CHAPTER II

LITERATURE REVIEW

A. Review Related to Literature

1. Single Gender Classroom

Single-Gender classroom is a classroom which only has one sex, male only or female students. Single-gender public education has adopted several different operational models. One is the classic model, which either boys or girls in single gender school and single gender classroom, another is the dual academy model, in which boys and girls are in a coeducational school but attend classes separately.[1]

Along these lines, in her book Same, Different, Equal, Rethinking Single-sex Schooling, Salomone presented research findings that suggested developmental differences between boys and girls at an initial stage of life.[2] According to Salomone, the gaps between girls and boys are equal or larger than the racial gaps such a White students with Black students.[3]

As it is very common the term of single gender classroom in Indonesia that is usually applied in the Islamic boarding house. The parents, teachers, stakeholders believe that single gender classroom can improve the students learning achievements, and good communication in class. Furthermore, one of advocate in Indonesia they argue that each sex has unique biological and developmental needs and students grouped by sex perform better without the distractions and social pressures of the other sex present. Researchers at Manchester University in England tested single-sex classroom advantages by assigning students in five public schools to either coeducational or single-sex classrooms.

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[1] Natalia Ibanez "*Best practice in Single Gender Education.*"(Austin: Austin Independent School District, 2011)page. 1

[2] Ibid

[3] Ibid

a. *History of Single Gender Classroom*

During the 19th century, single-sex schooling was common.[4] There were more single-sex Catholic schools than schools in the public school setting. In addition, all military academies and agriculture and engineering schools admitted only middle-class male students. The surge of mass education promoted coeducation as an alternative to single-sex schools. Females began to push for more coeducational programs after becoming conscious of the significantly different educational experiences males experienced than they did. Finally, coeducation classes became the standard with the ruling of the Education Amendment Act of 1972, which provided females with equal educational opportunity.[5]

In 1996, the United States Supreme Court ruled on the constitutionality of single-sex public education in the case of United States v. Virginia (The Oyez Project, 1996). From that ruling, females were able to attend all military academics. According to Salomone, Title IX has afforded females the opportunity to receive 38% of medical degrees, compared to 9% in 1972. In 1994, 44% of all doctoral degrees received in the United States were awarded to females, an increase from 25% in 1977 and also in 1994, 43% of the law degrees conferred were earned by woman, as compared to 7% in 1972.[6]

The Education Amendment Act Title IX, allows public schools to separate students based on gender, under special circumstances. The school must justify single-sex classes with research and identify the anticipated academic and social outcomes with supporting evidence that specific goals were achieved. The school district must ensure that the single-sex program is equally funded.

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[4] Robert Huston Costlow *"A Case Study of Single-Sex Biology Classes in a High School in South Georgia"* (Electronic Theses & Dissertations: A Case Study of Single-Sex Biology Classes in a
High School in South Georgia,2011), page.16

[5] Sylvia Yvone Reddick Pilson. *"The Effect of Single Sex Classroom Outcomes on Mathematic and Reading in an Elementary School"* (Alabama: University of Alabama,2013), hlm. 45

[6] Ibid

Georgia public schools are currently implementing the single-sex curriculum in at least 17 programs. Other public single-sex schooling includes Afrocentric academies for boys and girls, and the Young Women's Leadership schools.[7] In California, the Single-sex Academies legislation is the largest example of a state's role in the creation of single-sex public schools. Although single-sex schools still exist primarily in the private and parochial sectors in the United States, single sex education is occurring in other countries.[8] For example, while Britain's single-sex schools make up a small, selective group, countries such as Australia, New Zealand, and Ireland have a sizeable number of single-sex schools. Although, coeducation has been the norm for most public schools in the United States throughout the 19th and 20th centuries, after Title IX became a law, there is a small strong consistent push toward incorporating more single-sex classes.[9]

One might believe that with all previous data and court rulings, single-sex classes would be the most provocative topic and venture in education today. However, even with the advent of the NCLB stipulations, some districts are having difficulty implementing the single-sex idea.[10]

According to a report conducted by Sneed and Anderson, the policy of government should comprehensive and clear in implementing such a school or classroom which the district should develop a comprehensive policy that follows the requirements in the regulations. Other stipulations include developing a rationale for the classes that cannot be based on gender stereotypes, the programs must be offered in a well-balanced manner, and periodic evaluations of the classes at least every two years must be performed.

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[7] Robert Huston Costlow *"A Case Study of Single-Sex Biology Classes in a High School in South Georgia"* (Electronic Theses & Dissertations: A Case Study of Single-Sex Biology Classes in a
High School in South Georgia,2011), page.17

[8] Ibid

[9] Ibid, page.18

[10] Natalia Ibanez. Best Practices in Single Gender Education.(Austin: Austin Independent School District, Department of Research and Evaluation), page.10

b. *Gender Segregated Classroom*

The term of single sex or single gender classroom is also have the closest meaning or have the same definition with the gender segregated classroom or segregation classroom. Segregated classroom is also known as the separation between the women class and men classes in the process of learning. So, there are no differences with single gender classroom that the concept of the classroom is girls or boys only. Although these ideas are hyped as "new discoveries" about brain differences, they are, in fact, only dressed up versions of old stereotypes. Moreover, these sex-segregated classes deprive students of important preparation for the real, coeducational worlds of work and family. Rather than offering choice, sex-segregated programs limit the education of both boys and girls.

2. Classroom Climate

Flanders 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.[11] While Amborse define classroom climate as the intellectual, social, emotional, and physical environments in which our students learn. However, safety is not the only consideration[12]. When students move out of their comfort zone to what Pat Griffin refers to as "our learning edge" they can develop their understanding, take in a new perspective, and stretch their awareness. Students' internal reactions to class activities and classmates-feelings of annoyance, anger, anxiety, surprise, confusion, or defensiveness-may are signs that their way of thinking about things is being challenged.[13] "All learning and involves some degree of culture shock to the degree that they challenge our

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[11] Centre for Teaching, Learning and Technology. "Classroom Climate". A Handout Book. University of British Columbia. Page. 3

[12] Ibid

[13] Adelman, H. S. & Taylor, L. (in press). Classroom climate. In S. W. Lee, P. A. Lowe, & E Robinson (Eds.),Encyclopedia of School Psychology. Thousand Oaks, CA: Sage. Page.1

basic perspectives.[14] Much can be learned through culture shock that cannot be learned any other way,"[15] Tension in the classroom, when it does not get out of control or explode, can prompt learning. Safety is not a goal in itself, but a prerequisite for the kind of classroom climate that can result in learning.

There is much that a teacher can do to promote a safe, engaging classroom climate:[16]

a) Arrange the classroom in a way that maximizes interaction; ideally, students should be seated in a circle or horseshoe shape that maximizes the amount of eye contact students can have with each other.

b) Encourage but not compel participation in whole class discussions. The teacher may state that s/he not call on students individually to participate, and students have the right to not participate. The teacher can bring people into discussion indirectly- using prompts, eye contact, and statements such as "Let's hear from the back (or second) row" or "Let's hear from some people who haven't been talking." Perhaps most importantly, do not expect minority students to educate their peers, to speak for their race or group. Moos indicated six major methods by which characteristics of environments have been related to indexes of human functioning. These included ecological dimensions, which encompass geographical, meteorological, and architectural design variables, behavior settings, dimensions of organizational and structure; dimensions of identifying the collective personal and/or behavioral characteristics of the milieu inhabitants, dimensions related to psychosocial, characteristics and organizational climates; and variables relevant to the functional or reinforcement analyses of environments.[17]

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[14] Mara W. Allodi. The meaning of social climate of learning environments: Some reasons why we enough about it. Learning Environ Res (2010). Page.91

[15] Ibid

[16] Sandra Lee Still. Presentation on Classroom Climate. Initially licensed teachers conference. Garner Sr. High. April 4, 2001.

[17] Jan Bennett, B.M.E., M.E. The Relationship Between Classroom Climate and Student Achievement. University of North Texas. 2001, 24

a. *Three Dimension of Classroom Climate*

Rudolph Moos groups such concepts into three dimensions for classifying human environments and has used them to develop measures of school. Those classroom climate Moos's three dimensions are:[18]

1) **Relationship**

Relationship is the nature and intensity of personal relationships within the environment-, the extent to which people are involved in the environment and support and help each other.[19] The terms of relationship in human environments according to Moos are involvement, cohesiveness, and support. Those three factors of relationship is just an example of relationship. But, to see the classroom climate in the classroom, the present study just limits the relationship in terms of cohesiveness and involvement. So, in finding how the relationship of this classroom, the researcher focuses on those two factors, that is involvement and cohesiveness.

a) Involvement

Student involvement in the classroom has implications for educational processes and learning outcomes. Astin defined student involvement as "the amount of physical and psychological energy that the student devotes to the academic experience"[20]. Astin, in an interview with Richmond, indicated higher education is in competition with other forces for students' energy such as job and family, and it is imperative for colleges and universities to prevail in

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[18] Adelman, H. S. & Taylor, L. (in press). Classroom climate. In S. W. Lee, P. A. Lowe, & E Robinson (Eds.),Encyclopedia of School Psychology. Thousand Oaks, CA: Sage. Page.2

[19] Ibid

[20] http://moos-moos.wikifoundry-mobile.com/m/page/The+Human+Environment , 16th March 2017

this competition.[21] Astin also differentiated between highly involved and noninvolved students. Students who are highly involved devote a great deal of energy to studying, actively participate in class, and regularly interact with classmate and other students.[22] On the other hand, noninvolved students neglect studies, are hardly ever on school, do not participate in classroom activities, and have little contact with other students. Astin developed the theory of student involvement in part to guide researchers in their investigation of student development and as well as to assist the administrators and teacher in their design of more effective learning environments. The involvement is also related with the students-students and students-teachers interaction as well.

b) Cohesiveness

Cohesive classrooms students valued their classmates, were involved with and cared about each other, tried to help one another, and were proud of their membership in the group. Group cohesiveness was found to affect individuals differentially by sex and mental ability. Anderson's findings suggested classroom social climates have significant effects on individual learning, and wide differences exist based on student ability and sex. In order to create a positive classroom climate, teachers needed to provide students with cohesiveness through a sense of classroom community – a classroom with a sense of connection, a feeling that they were valued, and a feeling that they had influence with their classmates and teacher.[23] Students with a strong sense of

[21] Adelman, H. S. & Taylor, L. (in press). Classroom climate. In S. W. Lee, P. A. Lowe, & E Robinson (Eds.),Encyclopedia of School Psychology. Thousand Oaks, CA: Sage. Page.2
[22] Mara W. Allodi. The meaning of social climate of learning environments: Some reasons why we do not care enough about it. Learning Environ Res (2010) 13:page.100
[23] Jan Bennett, B.M.E., M.E. The Relationship Between Classroom Climate and Student Achievement. University of North Texas. 2001, 44

community felt personally known and respected. By participating in social-climate setting activities, both students and teachers came to better understand each other's value systems and began to create a cohesive environment.[24] This enabled them to work together toward the common goal of social and academic achievement. In cohesive classrooms students valued their classmates, were involved with and cared about each other, tried to help one another, and were proud of their membership in the group. A cohesive classroom was one in which a wide variety of individual interests and needs were satisfied. A positive climate supported diversity, differences, and likenesses, and it provided social support and encouragement of participation by all members.[25]

2) **Personal development**

Personal Development is the basic directions along which personal growth and self enhancement tend to occur. One of the three dimensions is Personal Development Dimension. This dimension assesses "the basic directions along which personal growth and self-enhancement tend to occur in the particular environment. Personal Growth subscale make up another set of WES dimensions.[26] These dimensions include the Autonomy, Task Orientation and Work Pressure subscales. All three subscales contribute to a description of the work setting's goal orientation; Autonomy and Task Orientation tap personal growth dimensions as well. Competitiveness is also related with students' personal development. The examples of personal development in classroom climate are independence, competition and autonomy.

1) Competitiveness

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[24] Ibid, 43

[25] Jan Bennett, B.M.E., M.E. The Relationship Between Classroom Climate and Student Achievement. University of North Texas. 2001, 40

[26] Adelman, H. S. & Taylor, L. (in press). Classroom climate. In S. W. Lee, P. A. Lowe, & E Robinson (Eds.),Encyclopedia of School Psychology. Thousand Oaks, CA: Sage. Page.2

Still competitiveness is a factor that can be easily observed. Competitive goal structures existed when students competed with each other for achievement goals.[27] Ames reported that social comparison in the public classroom was extensive, including announcement of high and low scores, charts of students' progress, ability grouping, and displays of selected papers and achievements. Competition fostered cautious, defensive interaction and misleading and threatening communication. Individualistic goal structures were formed to separate students, reduce interaction, and allow independent learning experiences.[28]

The impact of this type of competition on students when they compared unfavorably could be seen in the students' of their own ability, avoidance of risk taking, use of less effective learning strategies, and negative affect directed toward self. Students' self-evaluations of their ability were more negative when the students were focused on winning than when they were focused on improving their performance.[29] In classrooms characterized by public evaluation, students became more focused on their ability and the distribution of ability in the classroom group.

2) Task Orientation

Teacher task orientation refers to the knowledge of planning and delivering instruction and of evaluating learning, the extent and quality of the professional preparation that influence both the quality and style of teaching.[30] The more knowledge you have of planning and delivering instruction and of evaluating learning, the better your students learn.

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[27] Rudolph Moos Theory. https://www.scribd.com/mobile/document/271922081/Rudolf-Moos-Theory , accessed 16th March 2017

[28] Ibid
[29] Ibid
[30] Ibid

Instructors without sufficient pedagogical or teaching knowledge are forced to teach by instinct and are doomed to trial-and-error approaches.

Teacher task orientation is a key behavior that refers to how much classroom time the teacher devotes to the task of teaching.[31] The more time dedicated to the task of teaching a specific topic, the greater the opportunity students have to learn. Some task-related questions a teacher must answer are: How much time do I spend lecturing, asking questions, and encouraging students to inquire or think independently? How much time do I spend organizing for teaching and getting my students ready to learn? How much time do I spend assessing my learner's performance?

3) System Maintenance and Change

Teacher's System Maintenance is the extent, to which the environment is orderly, clear in expectations, maintains control, and is responsive to change.[32] These dimension including clarify, control, innovation. Those three example, the researcher just be focused with the control and innovation of the teacher in classroom.

a) Classroom Control

According to Rudolph Moos theory, a classroom control relate to the behavior serves the need to control events. The idea that all behavior is purposeful is an important concept in working with students.[33] Students are not "bad" or "disruptive"; they are simply attempting to meet their needs using behaviors that are not in their best interests or the best

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[31] http://moos-moos.wikifoundry-mobile.com/m/page/The+Human+Environment , 16th March 2017

[32] Ibid

[33] Rudolph Moos Theory. https://www.scribd.com/mobile/document/271922081/Rudolf-Moos-Theory , accessed 16th March 2017

interests of others. Oftentimes these behaviors have provided them with much needed attention, a sense of control, escape from work they find difficult, a method of self-regulation, or a way to have fun. It is our role as educators to help them develop behaviors that not only meet these needs but also serve them effectively throughout their lives. iam Glasser has crusaded for increasing the sense of efficacy and power students' experience. In his book Control Theory in the Classroom, Glasser stated, "Our behavior is always our best attempt at the time to satisfy at least five powerful forces which, because they are built into our genetic structure, are best called basic needs". Glasser described the five basic needs as "(1) to survive and reproduce, (2) to belong and love, (3) to gain power, (4) to be free, and (5) to have fun". Glasser indicated students function productively only in school environments that allow them to experience a sense of control or power over their learning.

b) Innovation

Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an asset in the classroom. Teachers are key figures in constructing a creative climate, but they need support from both policy-makers and institutions. In particular, curricula and assessment are key areas to be addressed in order to allow creativity in the classroom. Institutions are generally considered to be resistant to change. As iamson and Payton point out, any kind of educational change is challenging, messy and slow. Schools, in particular, face an enormous challenge, as there is a pressure to achieve in different areas and as new requirements do not shade or substitute old ones. Moreover, it is quite unlikely that an institution can provide disruptive change. By disruptive innovation, Christensen et al. mean a kind of innovation that is not only preoccupied with the improvement of an existing

product (which is called incremental innovation); but which radically changes the paradigms and principles of the product.

Figure 2 1. Social Climate Dimension

Role of the School Psychologist given the importance of classroom climate, the establishment and maintenance of a positive climate in every classroom must be a central focus of all school staff. School psychologists can play an increasing role by taking every available opportunity to work with teachers in their classrooms to increase teacher competence and provide collegial support.

This means going beyond traditional consultation about classroom management strategies arid how to work with individuals manifesting behavior, learning, and emotional problems. School psychologists can be invited to spend increasing amounts of time in classrooms teaming with teachers to enhance classroom climate.

A major focus of this should be on developing school-wide programs that:

➢ assist students and families as they negotiate the many school-related transitions
➢ increase home involvement with schools
➢ respond to, and where feasible, prevent crises
➢ increase community involvement and support

c. Factor Influencing Classroom Climate

There are some factors that can be used by the teacher to build or develop their knowledge:[34]

a) Stereotypes cause alienation and marginalization among those who are the target of unfair generalizations. In fact, just the threat of stereotypes, what Steele & Aronson tokened "stereotype threat," can impact learning negatively. Students who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.

b) The tone of a class environment is influenced strongly by the instructor. Studies show that students approach faculty who express encouragement more so than faculty who come off as punitive. Tone can be set by instructors through their interactions with students and through other modes of communication including syllabus.

c) Student-student interactions during and outside of class affect the overall climate. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on student learning.

d) Faculty-student interactions also play a role. Students, who felt that their instructor was approachable, had concern for minority student issues and treated students as individuals and with respect reported a better course climate.

e) Content includes the course materials, examples and metaphors, case studies and project assignments used to illustrate the ideas being taught. Content that includes a variety of perspectives or is representative of multiple views is more conducive to a positive climate.

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[34] https://www.cte.cornell.edu/teaching-ideas/building-inclusive classrooms/classroom-climate.html. Has been accessed on July, 20th 2017

d. **Assessing Classroom Climate**

Being reflective about the events that take place in the class on a regular basis, there are techniques you can use to gauge your classroom's climate. Ask for feedback directly from the students on their experiences in particular course. This also serves to heighten students' awareness of their own study practices. A number of classroom assessment techniques (CATs) (Angelo & Cross, 1993) are designed to do just that, inquire about the classroom climate:[35]

a) Prompt students to respond anonymously to one or both of the following questions:
b) I feel comfortable participating in this course: a) always b) often c) sometimes d) rarely e) never.
c) One or two things that would make me feel more comfortable in this class would be:
d) Collect the responses and study them for common themes.
e) Address your findings in the next session and explain to students what changes that will make, if any.

3. Classroom Climate Level

a. *Positive Classroom Climate*

Positive classroom climate has been identified as one of the key factors in effective teaching, and strong correlational links have been established between teachers who are able to generate such a classroom environment and students' performance within these classrooms.[36] According to La Pianta "An optimal classroom climate is characterized by low levels of conflict and disruptive behavior, smooth transitions from one type of activity to another, appropriate expressions of emotion, respectful communication and problem solving, strong interest and focus on task, and

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[35] Ibid

[36] La Paro & Pianta (2003). "*Classroom Climate and Academic Performance of Higher Secondary Students.*" NICHD Early Child Care Research Network, 43

supportiveness and responsiveness to individual differences and students' needs".[37]

Indeed, researchers such as Bracey have noted that educational research should focus on the way in which teachers and students interact and the ways in which teachers structure learning environments in order to promote these interactions with students.[38] Positive classroom climates characterized by positive and supportive teacher-child relationships and interactions have been shown to influence students' psychosocial adjustment and to improve student's social competencies with peers.[39] In one study done by Wilson, Pianta, & Stuhlman, the relationship between children's social competence and their first grade classroom environment was explored using data from the NICHD Study of Early Child Care and Youth Development, which revealed four distinct types of classroom climates (characterized by different overall quality of emotional and instructional supports). One way to examine patterns of interaction has been to focus on communication, on which all levels of education have depended. The importance of communication in creating a positive classroom climate has not been over emphasized. In addition to verbal communication, other factors of communication such as facial expressions, gestures, and bodily posture have been important. Nonverbal messages have often been inconsistent with verbal content, and these inconsistencies have been expressed continually in the classroom.[40]

Positive classroom climate and it also decrease the students' aggressiveness in class especially in lower level of students in classroom performance. Higher levels of aggressive incidents could predict a deterioration of classroom

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[37] Ibid
[38] http://www.cfchildren.org/about-us/enewsletter/key-factors-in-creating-a-positive-classroom-climate, accessed on March 15th, 2017)

[39] Ibid
[40] Jan Bennett. "The Relationship Between Classroom Climate and Students' Achievement". A Dissertation of Doctor Degree. University of North Texas, 43

climate, or a "burnout cascade".[41] This deteriorating classroom climate is marked by increases in troublesome student behaviors and increased emotional exhaustion on the part of the teachers, as teachers try to manage these behaviors. Positive classroom climate is a mix of class management strategies and interesting teaching approaches that motivate children which enhance the achievement of teaching objectives. Anderman has also suggested that the use of rewards or prizes for participation, performance, or achievement may have improved students' perceptions of classroom climate. An effective teacher has long understood that the middle road to motivating students to manage their own behavior keeps rewards and punishments as subtle and informative feedback mechanisms, rather than controlling and coercion.[42] Research has suggested that when students have reported a classroom as having a caring environment, students also reported greater liking for school, concern for others, more sophisticated conflict, resolution skill, less feelings of loneliness, and fewer discipline problems.[43]

According to Hamre and Pianta, to create positive classroom climate the teacher should use instructional techniques and modeling procedures to help students more appropriately manage conflicts, such as social problem-solving skills and demonstrate support for appropriate emotional expression.

b. Negative Classroom Climate

Negative classroom climate is characterized by competition, alienation, and hostility that lead to anxiety, discomfort, and intellectual deprivation.[44] Actually, there is no specific definition of what creates a negative classroom climate, it is considered to be one in which students feel

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[41] Dana Galler.(2003). *"An exploration of How outstanding teacher use emotional intelligence to create positive classroom climate"*. A dissertation : University of New Jersey. 13

[42] ibid

[43] Jan Bennett. "The Relationship Between Classroom Climate and Students' Achievement". A Dissertation of Doctor Degree. University of North Texas, 33

[44] Jan Bennett. *"The Relationship Between Classroom Climate and Students' Achievement"*. A Dissertation of Doctor Degree. University of North Texas, 43

uncomfortable, whether physically, emotionally, or academically, for any reason.[45] Classroom climate is the perceived atmosphere, both positive and negative, resulting from the physical and social environment. Negative climate refers to the level of negativism, teachers' sensitivity (the awareness and reactions of teachers to students' academic and social needs) and taking students' perspectives into consideration (the level of response to students' interests and motivation). So, a negative classroom climate deals with the uncomfortable feeling of students in class and many misbehave there. Threats may have included situations such as family violence, loss of privileges at home or at school, a boyfriend or girlfriend who threatened to break up, or a school bully.[46] A rude classmate or a teacher who humiliated or embarrassed a student in front of peers may have been perceived as a threat.[47]

4. Learning Speaking

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors.[48] People learn cognitive, linguistic, motor, and social skills, and which take many patterns. At a simple level, children learn to solve to the word daddy, to tie their shoes, and to play with other children. At a more complex level, students learn to solve long-division problems, write term papers, ride a bicycle, and work cooperatively on a group project.[49]

According to Brown, Learning is the acquisition of knowledge or skills through experience, study or by being taught. According to Brown, speaking is an interactive process of

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[45] http://wik.ed.uiuc.edu/index.php/Classroom_Climate , accessed on March 15th, 2017

[46] Ibid
[47] Jan Bennett, B.M.E., M.E. The Relationship Between Classroom Climate and Student Achievement. University of North Texas. 2001, 24
[48] Dale H Schunk. *Learning Theories: Educational Perspectives*. The University of North Carolina at Greensboro. Page. 2
[49] Ibid

constructing meaning that involves producing, receiving and processing information

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.[50] There are also affective factors that influence learning speaking. Affective factors are emotional factors which influence learning.[51] Here are some affective factors in learning speaking: Lack of self-confidence, Shyness, Anxiety, Afraid of making mistake, Afraid of being despised. Overcome the affective factors among university EFL students, the researcher suggest some strategies as follows: [52]

1. Making the classroom more comfortable and convenient for students to participate actively in oral performance.
2. Creating a sincere and close relation between teacher and student.
3. Presenting some academic preparation courses for overcoming stressful situations in EFL settings.
4. Motivating students to improve their target language proficiency and communication skills from the elementary levels.

In speaking, it cannot be denied that some people have problem when learning or practice speaking. The problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. Ur has identified some of problems, they are[53]:

1) Student inhibition. Speaking activities require a student to have all eyes on him and exposure to an audience can often give students stage fright. They may be also be worried about making mistake, being criticized or losing face in front of the rest of the class.

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[50] Scott Thornbury,…… How to teach speaking,Longman, p.6-15

[51] Abdolnoor Khaleghi . "Identification of Affective Factors Influencing Students' Low Participation in University EFL Oral Classes: An Iranian Case Study" Vol. 6, No. 7; July 2016

[52] Ibid

[53] Aleksandrzak, Magdalena., *Problems and Challenges in Teaching And Learning Speaking At Advanced Level*. (Adam Mickiewicz University Press Poznań, 2011) P. 37

2) Nothing to say; another common problem is that student sometimes think they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they know they should be participating in the speaking activities. Students often lack of confidence in their speaking ability and feel they have insufficient language skills to express exactly what they want to say. There were the students lose their confidence in self when they want to express or giving contribution in class so they do not focus in material, do not active in the class and dispose be quite in the class.

3) The low of participation. There will be dominant students in an English class making it difficult for some reserved students to express themselves freely. The low participant is because lack of confidence so they feel not getting chance to contribute their idea, they have just silent and follow the teacher material during the learning process. If they have more confidence they will more active in the class.

4) Mother tongue use; Students who insist using their mother tongue are students who are fearful or criticism and need to be encouraged to speak English. Student must understand that they cannot revert to their mother tongue as this will take away precious speaking practice time during lessons ad slow down oral progression. The student who use mother tongue is cause they less confidence with their self, they feel afraid, uncomfortable when they want to speak English because it will not be good English with fluently.

As many teachers' observations, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and

communicative experiences, both positive and negative. Fiona, an ELT teacher, also adds the problem that may occur in speaking class, such as[54]:

1) Students won't talk or say anything
   There are many reasons why students won't talk or say anything, they are:
   a) Culture, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students.
   b) Classroom atmosphere. Student silence may simply be that the class activities are boring or are pitched at the wrong level.
   c) Teacher's ability in speaking. If the teachers are shy about speaking in English, how can they expect their students to overcome their fears about speaking English?
2) When students work in pairs or groups they just end up chatting in their own language.
3) When all the students speak together it gets too noisy and out of hand and teachers lose control of the classroom.

B. Previous Study

There some previous research related to this research, a research conducted by Hilmi Rosyidah which title "The Effect of Single-Sex Classroom Management in Improving English Speaking Skill of 2nd Graders at SMPN 5 Bangkalan." In this case, the researcher uses quantitative method which concern on experimental approach with control and experiment class. That research focus on the effect of single gender classroom management in students' speaking ability and the student's improvement in speaking skill. 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

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[54]Lawtie, Fiona., *Teaching Speaking Skills 2 - Overcoming Classroom Problems.* (Caracas, Bristish: ELT Teacher., 2014)

been done by the researcher in single-sex classroom.[55] In addition, the researcher found that the roles of teacher in single gender classroom are really impact the learning process. While in the present research, the objective is different. The researcher wants to know the classroom climate of single gender classroom while learning speaking. So, if this previous study focuses on the improvement of speaking while the present study focus on the classroom climate.

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. So, this is more complex. 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.[56]

A research conducted by Robert Huston Hollow which is title "A Case Study of Single-Sex Biology Classes in a High School in South Georgia" is also one of journal research that related with single gender classroom. But, in this research, the researcher wants to know the effect of single gender classroom to improve biology classes. The researcher also gets the data from coed classroom for comparing the variable. The researcher wants to know the significant effect of single gender classroom to the biology achievement. Besides that, the researcher also tries to find out the other factors such as self-efficacy, peer help and participation of the class.

A researcher conducted by Sylvia Yvonne Reddick Pilson which entitled "The Effect of Single-gender Classroom on

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[55] Rosidah,Hilmi. "*The Effect of Single-Sex Classroom Management in Improving English Speaking Skill of 2nd Graders at SMPN 5 Bangkalan*", (Surabaya: UIN Surabaya),2013.
[56] Paul Gleason. *Gender Segregated Learning Environments An Analysis Of The Perceived Impact Of Single-sex Classrooms In South Carolina*. Doctoral Dissertation (Open Access).2011 page.72

Students' Outcomes in Mathematic and Reading in an Elementary School" the objective of this research is the improvement of students who apply for single gender classroom in terms of achievement in math and reading. This research uses some methodology of the data that is regarding with the improvement of students in learning.

Another research conducted by Kristen Hartman which is entitle "The Advantages of Single-Sex vs. Coeducational Environments for High School Girls". In this research, the researcher wants to know the classroom environment for both of two kind of creature that is coeducational classroom and single gender classroom. The research method used by the researcher is a comparison of both variables in a survey research. The result of the survey is the single-sex environment allows girls to flourish as students and women, not feeling intimidated or over powered by their male peers. The belief is that there still exist some stereotypical ideas about gender and academics. Many teachers and students are guilty of believing that men dominate in academics, this belief could hinder girls ability to shine in this area.

A research conducted by iam V. Whalen which entitle "The Single-Gender Classroom: Improving Middle School Students' Achievement in Math". This research was measured by using the school's database (a computer program called X2) to compare the total number of discipline referrals of students in single-gender math classes compared to co-educational math classes.

A research conducted by Eileen Flaherty that is title "Single Sex Education in Elementary and Secondary Public Schools". This research explains about the advantage of single gender classroom. The result is Single sex schools have a better school climate, more school community and better student interaction action with teachers, all of which can lead to betters grades and better career opportunities in the future.

A report which is written by Natalia Ibanez to the department of research and evaluation of Austin Independent School District entitle "Best Practices in Single Gender Education". This research focuses on how the single gender classroom be implemented by the government and how is the

strategy in implementing single gender classroom. The author is just made some tips and strategy about single gender classroom.

Those all previous study is concerned with the relation or the effect of single gender classroom with the improvement of the subjects and the classroom management in that classroom. While there are no analysis of how the classroom climate itself and how the interaction in that classroom. This research is analyzed and gets the deep information about the classroom climate in single gender classroom that commonly implemented in Indonesia. This research focus on how single gender classroom climate in learning speaking.

The psychological effect of single gender classroom is also including in those all previous study such as how are the students' self-esteem, motivation and etc. But, this research analyze the classroom climate which is not only including those all psychological factors but also the environment and management of the class. All those factors are analyzed in classroom climate that is mentioned in Rudolph Moors theory that includes relationship, personal development and etc.