

THE IMPACT OF GENDER-BASED CLASS SEGREGATION TOWARDS STUDENTS' SPEAKING COMPETENCES

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ABSTRACT

This research aimed to find out the impact of gender-based segregation class towards students' speaking competences. This research is intended in SMA Islam Sultan Agung 1 Semarang which is Islamic-based schools involving 20 students who are 10 male students and 10 female students. This is a descriptive qualitative study which utilizes Independent Sample T-Test as the tool of analyzing the data. The data is conducted in the middle of English learning in the classroom. This research is conducted because there are a few schools which implement the gender-based segregation class in their school. SMA Islam Sultan Agung 1 Semarang is the first school to implement the gender-based segregation class. It is also a new and unique phenomenon for researchers who take the role of preservice teacher in the school. The result of this research shows that there is a significant difference between male and female students in their speaking competence, especially in their own classroom.

Keywords: *gender-based, segregation, speaking competences*

Based on the data of Kementerian Dalam Negeri through Direktorat Jenderal Kependudukan dan Pencatatan Sipil in 2021 conveyed that 86,93% people in Indonesia believed in the Islamic religion. It means 236,53 million people of 272,23 Indonesian citizens are muslims. Accordingly, there are a lot of Islamic-based schools in Indonesia. As the name of Islamic-based schools it is certainly that the school applies the thoughts of Islam. The Islamic-based schools combined both the implementation of modern

science and Islamic values (ZahrinPiliang et al., 2017). One of the Islamic thoughts is *Ikhtilat* which has meaning as the convergence between male and female in assembly (Alwedinani, 2017). Based on that definition, the assembly can be described as school activities. Thus, Islamic male and female students can be in one place like school if the goal of the assembly is to enhance the knowledge.

However, there are some thoughts from madhabs that convey that *Ikhtilat* is

haram (prohibited) in Islam (Husniyah & Purwaningrum, 2020). It means not all Islamic people agree that *Ikhtilat* is allowed even in the school area. It involved Islamic schools especially in Indonesia applied gender-based segregation class.

Segregation is an English word that means separation (Husniyah & Purwaningrum, 2020). This definition explains that segregation may separate one thing into two things or more. In this research, the thing which is being separated is gender. Gender-based segregation means male and female are segregated. By looking at the definition of *Ikhtilat*, Islamic schools mostly separate male and female students in daily learning both inside and outside the classroom activity (Husniyah & Purwaningrum, 2020). This gender-based segregation also affects the learning activity and social relationship in school. In classroom activity such as socializing between friends behaved normally like other schools who did not apply gender-based segregation.

Segregation in the classroom affected all the elements of the school life such as the interaction between students-to-students (McKeown et al., 2016). The interaction relates to how they communicate to build social relationships in the classroom. Language cannot be separated in human life because through language human can socialize and communicate with the others (Ngasini, et al, 2021). Based on that, language is being the subject on the school like English class. The most fundamental skill which an individual must have to build communication effectively is called speaking (Celce-Murcia 1991). From that definition, students must have speaking competence in order to

construct and maintain the social relationship in the classroom.

A conducted research found that the gender-based segregation affected the academic performance compared with students who attended heterogent school (Journal, 2018). This research gave highlight to female gender segregation in Kuwait. The effect of class segregation also makes improvement on policy context as happened in Nashville (Gamoran & An, 2016). The segregation in this research is not only based on gender but also race and religion.

Another conducted research also found that class segregation affected daily life based on the economical background McArdle and Acevedo-Garcia (2022) and Piat et al. (2009). Economical backgrounds in the United States are a very sensitive issue that school is also affected with segregation. In this research, the highlight subject is pre-age students who attend preschool. Talking about pre-age students, segregation also covered the high school as vocational high school in preparing young workers Imdorf, et al (2020), Sahoo and Klasen, (2021), and Barone & Assirelli (2020). In this research, Imdorf et al found that gender segregation in vocational high school is important to justify whether it is work for male or female. This phenomenon also can be found in Indonesia.

In Indonesia, there is some research in conveying about the implementation of gender-based class segregation. In Madrasah Tsanawiyah equally with Junior High School, gender-based segregation applied in avoiding bad intercourse between students (Husniyah & Purwaningrum, 2020). This research was also conducted based on Islamic thoughts. The implementation of

gender-based segregation obtained good results in avoiding the bad intercourse among students and applying Islamic thoughts.

From an economic point of view, especially in Jakarta, segregation class based on income inequality and socioeconomic (Rukmana & Ramadhani, 2021). This research was intended in Jakarta, the capital city of Indonesia. There is also research from Lukens-Bull (2001) from the cultural and tradition segregation in Indonesia. It also conveyed about Islamic community in Java, Indonesia which related to segregation in implementing the Islamic thoughts.

By looking at some previous research, there is no one who is more focused on the male and female students' communication in each classroom. Because they are separated, it is definitely the communication based on their gender. Many researches focused on segregation which included race, economical background, skintone, and more.

Therefore, this research is intended to explore the effect of gender-based segregation class into students' speaking competence in the classroom. Based on the explanation about Islamic thoughts and previous studies, this research provides the effect of class segregation based on gender in building social relationships among students through speaking. Because Islamic school is the subject, this research also conveys about Islamic thoughts towards segregation.

METHOD

This research used a descriptive quantitative approach as the research design. Quantitative approach deals

with the process of collecting, analyzing, interpreting, and writing the results using survey and experimental research by population and sample (Creswell & Creswell, 2018). As Ingham-Broomfield (2014) conveyed that descriptive research may use the simple random sampling, stratified sampling, proportioned sampling, and cluster sampling. Hence, this research conducted a population and sample of the research.

Researchers involved 20 students of SMA Islam Sultan Agung 1 Semarang as samples of the research. The students are part of 2 classes (XII MIPA 1 and 6). XII MIPA 1 contains 35 male students and XII MIPA 6 contains 35 female students. Based on that, the population is 70 students. The researcher took 10 students each class. The taken students are the most active students in the class. It is intended to compare the activeness between male and female students in the classroom regarding their speaking competence.

The researcher utilized observation as the research instrument in conducting this research. Observation is a set of research instruments that is done by observing the object of study (Creswell & Creswell, 2018). The researcher chose observation since it can be applied well in classroom teaching activity.

The role of researcher in this population is a pre-service teacher who did the learning drilling in the school. Researchers took the role in delivering the material and giving the grades while observing the students' speaking competence in the classroom.

The data collection took time between the learning activities in the classroom. Researchers conducted learning with the

material procedure text. After delivering the material, the teacher asked the study to produce text based on their knowledge. The students' procedure text will be performed in front of class. Researchers graded the students' speaking competencies based on their ability. This grade is used for the data to be analyzed in this research.

The data is analyzed using SPSS T-Test. Researchers inserted the students' grades of speaking into SPSS. After inserting the grades, researchers examined the data using T-Test, specifically Independent Sample T-Test. The result showed the impact of gender-based segregation class in students' speaking competences.

FINDINGS

Researchers conducted this research in order to find out the impact of gender-based class segregation in SMA

Islam Sultan Agung 1 Semarang specifically in 12th grade students toward speaking competences. Therefore, researchers found the results as shown in table below:

Group Statistics				
Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai Speaking XII MIPA 1	10	79,50	2,838	,898
XII MIPA 6	10	91,00	3,944	1,247

The result above shows that there are 2 class which is being analyzed, XII MIPA 1 and XII MIPA 6, and each class contained 10 students. From the table, we can see that the mean of XII MIPA 1 is lower than the mean of XII MIPA 6. It means that the grade of XII MIPA 1 is lower than the XII MIPA 6.

Independent Samples Test									
Levene's Test for Equality of Variances					t-test for Equality of Means				
	F	Sig.	t	df	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Nilai Speaking	2,270	,149	-7,484	18	-11,500	1,537	-14,728	-8,272	
Equal variances assumed									
Equal variances not assumed			-7,484	18,360	-11,500	1,537	-14,762	-8,238	

The result is analyzed using SPSS which compared two data from male and female students in SMA Islam Sultan Agung 1 Semarang. Based on the result, researchers got the sig. (2-tailed) value as ,000 which less than 0,05 means that there are significant differences between the speaking competences of XII MIPA 1 and XII MIPA 6. Based on Wuench (2020) if the result is less than 0.05 there is significant difference but if more than 0.05 there is not any significant difference.

Based on the result above, the researchers found that gender-based segregation class is impactful on the students' speaking competences. The male students mostly belittled the speaking ability, especially in English. They are likely to speak with his classmates and English teacher using Indonesian or even Javanese. Different from that, female students can be more adaptive in English learning. They used English as their communication with her classmates and English teacher. It will be the difference between male and female students.

As the researchers took a role as a pre-service teacher, researchers also analyzed the attitude between male and female students. Male students tend to be shy if they speak English with his classmates even in English class. But, female students want to show their English speaking ability in front of their classmates. It is one of the reasons why gender-based segregation classes are impactful on the students' speaking competences.

Researchers realized that the gender-based approach applied in SMA Islam Sultan Agung 1 Semarang is based on the Islamic theory about male and females who are not in a bloody

relationship. The only thing one can do to face this phenomenon is the teaching strategy that should have been designed

DISCUSSION

Researchers found some findings related to the various previous studies about gender-based segregation class toward students' speaking competences. Segregation as supported by (Echols and Shadily 1995 in Husniyah & Purwaningrum, 2020) can be implemented in many sectors of life like economics, education, social, and culture.

From the economic perspective, there are two researches from McArdle and Acevedo-Garcia (2022) and Piat et al. (2009). They discussed the same topic about how economics can influence segregation in social life and school. It is related to this research even though they are from an economical point of view. These two researches also conveyed the question about why segregation should be implemented especially from an economical background. This research showed that segregation can be implemented based on everything that is different like culture.

Based on the findings of those researches, researchers realized that economics-based segregation is like discrimination. It is because all humans, whether they are rich or poor, should get the best education. In social life, economic segregation also did not suit the human rights which are getting the same treatment for their lives. It is the same as culture.

Culture is like the identity of people (Bull, 2015). Because of that, one culture is different from another culture. It can be segregated because of the differences. The findings of this

as well as the result the teacher wants to achieve.

research also convey about the implementation of segregation toward culture. From the researchers' point of view, culture also can influence the different attitudes from male and female students. This impacted on how they learn English, especially their speaking skill. That is why there is a significant difference between male and female students in speaking related to the findings of this research. Beside that, race and religion also can be one of the aspects that influence the differences.

Race and religion are sensitive topics nowadays (Gamoran and An 2016). It is also supported with the research from (Tfaily and Samarah 2018) which more focused on how female struggles in Kuwait toward gender-based segregation. They convey about how segregation is the solution from the conflict in their country. Race, religion, and culture are not suitable if they are being segregated. It is because humans live in a society where there are so many differences. The segregation should not leave the togetherness of social life, so humans can socialize with other people even if they are different in race, religion, or culture.

It is related with this research which is conducted regarding the thoughts of religion, Islam. Because of that, there are formal schools which come from the Ministry of Religion called Madrasah Ibtidaiyah (Elementary School), Madrasah Tsanawiyah (Junior High School), and Madrasah Aliyah (High School). The research conducted by (Husniyah and Purwaningrum 2020) discussed the implementation of gender-based segregation in Madrasah Tsanawiyah. This is related with this

research but a little bit improved with concerns on English speaking competencies of students who deal with gender-based segregation.

There is a lot of research that studies about segregation in social life or especially in formal school as a classroom. In this research, there is a special case where it is Islamic school which segregates the classroom based on gender because of the Islamic thoughts. This case is supported with the studies of (Piliang, et al, 2017) and (Alwedini 2017) who discuss gender-based segregation in the classroom. They studied about the implementation and reason they chose to implement this phenomenon. This research supports their previous research with the impact of gender-based segregation especially in students' speaking competences.

There are significant differences between the male and female students in following English class especially in speaking skill. This finding is related with McKeown, et al (2016) about student interaction between other students and teachers. In that study, McKeown, et al argue that segregation affected the social relationship of students. This research also showed that the segregation class based on gender affected the social relationship, especially speaking competences in English class as Celce-Murcia (1991) stated that speaking is the most important thing to build communication in social relationships. From the researchers' point of view as stated on the findings of this research, gender-based segregation classes have an impact on the students' speaking competences because of the attitude and the different social life between male and female students.

From the findings of this research and previous research, this research is really useful and important to find out the impact of gender-based segregation class toward students' speaking competence. This is proven by the significance differences between male and female students in doing and demonstrating their speaking skill in front of the classroom.

CONCLUSION

Class segregation is a phenomenon that has been implemented in formal school or even in social life. Based on the previous research above, segregation is implemented toward the differences in every aspect like economic, race, religion, culture, or even gender. The goal is to define and avoid the social gap in daily life. Beside that, the thoughts of religion is also the reason why segregation is implemented. For example, the thought of Islam religion which is asked to avoid the meeting between male and female in one place who is not makhrum.

Because of those thoughts, SMA Islam Sultan Agung 1 Semarang, which is Islamic-based school, implemented gender-based segregation in their class division. Researchers want to find out the impact of that toward the students' speaking competencies especially in English language. Based on the reason above, the researchers took the data from students' speaking about procedure text in front of the classroom. And then, this data is analyzed using SPSS especially Independent Sample T-Test.

In conclusion, gender-based segregation class is impactful on how students build their speaking competences. The impact can be

positive or negative depending on how teachers can utilize this phenomenon with learning strategy.

Researchers have the big expectation of the future researchers to explore more about the impact of gender-based segregation in the formal school regarding another language skill as reading, writing, or listening. Researchers want to find out whether there are positive or negative impacts in implementing class segregation.

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