CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections, which are conclusions and suggestions. The conclusions part are taken from the whole paper and the suggestions part are the researcher's suggestion for the follow up studies.

5.1 Conclusions

The purpose of this study was to find out the answer of the research question about how the teacher gives praise to the students and also the influence of praise toward students' engagement. The result of this study showed that the way teacher give praise to the students is in line with the theory by Connolly *et al* (1995) about effective praise. The observed teacher in this study gave praise to the students in four steps: description of appropriate behavior, rationale, request acknowledgment, and positive consequence

In description of appropriate behavior step, the teacher combined the specific behavioral statements with general praise. In the middle of teaching-learning process, the teacher told the students that they were not allowed to use electronic dictionary. She proposed the students to use dictionary and explained the advantages of using dictionary in learning English. She gave praise to the students who bring dictionary and labeling the appropriate behavior

The next step, teacher explained to the students the benefit of doing something good. She explained that it is important to remember the transformation of irregular and regular verb in learning English. She gave rationale reason that on the examination day, the students can't ask their teacher or even friends about it.

To make sure that the students pay attention to the teacher explanation and understand the rationale given by the teacher, the teacher requests students' acknowledgment. Request acknowledgment is given by the teacher to the student after the teacher explained the material. This type of expression should be given frequently in teaching-learning process to find out whether the students pay attention and understand the teacher's explanation. Request acknowledgment also given after the teacher explained rationally the benefit of doing something good. In this case, request of acknowledgment was given after the teacher explained rationally how important to remember irregular and regular verb in learning English.

The last is positive consequences. In this part, the teacher appreciates students' positive behavior by giving them a reward. This reward is aimed to reinforce the students' positive behavior. The reward given in this case was additional score for students who can answer the question given. The teacher wished the students to be more active, and give additional score as reinforce for those who involved

The result of the study also showed students' positive engagement after being praised by the teacher. According to Jones (2009) there are five characteristics of students' engagement that can be examined using direct observation: positive body language, consistent focus, verbal participation, students' confidence, and fun and excitement.

One of the postures that indicated as positive body language was eye contact between the students and teacher. The students seemed to follow the teacher's movement while explaining the lesson. It means that the students were trying to make eye contact with the teacher and pay a lot of attention to the teacher's explanation

Consistent focus is indicated by students' attention on the learning activity with minimum disruptions (Jones, 2009). The main disruption that always appeared in this classroom was the students keep talking and disturbing their peer.

They were talking about unrelated topic in the middle of teacher's explanation. This situation caused some noises therefore the teacher frequently request for students' acknowledgment. However this situation was very common in classroom environment. It was not a big deal if the teacher knew how to face it and control the class.

The next observable characteristic of students' engagement is verbal participation. In this case, after the teacher explained about the characteristic of past tense and gave the example of past tense, the students sometime asked the teacher to make sure that they got the topic. Students also gave their verbal contribution when the teacher was walking around and checking students' work. Those are considered as students' verbal participation.

Students' confidence is also the observable characteristic of students' engagement. Students' self- confidence is very important in the teaching-and learning process. If students do not have enough confidence, they will not ask and answer the question about the topic discussed. Students' confident affects the communication between teacher and students. In this case, the students seemed to have enough confident. It was indicated by their improvisation when doing the given task in front of the class. Basically, the teacher asked the students to read a story in front of the class with their group. However, some of them improvised it by doing a role play. As we know that role play requires more confident in compared with reading a text in front of the class.

The last is fun and excitement. One of fun and excitement indicator is students' positive humor. According to the data of classroom observation, the students showed their positive humor when performing role play in front of the class. They entertained the other students by using some jokes while role playing the story.

5.2 Suggestion

The results of this study show that the use of praise would influence students' positive engagement if it is given properly. Therefore, this study provides some suggestion that might be useful for teachers in increasing students' engagement. The teachers are suggested to choose, develop, or may be create the praise that are considered could provide the effective learning and match with the students' interest in order to motivate the students to actively contribute in the teaching learning process. Besides, the teachers are suggested to have a good preparation before implementing the technique in the classroom. A good preparation from the teachers also influences the success of teaching learning process.

This study also provides some suggestion for further study in the same field with this study. The further researchers may choose the same topic as this study with different level such as senior high school or even elementary school level. It is also suggested to choose another type of reward, in order to compare with this technique. So, the further study could be more convincing and those suggested aids can be useful to be used in increasing the students' engagement. The further researchers also suggested to give a questionnaire or to conduct an interview to the teacher as the additional data.