

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

In this part, the researcher returned to the main issue that was used as the research question in this research: “How does the use of verbal reinforcement motivate student CC to learn?”, and from the research, it was found that the use of verbal reinforcement should be given by following all the principles; warmth and enthusiasm, meaningfulness, avoid using negative response and the varying use of words and sentences, especially the principle that made verbal reinforcement be meaningful to student CC. Through meaningfulness principles, verbal reinforcement is given immediately following the positive or negative actions, targeting the specific behavior, given at the right time, sincerely, clearly, and according to the students’ behavior and performance. This way, student CC would understand the acceptable and unacceptable behavior better. Besides that, giving reinforcement at the right time, sincerely, clearly, and according to the student CC’s behavior and performance made students CC understood why she deserved the reinforcement

Verbal reinforcement such as praise, encouragement, and feedback was needed by student CC in motivating her to learn as student CC was very happy knowing that someone acknowledging her. Student CC’s motivation was found in a category that is “Good” though the use of this verbal reinforcement.

This research also reaffirmed the importance of meaningful verbal reinforcement in motivating the student to learn. Teachers are responsible for

facilitating student's development and helping the students appreciate the value of learning activities and enable the students to achieve the success when they put forth reasonable effort (Van Brummelen, 1998).

To sum up, as future Christian teachers, the researcher also takes some actions in responding how the use of verbal reinforcement in motivating students to learn. First, the researcher realize that being able to understand God's love and use verbal reinforcement to motivate the students, the researcher has to be first understand and reflect the love that God has given, that way the researcher can sincerely love the students through the ability to notice students' good behavior and do communication that can build their self-confidence as image of God especially in teaching and learning process. The researcher also has to be more persevere in prayer and truly dependent on God and the power of the Holy Spirit, rather than rely on the researcher's ability in enabling the researcher herself to find and think about the positive things to be delivered to the students. The researcher realizes her existence as a human and broken that there is a possibility for her making mistakes in how she communicate verbally with the students later on. May God also always shows the good side of each student so that the researcher can have the opportunity to praise the students and motivate them to learn better in the future.

5.2 Recommendation

The use of verbal reinforcement gives benefits both to the teachers and students in motivating students to learn, therefore the researcher made the following recommendations:

1. For schools

1. Schools are suggested to persuade and challenge the teachers in using the verbal reinforcement as one way to motivate students to learn. Schools can also use the words or sentences in verbal reinforcement to the use of encouraging or supportive words in school, such as “Thank you, you can do it!” etc.

b. Schools are also suggested to equip the teachers with more sources to the use of reinforcement in motivating students to learn by providing more books to be studied more deeply especially about the skill in giving reinforcement.

2. For teachers

1. Teachers should provide more varied verbal reinforcement for the students in each lesson, to avoid saturation in classroom atmosphere in learning situations. Verbal reinforcement should be more varied with another types of reinforcement such as tangible, token, etc.

2. Teachers also need to be more aware with the use of verbal reinforcement in the classroom during the teaching and learning process because it can give big influence to the students. The words or sentences in verbal reinforcement given should also be understandable for the students so they can truly understand and reflect the verbal reinforcement given to them.

However, teachers also need to be more careful in giving the verbal reinforcement so that it does not become one obstacle for teachers to explicitly and firmly reprimand students' mistake.

3. For researchers

1. The researcher can use this finding to help unmotivated students in their learning and start practicing to motivate students by using reinforcement especially the use of verbal reinforcement.
2. For further research, researchers need to be more detailed in conducting the research such as the focus of the research, the duration, the instrument used and especially in data analysis.

In this research, there is still a lot of weaknesses. Therefore, the researcher hopes and encourages other researchers to conduct further research about the use of verbal reinforcement in motivating the student to learn.

