CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presented the conclusions of the research and suggestions about reward and punishment in English learning process of SMP Negeri 9 Binjai. The description could be seen as the following explanation:

A. Conclusions

Based on the result of the research, it can be concluded that the researcher found the reward and punishment in English learning process at ninth grade students of SMP Negeri 9 Binjai.

1. The kinds of rewards and punishments had implemented in English learning process. There were three kinds of rewards that the teacher gave to students such as praise or compliment, tangible rewards or gift, and non-verbal rewards. However, praise and non-verbal rewards are the most common rewards that the teacher used in class during the learning process. For punishment, there were two kinds that the teacher gave to students, such as a request and a warning.

2. The implementation of rewards and punishments in the English learning process went well according to the guidelines, but there were several stages that the teacher did not do when giving rewards and punishments. However, the English learning process happened in general, the teacher opened the class and gave directions to the students about the material to be learned. Rewards were given to students who showed positive behavior and

participation in the learning process, while punishments were given when students showed negative behavior that disrupted the learning process.

3. The teacher gave rewards and punishments to students in the classroom with the main reasons being to create an effective learning environment, manage the class and support students' development. Rewards were given to recognize students' achievements and positive behaviors. This can increase their motivation to study hard, follow the rules and actively participate in learning. Rewards also help build students' self-confidence, develop social skills and strengthen the relationship between teachers and students. On the other hand, punishments were given in response to inappropriate or rule-breaking behavior. It aims to provide clear consequences for negative behavior, which can help students understand the consequences of their behavior. Fair and consistent punishment can also maintain classroom discipline, create a safe environment, and teach students about responsibility for their actions.

B. Suggestions

On the basis of these conclusions, based on the research results obtained, the researcher submitted several suggestions as follows:

1. For the English teachers

In giving rewards and punishments to students, it is important to maintain a balance between the two. The teachers should give rewards as a form of recognition for students' achievements, good attitudes, and efforts in participating

in the learning process, so that they feel motivated to continue learning. However, in giving punishment, the teachers should try to make it a positive learning rather than just a consequence. Understanding and communication with students needs to be emphasized so that they understand the reasons behind the action. In addition, it is also important to consider the individual differences of students in determining the kinds of rewards and punishments that are effective, and always hold the principle of fairness in the process.

2. For further researchers

For further researchers who want to develop the same topic, the researcher suggested conducting research with a depth of discussion from various points of view. There is still a need for some ideas or explanations from other researchers about reward and punishment as a technique in classroom management.