

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Speaking is one of the sociolinguistic in which tend to discuss about the study of the relation between society and language. In addition, speaking is the subdivision of learning a language among four skills of English that is writing, reading, speaking, and listening. As a practical output, speaking has so many influence things such as psychological, physical, systematic and attitudinal.<sup>1</sup> Not just a theoretical framework of learning a foreign language, speaking need these practical outputs which one of them is being able to communicate. But, there still some problems in learning that is one of the factors that can be disturb the learning process. According to Yussou Haidara in his survey research in Indonesia, the EFL students in Indonesia were analyzed that there are not just about lack of vocabulary and grammar, but having lack of motivation and never develop their confidence.<sup>2</sup>

Communication and interaction is one of the important tools in learning. The role of student-students and student-teacher interaction in class help students to create good social support in learning. Teachers and students can effectively improve their learning skill by discussing the topic in classroom with peers which have some experience in communication.<sup>3</sup> Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning problems and challenges in teaching and learning speaking process. Learning speaking problem in particular which conclude as follows:

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<sup>1</sup> Ismail GÜRLER, "Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students", Vol.1 No.2, 2015.

<sup>2</sup> Youssouf Haidara. "Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia" vol.3 No.2, 2015

<sup>3</sup> Both Hurst, Randall Wallace, Sarah B Nixon. *The impact of social interaction on Student Learning*. Vol.52, issue.2014

Inhibition – fear of making mistakes, losing face, criticism, shyness; Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments; Low or uneven participation – often caused by the tendency of some learners to dominate in the group; Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.<sup>4</sup> As the conclusion of that research, it can be concluded that the distraction of learning process of speaking are related with problem in interaction and motivation.

As the conclusion above, besides motivation, interaction is the one of the problem that can be considered when learning speaking. Most teachers have experienced classes in which student interaction has been more limited than they expected.<sup>5</sup> However, there is something different in students' social interaction regarding with gender. Some students have less social support when they have to interact or communicate in cross gender students. According to researchers' research in some class in several schools, there are some problems in cross gender interaction when they should work together in one project. Especially in some classes in low level students or mix ability students, they refuse to have a project with boys. Because according to them, boys tend to ignore the instruction. The researchers also have experience when having a teaching internship in one of junior high school in Sidoarjo which is some of students refuse to have a role play with boys because of the bullying which related with dating from their other friends. This caused a problem in learning speaking process.

Furthermore, many studies state that gender issues have become connected with the issues of language which is called *social gender*. The difference language characteristic used regarding with female and male students has been observed. One effect of the different styles developed by men and women is that certain features become very disturbing in cross-gender

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<sup>4</sup> Ibid

<sup>5</sup> Both Hurst, Randall Wallace, Sarah B Nixon. *The impact of social interaction on Student Learning*. Vol.52, issue.2014

interactions.<sup>6</sup> In same gender discussion, there is little difference in number of speakers interrupt each other rather than in cross-gender interaction which is men interrupt women with 96 percent amount of interruption.<sup>7</sup> The interruption of interaction can be one of factors that affect students' self-confidence which also effect on learning speaking and students' discussion in class. In addition, according to George Yule in book title "The Study of Language" states that there is also the difference in conversation styles. Women produce more back-channels as indicators of listening and paying attention but men not only produce fewer back-channels, but appear to treat them. That causes the misunderstanding or uncomfortable feeling in woman because woman tends to think that men are not paying attention to them. Gender is a fundamental way we categorize people without regard to their other roles or characteristics; gender shapes our perceptions, thoughts, and behavior about ourselves and others, both consciously and unconsciously.

Whereas, as it is known that most of school in Indonesia nowadays have been applying K13 which is tend to use scientific approach and constructivist model. It can also be said that K13 use students-centered learning in every learning process. As it is explained in Permendikbud No. 81A tahun 2013, the main activity of the learning process is through observing, asking, associating, exploring and communicating. In addition, the learning process is also divided into two categories that are direct learning and indirect learning. Direct learning is the process of students in class to develop their knowledge, creativity and psychomotor with the communication between students-students or students-teachers. The direct learning process makes the name of instructional effect. The second learning process is called indirect learning process. Indirect learning process is related to the development of learner which is related to their attitude and morality. So, in this case it is relate to how the way the process of discussion and communication between students, teachers and the classroom climate. Therefore, as the characteristic of K13

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<sup>6</sup> Yule, George. "*The study of language*". (Cambridge: Cambridge University Press, 2010) page. 266.

<sup>7</sup> Ibid

which is can be concluding that a good communication should be exist in the learning process of K13 classroom.

Motives for single-gender education are diverse and have changed over time. Concurrently, the American Association of University Women (AAUW) revealed alarming results that suggested coeducational schools set up girls to fail.<sup>8</sup> During the middle school years, separating genders can create more comfortable classrooms and psychological classroom environmental pleasure, in which both genders are being to take risks, speak up, contribute answers, express uncertainties, and ask questions in class activity.<sup>9</sup> According to the result of teacher interview of schools that have engaged in single-gender programs have reported students can become more engaged in learning because the material and teaching strategy is more relevant to their needs as learners. So, it can be conclude that single gender classroom attempt to create an environment for learning in which feel able to work with, rather than against. It also conclude that engage and motivate all students to become fully involved in school and to develop a self-confidence based on learning rather than on values that conflict with it. When discussing the positive and negative issues of single-sex education, it will be careful not to show stereotypes as a character. However, one cannot sensibly argue that there are not achievement gaps between male and female learners.<sup>10</sup>

The term of gender, as Jhon M. Echoldan Hasan Shadily define that gender as a difference of sex which is not about biology diversities. But it is created through the social culture.<sup>11</sup> Behavior differences between male and female, besides related to the biology factor, it is also related to the process of social and culture. Therefore, gender can be change

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<sup>8</sup> Natalia Ibanez “*Best practice in Single Gender Education.*”(Austin Independent School District, 2011)page. 1

<sup>9</sup> Ibid

<sup>10</sup> Robert Huston Goslow. *A Case Study of Single-Sex Biology Classes in a High School in South Georgia.* (Georgia: Georgia Southern University), 64. 2011

<sup>11</sup> Jhon MEchol, dan Hasan Shadily. *Kamus Besar Inggris-Indonesia.* (Jakarta : Gramedia Pustaka Utama.1996) hal 95

between other places, time and between social economic societies.<sup>12</sup>

An observation conducted by the researcher in some coeducational classroom of junior high school shows that the interruption and terms of dating seems to be one of the distraction in learning process. When there are boys and girls who have a role play together, some students are bullied them as dating and etc. That kind of interruption makes some of students feeling shy and not able to work together with boys. There distract the learning process of speaking and self-confidence in them. The researches show that the university students have a good communication in cross gender interaction rather than junior high school students. The university students might think that the most important of them is getting a good mark or point. But, as the researcher research in some classes of junior high school students, there is a bit problem when some of boys are ignored to work together and it may cause like fighting or uncontrolled class. There are many issues of gender differences in interaction and classroom problems. Those all reasons create the basic reason why MTsN Krian change the classroom model which is the previous one is coeducational classroom model become single gender classroom. Not only MTsN Krian, some of school staff decided to change the classroom climate based on gender to overcome those all problems. Something that can be offered is making a single gender classroom as they believe that it can create positive classroom climate. Although there is very limited significant evidence or research which proof their assumption that single gender classroom is one of the effort in creating positive classroom climate.

Several researchers regarding to this issue have been conducted. A research conducted by Hilmi Rosyidah which title “The Effect of Single-Sex Classroom Management in Improving English Speaking Skill of the 2<sup>nd</sup> Graders at SMPN 5 Bangkalan” which focus on how the single-sex classroom

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<sup>12</sup> Mansour Faqih, *Analisis gender dan Transformasi Sosial*. (Yogyakarta : Pustaka Pelajar.1996), 65

effect on the classroom environment that can be related to their improvement in speaking. The researcher use experimental research which is the researcher create the single-gender classroom in one of coeducational school at English teacher's class and try to get the result of it. Another research conducted by Paul Gleason which title "Gender Segregated Learning Environments: An Analysis of the Perceived Impact of Single-Sex Classrooms in South Carolina". This study was designed to investigate the effectiveness of single-sex educational environments in terms of a student's motivation, academic achievement, and self-esteem. Multiple linear regression analysis was used to determine the impact of the control (independent) variables of ethnicity and grade level on the motivation, academic achievement and self-esteem of male and female students and provide a better understanding of whether the dependent variables are influenced by the instruction taking place in single-sex classrooms as opposed to other environmental variable.

The reason why researcher chooses MTsN Krian is this school is one of school that applies a single-gender classroom. The kind of single-gender classroom used by MTsN Krian is dual academic model which boys and girls are in a coeducational school but attend classes separately. According to an interview with one of teacher in that program result that the program is much concern about the students' speaking skill. Almost all the activity is to engage students to speak up. So, the researcher thinks that this program help much to get information about single gender classroom climate in learning speaking. Therefore, based on those reasons which already explained above, the researcher is trying to do a research which related to the single-gender classroom climate on the learning speaking of MTsN Krian.

## **B. Research Question**

1. How is the Classroom Climate of Single-Gender Classroom in Learning Speaking at MTsN Krian?
2. What is the difference between Single Gender Classroom of male class and female class in learning speaking at MTsN Krian ?

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

1. To describe the classroom climate of single gender classroom in Learning Speaking at MTsN Krian
2. To know the difference of classroom climate of single gender classroom in male and female class in learning speaking at MTsN Krian

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

This researcher gives the contribution for teachers, school administrator and also other researchers. As this research explain about single gender classroom climate for students' self-confidence and the phenomena of the model classroom in Indonesia that many of them are single gender classroom, the researcher think that it help the school administrator when planned to implement a single gender classroom. As educators across the country search for viable ways to increase student self-confidence in learning speaking, single-sex classrooms are one such strategy being offered. Many educators believe that the use of single-sex classes decrease the distractions just like in coeducational classes, which reduce the time used to handle these interruptions. Research by Jenkins found that single-sex educational programs were attempted based on four specific objectives including: improving the educational outcomes for all students, offering students and parents a diverse array of educational options, compensating students for past or present gender discrimination, and conducting an educational experiment examining the different types of systems.<sup>13</sup> This research gives information about the condition of classroom climate in single gender classroom climate and also gives information about the self-confidence itself.

For the teachers, it is important and interesting to know that there might be differences in gender communication and learning style when it comes to self confidence in learning speaking and that information could be helpful in the future to be able to motivate the students. The role of gender communication and self confidence in learning a second

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<sup>13</sup> Gleason Paul. *Gender Segregated Learning Environments an Analysis of the Perceived Impact of Single-sex Classrooms in South Carolina*. 2011

language has been investigated by various researchers in different countries and the present study would like to do the almost same problem, including the gender differences and single gender classroom. So, by this research hopefully the teachers understand well about the characteristic of the students' learning regarding with gender difference and even the teachers teach in coeducational model, it still helpful for them. The teachers understand well how to make a strategy that suitable with their students. The students know about the difference conversation style used by the female and male. Hope it decreases the students' misunderstanding in communication between male and female and there is no term of shyness when there is interruption between them.

This study provides valuable insights into the effect of single-gender classroom climate on Junior high school students. The data received from this study could also be used to influence classroom organization at the school at which the study is being conducted. The use of single-gender classes may or may not prove to be a viable way to positively affect student self-confidence, but the possibilities of the strategy merit more research than currently exists. The role of gender communication and self-confidence in learning a second language has been investigated by various researchers in different countries and the present study would like to do the almost same problem, including the gender differences and single gender classroom. So, by this research hopefully the teachers understand well about the characteristic of the students' learning regarding with gender difference and even the teachers teach in coeducational model, it still helpful for them. The teachers understand well how to make a strategy that suitable with their students. The school administrator also knows the classroom climate and its learning speaking process which is one of useful information for school who want to apply single-gender classroom for their school.

Furthermore, the researcher expects that result of this study can be useful for other researchers who do a research dealing with single-gender classroom and also learning speaking. The researcher hopes that the other researcher gets much information with the topic.



## **E. Scope and Limitation of the Study**

As proposed, this study was designed to investigate the classroom climate of single-gender classroom in learning speaking. The scope of this study is the concept of classroom climate according to Rudolph Moos. The data is taken from the English course class which is the objective of learning is concern with speaking activities such as role play, discussion, drama and etc. This study was aimed at providing evidence based research about the classroom climate and the learning process of speaking.

The limitation of the study is a research done in the some classroom of English course which is concern in speaking. The researcher uses some sample from some classes which is different level. In some problems which have been identified, the researcher limits the problem to “How is single-gender classroom climate in learning speaking at MTsN Krian?”

## **F. Definition of Key Terms**

In order to make clearer of this study, the researcher explains the terms used in this study as follow:

### **1. Single-Gender Classroom**

US Department of Education define single sex education as “education as the elementary, secondary or post-secondary educational settings in which male and female students attend school exclusively with members of their own gender. While the researcher conclude that Single-gender classroom refers to type of classroom which is separated to male and female only in class.

### **2. Classroom Climate**

Rudolph Moos defines Classroom Climate is determined by the model of interpersonal relationship between teachers and students, the relationship between students, the classroom management style as well., and physical environments in which our students learn.

The researcher defines that classroom climate is the reflection of a classroom including their interactions with their instructor and class peers, and their involvement in the class which is related to classroom social environment.

### 3. Learning Speaking

According to the Meriam Webster, learning speaking is learners are speak an interactive process of constructing meaning that involves producing, receiving and processing information.

