

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some important points of the study in the conclusions and offers the suggestions for related study. The conclusions of the study are made based on the findings and discussion in the previous chapter.

5.1 Conclusions

This study is investigating the use of rewards to motivate young learners in learning English. The purposes of this research were about to find out the students' responses and the types of reward used by the teacher.

Teaching young learners is a challenging activity. That is why, it becomes a common problem faced by most of the young-learners teachers in Indonesia. It is because young learners have a unique characteristics. They have their own ways in learning English. Another challenge is it is difficult to get their attention and keep it for an extended period of time.

One of the ways in motivating students is giving them rewards. Reward is something given and received in return for something done. Rewards can influence learning, motivation and motions.

Referring to the findings in the previous chapter, it can be seen that there were two categories of students responses when getting the rewards, those were; 'positive responses' and 'negative responses'. All students were happy and enthusiastic to learn English using rewards. Students smiled, shouted, said "*Thank you*", jumped and shook the body to show their responses. They really enjoyed all

the activities during the lesson.

Meanwhile, there were two types of rewards, those are tangible rewards and intangible rewards. Based on the findings of the research about the kinds of rewards used by teacher, it can be concluded that intangible rewards were mostly used by the teacher during the teaching and learning process. This is because giving the tangible rewards takes more times rather than the intangible. It can be seen that intangible rewards can motivate young learners more than tangible one. Those belonging to intangible rewards are smiles, praises, gives thumbs up, nods, and snaps the fingers.

On the other hand, giving rewards during the classroom activity would not be successful for two reasons; first, there were students who consider giving rewards is ordinary thing; second, there were students who did not understand about the expression of giving rewards.

5.2 Suggestion

From the results of the research, there are some suggestions for teachers and for further research.

A. For teachers, they should comprehend about giving rewards and its criteria.

Thus, this may help teachers giving rewards to the students appropriately. Still, it would be better for the teacher to use not only intangible rewards but also tangible rewards.

B. For further research, the study about motivating young learners in learning English towards the use of rewards might be used as reference to conduct similar research. In addition, further reasearch can make improvement in this field for better development on giving rewards.

