

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion dealing with the finding and discussion as presented in the previous chapter of the research.

#### **A. The Conclusion**

Based on the result of observation, interviews and documentation concerning the management of the English classroom for inclusive classroom, it can be concluded the management of this English classroom at SMP Islam Al Azhaar Tulungagung is various and complex.

The results of the study were divided into three board categories, they were the physical setting of the classroom, the psychological setting of the classroom, and the management of the teaching and learning process. The physical setting of the classroom consisted of classroom size, colors, the interior design of the classroom, and seating arrangement. The classroom size was 4x8 meter. Colors of the classroom wall were blue and white. The interior design of the classroom was well arranged. The seating arrangement of the classroom used the line pattern and the student with special need always asked to sit down in the first line or in front of table's teacher. The psychological setting of the classroom was comfortable so that all of the students include student with special need feel enthusiastic in the teaching and learning process. The management of the

teaching and learning process was divided into the teacher's language, the students' language, learners' mistakes, the teacher roles, grouping students, correcting, giving feedback, and the teacher's voice. The teacher's language in the classroom used English and Indonesian. She used English for about 70%, and then she translated it into Indonesian, all of students can follow well included student with special need. The students' language in the classroom used Indonesian for about 50%. Learners' mistakes were generally in grammar, pronunciation, vocabulary and language use. The teacher roles in the teaching and learning process were as a planner, informer, and monitor. The teacher made a pair groups, small groups, and large groups to do the task. The teacher corrected the students' mistakes orally and written. The teacher gave feedback to the students during the lesson or in the end of the lesson. The teacher's voice in the classroom was loud and clear. From the conclusion above the researcher conclude that in managing the inclusive classroom is same like another classroom but the teachers are challeged to make the student with special need does not feel different with the other students.

## **B. The Suggestion**

After analyzing the data and making conclusion, the researcher has some suggestions for both teachers and students, in order to make the use classroom management applied keep going improvement. The researcher also has some

suggestion to the readers and to the further researcher.

**1. For the teachers:**

- a. Classroom management is the ultimate goal of teaching learning process. By applied good classroom management, teaching and learning process would provide communication between students in the classroom and the method of learning process was appropriate with the lesson plan.
- b. By looking up to this research finding, hopefully it would help them in applied good classroom management. The most important was the teachers have to develop and improve their classroom management strategy.

**2. For the students:**

- a. Students are encouraged not to feel afraid of making mistake. They should be aware in other to be active in the English learning, they should practice and get used to discuss.
- b. With the limited time to study English in the class, students are recommended to study more at their home.

**3. For the reader:**

The researcher suggests them to suggest the schools they now to develop the quality of the classroom management applied in teaching English.

**4. For further researchers:**

To campaign active English, it is expected to the researchers to realize the ultimate goal of classroom management applied. This research draws a little of

classroom management applied. It is expected that the other researcher of this research do not consider the report as an absolute outcome though this report might be useful for the other researcher. Therefore, it is recommended to the next researcher who interested in classroom management applied.