

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

5.1 Conclusions

Based on the data analysed by using thematic analysis, it was found students' perceptions on teacher's positive reinforcement in learning speaking. The perception showed the advantages of teacher's positive reinforcement in learning speaking such as: changes the students' behaviour, encourage the students' bravery in speaking, reduce the students' fear in speaking, makes the students feel more valued. First, Positive Reinforcement changes the students' behaviour because the students were more enthusiastic in learning and the students like the teacher and the lessons more. Second, positive reinforcement encourage the students' bravery in speaking because the students were more courageous to speak and they were happier to answer the question from the teacher. Third, positive reinforcement reduce the student's fear in speaking, because the students felt calmer and more prepared. Fourth, positive reinforcement makes the students feel more valued, because the students felt the teacher appreciated their efforts

Whilst the result of the study showed that the student did not perceive limitations of teacher's positive reinforcement in learning speaking, such as: teacher's worries on students' motivation in learning, using positive reinforcement frequently may exploit students' reliance on adults, using positive reinforcement frequently may cause the students to lose their interest in studying.

In contrary of that, the result showed that positive reinforcement made the students felt even more excited to learn and they felt motivated to improve and did not give up when they made a mistake in speaking. Besides that, positive reinforcement made the students felt burdened when they got too much praise from the teacher and the students thought they have to be more introspective if they make a mistake. Positive reinforcement also made the students did not lose interest in speaking; instead, it helped their interest in speaking skills. Furthermore the study also found made the students became bolder, more passionate, and confidence.

Moreover, the student perceived that positive reinforcement helped them in five component of speaking, such as: pronunciation, grammar, vocabulary, fluency, and comprehension. Positive reinforcement helped the students in their pronunciation because they were more courageous and confident with their pronunciation. Positive reinforcement helped the students in their grammar. Since the students are more enthusiasm to learn more because they think grammar is important. Positive reinforcement helped the students with their vocabulary because they become more active in the class, and increased their vocabulary. Besides that, positive reinforcement helped the students in their fluency. Since it helped their strength to be more active in class so their fluency are better. Last, positive reinforcement helped the students in their comprehension because the students become more enthusiastic to learn deeply and made their comprehension better.

5.2 Suggestions

The researcher would offer detailed recommendations in accordance with the conclusion mentioned above. The recommendations are directed towards teachers, students, and other upcoming researchers in this situation.

First, for English teachers, the researcher hopes by knowing about the effect by using positive reinforcement in class and to know the students' perception about it, it is hope that the teacher can more understand how important the positive reinforcement giving to students to develop students' speaking skills and can apply it in daily teaching.

Second, for students, it is believed that this research would help students understand when their teachers give them positive reinforcement to participate more actively in learning speaking.

Last, for other researchers, the researcher hopes that the results of this study are expected to facilitate for the future research as a previous study. However, this research is mainly focused on the students' perceptions on teachers's positive reinforcement in learning speaking and there are still many problems in this field, which are not yet solved. Therefore, further researcher are expected to do some related studies in other aspects and subjects, for example adding more experts, discuss other English skills or focus on teacher negative reinforcement in order to get a deeper, future, and better result.