

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

After the researcher did the reinforcement in order to increase the students' positive behavior, the researcher found the answers for the research questions that is:

1. There was an increase in the positive behavior of hands to yourself, raise hands for asking questions and telling thoughts, and keeping an effort in the task given. All the observed students are in the range of 'very good' in positive behavior of hands to yourself and raised hands for asking questions and telling thoughts. But there was a decrease in positive behavior of sitting properly on the chair since cycle 2. There were three students who were not considered 'good' in doing this positive behavior. Therefore there was some increase as well as some decrease in students' positive behavior after the implementation of the reinforcement.

The increase happened because more immediate reinforcements were given as the teacher involved the students in giving the green circle and taking the red circle on their own. This was also one variety of reinforcement that also taught students to be responsible for their behavior in the classroom.

The decrease might have happened because students' satiation for the reinforcements given more on positive behavior of sitting properly on the chair and it might have happened because of the individual's preferences of

reinforcement as the student are created specially by God so they can think of what can be a reinforcer for them.

2. The implementation of reinforcement have to be started by demonstrating the expected positive behavior to the students so the student knows what they need to do. This should be done in the beginning of the lesson by the teacher to model it first and then let the students follow afterwards.

Then the reinforcement should be given in a balance amounts that is not too much or too less reinforcement given. Because when this was too much, then this made the student did not have the positive behavior. Then the teacher needs to gave less reinforcement when they know that the student already master a positive behavior so the positive behavior can be last. Therefore it is important to gave a balance amounts of reinforcement and not too much reinforcement on specific positive behavior.

The consistency in giving reinforcement should be consider so the students do not get confused. The immediate and contingent reinforcement make the student connected their behavior to the reinforcer, so they will do the positive behavior again or changed their behavior to have positive behavior because immediate reinforcement given (right after the behavior happened).

The variety of reinforcement needs to be given because this prevent the student from the satiation of reinforcer. The person that use reinforcement should find new ways to vary the reinforcement. As the new things happen, student will not get satiated and they can increase the positive behavior.

Then it is important to recognize student positive behavior by give positive reinforcement by say praise and mention specific and clearly about the positive behavior that the student did so they can do it again. This made the student understand that the teacher recognized the positive behavior.

Then the researcher reflected that the teacher needed to create Christian classroom, in which the teacher inside of it used each opportunity to teach student to have positive behavior so the other people can see God's influence in the student life. The students later become the witness to God. God of course help and strengthen the teacher as He gave the opportunity to the teacher that is in loco parentis – in the place of parents to enable and guide the students. At the end teacher can rejoice in the Lord as they see that their students walk in the path of righteousness that God wants them to go because they have the positive behavior and be the witness of God to the other people so the other people might know Christ through this student.

5.2 Recommendation

For the teachers:

- ❖ The teacher can also use reinforcement to increase student positive behavior in the classroom together with teaching the students to be responsible for their action.
- ❖ Teaching the students to be responsible for their action to make them have the positive behavior requires the consistent and firm training. Therefore the teacher needs to pray for strength and guidance from God as the teacher does what Proverbs 22: 6 said “Train the child in the way he should go and when he is old, he will not depart from it.”

- ❖ The teacher should use the reinforcement immediately after the positive behavior because this makes the reinforcement contingent with the positive behavior. So the students know the positive behavior that they did and will continue to do the positive behavior.
- ❖ The teacher needs to be careful of the overused of the reinforcement for the specific student behavior as this will not help them have positive behavior because they satiated of the reinforcement given for specific behavior.

For the other researcher:

- ❖ The other researcher can use this research as the reference for further the study of the implementation of the reinforcement increase student positive behavior.
- ❖ The other researcher can try to use the combination of the reinforcement with teaching the student to be responsible for their action to increase the student's positive behavior and see the result in it.
- ❖ The other researcher might be aware of the effect of the overused reinforcement for the specific positive behavior that does not help the students to have the positive behavior.
- ❖ The other researcher might also does research on how the teacher can make sure that the student really do the positive behavior because they understand that they need to do positive behavior and not only because of the reinforcement and asked the student opinion about it.