

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the finding and data analysis about single-sex classroom management in improving students' English speaking skills, could be concluded that :

1. The result of pre test score in which the students are tested in mixed classroom management (their original classroom), the researcher finds the average scores that is similar to their English speaking score with their English teacher. It means that they do not feel different being in mixed classroom made by the researcher. The condition in that classroom is like the condition of their daily classroom which has male and female students in a class.
2. The teaching learning process which is given as treatment uses same material in control and experimental class. The female students in single-sex classroom as experiment class do better the whole activities in the class, they are more interested in joining every activity which are provided by the researcher. On the contrary, the female students in control class learn with similar style while they act and interact in mixed class. The most possible factor which influences them is big inhibition to be active in speaking in the class because there are some male students. The

researcher concludes that besides single-sex classroom management which influence the female students in single-sex classroom get higher score than female students in mixed-classroom management, but also influenced by how the way the teacher take a role in the class because it makes the teacher get several information about the students' real condition to decide the proper technique, aids, and exercise to be used in single-sex classroom.

3. The score of post test divided into two kinds which are in different type of classroom management. Female students in mixed classroom are tested together with some male students. The test is speaking so they are asked to speak up in front of their friends. In the test, they cannot get good score to deliver their messages in term of clarity. In additional, female students in single-sex classroom are tested only with other female students which make them easier to speak without ashamed or afraid to be bothered by male students. It is proven by two aspects which better than others, eye contact and confidence. It is true that they are brave to speak up in front of their friends in single-sex classroom.
4. Result of checking mean, standard deviation of each test score and finally checking mean, standard deviation and t-test for female students score in single-sex and mixed classroom management brings the researcher to conclude that Hypothesis alternative of this research is accepted. That is because of the result of t-test, t table is 1.771 (5% significance), while, t-

test is 0.005. T-test is lower than t-table which means there is an effect of single-sex classroom management in improving students' English speaking skills.

## **B. Suggestion**

This suggestion is addressed for those who have an interest in the issue of the effect of single-sex classroom management in improving students' English speaking skills. Based on the result of this research, the researcher gives suggestions ;

1. For the teacher : the result of the data analysis, the researcher states that single-sex classroom management which improves students' English speaking skill is influenced by several factors. Because of that, the researcher expects the teacher apply this classroom management in teaching English speaking skill to reach the best achievement of the students. While the rest students of the class are could be given another activity in the library or out of the classroom.
2. For the students : the researcher finds out several explanation related to the male and female differences in term of biological factors, learning style, need, achievement and others. And those affect them to be separated in learning speaking. Learning English speaking in different type of classroom management could be chosen to reach outcome improvement.

3. For the next researcher : the researchers' idea in applying single-sex classroom management could be good idea. The next researcher could use same type of classroom management but investigate female students and also male students in single-sex and also mixed classroom. The researcher has limited time to conduct this research design, as a result, to find out whether students' English speaking skills is improved or not in single-sex classroom management, the researcher uses the female students' score. In additional, the researcher suggests to have similar number of different classroom management type to avoid additional effect of a big different number of different classroom.