

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions based on the findings of the research.

5.1 Conclusion

Based on the findings and interpretations on the previous chapter, it can be concluded that, there was no significant correlation between each dimension of classroom management and English achievement. First, the result indicated that there is no correlation between behavioral classroom management and English achievement. the correlation coefficient or the r-obtained (-.012) was lower than r-table (0,213). Then the level of probability (p) significance (sig.2-tailed) was .915. It means that the higher classroom management is, the higher English achievement will be. On the contrary, the lower classroom management is, the lower English achievement will be. The findings showed that the null hypothesis (H₀) was accepted and the alternative hypothesis (H_a) was rejected. Second, the result indicated that there is no correlation between instructional classroom management and English achievement. The correlation coefficient or the r-obtained (-0.016) was lower than r-table (0,213). Then the level of probability (p) significance (sig.2-tailed) was .886. It means that the higher classroom management is, the higher English achievement will be. On the contrary, the lower classroom management is, the lower English achievement will be. The findings

showed that the null hypothesis (H₀) was accepted and the alternative hypothesis (H_a) was rejected.

Based on the findings, it can be concluded that each dimension of the teachers' classroom management does not give dominant effect through English achievement. In this case, the other factors would give more dominant effect through it. It can be assumed that the higher this classroom management possessed by the students, the better the result of English achievement, and it means that the teachers who have good understanding and use their classroom management effectively will make students have good achievement in English and the teachers with bad understanding and using their classroom management ineffectively will make students have bad achievement in English

5.2. Suggestions

Based on the conclusion addressed above, it can be delivered some suggestions, as follows:

The result of this study stated the importance of classroom management as one factor that has no influence in improving students' achievements. First, for the students, this study can help students to know about the importance of their interaction and participation among themselves and teachers, and also for their motivation in learning English.

Second, teacher as the main role who manages the class should reflect on the way he is teaching and approaching the students and positively change his believes towards teaching and classroom management. In addition, the teacher

should know ways of self-training, either by attending to seminars by his own or by revising EFL readings about methodology and classroom management

The third, for future researchers who have interest on this subject, teachers' classroom management is a broad area, so there is probabilities to correlate them with other variables since there are still many unexplained factors that can give contribution for the students' English achievement.

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