

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion related to the research findings.

#### **A. Conclusion**

The results of the research are the implementation and students' perception of Positive Behavior Intervention and Support (PBIS) Strategies in single sex classrooms. The conclusion of the research can be explained as follow:

#### **1. The Implementation of Positive Behavior Intervention and Support (PBIS) Strategies in Speaking Class of Single Sex Classrooms at MTs. Negeri Krian Sidoarjo**

There are nine strategies of Positive Behavior Intervention and Support that are implemented in the speaking class of single sex classrooms as follow:

- a. Classroom settings: included some aspects, they are posting supportive material on the wall to help the students learning, seating arrangement and classroom traffic patterns. The finding shows that the teacher implements two out of three and the one aspect that she does not implement in the classroom is posting supportive material.
- b. Develop and teach predictable classroom routines: the finding shows that the teacher implements it in two ways, at the beginning of the lesson and at the end of the lesson. Both have different purpose, the first is for giving the students image about what will happens today and reminding them about the previous meeting, meanwhile the second is for giving them information about next meeting's lesson so they can prepare it before and they will be ready.
- c. Post, define and teach the expectation: included some aspects, they are posting sign with positive phrase, defining it to the student and teaching the expected behavior. The finding shows that the teacher only implements one out of three that is teaching the expected behavior because school's policy to keep the

wall frees from any posters, so the teacher cannot define anything without posters.

- d. Use active supervision and proximity: included some aspects, they are scanning, moving and interacting. The finding shows that the teacher implement all the aspects altogether.
- e. Provides high and varied opportunity to respond: the findings shows that the teacher does not have many variety ways in solicit students' respond, but she is still being very cheerful and positive during the class.
- f. Acknowledgement: included some aspects, they are behavior specific praise, classroom contracts and token economics. The findings shows that the teacher only implements the behavior specific praise only by giving the complement right after the behavior occur with mention their name.
- g. Pre-corrections: the finding shows that the teacher implements this strategy in between the lesson before the undesirable behavior occur.
- h. Use brief, contingent, and specific error correction to respond to problem behavior: the finding shows that the teacher implements this strategy when the pre-correction are ignored.
- i. Other strategies: include some aspects, they are planned ignoring, time-out and remove the privilege. The findings show that the teacher implements all the aspects if the error corrections are being ignored after being told several times.

## 2. **Students' Perception Towards The Implementation of Positive Behavior Intervention and Support (PBIS) Strategies in Speaking Class of Single Sex Classrooms at MTs. Negeri Krian Sidoarjo**

Based on the questionnaire that are distributed to both male and female classrooms who are taught by the same teacher, about students' perception towards the implementation of Positive Behavior Intervention and Support (PBIS) in speaking class of single sex at MTs. Negeri Krian Sidoarjo generally can be concluded as *Positive* because the result is 79,8% and it is included in

61-80% range. It means that students accept the strategies very well and have positive opinion towards the implementation of PBIS Strategies that are done by the teacher in the classrooms.

## **B. Suggestion**

In the light of the result of the study, the researcher recommends some suggestion in the following:

### **1. For the Teacher**

Regarding the result of this research, for the teachers who have lack of classroom management skill where in their class consist of multicultural students and have many kind of behavior will not worry because all the problem in the classroom could be solved or decreased by implementing PBIS Strategies that did not harm the students but dealing the behavior positively. In addition, dealing the students' behavior with positive attitude can also make the teacher can places negative behavior in better perspectives and develop more accurate impression of the whole student. Teachers also can take advantage of positive reinforcement for students' who behave positively.

### **2. For the Future Researcher**

The findings of the study are expected to be used as consideration for the other researchers who plan to conduct the study related to the classrooms management especially in dealing students' behavior in classrooms topic. Recognition the result and the significance of this study, the researcher comes with suggestion to further researcher who are interested to conduct the research about the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in lower grade or level of education and also the teacher's challenges in implementing the strategy. In addition, the further researcher can also broaden the area or the limitation of the study, such as the comparison of the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in single sex and co-educational classroom, different teacher and so on. By conducting those researches, the further researcher can obtain broader knowledge than this recent study.