

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Foundation**

##### **a. Classroom Management**

Classroom management is how the way the teacher manages the class in order to get the best achievement. We can say that, managing environment is the need of this discussion, planning classroom learning environment as good as possible<sup>12</sup>. Whether the teacher wishes to maximize group interaction or individually, small group activities or lecture most of the time, single-sex classroom management or mixed class. The teacher has own expectation, goal and objectives with some considerations and reasons.

Teachers' expectations are conveyed to the students in a variety ways which have a powerful influence in helping or hindering the development of the student's self-image as a competent or incompetent learner. Differential expectations are shown by the way teachers talk to different individuals or groups, by the way they question them, by the type of classroom management<sup>13</sup>.

---

<sup>12</sup> Ronald R.Partin, 2009. *Classroom Teachers Survival Guide*. A wiley Imprint. San Fransisco. P.29

<sup>13</sup> Colin J.Smith. 1993. *Effective Classroom Management*. Routledge. London and New York. P.15

Based on gender, classroom management is divided into two types

:

1. Mixed Classroom is co-educational classroom which has male and female students in a class. They study together, interact and communicate each other, not only with the same gender students. This management sometime true but sometime false, some agree but the rest disagree, depend on the situation and the classroom need<sup>14</sup>. Some male students feel interested in mixed classroom because of the possibility interaction with female students but some are not. In additional, some female students agree with mixed classroom because when they need to do something hard, they can ask for male students help. Yet, some more feel embarrassed with this classroom management because they often bothered by male students and it influence their outcomes in the class<sup>15</sup>.
2. Single-sex classroom has only one gender attends the class, only male or female students. There has been a growing promotion of single-sex classes, in response to perceived underachievement by males or to the persistence of gendered patterns of subject take-up. This type of classroom also has

---

<sup>14</sup> Belfield, C. R., & Levin, H. M. 2002. Loc.Cit, p. 279-341.

<sup>15</sup> Francis. 2000. *Biys, Females and Achievement*. Routledge, London p.48

strong and weakness to the students' outcomes. A number of further studies conducted in Britain in the 1970s and 1980s indicated that females tended to have higher academic achievement levels in single-sex classes. Whereas, average academic achievement levels for males do not differ significantly between single-sex and coeducational settings, but there are some performance gains for lower-achieving males in single-sex classes<sup>16</sup>.

**b. Single-Sex Classroom**

Single-sex classroom is a classroom which only has one sex, male only or female students. Commonly schools are cooperative educational school (mixed sex school). On the other hand, Smithers and Robinson conduct a review of studies that examine educating females and males together and separately, either in different schools or in different classes which is done in Australia, the U.S., Canada, New Zealand, Ireland, and the United Kingdom<sup>17</sup>. As a result, comes a discussion about whether teaching and learning should be single-sex or cooperative. It forces experts and educators to be able to know by analyzing the significance and consequences of integrated and segregated teaching. In other words,

---

<sup>16</sup> Spielhofer, T. et al. 2004. *A study of the effects of school size and single-sex education in English schools. Research Papers in Education* 19. P.133-159.

<sup>17</sup> Smithers, A., & Robinson, P. 2006. *The paradox of single-sex and co-educational schooling.* University of Buckingham, Center for Education and Employment Research. p. 56

this kind of classroom is held by the teacher to have teaching-learning process either certain lesson or the entire lesson in the classroom.

Male and female students could possibly achieve more if these differences are recognized in the classroom. A way to address these differences could be to have a classroom with all females and a classroom with all males. The idea of a single-sex classroom is to allow for learning differences to be recognized and utilized, helping students achieve more in school as well as to eliminate the distraction of the opposite sex. The female students say they are more willing to speak in their single-sex class<sup>18</sup>. Means that, the key is female students' inhibition which can be eliminated in the single-sex classroom and it will make them easier to speak English.

Single sex classrooms can also help to focus on what girls and boys both need to be successful. With the learning styles of males and females taken into consideration, schools that have employed single sex classrooms have seen an increase in student achievement on standardized tests<sup>19</sup>. To sum up, the male and female students have their own style and need in learning so they need to be separated.

---

<sup>18</sup> Martino, M., Mills, M., & Lingard B. (2005). Interrogating single-sex classes as a strategy for addressing males' educational and social needs. *Oxford Review of Education*, 31 (2),237-254. Retrieved September 8, 2008 from Ebsco Host database.

<sup>19</sup> Herr, K., & Arms, E. (2004). Accountability and single sex schooling: A collision of reform agendas. *American Educational Research Journal*, 41 (3),527-555. Retrieved September 8, 2008 from Wilson Web database.

### c. Sex Differences

Creating single-sex classroom considers gender differences aspects. In reality, there are some differences among male and female students in coed classroom based on the following explanations, the female atmosphere of primary schooling is seen to undermine the performance of males, it seems that even here sexual divisions are constantly reinforced. For instance, research shows that teachers readily cluster behaviour into two categories, one for males, another for females (Clarricoates, 1980). Males were adventurous, boisterous, self confident, independent, energetic, couldn't care less, loyal and aggressive; females are obedient, tidy, neat, conscientious, orderly, fussy, catty, bitchy and gossipy.<sup>20</sup>

Kohlberg stated that the difference of male and female also seen while they were a children.<sup>21</sup> Male children sometimes dream to be a mother in the future. On the contrary, female children also think that they can be a batman in another chance. They dream and think by themselves might be caused by boredom or their friends story about other sex, as a result, they want to be another sex.

Additionally, male and female have several differences on biological aspect. One of the biological differences is the composition of

---

<sup>20</sup> Mike cole. 2000. *Education, Equality and Human Rights* by RoutledgeFalmer. London p.28

<sup>21</sup> Mac Graw-Hill, 2004. *Educational Psychology*, McGraw Hill Companies, New York.2nd Ed., p. 638.

the brain and its function is one area which has been examined closely. An example of a difference in brain activity is when they find females use both hemispheres of the brain while processing linguistic information while males only used the left hemisphere<sup>22</sup>. Further, they also have different interests and strengths based on the idea that males tend to be right brain dominant and females tend to be left brain dominant. In other words, male students do better on emotional quotient, while female students perform better on intellectual quotient.

Another expert adds the difference related to their ears<sup>23</sup>. The idea hearing differences occur between the genders and cites the physical characteristics of the ear as the main reason. Wiens indicates girls are born with a shorter and stiffer part of the ear called the cochlea. This, along with shorter and stiffer hair cells allows girls' hearing to be more sensitive than boys' hearing. As a result, boys have to concentrate more just to hear better in their classes whereas this may come more naturally for their female counterparts.

Finally, sex factors should be one of consideration in deciding types of classroom management. Single-sex classroom offers the homogenous classroom in order the students won't annoy each others. As mentioned above, there are several differences between male and female

---

<sup>22</sup> Kansaku et al. (2000). Sex differences in lateralization revealed in the posterior language areas. *Cerebral Cortex*, 10 (9), 866-872. Retrieved October 10,2008 from Ebsco Host database.

<sup>23</sup> Wiens K. (2006). The new gender gap: What went wrong? *The Journal of Education*, 186 (3), 11-27. Retrieved September 8, 2008 from Ebsco Host database.

on some aspects and those will disturb the students in achieving the best outcomes.<sup>24</sup>

#### **d. The Speaking Skill**

Speaking skill is the skill to communicate orally and it is the verbal use of language to communicate with others.<sup>25</sup> In other words, speaking skill is the main thing to establish the verbal communication. We can also say that speaking is interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

In learning speaking, the speakers have to decide how to pronounce correctly, how to say the sentence grammatically correct, what they want to say, to choose the pattern they are going to use, to select appropriate words, to use the correct accent, and to say it in appropriate situation so there are several things to be considered as formulated in the following descriptions:<sup>26</sup>

- a. Pronunciation is how words or vocabularies are pronounced. The relationship between pronunciation and speaking has been long

---

<sup>24</sup> Oxford, R. 1994. La difference ...: Gender differences in second/foreign language learning styles and strategies. In: J. Sunderland (Ed.), *Exploring gender: Questions and implications for English language education*,. New York: Prentice Hall. pp. 140-147

<sup>25</sup> Jeremy Harmer, 1998. *How to Teach English*, Longman. England, p. 269.

<sup>26</sup> Scott Thornbury,..... *How to teach speaking*,Longman, p.6-15

established in the English as a Foreign Language (EFL) tradition with reference to ‘comfortable intelligibility’ the pronunciation which enables the interlocutors to communicate without major effort.<sup>27</sup> In learning foreign language speaking, the speakers not only have to learn and enrich their vocabulary but also they have to aware about the correct pronunciation, in order to their speaking become understandable. In other words, the lack of pronunciation might cause misunderstanding and different meaning of the message which want to be delivered. Pronunciation includes vowels, consonants, stresses, and intonation patterns.

- b. Grammar: the rules about how words change their form and combine with other words to make sentences<sup>28</sup>. So its function as guide to arrange the words used to make a sentence in speaking. Considering the pattern in combining the words will influence either the partners or listeners understand the point of speaking or not.
- c. Vocabulary is all the words known and used by a particular person. This thing is the basic need to have communication each other. The more rich of vocabularies, the more the speakers will make their speaking as clear as possible. Usually, vocabulary taught in the dialogue, conversation, or debate.

---

<sup>27</sup> David Singleton. 2011. *Speaking and instructed foreign language acquisition*. Nicholas House. UK. p.117

<sup>28</sup> Jeremi Harmer, 2002. *The Practice of English Language Teaching*, Longman 3rd Ed: England., p. 13



- d. Fluency is skill to speak well, easily and quickly. In an attempt to help students achieve better fluency as well as help them sound more nativelike, modern course books contain sections on formulaic language. It seems that all a learner has to do is to memorise them and finally to be practiced in a daily life.<sup>29</sup>
- e. Comprehension is the ability to understand completely what actually they speak. The objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.<sup>30</sup> Comprehension itself consists of two main aspects, they are cognitive knowledge which dealing with production and then, meaning comprehension which connected to the message in the oral production.<sup>31</sup>
- f. Speech production: speaking is the most part of daily life. The average person produces tens thousands of words a day, although some people like auctioneers or politicians may produce more than that. As a result, natural ability in speaking is when we forget how we once struggled to achieve this ability until we have to do it in a foreign language.
- g. Conceptualization and formulation: the speakers have to conceptualize the type, the topic, and the purpose, and also map out the ideas and make

---

<sup>29</sup> David Singleton. Loc.Cit P.60

<sup>30</sup> Hughes,Arthur. 2003. *Testing for language teacher*. Cambridge Univ press. UK. P.113

<sup>31</sup> Thomas Scovel, 2005. *Psycholinguistics*, Oxford University Press, New York. p. 27.

the strategic choices at the level of discourse, syntax and vocabulary.

Those things are needed to be able to speak a language well.

- h. Articulation: the use of the speech organs to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords and shaped by among other things, the position and movement of the tongue, teeth and lips and finally a person can produce a word, phrase, or even a sentence.
- i. Self correction: a process that happens concurrently with the stages of conceptualization, formulation and articulation. A re-thinking at the planning stage may result in the abandonment of a message. Self monitoring at the formulation stage may result in a slowing down or a pause and re-phrasing of an utterance. While self monitoring of articulation (kind of corrections) also occurs in fluent speakers when they make some wrong words or something missing in pronunciation.
- j. Automaticity: In order to achieve any degree of fluency, therefore, some degree of automaticity is necessary. Automaticity allows speakers to focus their attention on the aspect of the speaking task whether it is planning or articulation.
- k. Fluency: research into listeners' perception of a speakers fluency suggest that pausing is important. All speakers have to take a pause in their speaking, to draw breath. And even proficient speakers need to stop from time to time to allow the formulation of an utterance to catch up with its conceptualization. But inappropriate placement of pauses are those that

occur at the intersection of clauses or after groups of words that form a meaningful unit may cause misunderstanding or failure of delivering a message. When there are some speakers who lack fluency, they will get slow and uneven speech<sup>32</sup>.

1. Managing talk:

- Interaction: speakers do an interaction while they have speaking, include face to face interaction or even using body language. It also occurs in monologic speaking such as lectures, political speeches, and stand-up comedy, most speakers adjust their delivery to get a response of their audience.
- Turn taking: the fundamental rule is speakers should take turns to hold the floor. This implies that no two speakers should be speaking at once, at least not for any sustained period of time in order to create a communicative condition.
- Paralinguistics: negotiation of speaking turns does not rely on words alone. A sharp intake of breath and a raising of the shoulders are some examples of taking turn signals. At the same time, the speaker typically glances away from the current speaker. These gestures and the use of eye gaze are included in paralinguistics.

---

<sup>32</sup> Glenn Fulcher, 2003. *Testing Second Language Speaking*, Pearson: Hongkong, p. 30

### e. Components of Speaking Skill

In communication through verbal communication, there are five components which build the speaking itself and those components are usually become elements in testing speaking skill.<sup>33</sup>

a. Introduction is aimed at people who really don't like public speaking.

Good introduction makes the listeners interested in the speakers' speech. Being more enjoy and relax in introduce a speech influences the listeners' will to know more about the content which will be delivered.

b. Preparation also an important component in speaking. If the speaker fail to prepare means that the speaker prepares to fail. There are several things to be done in preparation, select a topic, compose a specific purpose statement, search some similar topics as references to improve the speech, find out who the audiences are, make an outline, and practice more and more.<sup>34</sup>

c. Enthusiasm is the speakers' interest to his/her own speech. It has to be shown because the listeners lost their enthusiasm when the speaker is less of enthusiasm.

d. Eye contact is how the speaker looks around the listeners. When the speaker delivers their speech, they have different point of each main

---

<sup>33</sup> Hughes, Arthur. 2003. *Testing for language teacher*. Cambridge Univ press. UK. P.131

<sup>34</sup> [http://www.hawaii.edu/mauispeech/html/preparing\\_speeches.html](http://www.hawaii.edu/mauispeech/html/preparing_speeches.html)

ideas, it should be divided where the speaker must look at. It also supports to maintain good relation with the listeners.

- e. Use of language. The way to make the content of a speech memorable is the use of effective language. Good speaker uses proper language with the style.
- f. Confidence. Nervous usually come to everyone who wants to speak in front of public but there are several solution to get the confidence. Finding the reason of nervous, prepare well, much practice, stay calm and keep enjoy, do the best for the speech.
- g. Clarity. This component is hold by mirrors' help. The speaker uses mirror to check pronunciation, eye contact, gesture and every things which are needed in delivering the speech content. Clarity of the speech can be reached by tongue twister to make sure that every word in speech is said in correct pronunciation, talk in front of the mirror, and say once or twice before going to the stage.
- h. Conclusion. Some sentences which are delivered in the end of the speech is the most important thing because the listeners remember those sentences as summary after having long sentences in the previous certain time. Good conclusion explores the whole content of the speech but in simpler sentences.

#### **f. Single-Sex Classroom Management in Improving English Speaking**

Single sex classroom management is chosen because of a big different between male and female on some aspects. They also have different need, interest and learning styles. Because of that, they need different treatment in teaching-learning process. We can say that, the teacher should have variety in teaching them separately to improve their achievement.

Improving students' outcomes through single-sex classroom management needs several rules which should be known by the teacher. In this case, improving students' English speaking skill is the main goal. In other words, the teacher should know what the factors to reach are, how to reach, who need to contribute, what the hindrance of succeeding this goal are. Several ways can be done in improving students' speaking skill achievement<sup>35</sup>

:

1. Facilitate the students to speak
2. Give more time and chance to deliver their ideas
3. Vary the speaking activities by discussion, Question Answer orally or others
4. Elicit as often as possible in order the students brave and interest to speak up
5. Diversify teaching and learning strategies to facilitate both students, male and female.

---

<sup>35</sup> Dr.Serge S. 2007. *Single-Sex Classroom*. Research Monograph #4. Ontario University

6. Use different themes in teaching in different class (male or female) because they interest absolutely different.
7. Provide challenging speaking activities
8. Remember that they learn differently

**g. Teachers' Role**

Succeeding single-sex classroom management is not an easy task. The teacher must prepare the material, the technique, the time, and proper solution to solve everything which might comes in teaching learning process. Lack of educational training and pedagogical skill of the teacher influence the successful learning because it is very influence the preparation before conducting the classroom activities<sup>36</sup>.

Well prepared teacher usually relates to the teachers' roles. In other words, the teacher should has own character to help succeeding teaching learning process. One of the teachers' roles is skilled helper<sup>37</sup>. The teachers should show genuine enthusiasm, care, offer patience and understanding, offer support and encouragement, never give up the students, sympathized students' problem, approachable, non-judgmental, respect, inspires confidence, really listen to the students, fair, honest, trusts people, and patient.

Those things bring the teacher to be good listener for students' problem. In single-sex classroom, the teacher needs to find out and understand

---

<sup>36</sup> Ronald J.Huffman. *Single-Sex Shools and Classrooms*. Published Thesis. Northern Michigan University

<sup>37</sup> Ronald L.Partin. 2009. *Classroom Teachers Survival*. JosseyBass. San Fransisco. P.51

the students' troubles, difficulties, and style in learning which finally makes the teacher decide proper learning aids, exercise, and activity to his/her students in certain classroom to achieve maximum students' outcomes.

## **B. Hypothesis Tests**

$H_0$  : There is no significant effect of single-sex classroom management in improving students' English speaking skill

$H_a$  : There is a significant effect of single-sex classroom management in improving students' English speaking skill

## **C. Previous Studies**

The First, research conducted by Literacy and Numeracy Secretariat and the Ontario Associations of Deans Education which discussed about issues on single-sex educational types, the researcher concludes that the strength of this work is that single-sex education is one of new paradigm which creates successful learning. In other words, the work shows that conducting the research of single-sex classroom in some private and public schools in US and Canada got positive impact in succeeding the students' achievement. While the weaknesses is, this type of education is only one of short term solution, so this way will only help the students achievement for a moment, not for a long period. In additional, the effect is only better for female students. Furthermore, the gap between that work and this research is



the skill which becomes a focus of single-sex effect. That work is focused on writing and reading while this research is on speaking skill.<sup>38</sup>

The second is research conducted in English-speaking countries. In African-American found that single-sex school is effective for both males and females achievement. In additional, male students are more likely to learn a female subject in single-sex classroom, as a result, they achieve better in that type of class. And this reality is also done for female students. On the contrary, the weakness of this type of education is the negative effect in terms of personal and social development. It means that the students of single-sex classroom will be disturbed in their development because they do not usually interact with other gender which is sometime needed to succeed their social development. The last is the gap. That research held in overall subjects either coeducation or single-sex, in other words, some researchers had no focus on certain subject or certain skill of subject.<sup>39</sup>

The third is a research in one of vocational high school in Swedish where stated that single-sex classroom is sometime used and it is only influence best for female students because they got chance to develop their performance without disturbed by noisy male students, and also, they can take a position in the class which in the coeducational, male students fill this position. Besides that, this kind of school is needed to have both male and

---

<sup>38</sup> Dr. Serge Demers and Carole Bennett. 2007. *Loc Cit*

<sup>39</sup> Emer Smyth. 2010. *Single-sex Education*. April-June '10. P.47-55

female workers outcome, it is true that, the school apply coeducational classroom which involve both sexes in the teaching-learning process and might them interact each other to maintain social relationship. And the gap is single-sex applied in reading class as a sample to be researched.<sup>40</sup>

The fourth is works related to single-sex education. The plus side of this work is said that male and female pupils will be easier to interact and communicate with others in single-sex classroom because they have no inhibition each other which might burden them. Yet, this is done only in terms of English and modern languages for male, and in terms of science and math for female. Furthermore, this research found that single-sex education will be benefit only in certain setting and certain students' condition. While something which make that work different from this research is the discussion that compared single-sex and coeducation to deliver some reasons of strength and weakness of those two types of classrooms.<sup>41</sup>

The fifth is analyzed from Curtin University of Technology. It is found that male students prefer to have coed school because they feel more able to participate in the class and also interact with their teachers. On the contrary, female pupils choose single-sex classroom with the same reason but they also say that without male students, they feel free of harassment which can be

---

<sup>40</sup> Julia Kylberg. 2008. *English in Single-Sex Classrooms*. Examination Paper. Malmö Hogskola. Germany.

<sup>41</sup> Nancy Protherho. 2009. *Single-sex Classroom Research Report*. May/June. P.32-35

negative effect for them. The different of this work is the subject focus, mathematic not English lesson.<sup>42</sup>

The sixth is research related to the single-sex law. With some considerations, finally US schools permitted to have innovative programs in order to succeed the learning process and finally single-sex classroom might be created in elementary and secondary schools to give balance chance for the pupils in getting knowledge and reaching better position in their next future. There is no focus here that single-sex class is applied in what subject so the researcher considers that this type of education is used in overall school activities but only in two school levels.<sup>43</sup>

The seventh research about single-sex school also ever held in Canada. One of school there found the strength of this type of classroom, female students feel better in single-sex classroom because they likely to get burden from male students which influence their learning process. With this reality makes female students more interest in studying and it is true that it influences their achievement. However, this single-sex classroom disturbs the students' psychology and social relationship. This research compared both coed and single-sex schools with the aim knowing each positive and negative side to be applied in the education future.<sup>44</sup>

---

<sup>42</sup> Leonie J.Reny. 1997. *Students' and Teachers' Perception of Single-Sex Mathematic Classes*. III. 9. P.257-273

<sup>43</sup> American Association of University Women(AAUW). 2009. *Separated by Sex*. P.1-9

<sup>44</sup> Terri Thompson & Charles Ungerleider. 2004. *Single Sex Schooling*. Columbia. Final Report of British Columbia University.

The Eighth is research by Siti Nurhalimah concluded in her final project of bachelor degree that the speaking ability of male and female students is different. Female students got higher speaking achievement than male in terms of fluency, pronunciation, vocabulary and comprehension. However, they are same in term of grammar ability in speaking. As a result, although male and female students have different ability in speaking English but also they have some differences in some items of speaking. The gap of her research is she only conducts the research between male and female students' ability, without applying single-sex classroom or another technique in improving speaking skill.<sup>45</sup>

The ninth works is comparing students' achievement between single-sex and coed classroom in Woodward Avenue Elementary School. After getting same treatment with same condition and teachers' training, they are tested to get the achievement differences. As a result, female students achieve better in coed classroom and on the contrary, male students achieve better in single-sex classroom. However, when they have interviewed, female students prefer to have single-sex with reason leaving the male students intimidation, while male students choose coed classroom because they feel more

---

<sup>45</sup> Siti Nurhalimah, 2010. *Male and Female Students' Speaking Ability*. Unpublished Thesis. IAIN Wali Songo. Semarang.

comfortable with that. In this work, the researcher did not focus on certain subject.<sup>46</sup>

The tenth is study related to school types. Research which conducted in England shows that government program to give same chance for female and male students by giving them different place to learn, it means that in different school or a school which has been divided. Yet, the fact shows that there are no differences among their achievement because not all male students are active and dominate the class and so for female students. While, the focus on this research is all subjects in the school, include feminine and masculine subject to get stronger differences but in fact, there is no difference at all.<sup>47</sup>

---

<sup>46</sup> Edison Trickett. 1982. *Single-Sex Vs. Coed Education*. 74. III. P.372-381

<sup>47</sup> Carolyn Jackson. 2006. *Single-sex and Coeducational Schooling*. GEA. USA