

ABSTRACT

Lailiyah, Ni'matul. 2012. *The Influence of English Classroom Management to The Students' Achievement at Elementary School*. Thesis, English Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik.

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Since last decade, there were so many researchers had been doing the research about classroom management. It was being the main basic for the teacher to handle the students in the classroom. Today's classrooms are much more complicated than in years past. In fact, connected with English as foreign language especially in Indonesia, many schools do not pay attention much about how the English teacher manage the classroom well and give impact on students' achievement. This study explored the experimental study of the influence of classroom management for students' achievement in English subject at elementary school. It is aimed to test the theory about the influence of classroom management for students' achievement in English subject at elementary school.

The research was carried out at MINU Banat Manyar during May 2012. The writer takes the data from Second semester students 4A and 4B as the population of the research. Each of classes consists of 25 students. Dealing with the research instrument of collecting the data, the researcher makes some steps: (1) giving pretest about English subject for experimental and control group; (2) giving treatment for the experimental group; (3) doing posttest with English subject for experimental and control group as the result to determine the students' achievement. The data were obtained from pre test and post test. To analyze the data, the researcher applied descriptive and inferential statistic using t- test.

The research findings imply that classroom management can affect the student's achievement optimally. It is proved from the research findings show that the mean of pre-test score in experimental group was 58, 08 and control group was 58, 24. But from the post test analysis, the researcher found that the mean scores in experimental group was 68, 48 whereas the control group was 60, 64 Finally, the result of the study leads to the conclusion that the students who got classroom management by the researcher have better score in learning achievement than those who got by the own teacher. In other word, the way of the researcher modify the elements of classroom management including seating arrangement, classroom decoration and students' grouping are more effective than classroom management by traditional method.

Therefore, it is recommended that English teachers are suggested to create well classroom management well appropriate with the needed. Good classroom management can impact with high students' achievement. However, it should not being modern and expensive ways. So, the teacher should attention also with the basic of school and be creative in teaching-learning process.