CHAPTER IV
THE FINDINGS AND DISCUSSION

This chapter describes and analyzes the data, which are obtained during the research. In this chapter, include the display the result of the observation and questionnaire and discussion about the answer of the research problem.

A. Research Findings

Based on the result of conducting observation and giving questionnaire in speaking class of male and female speaking class at MTsN Krian Sidoarjo about the implementation of Positive Behavior Intervention and Support (PBIS) Strategies, and then obtained the following result:

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

In this research, there are 9 strategies of Positive Behavior Intervention and Support (PBIS) Strategies based Brandi Simonsen's Theory altogether with the aspects of each strategies which is the focus of this research. In using the strategies effectively, teacher needs to consider about how the implementation of those strategies. Therefore, this part will explain the teacher's way in implementing the Positive Behavior Intervention and Support (PBIS) Strategies in everyday class. To gain the result of the data, the researcher needs to do classroom observation. Before explains it briefly, the researcher will make the recapitulation of the findings into the table to make it easier for the reader. Therefore, the result is:

No.	Positive Behavior Intervention and Support (PBIS) Strategies	Male (√/X)	Female (√/X)	Activities
1.	**Settings**			
	a) Design classroom layout according to the type of activity	√	√	1) Small circle seating arrangement for group discussion 2) Facing the front for classroom discussion
	b) Room arrangement and traffic pattern	√	√	1) Make sure the distance between each students are not too close
	c) Post materials that support learning strategies	X	X	
2.	**Routines**			
	a) Establish predictable patterns and activities	√	√	1) Teacher reminds the students in every transitions of activities
	b) Create routines and procedure	√	√	1) Teacher explains the lesson plan at the beginning of the lesson 2) Teacher informs the upcoming lesson for next meeting at the end of the lesson
3.	**Expectations**			
	a) Post the classroom expectation sign	X	X	
	b) Define the classroom expectations	X	X	
	c) Teach the classroom expectations	√	√	1) Teacher teaches behavior expectations to the students (randomly)
4.	**Supervision**			

	a) Scanning	√	√	1)	Teacher regularly scans the classrooms to check the students
	b) Moving	√	√	1)	Teacher regularly moves around the classrooms to check the students
	c) Interacting with students	√	√	1)	Teacher regularly interacts with the students in the classrooms
5.	**Opportunity**				
	a) Provide variety respond to the student	X	X		
	b) Being humble and happy during the learning process	√	√	1) 2)	Teacher always keeps her good mood during the learning process Teacher always smiles and happy during the learning process
6.	**Acknowledgment**				
	a) Behavior-specific praise	√	√	1)	Teacher always praises her students specifically by mentioning their name along with the positive behavior that they do
	b) Behavior Contract	√	√	1)	Teacher makes classroom contract to smoothen the learning process
	c) Token Economics	X	X		
7.	**Prompts And Pre-corrections**				
	a) Make the problem behavior irrelevant with anticipation and reminders	√	√	1)	Teacher always makes rules to prevent any undesirable behavior and reminds them during the learning process
8.	**Error Correction**				

	a) Use brief, contingent, and specific error correction to respond to problem behavior	√	√	1) Teacher always gives correction to the students who are misbehave during the learning process and mentioning the undesired behavior so they know
9.	**Use Other Strategies To Respond To Problem Behavior**			
	a) Planned ignoring	√	X	1) Mostly in male classrooms, the teacher ignores the students when they talk without permission after being told to raise their hand several times
	b) Remove the privilege	√	√	1) Teacher moves the students from their usual chair if they are being very uncontrobale 2) Teacher takes away something that being distraction for the students during the learning process
	c) Time-out from reinforcement	√	X	1) In male classrooms, the teacher always asks the students who are misbehave or interupt the learning process to do additional task or perfrom their task first

Table 4. 1 The result of classrooms observation on the Implementation of PBIS Strategies

Based on the table 4.1 which is about the result of the classrooms observation related with the implementation of PBIS strategies, we can see that the researcher found out that the teacher almost implements all the strategies in both male and female classrooms. Eventually, there are some aspects of the strategies that are not implemented in the classrooms of male and female classrooms are posting supportive materials on the wall; defining the posters; providing variety respond to the student; token economies; and the other strategies which is planned ignoring students' behavior in the classrooms. In spite of that, there is one aspect that is not implemented in the female classroom like in male classroom, it is time-out reinforcement. Although most the implementations are about the same between male and female classrooms, yet they are different in some ways. Therefore, the details implementation as follow:

a. *Settings*: **Effectively Design The Physical Environment of The Classroom**

According to the classroom observations, the researcher found out that the teacher implements two out of three aspects from this strategy that are seating arrangement and classroom traffic pattern. The researcher did not find any kind of supportive material like posters to help the learning process that are posted on the wall which is one of aspects of this strategy due the school's policy to keep the wall clean. The only thing that is posted on the wall was the photo of the president and the vice president. So, in implementing this strategy the teacher leaves one of the aspects that is posting supportive material on the wall.

In implementing this strategy, the teacher always determines the seating arrangement based on the activities that are held in the classroom and never forget to set the classroom traffic pattern. In the first meeting of the classroom observation in female classroom, at the same time as the teacher asked the students to do their individual works, this strategy did not really appear because the teacher did not move students' seat or made any change. The students only sat in their seat and do their works just like usual. The teacher said that:

> *"Today I only need students' attention, so the best way to get that is by applying this seating arrangement (all the student facing the front). When I need them to do team works, I always make them to sit in small circle with their group."*

Meanwhile, in male classroom is no different, the lesson plan between male and female are mostly the same. So, in implementing this strategy, the teacher just did the same between male and female classrooms.

At the second meeting, the strategy did not appear much in male and female classroom just like in the first meeting. This time was when the students were performing their individual works as speaking practice. So, the teacher did not move or change the seating arrangement, she just let the student sat on their usual seat to face the front and it happened the whole time during the learning process in the second meeting. It was because the activity at that time did not need the students to move much during the lesson.

Whereas, in the third meeting, this strategy appeared from the beginning of the lesson until the end of it. This meeting was when the teacher held group discussion; the teacher implemented one of these aspects of this strategy that is seating arrangement. She arranged students' seats became small circle each group to make the students easy to communicate with their group. When arranging the seat, the teacher made sure to give space from one group to another group as the classroom traffic pattern so the students would not be disturbed by another students or even the teacher when they were moving. After finish with group discussion, the teacher asked the students to face the front with the same seating arrangement to make their attention fully on their friends' performance. Due the fact that the teacher already arranged the classroom traffic pattern, the students had no problem when moved from their seat to the front of the classroom. The teacher added that, in making group discussion or group work, the teacher always determines the group member so they will

have chance to learn with other friends rather than their chair mate only. The teacher also said that:

> *"The different challenge between male and female classroom in implementing this strategy are, female are chattier when they are grouped, and meanwhile male students are more active and tend to move here and there. So, to anticipate any kind of undesired behavior, I always make sure to mix the student in each group so they will not be more chatty and active when they are grouped with their mate."*

So, based on the classroom observations that are held three times in both male and female classroom, the researcher only found out that the strategy is totally applied in the third meeting when the teacher held group and classroom discussions. The teacher also added that this strategy is applied based on the classroom activities and the need, so not every day the teacher change the seating arrangement. Also, this strategy is appropriate to be implemented in both male and female classrooms and help to prevent any boring and plain classrooms' atmosphere.

b. *Routines*: Develop and Teach Predictable Classroom Routines

From the classroom observations, the researcher found out that the teacher implements this strategy in two ways; they are at the beginning of the lesson and at the end of the lesson. The reasons behind those two kinds of ways are because both have the different purpose. The first is to make the students aware about what should they do during the lesson, and the second is for giving the students information about what will they do in the next meeting and make them more prepare mentally and physically.

Based on the three meetings in the classroom observation, the teacher implements this strategy mostly the same in each meetings. Almost there are no different techniques in implementing this strategy in both male and female classrooms, the only different thing from each

meeting is only the sentence that was said in each classroom and of course the material that will be delivered in each meeting.

In implementing the first way of this strategy that is explaining the classroom routines at the beginning of the lesson by telling the students the plan of the day in detail, the teacher always starts with reviewing the previous lesson and then explains and tells the students the lesson plan such as what to do, sneak peak of the lesson, the duration of each the task and what should they do after they finish the task so they do not look confuse during the process. The teacher also gives specific time or duration for the student in doing the task in the class to make the students easy to follow the steps in each transition. For example, in the first meeting at male and female classrooms:

> *"Last meeting I already explained about the formula and the function of past tense, do you still remember?"*

This is when the teacher gave review about previous meeting's material, after that she continued,

> *"Today, we will continue to learn about past tense. It seems that you guys already know it very well, so today we can continue our material. First, I want you guys to tell me your own story by writing it down at your book, the memorable one, using past tense. You can choose the topic as you pleased, and you will have an hour to do your work. If you can finish your work within that time, you can submit it to me and you are free to do whatever you want after that. Any questions? Okay, so we can start your work now and you should finish it at 7.45. Good luck, feel free to ask me anything."*

Another example in the second meeting in male and female classrooms:

> *"Today we will continue to learn about past tense. In the previous meetings, I already explained it to you*

about the formula and the function. Last meeting, you already made your own story using past tense. As I told you in the previous meeting, you will perform your work today. I will give you ten minutes to prepare your performance and after that you will be ready. Each student will have at least 5 minutes performance. If we can make it on time, you can do whatever you want after that. Okay?".

In the third meeting was no different, the teacher always starts the lesson by reviewing the lesson just like in the previous meetings and then continuous it with today's plan. In the third meeting of the classroom observation was when the teacher would teach new material and the example of teaching and explaining classroom's routine that day was:

"As I told you last meeting that today we will learn new material, which is past perfect tense. Also, I already told you to learn it at home. Today's lesson we will discuss what you got about past perfect tense and then we will practice it during the day. We have 45 minutes for discussion and you can ask me anything. After that we have 45 minutes for exercise. If we can make it on time or even earlier, we can finish early."

Besides that, the teacher also reminds the students in every transition to another activity, so they will be ready. For example:

"Five minutes left for doing the task and after that you should submit your work!"

"Five minutes left after that you should perform your group work."

As seen from the classroom observations, the students follow the step easily and they are being on time so the time run effectively although sometimes male students are not being on time in some activities. In

addition, students have been familiar with the teachers' teaching style.

Whereas, in implementing the second way of teaching predictable classroom at the end of the lesson, the teacher does it to inform the students the upcoming lesson or the upcoming plan for next meeting at the end of the lesson to make the have enough preparation. For example:

"For next meeting, we will continue our study to practice your speaking ability. So, you will be performing your work next week. Each student will have at least 5 minutes performance. I hope you can prepare it well so you will have very good performance.".

As this is speaking class, the teacher uses this chance to determine the students' order when they need to perform or practice speaking in the next meeting. For example:

"For next meeting's performance, we will make the order today to know who will perform first so you will be more ready. How can we determine the order? By lottery so it would be fair?".

The teacher said, by telling the upcoming lesson and plan, the students can be ready for the lesson and also can manage the time allocation.

Almost there is no problem in female classroom; because they follow the steps easily aside from little complain here and there but they still follow the steps very good. Actually, the problem that sometimes occur in male classroom because they are more chatty and being very active moving here and there when it comes to do the task, so the time given always a bit wasted because males take more time in doing the task compared female students even though it still under the control. For example, in the first meeting when the teacher reminded the students that the time only 5 minutes left before they should submitted their work, some of the students complained that they did not finish yet and needed more time, the teacher had no

other option that gave them extra time to did the work with one condition, that they should submitted the work when the time is up. The teacher said that she knows males' classroom characteristic well if it is about something with time or duration and it makes the her differs the time allocation that given to male and female classroom in each steps to make sure all the plan run smoothly according the time allocation of the less on and that is the only different thing in implementing this strategy in male and female classrooms.

According to the teacher and some students, that the teacher always gives them small rewards such as, if they can be cooperative during the lesson, they can do whatever they want after that or leave the class early and that was also seen by the researcher in each meeting when she held classroom observation.

In conclusion, the teacher implements this strategy everyday as a reminder or information for the student about the lesson that they will get and it is appropriate to be implemented both male and female classrooms and since this is speaking class, this strategy is very helpful to make them more ready and well prepared.

c. *Expectations*: Post, Define and Teach the Expectation

From the observation, the researcher found out that the teacher only implements one out of three suggestions for this strategy that is teaching expectations in both male and female classrooms. The two aspects that are not implemented by the teacher are posting signs or posters with positive statement to prevent any misbehavior in the classrooms and defining it. As stated before about classroom setting, the teacher said that it is because school's policy to keep the wall clean and the class is not for specific subject only but for all subjects that are taught in the school. Because of that, the teacher cannot post any positive behavioral sign on the wall. In line with that, the teacher also cannot define anything without the posters. So, the only things that teacher can do to implement this

strategy is teaching the behavior expectations to the students.

In the first meeting of the classroom observation, the researcher found out some examples when the teacher taught the students some behavioral expectation, teacher did it in between the lesson in front of the class or personally when interacting with the students. For example after the teacher gave some work to the students she said:

> *"Doing your work with your own idea is much better than cheating or plagiarism other's work because it is can be called as stealing and it is not really good. So, whatever your result is, never be afraid to show it, after all we are here to learn so do not be afraid to make mistake!"*

Another example that occurs in male classroom was:

> *"You are lucky you have the opportunity to learn in school, some others are dying to be in your place. So, do not be lazy!"*

> *"Interrupting and ignoring someone when they are talking is not really good behavior."*

Meanwhile, in female classroom was:

> *"Keeping with the trend does not always make you look cool. Sometimes, dress neatly is much better than that messy one."*

In the second meeting, the teacher did not teach many behavior expectations to the students. The only thing that the researcher got was:

> *"There is nothing more powerful than being confident. If you are being confident, what people said will not affect you."*

The example above appeared in both male and female classroom before the teacher asked the student to perform,

it was likely the teacher wanted to boost students' confident by saying that.

The third meeting is no different. Some behaviors that are taught by the teacher which was new or did not occur in the first meeting were:

"Never ever afraid to ask something when you do not know. Better ask rather than get lost, right?"

"Keeping your own knowledge without sharing it to your friend will not make you smarter, and sharing it will not make you less smart. So, there is no disadvantage in sharing!"

When the researcher asked about the expected behavior that are taught to the student whether it all planned or not, the teacher said that everything she said was just random things that came out from her mind, and if it can be useful, why not told the students that. Even there are some different expectations that are taught in both male and female classroom, the teacher still uses the same method and the same way in teaching her expectation to the students by gives simple reminder to the students with positive phrase.

In conclusion, the teacher implements this strategy in every meeting of both male and female classrooms as behavior lesson for the students since they never have specific lesson about it; she does not have specific theme or behavioral lesson each day, just some random things that come up from her mind. She also said that this strategy is very helpful to prevent any unwanted things in the future.

d. *Supervision*: Use Active Supervision and Proximity

There are three aspects in implementing this strategy, they are scanning, moving and interacting; and the teacher implements it all in both male and female classrooms. Based on the three observations, in implementing the strategy, the teacher does it together along with scanning, moving and interacting when the

students are occupied with their task. This strategy occurred in every meeting when the researcher did the classroom observation in both male and female classroom.

For example, in the first meeting when the students were busy with their individual task, the teacher scanned the classroom and moved around the class to approach the students. In moving from a place to another place, the teacher was also interacting with the student just in case they had something to ask in private. She was interacting with the entire students in the class, and the students seemed very close with their teacher and it is proven when they were really comfortable around the teacher, the teacher even made jokes here and there when interacting with the students. Almost all the students were interacting with their teacher when their teacher approached them in their chair, and it is become the proof that the teacher does not differentiate their students in the classroom when interacting with them. The teacher added that:

> *"When interacting with the students, it also my oppotunity to make them practice their speaking ability."*

There is no different in the implementation of this strategy in male and female classroom, all the students also seem enjoy interacting with the student like they do it very often. Even for male, they sometimes talk nonsense with the teacher, but still they seem enjoy their teacher's company.

In the second meeting, the teacher actually did not move and interact much. This was because in the second meeting was the time when the students was performing their work in front of the class. So, the teacher mostly stayed in her chair and sometimes moved a little.

Meanwhile in the third meeting was mostly like the first meeting, the teacher moved and interacted a lot with the student when they were occupied with the task given. So, based on that, the researcher can conclude that in implementing this strategy, the teacher does it based on the classroom situation and activity. Nonetheless, the

teacher always implements this strategy in every meeting, just different on how often she does it based on the situation and activity.

In conclusion, the teacher implements this strategy every day in each meeting to control the classroom by scanning and moving around the classrooms; besides she uses this strategy to get to know the students personally by interacts with them in between the lesson. She adds that this strategy is very helpful for the teacher to get close with the students.

e. *Opportunity*: **Provides High and Varied Opportunity To Respond**

Based on the classroom observation, the researcher found out in implementing this strategy the teacher does not really have many varieties in solicit students' respond. From the first until the third meetings, the teacher never seen using any supportive material such as card or guide note in soliciting students' respond. In the classroom, when soliciting students' respond she only does it in simple way by gesture or verbally. The teacher confirmed it by saying that:

"Yes, I never use any kind of card or guide note when interacting with the students. Interacting directly to them is more effective in my opinion."

In the first until the third meeting of classroom observation, the way teacher solicit students' respond was only like:

"Raise your hand if you finish!"

"Group A, are you ready to perform your work in front of the class?"

"Do you understand?"

"Do you have any questions?"

Besides that, in solicit students' responds, the teacher also mentions their name if she interacts with individual students, mention group name if she asks on the group, and saying "guys" or "girls" if the question is directed to the whole class so the class are aware of what the teacher said. For example: in male classroom, when the teacher interacted with one of the students in the class, she said:

"Adi, do you have something to ask?"
"Guys, have you finished?"

Meanwhile in female classroom is no different. The teacher also use or mention the students' name when interacting with them individually or the whole class.

Nevertheless, the teacher always looks enthusiastic during the lesson. During the classroom observations, the researcher found out that the teacher always looks very enthusiastic, cheerful, always shows her happy face and giving positive vibes to the students during the learning process. She also never let herself go explains the lesson without gives the students chances to ask any question. She often makes jokes here and there when delivering the lesson; she said that jokes are important to make the students feel less stiff. So, based on that the researcher can conclude that even there are no interesting card or any supportive things in solicit students' respond, the teacher always looks enthusiastic and it makes the learning process still alive.

In conclusion, the teacher never use any interesting media to solicit students' respond, but she always remains positive and show her good mood, smiles and being cheerful during the learning process to create the positive atmosphere in the classrooms.

f. **Acknowledgement**
   1) *Behavior-Specific Praise*

Based on the classroom observation in male and female classrooms, the researcher found out that the teacher always gives the praise or complement for desired behavior specifically by mentioning their name or group. When teacher provides some question

to certain student or group and they answer it correctly, she often mention their name before giving the praise or complement or we can call it behavior specific praise. In praising the students when they show some positive behavior, she directly gives the student complement when she notices it right after the behavior occur with mentioning the positive things that the students done. Yet, the teacher sometimes gives general praise statement without mentioning their name. For example, in the first meeting the researcher found some examples when the teacher gives praise for specific behavior. They were:

> *"Tika, you look very beautiful when you wear your hijab neatly. I love it!"*

> *"Thanks, Nabilla. You always being you for always be the volunteer in the class."*

> *"Dani, your speaking is very good, keep that."*

> *"Good job, Andre. Thank you for being very good student today."*

Actually there were many others example of the praise that the teacher gave to the students and mostly about the positive behavior in the classroom and it was very random and the researcher did not catch some of them.

In the second and third meeting is mostly the same, the teacher directly gave the compliment to the students or group when the positive behavior occur. According to some students, teacher often gives complement to whoever who behave positively and being very good students or give positive example in class. The teacher also considers the students' characteristics and gender in giving the praise. For example in female classroom, she often use the words beautiful, nice girl, smart girl and more girly complement. Meanwhile, in male classroom is the

opposite, teacher always use more boyish word to give complement to the male students such as handsome, smart boy, good boy, etc.

Compared to female classroom, the teacher more attentive to all male's name than female's name when giving the praise. It was proven when the teacher sometimes forget mention the name in female's classroom meanwhile the teacher always calling the name in male classrooms.

Based on the observations, the researcher concludes that the teacher always provides specific praise to the students along with the positive behavior they do. This strategy is occured in every meeting and appropriate in both male and female classrooms.

2) *Behavior Contract*

Based on the interview with the teacher and random students, the teacher never makes specific behavior contract in the beginning of the semester nor each week. The teacher said that she just simply told the students in the beginning of the lesson when she feels like want to make it. During the observation, the researcher only found one example of classroom contract in female classroom at the third meeting. It was:

> *"If you can finish your task before the time limit and behave positively, you can do whatever what you want after that!"*

Meanwhile in male classroom, the teacher found the classroom contract almost in every meeting from the first until the third meeting. They were:

> *"I really need your full concentration today because this material is a bit packed, if you can maintain for being very good students and listen to me carefully and we can finish early, you can also leave the class early!"*

"When your friend is performing their work, I hope all of you can pay your attention fully on your friend and you can learn from your friend's performance."

"If we can finish this lesson earlier and all of you behave positively, I will leave the class early and give you permission to do whatever after that as long as you are not leaving the class."

In making those simple classroom contracts like the examples above that the researcher found out during the classroom observation, the teacher never asked students' opinion. She said that:

"When providing classroom contract that I told in every meeting is mostly unprepared come from my mind and the students are okay with that. So, I never ask students' opinion when making the contract. Furthermore, the contract that I made is only simple contract that I told in every meeting, not like the real contract at the beginning of the semester. If so, of course I will ask students' opinion about that."

The rules such as no cellphone, no food and etc. are already provided by the school so the students and the teacher just follow it.

The reason behind not providing behavior contract in the beginning of the semester is because the teacher said that the students often forget and ignore the rules and it will be much better if the teacher just reminds them in between the lesson when it is needed. So, in her opinion, reminding the students often is better than making behavior contract. Based on that, the researcher can conclude that the teacher sometimes make classroom contract based on the need and it appeared in male classroom more often rather than in female classroom.

In conclusion, the teacher implements this strategy every day at the beginning of the lesson as classrooms' rules in both male and female classrooms. The teacher never make specific behavior contract to the classroom, she only makes it based on the need.

3) *Token Economies*

Based on the classroom observation, the researcher never found any kind of token economies given by the teacher such as pretended coin, point, tally mark, stamp or other things when students show positive behavior or behave like teacher's expectations in both male and female classrooms. The teacher just simply gives them complement, positive gesture such as smile or thumb up when they show appropriate behavior during the lesson. The teacher confirmed that by saying:

> *"It will take too many to give token economics for each behavior in classroom to notice so it will be simpler if I give complement right away for each positive behavior."*

Based on that, the researcher can conclude that the teacher only relies on complement and verbal praise when appreciating students' positive behavior and the teacher gives it right after the behaviors occur when she notices it.

g. *Prompts and Pre-Correction*: **Make the Problem Behavior Irrelevant with Anticipation and Reminders**

Based on the classroom observation, the researcher found out that the teacher implements this strategy by telling and explaining to the students the expected behavior to decrease undesirable behavior in the future during the learning process. In implementing this strategy, the teacher always use positive phrase and delivers it right before the misbehavior occurs in the classroom as the anticipations. The teacher also implemented this strategy after she

explains the classroom routines to support the learning process. The teacher explained that:

"When providing the pre-corrections means that I warn or make the students aware so they will not misbehave during the lesson or you can say that it is the anticipation for the upcoming behavior."

In the first meeting the researcher found an example of the pre-correction in male classroom after the teacher explains the classroom routine. That is:

"*For today, I will very happy and appreciate it if you guys follow the plan and being on time so we can leave the class early. You can also save your energy for break time and concentrate on the lesson, it would be so much better."*

Meanwhile, in the female classroom at the first meeting, this strategy did not appear. In the second meeting, the researcher found the implementation of this strategy in both male and female. That is:

"During the lesson, I would like you too appreciate each other and do not make any noise if it is not necessary and pay attention to your friends' performance."

In the third meeting, the researcher found an example of the pre-correction that was provided by the teacher. In the male and female classrooms, there was:

"This is group work; you can discuss the task with your group, and let other group do theirs. If you have anything to ask, ask me."

As stated before that there is nothing posted on the wall, so there is no posters or sign that being the reminder sign for the students before the behavior response occurs such as "keep the noise low" "be responsible" "cheat is bad" etc. So, to prevent undesirable behavior to happen in the future, the teacher just simply explains it to the

students at the beginning of the lesson or in between the lesson if it is needed.

In conclusion, to prevent any unwanted behavior and things that may happens during the learning process, the teacher implements this strategy by telling the students the behavior that she wanted to see in her classroom. In implementing this strategy, she never differ between male and female classrooms.

h. *Error Correction*: **Use Brief, Contingent, and Specific Error Correction to Respond To Problem Behavior**

Based on the classroom observation, the researcher found out that in implementing this strategy, the teacher does it in between the lesson right when the undesirable behavior occurs. There are so many problem behaviors occur during the lesson even though the students already reminded by the teacher in the beginning of the class as the pre-corrections and the expectations. When providing the error correction, the teacher does it individually to the related student or in front of the class depends on the students who were misbehaving.

The researcher found some examples of the error correction that was given by the teacher to the student who did undesired behavior. In the first meeting, the researcher found a female student who sits at the very back of the class sleeping or look like it. At few minutes, the teacher did not catch it, but then after explaining her lesson, she approached the student personally and talk to her. The researcher did not really catch what the teacher said.

Meanwhile in male classrooms, the common problem behaviors are they become very active move here and there and even bothering another student, so teacher will just remind them and explain it generally in front of the classroom and not personally without mentioning their name and it is mostly happens in male classroom because the personal reminders sometimes does not give impact to their misbehavior. For example: some of the students talked too loud in the classroom when other students was

busy with the task, the teacher said in front of the class and said:

> *"Please keep your voice low, other students are trying to concentrate here."*

Another example is: when some of the student teased their friend when he was performing their work, the teacher reminded him by saying:

> *"Please appreciate your friend's work, any comments can be said later after the performance. Do not disturb your friend, he cannot concentrate!"*

Actually, there are some errors corrections that appeared during the first until the third meeting of the classroom observation, but most of them teacher did it personally by approaching them and the researcher was hardly catch what the teacher said at that time.

According to some students in both male and female classroom, teacher also often teases the students who misbehave during the lesson with calm tone or not and the teacher confirm it by said that she often tease or even give indirect comments if the students are being hard during the learning process.

In conclusion, the teacher implements this strategy after the pre-correction is ignored by the students and they still misbehave in the classrooms. The implementation of this strategy is just simply reminder for the students by telling them what should and should not do, she also never forget to provide the reasons of her corrections so the students will understand.

i. **Use Other Strategies to Respond Problem Behavior**

Based on the classroom observation, the researcher found out that the teacher implements this strategy when the previous strategy, which is the error correction, is being ignored by the students after being told several times. There are some ways of the teacher in implementing this strategy, they are ignoring, giving time out and removing the students from their privilege.

In the first meeting in male and classroom, the researcher found out that some of the student forgot raise their hand before asking some questions in between the teacher's explanation even they are often reminded so many times, so the teacher just simply ignores the students until they raise their hand first before speaking. Meanwhile, in the female classroom this strategy did not appear because the female student will be behave positively after being told once or twice.

In the second meeting, the researcher did find this strategy applied in both male and female classroom and it seemed that all the students behave as the teacher's expectation after received some error corrections by the teacher to keep silent, for example.

In the third meeting in male classroom, the researcher found out this strategy applied in male classroom again. It happened when a group of students being very chatty and the teacher already reminded them over and over again; the teacher asked them to perform their group work first when the time is out by saying,

"Your group will perform your result first because it seems that you have a lot of fun do it with your friends!"

The researcher actually found this strategy being applied in female classroom at the third meeting. It was when a student brought food into the classroom meanwhile it is forbidden by school's policy, the teacher just take it away without any reminders before because all the students should knew that it is not allowed to bring any food and drink in the classrooms. Based on that, the researcher found out that this strategy dominantly applied in male classroom rather than female classroom and when providing the other strategies in dealing students' behavior, the teacher does it based on the behavior that appeared and without punishing the students.

In conclusion, the teacher implements this strategy after the error-correction is ignored by the students after being told several times. In providing the other strategies

to deal students behavior, the teacher always being reasonable and never gives punishment that is not related and appropriate with the mistake that the students do.

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**

To know about students' perception on the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in single sex classroom, the researcher needs to give a questionnaire to the students because it is hard to do an interview one by one to the students. The questionnaires are distributed to 33 male students of 8-B and 32 female students of 8-I of Mts. Negeri Krian. The questions in the questionnaires are 14 items with two options answer, they are agree and disagree. Therefore, the result of the questionnaire as follow:

Table 4. 2
Students' Perception towards Teacher's Seating
Arrangement in Classroom

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	23	69,7%	10	30,2%
Female	13	40,6%	19	59,3%
Total	36	55,4%	29	44,6%

Based on Table 4.1, we can see that male and female students have different perception about the seating arrangement. 23 male students or 69,7 of them show positive perception, which is more dominant than the disagree students that is only 10 or 30,2% of them. Meanwhile, the result is contrast compared to female students, only 13 students or 40,6% of them in this classroom that agree about the seating arrangement and the other is disagree and 19 students or 59,3% disagree. Whereas, if the result of male and female students is combined, it will show that the dominant answer is agree rather

than disagree even though the result not so different with the total 55,4% or 36 students precisely. So, based on that, we can conclude that students' overall perception towards teacher's seating arrangement is *Neutral*.

Table 4. 3
Students' Perception towards Teacher Needs to Make
Moving Seat Frequently

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	8	24,2%	25	75,7%
Female	5	15,6%	27	84,3%
Total	13	20.0%	52	80,0%

Based on the data that shown on Table 4.2, we can see that both male and female students are dominantly disagree. The table shows that 25 male students or 75,7% of them and 27 female students or 84,3% of them in the classroom disagree with the moving seat frequently, but only 8 male students or 24,2% of them and 5 female students or 15,6% of them who are agree. The result of the total male and female shows only 20% of the students agree with this strategies in classrooms. So, based on that, we can conclude that students' perception towards moving seat is *Very Negative*.

Table 4. 4
Students' Perception towards Teacher Needs to Post
Supportive Material and Motivational Quotes on the Wall

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	30	90,9%	3	9,1%
Female	32	100%	0	00,0%
Total	62	95,3%	3	4,6%

From Table 4.3, we can see that most of female and male students are agree with the supportive materials that need to be posted on the wall to support the learning process. All female students are 100% agree which means none of them disagree. Meanwhile 9,1% of the male students or precisely 3 students are disagree, so 30 students or 90,9% agree. Despite of that, the result still shows 95,3% of both male and female classrooms or 62 students agree and it means that students' perception are *Very Positive*.

Table 4. 5
Students' Perception towards Teacher Needs to Make Classroom Predictable Routines

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	32	96,9%	1	3,1%
Female	31	96,8%	1	3,1%
Total	63	96,9%	2	3,0%

From the data that displayed on Table 4.4, we can see that most of the students dominantly agree with the classroom predictable routines, and the percentage shows about 96% students of each class have same perception about this. Despite of that, there are 3% of the students or precisely 1 student in each classroom disagrees with this. In spite of the fact, overall 63 students or 96,9% of all the students agree which means students' perception towards classroom predictable routines is *Very Positive*.

Table 4. 6
Students' Perception towards Teacher Needs to Move Around the Class during the Lesson

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	20	60,6%	13	39,3%
Female	12	37,5%	20	62,5%
Total	32	49,2%	33	50,7%

Based on Table 4.5, male and female students have different opinion toward teacher's movement during the lesson. Male students are likely agree and it shows 20 students or 60,6% of them agree. Meanwhile, female students show otherwise, 12 students or 62,5% of them disagree. Although male student show positive perception and female students show negative perception, if both male and female combined the data shows that the students' perception are *Neutral*.

Table 4. 7
Students' Perception towards Teacher Needs to
Interact With the Whole Class without Discrimination

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	32	96,9%	1	3,0%
Female	32	100%	0	00%
Total	64	98,4%	1	1,5%

From the data that displayed on Table 4.6, it shows that almost all students agree. In female classroom, 32 students or 100% of the students which is all of them agree with the statement. Meanwhile, in male classrooms the result shows 32 students or 96,6% of the them agree, and 1 student or 3,0% of them disagree. In spite of the fact that still there is one student in male classroom who disagree, the overall result of students' perception are 98,4% which means *Very Positive*.

Table 4. 8
Students' Perception towards Teacher Needs to Variety
Respond and Feels Enthusiasm during the Lesson

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	33	100%	0	00%
Female	32	100%	0	00%
Total	65	100%	0	00%

Based on table 4.7, the result shows that both male and female are 100% agree with teacher's variety respond and enthusiasm during the lesson which is all 65 students agree and none of them disagree. So, students' perception is *Very Positive*.

Table 4. 9
Students' Perception towards Rewards for Students Who
Behave Positively

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	31	93,9%	2	6,1%
Female	30	93,7%	2	6,2%
Total	61	93,8%	4	6,1%

From the data on Table 4.8, we can see that 31 male students or 93,9% of them agree about the rewards. Similar with that, 30 female students or 93,7% of them also agree with that. Meanwhile, there are 2 students in each classroom or 6% of each classroom disagrees with the rewards for students who behave positively. Otherwise, if we conclude between male and female classrooms, the result shows 61 students or 93,8% of them agree and 4 students or 6,1% of them disagree, which means students' perception is *Very Positive*.

Table 4. 10
Students' Perception towards Teacher Needs
To Mention Students' Name When Giving Praise

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	25	75,2%	8	24,2%
Female	25	84,3%	7	15,6%
Total	50	76,9%	15	23,1%

Based on the data that displayed on Table 4.9, the result shows that 25 male students or 75,2% of them and 25 female students or 84,3% of them agree with behavior specific praise. Meanwhile 8 male students or 24,2% of them and 7 female students or 15,6% of them disagree. So, based on the fact that the agree is more dominant and shows that 50 students or 76,9% of them are agree, and the disagree is less dominant and shows that 15 students or 23,1% of them disagree. It means that students' perception on behavior specific praise is *Positive*.

Table 4. 11
Students' Perception towards Teacher Needs to Make
Classroom Contract

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	28	75,7%	5	24,2%
Female	29	90,6%	3	9,3%
Total	57	87,6%	8	12,3%

Table 4.10 shows that 28 male students or 75,7% of them are agree, while 5 male students of 24,2% of them disagree. Whereas, in female classroom there are 29 students or 90,6% of them agree, but 3 students or 9,3% of them disagree. The overall data shows that 57 students or 87,6% agree, but 8 students or 12,3% disagree. So, based on that, we can conclude

that students' perception toward classroom contract is *Very Positive.*

Table 4. 12
Students' Perception towards Teacher Needs To Explain Reasonably When Giving Correction to the Students

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	33	100%	0	00%
Female	26	81,2%	6	18,7%
Total	59	90,7%	6	9,2%

From the data that displayed on Table 4.11, it shows that all male students or 100% of them agree with the positive correction by the teacher. Meanwhile, in female classroom there are some students who do not agree with that, it shows 6 students or 18,7% of them disagree. In female classroom, students who agree are more dominant that the disagree, that data shows 26 students or 81,2% agree. Based on that, the overall result from both classrooms show that 90,7% or 59 students agree. So, we can conclude that students' perception towards positive correction is *Very Positive*.

Table 4. 13
Students' Perception towards Teacher Needs To Teach the Expectations

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	32	96,9%	1	3,0%
Female	31	96,8%	1	3,1%
Total	63	96,9%	2	3,0%

Based on the result from Table 4.12, we can see that 32 males students or 96,9% agree, but 1 student or 3,0% of them disagree. Meanwhile, from female students, 31 students or

96,8% of them agree, but 1 student or 3,1% student disagree. The overall result shows 63 students or 96,9% of them agree, and 2 students or 3,0% of them disagree. In conclusion, students' perception toward teacher needs to teach the expectation is *Very Positive*.

Table 4. 14
Students' Perception towards Teacher Needs to Use
Positive Phrase When Giving Correction

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	32	96,9%	1	3,0%
Female	31	96,8%	1	3,1%
Total	63	96,9%	2	3,0%

From the data on Table 4.13, male and female students have same view towards the use of positive phrase by the teacher when giving correction. 32 males students or 96,9% agree, but 1 student or 3,0% of them disagree. Meanwhile, from female students, 31 students or 96,8% of them agree, but 1 student or 3,1% student disagree. The overall result shows 63 students or 96,9% of them agree, and 2 students or 3,0% of them disagree. So, based on the data we can conclude that students' perception toward teacher needs to use positive phrase when giving correction is *Very Positive*.

Table 4. 15
Students' Perception towards Teacher's Other Strategies to Deal
with Students' Behavior

Classrooms	Answer			
	Agree		Disagree	
	Frequent	Percentage	Frequent	Percentage
Male	25	75,7%	8	24,2%
Female	14	49,3%	18	56,2%
Total	39	60%	26	40%

From the result on Table 4.14, the data shows the different perception between male and female students. 25 male students or 75,7% of them agree, and 8 students of 24,2% disagree. Meanwhile, 14 female students or 49,3% of them agree, and 8 students or 24,2% of them disagree. In spite of the fact that male and female students shows different result, but the overall shows 60% of them agree. In conclusion, students' perception towards teacher's other strategies to deal with students' behavior is *Neutral*.

Based on the data which are displayed on the table 1 until 14, it describes the result of the questionnaire about students' perception towards the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in the classroom. So, the descriptive calculation from the table is:

The alternative answer for Agree (F)   : 384 + 343 = 727
The alternative answer for Disagree (F) : 78 + 105   = 183 +
_____

Total of the answer (N)   : 910
The percentage calculation of "Agree" answer:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{727}{910} \times 100$$

$$= 79,8\%$$

The percentage calculation of "Disagree" answer:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{183}{910}X100$$

$$= 20{,}1\%$$

Based on the calculation, we can see that the "Agree" answer is more dominant than the "Disagree" answer. So, based on that fact we can conclude that students' perception towards the implementation of Positive Behavior Intervention and Support (PBIS) in speaking class of single sex at MTs. Negeri Krian Sidoarjo is generally *Positive* because the result is 79,8% and it is included in 61-80% range.

B. Discussion

In this discussion, this part discuss those findings by reflecting on some theories related for each problem that are the implementation and students' perception of positive behavior intervention and support strategies.

1. **The Implementation of Positive Behavior Intervention and Support (PBIS) Strategies in Speaking Class of Male and Female Classrooms at Mts. Negeri Krian Sidoarjo**

   According to the findings, there are nine strategies of Positive Behavior Intervention and Support (PBIS) that are used by the teacher in teaching speaking at single sex classroom, each of those strategies have some aspect in it that some of them are applied and some others are not. Therefore, the discussion of the findings as follows:

   a. *Settings*: **Effectively Design The Physical Environment of The Classroom**

   According to the findings, the teacher designs the physical classroom based on the activities that are held, it is found in the third meeting when the teacher held group discussion and class discussion. When holding the group discussion, the teacher arranged the chair became small circle and arranged it back become facing the front when holding classroom discussion. Beside the seating arrangement, the researcher also found out in the third

meeting that the teacher considered the classroom traffic pattern so the student would be easy when they need to move without distracting other students. What have the teacher done is really helpful and important in managing both the classroom and the students' behavior and to prevent any unpredictable things during the learning process. It also matches with Lisa's theory; she stated that having well managed classroom aims at encouraging and establishing students' self-control through a process of promoting students' positive achievement and behavior[1]. Besides that, room arrangement can facilitate orderly movement and minimize distractions[2].

Unfortunately, the teacher left one of the aspects from the strategy that is posting supportive material to help the learning process. It is because school's policy to keep the wall clean. This one aspect is left but does not bother the strategies, although, it would be better if the teacher also posts some supportive materials to help students' learning process in the classrooms and create the positive atmosphere so the classroom will not just be plain and boring. This is because Simonsen said that the three aspects that need to be considered to be implemented in the classroom and one of them is post supportive material because colorful wall will make the classroom have positive atmosphere[3].

Based on that, the researcher agree that classroom setting is appropriate to be implemented in any kind of activities in the classroom in both male and female classrooms to help the teacher and prevent the classroom become boring and plain. Besides, classroom management is one of the most important strategies of Positive Behavior

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

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

[3]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

Intervention and Support (PBIS) and according to the observations, the teacher implements it very well related to the theory.

b. *Routines***: Develop and Teach Predictable Classroom Routines**

Based on the findings, the teacher always explains the predictable classroom routines right before she starts the lesson by told the student her plan during the lesson just like the task guideline, what to do after finish the task and the duration in each activities and does not forget to remind the student before the transition, she also explain it in the previous meeting if it is necessary to make sure the students are aware about what to do, when to do it and how to do it and all of those are found in all the three meetings from the observation in both male and female classrooms. What have the teacher done are really helpful in managing students' feeling, as this is speaking class where the students need to well-prepared so they can be ready. It is suitable with Simonsen's theory that teacher should teach the predictable classroom routines by define it to the students so they will aware with what will happen next[4]. That is also similar with Reuf's theory that the teacher should explain the expectation and prediction to the students to lessen their anxieties and undesirable behavior[5].

Beside have benefits for students' feeling and readiness, this strategy also have benefits for the teacher which helps the teacher in managing the time allocation of the lesson so it will be well prepared and not wasted. In line with that, Strain and Hemmeter stated that, procedures serve to help the classroom run smoothly, thereby maximizing instructional time because the time allocation each meeting is frustratingly limited[6].

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[4]Vartanian, Lisa. *PBIS: Classroom Management.* (Student Service. Elk Grove, California, 2016) Retrieved from www.pbis.org at May, 15th 2017
[5]Ibid
[6]Teach for America. *Classroom Management and Culture.* (America, 2011) P.36

So, this strategy is really important for both teacher and students to prevent any unwanted things happened during the learning process and it can help students' readiness when it comes to prepare the lesson also, it is appropriate to be implemented in both male and female classrooms. Besides, based on the observations, the way teacher explains about the classroom schedule and routines to the students is very well and related to the theory.

c. *Expectations*: Post, Define and Teach the Expectation

There are three aspects in this strategy based on Simonsen's theory, they are posting the behavior expectation like sign, poster, and etc., define the behavior expectation to the students and teach the students about the behavior expectations to make them understand[7]. Meanwhile, based on the findings the teacher only implements one out of three suggestions related to the classroom behavior expectation and it is found almost in every meeting in both male and female classrooms that is teaching behavior expectations. Teacher teaches the behavior expectation randomly to give the students new knowledge about how to behave without posting any sign to help the students behave in the class and it can be found in every meeting of the observations. In line with that, we know that teaching positive behavior is important and it can be done in between the lesson because in school there is specific lesson that taught the students that and it is teacher's responsibility in providing that out of the lesson plan. By teaching positive behavior, the teacher can give new knowledge about what they should and they should not do whether in the classroom or not and also can prevent any undesired behavior in the future, because according to Reuf, by teaching the expected-positive

[7]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

behavior to the students, teacher can reduce the incidence of challenging behavior and increased the skill level of their students[8]. Research also repeatedly points to student's success when teachers clearly communicate what is expected of students[9]. Though she did not implement the two out of three suggestions, the strategy is still well-implemented because she implements the most important out of those three that is teaching the students' with positive-expected behaviors to anticipate unwanted behavior that may occur in the class and this strategy is appropriate in both male and female classrooms.

d. *Supervision*: **Use Active Supervision and Proximity**

The three aspects that are suggested to be used in implementing this strategy by Simonsen are scanning, moving and interacting. Based on the findings, the teacher already used all the aspects well and it is found in all the meetings during the classroom observation when the teacher interacts with the whole classroom in both male and female, she also moves here and there to check how students are doing. For the discussion, it is important for the teacher to move around the class and interact with all the students because if the teacher just teaches and sits on their chair only without getting to know the students personally, take will make distant between the teacher and the students. It is similar with Walter and Frei's theory; they stated that 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[10]. Besides that, when the teacher gets to know and interacting with the students will build better relation between the teacher and the students and create positive

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[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. 12

[9]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education. United States of America, 2007) P. 48

[10]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education. United States of America, 2007) P. 48

atmosphere in the classroom. In line with that, Walter and Frei add by stated that the most effective way for teacher is spending a lot of time among the students while learning process is taking place and it is actively creating peaceful management and flow through activities in the classroom[11]. However, for some students, a teacher's care and concern is the number one factor that influences their learning[12]. So, what have the teacher done is related to the theory about active supervision and proximity strategy and the teacher implementing the strategy along with the aspects very well.

e. *Opportunity*: Provides High and Varied Opportunity To Respond

Based on the findings, in making request and interacting with the students the teacher always look enthusiast; show her happy and calm face to the students and it is like giving positive vibe to the class and the researcher found it out almost in every meeting in both male and female classrooms during the observations. Meanwhile, in the second meeting in female classroom the teacher did not look very excited in the class, when the researcher asked why, the teacher said because that day she was not feeling well and it gave the effect to her performance in class. In line with that, teacher's performance and mood is considered as important during the learning process, because Walter stated that that one of the most aspects to foster positive classroom environment is the teacher's overall attitude, it is very important for a teacher to maintain a collegial, enthusiastic, and positive learning environment[13]. If the teacher always gives positive vibes in the classroom, the atmosphere of the classroom will be positive too. It is matched with a theory that stated, a classroom with positive learning environment will hopefully include students who feel

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[11]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education. United States of America, 2007) P. 49
[12]Teach for America. *Classroom Management and Culture.* (America, 2011) P. 62
[13]Ibid, P. 34

confident about their abilities and efforts in their learning journey[14].

Aside that, the teacher also has variety ways in solicit students' respond. It is found in every meeting from the classroom observation when the teacher was not only interacting in one way communication, but she also interacted with one by one or we can call it individual; choral communication or group communication and she also sometimes use nonverbal communication like asked them to raise their hand. In line with that, it is important for the teacher to not only interacting with the same students over and over again but rather with different student with mentioning their name so they will know. As stated by Simonsen that teacher needs to be specific when interacting with the student so they know that they are being asked to engage in communication and prevent any ignoring from them[15]. So, what have the teacher implemented to the class is very well and based on the theory even she never uses any interesting material to solicit students' respond but the class atmosphere always felt positive and the student can engage with the lesson very well.

f. **Acknowledgement**

1) *Behavior Specific Praise*

Based on the findings, the teacher often praising students directly by calling their name or the team's name when they behave positively or do something positive in the classrooms right after the behavior occurs and do not forget mentioning the positive action and the researcher found it in every meeting in all the classrooms, for example in the first meeting when the students paid their attention when the teacher explained the lesson without any disruption, the

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

[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

teacher will give them complement about that. In line with that, praise is an effective management strategy for increasing students' appropriate behavior in the classroom. Other than that, the praise needs to be specific so the students know what they did well. It is similar with Walter and Frei statement, they said 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[16]. Indeed, 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[17]. Based on the findings, the teacher who always give praise specifically, directly and immediately to the students is good for the students and learning process are related to the theory and implemented very well.

2) *Classroom Contract*

Based on finding, there are no classroom contract that made by the teacher in the beginning of the semester to anticipate students' misbehavior in the future. To prevent any undesired behavior, the researcher found out that the teacher only rely on the every day's expectations and pre-corrections that she teaches before the lesson or in-between and if the students still misbehave during the lesson or we can call it daily classroom contract. Unfortunately, the daily contract is not made every day, just based on the need. Actually, classroom contract can help promote appropriate student behavior, prevent student misbehavior and create a sense of order and predictability in the classroom. As stated by Walter, he

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[16]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007) P. 61
[17]Ibid, P. 61

said that by having classroom contract, the teacher can alter students' behavior[18]. The contract does not have to be negative things only, but also expected behavior within the rewards if they do it correctly. So, the teacher needs to consider making classroom contract in the future.

3) *Token Economics*

According to findings, the teacher also never use token economic in the learning process to praise the students when they show their positive behavior in the classroom. Meanwhile, students need to be given any reward for behaving positively; one of them is by giving token economies that can be exchanged into something like present in the end. In line with that, Aljuhaish stated that token economies is very useful because it is a system for delivering positive reinforcement to children for engaging in desired behaviors or completing tasks[19]. So, based on the theory, the teacher needs to consider applying token economics in the future to praise students' positive behavior.

g. ***Prompts and Pre-Correction*: Make the Problem Behavior Irrelevant with Anticipation and Reminders**

Based on findings, in giving the pre-correction, teacher does it at the beginning of the lesson and in between the lesson by telling the students with positive phrase and giving such an example. The pre-corrections can also be called as rules for expected behaviors with motivating statement. This strategy can be found almost in every meeting when the teacher randomly want to give them warning, for example, in the second meeting in both male and female when they are about to perform their performance, to prevent any unwanted noise, the teacher

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

[19]Aljuhaish, Sultan Fahd., *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. 45 Available at: www.noveltyjournals.com.

simply warn them to pay attention to the performers. What have the teacher done is very good, because by providing pre-correction can prevent any undesirable behavior in the future and as an anticipations for the students not to do that. Besides that, in providing the pre corrections, the teacher always use positive phrase instead of negative. In line with that Walter and Frei stated that, 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"[20]. What have the teacher done during the learning process is related to the theory because she does it in positive phrase and give well explanations so the students will understand.

h. ***Error Correction*: Use Brief, Contingent, and Specific Error Correction to Respond To Problem Behavior**

According on the findings, the teacher gives the error correction on students' behavior in two ways based on the situation, they are personally or right in front of the class and it can be found in every meeting in both male and female classroom when the students misbehave. What have the teacher done is very good, because the teacher should consider the way she provides the error correction whether personally or generally due the fact that each student has different feeling in accepting something. It is related with Walter's theory that 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[21]. Based on the findings also, teacher does not always remain calm when giving the correction, sometimes teacher implements the error correction with

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[20]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007), P. 56-57
[21]Ibid, P. 29

firm tone or tease the students when they are really out of control and even though she still explain the undesirable behavior to the students. In that case, as a tecaher we cannot always remain calm all the time because we also need to be firm and clear when giving the correction so the students know their constraint. In line with that, Walter and Frei's thoery stated that, the key of giving correction to the student is to say firm, yet positive. Teacher should maintain authoritative tone without being condemning[22]. Meanwhile, Simonsen stated that teacher should deliver the correction in a brief, concise, calm, and respectful manner[23]. Both of the statement sated that as the teacher, we need to have respectful manner when it comes to communicate with the students. Although Simonsen and Walter' statement is similar, actually it is slightly different. Based on how teacher implementing the correction, she still do it based on the theory and very well depends on the situation with both calm and firm tone.

i. Use Other Strategies to Respond Problem Behavior

According to the findings, the teacher always takes action when the students still do undesirable behavior even after the teacher corrects him/her repeatedly. So, as the consequence the teacher will give them positive punishment or just simple take away what make them distracted during the lesson such as their phone, toys or food. This strategy is found almost in every meeting in male classroom and only once in female classroom, the only thing that is found in the female classroom was when one of the students brought food in the classroom and the teacher did not just remind them about it but instead she take the food away without further explanation because

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

[23]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

the students already reminded several times before. The other strategies need to be considered in the classroom to deal with the students that are really out of control or keep doing the same mistake all over again, this strategy is very helpful to remind the student even they are close with their teacher, the should still respect the teacher. Related to that, Walter stated that students should expect consequences to their behavioral choices; the consequences should be logical and natural[24]. In giving the punishment or removal of distractions, the teacher also never gives them physical punishment or something that has no relation with the students' behavior. In that case, physical punishment is not really effective in managing students' behavior but rather make it worse. As stated by Walter and Frei that in dealing with students' behavior instead of giving punishment, teacher should do removal of distractions so that the students can continue to participate fully in the learning[25]. So, the way teacher implements the strategies is appropriate to the theory.
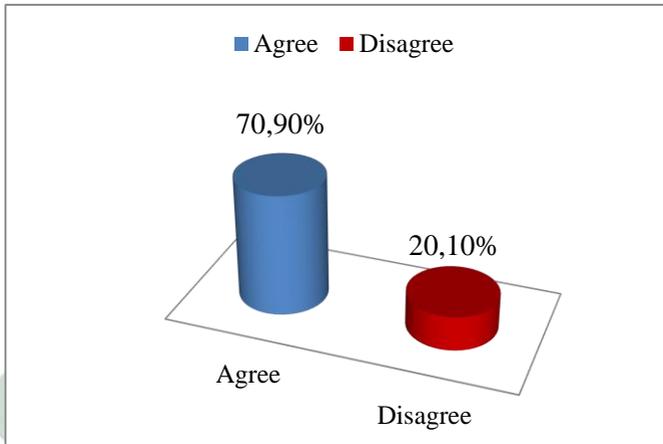
2. **Students' Perception towards the Implementation of Positive Behavior Intervention and Support (PBIS) Strategies in Speaking Class of Single Sex Classrooms at Mts. Negeri Krian Sidoarjo**

After the data displayed, the result of the data need to be analyzed to know the intensity or quality the overall of students' perception. As the first step, the data from chart 4.1 until 4.14 will be summarized in one recapitulation chart. The result of the recapitulation as follow:

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[24]Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline.* (Shell Education.United States of America, 2007) P. 59-60
[25]Ibid, P. 85-86

Chart 4. 1

The Recapitulation of Students' Answer of Student' Perception towards The Implementation of Positive Behavior Intervention and Support (PBIS) Strategies in Single Sex Classrooms
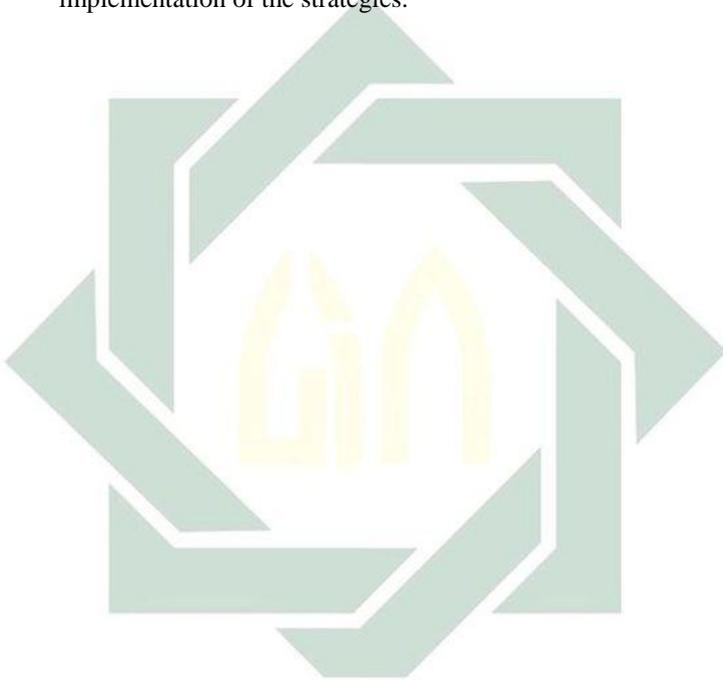

Based on the chart 4.1 above, we can see that students' answer is dominantly agree, it shows that 70,9% of the students are Agree meanwhile the Disagree answer is only 20,10%. That makes the students' perception toward these strategies overall is *positive* because based on Ridwan about the scale of variable, if the result is on the range between 60-80% means that the overall perception is positive[26].

In this case, positive perception means that the students accept the way teacher implements the strategy in the classroom very well. As stated by Rahmat that positive perception means that 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[27]. Besides that, student perception can be the measurement of how well the teacher implements the strategy, and if the result is positive means that

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[26]Ridwan., *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2009), P.15.

[27]Rakhmat, J. *Psikologi Komunikasi.* (Jakarta: PT Remaja Rosda Karya, 2005), P. 104

the teacher did it very well. In line with that, Wihastin stated that from students' perception, teacher can know about their competence, whether in managing classroom or delivering the lesson[28]. So, based on that, the researcher can conclude that the way teacher implements the strategy is very well and it is reflected by students' positive perception toward the implementation of the strategies.

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