

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Based on the findings in Chapter Four, it can be seen that the teacher used two kinds of rewards, namely, verbal and tangible rewards. The verbal rewards used were saying “good,” “thank you,” “good and thank you,” and “good job.” The teacher also gave tangible rewards, namely, stickers and drawing stars on the students’ worksheets. From the findings, it can be seen that the kinds of rewards that the teacher used is consistent with the theory from Chapter Two, as Ryan et al. explains that there are two kinds of rewards, “verbal rewards and tangible rewards” (2001, p. 3). From the results, the teacher used the rewards as the best tool in motivating the students.

Moreover, it can be seen that the teacher gave the rewards to the students because the teacher thought the children usually listened and studied better when they were promised to be rewarded. For example, some of the students changed their behavior when they heard the teacher complimenting their friends. The students paid more attention to the teacher, tried to answer the teacher’s question, and looked excited in the lesson. In addition, the students could get information

about their learning progress when the teacher praised them, for example, one girl was praised by the teacher because she could answer the question correctly once. From the findings, it can be seen that the effects of giving rewards to kindergarten students are consistent with the theory from Chapter Two: according to Pintrich and Schunk (2002, p. 265), rewards can control students' behavior and give information to the students about their achievement in learning. Moreover, rewards can increase extrinsic motivation that can lead to intrinsic motivation; for example, when the students were eager to learn more, paid more attention to the teacher, and also tried to answer the teacher's questions. Arends explains that intrinsic motivation makes people do something that comes from his or her own interest (2001, p. 80).

## **5.2 Recommendation**

There are two recommendations that the researcher makes based on this study:

1. For the teacher:

Based on the findings, the teacher usually said "good" or "good job" to the students. There are a lot of verbal compliments that the teacher can use to praise the students. The teacher can praise the students by saying "amazing," "great," and "incredible" so that the students can increase their intrinsic motivation more. Besides, there are some tangible rewards that the teacher mentioned in the interview, such as stars, good marks, stickers, and stamps, yet the teacher just used stickers and stars in the classroom. The teacher can use stamps as a substitute for drawing stars on the students' worksheets.

2. For further research:

It is recommended that further researchers use this study as their references. All of the theories can be used as the references for a similar study. This study can also be at other levels, such as elementary school, junior high school, and senior high school. There are more data collection instruments that can be used to get more information about the study such as interviewing students and students' learning records.

