



Analyzing Teachers' Praise in Classroom Interaction

Afrillia Anggreni, Hastini, Erniwati
Afrillthe1st@gmail.com
Universiitas Tadulako

Received : 6 September 2019; Accepted : 25 November 2019

Abstract

This is qualitative research that applied discourse analysis method. The objectives of this research are to clarify (1) the dominant praise used by the English teachers in the classroom interaction and (2) the function of praise given by the English teachers in the classroom interaction. The informants of this research were two students of English Education Study Program who took Pengenalan Lingkungan Persekolahan Program (PLP). The data were collected by using audio recording and note observation. The results of the research show that (1) the teachers dominantly use okay and good in giving Praise and (2) the functions of the praise are given by both of teachers as: to construct the good communication, to support positive learning behavior, to reward good students conduct and achievement and to express approval, admiration and delight during the teaching-learning process. The result also shows that both of teachers still have limited expression in giving praise.

Keywords: English Teachers, Praise, Classroom Interaction

Introduction

In teaching learning process, the teachers are not only demanded to transfer their knowledge but also they are demanded to build up the positive emotion and social interaction by giving motivation to the students. Motivation can lead and change the students' behaviour in learning. Harmer (2001) proposes that without motivation teacher will almost certainly fail to make necessary effort. Motivation can be done intrinsically. One of them is by giving praise. Henderlong and Lepper (2000) claim that praise play a significant role in shaping children's motivation in learning.

Praise is a form of reward that can be verbal and non verbal language. In

teaching and learning process, praise is often called as positive feedback. Brophy (1981) argues that praise is one of verbal reward that can be a reinforcement method for a teacher because it can build self-esteem and build a close relationship between teacher and students. Furthermore, Partin cited in Hodman (2015) claims that giving praise can be a positive reinforcement toward students' behavior and giving great challenges to the students to respond the academic questions and reduce the students' bad behaviour.

Giving praise to the students in the classroom interaction can be expressed in many types such as good, very good, well, very well, excellent, okay but the teachers should appropriate the ways with function of praise is given. As Firdaus (2015) conveys that the use of praise will be effective if the teachers know well and how to use it. Black (1992) suggests that praise should contain the following elements namely: sincerity (the praise should show that the teacher is genuinely pleased with the student performance), spontaneity (praise should be surprise the students and not be viewed as an automatic or expected external reward from the teacher) and attribute success to behaviour (for praise to work, it must identify the student behaviour being praised and imply that future successes will be achieved if the behaviour is continued). Generally, the function of praise is expressed by a teacher as: to reward good students conduct or academic but giving praise can be also applied to express approval, admiration, delight or enthusiasm, to support positive learning behaviour, as an icebreaker to establish communication or peace offering and to provide encouragement given for effort rather than accomplishment. In addition Rahman (2015) also suggest that the function of praise can also be a reinforcement and to give command and warning indirectly.

Based on the explanation above, the researchers are interested in clarifying the types and the function of the praise in which given by the teachers so the research questions of this research are "what kind of praise is dominantly used by the English teachers and what functions of praise are given by the English Teachers".

Methods

This research applied qualitative approach that emphasized discourse analysis to collect, identify, analyze, and interpret the data through interaction process between the teacher and the students.

This research focused on teachers' praise and the informant were two students of English Education Program who took Pengenalan Lingkungan Persekolahan Program (PLP). The data were gathered through observation note and audio recording. Then the data was analyzed by using the model from Mile and Huberman (1994) through four stages, they were data collection, data reduction, data display and drawing a conclusion/ interpretation.

Results

After collecting and transcribing all of the data recordings, the researchers analyzed the praise that uttered by two English teachers. Those are

Teacher 1

1. Types : Good
Function : to construct the good communication

Extract 1

T	: Assalamu alaikum warahmatullahi wabarakatu
Ss	: Waalaikum salam warahmatullahi wabarakatu
T	: Good Morning students?
Ss	: Good morning ma'am
T	: ok, how are you today?
Ss	: I am fine
T	: Good
Ss	: and you?
T	: I am fine too, Thank you

Analysis of Extract 1

Based on the extract 1, the first teacher used **Good** to praise the students for their politely and correctly respond for the teacher' greeting and question. This praise can be indicated that the teacher will construct a good communication and maintain the students' mood in the beginning of class. So it is clear that the function of this praise is to construct the good communication between teacher and students in the classroom intercation

2. Types : Okay, clap your hand
Function : to support positive learning behaviour

Extract 2

S1	: thank you for suggestion
S2	: ok, enjoy your holiday
S1	: <X words X>
T	: be serious please. Oh my God
Ss	: (do conversation, but they are not serious)
T	: okay, clap your hand

Analysis of extract 2

Based on the extract above, the teacher praised two students by uttering **Okay** for their conversation performance in which was followed by non verbal language **clap your hand** in which the teacher instructed the other students to clap their hand. This praise is indicated that the teacher supports the students' positive learning behavior and not for their academic achievement in finishing their conversation. It can be proved by how often the teacher uttered "**be serious please, oh my God**" during the students did conversation. Both of students seem unseriously in doing the conversation. However, the teacher still praised their performance to motivate the students

3. Types : okay, uplause to your friend
Function : to reward good students conduct or academic,

Extract 3

S3	: I will send you a booking holiday
S4	: thank you so much ibnu
S3	: you're welcome, now I should go
S4	: take care of your self
S3	: by
S4	: by
T	: okay, uplause to your friends

Analysis of extract 3

In Extract 3, the teacher expressed her praising by saying **okay, uplause to your friends**. This praise was given to the students because they have succeeded to finish their conversation performance based on the topic and seriously did it. Same as extract 2, the teacher also gave non verbal language by saying **uplause to your friends** or instructed the other students to clap their hand. The type of praise in extract 2 and 3 has same meaning but the function seems different. In extract 3, the praise is interpreted to reward good students conduct and academic because the students seriously did the conversation and based on the topic. Furthermore, it is supported by the non verbal praise that the teacher used. In extract 3 the teacher uttered **uplause to your friend** while in extract 2, the teacher uttered **clap your hand**.

4. Types : okay, thank you, give uplause to your friend
Function : to reward good students conduct or academic,

Extract 4

S7	: No, thank you, I can order by my self but thanks for offering
S8	: Al right then and you're welcome, I just want to help you

S7	: I know, by the way I have to go now, talk to you later
S8	: ok, then, bye
T	: Okay, thank you, give applause to your friend

Analysis of extract 4

In Extract 4, the teacher praised two students after they finished their conversation project. Same as the extract 3, the teacher used the similar type of praise and also praised the students because they seriously did the conversation and based on the topic. The praise was expressed by saying **Okay, thank you, give uplause to your friend**. From the praise that the teacher expressed, it can be interpreted that the teacher is happy because of the two students' achievement and appreciate the students' effort. It can be proved by the expression "**thank you**" that uttered by the teacher

5. Types : you are doing a great job
Function : to reward good students conduct or academic,

Extract 5

T	: okay class you're doing a great job today , so I will give you... here ehh the example, no, you didn't ... <X words X>. ok here, the conversation between Stevani and saskia and I want you to play a role, this line to be stevani ehh saskiah eh stevani and this line to be saskia
---	--

Analysis of extract 5

In extract 5, the teacher gave praise for all of the students in the class for their performance by saying **okay class you're doing a great job today**. From that expression, it can be interpreted that the praise was given to reward good students conduct or academic.

6. Types : thank you for your **nice** attention
Function : to express admiration and delight

Extract 6

T	: yes, you may start, from saskia
Ss	: do conversation (in turn)
T	: oh... you are so slow <X word X> and this line be Stevani but you should be powerfull. Ok you may start
Ss	: <X word X>
T	: ok, one.. two.. three
Ss	: do conversation together (in turn)
T	: okay, thank you . Ok class, I think it's enough for this time. Thanks for your nice attention and participation , see you next week. Ok I will check your attendance list.

Analisis of extract 6

In extract 6, the teacher praised the students twice. The first praise was given after they seriously did conversation together in turn. The praise was expressed by saying **okay, thank you**. This praise is indicated as an appreciation for the students' effort while the second praise was given when the teacher will end the teaching-learning process in the class by uttering **Thanks for your nice attention and participation**. This praise seems as admiration and delight expression because the students have given their best performance, spirit and their effort during the learning process. The teacher also seems satisfied with their students' behavior.

Teacher 2

7. Types : okay, good

Function : to reward good students conduct or academic.

Extract 7

T	: buka bukunya yah chapter four Apa di situ chapter four?
Ss	: job... application letter
T	: job application letter atau
T-Ss	: surat lamaran kerja
T	: ada yang tau apa itu surat lamaran kerjaan
Ss	: <X words X>
T	: yah?
Ss	: surat permohonan ... melamar pekerjaan
T	: okay good . Jadi surat lamaran pekerjaan itu adalah surat untuk melamar sebuah pekerjaan...untuk lebih jelasnya, job application letter itu adalah surat permohonan untuk mendapatkan pekerjaan tertentu yang disesuaikan dengan pengumuman lowongan pekerjaan yang sering terdapat dalam sebuah iklan yaitu iklan yang terdapat dalam eh media cetak atau media elektronik. Media cetak seperti Koran, pasti kalian pernah baca kan surat lamaran pekerjaan kalau di Koran

Analysis of extract 7

Based on extract 7, the teacher praised the students because they succeeded to answer the teacher's question correctly. The teacher uttered **Okay, good**. This praise is indicated to reward good students conduct or academic.

8. Types : yes, okay, okay, okay

Function : to express approval and admiration

Extract 8

T : radio, yah ok ... nah ada fungsinya application letter. Kalian sudah tahu apa fungsinya?
Ss : ada tiga
T : apa semua, coba?
Ss : <X words X> sebagai bukti tertulis, sebagai media komunikasi, sebagai pertimbangan, <X words X>
S : kasih lengkap
T : **yes, okay okay,okay.** Jadi benar semua yah yang kalian sebutkan tadi. bearrti kalian sudah pernah yah buat surat lamaran pekerjaan?

Analysis of extract 8

In extract 8, teacher praised the students to express her approval and admiration because they can explain the learning materials correctly. The praise was **yes, okay, okay,okay.** The teacher seem agreed with the students' response

9. Types :okay, good
Fungsi : to support positive learning behaviour

Extract 9

T : yes, ok ok,ok. Jadi benar semua yah yang kalian sebutkan tadi. berarti kalian sudah pernah yah buat surat lamaran pekerjaan?
Ss : sudah
T : dimana?
Ss : dipelajaran bahasa Indonesia.
T : **okay, good** ...jadi fungsinya job application letter itu adalah pertama sebagai bukti tertulis bahwa kita akan melamar sebuah pekerjaan.. as a written prove that when you apply for a job and then next as a mean of communication atau sebagai media untuk kalian berkomunikasi terhadap perusahaan tertentu. Dalam hal ini tujuannya untuk menyampaikan informasi ehh riwayat pendidikan, riwayat pekerjaan atau kemampuan yang dimiliki and the last one is as a consideration for employeer sebagai sebuah pertimbangan untuk perusahaan untuk menerima kalian sebagai pegawai di perusahaan tersebut. Jadi, dalam hal ini perusahaan harus menyeleksi kalian terlebih dahulu dari job application yang ... next, ada bagian-bagian yang terdapat dalam surat lamaran pekerjaan, biasanya di sebut cover letter. Yang pertama kalian menuliskan nama kalian, your address, nama kalian kalian terus

alamat kalian, harus kalian tulis alamat lengkap

Analysis of extract 9

From extract 9, the teacher praised the students by saying **okay good**. This praise was given because the students can respond the teacher' question related to the learning materials. So this praise is indicated to support the students' positive behavior in learning.

10. Types : yah good

Function : to reward good students conduct or academic,

Extract 10

T : kalian tuliskan ketertarikan kalian untuk melamar di perusahaan itu. Jadi alasan kalian menuliskan surat lamaran diperusahaan itu apa, begitu kalian mau apa... kalau kalian lihat lowongan pekerjaannya dikoran, kalian tulis disitu Koran apa begitu yah. And then paragraph selanjutnya apa, paragraph ke lima?

Ss : <X words X>

T : apa?

Ss : posisi sebelumnya.

T : **yah good**. Jadi kalian tuliskan posisi kalian sebelum kalian melamar pekerjaan disitu apa begitu. Sebagai apa begitu sebelum atau apa?

Ss : pengalaman pekerjaan

Analysis of extract 10

In extract 10, the teacher uttered **yah good** to praise the students. This praise was given for the students' successful in giving response to the teacher' question when the teacher reviewed the lesson. So this praise is interpreted as a reward for students' academic achievement.

11. Types : thank you for your good attention

Function : to support positive learning behavior and to express admiration

Ekstrak 11

T : bagus yah kalian sudah bisa buat surat lamaran pekerjaan ehh. Berarti kalian sudah mengertikan cara membuat surat lamaran pekerjaan?

Ss : yess, alhamdulillah

T :yah, jadi kalau kalian mau melamar pekerjaan, kalian bisa mengaplikasikan ini, contoh surat ini. Kalian bisa tuliskan surat ini kalau kalian mau melamar pekerjaan, so I think it is enough for today. h**Thank you for your good attention**, assalamu alaikum warahmatullahi wabarakatu

Analysis extract 11

In extract 11, the second teacher gave praise in the end of the class. This praise was given because the students have given their full attention and participation and also been active during the learning process. In this case the praise is as admiration expression and also to support the positive behavior of the students.

The following table shows the further information about the types and the function of praise during the learning process either has been analyzed or not.

Table 1: List of praise and its function

Informant	Types	Function
Teacher 1	<ol style="list-style-type: none"> 1. Good 2. Okay, clap your hand 3. Okay, upraise to your friend 4. Okay, thank you, give upraise to your friend 5. Okay, thank you 6. You are doing a great job 7. Okay, thank you 8. Thanks for your 	<ol style="list-style-type: none"> 1. to construct the good communication 2. to support positive learning behaviour 3. to reward good students conduct or academic, 4. to reward good students conduct or academic 5. to support positive learning behavior and to reward good students conduct or academic, 6. to reward good students conduct or academic 7. to support positive learning bahavior 8. To express admiration and delight

	nice attention and participation	
Teacher 2	<ol style="list-style-type: none"> 1. okay good 2. yes, okay, okay okay 3. okay good 4. yah good 5. good 6. bagus yah (yah good) 7. thank you for your good attention 	<ol style="list-style-type: none"> 1. to reward good students conduct or academic 2. to express approval and admiration 3. to support positive learning behavior 4. to reward good students conduct or academic 5. to reward good students conduct or academic 6. to reward good students conduct or academic 7. to support positive learning behavior and to express admiration.

The result of the research shows that both of informants often praise the students during the learning process in which as positive feedback of the teachers for all of the positive things that the students did in the class. It can be seen from the extracts or the table above. The first teacher praised the students eight times and the second teacher did it seven times during the learning process or ninety minutes for each teacher.

The first teacher applied four types of praise: **okay, good, great job,** and **nice** while the second teacher applied two types of praise: **yes, okay, okay** and **good**. For the first teacher, the praise “**okay**” is dominantly praise which expressed for many functions. The functions are to reward good conduct and academic and to support positive learning behavior. However from the context and meaning, basically, the praise “**Okay**” is incorrect to reward the students conduct or academic achievement. In this case, the function of praise “**okay**” is more appropriate to show approval or admiration expression and to support positive learning behaviour for the students’ conversation performance. To reward good conduct or academic achievement, the teacher is better to express by using the praise like **well done, good job, great effort, excellent**. The

meaning of those praises seems very clear to show reward for the students' academic achievement and it is indicated give more effect toward students' motivation and enthusiasm in learning.

In addition, the table above also shows that the the first teacher often combined her praise with the expression "**thank you**" *okay, thank you* and the non verbal praise "**clap your hand/ uplause to your friend**" *okay, clap your hand or okay, uplause to your friend* after the students seriously did the conversation so it is clear that okay is used as a praise for several functions.

Next, the first teacher also praised the students by uttering **today, you are doing great job as** a reward for the students' academic achievement in which is addressed to all of the students in the class and **thanks for your nice attention and participation** to express her admiration for the students' good behavior during the learning process, as Connoly (1995) says that praise is effective to describe the appropriate behaviour. Based on the context and the meaning, those praises are appropriate to be applied and both of praise seems as continued praise.

For the second teacher, she dominantly expressed good in giving praise with different functions. The praise "**good**" is expressed for some functions. First function is as reward for good conduct and academic achievement of the students. The second is to support positive learning behavior and the last is to express admiration and delight. She also combined the praise "**good**" with the word *yah* and *okay* which is indicated to make the praise clearly. The second teacher also praised the students by saying **yes, okay, okay** in which is indicated as expression of approval because this praise was given when the teacher reviewed the learning materials as Pisacreta (2011) argues that praise is also given as approval statement. This type of praise was uttered by the teacher once during the learning process.

Furthermore, both of the teachers still dominant applied their praise as a reward for the students' academic achievement and those are spontaneously expressed by the teachers. It can be proved by there are a praise in which is indicated incorrect with its function and in addition, it also can be indicated that both of the teachers still have limited expression of praise. It can be also proved by the types of praise that the teachers applied in the class.

Conclusion

The purposes of this research are to clarify the dominant types and function of praise that uttered by the teachers in the classroom during the learning process and after analyzing the teachers' praise, it can be concluded that both of teachers often praised the students. The first teacher dominantly used okay with different function and the second teacher dominantly used good and also with different function.

For the function itself, the teachers give praise in five types namely as to construct the good communication, to support positive learning behavior, to reward good students conduct and achievement and to express approval, admiration and delight during the teaching-learning process. However both of the teachers are still dominant in giving reward for the students' academic achievement. The teachers are also less creative in praising the students.

References

- Black, S. (1992). In Judicious use of Praise. *The Executive Educator*, 14(10), 24-27.
- Brophy, J.E (1981). *Teacher Praise: A functional Analysis*. Review of Educational Research.
- Connolly, T. (1995). *The Well-Managed Classroom: Promoting Students Success Through Social Skill Instruction*. Washintong, D.C: ERIC Clearinghouse
- Firdaus, F.H. (2015). Teacher' Praises and Students' Engagement in EFL Classroom. Vol.3 (2) 28-40. *Journal of English and Education*.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Pearson Education Limited.
- Henderlong, J., and Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: a review and synthesis. *Psychol Bull*
- Hodgman, R. M. (2014) *Student Praise in the Modern Classroom: The Use of Praise Notes as a Productive Motivational Tool*. Journal of Education and Training. Macrothink Institute
- Miles, M.B. & Hubberman, A.M. (1994). *Qualitative Data Analysis (Second edition)*. London: Sage Publication.
- Pisacreta, J. (2011) *Increasing Teachers' use of A 1:1Praise-To-Behavior Correction Ratio to Decrease student disruption in general Education Classrooms*. Wiley Online Library.
- Rahman, F.A. (2016). *Tutur Pujian Guru dalam Interaksi Pembelajaran di Kelas*. Vol.13. No.1. *Lingua*.