CLASSROOM MANAGEMENT STYLES FOR SINGLE-GENDER CLASSES

THESIS
Submitted in Partial Fulfilment
Of the Requirements for the Degree of
Sarjana Pendidikan

Ratna Putri Sanjaya
112011082

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
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Nama : PATNA PUTRI SANJAYA
NIM : 11 2011 082
Fakultas : BAHASA & SASTRA
Program Studi : PBI
Judul tugas akhir : CLASSROOM MANAGEMENT FOR SINGLE - GENDER CLASSES

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Saya yang bertanda tangan di bawah ini:

Nama : RATNA PUTRI SANJAYA

NIM : 14201082 Email : ratna.putrisanjaya@gmail.com

Fakultas : BAHASA DAN SASTRA Program Studi : PBI

Judul tugas akhir : CLASSROOM MANAGEMENT FOR SINGLE-GENDER CLASSES

Pembimbing : 
1. Maria Christina Eko S., M.Hum
2. Ani Kurnawati , M.Hum

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Classroom Management Style for Single-gender Classes

THESIS
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Sarjana Pendidikan

Ratna Putri Sanjaya
112011082

Approved by:

Supervisor
Maria Christina Eko Setyaningtyas, M.Hum

Examiner
Anita Kurniawati, M.Hum
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Ratna Putri Sanjaya
TABLE OF CONTENTS

PUBLICATION AGREEMENT DECLARATION
COPYRIGHT STATEMENT
Abstract
INTRODUCTION
LITERATURE REVIEW
Single-gender class
Classroom management
Classroom Management Style
METHODOLOGY
Context of the study
Participants
Data Collection Instrument
Data Collection Procedure
Data Analysis
FINDINGS AND DISCUSSION
Authoritarian style
Authoritative style
Democratic style
CONCLUSION
Acknowledgement
REFERENCES
CLASSROOM MANAGEMENT STYLES FOR SINGLE-GENDER CLASSES

Ratna Putri Sanjaya

112011082

Abstract

Classroom management styles are important in teaching and learning processes. Styles that are used by teachers usually adjusted to the class condition. Thus, teachers may have different styles to manage single-gender classes. This makes the researcher curious about classroom management styles that are suitable to teach single-gender classes. The curiosity arises because there are many schools which are single-gendered in Indonesia. These schools are usually vocational schools and religious schools, and there are some of these schools in Salatiga. The study uses observation to gather the data from some single-gender classes into schools in Salatiga. The schools are SMK Saraswati, school for male students and SMK Negri 1, school for female students. The participants observed were three teachers from each school. The study reveals the teachers use Authoritarian and Authoritative styles for teaching boys, then Democratic style for teaching girls. It is expected that result of the study will be beneficial for teachers who teach in single-gender classes, like Vocational schools and Religious schools.

Keyword: Classroom management style, single-gender classes
INTRODUCTION

Indonesia is one of the countries with the population predominantly Moslem. This makes us often found school which separated between boys and girls. Some of schools which have single-gender class in Indonesia are Islamic boarding Schools, and also Vocational Schools. In Salatiga itself there are some Islamic Schools and Vocational School, such as SMK Saraswati, SMK N 1, 2, and 3 Salatiga, SD Al-Azhar, SMP Iptidaiyah Salatiga, and Al-Hijrah Islamic School.

Last two year in 2012, I joined a Community Service (ComServ) in my faculty, the ComServ’s goal is focuses on training a university students’ how to teach and how to be a good teacher. ComServ has done at some schools around of Salatiga. At that time, ComServ has done at SMP N 1 Salatiga, SMA N 2 Salatiga, SMP N 7 Salatiga, SMA Theresiana, SMK Saraswati, and BimBel Nina. From those several schools, I was chosen to teach in SMK Saraswati Salatiga. I was happy when I taught in SMA Saraswati, but the problem was all students in the class are boys, and I had difficulty to make them pay their attention to me. So that, at the end of the class when I gave some quizzes to them about the material which I had explained, most of them got bad score. Based on that experience, I learned that in teaching and learning process, teachers not only need good material, but also classroom management to support teaching and learning process. Moreover, styles of classroom management that used is single-gender classes are different than styles that used in mix classes. That is maybe because boys and girls have different behaviours.
There is no study who discussed about single-gender class yet, but the study about classroom management conducted by Charlotte Nasey (2012) about Teacher’s use of Classroom-based Management Strategies: A Survey of New Zealand Teachers. The purpose of Nasey’s journal is to fill the gap by conducting a survey of teacher’s management strategies to increase student’s learning engagement and reduce behaviour interruptions. In his journal, Nasey use questionnaire which contained classroom rules, teacher’s perceptions, and classroom-based management strategies, and the result of this journal is showed that most schools used a school-wide discipline plan and most of the teachers developed their own classroom rules with student input. Another study conducted by Azlin Norhaini Mansor, Wong Kim Eng, Mohamad Sattar Rasul, Moh d Izham Moh d Hamzah, & Aida Hanim A. Hamid (2012) study about Effective Classroom management. This study is focus on classroom management, and they collected the data by interview and observation in teacher. By looking at those previous studies, this one has more or less similarities with those two mentioned studies above, because I also researched about classroom management, but it more specific in Single-Gender class.

Through this study, the aim of the study is to know classroom management styles that teacher use to teach in single-gender class. To conduct the aim, the research question is how teacher manages single-gender classroom?
After conducting this research, it is important for teacher to know which the best classroom management style that better to use to teach in single-gender class, like Vocational schools and Islamic Schools.

**LITERATURE REVIEW**

**Single-gender class**

The U.S. Department of Education (2005) defines single-sex education as “education at the elementary, secondary, or postsecondary level in which males or females attend school exclusively with members of their own sex.” Besides, Amanda Morin also mention on her article titled ‘What is Single Sex Education?’. Single-sex education, also referred to as single-gender education, is the practice of educating girls and boys in separate classes or schools. In other words, single-gender classroom is the class where all of the students are have the same gender, or in other words one class just contained boys or girls.

Teaching single-gender classes need special styles, because boys and girl’s have different behaviour in education. Vassiliou (2009, p.22) state on her book titled *Gender Differences in Educational Outcomes: Study on the Measures ; Taken and the Current Situation in Europe* that “One of the most often researched areas related to gender in education is the issue of sex differences, i.e. comparing male and female characteristics and performance.” Another statement come from (Eccles & Blumenfeld, 1985, p.79) “... males and females are often found to have differing
beliefs, which are assumed to account in part for sex differences in achievement behaviours.” Single-gender class is also necessary because differences of boys and girls behaviours. (Francis 2000; Warrington and younger 2000) state on (Smyth, 2010) writing that “Furthermore, boys tend to be more disruptive in the classroom and experience more negative interaction with teachers as a result of their misbehaviour.”, based on that Smyth (2010) state that in the classroom, boys have negative effect through girls’ academic engagement and achievement.

**Classroom management**

According to Harry K. Wong and Rosemary T. Wong in their best selling ‘How To Be An Effective Teacher: The First Days of School’ (Wong & Wong, 2005), “an effective classroom management style consists of creating an environment and attitude towards the students that is task oriented, predictable, and consistent.” In a world that is constantly shifting away from a one size fits all approach to education in favour of individualized standards of conduct and performance, educators are facing the duty of providing certain consistency in an environment that requires us to teach people with different needs and problems in a multitude of ways. Another opinion from Martin & Sugarman, (p.9, 1993) said that a positive classroom created by activities on classroom management within which effective teaching and learning can occur. Those are opinions from some experts, and based on that classroom management is the teacher’s strategies to make the teacher can get students’ attention,
so that the teacher can extend the material and students can get the point of the material.

**Classroom Management Style**

Define most simply by Diana (2012, pp 2-5) she belief that there are four style of classroom management that being used by the teacher. There are authoritarian style, authoritative style, democratic style and laissez-faire style. Below is the definition about four styles of classroom management type by Diana:

*Authoritarian:* Authoritarian style is a style that the teacher prefers to use vigorous discipline and expect their students to obey their rules. Here, students do not have opportunities to learn, practice and ask about the skills. Students also have difficulties to develop their creativity skills because the teacher only asks them to focus and obey the rules. Most of the students will get afraid with this kind of teacher.

*Authoritative:* Different from authoritarian that use extreme discipline, authoritative style here is the teacher places limits and control on the students but still simultaneously develop in their independence. Teacher sometimes uses the discipline but not too much. The students also able to asking many question without frightening being punish by the teacher. This kind of teacher will help students recognized their potential skill and develop it.

*Democratic style:* Classroom management style that focuses on emotional feeling rather than academic concern is categories as democratic style. Here, the
teachers want to be a close friend for the students, they did not focus on their classroom control and sometimes the class activity is based on students’ mood. The lack of this style is student have low motivation and lack of social competence. Another lack side of this style is students will have low respect to the teacher because they think that the teachers have same degree like them.

*Laissez-faire:* The last style is laissez-faire, the teacher did not involve in classroom activity and only take a little part. Sometimes the teachers only give an explanation only few minute and ask students to doing exercise of watching a movie. This make students have few opportunities to observe and practice spoken skills. The students also will get nothing related to the material because they will not focus on the material and more focus on things outside the material.

Shane (2014) divided classroom management style into five styles such as personality teaching style, the all-powerful, the toned down tyrant, the democratic approach, and the last is devil may care.

*Personality:* Refers to the teacher personal belief of what style that the best for the teacher. The teachers’ personality will affect their classroom management style. This kind of style influences by the teachers’ experience while studying and adopt the classroom management style from their favourite teacher.

*The all-powerful:* The next style is called the all-powerful, here the teacher total control the students and the classroom activities. This make the students become passive because students are force to follow the teacher direction without asking way.
The teachers also limit the students’ movement that make the student feel afraid and less motivated.

*Down tyrant style:* Next is the toned down tyrant style, this style refers to a good relation between students and teacher in classroom. Students are able to ask question and develop their skills. The teacher also able to create a warm class situation that motivates students to learn better.

*Democratic approach:* The democratic approach style used by teacher that belief that students’ feelings are highly regarded and care very much to their students. The teacher focus on not to hurt the student’s feelings and has difficulty saying no to a student or enforcing rules or regulations because the teacher belief that students will understand better if they treat them like that. This causes several problem such as interrupt the class lesson and make students have low motivation achieve.

Other categories of classroom management style came from Calderon (2012) there is Authoritative, Authoritarian, Indulgent and Permissive. Calderon beliefs that style in a classroom management are necessary used in learning process.

*Authoritative*

Similarity with Diana (2012), here authoritative is classroom management style that has high control and high involvement of the teacher. The teacher try to create warm students-teacher relationship by give the student’s attention and give them opportunities to ask question.

*Authoritarian*
Authoritarian is a classroom management style that teacher have highly in control but low in involvement. This kind of teacher is not friendly with students and often punishing. The teacher always wants the students to obey their rules. The gap between students and teacher is very high because the teacher wants the students to respect them highly.

Indulgent

Low in control but high in involvement is the characteristic of indulgent teacher. This kind of teacher gives many theories to the students but did not give control to the student in class. The bad effect from this style is students are not able to develop their skills.

Permissive

In this style, students are allowed to have a lot of freedom and few demands of learning process. These kinds of teacher have low control and low involvement in class.

It can be concluded that classroom management styles is how the teacher do their classroom management that suitable with their style that they belief that the style is the best style to use in teaching and learning process. Sometimes, personal experience will affect the teacher classroom management style. Teachers’ personal experience in their past while become a student and met many kind of classroom management style make them think and adopt that kind of style.
The researcher have mention three groups of theory about styles of classroom management which come from Diana (2012), Shane (2014), and Calderon (2012), and the Diana’s theory was chosen as the theory that researcher will use to do the study. It is because the Diana’s theory is more understandable and observable.

METHODOLOGY

This study is a qualitative study. Qualitative study is the data which cannot be expressed as a number, but more on descriptive explanation. According to Parkinson & Drislane (2011) qualitative study is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. This study discusses about classroom management styles that used by the teacher for teaching single-gender classes.

Context of the study

This study was conducted at School which have single-gender class, and it was taken place at SMK Saraswati Salatiga and SMK Negeri 1 Salatiga. The researcher chose those schools because there are only some schools that apply this system in Salatiga. Whereby, the researcher chose SMK Saraswati because all of students on that school are boys, as well as SMK Negeri1 Salatiga was chosen because in most of the students in that school are girls. Thus, those two schools were considered meet the requirement for this study.
Participants

The participants of this study are the English teacher in SMK Saraswati Salatiga and SMK Negri 1 Salatiga. The number of participants was adjusted with teachers on those schools. In SMK Saraswati, there are three English teachers, two of them are male and one is female. Then, in SMK Negeri 1 Salatiga there are four English teachers also, three female and one male, but the researcher just took three teachers, one male and two female.

Data Collection Instrument

The researcher did an observation to collect the data. Data collection instrument that researcher used while conducting the observation is an Observation protocol. The researcher used observation protocol as instrument to collect the data because by using observation as the instrument, the writer could learn, described and evaluated what was happened in the classroom. The researcher also did short interview to clarify some result of the observation.
Figure 1. Observation Protocol

<table>
<thead>
<tr>
<th>Styles</th>
<th>Questions</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LF</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ARS : Authoritarian Style  
AVS : Authoritative Style  
DS : Democratic Style  
LF : Laissez-faire Style

Data Collection Procedure

The data were collected through some steps. First, the writer came to the school to meet the headmaster of the school and asking gender in each class of that school. After getting the information, the writer asked for permission to observe in those schools. Then, the writer asked the permission letter in administrative office of Faculty of Language and Literature and the signature of the head of department in
FBS. Later, the writer came to the school again to give the letter and made an appointment with the English teacher to have class observation.

**Data Analysis**

After the data were collected, the researcher analyzed from the instructions or actions, classroom settings, assignments and rules to find out the styles. The next steps were classifying the data, and then describing the classification according to the observation.

**FINDINGS AND DISCUSSION**

The study shows that there are three classroom management styles that the teachers used in teaching single-gender classes, such as: authoritarian, authoritative and democratic style of classroom management. Meanwhile, as theory proposed by Diana (2012), there are four classroom management styles. However, in this study, only three styles were found in this research since another one is not applicable to teach in single gender classes. Hence, the researcher analyzed only the styles that were commonly used in teaching English in single gender classes based on the observation result.
The finding above shows that teachers in SMK Saraswati as male school used Authoritarian and Authoritative style to manage the class. Meanwhile teachers in SMK Negri 1 Salatiga used Democratic style.

Furthermore, the three English teachers in SMK Saraswati Salatiga used almost the same two classroom management styles. The styles were authoritarian and authoritative. Those two classroom management styles will be discussed further in the following section in terms of the classroom instruction, class setting, assignment and rules.

**Authoritarian style**

The researcher found that most of the participants of SMK Saraswati commonly used authoritarian styles in teaching single gender class. This style is followed by how the teachers have high control to manage the class. Teachers also preferred to use vigorous discipline and expected their students to obey their rules. The authoritarian style which has high control was shown in the instructions or actions, classroom settings, the way the teachers give the students assignments and rules as can be seen in table 1.

*Table 1. Authoritarian classroom management styles*

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Instruction/action</th>
<th>Classroom setting</th>
<th>Assignment</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>“Oke class, remember the rules in my class? No gadget, Students must sit on their own chair</td>
<td>Individual</td>
<td>No gadget, food or drink, and no</td>
<td></td>
</tr>
</tbody>
</table>
no drink, no food”
2.”Don’t be noisy!”
3.”I’ll give you 15 minutes to
do the exercise, after 15
minutes, submit it”

1.”Put your unnecessary thing
on the table to your bag or
your drawer”
2.”take off your jacket and
hat during the class”
3.Walk around the class and
check students’ uniform

Students must sit on Group
their own chair

Students must put unnecessary
thing which on
the table to their
bag or drawer
2.Students do
not allow to use
jacket or hat in a
class
3.Students’
uniform must be
neat

1.Reproach the student when
he looked at his watch
2.”You have to silent when I
am talking, I will give you
time to talk”
3.”Don’t disturb your friend”
4.”for those who do not bring
handbook, go out from my
class”
4.”If there is no students who
come forward, I assumed that
you had understand, close
your book, and quiz time”

Students must sit on Individual
their own chair

1.Students do
not allow to
check time
2.Students
suppose to be
silent when
teacher
explaining the
material
3.Students who
do not bring
handbook do not
allow to follow
the class.

From table 1, most of the teachers used negation words as their tools in giving
instruction. The teacher might use negation word to prohibit the students doing
unnecessary things that can distract their concentration in class. The researcher
observed teacher A, B and C, and the table above shows that they used authoritarian
mostly to control the classroom situation.
Every teacher has their own classroom arrangement. Based on researcher’s observation that teacher A and C used authoritarian classroom management which used to controlling the whole class. As the data on table 1, the rules made by teacher A and teacher C shows that they have highly control to make student pay attention in the class. Different with teacher B, they also use authoritarian management classroom, but teacher B focus on personal student. Like the data on table 1, rules was made teacher B shows that teacher B have highly control the students by personal. From these data, teacher A, B, and C believe that rules in the class is important and could make students more focus on the teacher and the explanation. It quite efficient because it make student do not doing unnecessary activity during the class, and also it make teacher can easier to controlling their students.

The next data based on the setting of the class. On the table 1, the teacher requires students to sit on their own chair. As the researcher observed, student’s sit will be changed every week. On the first week, students who sit in first line or in the front, will be change to the second line, then the second line will be sit one step back to be third line, the third line will be step back on the last line (line four), and students who sit on the backmost will be sit on the first line or on the front. It supposes to be change use that changes every week. Based on it, the researcher found that the teacher uses authoritarian classroom management to set the class. It prove that the teacher have high control to the students. By students’ chair which changing every
week, teacher could handle all of the students, not only students who sit in the front.

The researcher question to one of the teacher about classroom setting,

“kalo nggak gitu nanti yang duduk dibelakang nggak tau apa-apa mbak, nggak memperhatikan, kalo dipindah setiap minggu gini kan yang belakang jadi pindah depan, dan otomatis mau nggak mau mereka harus memperhatikan” (Teacher C)

(“if the chair setting not changing every week, students who sit on the back will not pay attention, if changing every week, students who sit on the back will be sit on the front, and they will automatically pay attention”)

based on those, shows that teacher controlling students by force them to pay attention. Teacher believes that classroom setting affect student’s focus on the teacher. So that is why in SMK Saraswati Salatiga which is most of the students are boys, it is necessary to rearrange student’s sit every week, because especially students who sit on the back usually lose their focus in the class.

The instructions and action that teacher used in the class from data in table 1, teacher A instruction (point 1 and 2), teacher B (point 1) and teacher B who also walk around the class and check students’ uniform, teacher C who reproach the student when he looked at his watch, that is show that teacher stressed on their instruction. Based on the way teacher giving stressed on their instructions, it shows that teacher used authoritarian classroom management style. Teachers have vigorous discipline in the class, and teachers want the students obey the rules.

“Karena kan satu kelas isinya cowok semua, jadi kalo anak-anak tidak ditegasin seperti itu, mereka akan seenaknya sendiri mbak” (Teacher C)

(“because all the students are boys, so if we are not decisive to them, they will neglect us”)

17
Teachers believe that the vigorous discipline and stressed on the instructions make students can obey the rules, and it make teachers easier to handle the class.

Rules, classroom setting and instructions are the important tools to manage the classroom. This was shown from the way the teachers used those to manage their classes. The class situation became conducive for the teaching and learning process. Based on my observation, all of the students obeyed the rules and they were not noisy. Teacher A, although the teacher already stated the rules and the punishment, still there are some students who playing with their gadgets under the tables. Teacher B would give punishment, such as asking the students to go outside the classroom or standing behind the class for students who break the rules. Despite of that, the students were also able to learn about responsibility by bringing the handout for the class and discipline in class. Teacher C also stated the rules to make the students discipline and respect.

All of the teachers used authoritarian styles but teacher A and C was more successful in managing his class. It probably because teacher A and C rules was make students having discipline and responsibility. And also the way teacher gave assignment to the students. As shown on the table 1, teacher A (point 3) and Teacher C (point 4). Teacher A and C give exercise and ask the students to work by them selves, and force the students to answer the question on the board. It was effective because students will pay attention about teacher explanation, and they will understand and also could answer the question about the material. There are many
reasons for using authoritarian styles. Some of them are students become discipline and respect the teacher. The teachers are also able to control the students when the teaching and learning process occurs. As the researcher observed, teachers who used the authoritarian style, mostly were able to control the classroom and make the students focus on the material. The class situation was also conducive.

**Authoritative style**

The researcher found that the teachers in SMK Saraswati Salatiga did not only use the authoritarian style in teaching single gender class but also the authoritative. Authoritative teachers always created a warm situation in the classroom so that the students could feel free to ask question or develop their skills. In Authoritarian classroom management style, teacher places limits and control on the students but still simultaneously develop in their independence. Teacher sometimes uses the discipline but not too much. The authoritative style was shown in the instruction, classroom setting, and rules in the class as shown in table 2.

*Table 2.Authoritative classroom management styles*

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Instruction/action</th>
<th>Classroom setting</th>
<th>Assignment</th>
<th>Rules</th>
</tr>
</thead>
</table>
| B       | 1. Ask question about previous material, and repeated the question until students answer the question.  
2.”make a group of 3, and I’ll give you 20 minutes to do the exercise”  
3. Teacher write the material | Students must sit on their own chair | Group       | No rule     |
on the board and ask students to write it down on their own book
4. “have you done? If not yet, you can continue it at home, now we go to the text chapter”

Another key term in the authoritative styles is the low control of the students in class shown from the fact that there is no rule stated by teacher B. When the researcher observed teacher B, some of the students were still playing their gadgets and did not listen to the teacher’s explanation. Some others were busy with their own world and did not listen to the teacher.

Despite of its advantages, there are many weaknesses using authoritative styles. As the researcher observed, the class situation was a little bit noisy and some students still disobeyed the rules. I saw that some of them were walking around the class and talking each other. Because of the lack control from the teacher, students seemed to have a low respect to the teacher. They were not able to finish the assignment on time. And the way teacher B to ask student make a group when do their exercise make students more noisy, because most of them just talking about their own topic, and ignore their exercise.

“Anak jangan selalu ditegasi karena membuat anak kacau” (Teacher B)
“If we always being strict to students, they will become confused”
(Translated by the researcher)

Data from the table 1 had shown that teacher B concern on the personal of the students. Teacher B more concern on students’ uniform, and unnecessary thing which
on the table. Then on the table 2 shown that teacher B has low control on the students’ attention about the material. So as the researcher observed about teacher B who used authoritative classroom management style, it is not effective enough to handle the class. Because students’ become do not afraid to not pay attention about the material. As the researcher have explain before that situation in the class become noisy, and some group do not finish their exercise because the just talking about their own topic. Teacher B ask students to make a group of three and do the exercise in 20 minutes, but when the time has out, teacher B just ask students to continue the exercise as homework. It not effective enough, because when teacher B ask students to continue the exercise at home, students will thing that there is no necessity to finish it in the class, so they will spend their time which is should doing exercise became busy with their own topic. Different with teacher A and C whose have rule in class to pay attention with the teacher and the material. So as the researcher observed, authoritative classroom management style that used teacher B not effective enough, and it make class not conductive.

Different with teachers in SMK Saraswati which used authoritarian and authoritative classroom management style to handle the class, as researcher observed found that three teachers in SMK Negri 1 Salatiga used democratic classroom management style in teaching and handle the class. The classroom management styles would be discussed further in the following section.
Democratic style

In democratic classroom management style, teacher focus on emotional feeling rather than academic concern is categories as democratic style. Here, the teachers want to be a close friend for the students, they did not focus on their classroom control and sometimes the class activity is based on students’ mood, as researcher observed found that in this school all the teachers use this kind of style to managing the class. The teachers use instructions, classroom setting, assignment, and rules that state on tab Table 3. Democratic classroom management styles

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Instruction/action</th>
<th>Classroom setting</th>
<th>Assignment</th>
<th>Rules</th>
</tr>
</thead>
</table>
| D       | “open your book. Where were we?”
|         | “my daughter just came from Malaysia yesterday, she work there in 3 years...” (told about her daughter)
|         | “Vita please keep your gadget, or it will be mine” | Students sit on their own chair, sometimes some students move to another chair | Group | No gadget during the class |
| E       | “Have you done with your homework? Vita have you done? Because I saw you with your boyfriend yesterday evening”
|         | “is it classroom? It is like chicken coop, I’ll give you 10 minutes to clean the class, if it have done, let me know, I will be in office” | Clean, neat, and students sit on their own chair | Group | Classroom must be clean |
| F       | “did you study after test last week? Of course not. I’m sure you dating with your boyfriend. Rahma, what’s your boyfriend’s | Students sit on their own chair, sometime some students move to | Group | No jacket in class |
2. When students do exercise, teacher walk around, and sometime talking another topic outer the material with some students.

3. “take off your jacket, no jacket in school, ok.”

4. “make a group of four, make conversation about agree and disagree, 25 minutes, after that come forward and read it. The topic is free, so if you want to choose topic about you and your boyfriend it is ok.”

From table 3, as researcher observed shown that all of teachers in this school used democratic style. Based on the instruction or action, classroom setting, assignment, and rules on the table, teachers approach the student with asking about boyfriend to the students, told about teacher’s family, and so on. Look at the teacher D, teacher D gave instruction to start the lesson with asking students to open their book, teacher gave instruction with calm voice. Students’ open their book and answer the teacher’s question about the last material. It shown that teacher did not give pressure about the instruction. The next from teacher D (point 2), teacher D told about her daughter to the students in the middle of explaining the material. It also teacher D used to do approach the student. From told about teacher’s family, it make students became feel that their teacher is like their friends. And it efficient to managing the class, because students will not afraid to ask about the material if they still not understand. However, teacher D also forbids students to play with their
gadget in a class. So even though teacher D closed with students, teacher D also has rule that students must obey.

The same with teacher D, teacher E and E also used democratic classroom management styles to managing the class. It also shown on the table 3, teacher E (point 1) asking about students’ homework and said that teacher E saw one of the student with her boyfriend yesterday evening. Based on the theory, this kind of instruction also include in democratic styles, because the way teacher control the students is to be closed as friends with students. Teacher E also has rule in the class, teacher E wants that classroom must be clean before the lesson was started. Teacher F starts the class with asking about student’s activity after Mid-term test, and did joking about student’s boyfriend. Beside that, teacher F also conducted personal approaches by walk around to the class during student do the exercise. Sometimes teacher F came to some students, and talking about their own topic. The way teacher F gave assignment is ask students to work in a group. It was shown that the assignment rule in teacher F’s class was not straight. Students are able to have discussion to do the assignment. Rule in teacher F’s class just no jacket in a class.

The researcher found that Authoritarian and Authoritative classroom management styles are used in single-gender class especially boys. It is maybe because boys need more control in discipline. Whereas, democratic classroom management styles is used in single-gender class especially girls, maybe because girls teacher do not need high control in discipline toward girls. So teachers can use style which a little high control.
CONCLUSION

The study was aimed at finding the classroom management styles that the teachers used when teaching single-gender classes. The result showed that authoritarian and authoritative styles were used by the teachers to teach ‘boys’ in single-gender classes. They believed that both of these styles are able to make the students obey the rules. Here, for boys the authoritarian and authoritative styles are useful to increase the discipline among the students. It is because boys usually have difficulty to obey the rules. However, the effect of using authoritarian and authoritative styles is that students were less cooperative in the learning process. Most of students were categorized as passives because they have difficulties in digesting the materials, the over control of the teacher will make them feel afraid with the rules. In other hand, the researcher found one classroom management style which teacher used in ‘girls’ class. The style is democratic style. Here, the entire teacher used democratic style to attract the students’ attention and students’ mood. By this style, students can develop their skill without worrying the rules. The lack of this style is that students become less obey and disrespect to the teacher. Some of students assumed that they can do anything they want but they forget that they have several rules in class.

The researcher did the observation only for 3 months, and maybe if the researcher did the observation longer the result may be different. Suggestion for teachers that teaching single-gender classes is that they can know which classroom
management styles which suitable to student’s behaviour, for example the authoritarian and authoritative style is better used for boys, because boys are usually difficult to obey the rules, so high control in manage the class can increase students’ discipline. While for girls who easier to obey the rule, teachers can use democratic style, which teachers do not need to give high control to manage the class. Beside the theory from Diana (2012) that the researcher had mention above, there are other theories about classroom management style which could be tried to teach single-gender classes.

Of the four classroom management styles from Diana (2012) which the researcher used as the theory to do the study, there is one classroom management style that was not found neither in SMK Saraswati nor SMK Negri 1 Salatiga, it is Laissez-faire style. As the meaning of effective teacher according to (Glenn, 2001; Mujis, 2005; Malikow, 2006; Goe, 2007; Daniel, 2010; Korthagen, 2004, Vallance 2000) in Azlin Norhaini Mansor, Wong Kim Eng, Mohamad Sattar Rasul, Mohd Izham Mohd Hamzah & Aida Hanim A. Hamid (2012) writing, “identified several characteristics of an effective teacher, which include enthusiastic, effective communicator, adaptable to change, lifelong learner, competent, accepting of others, patient, organized, hardworking, and caring.”, so maybe this classroom management style is not effective enough to use in teaching and learning process.

The researcher hopes that there will be other researchers who will study and analyze deeper about the classroom management style in single-gender classes, so
that they can complete this research and we can get better understanding about classroom management style in single-gender classes and the importance for students and teacher in teaching and learning process.
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