CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of the study. The researcher describes the data result in findings part. The data obtained from the classroom observation and questionnaire be analyzed and elaborated to answer the research problem mentioned in chapter 1. While in discussion, the researcher deduces the findings about single gender classroom climate in learning speaking of 8th grade students of MTsN Krian academic year of 2016/2017.

A. Research Findings

The researcher has conducted the research from 17th – 30th April, 2017 through the techniques of collecting data as stated in the research method. The data collected were devoted to answer the research question of how the single gender classroom climate in learning speaking at 8th grade students of MTsN Krian academic year 2016/2017. Purposive sample was chosen not only separated by gender but also separated by the student's level. As the teacher state that each classroom has their own characteristic regarding with their achievement level which is also influence their motivation in class. Those 4 classes consist of 2 female classes (1 high level class and 1 low level class) and 2 male classes (1 high level and 1 low level). To show the result of this study conveniently, those findings are categorized based on the three dimension of classroom climate.

1. Single-Gender Classroom Climate Through Research Survey of Students' Perception at 8th grade students of MTsN Krian in Learning Speaking

In term of recognizing how the classroom climate in learning speaking, the researcher needs data of classroom behavior through survey result with spreading questionnaires in those 4 classes. Classroom behavior can be found from the students' information by explaining or choosing what they have felt in the classroom when learning speaking process. Based on the questionnaire, the researcher gets the information of how classroom climate in single gender classroom based on students' experience that displayed using charts

and categorized by the three dimension of classroom climate including relationship, personal development and system maintenance change.

a. *Classroom Relationship*

Relationship refers to 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. The terms of relationship in human environments according to Moos are involvement and cohesiveness. Based on the result of spreading questionnaire in 4 classes, the questionnaire result of classroom climate level which were included in this dimension are detailed in this following chart:
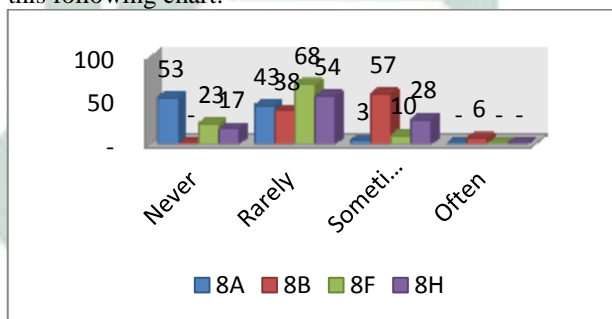

Chart 4 1. I feel never participate in discussion.

The chart above shows that the result of this point has different percentage of each classroom. In 8A, 53% choose 'never' means more than a half percent of students are very disagree by that statement, a half of them state that they are very active in class and learning process. 43% choose 'rarely' shows that they are disagree with that statement, they participate in discussion. 3% choose 'sometimes' means they are 'agree' of never participate in discussion and none of them choose 'often'. In 8B, just none of them very disagree of this statement. 38% choose 'rarely' and most of them choose 'sometimes' with 57% shows that their participation is quiet low. 6% choose 'often'.

In 8F, it is a bit different with 8A which 23% choose never. Most of them choose 'rarely', 68% of them feel that they are quiet active in discussion. 10% choose sometimes and none of them choose often. It is shows that the classroom participation is good. In 8H, almost same with 8F that most of them choose rarely. So, the level of participation in 8H is quite good. The data can be seen at the chart above.
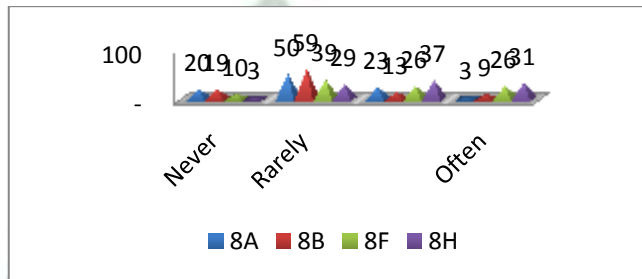

Chart 4 2. I am often interrupted by other students in class.

Contradictory from the previous result of point, this result has the similarity views. 8A and 8B of male class shows almost same perspective with 20% from 8A and 19% of 8B choose 'never' means that they are 'very disagree' with that statement. Term of 'interruption' may not always happen in class. Most both of them choose 'rarely', the data can be seen clearly from the chart above. Some of them choose sometimes with 23% of 8A and 13% of 8B. Just a bit of them choose often, with 3% of 8A and 9% of 8B. By those all explanations, it shows us that the interruption may not always happen in class with most of them are 'disagree' with that statement. While in female classes, the data is quite different. In 8F most of them choose 'rarely' means the students are 'disagree' with that statement. But in 8H, most of them choose 'sometimes' means the students are 'agree' with the statement. That result shows us that in 8F have good relation and 8H has 'bad' because many students feeling interrupted in class.
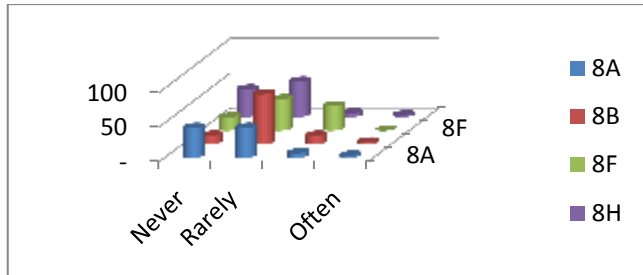
Chart 4 3. I censor myself in classes because I feel uncomfortable.

As shown in charts 4 3., feeling uncomfortable in class are observed that almost all classes have a high chart in 'rarely' choice, 8A with 43%, 8B with 72%, 8F with 45% and 8H with 51%. It means most of them are 'disagree' with the statement self-censoring in class. They agree about feeling comfortable in class, shows with the percentage of 'never' choice that is almost similar high with 'sometimes' choice. However, 8F shows 35% of them are 'agree' with that statement. By these result, 8F has concluded as having not really good relationship with more than a quarter get censored in class because uncomfortable situation.
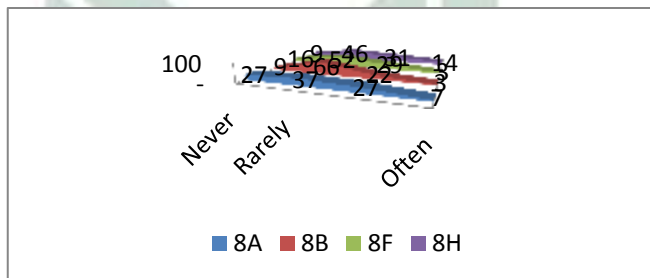

Chart 4 4. I have made a good comment in class that was ignored.

This point refers to an ignorance or a classroom respect while discussion. That it is showing us from the data taken by the researcher to the 4 classrooms; most of the students choose 'rarely' in this point with 8A of 37%, 8B of 66%, 8F of 52% and 8H of 42%. The data result made an understanding that most of them are 'disagree' with that statement. Based on their choice, they feel that they were never been ignored by their friends while discussion sections. On the contrary, the researcher also pay attention to the 'sometimes' result. There are a highly value of students who choose 'sometimes' means that they are 'agree' with this statement. The percentages of this point are 8A with 27%, 8B with 22%, 8F with 29% and 8H with 31%. The total of students who is feeling ignored when discussion is still high.
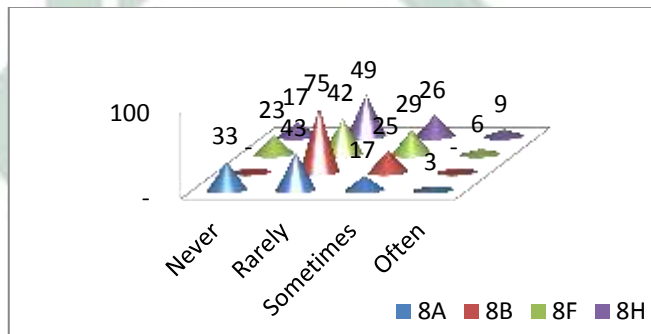

Chart 4 5. Other students ignore my input and ideas in class.

The chart above informed us that the students who choose 'rarely' is high 43% of 8A, 75% of 8B, 42% of 8F and 49% of 8H. It means that the most of students 'disagree' with the statement that their friends ignore the ideas and input while discussion. From that chart, the students state that the classroom cohesiveness is good with respectfulness and understanding. Unfortunately, same as the previous chart, this chart also shows us the high response from 'sometimes' choice with 37% of 8A, 25% of

8B, 29% of 8F and 26% of 8B quite highly response from the students who 'agree' with that statement with students' ignoring others' input and ideas that should be also considered by the researcher.
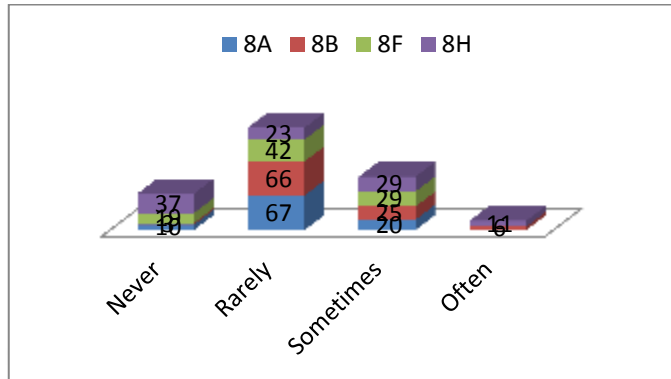

Chart 4 6. There are times when I want to ask a question or make a comment in class but I choose not to do so.

From that chart of 4 6., it shows us that the highly choice that are chosen is 'rarely' with 8A is 67%, 8B is 66%, 8F is 42% and 8H is 23%. Even 8H has different result that the highest choice is 'never' with 37%. That result shows most of the students 'disagree' with that statement. It means that the students always asking questions or make comment in class if there is a chance to do so. 8H get the highest choice in 'never' so they state that they are very confident in asking questions and make comments during the learning process. The other percentages is 'sometimes' which is 8A is 20%, 8B is 25%, 8F is 29% and 8H is 29%. Consideration to the 'sometimes' result is also should be further analyzed because there are more than a quarter of students who state that they 'agree' with that statement. Last percentages is students who choose 'often', there is still some students who choose 'often' with the percentage as 8B is 6% and 8H is 11%, while 8A and 8F are 0%.

b. *Students' Personal Development*

Students' personal development refers to the students' personal growth and their self enhancement during the learning process that bring big advantage of students while learning. The personal development of this research be just focused on students' competition and task orientation. Same as the previous data, it is also displayed using chart as follows:

Chart 4 7. I feel that being the best is important

As the chart shown us the result of students' perception regarding with their personal development above, most of the students choose 'sometimes' and 'rarely'. From the data, students who choose rarely means that they 'disagree' with the statement are 8A with 47%, 8B with 59%, 8F with 26% and 8H with 11%. While students who choose sometimes are 8A with 37%, 8B is 34%, 8F is 45% and 8H is 49%. There are a highly result whether students who are agree with the statement and students who feel 'disagree' with this statement. The researcher should be analyzed more about this.
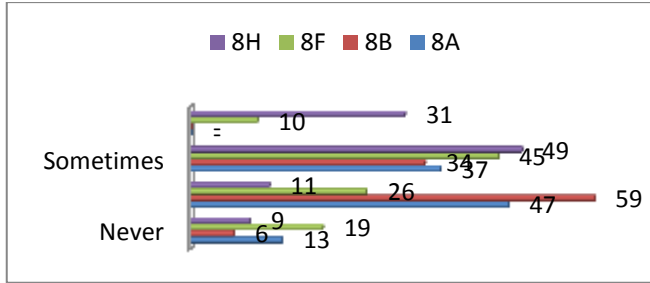
Chart 4 8. I am confident in my academic capabilities.

Almost similar with the previous result of finding, this present result is also have a highly result in 'sometimes' and 'rarely'. The percentages of students who choose 'sometimes' are 8A with 67%, 8B with 38%, 8F with 34% and 8H with 39%. The students who choose 'rarely' means that they are 'agree' with the statement. There is also some students who choose 'often' means that they are 'very agree' with that statement. The percentages of students who choose 'often' are 8A is 30%, 8B is 16%, 8F is 0% and 8H is 32%. The other data can be seen in the chart above.
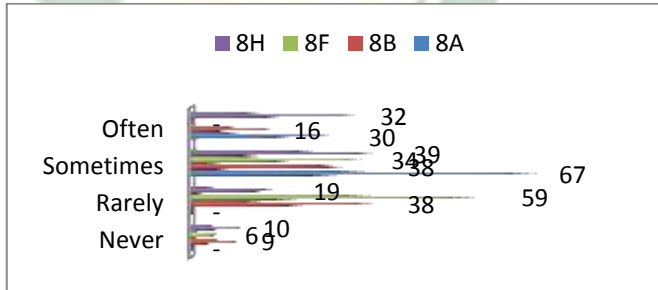

Chart 4 9. Competition makes the practice more interesting

As shown in charts 4 9., argue that competition make the practice more interesting in class are observed that almost all classes have a high chart in 'sometimes' choice, 8A with 67%, 8B with 38%, 8F with 34% and 8H with

39%. It means most of them are 'agree' with the statement self-censoring in class. They are 'agree' that competition makes the practice more interesting. Some of them even choose 'often' means that they are 'very agree' with that statement. Competition is the best way to make the practice more interesting and challenging. The percentage who choose 'often' or 'very agree' are 8A with 34%, 8B 16% and 8F 32%. While there are students who are 'very disagree' by this statement by choosing 'never' are 8B and 8H with 9% and 10%.
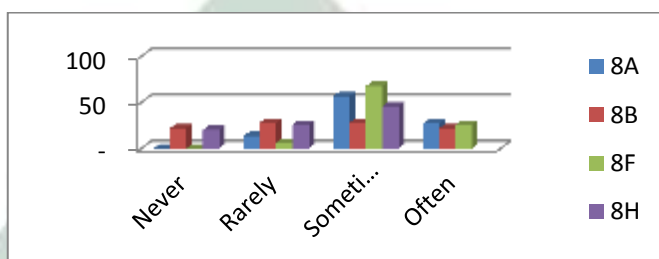
Chart 4 10. I like to compete with my friends in class

The chart of 4 10., it shows us that the highly choice that are chosen is 'sometimes' with 8A is 57%, 8B is 28%, 8F is 68% and 8H is 46%. That result shows most of the students 'agree' with that statement. It means that the students like to compete with their friend in classroom activities. The other percentage is 'often' which is 8A is 27%, 8B 28%, 8F is 26% and 8H is 0% that is analyzed that the students are 'very agree' in this statement. The students always like to compete with their friends in class and they do agree that the competition is good for their academic capabilities.

c. *Teacher's System Maintenance Change*

System maintenance change refers to the extent which the environment is orderly, clear in expectations, maintains control, and is responsive to change. These dimension including clarify, control, innovation. Those three examples,

the researcher just be focused with the control and innovation of the teacher in classroom. Same as the previous data, it is also displayed using chart as follows:
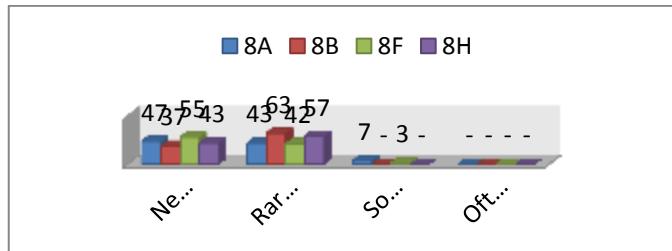
Chart 4 11. My teachers never call me by name.

The chart above shows that the result of this point has different percentage of each classroom. However, the highly result most occurred in 'never' and 'rarely' choice. In 8A, 47% choose 'never' means more than a quarter percent of students are very disagree by that statement. 43% choose 'rarely' shows that they are disagree with that statement; the teacher always calls them by name. 7% choose 'sometimes' means they are 'agree' of teacher calling them by name and none of them choose 'often'. In 8B, just 37% of them very disagree of this statement. The highest of the students which is 67% choose 'rarely' means that they are 'disagree' with the statement. None of them choose 'sometimes' and 'often'. In 8F, most of the students choose 'never' or 'disagree' with that statement by the 55% of the percentage and 42% of them choose 'sometimes', 3% of them choose 'sometimes'.
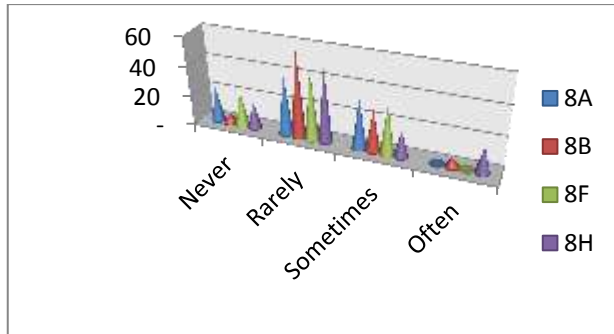
Chart 4 12. I feel I am treated more harshly or unfairly than other students.

It is clearly shows how the teachers' control the students in order to shows that there are no unfairly relationships between others. most of the choose 'rarely' means the students 'disagree' with the statement the data that can be shown are 8A has 40%, 8B is 59%, 8F is 45% and 8H is 49%. Students choose 'sometimes' in this point. The data shows that 8A is 33%, 8B is 38%, 8F is 32% and 8H is 17%. The other data can be seen at the chart above. 'Sometimes' means the students 'agree' with that statement.
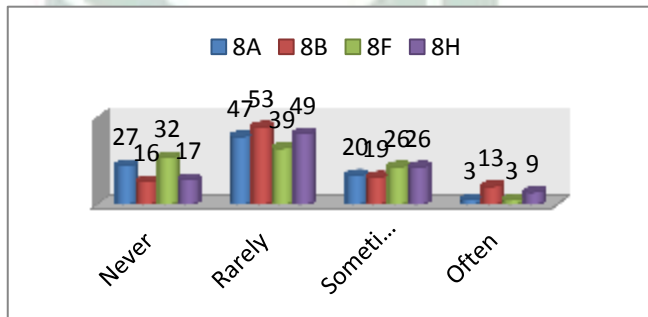
Chart 4 13. Teachers pay attention to the most talkative students in class.

Above chart shows us the result of the survey about teacher's control in classroom in this point is highly shows in 'never' and 'rarely' option. 'Never' shows that the students are 'strongly disagree' with the statement with 8A are 27%, 8B is 16%, 8F is 32%, and 8H is 17%. The highest chosen are 'rarely' with 8A is 47%, 8B is 53%, 8F is 39% and 8H is 49%. 'Rarely' shows that the students are 'disagree' with the statement. Furthermore, there are some students who choose sometimes which is 20% of 8A, 19% of 8B, 26% of 8F and 26% of 8H. 'Sometimes' means students are 'agree' with the statement. The results of students who choose 'often' are 8A is 3%, 8B is 13%, 8F is 3% and 8H is 9%.
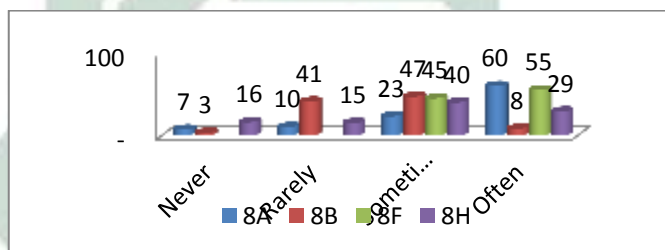
Chart 4 14. I feel very comfortable in single gender class and it also has a positive influence in my speaking practice

The table above noticeably explains that regarding with learning in a single gender classroom, how the students feel is and how is the influence of their speaking practice. The students mostly choose 'often' which is 8A is 60%, 8B is 8%, 8F is 55%, and 8H is 29%. 'Often' here means that the students are highly agree with the statement. 'Sometimes' are the second option that mostly choose by the students. The numbers of students who choose sometimes are 8A of 23%, the result of 8B, 8F and 8H is almost same that is 47%, 45%, and 40%. The other data can be seen in chart above.

2. The Difference of Male and Female Classroom Climate of 8th Grade Students in Learning Speaking at MTsN Krian Through Direct Observation

In term of recognizing of how the classroom climate of single gender classroom, the researcher need to know the classroom condition through direct observation in order to understand the real situation in the classroom. Based on classroom observation, the researcher tabulated the data of classroom climate which were obtained from observation checklist and evaluate based on the formula;

$$\text{Result} = \frac{\textbf{Total of item occured}}{\textbf{Total students' in class}} \times \textbf{100}\%$$

Then, the researcher displayed those data of classroom climate using percentage to make the readers easily interpret the data in chart below:

S1 : Ss Interaction
S2 : Ss have access to other students
S3 : T Provide physical contact like high five
S4 : T participate verbal-non verbal communication
S5 : Deals firmly with behavior
S6 : Respon to disruptive behavior respectfully
S7 : Ss tend to compete with each other
S8 : Ss interest to competition task
S9 : T teach based on lesson plan
S10 : T a guide on the side
S11 : T scans and monitors students behavior
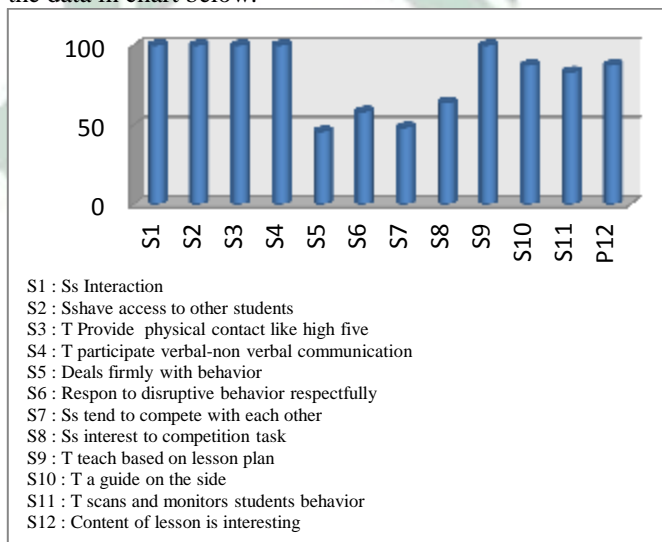S12 : Content of lesson is interesting

Chart 4 15. Observation of Classroom Climate

As seen in chart 4.15, 12 statements which are represent as the three dimension of classroom climate were observed in 4 classes of 8A, 8B, 8F, and 8H. However, there are 5 statements

which were 100% occurred in four classes. Those all statements regarding with the Students-students interaction which is provided by the teacher in all classes, students have access to communicate with other students while learning is also provided by the teacher in all classes, Teacher provide physical contact like high five is also provided by the teacher, and teacher use verbal and non-verbal communication is also occurred in the classroom. The common non-verbal communication the teacher uses is thumbs up.

Besides, there are two statements which were 88% occurred in four classes. There are statement number 12 and number 10. The characteristic of statement number 10 is categorized as the classroom control done by the researcher. The researcher observed that the teacher always guide the students on the side rather than sage of the stage. In addition, the researcher also observed that there is same result on teacher innovation on teaching speaking. Students look very enthusiasm although the teacher may not realize that there are some students who have bit difficulties in discussion using English and doing that kind of grouping exercises. It is may not appear the problems in 8A and 8F class. However, in 8B and 8H class, it creates misbehavior. Some of students feel demotivated and try to disturb other students. It may cause some classroom disruption in class.

Furthermore, 5 other statements which were occurred 46% students of 4 classes' shows that the students deal firmly and positively with behavior. The researcher observed that the students having quiet good relation especially in 8F of female classes. The term of peer help are generally occur between them. On the contrary, in male classes, term of dealing positive behavior is not generally occurred. 58% students of 4 classes were observed having a response to disruptive behavior respectfully. The three other occurred of 48% regarding with Students tend to compete with each other, 58% students are interest in competition task, 64% of teacher guide on the side rather than sage on the stage, and 83%of them teacher scans and monitor the students behavior which is the researcher

observed that the teacher sometimes move unpredictably and monitor students' activity in group discussion or classroom activities.

Those all statements can be specified into some categories as classroom relationship (interaction, involvement, and cohesiveness), Personal development (competition and task orientation), and system maintenance change (control and innovation) in table below:

Table 4 1. Categorization of Classroom Climate Dimension

No	Statement	Category	Dimension
1	Ss Interaction	Ss Interaction	Relationship
2	Students have access to other		
3	T provides high five	TS interaction	
4	T provides communication		
5	Deals firmly with behavior	Classroom cohesiveness	
6	Respect to each other		
7	Ss compete with each other	Competition	Personal Development
8	Ss interest in competition task		
9	Teach based on lesson plan	Task orientation	
10	T guide on the side	Classroom control	System Maintenance Change
11	T scan and move		
12	Lesson is interesting	Innovation	

To make the detail findings of each dimension categories based on the table above, those classroom climate are described in each dimension in different classroom as follows:

a. Relationship

Based on the result of classroom observation in 4 classes of single gender classroom of MTsN Krian, the

relationship was observed included at this category are detailed in this following chart:
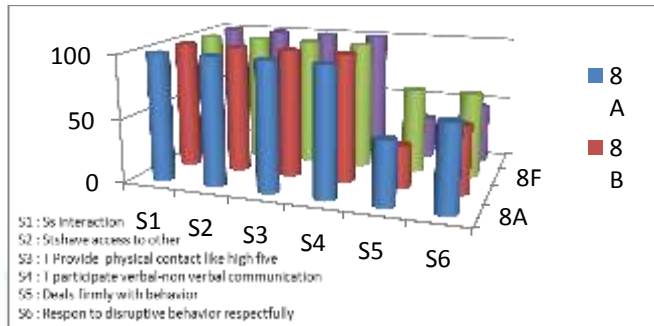

Chart 4 16. Classroom observation result of Relationship

The chart above shows that six statements regarding with classroom climate which categorize as the relationship of classroom climate which have different percentages of occurrence in classroom. Ss Interaction, Ss have access to other, T provide physical contact like high five, T participate verbal – nonverbal communication observed 100% occurred in all classes. While Ss deals firmly with behavior analyzed that analyzed that 8A analyzed 50%, 8B is 33%, 8F analyzed 67% and 8H analyzed 33%. In addition, the data of students respond to disruptive behavior respectfully shoes the different result which shows as 8A is 67%, 8B is 53%, 8F is 67% and 8H is 47%. Those classroom relationships are described in detail as follows:

1) Students interact with others and discuss content

This statement observed that was occurred 100% among 4 classrooms (8A, 8B, 8F, and 8H). In all classes, the researcher found that the students are freely to interact with others when discussing the materials. However, some students do not use this chance wisely. In 8A, the researcher observed that the students are actively giving ideas while discussion if the teacher besides them. If not, some of them kidding and did not serious in learning. In 8B, the researcher observed that the students are very less in motivation. The teacher still gives

them freely interact with others but they ignore the chance. The students who less in motivation not discuss the content but tend to interrupt others. It may disturb the learning process in classroom. Moreover, there was a student sang loudly and made jokes when the other students were doing exercise. In addition, in 8B, students still kept talking while they were doing the test.

Contradictory with 8B, 8F the students show they are highly motivated with the discussion. They tend to follow all the teacher's instructions and do the discussion effectively. It is shown based on the picture below:

Figure 4 1. The enthusiast of students' discussion in class

In 8H, almost same with 8B result, most of the students are less in motivation which is makes the discussion activities tend to be failed.

2)   Students have access to other students during learning time collaboratively

As clearly shown from the diagram above that the researcher observed there is 100% of 4 classes means that the teacher tend to make the learning process independently for all students. Unfortunately, the research found that that there is still interruption during collaborative learning. 8A and 8F classes there is less interruption when collaborative learning. However, the 8B class use collaborative learning is an access to play around and makes some joke or doing unrelated things in classroom. Other phenomenon of doing unrelated things to lesson in class 8B, there was a student habitually stretched lines

on the paper when either the teacher was explaining material or the other friends were doing classroom activities. Still the teacher tends to make them learn independently by giving them access to other students.

3)   Teacher provides physical contact like high 5

Actually the researcher found that the teacher do not really do this thing. For them, high 5 is something unformal to do. As the researcher observed, the teacher provides physical contact but not in all classes. Because the teacher is a female teacher, so she is providing the physical contact with the female classes only. While the male classes, the teacher state that only male teacher are used to do this. Finally, the researcher decided to conclude that all teachers provide the physical contact in order to get close to the students and giving extra motivation to the students.

4)   Teacher provides verbal or nonverbal communication

Providing verbal or nonverbal communication was also found in the classroom direct observation. The teacher use verbal communication such as say 'thank you', 'good' and etc. While nonverbal communication used by the teacher is related with hand gesture and facial expression. Such as when there is student who doing misbehave in class, the teacher directly put her hand up and doing a warning to them. It was observed in all classes. The researcher decided to conclude that this item occurs in all classes, 100% of 4 classes.

5)   Deals firmly with behavior

"Students deal firmly with behavior" analyzed that 8A is 50%, 8B is 33%, 8F is 67% and 8H is 33%. It is analyzed 15 of 30 students of 8A observed that the students deals firmly with behavior. It is shows while the teacher provides classroom contract, almost a half of them follow with the rules. 8B analyzed that 33% of them follow the rules. There are very few students who break the rules. Many misbehave shows in this class. One of them is students are always looking the window and doing improper manner. There were approximately 2-3 male students often sit improperly by either putting their legs up on other side of their legs or putting their legs up on the other seat.

8F analyzed high dealing firmly with behavior. It is shown by the researcher observed among 67% students who follow the rules and having good behavior in class. However, in 8F class, the teacher stated that students are categorized as the good students because they always do what the teacher instruct, but sometimes there are some students who do not pay attention to the lesson, they were daydreaming when learning process. On the contrary, the students of 8H class were doing something different. Many of the students are doing misbehave such as sleeping and doing unrelated things.

6) Students respond to disruptive behavior respectfully

This item was observed well in 8F of female classes. Most of them are wise in order to make the classroom still conducive although there are students who disturb the learning process. Most of them are called up that students and warn them slowly. Even there is students who typically warn with a rough words, but the other students can show their respect to the teacher, so it may directly influence the other students who stop doing the misbehave things.

While both in male classes 8A and 8B the researcher observed that the students cannot really handle the warm learning environment. It is typically male students who always interrupt others. However, 8A is better that 8B in managing the classroom environments. There are many students who actively respect to another rather than in 8B who typically doing the disruptive behavior and there is a little students who did not do misbehave. Even there are students who actively show positive behavior, but the students cannot stop or decrease misbehavior done by the other student because the majority of students are doing this.

b. Personal Development

The following results are a description of how the students deal with the personal development through some kind of competition in classroom activities and teacher's task orientation given to the students. Based on those 4 classes, the students' personal development was observed included at this category are detailed in this following chart:
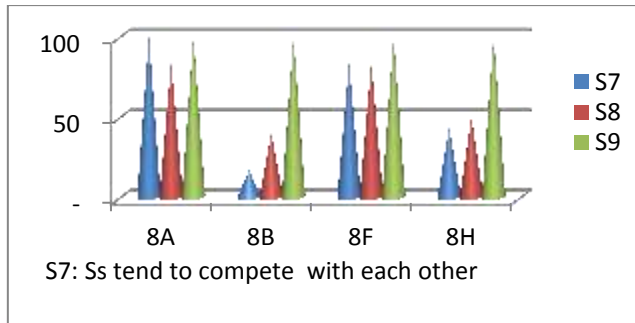
Chart 4 17. Students personal development in classroom

From that chart, it can visibly analyze that 3 statements regarding with classroom climate which categorize as the students' personal development of classroom climate which have different percentages of occurrence in classroom. 'Students compete with each other' shows the different result of each class. Competition here is a students' engagement of their interest of being the best in class in term of academic capabilities. The observation result shows 8A has 50%, 8B is 17%, 8F is 83% and 8H is 43%. While the following statement regarding with students interest in doing assignment basically type of quiz and challenge. While the response of each classes are different with 8A is 83%, 8B is 40%, 8F is 83% and 8H is 50%. About teacher task orientation is related with their lesson planning. In this point, the researcher observed that there are 100% because the teacher always teaches and doing the activities based on her lesson planning. Those students personal development are described in detail as follows:

1) Students tend to compete each other

"Students tend to compete with each other" was observed of 58% among those all 4 classes. Moreover, it has a different result among those 4 classes. In 8A, the students tend to be active but just some them. In male classes, students did not really care with the point whether the answer correct or not but they tend to think that who is the best, who is faster, that's the real winner. However, this typically thought is not a good things, it can change the student's perception of doing

competition in class. Further contradictory with 8A, 8B tend to ignore the instruction. They look like demotivated with those kind of competition in class. They think that doing a kind of quiz is not important. The students look unserious with the classroom competition.

Besides, in 8F, they show that they are really enthusiasm with the competition. Not only focus on faster is better but also the content and the correct answer. While in 8H, it is almost same with 8A class that is students tend to think that faster is better but ignore the content, ignore the answer. So, sometimes they finish so fast but the answers are typically wrong.

2) Students are interested in the competition task

It is almost similar with the previous result that 8A are very interested in competition tasks with 83% of them feel like very interested in challenging and competition tasks. Among 40% of 8B students which is observed that they are interested in the competition task. The researcher found that the students of 8B are not really enthusiast while the teacher gives them some questions in class. Although the teacher said that she give extra point for everyone who want to come forward and answer the questions, but just 5 of 30 students who really active in answering and come forward. However, the researcher has concluded that in 8F it is almost same with 8A result that 83% of students have been interested in the competition task. It is shown when the teacher provides a quiz in the whiteboard. The students directly come forward and answer those all questions. After answer it, the teacher give the students extra point. Similar with 8B class, 8H class observed 50% of students who look interest in competition task.

3) Teacher teaches based on the lesson planning

This category observed 100% in all classes. The researcher found, the learning activities always based on the lesson plan of the teacher. 8A, 8B, and 8F have same activities while the researcher did the direct observation. While 8H have different activities because the agenda of that day is just correct the homework and quizzes.

c.   System Maintenance Change

The furthermore result related to the system maintenance change regarding with the classroom climate

dimension which is observed in those 4 classrooms (8A, 8B, 8F, and 8H classroom) be displayed with the chart as follows:
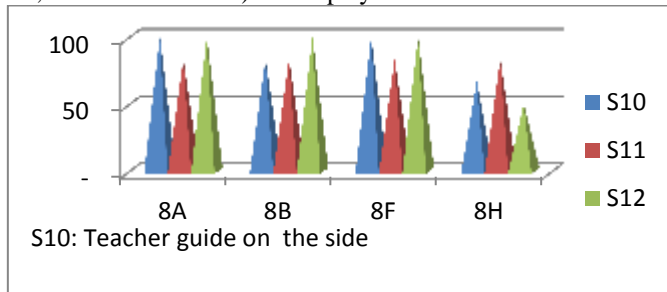

Chart 4 18. Teacher's System Maintenance in Classroom

From that chart, it can visibly analyze that 3 statements regarding with classroom climate which categorize as the system maintenance change. 'Teacher guide on the side'. That statement regarding with the classroom control has been done observing by the researcher. Guide on the side refers to how teacher control the classroom activities. The observation result shows 8A has 100%, 8B is 83%, 8F is 100% and 8H is 67%. 'Teacher scans and moves unpredictably' also refers to how the teachers control the classroom. The result of observation is same that is 83% in all classes. 'Lesson content is interesting' refers to the teacher's innovation in teaching. The result is 100% in 3 classes (8A, 8B, 8F) while 8H is 50%. Those categorizes be described as follows:

1)   Teacher guide on the side rather than sage on the stage

This classroom climate categorization was occurred differently in every class. In 8A class, it is observed that the teacher 100% did this kind of classroom control while the students discussion. It is can be shown by the picture below:

Figure 4 2. Teacher guide on the side while students discussion in 8A class

In 8B, the researcher found that there is 83% of teacher who did the guide on the side while student's discussion. The reason why the teacher did not do that because there are many students who misbehave and she said that she didn't feel well. Then, in 8F it is also found that the teacher 100% did this classroom control. In 8H, it is shown that 67% indicates that the teacher did that kind of classroom control. The teacher is not really control the classroom. On the contrary, she did sage on the stage because of the agenda is just correct the homework.

2)   Teacher scans and moves unpredictably during the discussion

        The result of researcher observation shows the same result of all classes that is 83%. The teacher always does this in all classes. However, when the researcher observed the teacher does not always moving to control the students' activities. The teacher did not know that some of them are sometimes did the discussion unserious. Moreover, 17% of students shows doing interruption and joking when discussion. Some of them also were daydreaming in class.

3)   Content of Lesson is Interesting

        Content lesson is interesting' is one of the categories that regarding with the teacher's innovation in class. The observation result shows 100% of teacher use the interesting content and activity. Such as in 8A, the topic is about

describing places. The teacher asks students to describe the attractive places in their hometown, draw it and present in class. In 8F, the teacher provide puzzle to engage the students and guide them to observe what kind of topic that can be learned by restructuring a text and the students should speak with English while discussion, the activity displayed by picture as follows:

Figure 4 3. Students' discuss about the context of the text using English

B. Discussion

Classroom climate is one of the prevailing mood, attitudes, and standards that the students' feel they are in the classroom.[1] A negative classroom climate can feel hostile, chaotic and out of control.[2] A positive classroom climate feels safe, respectful, welcoming, and supportive of students' learning. While moderate classroom climate is the concluded while those kind of positive classroom climate aspects are seldom exist in the classroom.[3] Poor category refers about feeling that the classroom is out of control,

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[1] La Paro & Pianta (2003). "Classroom Climate and Academic Performance of Higher Secondary Students." NICHD Early Child Care Research Network, 43
[2] Ibid
[3] Herminia N Falsario. "Classroom Climate and Academic Performance of Education." DLSU Research Congress. 2014.

many behavioral problems and many interruptions between students.[4]

1. Single Gender Classroom Climate of 8th Grade Students in Learning Speaking at MTsN Krian

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.[5] According to La Paro & 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 supportiveness and responsiveness to individual differences and students' needs."[6] As the two theories above, the researcher observes that the classroom who have positive classroom climate is 8A and 8F classes. According to Rudolph Moos theories of classroom climate in the book entitle "Encyclopedia of School Psychology", there are three dimension of classroom climate which are relationship, personal development and system maintenance.[7]

a. Classroom Relationship

The terms of relationship in human environments according to Moos are involvement, cohesiveness, and support. But, the researcher only focuses on student's involvement and cohesiveness. As the researcher result of survey research, there is a line which can be concluding that the relationship of 8A and 8F is 'high' while 8B categorized as "poor" and 8H categorize as "negative" However, as the researcher observe in class, 8A and 8F

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[4] Ibid

[5] Jan Bennett. "The Relationship Between Classroom Climate and Students' Achievement". A Dissertation of Doctor Degree. University of North Texas, 45

[6] La Paro & Pianta (2003). "Classroom Climate and Academic Performance of Higher Secondary Students." NICHD Early Child Care Research Network, 56

[7] 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

relationship is quite good. The researcher look that there are less interruption between students, many respectful there and the condition is very calm, cooperative and supportive. As the psychological expanded theory of Moos state that peer cohesion is also the extent to which employees are friendly and supportive of one another. Which one of the word that state in relationship theory of Moos. Here are peer help is also one of cohesiveness aspect besides the respectfulness.

Anderson's findings suggested classroom social climates have significant effects on individual learning, and wide differences exist based on student ability and sex, 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. So, the teacher observed that the students in 8A and 8F class are having a positive or high relationship between them.

8B conclude as "poor" and 8H class have a 'negative' result. The term of unrespect between others or even teachers. Many interruptions such as 'call-out and 'shouting' makes them should be in negative result. Moreover, 'talking during teaching learning processes, 'sleeping in class', 'doing unrelated things' is also occurred in 8H and 8H, especially 8B.

b. *Personal Development*

The personal development can be seen from their activities in the classroom, their activeness, their daily behavior in classroom and etc. The degree of emphasis on good planning, efficiency, competition and getting the job done is some of the personal development aspect. But the researcher only focuses on classroom competition and teacher's task orientation. From the survey result conducted in those four houses. It is concluding that the personal development of 8A and 8F is same that is 'high'. However, the result shows that the 8F have higher average that can be conclude that classroom climate in 8F is better than 8A.

As the researcher observes in class, the students of 8A and 8F really enthusiast with the activities related with competition. They always try to be the best as the highest score in class. Although there is a group work, they always try to be a winner in every games or quizzes. But, in 8A class, maybe because of the class members all are male. So, there are some interruptions in

classroom. While in 8H, there may be like a competition game, but for some minutes they get bored and asking for other games. Furthermore, their enthusiast with the competition is not high as in the 8F class. So, 'negative' is suitable for them. The last is 8B class. It is so challenging in teaching for students in this class. They are very active but less competitive and more ignorance to others. Their respectful is also 'low'. So, the researcher observes that this class has 'low' personal development.

c.   *Teacher's System maintenance change*

The system Maintenance is the extent, to which the environment is orderly, clear in expectations, maintains control, and is responsive to change. These dimension including clarify, control, innovation. Those three examples, the researcher focused with the control and innovation of the teacher in classroom. The survey result shows that the system maintenance of each classroom is different. 8A and 8F state that the system maintenance of the classroom is 'high'.

In addition, gender or single gender model is not too influence the classroom climate itself. The most important is the students' motivation in learning, a good treatment from teacher and classroom management as well. However, the single gender model is also having benefit for some cases such as making students comfortable and confident while practicing and discussing in class. It decreases the interruption in female classes. As the researcher interview of some students, female especially, they feel like they are more comfortable in single gender model. The researcher also found it when observing the classroom. A leadership for the woman is well developing. 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". Based on this statement argues that the behavior of students is the most important thing. As the researcher described before that having good behavior can make students are usual to have a treatment which can change the system maintenance implementing by the teacher.

2. The Difference of Single Gender Classroom Climate in Male and Female Class in Learning Speaking at MTsN Krian

Between three dimensions of classroom climate that have been observed in those 4 classrooms (8A, 8B, 8F and 8H) found that there are different level of the classroom climate. The researcher takes a conclusion of the level of classroom climate that is more accurately found by the direct observation rather than the students' perception. The relationship between three dimensions of classroom climate in 4 classrooms show the different result. Such as in both of excellent class in 8A of male and 8F of female shows the researcher observes that 8A has good relationship between students-students and students-teachers. The involvement and cohesiveness in 8A shows high and cooperative communication such as there are no kind of bullying when there are students who make mistake in pronunciation or speaking practice. They are so respectful, help and care to each other.[8] Their personal development was also good which have a big competition spirit in them, classroom competition in this classroom are helping them to create a pleasure learning environment that the students deal to work with rather than against. However, there is still some kinds of bullying but not too create the problem. The characteristic of male fewer back channels in communication sometimes allow them to ignore others.

8F is also getting same result with 8A class. As the researcher observed in 8F, the students' are very supportive in any kinds of classrooms' activities. They are cooperatively learning speaking with others, competitive and supportive. Their involvement in class shows very good and creates a good relationship with them. Moreover, the classroom behavior problem is not generally occurred in classroom just a kind of interruption that rarely did by the students. That's why the relationship and personal development in 8A and 8F is high which also relate with the system maintenance of teacher. The teacher states that it is easy to control the classroom.

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

While in low level class of both female and male classes also shows that the classroom climate is not really good even female result shows better than male result which had been observed 8B is 'poor' and 8H is 'negative'. The fact why it identifies negative and poor are the three dimension of classroom climate which is relationship refers to the involvement and cohesiveness of the class shows that both of the aspect is valued as low because many behavior problem and interruption while interaction with each other even with the teacher.[9] The unrelated words, negative attitudes, and interruption also show inside the classroom during teaching learning process. However, those negative attitudes are not generally occurred in 8H class rather than in 8B that almost all students think it is usual to do that kind of negative behavior. Both class shows that they are 'talking while teaching learning process', 'sleeping in class', 'doing unrelated things', Ignore the teacher's instruction and 'cheating when test' not only in test even in answering questionnaire, they tend to cheat with their friends. The personal development of students is also quite low while shows that they do not like competing with others, just some students who tend to active in class and like the quiz.[10] In 8B, if there are students who tried to answer the questions or doing the quiz, there are also some students who interrupt them by using kind of 'shouting' and 'bullying' words or even they call them 'looking for attention' to the teacher. It may cause the students who want to be active in class become passive. The score 'poor' classroom climate is suitable for the students in 8B.

Learning speaking is good especially in some classes who have positive classroom climate because the students are easily to discuss and communicate with others without doubt and kind of interruption such as term of dating and etc. But, in classroom that have less positive classroom climate, they are still confident although that confident are sometimes down because of some interruption from others. But, it is clearly shows that the discussion session is really good, the practice also is really good. There are just a bit students who feeling shame when practice in front of

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[9] http://wik.ed.uiuc.edu/index.php/Classroom_Climate , accessed on March 15th, 2017
[10] Mara W. Allodi. The meaning of social climate of learning environments: Some reasons why we   enough about it. Learning Environ Res (2010). Page.91

class and etc. As it is state in literature review regarding with the problem of learning speaking which is students' inhibition, nothing to say, low participation and mother tongue used.[11] It shows in 8A and 8F class there are mother tongue used and students' inhibition are the problem that generally occurred in classroom while learning speaking. While in 8B and 8H class, there are many problems occurred. Seems like the students are not serious to do the instruction, they are unwilling to communicate with others. Mother tongue used is generally occurred in classroom.

However, there is a bit different result which is 8F result of female class that is higher than the male of 8A class although both of them are excellent class. By the theory of George Yule in the book of "Study of Language", the different of women and men in conversation style is one of the factors that the researcher can found in the classroom. According to George Yule, 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.[12] The above theory by George Yule is one of the reasons why it is different between male and female classroom. Female, which is categorized by having more back channels can create the classroom pleasure by showing more positive behaviors and less interruption while discussion rather than male classes. Male are categorized by fewer back channels shows the less respect between others while discussion and more interruption in class.

The supporting data to support the result of this research is also shown by the result of survey data and direct observation. However, the researcher concludes that the result of survey data is not really accurate because there are students who do cheating while answer the questionnaire. The result is also far from the first observation of the researcher while doing preliminary research. It is also different with the teacher's information about the characteristic of each classroom. So, the researcher concludes that the direct observation result is more accurate than survey result because of the result found by observing the fact of classroom

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[11] Aleksandrzak, Magdalena., Problems and Challenges in Teaching And Learning Speaking At Advanced Level. (Adam Mickiewicz University Press Poznań, 2011) P. 37
[12] Yule,George. "The study of language". (Cambridge: Cambridge University Press, 2010) page. 266.

behavior and by the teacher's information. However, the researcher will show both result of the data. Here is the survey result of single gender classroom climate according to students' perception:

The formula that the researcher use is:

$$\textbf{Result} = \frac{\textbf{Total percentage of item}}{\sum \textbf{classroom climate dimension}}$$

It is also categorized based on the classroom climate level that has been used by Herminia N. Falsario in the journal entitle "Classroom Climate and Academic Performance of Education Students". This result is only based on students' perception of their classroom behavior. It can be displayed through table as follows:

Table 4 2. Classroom Survey Result According to Students' Perception

Class	N	Mean	Level
8A	1269	91	High
8B	1202	85	Moderate
8F	1187	84	Moderate
8H	1242	89	Moderate

From the table above, it can be informed that a classroom which has a high classroom climate is 8A. 8B categorized as having moderate classroom climate and the other classroom like 8F and 8H is also categorized as moderate. However, the researcher still in doubt to the result based on students perception because of the incompatible result with the phenomena that the researcher seen while spreading questionnaire in class. While based on the researcher see when the first time comes to the class, there is a big difference between students who refers to a high level class and students' that refers to the lower classroom. Just like in the 8B and 8H class, the situation is very unconducive. The researcher also look that the teacher are difficult to control them, they always ignore the instruction even when the researcher spreading questionnaire, they are cheating to each other.

It is also different with the teacher's said about each level of classroom and their learning environment. The teacher said that teaching in low level classroom is always challenging because of the environment and students' motivation as well. As we known in the previous chapter, classroom climate is closely related with classroom environment as well. That's why with kind of doubting, the researcher want to conduct a classroom observation in order to know directly how is the classroom while learning speaking process. The researcher thinks that the observation is also essential to be done by the researcher. The following result explains how the classroom climate is based on observation.

While the formula that the researcher use in direct observation is:

$$\textbf{Result} = \frac{\textbf{Total of each item occured}}{\sum \textbf{\textit{of} participant}} \times 100\%$$

Then, the researcher takes the average of the percentage. It is also categorized based on the classroom climate level that has been used by Herminia N. Falsario in the journal entitle "Classroom Climate and Academic Performance of Education Students".

Range of Mean	Description
90 – 95	High (Positive)
85 – 89	Moderate
80 – 84	Negative
76 – 79	Poor

This result is only based on direct observation of single gender classroom climate. It was displayed through table as follows:

Table 4 3. Direct Observation Result of Classroom Climate

CLASS	N	MEAN	LEVEL
8A	1083	90	High
8B	910	76	Poor
8F	1100	92	High
8H	967	81	Negative

From the table above, the information are displayed clearly that 8A refers to high level of classroom climate which

is having a conducive classroom environments and good students relationship among 4 other classes. 8B shows poor; the direct observation shows that the students in 8B tend to interrupt each other. So, the environment is very crowded and the learning process unconducive. 8F is also categorized as the 'high' classroom climate and 8H shows 'negative' classroom climate.