

CHAPTER V

CONCLUSION AND SUGGESTION

After carrying out the research, gathering and analyzing the data, the researcher would like to give readers an overall view of this research. In addition, the researcher would like to give some suggestions that hopefully useful for English teachers, especially, and for the next researchers who want to develop this research.

5.1 CONCLUSION

Based on the results of data analysis and discussion of research findings, the researcher can conclude that English classroom management gives significant influence for students' achievement at elementary school. The experimental group had significant average score was about 68, 48, whereas the control group was about 60, 64. It was clear that the mean scores of the post-test in experimental group was higher than the control group.

The other evidence also was showed in hypothesis test. The probability result in t-table was 3,634 and the significance was 0,001. It showed that the significance less than α at 5% level. So the result showed that the null hypothesis should reject. In other word, the statistical test should accept the alternative hypothesis which stated that there is significant difference of English classroom management in students' achievement between experimental and control groups.

In addition, the influence of English classroom management included physical learning environment and learning strategy were being simple alternative to manage classroom without spent much cost. The students actually liked even the teacher change their seat irregularly, but appropriate with the activities in teaching learning process. The role of

classroom decoration might be not too powerful than seating arrangement and students' grouping for the students' achievement in English learning outcome. The students just like the decoration to beautify the classroom. They also feel comfort if the teacher used group in some activities. It was caused the students be confidence and easy to understand the instruction from the teacher. It was also very useful for the teacher himself to manage conducive classroom, especially large and crowded classroom.

5.2 SUGGESTION

For the conclusions above, the researcher has some of suggestion based on the result of this research about the influence of English classroom management for students' achievement, especially in elementary school, as follows:

1. The role of teacher is expected to plan and implement to create conducive classroom in teaching learning process. It meant the conducive was the unity of the learning environment and also appropriate learning strategy in teaching learning process. Creating conducive classroom could be applied as the main elements in classroom management, including the seating arrangement and classroom decoration as the physical environment. And also the students' group for the learning strategy.
2. The English teacher could apply the students' grouping as the learning strategy in the classroom with appropriate methods based on the needed, such as using jigsaw, pyramids, snowball, buzz group, etc. Implement the students' grouping can make the students more confidence to perform and do the activities in the classroom. It also an alternative strategy for the teacher to create conducive classroom and easier to understand the topic by the students.
3. The future researchers are expected to do the further research about classroom management for students' achievement in more complex elements to create good

classroom management. The further research can consider also about the influence of social economy background in the school with the way of teacher manage the classroom and be impact for students' achievement.