

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter reviews the result of the study concerning of kinds of reinforcement strategies employed by the teacher and recommendation for further research.

5.1 Conclusions

Based on findings in chapter 4, the researcher concluded that the English teacher in the school employed five kinds of reinforcement strategies in English classroom activities. The result shows from six kinds of reinforcement strategies, the teacher employed five kinds; *verbal reinforcement*, *gestural reinforcement*, *proximity reinforcement*, *activity reinforcement*, and *token reinforcement*. Token reinforcement gained through interview the teacher and the students. Based on the result of the data analysis, verbal reinforcement is dominant employed by the teacher about 44% and the last is activity reinforcement about 4% only.

Related to the observation in the classroom activities, based on the various kinds of reinforcement strategies employed by the teacher, the various responses also given by the students. It depends on the function of the reinforcement itself. As stated by Cruickschank (2001) "*Teachers who apply reinforcement theory in the classroom have a powerful to establish a positive learning climate by students to make good decisions about their behavior*". Reinforcement strategies

employed by the teacher is to gain students' attention, motivating them and controlling during classroom activities. The data on chapter 4 described that reinforcement strategies employed by the teacher have at least 5 responses of the students from each type of verbal and non-verbal responses.

Students' verbal response used for answering teacher's questions by 93% and non-verbal response for asking for topic clarity by 7%. Then, Students' non-verbal responses used for doing teacher's command by 67% for paying attention by 18%, for nodding as non-verbal response by 15%.

According to the data analysis on level of affective domain, it can be seen that 40% of reinforcement strategies that classified into receiving that made the students showed listened to the teacher, took interest in the session, and turned up for learning toward teacher's reinforcements and the last is 3% of reinforcement strategies that classified into characterization by value or value set of students' behavior in classroom during the lesson and they confidently participated during the lesson.

Employing reinforcement in teaching and learning English process gives good feedback for the students. A positive reinforcement is employed for the students which could make them feel enjoy, fun, happy, and comfortable. The teacher gives comments, offering praise and encouragement such as; doing English tasks, giving the answer of teacher's question, delivering argument or idea in the classroom interaction.

Reinforcement is one of the basic teaching skills which are important for teachers. As stated by Louwrese “*an activity can be modified to encourage students toward classroom language*”. Classroom language is utterances, expressions, actions that teacher used in classroom activity. It means that the teacher’s role as a prompter is to encourage students, push them to achieve more and control students’ behavior in classroom activities.

From the discussion above, it can be seen that reinforcement strategies that employed by the teacher makes both students and teacher show good attitudes in the learning process in classroom activities as stated by *Hildum and Brown (1956) an attitude can be strengthened when the teacher says “Good” to the students as reinforced positive attitudes*”. Meanwhile, from the result we can found that teacher’s did not use all of kinds of reinforcement strategies they showed good attitude and good responses in two kinds of reinforcement strategies that the most dominant; verbal and gestural reinforcement. It will be better if teacher also can employ various kinds of reinforcement strategies to create enjoyable learning process.

5.2 Recommendation

The recommendation for the teacher should employ kinds of reinforcement strategies; verbal, gesture, proximity, contact, activity, and token reinforcement to the whole class students and group discussion. So, it is not only for the smart

or particular students gave reinforcement. Therefore, reinforcement strategies employed by the teacher can cover all students as the participants of teaching and learning process.

The findings from this research have beneficial for English teacher that using reinforcement helps teach behavior, make classroom fun, and motivating them in learning process. The researcher suggests for the further researcher to conduct the study about students' responses toward teacher's reinforcement strategies in English classroom activities in a longer period of observation alternately to know reinforcement appear in what topic or material.