

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter draws conclusions from data analysis of the interviews on the lecturer's reinforcement in teaching English during the first semester in the English Education Department at Sulthan Thaha Islamic State University. The conclusions were determined after a series of discussions in the previous chapters. Furthermore, recommendations are made for the English students, instructors, and for future recommendations.

5.1. Conclusion of the Research

Based on the results of the research, it can be concluded that the lecturers have applied components of reinforcement quite successfully in teaching English. Reinforcement is given by the lecturers in response to student behavior, such as when students answer the lecturers' questions correctly or when students have the courage to come to the front of the class. According to the research conducted, lecturers provided both verbal and non-verbal reinforcement during the first semester in the English Education Department at Sulthan Thaha Islamic State University. The research revealed that five lecturers used word-type and sentence-type reinforcement as verbal reinforcement. Additionally, the types of non-verbal reinforcement performed by the lecturers included only 3 out of 5 possible non-verbal reinforcements, which were gestures, proximity, and tokens/symbols. Gestural reinforcement was demonstrated through actions like a smile, applause, and thumbs up. Proximity reinforcement involved the teacher walking toward students, standing near students, and sitting close to student groups. Token

reinforcement was given by rewarding active students at the end of the semester with items such as books, dictionaries, and so on.

Furthermore, this research found that lecturers provided reinforcement in four ways: to individuals, to groups, immediately after students exhibited desirable behavior, and by combining two types of reinforcement - verbal and non-verbal - simultaneously in ELT classes. The study suggests that lecturers should focus on maintaining eye contact and explaining the reasons for reinforcing students.

The researcher found that all lecturers consistently sought to provide reinforcement when students feel insecure because they feel lack vocabulary in speaking English. This means that they provide reinforcement when students engage in activities or perform well. This support aims to boost students' confidence in enhancing their English language skills and also when lecturers find students engaging well, that's when they provide reinforcement directly. The researcher also found that these lecturers often provided reinforcement at the beginning, sometimes in the middle, and at the end of the lecture.

5.2. Suggestions

In this part, the suggestions were delivered to English lecturers and future researchers.

1. For English Lecturers

The researcher hopes that English lecturers can sustain and maximize the use of reinforcement in the English Education at Sulthan Thaha Islamic State University, particularly for first-semester students. Thus far, the

implementation of reinforcement by lecturers has been commendable, especially considering their extensive experience of over eight years in the English Education Department. The application of reinforcement is expected to significantly improve the quality of student learning.

2. For the Future Researchers

Further researchers can expand on this topic by employing various methodologies. For instance, utilizing action research in greater depth could be particularly beneficial for studies focused on English Language Teaching (ELT) classroom.