

CHAPTER 5

CONCLUSIONS

This chapter presents the conclusions and suggestions of this research. The conclusions are based on the previous chapter, regarding to the findings and discussions. Furthermore, the suggestions are included for English teacher and the future research.

5.1. Conclusions

Based on the research problems proposed in this research, there are two conclusions for this research. The first one focuses on the kinds of rewards that the teacher gave to the students in the classroom to motivate the students. The second one focuses on students' responses to rewards that their teacher's gave. Further elaboration of the conclusions is presented below.

5.1.1. Rewards

There are five kinds of rewards that teacher used to motivate the students in learning English.

It is found that each instrument used revealed five kinds of rewards that appear in the classroom activities. Teacher's interview and students' interview result presented the same kinds of rewards; which are applause, point, stars, appraisal, and present. The researcher found that teacher usually give present once a month, because the teacher always give a star as a reward for the students who could answer the questions correctly and the students should collect it. The teacher and the students will count the 'star' together and the winner is the student who can collect the most number of star.

A reward can be formed in physical or abstract thing that is given to an individual or group for a service. A reward is given for a positive thing that someone has done well. For example, working particularly hard, getting a good

grade on a test or an exam, and getting something that someone has lost. Rewards are given for one of two reasons : (1) outstanding performance of assigned duties and tasks, or (2) unique contributions to the organization either job-related or non-job-related (Tracey,1999). Rewards that were found are similar with the kinds of rewards that were proposed by Tracey. They consist of *tangible* and *intangible rewards*. *Tangible rewards* are concrete and touchable. Examples are bonuses, trophies, certificates, treats, extra privileges, or item selected are external ways of motivating students. Besides that, *intangible rewards* include social approval in the forms of praise, smiles, nods, and pats on the back.

Teachers use reward systems for a good reason. Giving rewards can motivate learners to work hard, behave well, and get along with others. The rewards also make students happy.

5.1.2 Students' Responses to Rewards

Based on the second conclusion, kinds of rewards that were implemented by the teacher acquired variety responses from the students. Toward rewards strategies that were implemented, the most positive responses appear for *points* participation and *presents*, almost all students were highly motivated by getting points or prizes as their reward. Through a reward system, students would show interest and be motivated to participate in daily classroom task and responses. Motivating students to learn is part of challenges that the teacher face when teaching content.

When the teacher gave the rewards, almost all of students showed 'positive responses'. For instance; smiling, saying "Thank you, Miss", shouting "Yeaayay! *Dapat hadiah. Terimakasih, Miss*", and shouting "Horaaay... Horaaay!". It means that rewards can motivate the students in learning English.

In conclusion, the students were basically motivated to learn English by the implementation of rewards strategies. Rewards used by the teacher to improve students' classroom behavior and promote academic achievements. Moreover, the rewards can increase not only the students' performance, but also students'

intrinsic motivation when they are use properly. The teacher should pay attention in selecting the appropriate situation and how the teacher implements them, because giving rewards during the classroom activity would not be succesful 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 Suggestions

Based on previous findings and discussions, there are several suggestions for English teachers and further research, related to this research.

Rewards should be presented for outstanding individual or group achievement or for superior performance. Moreover, rewards could be an alternative way to motivate the students in English classroom learning. The teacher can apply the kinds of rewards strategies to improve the students' behavior. The teacher should pay attention to the language that she/he used in giving praise to the students, especially when the teacher give feedback to the students, because if the teacher does not pay attention to the language that she/he used, it will be negative for students who accept that feedback. Based on this research selecting an appropriate situation in implementing the rewards will lead well towards the students' motivation.

Giving rewards like present and points may become choices to motivate the students in the classroom, because with this kind of reward the students try to find correct answer and they also try to ask what they do not know to their teacher. This reward suitable to be implemented in speaking skill, the research showed that almost all students felt motivated to speak English more.

Moreover, this research also suggests that the application of rewards strategies will be more effective later on by having deeper analysis focusing on each skill. The students' responses will also be more specific in each kind of reward that received. Besides that, teacher should pay attention about giving

rewards and their criteria. Thus, this may help teachers giving rewards to the students appropriately.