

CHAPTER I INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are background of the study, research questions, objectives of the study, significant of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

In order to master a language, students have to develop the four principal of language skills; they are reading, listening, writing, and speaking. As we know that speaking is the most important principal of language, because the main reason in learning a language is to be able to communicate it. Therefore, people cannot be considered as effective language users if they cannot speak the language. In line with that, in learning a language, it takes years in order to develop the ability. Unfortunately, in Indonesia, despite how many years students spend in learning English which is from elementary or even from pre-school or kindergarten until senior high school or even university, yet they still cannot master the language well.

Since school is the only environment that students get the chance to learn and practice the language, not all students have positive believe nor positive attitude toward the language. Actually, some of the students still have negative beliefs towards English. The negative beliefs lead to negative attitude towards English, such as class anxiety, low cognitive achievement, and negative attitudes¹. Students with negative beliefs towards English, who cannot cope with the task given by the teacher and feel less motivated in learning the language, will release their frustration with disruptive behavior². The disruptive behaviors that commonly occur during the learning process are sleeping during the class, texting, talking with their friends, avoiding teachers' order or even skipping the class. These, of course give effects on students' performance and ability,

¹Abidin, M. Jafre Z. *EFL Students' Attitudes towards Learning English Language: Case of Libyan Secondary School Students*. (Canada: Canadian Center of Science and Education, 2012) Vol. 8 No. 2. P. 199. Published on www.ccsenet.org/ass retrieved at march, 26th 2017

²Ibid. P. 199

especially in learning speaking. As stated by Gardner that students' attitude have important role in increasing and motivating the student in to learn the language³. Meanwhile, as speaking class is where the student should fully pay their attention, feel free to express their idea and be high-motivated so they can learn and get opportunities to speak in the language classroom, they may not soon get demotivated and lose interest in learning and can engage with the class without feeling afraid or uncomfortable.

In co-educational classroom, the biggest problems that commonly occur is that the distraction by the opposite gender during the learning process⁴. In this case, the distraction could produce negative effect such as fear or low esteem. Aside from that, boys have characteristics that always being so active and like to make a scene, act out or misbehaving to get teacher's attention, meanwhile for girls, they have less confidence when it comes to expressing their idea orally and they are more hesitant to try new things and take the lead⁵. Also, it is well documented that boys and girls have difference learning styles; girls like to learn by talking things over while boys like to just go ahead and get things done⁶. By those different learning style and tempo in learning between girls and boys make it kind of hard to blend it into one class to teach the students a certain lesson. Facing this kind of problem, holding single sex classroom is may be the best way so student can develop during learning process without afraid get any distractions from their opposite gender⁷.

Unfortunately, by separating gender during the learning process doesn't mean that children will behave positively. However,

³Behrooz, Hosseini Seyyed., *Language Learners' Attitude and Believe*. (Tehran, Iran: International Journal on New Trends in Educationa and Their Implications. Volume 4 Number 4, 2013), P. 64

⁴Hughes, Theresa A., *The Advantages of Single Sex Education*. (A&M University: National Forum Of Educational Administration And Supervision Journal Volume 23, Number 2, 2006-2007). P. 9

⁵Shibley, Janet., Pahlke, Erin., Hyde & Allison, Charlie M., *The Effects of Single-Sex Compared With Coeducational Schooling on Students' Performance and Attitudes: A Meta-Analysis*. (America: American Physiology Association, 2014), P. 1044

⁶Gisler, Peggy., & Eberts, Marge., *Article: Single Sex Classroom Behavior*. (London, UK., 2014), P. 13 Retrieved from <http://www.easse.org/en/content/347/Single-Sex+Classrooms+behaviour/> on March 8th, 2017

⁷Sorenson, Lexi., *Pros and Cons of Coeducation*. (England: McGill University, 2001) Retrieved from www.classroom.synonym.com on Marc, 28th 2017

there will always be a number of children in any school who challenge teachers by misbehaving or act out in the class. Even they are learning with their same gender and will not be distracted by their opposite gender; there will be still some problem during the learning process. As stated by Colette Gray and Joanne Wilson that academic achievement and students' behavior did not always improved just by holding single sex⁸.

Many reports also show that single sex classes are usually no better than co-educational classes, the problem have had a neutral effect on girls and to have been more determine on boys. According those researches also, many teachers found teaching boys' classes are stressful and believed that the disruptive behaviors increased by their '*macho mind-set*' and bullying⁹. In all-boy classroom, the term of abuse that they usually do to girls is released to boys who are shy, smaller than their peers and the boys who have feminine qualities may become the target of bullying¹⁰. Besides that, boys also release their frustration feeling by act out in the classroom such as shouting, talking something that do not have related with the lesson and even making scene just to attract teachers' attention in class. Meanwhile, in all-girl classroom are no better. Girls could be chatty and unpleasant to each other during the learning process in single-sex classroom. Girls show their frustration by chatting with their friends and even sleeping or simply ignoring the teacher in the class. Those kinds of problem really occur in boys' and girls' classrooms as when the researcher held a preliminary research before. If those kinds of behaviors happen during the learning process, of course the learning process will not be effective at all. However, students' dynamic role, attitude, participation and motivation are vital in the process. Without their activeness in class activities, speaking skills cannot be properly developed, especially as the classroom is the only environment which they have opportunity to use and practice the target language.

⁸Gray, Colette., & Wilson, Joanne., *Teachers' experiences of a Single Sex Initiative in a Co-Educational School*. (Wales: Educational Studies Volume 32 Number 3, 2006), P. 293
Published at www.ernweb.com/educational-research-articles/teachers-unimproved-with-effects-of-single-sex-classes-in-one-school retrieved on March 6th, 2017 at 10:45 am

⁹Ibid

¹⁰Ibid

It becomes teachers' responsibility to manage students' behavior so they will feel safe and relax during the learning process also make the learning process become as effective as possible. By having strategies to deal with students' behavior, teacher will be able manage and arrange the best education for their students because the students learn best when they are feel safe, relaxed, engaged in activities, received positive feedback and believe that they can be success¹¹. On the other hand, if the right strategies are implemented in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be, because as stated by Gushee that punishing students with behavior problem is not effective at changing and managing the behavior problems in the classroom, it is better if we prevent the problem and create more productive learning environment in classroom¹².

One of the best ways to deal with those kinds of problem is by applying Positive Behavior Intervention and Support (PBIS) Strategies in speaking classroom. By focusing on positive strategies, teacher can places negative behavior in better perspectives and develop better impression of the whole student¹³. Teachers also can take advantages of positive reinforcement for students who behave positively. Of course, boys' and girls' classroom have different strategies in providing Positive Behavior Intervention and Support in speaking class as they have different attitude and learning styles. As stated by Herr and Arms that teachers found it difficult to "switch gears" between boys' and girls' classes; due the fact that girls and boys have different learning-styles, and of course require different teaching strategies¹⁴.

This study aims at see how PBIS strategies are developed in single sex classroom, whether in boys' and girls' speaking class. This study also aims to see students' perception about the

¹¹Steer, Alan., *Learning Behavior*. (London: Seven Kings High School; Department for Education and Skills, 2005), P. 31.

¹²Walters, Jim., & Frei, Shelly., *Managing Classroom and Behavior Discipline*. (United States of America: Shell Education, 2007), P. 108

¹³Ibid, P. 108

¹⁴Hughes, Theresa A., *The Advantages of Single Sex Education*. (A&M University: National Forum Of Educational Administration And Supervision Journal Volume 23, Number 2, 2006-2007). P. 13

implementation of PBIS in their classroom. There are so many studies that discuss students' attitude in the classroom and how to deal with it; one of them is from Fitra Amaliyah. Her study is focused on the use of positive rewards and punishment in managing English classroom that also held in single-sex classroom¹⁵. Meanwhile, this research is more specific in the implementation of Positive Behavior Intervention and Support (PBIS) Strategies to deal with students' behavior in speaking class of each class on single sex classroom and see students' perception about PBIS Strategies. This research will be held at MTsN Krian Sidoarjo because this school provides single sex classroom and also provides speaking course where the student can practice their speaking ability outside the regular English classroom, so this class only focus on practicing students' speaking ability. Besides, some of the teachers in MTsN Krian - Sidoarjo also already apply PBIS Strategies in teaching and learning process. Based on that reason, the selection of this school can be benefit and helpful for this research.

B. Research Question

The problem to be discussed in this research will be summarized in the following research questions:

1. How is the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in speaking class of single sex classrooms?
2. How are students' perceptions about the implementation of Positive Behavior Intervention and Support (PBIS) Strategies in speaking class of single sex classrooms?

C. Objectives of the Study

Given the research questions, this study is aimed at the following matters:

1. To see how the implementation of Positive Behavior Intervention and Support in each class when it's applied.

¹⁵Amaliyah, Fitra., *The Use of Positive Rewards and Punishment in Managing Classroom*. Unpublished thesis (Surabaya: Library of Islamic State University Sunan Ampel Surabaya, 2016)

2. To know about students' perception in the implementation of Positive Behavior Intervention and Support (PBIS) strategies in speaking class of single sex classrooms.

D. Significance of the Study

1. Theoretical Benefits

- a. To give information and new knowledge about the implementation of Positive Behavior Intervention and Support (PBIS) Strategies that can be useful in managing students' behavior in speaking class of single sex classrooms of male and female classrooms.

2. Practical Benefits

a. Benefits for Teacher

To increase teacher's knowledge about students' behavior in single sex classroom and to give a better education and treatment for their student especially in single sex classrooms using Positive Behavior Intervention and Support (PBIS) Strategies, so the student can be more confident in expressing their idea during the lesson especially in speaking class and of course can make the students behave positively. This research also provides students' perception that will be helpful for the teacher to consider the PBIS Strategies in the classroom.

b. Benefits for School

As a reference to arrange a better education program for their student, especially for single sex classroom by using Positive Behavior Intervention and Support (PBIS) Strategies in managing students' behavior.

c. Benefits for the Researcher

The researcher hopes that this research can give constructive income for self-introspection on the researcher's shortcoming and also to increase the knowledge about classroom management in single sex classroom to give better education for the student by using Positive Behavior Intervention and Support (PBIS) Strategies.

E. Scope and Limitation of the Study

1. Scope of the Study

The subjects of the study are EFL teacher and students of MTsN Krian Sidoarjo, because this school provides both single sex classroom and speaking course. The selection of the class is based on the teacher's suggestion. The researcher chooses 8-B for male class and 8-I for female class because they are taught by the same teacher so the research will be valid. Female classroom has 32 students and male classroom has 33 students in total. Based on that reason, the selection of the teacher, class and school will be helpful for this research.

2. Limitation of the Study

This study will focus only on speaking class and the strategy in using Positive Behavior Support and Intervention (PBIS) Strategies in speaking class of single sex classroom. The scope of PBIS Strategies will be limited on Bandi Simonsen's theory from his book that talk about Positive Behavior Intervention and Strategies for Teacher because his theory is enough to cover all the PBIS Strategies that are needed in learning process. He also specified the level of each PBIS Strategies for school wide level and classroom level, for elementary and secondary level so it will easier for the researcher to analyze the appropriate strategies.

F. Definition of Key Terms

To avoid misunderstanding about the key term that are used in this research, so this part will explain the definition of the key terms:

1. Speaking Class

Speaking class is one of English subject that taught for student so they can practice speaking in a classroom. In this study, speaking class refers to course that taught in MTsN Krian Sidoarjo for Eight grade student as additional lesson besides the main reason that is General English. In this course, students will only focus on speaking practice. In learning speaking, students have to actively communicate in the class and practice their ability so the teaching and learning process become effective.

2. Single Sex Classroom

Single Sex Classroom refers most generally to education at the elementary, secondary, or postsecondary level in which males or females attend school or classroom exclusively with members of their own sex¹⁶. In single sex classroom, the student will be separately by gender. Meanwhile, coeducational classroom is the opposite of single sex classroom where male and female learns together in a classroom.

3. Positive Behavior Intervention and Support (PBIS)

PBIS is an evidence-based framework for developing positive behavior to create positive climate for learning process¹⁷. PBIS is focusing on teaching children positive behavior and changing children's environment so that using positive behavior become more effective for them than using negative behavior. In this research, PBIS Strategies is used by teacher to manage students' behavior in classroom and to create positive climate so the learning process become more effective and the student can behave positively and feel safe, fun, and relax during the lesson.

4. Perception

Generally perception means the organization, identification and interpretation of sensor information in order to represent and understand the environment¹⁸. Whereas, in this research is students' idea or students' understanding about PBIS Strategies in speaking class of single sex classroom. That perception might be positive or negative depends on the students' point of view.

¹⁶Mael, Fred., Alonso, Alex., Gibson, Doug., Rogers, Kelly., & Smith, Mark., *Single-Sex Versus Coeducational Schooling: A Systematic Review*. (Washington D. C.: U.S. Department of Education, 2005)

¹⁷Sugai, George., & Simonsen, Brandi., *PBIS: History, Defining Features, and Misconceptions*. (United States of America, University of Connecticut, 2012). Version: June 19, 2012

¹⁸Schacter, Daniel., *Psychology 2nd Edition*. (New York: Worth Publisher, 2011), P. 15