

SINGLE GENDER CLASSROOM CLIMATE IN LEARNING SPEAKING

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Abstract - Classroom climate also refers to the model of interpersonal relationship between teachers and students, the relationship between students, and the classroom management style as well. However, the classroom climate is one of the important things that should be considered by all the teachers in teaching learning process. But, there is still poor evidence that justified those issues. So, this study aimed to examine the classroom climate in single gender classroom which is contributed in learning speaking. This study has taken in one of Islamic Junior High School in Krian, Sidoarjo at 8th grade students only. Four classes were taken as a sample with the purpose by student's level. In addition, the researcher uses survey research using questionnaire and direct observation which use an observation checklist as an instrument. The result of this study was determined by the classroom climate level which is positive, moderate, negative and poor classroom climate. After conducting research, the result identified that there are 2 classrooms which is categorized as having a positive classroom climate. It is observed 90% and 91% of positive item occurred in the classroom. There are also 2 of the classroom observed as negative and poor.

Keyword: Single-Gender, Classroom Climate, Learning Speaking

I. INTRODUCTION

Speaking is one of the sociolinguistic in which tend to discuss about the study of the relation between society and language. In addition, speaking is the subdivision of learning a language among four skills of English that is writing, reading, speaking, and listening. As a practical output, speaking has so many influence things such as psychological, physical, systematic and attitudinal. According to Yussou Haidara in his survey research in Indonesia, the EFL students in Indonesia were analyzed that there are not just about lack of vocabulary and grammar, but having lack of motivation and never develop their confidence. In same gender discussion, there is little difference in number of speakers interrupt each other rather than in cross-gender interaction which is men interrupt women with 96 percent amount of interruption. The interruption of interaction can be one of factors that affect students' self-confidence which also effect on learning speaking and students' discussion in class. In addition, according to George Yule in book title "The Study of

Language" states that there is also the difference in conversation styles. Women produce more back-channels as indicators of listening and paying attention but men not only produce fewer back-channels, but appear to treat them. That causes the misunderstanding or uncomfortable feeling in woman because woman tends to think that men are not paying attention to them. There are many issues of gender differences in interaction and classroom problems. Those all reasons create the basic reason why MTsN Krian change the classroom model which is the previous one is coeducational classroom model become single gender classroom. Not only MTsN Krian, some of school staff decided to change the classroom climate based on gender to overcome those all problems. Something that can be offered is making a single gender classroom as they believe that it can create positive classroom climate. Although there is very limited significant evidence or research which proof their assumption that single gender classroom is one of the effort in creating positive classroom climate. Therefore, based on those reasons which already explained above, the researcher is trying to do a research which related to the single-gender classroom climate on the learning speaking of MTsN Krian. The research questions of this study are:

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

While the objectives of this study are:

To describe the classroom climate of single gender classroom in Learning Speaking at MTsN Krian

To know the difference of classroom climate of single gender classroom in male and female class in learning speaking at MTsN Krian

Definition of 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. 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.

Classroom Climate

Rudolph Moos defines Classroom Climate is determined by the model of interpersonal relationship between teachers and students, the relationship between students, the classroom management style as well. 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. 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: 1) 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. The terms of relationship in human environments according to Moos are involvement, cohesiveness, and support. 2) 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. 3) Teacher's 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 example, the researcher just be focused with the control and innovation of the teacher in classroom.

Level of 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. 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 supportiveness and responsiveness to individual differences and students' needs".

Negative classroom climate is characterized by competition, alienation, and hostility that lead to anxiety, discomfort, and intellectual deprivation. Actually, there is no specific definition of what creates a negative classroom climate, it is considered to be one in which students feel uncomfortable, whether physically, emotionally, or academically, for any reason. Negative climate refers to the level of negativism, teachers' sensitivity (the awareness and reactions of teachers to students' academic and social needs) 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.

Learning Speaking

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors. According to Brown, speaking is an interactive process of 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. There are also affective factors that influence learning speaking. Affective factors are emotional factors which influence learning.

II. RESEARCH METHOD

This research was typically design as qualitative. Quantitative research strives for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions. 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).

Data Collection Technique

In observation, the researcher uses the type of observer as participant. So, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. Their role is more peripheral rather than the active role played by the participant observer. Their status as observer/researcher is known to those under study. In this research the writer uses an observation to get the data about System maintenance and change, Personal Growth, Relationship. The second is survey method using questionnaire. The survey method gains the data about student perception of their classroom climate. A major task in survey research is constructing the instrument that be used to gather the data from the sample. To find out a perception, we can measure it with questionnaire that uses scale. As stated by

Windayani that scale is generally can be used to measure attitude, perception, value and interest .

Data Collection Techniques

Instrument is the measurement tool in the research for knowledge, skill, feel, intelligence, or attitudes. Some instruments that is used by the researcher to support the data collection technique are: Observation checklist is a tool that can be used to classify the data based on the theory. When observations are made in an attempt to obtain a comprehensive picture of a situation, and the product of those observations is notes or narratives, the research is qualitative. The checklist is adapted from the Farmington University “Classroom Climate Observation Checklist” and will be analyzed by the theory of classroom climate level that had been used by Herminia N. Falsario, Raul F. Muyong¹, Jenny S. Nuevaespañain in their research entitle “Classroom Climate and Academic Performance of Education Students “. The Observation checklist is consists of 12 items related with students relationship (involvement, interaction and cohesiveness), personal development (competition and task orientation), and teacher system maintenance (innovation and control). The second technique is using students” questionnaire. The model of questionnaire is close ended questionnaire with 4 options that are (never, rarely, sometimes and often) which be observed as (high, moderate, negative or low) classroom climate. This questionnaire was adapted from the research of Victorya Dempsey which title “A Chilly Classroom Climate? A Mix Method from Warren Wilson College”. There are 14 points that 1-6 points is about relationship with getting information about involvement, 7-10 is about personal development which getting information about the students” competition in class. The last 11-14 is about the system maintenance of teacher.

Data Analysis Techniques

The survey data will be analyzed based on the sequences: Firstly, the researcher spread the questionnaire in 4 classes which is consisting of 30 students for each. Secondly, to help the researcher in displaying the data of each result of each item of questionnaire, the researcher used percentages through this following formula:

$$\text{Result} = \frac{(\text{Total Item})}{(\sum \text{[Classroom Climate Dimension]})}$$

Third, the researcher displayed the percentage of students” perception of classroom climate among four classes in forms of charts and descriptive text. Finally, the researcher takes the average of student”s percentage and decided the classroom level.

The direct observation data will be analyzed based on these sequences: Firstly, the researcher used the data tabulation of classroom direct observation including three dimension of classroom climate in 4 classes. Secondly, to help the

researcher in displaying the data of each classroom climate occurrence which had been tabulated, the researcher used percentages through this following formula:

$$\text{Result} = \frac{(\text{Total of each item occurred})}{(\sum \text{of Participant})} \times 100\%$$

Third, the data be analyzed and categorized with the level of classroom climate according to Rudolph Moos Theory which is used in a research conducted by Helmenia N Falsario as follows:

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

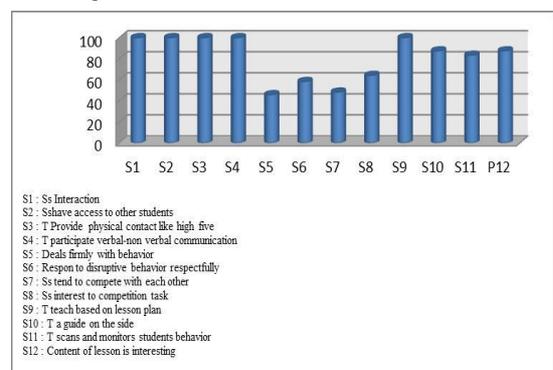
III. FINDING AND DISCUSSION

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. To show the result of this study conveniently, those findings are categorized based on the three dimension of classroom climate.

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;

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

Fig. 1. 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).

IV. DISCUSSION

Classroom climate is one of the prevailing mood, attitudes, and standards that the students" feel they are in the classroom. A negative classroom climate can feel hostile, chaotic and out of control. 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. Poor category refers about feeling that the classroom is out of control, many behavioral problems and many interruptions between students.

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

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." 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.

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 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.

8B conclude as "poor" and 8H class have a „negative" result. The term of disrespect 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.

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.

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.

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. 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.

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. 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. 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.

V. CONCLUSION

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 disrespect 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.

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.

VI. SUGGESTION

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.

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.

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