

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the previous chapter, the researcher presents the conclusion and suggestion.

#### **5.1 CONCLUSION**

This study concluded that positive reinforcement has a positive effect on the students' performance achievement and self-confidence. Based on the previous chapter's findings, the study found a significant correlation among positive reinforcement with speaking performance achievement and self-confidence. First, verbal reinforcement with students' self-confidence has a significant correlation. The value of the correlation coefficient  $R$  is 0.635 or 63%. It is assumed that verbal reinforcement may influence their self-confidence. Second, verbal reinforcement with students' speaking performance achievement has a significant correlation. The value of the correlation coefficient  $R$  is 0.689 or 69%. It is assumed that gestural reinforcement may influence their speaking performance achievement. Third, gestural reinforcement with students' self-confidence has a significant correlation. The value of the correlation coefficient  $R$  is 0.679 or 68%. It is assumed that gestural reinforcement may influence their self-confidence. Fourth, gestural reinforcement with students' speaking achievement has a significant correlation. The value of the correlation coefficient  $R$  is 0.679 or 68%. Fifth, gestural reinforcement with students' speaking performance achievement has a significant correlation. The value of the correlation coefficient  $R$  is 0.643 or 64%. It is assumed

that gestural reinforcement may influence their speaking performance achievement. Sixth, token reinforcement with students' self-confidence has a significant correlation. The value of the correlation coefficient  $R$  is 0.693 or 69%. It is assumed that gestural reinforcement may influence their self-confidence. Seventh, gestural reinforcement with students' speaking performance achievement has a significant correlation. The value of the correlation coefficient  $R$  is 0.624 or 62%. It is assumed that gestural reinforcement may influence their speaking performance achievement. In other words, all of the positive reinforcement may influence their self-confidence to improve speaking performance achievement.

The study suffers from several limitations. There were very few participants involved in this study. It was in the small number that is 22 participants. Future studies of the same kind are expected to recruit more participants and provide a more thorough understanding of positive reinforcement in speaking performance achievement and self-confidence.

## **5.2 SUGGESTIONS**

### **1. For the school**

The most basic level of schooling in elementary education. What is achieved in the elementary school will guide and become students' foundation for the following level and, later in their working environment (Harafa, 2000). For this reason, elementary education is very important. This case equally applies to SD N 1 Wates Kudus. English in SD N 1 Wates Kudus is a local content subject. It is so that this school can offer a better quality of education. At this school, the first until

third-grade students are introduced to English vocabularies, while the fourth grade to sixth-grade students has chances to dig into more intensive English materials to prepare them for junior high school level.

Teaching and learning processes need supporting factors that were internal and external. The internal factors refer to the students' background knowledge about awareness of the importance of motivation, self-confidence, teacher approach, method, and strategy in teaching English. The external factors refer to the social background of the students' society, school facilities, and so on. The school should provide facilities, especially the English book in the school library. It is the most important facility that the school should concern. The students need its existence. The library should provide more up-to-date English book collections.

## **2. For English teacher**

Good teachers are those who always develop their skills and knowledge. It is recommended that teachers and materials designers adjust their syllabus to include teaching speaking and vocabulary into their teaching and learning processes. Teachers and materials designers have to raise their awareness to motivate students' speaking skills for better achievement. Therefore, positive reinforcement as motivation should not be ignored. All of the positive reinforcement has a positive effect on the students' speaking achievement and their self-confidence. Besides that, teachers' skill is also about how teachers perform in the classroom activity dealing with managing the classroom, motivating them to be happy and comfortable with English's materials. They should provide exercise and group discussion

according to their circumstance, performing a variety of teaching which always involve the learner's role in the classroom activity, providing interesting and up to date materials resources which are supported by the classroom pieces of equipment or school facilities such as internets, library with up-to-date resources of interesting English books.

### **3. For Further Researchers**

This research focuses only on positive reinforcement, not exploring negative reinforcement. Therefore, further researchers can explore both positive and negative reinforcement in their research if necessary. Secondly, this study only examines self-confidence as an independent variable, and future researchers can explore from the other side, for example, in terms of motivation, learning habits, etc. The only skill intended here is speaking. The next researcher can use this research as a reference to research other skills.

This research's weakness, especially in terms of research method, is in the instrument used, one of which is the observation sheet. So, the researcher needed to adjust the observation sheet based on the current situation before it was used.