

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English becomes a compulsory subject in the school. Because of a big need of English, teaching-learning process of this subject should be successful. People in the school: head master, teacher, and also students need to contribute in reaching the best achievement. One of ways to succeed this process is providing proper classroom management. Based on gender, classroom management can be divided into two types: mixed classroom and single-sex classroom.

Mixed classroom is co-educational classroom which has male and female students in a class. They study together, interact and communicate each other. This management gives different effects to male and female students. Mixed classroom allows male students to learn more expressive and competitive. Teachers allow different modes of learning, including different noise levels. Furthermore, mixed classroom proves that male students pass at a higher percentage in mixed classes than in single-sex<sup>1</sup>. Another reference explains that some roles or habits seem to suggest more power is seen as male and less power is seen as female. Female students tend to describe themselves

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<sup>1</sup> Belfield, C. R., & Levin, H. M. (2002). The effects of competition between schools on educational outcomes: A review for the united states. *Review of Educational Research*, 72(2), pp. 279-341.

as fundamentally different from the way their male classmates describe themselves, this condition influences their achievements<sup>2</sup>.

Many researches which are done in the 1970s and 1980s suggest that female students' experiences in mixed classroom were problematic in a variety of ways. One of the researches suggests that teachers more intellectually encourage male students and reward female students. Besides that, contributions to classroom discussion take more seriously by male students than females<sup>3</sup>. As a result, to minimize negative effect of classroom management and to reach the best students achievement, English teacher in schools should pay attention on the factor of student sex differences in the classroom.

On the contrary, single-sex classroom has only one gender in a class, only male or female students. This classroom management relates to the ideas, educators search for better and more effective ways of teaching which result in the specialization of instruction according to the specific needs of different students in the current educational context<sup>4</sup>. The key point is the different need of both sexes so male and female students should be separated.

Single-sex classroom management can be used in teaching English. Deciding this management should consider some facts and theories in order to

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<sup>2</sup> Szirom, T. 1988. *Teaching gender?: Sex education and sexual stereotypes*. Sydney: Allen and Unwin. P. 34

<sup>3</sup> Deem, R. (ed) (1984) *Co-education reconsidered*. Milton Keynes, Open University Press: This is one of the first edited collections on the issues around co-education and single-sex schooling p.70

<sup>4</sup> Gill, J. (1992). *Is single sex schooling the answer to the equity equation?* Educational Perspectives, March 1992. P.49

know the positive and negative impacts of conducting single-sex classroom. Studies in neuroscience, endocrinology and psychology find that not all is equal in the classroom. Males have areas of the brain involved in language, spatial memory, and motor coordination than in females<sup>5</sup>. In the class situation, the more frequent initiations made by male students resulted in more contact with, and verbal feedback from, the teacher. The high achieving males assert themselves through positive initiating behaviors (such as dominating class discussions), while low achieving male students initiate through more negative behaviors, such as misbehaving and violating rules and norms<sup>6</sup>.

Improving English speaking skills in single-sex classroom can be reached because single-sex class helps females' students solving barriers in education.<sup>7</sup> Majority people know that speaking ability needs a strong self confidence and those connect to the psychology and social environment. Basically, female students have big inhibition, however, the students should be brave in delivering their ideas and they can do that in single-sex classroom.

Succeeding single-sex classroom management in improving speaking English is not an easy task. The teacher must prepare the material, the technique, and the time in teaching learning process. Lack of educational training and pedagogical skill of the teacher influence the successful learning

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<sup>5</sup> Gill. J.1992. Loc Cit. p. 92

<sup>6</sup> Irvine, J. J. (1986) Teacher–student interactions: effects of student race, sex, and grade level, *Journal of Educational Psychology*, 78, 14–21.

<sup>7</sup> Dennis Evans. 2005. *Teaching and Educational Practice* Mc.Graw hill. USA. P.141

because it influences the preparation before conducting the classroom activities<sup>8</sup>. In other words, the teacher should have good training before teaching in single-sex class because it is different from teaching in mixed classroom.

Parker finds that single sex classroom should provide environment in which teachers can implement gender-inclusive teaching more readily and effectively than in mixed classroom settings<sup>9</sup>. Single-sex classroom prepares in succeeding teaching learning process so the teacher should do the best in creating classroom environment in order the students can learn best in single-sex classroom, whether male or female students.

There are some facts that can be used to support improving students' achievement. The first is fact from British which has good proof in applying single-sex schools. Single-sex schools routinely and mostly get the highest scores on the required nationwide examinations (GCSE Examination). In the same year, 50 highest ranked in British high schools are single-sex schools.

In other source, states that improved achievement education also found for both males and females students In New Zealand<sup>10</sup>. The data in British, New Zealand, and the researches above also tell us the benefit of single-sex

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<sup>8</sup> Ronald J.Huffman. *Single-Sex Shools and Classrooms*. Published Thesis. Northern Michigan University

<sup>9</sup> Parker, L. H. and Leonie J. R. (2002). Teachers' implementation of gender-inclusive instructional strategies in single-sex and mixed-sex classrooms. Curtin University of Technology. *International Journal of Science Education*, 2002, Vol. 24, No. 9, p.881.[Online]. Retrieved on June 25, 2004 from World Wide Web: <http://www.standards.dfes.gov.uk/research/digests/WedNov51625322003/?view=amzRsText>

<sup>10</sup> Woodward , et.al . 1999. *Effects of Single-Sex and Coeducational Secondary Schooling on Children's Academic Achievement*. Australian Journal of Education 43:P.142-156.

classroom to the whole achievement of the students, either males or females. Meanwhile, in this research, the researcher analyzes the effect of single-sex classroom management in improving English speaking skill of 2<sup>nd</sup> graders SMPN 5 Bangkalan.

Based on the researchers' preliminary study in SMPN 5 Bangkalan<sup>11</sup>, the data shows that, this school uses mixed classroom. Further, the interviewee states that his students have less ability in term of speaking skill. Because of that, the researcher tries to find out whether single-sex classroom management influences the students' English speaking skill there or not.

The rationale of the researcher choosing the 2<sup>nd</sup> graders of this school is consideration that they are able enough to learn English speaking skill as effective communication, compared to the 1<sup>st</sup> graders who just graduated from elementary school and the 3<sup>rd</sup> graders who have to prepare for national examination (UNAS). Besides that, the preliminary research also shows that the English teacher in SMPN 5 Bangkalan considers the 2<sup>nd</sup> graders 2013/2014 are better than other graders and finally he suggests the researcher to take 2<sup>nd</sup> graders as a sample.

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<sup>11</sup> Interviewed from Mr.Zamri,M.Pd, 10<sup>th</sup> of October 2012 09.00 WIB in SMPN 5 Bangkalan (Jl.Cempaka No.33 Bangkalan)

## **B. Statement of Research Problem**

The research question of this studies formulated in the following sentence: “Is there any effect of single-sex classroom management in improving speaking skill to the 2<sup>nd</sup> graders SMPN 5 Bangkalan?”

## **C. Objective of the Study**

The purposes of conducting this research formulated in the sentence below: “To explain whether single-sex classroom management gives an effect to the students’ speaking skill at the 2<sup>nd</sup> grade SMPN 5 Bangkalan”.

## **D. Significance of the Study**

Below are the advantages of conducting this research:

1. The advantage for the students: they will enjoy more to speak English in single-sex classroom and automatically it will be able to improve their English speaking skill
2. The advantage for the teachers: they will have single-sex classroom in improving students’ English speaking skill
3. The advantage for the readers: they will get information about single-sex classroom and its influence to the students’ English speaking skill.

## **E. Scope and Limitation**

This research focuses on finding out the effect of single-sex classroom management in improving English speaking skills of the students in the school chosen. In other words, the researcher uses one type of classroom management as independent and one skill of English as dependent variable.

## **F. Definition of Key terms**

- a. Classroom management : how the way the researcher manages the sample classroom in SMPN 5 Bangkalan to get the best students' achievement.
- b. Single-sex classroom management : one of classroom management type as independent variable in this research. It only has one sex, male only or female students in a class so the students learn together with several homogenous students.
- c. English speaking skill : one of the skills in learning English which is used in this research as dependent variable. This skill is used in orally communication and in maintaining daily life relation.
- d. English speaking skill improvement : improvement of students English speaking scores after getting treatment which is students' separation into two different type of classroom management, mixed and single-sex classroom.

## **G. Thesis Organization**

To understand more about the whole content of this thesis, therefore this study is divided into five chapters. The first chapter explains the background of this research, statement of the research problem, objective and significance of this research, scope and limitation, definition of key terms, and thesis organization.

The second chapter delivers more information about each key terms in the title. The researcher explains the key terms in general and also in specific case. In this chapter, the researcher writes classroom management definition which brings into explanation about single-sex classroom management which is used in finding out the effect to the students' English speaking. The next key term is speaking skill, several components explained here and the last key term is single-sex classroom management which relates to the English speaking skills. In this case, the researcher delivers several activities which support the students' improvement. Besides that, the researcher also explains the hypothesis of this research to be tested in the end of the session and several previous studies as references and comparison.

Methodology is the third chapter consists of research design which explains the whole design of the research, variable which are used, subject consists of sample and population of the research. In additional, this chapter also states about research procedure, technique and instrument in detail to give information as clear as possible to the reader. The last is explanation about data analysis procedure, the data which are collected after conducting the research will be analyzed based on the explanation of this sub chapter.

The fourth chapter is finding and discussion. This chapter is the important chapter because it shows the result of the whole research and it answers the statement of the research problem and also checks the hypothesis. The first sub chapter is research finding, the researcher displays all the finding



of the research, the score collected, the name of the students and reports everything done during the research. After delivering the data, the researcher analyzes it based on several patterns which already been stated before to draw a conclusion. The last is discussion, the researcher states several information to be discussed and it includes further analysis of the previous sub chapter.

The next chapter is conclusion and suggestion. Conclusion consists of several information of the whole research result in order the readers understand the result of the research through reading the conclusion. This chapter also delivers several suggestions to the teacher, students and the next researcher who interested in this research.