CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this research there are two research problems, the first is the type of reward and punishment implemented by the teacher in teaching English. Based on the research results in the previous chapter, it shows that the kinds of rewards and punishments that teachers implement in teaching English are praise, tangible rewards and extra points. The kind of reward that teacher use most often is praise. Praise given such as "Good, Good job, Very good, Excellent". Rewards such as praise, tangible rewards in the form of snacks and extra points are given by teacher to students who deserve it, in the sense that students have done something well such as successfully answering questions or doing tasks well. As stated by Casio (2007) there are kinds of reward namely Praise, Symbolic rewards, Token rewards, Tangible and activity rewards. And there are also additional rewards that teachers used, namely Extra points. Furthermore, the kind of punishment given by the teacher is a warning. This is in accordance with one of the types of punishment stated by Irawati (2016), namely Warning, Memorizing Vocabulary, Decreasing Student's grade and Moving the student's seat position.

Then, the second is the Implementation of reward and punishment. Based on the research results in the previous chapter, it can be concluded that when implementing rewards and punishments, the first step is the teacher prepares the material to be taught, then the teacher explains briefly about the material. In the middle of the explanation, the teacher gives some questions and students who can

answer the questions or can give their opinions will get a reward. And then for punishment, the teacher gives a warning to students. These steps are quite in accordance with the statement stated by Muliawan (2016) about the steps of implementing reward and punishment. The implementation of rewards and punishments is considered important by teachers because it can motivate, give students the spirit of learning and they are enthusiastic during learning.

B. Suggestions

After obtaining the results of research about the rewards and punishments implementation in teaching English, the researcher tries to provide some suggestions, especially to English teachers, to interested parties in teaching and learning activities and also other elements of education. Here are some suggestions that the writer can give to the teacher, First, teachers must be able to choose or create rewards and punishments that are in accordance with the characteristics or level of the students being taught. Furthermore, the teacher must be able to create or design interesting rewards and punishments, in the sense that it does not make students bored quickly. Reward and punishment must both be educational and one of the important things is that teachers must have good communication with students. And third, as a strategy to increase student motivation and enthusiasm, the implementation of rewards and punishments must really be considered because both giving rewards and punishments will make an impression on students so that teachers must really understand how to implement good and appropriate rewards and punishments.

Then the writer understands that this thesis is still imperfect, therefore the writer gives suggestions to future researchers, the first is an agreement with the school, such as managing time properly with the teacher so that research can take place accordingly. Then for the naturalness of the data, the researcher suggests that future researchers to conduct longer research time and also communicate with teachers clearly. This aims to make the research carried out smoothly and systematically.