# CHAPTER IV

# FINDING AND DISCUSSION

## A. Research Findings

The population in the school chosen of the $2^{nd}$ graders is about 150 students, yet, the researcher chooses 45 students which consist of 15 male and 30 female students as sample based on some considerations which have already been stated in the previous chapter.

Having the sample brings the researcher to give pre test for 45 students. The researcher gives pre test and post test to the students and the scores of those tests are seen in the following tables.

**Table 2**

**Score of Pre Test in Mixed Classroom Management**

| No | Name | Sex | Score |
|----|------|-----|-------|
| 1 | Alif Alamsyah | M | 58 |
| 2 | Anita Noviana | F | 50 |
| 3 | Arief Rahman | M | 46 |
| 4 | Dani Alfaith | M | 48 |
| 5 | Dwi Farisa | F | 40 |
| 6 | Hafidz Ade | M | 54 |
| 7 | Indah Putri | F | 58 |
| 8 | Ivan Hidayat | M | 60 |
| 9 | Moh Abrar | M | 62 |
| 10 | Rezita Noer | F | 54 |
| 11 | Agung Setio | M | 78 |
| 12 | Alivia | F | 66 |
| 13 | Bella Dwi febriani | F | 54 |
| 14 | Dimas Algani | M | 78 |

| 15 | Erika | F | 70 |
|---|---|---|---|
| 16 | R.Roro Ayu | F | 52 |
| 17 | Gabrella | F | 50 |
| 18 | Jenny | F | 52 |
| 19 | Nensi Dwi | F | 54 |
| 20 | Niken Dhea | F | 58 |
| 21 | Nur Laila | F | 50 |
| 22 | Nurhayati | F | 62 |
| 23 | Nuzulia | F | 64 |
| 24 | Oktaviani | F | 64 |
| 25 | SofiaMega | F | 60 |
| 26 | Sri Ruhyatul | F | 54 |
| 27 | Suraning | F | 50 |
| 28 | Yunita Fendita | F | 50 |
| 29 | Wahyu Vera | F | 46 |
| 30 | Wanda | F | 56 |
| 31 | Abdur Rohman | M | 60 |
| 32 | Aprialdi | M | 66 |
| 33 | Bayu Aji | M | 50 |
| 34 | Fahmi | M | 68 |
| 35 | Faisol | M | 68 |
| 36 | Habibur Rohman | M | 68 |
| 37 | Hanif | M | 74 |
| 38 | Imaniyah | F | 56 |
| 39 | Ita rahmawati | F | 52 |
| 40 | Maharani | F | 46 |
| 41 | Nur Lailatul | F | 40 |
| 42 | Salsabila | F | 56 |
| 43 | Tri Amalia | F | 50 |
| 44 | Uswatun | F | 60 |
| 45 | Yusnita Ajeng | F | 52 |
| $\sum$N female students = 30 | $\sum x^2$=2709316 | $\sum x$=1646 |

**Table 3**

**Score of Post Test in Mixed Classroom Management**

| No | Name | Sex | Score |
|---|---|---|---|
| 1 | Arief Rahman | M | 78 |
| 3 | Dani Alfaith | M | 76 |
| 4 | Hafidz Ade | M | 60 |
| 5 | Indah Putri | F | 66 |
| 6 | Ivan Hidayat | M | 74 |
| 7 | Moh Abrar | M | 80 |
| 8 | Rezita Noer | F | 52 |
| 9 | Agung Setio | M | 70 |
| 10 | Dimas Algani | M | 76 |
| 11 | Erika | F | 62 |
| 12 | R.Roro Ayu | F | 58 |
| 13 | Gabrella | F | 60 |
| 14 | Jenny | F | 58 |
| 15 | Nensi Dwi | F | 66 |
| 16 | Niken Dhea | F | 62 |
| 17 | Nur Laila | F | 66 |
| 18 | Nurhayati | F | 54 |
| 19 | Abdur Rohman | M | 50 |
| 20 | Aprialdi | M | 70 |
| 21 | Bayu Aji | M | 76 |
| 22 | Fahmi | M | 88 |
| 23 | Faisol | M | 68 |
| 24 | Habibur Rohman | M | 74 |
| 25 | Hanif | M | 70 |
| 26 | Imaniyah | F | 62 |
| 27 | Ita rahmawati | F | 62 |
| 28 | Maharani | F | 64 |
| 29 | Nur Lailatul | F | 68 |
| 30 | Salsabila | F | 70 |
| $\sum$N female students = 15 | $\sum x^2$=864900 | $\sum x$= 930 | |

**Table 4**

**Score of Post Test in Single-Sex Classroom Management**

| No | Name | Sex | Score |
|----|------|-----|-------|
| 1 | Anita Noviana | F | 88 |
| 2 | Dwi Farisa | F | 86 |
| 3 | Alivia | F | 92 |
| 4 | Bella Dwi | F | 76 |
| 5 | Nuzulia | F | 84 |
| 6 | Oktaviani | F | 84 |
| 7 | SofiaMega | F | 86 |
| 8 | Sri Ruhyatul | F | 86 |
| 9 | Suraning | F | 90 |
| 10 | Yunita Fendita | F | 86 |
| 11 | Wahyu Vera | F | 84 |
| 12 | Wanda | F | 88 |
| 13 | Tri Amalia | F | 90 |
| 14 | Uswatun Hasanah | F | 90 |
| 15 | Yusnita Ajeng | F | 88 |
| $\sum$N female students = 15 | $\sum x^2$=1684804 | $\sum x$=1298 |

**Table 5**

**Scores of female students' post test in mixed classroom (before) and**

**single-sex classroom (after)**

| Score x | Score y | D | (D-Đ) | (D-Đ)$^2$ |
|---------|---------|-----|-------|-----------|
| 62 | 88 | -26 | -230 | 52900 |
| 58 | 86 | -28 | -232 | 53824 |
| 60 | 92 | -32 | -236 | 55696 |
| 58 | 76 | -18 | -222 | 49284 |
| 66 | 84 | -18 | -222 | 49284 |
| 62 | 84 | -22 | -226 | 51076 |
| 66 | 86 | -20 | -224 | 50176 |
| 54 | 86 | -32 | -236 | 55696 |
| 52 | 90 | -38 | -242 | 58564 |

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| | | | | |
|---|---|---|---|---|
| 66 | 86 | -20 | -224 | 50176 |
| 62 | 84 | -22 | -226 | 51076 |
| 62 | 88 | -26 | -230 | 52900 |
| 64 | 90 | -26 | -230 | 52900 |
| 68 | 90 | -22 | -226 | 51076 |
| 70 | 88 | -18 | -222 | 49284 |
| | | $\sum$D=6110 | -3664 | 732836 |

**Table 6**

**Description of female students' speaking scores in mixed classroom**

| Name | Aspects | | | | | | | | | | Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Erika | 2 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 62 |
| R.Roro Ayu | 2 | 2 | 2 | 1 | 3 | 1 | 2 | 2 | 2 | 2 | 58 |
| Gabrella | 3 | 3 | 2 | 1 | 2 | 1 | 3 | 1 | 1 | 3 | 60 |
| Jenny | 1 | 1 | 3 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 58 |
| Nensi Dwi | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 3 | 1 | 4 | 66 |
| Niken Dhea | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 1 | 1 | 1 | 62 |
| Nur Laila | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 | 66 |
| Nurhayati | 1 | 1 | 1 | 3 | 1 | 1 | 2 | 2 | 2 | 3 | 54 |
| Rezita Noer | 3 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 52 |
| Indah Putri | 1 | 3 | 2 | 3 | 3 | 3 | 1 | 2 | 1 | 4 | 66 |
| Imaniyah | 4 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | 2 | 2 | 62 |
| Ita rahmawati | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 2 | 4 | 3 | 62 |
| Maharani | 3 | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 3 | 1 | 64 |
| Nur Lailatul | 3 | 2 | 3 | 1 | 4 | 3 | 2 | 1 | 1 | 4 | 68 |
| Salsabila | 1 | 3 | 2 | 3 | 1 | 4 | 2 | 3 | 3 | 3 | 70 |
| Total | 23 | 32 | 29 | 30 | 36 | 31 | 28 | 28 | 30 | 38 | $\sum$x=930 |

**Table 7**

**Description of female students' speaking scores in single-sex classroom**

| Name | Aspects | | | | | | | | | | Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Anita Noviana | 4 | 4 | 3 | 4 | 3 | 4 | 2 | 3 | 4 | 3 | 88 |
| Dwi Farisa | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 3 | 3 | 4 | 86 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alivia | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 2 | 92 |
| Bella Dwi | 2 | 2 | 2 | 4 | 4 | 3 | 4 | 2 | 3 | 2 | 76 |
| Nuzulia | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 84 |
| Oktaviani | 4 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 84 |
| SofiaMega | 4 | 3 | 4 | 4 | 2 | 4 | 3 | 2 | 3 | 4 | 86 |
| Sri Ruhyatul | 3 | 2 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 86 |
| Suraning | 4 | 4 | 3 | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 90 |
| Yunita Fendita | 3 | 4 | 2 | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 86 |
| Wahyu Vera | 3 | 2 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 4 | 84 |
| Wanda | 4 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 88 |
| Tri Amalia | 3 | 4 | 2 | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 90 |
| Uswatun | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | 2 | 90 |
| Yusnita Ajeng | 4 | 3 | 4 | 4 | 2 | 4 | 3 | 4 | 3 | 3 | 88 |
| | 50 | 46 | 48 | 58 | 46 | 53 | 45 | 48 | 49 | 47 | ∑x=1298 |

**Table 8**

**Observation Checklist of English Teacher in the Original Classroom**

| No | Criteria | Yes | No |
|---|---|---|---|
| 1 | Show genuine enthusiasm | V | |
| 2 | Care | | V |
| 3 | Offer patience and understanding | | V |
| 4 | Never give up the students | V | |
| 5 | Offer support and encouragement | | V |
| 6 | Sympathized students' problem | | V |
| 7 | Approachable | V | |
| 8 | Non-judgmental | | V |
| 9 | Respect | V | |
| 10 | Inspires confidence | V | |
| 11 | Really listen to the students | | V |
| 12 | Fair | | V |
| 13 | Honest | V | |
| 14 | Trusts people | V | |
| 15 | Patient | | V |
| | Total | 7 | 8 |

**B.  Data Analysis**

Conducting a research and getting the whole needed data makes the researcher need to do an analysis. The researcher uses some

formulas stated above to answer statement of the research whether or not there is an effect of single-sex classroom management in improving students' speaking skill. This result checks the hypothesis and finally draws a conclusion.

| **Checking Mean of Pre-Test Score in Mixed Classroom Management** |
|---|
| Mean = $\sum$ x / N female students<br>        = 1646 / 30<br>        = 55 |

The average score of 30 female students in mixed classroom is 55. This score is the students' real English speaking ability. They do not get any teaching process in single-sex classroom management. They interact and study together with male students in a class, include study to speak English. Those scores will be considered to divide the female students into two types of classroom management (whether in mixed classroom or in single-sex classroom) in order to get ability variation.

| **Checking Mean of Post-Test Score in Mixed Classroom Management** |
|---|
| Mean = $\sum$ x / N female students<br>        = 930 / 15<br>        = 62 |

This mean is the average score of female students after getting teaching process in mixed classroom with recount text material. They are tested to speak English in form of recount text but the class situation is still in their original class, mixed classroom. They study with male students but the researcher teaches by herself in mixed classroom.

| Checking Mean of Post-Test Score in Single-sex Classroom Management |
|---|
| Mean = $\sum x$ / N female students<br>     = 1298 / 15<br>     = 87 |

The female students which have already been divided into single-sex classroom get higher score in speaking than female students which are still in mixed classroom. The classroom condition which homogenous with all students are female influence them become freer to speak up in English and more enjoy in learning speaking because there are no male students in the classroom.

| Checking Mean of Female Students' Scores in Mixed and Single-Sex Classroom Management |
|---|
| $Mean_1 = \sum x$ / N female students<br>     =  930 / 15<br>     = 62 (female in mixed classroom)<br>$Mean_2 = \sum x$ / N female students<br>     = 1298 / 15<br>     = 87 (female in single-sex classroom) |
| **Checking Standard Deviation** |
| ~~D~~ = $\sum D$ / N<br><br>     = -6110 / 30 |

| |
|---|
| $= -204$ <br><br> $SD = \sqrt{\sum (D - \bar{D})^2 / N - 1}$ <br><br> $= \sqrt{732836/ 29}$ <br><br> $= 5.4$ |
| **t-test** |
| $t = \bar{D} - \mu_d / SD/\sqrt{N}$ <br> $= 5.4 - 0 / 204/\sqrt{30}$ <br> $= 5.4 / 1117.4$ <br> $= 0.005$ |

After having analyzed the data collected, the researcher gets the result to check the hypothesis. T result is 0.005 and the t-table with Df (degree of freedom) 28 is 1.701 (0.05 significance) means that $H_a$ is accepted, there is an effect of single-sex classroom management in improving students' speaking skill of $2^{nd}$ graders SMPN 5 Bangkalan. The female students who learn about recount text in single-sex classroom get better score than the female students in mixed classroom.

Based on the score of each aspect, the female students in mixed classroom get good score in term of conclusion, in other words, though they get only enough score in speaking test, but they can conclude their speaking correctly. While for delivering introduction, clarity and topic, they have bad scores.

The most possible reason is big ashamed because they have to join in mixed classroom with some male students. This condition is true based on some theories explained in the previous chapter. The researcher thinks that learning English speaking in mixed classroom is not suitable for female students.

While, scoring aspects of speaking for female students in single-sex classroom is higher in terms of number 4 and 6, they are eye contact and confidence. It is true that, the factor of female students' higher outcome in this type of classroom is inhibition. When they are in the single-sex classroom, they are freer to speak English in front of their friends, and they are very confident. Those conditions bring them into higher English speaking skill achievement. As the researcher explains that male and female students have own need, style and classroom situation need in learning.

Female students in control class (mixed classroom) are able to deliver their messages and ideas but they still difficult to speak up. They prefer to think about their inhibitions than arrange some sentences to be delivered in front of their friends. This condition also happened in teaching learning process by the researcher, the female students join the classroom but they are passive compared to the female students in the experiment class (single-sex classroom).

The teacher in the school chosen has been observed by the researcher in term of teachers' role as skilled helper. There are eight criteria that have not done yet by him. And finally the researcher analyzed that the English speaking students' improvement influenced by single-sex classroom and also the teachers' role in which the criteria have been done by the researcher in single-sex classroom.

## C. Discussion

Based on some theories related to the female students' inhibition which have been already stated in the previous chapter, the researcher concludes that those some theories are true. The female students said they were more willing to speak in their single-sex class[52]. Means that, the key is female students' inhibition which can be eliminated in the single-sex classroom and it makes them easier to speak English.

Furthermore, as explained before that there are several ways can be done in improving students' speaking skill achievement[53] : facilitate the students to speak, give more time and chance to deliver their ideas, elicit as often as possible in order the students brave and interest to speak up, or other activities. And those ways are done in single-sex classroom management by the researcher and those ways help the students to get higher outcome in speaking.

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[52] 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.
[53] Dr.Serge S. 2007. *Single-Sex Classroom.* Research Monograph #4. Ontarion University

The English teacher there interested in the researchers' idea to try applying single-sex classroom management in teaching English speaking skill. He helps the researcher in collecting data, include in dividing the female students into control or experimental group. He also gives his contribution in sharing his experiences about teaching English speaking with several media and techniques but the students' outcome does not have big improvement.

Majority of people agree that female has bigger ashamed than male, it is also occur in the students' learning process. Furthermore, they also have very different learning styles. The English teacher there states that single-sex classroom should be tried not only in teaching English but also in teaching all lessons when the teacher interested in this type of classroom management. Single-sex classroom management gives chance to the homogenous students which probably have similar learning style and need to learn together and share in the same classroom.