

## Chapter V

### 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 and punishments that the teacher implements in the classroom to motivate the students. The second one focuses on students' responses to rewards and punishments that are implemented by the teacher. Further elaboration of the conclusions is presented below.

##### 5.1.1. Rewards and Punishments

There are six kinds of rewards and nine kinds of punishments that were found during the research.

It is found that each instrument used revealed six kinds of rewards that appear in the classroom activities. Teacher's interview and students' questionnaire result presented the same kinds of rewards; which are *applause, point, advice/positive feedback, stars, and appraisal*. Giving *presents* appeared as another kind of reward that occurred in observations but could not be found in the interview and questionnaire result. This occurs because the teacher rarely used presents as rewarding system for the students so it was never mentioned in the interview. While for the students, they did not realize the presence of presents as rewards, since presents were rarely given. After the researcher confirmed the situation that was found to the teacher, she explained that she found a suitable

activity to implement a present as the reward so she used that kind of reward.

Rewards that were found are similar with the kinds of rewards that were proposed by Deci, Koestner, & Ryan (2001). They consist of *tangible and verbal rewards*. It is also supported by Brown's (2001) statement in the kinds of things that can reward the students. Some of the external rewards that were used may increase nor decrease the intrinsic motivation; it depends on how the teacher implements it. The teacher should use the external rewards in the term of informing rather than controlling so the students will not rely on the rewards to improve their motivation in learning.

Whereas for punishments, it was found that based on the interview result there were seven kinds of punishments that the teacher might implement in the classroom activities, which are *giving question, excluded from the class, scolding, warning, standing in front of the class, decreasing students' point, and moving students' seat position*. According to the questionnaire, the students felt that there were five kinds of punishments that were usually implemented by the teacher; they are *scolding, warning, standing up in front of the class, decreasing students' point, and moving students' seat position*. While the classroom observations result showed similar numbers of punishments that the teacher applied in the interview, seven kinds of punishment appeared, out of *excluding from the class and decrease the students' point*; including *penalty and additional homework*.

The differences between interview, questionnaire, and classroom observations result are due to the possibility of the situation in implementing each kind of punishment and the students' awareness of the kinds of punishments that were given. The kinds of punishments that were implemented by the teacher are in line with Keh (2012). They belong to *verbal, action, and penalty punishments*. Munn & Mellor (2001) also propose some kinds of punishments that the teacher implemented in the

activities. The teacher's intentions by implementing the punishment are to motivate the students to be better, to make them discipline, and to reduce their negative behavior.

### 5.1.2. Students' Responses to Rewards and Punishments

Referring to the second conclusion, kinds of rewards and punishments 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/prizes*, almost three quarter of the students were highly motivated by getting points or prizes as their reward. Some of the students were slightly unmotivated when the teacher used applause and appraisal system, especially when it was implemented too often. For advice/feedback, the students felt motivated as long as the teacher conveyed it positively.

As well as rewards, punishments strategies also showed diverse students' responses. The result showed that students were highly motivated when the teacher applied penalty punishment, it could be seen in their eagerness to try to speak English more. Half of the students felt motivated when the teacher punished them to stand in front of the class and explain their reason in English when they came late. It also happened for giving extra homework, asking questions, and moving students' seat. While for scolding, the students felt unmotivated after they received it, their desire in learning English decreased afterwards.

In conclusion, the students were basically motivated to learn English by the implementation of rewards and punishments strategies. In this research, each type of rewards and punishments gives different effect towards the students' motivation. It can be both highly or slightly motivated. The teacher's role in implementing these strategies is important, she/he should pay more attention in selecting the appropriate situation, and how she/he implements them.

## 5.2. Suggestions

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

Concerning this research, rewards and punishments could be an alternative way to motivate the students in English classroom learning. The teacher can apply the kinds of rewards and punishments strategies based on this research. The combination of the strategies above with several other aspects such as paying attention to the language used when the teacher gives advice/feedback, warning, or scolding, as well as selecting an appropriate situation in implementing the rewards, will lead well towards their motivation.

Giving points or penalties may become choices to motivate the students, especially for their speaking skill since the research showed that many students felt motivated to speak English more when those strategies were implemented.

Meanwhile, this research also suggests that the further research might analyze the implementation of rewards and punishments toward each skill of English learning; speaking, writing, reading and listening. The application of rewards and punishments 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 rewards and punishments that they receive. It is expected to know further about each kind of rewards and punishments that appropriate for each skill.