

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of the study. This section divides into two sections, namely conclusions and recommendations. The conclusions section starts from a brief description of aspects which underlying this study. For the recommendation section, it provides the suggestion for the further research in terms of reward system in enhancing students' learning motivation, both for teachers and other researchers.

5.1 Conclusions

The present study has strengthened the findings from previous research that the reward system contributes really well and satisfies the educator in terms of attracting students' motivation, especially for students who have low intrinsic motivation in English learning. It creates favorable situation and condition, both for teachers and students. The teacher is able to deliver the material without many obstacles and the learners are able to get effective learning and to involve to the material being discussed.

Most of the motivational aspects observed by the researcher showed the expected results. There were significant results on students' engagement span in learning, students' verbal participation, students' persistence, students' self-confidence, students' gesture, and students' products after the implementation of rewards was applied by the teacher in teaching and learning process. Even though not all the aspects observed got positive results, however, it can be assumed that rewards provide favorable influence in hooking students' engagement and involvement in the lesson.

Furthermore, students' responses to the implementation of rewards reap praise and individual satisfaction by students in following the lessons. It is because rewards can bring external motivation to them which in turn produces operant conditioning, which means a strength of the behavior which is modified by the stimuli.

The implementation of reward is considered useful to arouse students' desire and involvement in learning. Creating a conducive learning situation provides a

good effect in generating effective learning. Therefore, this kind of strategy should be used and modeled for teachers who have difficulty in improving low motivation of students in learning at school.

5.2 Recommendations

In relation to the findings, discussions and the conclusions of the study, the researcher intends to offer some suggestions for those who will conduct the similar field of research in the future.

Firstly, for teachers, it is recommended that reward system should be applied in the process of teaching and learning in the classroom. It can be implemented to the four skills of language, namely listening, speaking, reading, and writing. By applying the reward system in teaching, it will help the teachers gain students' interest and engage them to the effective learning.

Not only gifts, snacks, or compliments, the teachers are allowed to create any creations or appreciations in other forms that are considered not commonly used before for students in order to increase students' curiosity toward the external incentives while maximizing their understanding of the subject matter.

Secondly, for the future researchers, it will be better if the further studies investigate beyond the procedure text since this study only focuses on that kind of text. Moreover, it will be prominent if the researchers only focus on few motivational aspects with the intention to elaborate the analysis more in depth and detail.

The researchers should be circumspect in using the rewards system in learning. If not, the students will be easily dependent on the rewards given while studying. Therefore, the researchers should understand in more detail about intrinsic and extrinsic motivations. Students who are intrinsically motivated when learning should not be overly pampered with rewards, as it can be a boomerang for themselves. Unlike students who need external encouragement (i.e. rewards) to increase their intrinsic motivation in learning.