CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions related to the research findings.

A. CONCLUSION

The results of the research are the kind, the implementation and the outcome of positive reward and punishment in managing classroom. The conclusion of the research results can be explained as follow:

1. Kind of Positive Rewards and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran

Based on the findings, from 20 kind of positive reward and punishment as follow:

a. Positive Rewards

Positive reward can be specified into some categories as social reinforces, preferred activities, token reinforces and other categories.

1) Category 1: Social Reinforces

Expression and recognition often used by teacher. Praising and physical contact sometimes used by teacher. While nearness never used by the teacher.

2) Category 2: Preferred Activities

The teachers often give preferred activities to the students such as going first in having score, helping the teacher, playing a short game while learning English or singing the English song.

3) Category 3: Token Reinforces

Token reinforces are the most frequent reward that the teacher always gives in every meeting such as a point and score.

4) Category 4: Others

The teacher used competition more often than group reward and prompts. In addition, teacher never used contracting.

b. Positive Punishments

The researcher put the punishments on the right order based on the frequency from always to rarely use by the teacher, as follow:

- 1) Fine or Penalty: always used by the teacher
- 2) Task Related Punishment : often used by the teacher
- 3) Detention or Time Out : often used by the teacher
- 4) Verbal Punishment : often used by the teacher
- 5) Nonverbal Punishment : sometimes used by the teacher
- 6) Repeated Reminders: sometimes used by the teacher
- 7) Applying Consequences: sometimes used by the teacher
- 8) Individual Contract: sometimes used by the teacher

The teacher always used token reinforces as positive reward by write on the student's notebook the grades of best, excellent and good. As the positive punishment teacher always give fine or penalty that related to students mistake such as write verb conjunction, memorize some English vocabulary, write the English summary multiplying the English task, do the assignment in workbook etc.

2. Implementation of Positive Rewards and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran

There are five commonly way teacher used to implement positive rewards and punishments as follow:

- Related to the students behavior: included some aspect, that are relate to students behavior, consider the difficulty degree and give the information beforehand
- 2) Select reinforces/punishment and criteria for reinforces/punisher: included some aspect, that are the least elaborate and tangible reward, not only for excellent students, avoid corporal punishment and consider the school law and rules.
- 3) Give reward and punishment timely and immediately
- 4) Give positive reward and punishment fairly
- 5) Teacher way in giving punishment: included some aspect, that are she always gives the punishment with firmness and discipline and gives the reason why he or she being punished indirectly
- 6) balancing between rewards and punishments

The findings show that there are quite different between female and male class. In the female class, the teacher gives reward more often than the punishment. Whereas in male class it is the opposite, that reward is often given. In addition, from the teacher-students interview, the reason is it depends on the student's individual and behavior.

3. Outcome of Positive Rewards and Punishments in Managing Classroom by the English Teacher at MTs Jabal Noer Geluran

The outcome of positive reward and punishments, based on the findings, are showing some changes in student's behavior and responds in classroom management in form of tangible and intangible finding, as follow:

a. Tangible:

- 1) The reward can help to manage the classroom effectively
- 2) Students desirable/undesirable behavior increased/decreased
- 3) Students participation in the class improved
- 4) It can be a model for other students
- 5) Punishment can prevent the inappropriate behavior and its escalation

b. Intangible:

- 1) It can teach students towards new skill and knowledge especially in English.
- 2) It can motivate them to be better in behave and also in learning
- 3) It can encourage students to got used doing appropriate behavior
- 4) It can teach the students about discipline and reasonability.
- 5) It also can teach students self-control and rethink about their misbehavior

B. SUGGESTION

In the light of the results of this study, the researcher recommends some suggestions the following:

1. For the Teachers

Regarding the result of this research, for the teachers who lack of classroom management skill where in their class consist of multicultural students and difficult to handle will not worry because all problems in the classroom could be solved or decreased by giving positive punishment that did not harm the students. In addition, as for increasing the student's behavior the teacher can use positive punishment. In addition, for the entire teacher, positive punishment can be an alternative of classroom management technique so that they can avoid corporal punishment in the class.

2. For the Students

Considering the result of this research, which shows kind, the teachers' implementations, and the students' responds as the outcome of positive reward and punishment, they are hoped aware of that doing misbehavior in the classroom will affect on the process of teaching and learning, and their academic achievement. So that they can be more discipline, and have more responsilities of their duty as the students because all of their action has its consequences. However, for those students who have not done misbehavior and always participate in the classroom activity will keep their discipline so that they can be a model for other students.

3. For the Further Researcher

The findings of the study are expected to be used as a consideration for other researchers who plan to conduct the study related to classroom management especially for reward and punishment topic. Recognition the result and the significance of this study, the researcher comes with suggestion to further researchers who are interested to conduct the research about the factor of the different result and respond from female and male class in implementing the reward and punishment and also its comparison. In addition, the further researcher can also broaden the area or limitation of this study, such as comparison of reward and punishment on single sex classroom and mixed classroom, teacher for one school and another school and so on. By conducting those researches, the further researchers can obtain broader knowledge than this recent study.