

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely conclusion and suggestion. Based on the findings and the discussion in previous chapter, the researcher makes some conclusion of an analysis of single gender classroom climate in learning speaking at MTsN Krian. The conclusion and the suggestion are presented in order as follow:

A. Conclusion

1. Based on the result in survey and observation result, the classroom climate in MTsN Krian is divided into three. That is high, negative and poor. High can be defined as positive classroom climate which is considered as the classroom that is students are comfortable to learn in. It is also shows us that there is good relationship in class, good students' personal development and also having good of teacher's system maintenance; there are two classrooms that have positive climate that is 8A and 8F that is considered as the best classroom of out others. While 8H is negative this shows many problems in classroom behaviors that tend to disturb the classroom activities. The last is 8B that is considered as 'poor' because some reasons especially when the teacher observes the classroom, the students look having low motivation and unrespect to other students even with the teachers. This classroom climate happened because of the students are less motivation in learning and many interruptions between there.
2. The difference between classroom climate in male and female classes are: the female classroom however having better classroom climate in the result of the classroom observation done by the researcher. 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. 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. So, by this research it can be conclude that gender is not the only thing which can change the classroom climate. This research can also conclude that the single gender classroom is not assured of creating positive classroom climate. The reason why some of school in Indonesia creating single gender classroom is that they believe single gender classroom can create positive learning environment that also create positive climate in learning speaking. As it is observed, there is no guarantee that it can create positive classroom climate but it female classes, there is a positive impact which is female students are feeling more confident in learning speaking, to come forward and speak in front of the class. Most of female students state that they are comfortable in single gender classroom. While for male students, it is not clear having a positive impact for them in learning.

B. Suggestion

After doing the experiment, interpreting the data and discussing the result, the researcher would like to give suggestions toward her experiences in conducting this research. It is expected that the result of the study give useful contribution for teaching and learning English skill, especially in speaking skill for English teacher, other researchers and students.

First, suggestion for the English teacher in all classroom level and student is the teacher should consider about their effort in creating positive classroom climate by creating the student-student relationship by looking at their involvement in class that can be improved by making discussion and keep the classroom

environment more supportive. The teacher should keep the students' relationship in class by making them respect to another with some competition activities in class.

Second, suggestion for the next researcher who wants to conduct the same research that the present research discuss about the description of the classroom climate in single gender classroom and the difference between the single gender classroom in male and female classes. For the other researcher who wants to conduct this research, it would be better to observe the further factor why the female class is better than the male class. Because this research is just observed the difference of female and male classroom by the theory of George Yule about the gender conversation style that considered with the term of female and male back channels when speaking.¹ The next researcher can also have a further research what is another factor that influences the classroom climate beside the students' motivation.

The third is suggestion for the students, if they want to enhance the positive classroom climate, they should be creating their good relationship with their friends inside and outside the classroom. Less bullying and interruption, creating high respect with other students, is one of the students' can do in creating positive classroom climate. In addition, enhancing their self motivation in learning is also one effort that can create positive classroom climate.

The fourth is suggestion for school administrator. The school administrator should consider the impact of the classroom climate in single gender classroom by reading the result of this research. This maybe good information for school administrator which is wants to implement the single gender classroom in their school. The school administrator should inform to the teacher while they want to implement the classroom climate in class that the teacher should be more creative in making the classroom activities in order to make the students' engagement in learning speaking.

¹ Yule,George. "The study of language". (Cambridge: Cambridge University Press, 2010) page. 266.

