

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions regarding the use of rewards and punishments in the English learning process at MTs Negeri 2 Medan. The following explanations summarize the findings:

A. Conclusion

Based on the results of the research, it can be concluded that the researcher identified the implementation of rewards and punishments in the English learning process for eighth-grade students at MTs N 2 Medan. The teacher implemented two types of rewards: praise and gifts. Praise and gifts were the most common forms of rewards used during the learning process. For punishments, the teacher employed one type: Losing Recess. The implementation of rewards and punishments in the English learning process generally followed established guidelines. However, there were several stages that the teacher did not fully execute when administering rewards and punishments. Overall, the English learning process was conducted effectively, with the teacher opening the class and providing directions about the material to be learned. Rewards were given to students who demonstrated positive behavior and participation, while punishments were administered in response to negative behaviors that disrupted the learning process. The teacher utilized rewards and punishments primarily to create an effective learning environment, manage the classroom, and support student development. Rewards were given to acknowledge students'

achievements and positive behaviors, which increased their motivation to study hard, follow rules, and actively participate in learning. Rewards also helped build students' self-confidence, develop social skills, and strengthen the teacher- student relationship. Conversely, punishments were applied in response to inappropriate or rule-breaking behavior, aiming to provide clear consequences for negative actions. Fair and consistent punishments helped maintain classroom discipline, create a safe environment, and teach students about responsibility for their actions.

B. Suggestions

Based on these conclusions and the research results obtained, the researcher offers several suggestions:

1. **For English Teachers:** It is crucial to maintain a balance between rewards and punishments when addressing student behavior. Teachers should provide rewards as recognition for students' achievements, good attitudes, and participation in the learning process to motivate them to continue learning. When administering punishments, teachers should aim to frame them as opportunities for positive learning rather than merely consequences. Emphasizing understanding and communication with students is essential so they comprehend the reasons behind the actions taken. Additionally, it is important to consider individual differences among students

when determining effective rewards and punishments, while consistently upholding the principle of fairness throughout the process.

2. **For Further Researchers:** For those interested in exploring the same topic, the researcher suggests conducting studies that offer a deeper discussion from various perspectives. There remains a need for additional insights and explanations from other researchers regarding the use of rewards and punishments as techniques in classroom management.

