Chapter Five

Conclusion and Recommendation

This chapter shows the final result of this study after data collecting and analysis. The result presents conclusion and recommendation of this study. This chapter will expose students' perception on the effect of reward and punishment implemented at EED UMY toward student motivation.

Conclusion

The conclusion of this study is to see whether or not the research question of this study has been answered from the findings. The research question is '*what is students' perception on the effect of reward and punishment implemented at EED UMY toward student motivation?*' For the conclusion, this study has summarized all the findings to know the effect of reward and punishment implemented at EED UMY toward student motivation from the students' perception. The effect of reward on student is positive, while it does not occur to punishment, which has various effects.

From the participants' perception, Rewards shows that motivation of EED UMY students increases. Rewards in form of both tangible (i.e. chocolate) or intangible (e.g. praise, agreement, chance to share idea, extra point and appreciation) have same effect on students. Rewards influence student motivation in several ways. First, students of EED UMY are motivated to learn more enthusiastically and to work harder after they are given a reward. If students' performance are rewarded, they will be effortful do better. A reward in form of praise from lecturers even will lift up students' learning motivation. Second, rewards can increase students' interest in a subject. When in a class, students are rewarded, they will be more excited to

learn more in that class, and they will enjoy spend more hours in that class again. Last, students will repeat their action or performance when they received a reward for doing so. By appreciating their students' behavior or action, which are pleasing, lecturers will make students want to do those behavior or action again in other chances like wanting to answer lecturer's question after receiving a reward for that. Reward has proved that it can increase student motivation in learning by EED UMY student motivation increasing affected by reward.

Regarding with the effect of punishment on student motivation, this study found that punishments have various effects toward EED UMY student motivation. First, just like rewards, punishment increase student motivation to learn and work hard. When students are punished by a lecturer, they are triggered to do or perform better in order to prove to the lecturer that they could do well. Second, punishments make students not repeating their punished action or behavior. Students try to come on time after considered absent in attendance list or locked outside the class, and they will pay more attention to lecturers after getting point reduced. Third, punishments turned out to be not significantly influential toward student motivation in learning. For some EED UMY students, even though they are punished, the students do not look influenced by the punishment because the student's intrinsic motivation still take the lead. Last, punishments can decrease student motivation, though it can increase student motivation as well. When receiving a punishment, EED UMY students sometimes feel unfair with the punishment and instead, it makes them depressed, tired of learning and upset.

In conclusion, this study can state that students perceive reward can increase student motivation while punishment can increase either or decrease student

motivation. Student of EED UMY can be motivated to learn and work hard by reward or punishment. EED UMY students will repeat their rewarded action or behavior, and will not repeat their punished action or behavior. The students are more interested in learning by reward, and they get depressed, upset and tired of learning by reward, especially unfair reward. Based on that, this study found that student motivation can increase by reward and punishment, and decrease by punishment.

Recommendation

This study also gives some suggestions regarding to students' perception on the effect of reward and punishment implemented at EED UMY toward student motivation. The suggestions are how those will contribute in the future. In this following, the suggestions are presented.

For the students. Students of EED UMY are aware that reward and punishment purposefully implemented to them is only for students' own goodness. Reward means their performance and behavior are excellent, and they should keep it maintained or improve it. Punishment means that they have made a mistake, and they should correct it soon and do not repeat it again. Therefore, they have to use reward and punishment as a motivation for themselves to learn and to work harder.

For the lecturers. Lecturers of EED UMY should implement fair rules and regulation since there are some students who still feel the rules and the regulation are not fair for them. The students should be treated fairly and equally to avoid non-professional relation between student and lecturer. This means the system and the kinds of reward and punishment should be clearly enacted. If students did a well action or behavior, give them a reward. If students made a mistake in learning,

correct the mistake. If students did an inappropriate action or behavior, a punishment appropriately given.

For the institution of EED UMY. EED UMY should develop their system about rules and regulation. Make some specific clear rules and regulation for lecturers of what agreement they have to make and apply in their class with their students. It is for the importance of both students and lecturers in order to create a comfortable learning environment.

For the next researchers. This study has researched about reward and punishment, specifically the effect of reward and punishment implemented at EED UMY toward student motivation. Therefore, the next researchers can conduct the similar study regarding this topic with a larger population at EED. The next researchers can research the frequency and the quality of reward and punishment distributed by lecturers of EED UMY in their class, or conducts a quantitative research about this topic since this study is qualitative.