positive Behavior Intervention and Support (PBIS)

As stated before, the main goals of PBIS is to deal with people with disabilities only, but know PBIS can be used for all students in the school, whether or not they receive special education services in the terms of dealing with students' misbehavior.

In the past, so many school-wide discipline focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies to "eliminate" the unwanted behavior. Research has shown that, the implementation of punishment when it is used inconsistently and in the absence of other positive strategies is ineffective[9]. Teaching behavioral expectations and rewarding students for following them is such more positive approach than waiting for misbehavior to occur before responding[10].

According to Carr and Horner, the goal in PBIS is not to "eliminate" the behavior, rather than understand the reason why the student behaving like that and it is to understand the behavior's purpose so that the student can replace it with new, prosaically behaviors that achieve the same purpose[11]. It does not mean that teachers must become behavioral experts. Rather, PBIS provides a means by which they may be able to become clearer, more predictable, more responsive, and more creative. Based on the definition, PBIS have purpose for developing students' behavior to create a positive climate for learning process.

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[9]Langner, Teresa., *Positive Behavior Intervention and Support (PBIS).* (San Jos Unified School, 2012) retrieved from www.sjusd.org/student-sevcespbis/what-is-pbis/ at March, 20th 2017

[10]Ibid

[11]Reuf, Michael B., Higgins, Cindy., Glaesar, Barbara J. C., & Patnote, Marianne., *Positive Behavioral Support: Strategies for Teacher.* (Educational Journal Volume 34 Number 1, 1998) P. 21

b. **Positive Behavior Intervention and Support (PBIS) Strategies**

Below are the strategies of Positive Behavior Support and Strategies adapted from Brandi Simonsen's book that also supported by some theories which can be useful for the teacher for dealing with students' behavior in class, this strategies bellow suitable for secondary classroom. They are[12]:

1) **Settings:** *Effectively Design The Physical Environment Of The Classroom*

It is important to make sure the physical space – the classroom itself – is organized to maximize safety, comfort, and efficiency. The organization of the physical learning environment greatly affects student achievement[13]. If a student can't see, or is cramped, it will be difficult to concentrate and learn. Room arrangement can facilitate orderly movement and minimize distractions, so you'll want to pay attention, for example: to the way students are grouped for learning; the orientation of their desks with regard to other desks, the teacher, and the chalkboard; the displays on bulletin boards; and the design and placement of learning centers. By having well managed classroom, aims at encouraging and establishing students self-control through a process of promoting positive students achievement and behavior[14].

Teacher can remove or modify environmental condition within their classrooms that trigger challenging behavior in a number ways. Simonsen

[12]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[13]Teach for America., *Classroom Management and Culture.* (America, 2011), P. 37

[14]Vartanian, Lisa., *PBIS: Classroom Management.* (California, Student Service. Elk Grove, 2015) Retrieved from PBIS Website at May, 15th 2017

suggested some ways in organizing the physical classrooms, they are[15]:

a) *Design Classroom Layout*

A teacher needs to keep in mind the possibility of occasionally changing the seating arrangement. Sometimes this will happen because teacher needs to do for a specific activity. If students always do the same similar tasks in the same seats, there is danger or sameness about everything and hence boredom and lack commitment. (e.g., Circle for discussion and forward facing for group instruction)

b) *Arrange Furniture*

Arranging the furniture to allow for smooth teacher and students' movement by using assigned seat and make sure the entire student can be seen clearly by the teacher.

c) *Arrange Classroom Traffic Pattern.*

Too much or too little space may be problematic. Too much space may encourage the students to run, whereas too little space can lead disruptive and bumping and knockings.

d) *Post Materials That Support Critical Content And Learning Strategies*

Teacher need to post some supportive materials to help student learning and remembering things. (e.g., word walls, steps for the writing process, mathematical formulas)

2) **Routines: *Develop And Teach Predictable Classroom Routines***

Uncertainly increase anxiety levels in most people. All students experience frustration, especially those with learning challenge. Predictability of

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[15]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

classroom routines is their "security blanket". In this step, promote smooth operation of classroom and do not forget to practice regularly also recognize the students when they successfully follow classroom routines and procedures. The teacher should explain the expectation and prediction to the students to lessen their anxieties and undesirable behavior[16]. Strain and Hemmeter also give similar statement that,

> *"A classroom schedule that is well-designed and is implemented consistently may be the single most important factor in preventing challenging behavior."[17]*.

Similar with that theory, Echevria also stated that;

> *"When learning environment is structured, instruction is scaffold and there are opportunities for student to experience success, then students' frustration can be alleviated[18].*

In line with that, Simonsen suggested some ways in delivering this strategy. They are[19]:

a) *Establish Predictable Patterns and Activities.*

Alerting students before transition from one activity to another can increase the like hood of appropriate behavior. These signals can give students the opportunity to finish what they are doing before having to put it away. (e.g., Arrival and dismissal, transitions between activities,

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[16]Vartanian, Lisa. *PBIS: Classroom Management.* (California, Student Service, Elk Grove, California, 2016) Retrieved from www.pbis.org at May, 15th 2017

[17]Reuf, Michael B., Higgins, Cindy., Glaesar, Barbara J. C., & Patnote, Marianne., *Positive Behavioral Support: Strategies for Teacher.* (Educational Journal Volume 34 Number 1, 1998) P. 21

[18]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (United States of America: Shell Education, 2007), P. 42

[19]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

accessing help, what to do after work is completed)

b) *Create Routines and Procedures*

Procedures and routines create a classroom environment where everyone understands which student behaviors are appropriate and what teacher responses are expected in every situation[20]. Students crave that structure and predictability. Along with classroom rules, procedures help ensure excellent behavior by teaching students specific behaviors for specific circumstances. But rules and procedures are different.

By creating a routine daily schedule and procedure make sure that students are aware of it. Prompting students to refer their schedule and previewing what is about to happen at numerous times throughout the day is important. When the students know what to do and when to do it, challenging behaviors are less likely happens[21]. (e.g., warm-up activity for students, review of previous content, instruction for new material, guided or independent practice opportunities and wrap-up activities). Besides that, procedures serve to help your classroom run smoothly, thereby maximizing instructional time because the time allocation each meeting is frustratingly limited[22].

3) **Expectations:** *Post, Define, And Teach Positive Classroom Expectations*

Teacher needs to have high expectations on the students, because low expectations are sometimes

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[20]Teach for America. *Classroom Management and Culture.* (America, 2011), P.35

[21]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[22]Teach for America. *Classroom Management and Culture.* (America, 2011). P.36

built on teachers' perceptions of their own inability to handle a challenging situation. Indeed, a teacher who claims, "This class is just too rowdy for me to control," or "I can't handle this student's emotional outbursts,", deep down, doubt their own ability to provide a structured environment[23]. The key to success, as Lee and Marlene Canter write, is that:

> *"You must believe that if students don't behave, it's because they've chosen not to, or don't know how."*[24]

Most likely, you can list examples of having high expectations for student achievement: expecting that students will read, write, and solve problems at or above grade level; envisioning students scoring in the top percentiles on standardized tests; believing that students could receive local, state, or even national recognition for their work. Of course, none of these results come without an incredible amount of hard work from teachers and students in any community[25]. Still, high expectations must exist for them to happen because according to Reuf, by teaching the expected-positive behavior to the students, teacher can reduce the incidence of challenging behavior and increased the skill level of their students[26]. Research also repeatedly points to students are success when teachers clearly communicate what is expected of students[27].

Simonesen suggested that if in a school is implementing a multi-tiered behavioral framework, such as school wide PBIS, adopt the three to five

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[23]Teach for America. *Classroom Management and Culture.* (America, 2011)., P.11
[24]Ibid. P.11
[25]Ibid. P. 5
[26]Reuf, Michael B., Higgins, Cindy., Glaesar, Barbara J. C., & Patnote, Marianne., *Positive Behavioral Support: Strategies for Teacher.* (Educational Journal Volume 34 Number 1, 1998) P. 12
[27]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (United States of America: Shell Education, 2007), P. 48

positive school-wide expectations as classroom expectations[28]. Expectation should be observable, measurable, positively stated and always applicable. Do not forget to involve students in defining expectations within classroom routines. Some aspects that are suggested by Simonsen to be implemented in teaching expectations are[29]:

a) *Post Classroom Expectations Sign*

Teacher needs to post prominently in the classroom some positive expectation or motivational quotes sign for their students so they know what teacher expect students to do during the class. In posting the expectations, do not only list behaviors you do not want from the students. Example: No cellphone, no talking, etc., it would be better be like: Be respectful, be responsible, be a good citizen, be ready to learn.

b) *Define the Classroom Expectation*

Explain your expectation instead of assuming the student will already know. Expectations should be observable, measurable, positively stated, understandable, and always applicable. The expectation should not be more than five. When explaining, do not forget to use positive phrasing. For example: Being respectful means using inclusive language; being responsible means having all materials ready at the start of class.

c) *Teach the Classroom Expectation*

Teach expectations using examples and non-examples and with opportunities to practice and receive feedback instead of listing the unwanted

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[28]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 20015). Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[29]Ibid

behavior. In teaching expectation, teacher should do it directly and provide with examples and non-examples of rule-following with routines. Teacher also should actively involve students in lesson-game, role-play, etc. to check their understanding. Teacher also needs provide the expectation with visual prompts.

4) **Supervision:** *Use Active Supervision And Proximity*

One of the most important things you can do to create a classroom community is to develop a strong bond with and among your students. It is important for the teacher to move around the class and interact with all the students because based on Walters and Frei, they stated that the most effective teacher spend a lot of time among the students while learning is taking place and it is actively pursuing peaceful management and flow through activities in the classroom[30]. Besides, when teacher directly monitors the students and interacts with them can break the assumption about teacher's desk being the barrier between teacher and students[31]. For some students, a teacher's care and concern is the number one factor that influences their learning[32]. It will be important to take the initiative to learn about your students' personal lives, interests, and goals. Seeking this information will show students that you value, respect, and care about them[33]. Simonsen stated that, a process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students[34].

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[30]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (United States of America: Shell Education, 2007), P. 49

[31]IbidP. 49

[32]Teach for America. *Classroom Management and Culture.* (America, 2011) P. 62

[33]Ibid, P. 70

[34]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

a) *Scanning*

Scanning means visual sweep of entire space. While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area around all corners of the area.

b) *Moving*

Moving means continuous movement, proximity. During transitions between activities, move among the students to provide proximity.

c) *Interacting*

Briefly interact with the students. Verbal communication in a respectful manner, any re-corrections, non-contingent attention, and specific verbal feedback can be used to interact with the students. Ask how they are doing, comment, or inquire about their interests; show genuine interest in their responses (This is an opportunity to connect briefly with a number of students) but don't stopping and talking with the same student or groups every day.

5) **Opportunity:** *Provide High Rates And Varied Opportunities To Respond*

One of the most aspects a teacher can foster for a positive classroom is the overall attitude, it is very important for a teacher to maintain a collegial, enthusiastic, and positive learning environment[35]. A classroom with positive learning environment will hopefully include students who feel confident about their abilities and efforts in their learning journey[36]. This step is a teacher behavior when interacting with the students to make requests or solicits a student response during the learning process. (e.g., asking a

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[35]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (United States of America: Shell Education, 2007), P. 34
[36]Ibid. P. 37

question, presenting a demand). In interacting with students, teacher needs to increase participatory instruction with enthusiasm and laughter. There some kind of responds that can be useful for the teacher according to Simonsen, they are[37]:

a) Individual or small group questioning: Use a response pattern to make sure that all students are called on. Example: *"I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps"*. And remember not to provide a 20-minute lesson without asking any questions or prompting any student responses.

b) Choral responding: All students in a class respond in unison to a teacher question. Example: Students recite letter sounds together; students read the answer together, etc.

c) Nonverbal responses and Gesture: Response cards, student response systems, guided notes. Example:
"Hands up if you got 25 for the answer."
"Get online and find two real-life examples for "saturation point""

6) Acknowledgment

   a) Use Behavior-Specific Praise

   There more than 30 years of research has indicated teacher praise is an effective management strategy for increasing students' appropriate behavior in the classroom[38]. Students need to know when they are demonstrating the desired expectations, especially when the

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[37]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[38]Allday, R. A., Hinkson-Lee, K., Hudson, T., Neilsen-Gatti, S., Kleinke, A., & Russel, C. S. *Training General Educators to Increase Behavior Specific Praise: Effects on Students with EBD. Behavioral Disorders.* (California, Sage Journal, Volume 37 Number 2, 2012), P. 93.

expectations are new (generally early in the year) or when the circumstances under which the students demonstrated them are particularly challenging[39]. Walter and Frei added that the praise needs to be specific and descriptive, earned and accurate; teacher also needs give feedback immediately because the students generally need to know when they are doing something correctly at the moment[40]. Specific, contingent praise is a positive statement, typically provided by the teacher when a desired behavior occurs to inform students especially what they did well[41]. On the one hand, positive reinforcement can be a way of ensuring that students don't misbehave in order to gain attention.

Simonsen said that the praise should be provided soon after behavior and consider the students' characteristic (age, preferences) when delivering behavior-specific praise (e.g., praise privately or publicity) but the teacher also should avoid praise the same person over and over again while ignoring the other student. For example: *"Blue Group, I really like the way you all handed in your Projects on time. It was a complicated project"*; *"Tamara, thank you for being on time! That is the fourth day in a row, impressive."*; After pulling a chair up next to Steve, the teacher states, *"I really appreciate how you facilitated your group discussion. There were a lot of opinions and you managed them well."*; After reviewing a student's essay, the teacher writes,

[39]Teach for America. *Classroom Management and Culture.* (America 2011). P.30
[40]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007), P. 61
[41]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

"Nice organization. You're using the strategies we discussed in your writing!".; The teacher should avoid: "*Great job! Super! Wow!*" These are general, not specific, praise statements. The specific also means to tell the learners exactly what they are doing correctly and continue to do it in the future like *"I like how you are showing me active listening by having quiet hand and feet and eyes on me.".* Remember, do not use sarcasm when praising student.

Besides all that, the teacher keeps in mind that they don't want to praise students for simple tasks or make them dependent on your positive reinforcement, remember that students should reap the benefits of meeting your high behavioral standards[42]. Those positive outcomes are not only – in fact they should rarely be – shiny pencils, candy bars, or pizza parties. With such tangible prizes, students engage in learning activities in order to receive rewards that are artificially linked to behavior. So, it can help students realize that the greatest benefits of following the rules include recognition, self-respect and peer-respect, a classroom where they and their classmates can make academic gains, and increased life options.

b) *Behavior Contracts*

Classrooms are unpredictable places. On the first day of school, students do not know when they can go the bathroom, if they will be punished for leaving their seats, or how the person at the front of the room will treat them all year. Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment of a new teacher's time and energy[43]. These pieces of your classroom management plan

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[42]Teach for America. *Classroom Management and Culture.* (America, 2011), P. 31
[43]Ibid, P. 19

help promote appropriate student behavior, prevent student misbehavior and create a sense of order and predictability in your classroom. Similar with Walter's statement, he stated that by having classroom contract, the teacher can alter students' behavior[44]. The contract does not have to be negative things only, but also expected behavior within the rewards if they do it correctly.

Simonsen suggested, in making the behavior contract, do not forget documenting an agreement between a teacher and student(s) about[45]: Expected behavior, Available supports to encourage expected behavior, Rewards earned contingent on expected behavior, and Consequences if expected behavior does not occur (or if undesired behavior does occur) Example: *At the beginning of each semester, Dr. Gale has his students sign an integrity pledge. It states that students will complete their work independently (expected behavior), with teacher help when needed (supports), to have the potential of earning full points on assignments (rewards). If students do not maintain integrity, they will lose points on that assignment and in the course.*

c) *Group Contingencies*

All the students have the opportunity to meet the same expectation and earn same reward as the other students; the reward may be delivered to all students when one or a few of the students meet the criterion, or to each the students if the students meet the criterion. Teacher is better not bribing

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[44]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007), P. 140

[45]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

students using reward to engage in behaviors that are not in their best interest. Example:

"All class, we will practice to present something. If we can meet this goal by a half of an hour, you can sit where you would like for the last 20 minutes of the class period."

d) *Token Economies*

Zomkle & Zomkle stated that, "A token economy is an intervention that includes contingencies in which tokens or points are given, following the emission of targeted behaviors. Tokens can then be redeemed for reinforcing objects or activities at a later point in time"[46]. They also found that negative behaviors were reduced when students earned points for displaying positive behavior and then exchanged these points for a reward[47]. In line with that, Weathley stated that other researchers viewed the use of a token economy as a low-cost, high impact strategy for reducing disruptive behavior during unstructured times[48].

Related to that, Simonen suggested to simply put positive reinforcement teaches a person to act in a certain way by rewarding that person for correct behavior[49]. To encourage positive behavior, figure out the exact behavior that would be benefit the student and the people around the students. Deliver a token (e.g., pretend coin, poker chip, points, tally mark, stamp) contingent

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[46]Aljuhaish, Sultan Fahd., (2015). *The Effectiveness of Behaviourist's Token Economy System on Teaching English as a Second Language at Saudi Schools in Kuala Lumpur.* (International Journal of Novel Research in Education and Learning Vol. 2, Issue 3, 2015), P. 44

[47]Ibid

[48]Ibid

[49]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

on appropriate behavior that is exchangeable for a back-up item or activity of value to students. Remember not to: Providing points or tokens without specific praise or to the same students or groups of students or providing tokens or points without demonstrated behaviors. Example: *"Alyiah, you were very respectful when your peer came in and asked for space. You've earned 10 bonus points toward your behavior goal. Well done!"*

7) **Prompts And Pre-corrections:** *Make The Problem Behavior Irrelevant With Anticipation And Reminders*

In this stage, teacher will use this strategy to prevent undesirable behavior before it happens. Teacher also needs to provide reinforcement and specific praise to students who are following the rules. For example: Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time. Instead of, While teaching a lesson, a student calls out, and the educator states, *"Instead of calling out, I would like you to raise your hand"* (This is an error correction—it came after the behavior). The prompt must be understood and observable by the student so the students can distinguish when the prompt is present. When providing prompts and pre-corrections, it should be specific and explicit; teacher should describe the expected behavior (and link to the appropriate expectation). Walter and Frei added, when providing pre-corrections or rules teacher should make sure they are easily understood, specific and behavioral and that they are generally phrased in a positive tone, this means that the rules does not begins with the negative ways such as "no's" and "don'ts"[50].

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[50]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007) P. 56-57

8) Error Correction: *Use Brief, Contingent, And Specific Error Corrections To Respond To Problem Behavior*

When it comes to correction, it is generally more powerful and appropriate to direct positive correction in the form of affirmation; therefore, public correction can be quick strategies that involve subtly recognizing students with positive gesture[51]. In giving the correction, the teacher must be aware of your tone. Everything should be said in a firm and calm, rather than hostile and confrontational tone[52]. An informative statement, typically provided by the teacher, that is given when an undesired behavior occurs, states the observed behavior, and tells the student exactly what the student should do in the future[53]. Example: After a student calls out in class the teacher responds, *"Please raise your hand before calling out your answer"*; After students are talking too loudly during group work, the teacher responds, *"Please use a quieter whisper voice while working with your partner"*; After a student is out of his or her seat inappropriately, the teacher responds, *"Please stop walking around the room and return to your seat to finish your work".* Simonsen suggested some ways in delivering the error correction, teacher should[54]:

a) Delivered in a brief, concise, calm, and respectful manner, typically in private. (e.g., don't shout "No!" when dealing with student who is doing undesired behavior)

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[51]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007) P. 29

[52]Teach for America. *Classroom Management and Culture.* (America, 2011) P. 54

[53]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[54]Ibid

b) Pair with specific contingent praise after the student engages in appropriate behavior. Example: When a student has not started working within one minute, *"Jason, please begin your writing assignment"* (Later) *"Nice job being responsible, Jason, you have begun your assignment"*

c) Disengage at end of error correction and reduction; avoid "power struggles" like: After providing an error correction, a student denies engaging in the behavior; the teacher repeats the correction in an escalated tone and continues to debate the student—each exchange escalates until shouting ensues.

9) Use Other Strategies To Respond To Problem Behavior

If you use these same methods in response to a more serious interruption (e.g., derogatory comments, aggressive actions, etc.), your students may lose respect for you – perhaps feeling that you aren't willing to be tough in order to ensure your students meet high expectations[55]. Simonsen suggested some ways in responding the misbehavior other than the other the eight strategies, they are[56]:

a) *Planned Ignoring*

There are specific situations when you may believe that a student is acting out to get attention. You may choose to ignore this behavior if it is not creating a classroom disruption[57]. This should be done carefully, because students may assume that you are not aware or do not care about the

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[55]Teach for America. *Classroom Management and Culture.* (America, 2011), P. 54

[56]Simonsen, Brandi., & Freeman, Jennifer., *Supporting and Responding to Behavior: Evidence Based Classroom Strategies for Teacher.* (U.S. Department of Education, 2015) Retrieved from https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf on March, 30th 2017

[57]Teach for America. *Classroom Management and Culture.* (America, 2011) P. 52

behavior. You would later raise the issue with the student in private.

Systematically with holding attention from a student when he or she exhibits minor undesired behavior that is maintained (reinforced) by teacher attention. Example: During a lecture, Jen interrupts the teacher and loudly asks her question; the teacher ignores Jen until she quietly raises her hand. But do not define doing nothing like: A student is loudly criticizing a peer, resulting in other students laughing at the targeted peer; the teacher does nothing.

b) *Differential Reinforcement*
Systematically reinforcing:
(1) Lower Rates Of Problem Behavior (Differential Reinforcement of Low Rates of Behavior [DRL])
The teacher privately conferences with a student and says, *"I really value your contributions, but we need your peers to also have a chance to participate in the group. If you can reduce your contributions to five or fewer, I'd love to meet with you over lunch to talk about the rest of your ideas."*
(2) Other Behaviors (Differential Reinforcement of Other Behavior [DRO])
"If we can make it through this discussion without inappropriate language, you can listen to music during your independent work time at the end of class (DRO)"

c) *Response Cost*
Removing something (e.g., token, points) based upon a student's behavior in attempts to decrease the behavior. Example: When a student engages in disrespectful language, the teacher privately provides feedback and removes a point from the student's point card. The teacher is careful to provide at least five points (and specific praise) for every point removed (and error

correction delivered), instead of publicly flips a card (from green to yellow to red) that signals the student has lost access to privileges. The teacher should not allowed to loudly announces that the "card flip" and, when asked why, states, "you know what you did."

d) *Time-Out from Reinforcement*

Brief removal of: something preferred (e.g., activity, item) or the student from a preferred environment based on undesired behavior. Example: After a student knocks over a chair in the cafeteria in frustration, the teacher removes the student from her normal lunch table and reviews expectations with the student before allowing her to resume activities.

2. Perception

a. Definition of Perception

The word "Perception" comes from Latina that is *"Percipio"* means organization, identification and interpretation of sensor information in order to represent and understand the environment[58]. According Campbell, perception is defined as something that is being observed and what is and what is said about it[59]. Perception can also described as a person's idea or reaction as an experience about an object that gained by using information and interpret a message. Perception involves more process of thinking as a result of the information received from the sensory system regards certain things or events. It is the output process where the judgments of beliefs were produced by an individual and it influenced the way they think and feel[60]. In other hand, perception is deconstructed as a result of individual observation towards certain things

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[58]Schacter, Daniel., *Psychology 2nd Edition.* (New York: Worth Publisher, 2011), P. 15
[59]Ahen, Jerry A., *Students' Perception Towards English for Self Expression.*(Malaysia: University of Malaysia Sarawak, 2009)
[60]Ibid

or even occurs around them which will produce certain perception.

Rahmat stated that perception is divided into two types, they are positive and negative. He said that if the object that is observed are suitable with their comprehension and can be accepted rationally and emotionally so they will have positive perception or likely give positive respond toward the object that is being observed[61]. Meanwhile, if it is not acceptable with their comprehension so the perception can be negative or likely they will be avoiding, pushing away or giving contrast respond toward the object[62]. Robbins adds that positive perception means individual's judgment towards an object or information with positive point of view or opinion or suitable with their expectations, meanwhile, the negative perception means that individual's opinion towards certain object or information with negative opinion, and the opposite of their expectation[63]. So, the result of the perception, whether it positive or negative depends on how the individual's point of view towards the observed object.

In this research, the researcher uses Rahmat's theory about perception because this theory is suitable to be applied and observed in Indonesia. Rahmat is an author of the perception theory from Indonesia which is his theory is agreeable of Indonesian characteristic.

In describing their perception, each human have different way in interpreting something. Every person has different ways in seeing something, if people see something good in certain things, does not mean that other people will think the same about that. The different ways of thinking might be caused by many factors, such as their

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[61]Rakhmat, J. *Psikologi Komunikasi.* (Jakarta: PT Remaja Rosda Karya, 2005), P. 104
[62]Ibid, P. 105
[63]Robbins, S.P. *Perilaku Organisasi.* Jilid I. (Jakarta: PT INDEKS Kelompok Garmedia, 2003) P.14

educational background or knowledge, experience and people point of view about something[64].

To find out a perception from a group of people, we can measure it with questionnaire that uses scale. As stated by Windayani that scale is generally can be used to measure attitude, perception, value and interest[65]. There are five scales that have different purpose based on it needs; they are Likert scale, Guttman's scale, Thurstone's scale, Sematic Differential, and Rating Scale. In line with that, Abdi suggested that it is better to use Guttman scale when measuring perception because Guttman scale is a scale that needs firm answer and there are only two alternative answers, like yes – no, true – false, ever – never, positive – negative, and more[66].

So, based on that definition above we can conclude that perception means a process where a person organize an information based on their mind. The information is received from something that has happened in their surroundings. There are two types of perception, they are positive and negative, and each person have different perception because perception is individual's idea.

b. The Factors that Affect the Perception

The difference perception from each people about something is happens from some factors. Based on Alex Sobur, the differences of perception caused by some factors below, they are[67]:

1) *Attention*: Sometimes we do not catch what is happening around us completely, but we focus pay attention to one or two object only. The difference

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[64]Ulum, Bahrul., *Persepsi Guru Tentang Tata Tertib di Sekolah Menengah Atas Negeri 1 Rumbio Jaya Kabupaten Kampar.* (Pekanbaru, Riau: Published Undergraduate Thesis from Islamic State University of Sultan Syarif Kasim Riau, 2012)

[65]Windiyani, Tustiyana., *Instrumen Untuk Menjaring Data Interval, Nominal, Ordinal, dan Data Tentang Kondisi, Keadaan, Hal Tertentu dan Data untuk Menjaring Variabel Kepribadian.* (Jurnal Pendidikan Dasar Vol. 3 No. 5, 2002) P. 203

[66]Abdi, Herve., *Guttman Scaling.* (California: Sage, 2010), P. 1

[67]Ulum, Bahrul., *Persepsi Guru Tentang Tata Tertib di Sekolah Menengah Atas Negeri 1 Rumbio Jaya Kabupaten Kampar.* (Pekanbaru, Riau: Published Undergraduate Thesis from Islamic State University of Sultan Syarif Kasim Riau, 2012)

between each person caused the different perception among them.

2) *Set*: Is a person's expectation of something that might be happens

3) *Needs*: Temporary or permanent need of someone to something also caused the different perception of each people.

4) *System Value*: System value in a society is also become the factor that caused the difference perception

5) *Personality*: Each person has different personality and has different way of thinking about something, this is also become the factor that caused the difference perception of each people.

Meanwhile, based on Udai Pereek the factor that may be become a factor of someone's perception are[68]:

1) External Factors
   a) *Intensity;* generally something intensive get more attention than something that are less-intensive
   b) *Size;* Something bigger and something that right in front of our eyes is generally catch someone's attention
   c) *Contrast;* Sometimes what we see is faster to catch our attention
   d) *Gesture;* Something that are moving is more interesting than something that stay still
   e) *Repetition;* Something that happens repeatedly is more interesting
   f) *Something new;* something new or something strange for us is usually more interesting to look at.

2) Internal Factors
   a) *Background;* This is also become one of the factor in perception

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[68]Ulum, Bahrul., *Persepsi Guru Tentang Tata Tertib di Sekolah Menengah Atas Negeri 1 Rumbio Jaya Kabupaten Kampar.* (Pekanbaru, Riau: Published Undergraduate Thesis from Islamic State University of Sultan Syarif Kasim Riau, 2012)

b) *Experience;* Each person has different knowledge about something, this might be one of the factor of difference perception

c) *Personality;* Someone's personality and the way they think of something also become one of the factor of difference perception

d) *Personal Acceptance:* This is an important thing that also becomes the factor that makes difference perception.

Alan Saks and Gary Johnson also have their own factors that caused the difference perception of something, based on their opinion there are three components of perception. They are[69]:

1) *The Perceiver*: The perceiver is the person who becomes aware about something and comes to final understanding. There are three factors that can influence his or her perception, such as experience, motivational state and emotional state. In different motivational and emotional states, the perceiver will react or perceive something in different ways. Also in different situations he or she might employ a "perceptual defense" where they tend to "see what they want to see".

2) *The Target*: This is the person or thing which is being perceived or judged.

3) *The Situation*: The situation also greatly influences perception because different situation may call for additional information about the target.

From some opinions above, the researcher can conclude that perception is happen from many factors, it can be from internal factors which are from themselves, or from external aspect that is from the environment. So, the

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[69]Saks, Alan., & Johnson, Gary., *Perception, Attribution, and Judgment of Other.* (Toronto, Organizational Behavior: Understanding and Managing Life at Work. Vol. 7, 2011)

result of the perception caused from how far that factor influence the person.

c. **Process of Perception**

The process of perception is not instant, but through some processes. Psychologist Jerome Bruner has developed a model of perception. According to him people go through the process to form opinions. The following statement below is the process of perception[70]:

1) When we encounter an unfamiliar target we are open to different informational cues and want to learn more about the target.
2) In the second step we try collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
3) At this stage, the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. We also actively ignore and even distort cues that violate our initiation perception. Our perception become more selective and we finally paint a consistent picture of the target.

Meanwhile, based on Schermerhorn there are four main steps in the process of perception generally. They are[71]:

1) Attention and Selection
   In this stage, a person selects information effectively to decide which information that needs to be observed or ignored.
2) Organization
   All the information that already selected in previous stage will be organized in this stage. The way how to organize the information efficiently is y schema.

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[70]Saks, Alan., & Johnson, Gary., *Perception, Attribution, and Judgment of Other.* (Toronto, Organizational Behavior: Understanding and Managing Life at Work. Vol. 7, 2011)

[71]Hery, Widyarso., *Persepsi dan Pemahaman Guru Tentang Kecerdasan Serta Penerapannya Dalam Proses Belajar Mengajar pada Kurikulum Berbasis Kompetensi (KBK).* (Surabaya: Skripsi UNAIR, 2005)

Schema is a cognitive outline that illustrate the organize knowledge with concept or stimulus that has been built by experience.

3) Interpretation

After the interest illustrated in certain stimulus and the information is organized, so the individual will try to get the answer about the meaning from that information. This stage is really influenced by casual attribution that is a trial to explain why something happens.

4) Retrieval

The information that already saved in the memory should be found if it is needed. The person will be easier to find the information if it is well organized.

So the process of perception begins with attention and selection towards certain information and the selected information will be organized, starting with interpreting, that is a person try to understand the meaning of the information.

d. The Benefits of Students' Perception

In educational field, students always give signal about what teacher should do to get their interest. That activity is an active process of a teacher to get an image from students' first impression. That first impression will make another new perception from the student that can be a consideration for the teacher in doing teaching process that will happens not just once. That, of course will give effect for the following meeting. From that case, it will be better if the teacher can take positive side from students' behavior as teachers' references for other teacher and also take advantages from those experiences. There are so many benefits that can be taken from students' perception, they are[72]:

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[72]Wihastin, Annisa. *Persepsi Siswa Terhadap Peran Guru Sebagai Motivator Pada Mata Pelajaran IPS di MTsN Bantargebang Bekasi Jawa Barat.* (Jakarta, Published Thesis: UIN Syarif Hidayatullah Jakarta, 2015)

1) With students' perception, the teachers can know how far their mastery in teaching new students.
2) From students' perception, teacher can know about their competence, whether in managing classroom or delivering the lesson.
3) Students can see teachers' bravery when facing any kind of problem in the class through perception.
4) Perception can see whether the teacher is suitable to be the real teacher from students' perception.
5) Perception can be useful to give advice to the teacher related to the students.
6) Perception can be as reference for the next teacher in the future, so they can do some improvisations or changes that make it better from before.
7) With perception, teacher can do self-reflection about what should and should not do in the future.

If teacher give good influence to the students, the result also will be positive or good towards the teacher. The other way, if teacher does not give good influence and the best impression for the student, so they will likely do not like the teacher and also will make bad perception about the teacher. That is why teacher should do their best to give positive influence in front of the student.

3. **Single Sex Classroom**
   a. **Definition of Single Sex Classroom**

   In educational field, there are two kind of education; the first is Co-educational Education or also known as Mixed-Gender Education or Mixed-Sex Education is a system of education where males and females are educated together. Meanwhile, the second is Single-Gender Education or also known as Single-sex Education classroom refers most generally to education at the elementary, secondary, or post-secondary level in which males or females attend school exclusively with members

of their own sex[73]. In single sex education, male and female attend separate classes or in separate buildings, schools or classroom.

The main reason behind single sex classroom is that children learn differently based on their gender. Leonard Sax, founder of the National Association for Single-Sex Public Education, believes, "The kind of learning environment that is best for boys, is not necessarily best for girls"[74]. He states some genders' difference in learning styles are like:

1) Girls' hearing is far more sensitive than boys', so teachers should speak softly to girls but yell at boys.
2) When girls are under stress blood rushes away from their brains, while stress causes blood to rush to boys' brains, thus priming them to learn.
3) Boys should receive strict, authoritarian discipline and respond best to power assertion. Boys may be spanked, while girls may not.
4) A boy who likes to read, does not enjoy have a lot of close male friends should be firmly discipline, required to spend time with "normal boys", and made them play sports.

Richard Hawley also stated that, "Physiological and psychological differences between girls and boys require different teaching techniques at different times"[75]. Michael Gurian, author and founder of the Gurian Institute, which also trains teachers, propounds similar theories as Lax's about gender different learning styles. For instance, according to Gurian[76]:

1) Boys are better than girls in math because their bodies receive daily surges of testosterone, while

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[73]Mael, Fred., Alonso, Alex., Gibson, Doug., Rogers, Kelly & Smith, Mark. *Single-Sex Versus Coeducational Schooling: A Systematic Review.* (U.S. Department of Education: Office Planning, Evaluation and Policy Development, 2005), P. 36
[74]Hughes, Theresa A. *National Forum of Educational Administration and Supervision Journal: The Advantages of Single Sex Education.* (A&M University, 2006-2007), P. 13
[75]Ibid, P. 37
[76]Ibid

girls have equivalent mathematics skills only during the few days in their menstrual cycle when they have an estrogen surge.

2) Boys are nature abstract thinker and so are naturally good at things like philosophy and engineering, while girls are by nature concrete thinkers.

3) Full female participation in athletics is not "neurologically or hormonally realistic."

Theresa Hughes also adds some learning different among boys' and girls' in the following matters[77]:

1) At younger ages, males tend to use a lot of space. If a boy and girl are working together at a table the boy might spread his papers over the entire table, leaving little room for the girl.

2) While movement is an excellent instructional strategy for both boys and girls, boys tend to benefit more from the use of movement. Boys are naturally always moving and they have a tendency to be squirmy or restless, which can be perceived as distracting by female students and the teacher.

3) While all students can benefit from collaboration, girls seem to adapt to this strategy better than boys. Girls utilize more words than boys during the learning process and the collaborative method allows girls to communicate with one another about the topic at hand.

These gender differences in learning of course become the benefit of single sex classroom. In single-sex classes or single-sex schools, the teacher would be able to concentrate on the learning-styles of each sex and use the styles to bring out the academic best in each student. Lessons and activities could be designed with a single-sex in mind. Theresa Hughes stated in her Educational Journal

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[77]Hughes, Theresa A. *National Forum of Educational Administration and Supervision Journal: The Advantages of Single Sex Education.* (A&M University, 2006-2007), P. 37

the benefits of single sex education or single sex classroom in the following matters[78]:

1) By providing single-sex classes or single-sex schools student attendance improves, distractions decline, and student participation increases, all of which serve to maximize student achievement.

2) By separating the sexes into different classes or schools, the students would be free of distractions from the opposite sex and would be better able to concentrate on academic pursuits.

3) Student behavior is improved in the areas of attendance, distractions, and participation, thus improving student achievement.

4) In single-sex classes or single-sex schools girls feel more comfortable participating in all facets of the lessons or activities.

5) Boys are more likely to work in collaborative settings when separated from the girl students, where they are free to express their emotions.

6) In single sex classroom, student behavior is improved in the areas of attendance, distractions, and participation, thus improving student achievement.

B. Previous Study

Many Studies have carried out the study related to this topic. In this part, the researcher reviews some of previous studies for other researcher that has similar focus in this study. They are:

First is Fitra Amaliyah from UIN Sunan Ampel Surabaya for her undergraduate thesis with tittle *"The Use of Positive Rewards and Punishment in Managing Classroom"*. In her thesis, she focused on the use of positive reinforcement and positive punishment to increase students' participation and manage students' behavior in English Classroom. She conducted her research in single sex classroom[79].

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[78]Hughes, Theresa A. *National Forum of Educational Administration and Supervision Journal: The Advantages of Single Sex Education.* (A&M University, 2006-2007), P. 37

[79]Amaliyah, Fitra., *The Use of Positive Rewards and Punishment in Managing Classroom.* Unpublished thesis (Surabaya: Library of Islamic State University Sunan Ampel Surabaya, 2016)

The second study is an Educational Journal from I. G. A. Pria Dasami in his journal titled *"Penerapan Konseling Behavioral Dengan Teknik Penguatan Positif Untuk Meminimalisir Kecenderungan Perilaku Menyimpang Siswa Kelas VII B Smp Negeri 6 Singaraja"*. This research aimed to minimize the tendency of deviant behavior in classroom. This result proved that applying of behavioral counseling with positive reinforcement techniques could function effectively to minimize the tendency of student misconduct[80].

The third is a study from Hank Bohanan about the application of PBIS in high school. Its title is *"School wide Application of Positive Behavior Support in an Urban High School: Journal of Positive Behavior Interventions"*. The results indicated that school wide PBS was implemented in an urban high school setting with some success. These findings seem to indicate that PBS may be an important process for improving outcomes for teachers and students in urban high school settings.[81]

The fourth is from Mark D. Burke, the title is *"Using SWPBS expectations as a screening tool to predict behavioral risk in middle school"*. This study investigated the validity of using adherence to PBIS behavior expectations as a screening tool for predicting behavior risk status. Results revealed strong associations between the extent of students' adherence to SWPBS expectations and the adaptive, externalizing, and school problem constructs derived from the norm-referenced screener items; associations with the norm-referenced screener's internalizing construct were weaker. Classification analyses yielded mixed results despite the comparability between the results of the SWPBS expectations procedure and the standardized norm-referenced screener[82].

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[80]Desami, I. G. A., Dantes, N., Setuti N.M., *Penerapan Konseling Behavioral Dengan Teknik Penguatan Positif Untuk Meminimalisir Kecenderungan Perilaku Menyimpang Siswa Kelas VII-B SMP Negeri 6 Singaraja.* (Universitas Pendidikan Ganesha. Singaraja, Indonesia, 2013)

[81]Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. *School-Wide Application of Positive Behavior Support in an Urban High School: A Case Study.* (Journal Volume 8, Number 3, 2006)

[82]Burke, M., Davis, J., Hagan-Burke, S., Lee Y, Fogarty, M. *Using SWPBS Expectations as a Screening Tool to Predict Behavioral Risk In Middle School.* (Journal Vol. 16, Issue 1, 2014)

The fifth is from James K. Luiselli, the title is *"Whole-School Positive Behavior Support: Effects on Student Discipline Problems and Academic Performance."* This study focused on how PBIS gives effect on students' discipline and their academic achievement. The result of this study shows that students discipline problem decreased and academic performance improved as following a PBIS at urban elementary school[83].

The sixth is from Paul Caldarella from his journal titled *"The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes"*. This study investigated the effects of school-wide positive behavior support on middle school climate and student outcomes. The results of this study shows the significant improvement in teacher rating in school climate also significant decreases in students' tardiness, unexcused absences, and many other misbehavior in school.

The seventh is from Brandi Simonsen on his PBIS Journal with tittle *"linois Statewide Positive Behavioral Interventions and Supports: Evolution and Impact on Student Outcomes across Years"*. This study talks about the development of this infrastructure and presents the results of the effects of implementing Positive Behavior Intervention and Support, with and without fidelity across time, on student behavior and academic outcomes[84].

From the previous studies above, the researcher concludes that those all previous studies have the similarities and difference with this research. However, this research focuses on analyzing the implementation of Positive Behavior Intervention and Support (PBIS) Strategies to decrease students' misbehavior during the teaching and learning process of speaking class. Moreover, the researcher also is more specific in single sex classroom.

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[83]Luiselli, J. K, Putnam, R. F, Handler, M. W, & Feinberg, A. B. *Whole-School Positive Behavior Support: Effects on Student Discipline Problems and Academic Performance.* (Educational Phycology Journal Vol. 25 No. 2-3, 2005)
[84]Simonson, B., Eber, L., Black, A., Sugai G., Lewandowski, H., Sims, B., & Myers, D. *Illinois Statewide Positive Behavioral Interventions and Supports: Evolution and Impact on Student Outcomes across Years.* (PBIS Journal Vol. 14 No. 5, 2012) retrieved from http://pbi.sagepub.com/content/14/1/5 on March 30th 2017