

English as a Foreign Language (EFL) learning assessment in single-sex and co-educational classrooms

Umi Farisiyah¹⁾, Badrun Kartowagiran²⁾, Aminuddin Hasan³⁾

¹⁾ umifarisiyah.2020@student.uny.ac.id,

²⁾ kartowagiran@uny.ac.id, ³⁾ aminuddin@upm.edu.upm.my

^{1 & 2)} Universitas Negeri Yogyakarta, ³⁾ Universiti Putra Malaysia

Abstract

This study investigates the effects of Single-Sex and Co-educational classrooms on English learning outcomes. This study is a causal-comparative study in ex post facto design. Three classes consisting of 73 students (boy and girl-single-sex classes and a co-educational class) from a private secondary school in Central Java, Indonesia, are the sample. An integrated English test, equating the material from the 2013 curriculum and CEFR for English, was used. It tested four skills in English consisting of Listening, Speaking, Reading and Writing. Expert judgments already checked the instrument through face validity. Item internal consistency from all skills was good, and the reliability was too in a good category. This study indicates that organizing a Single-sex classroom in the English learning process has a positive and significant effect on English achievement. Being in a Single-Sex classroom benefitted the students in their outcomes in learning English. This study also implies that teachers, especially English teachers, must understand their students' learning strategies to implement the appropriate learning strategies. It is because male and female students learn something in different ways.

Keywords: *Single-Sex classroom, Coeducational Classroom, Causal Comparative Study, Ex Post Facto*

Introduction

A substantial scholarship provides compelling evidence that religious values and tenets are interwoven with education practices (see Ellu, 2016). One example expounding this avowal is the phenomenon of separation between female and male students in learning (gender segregation). Gender segregation stands for two kinds of classroom organization: a Single-Sex classroom (henceforth SS) and a Co-educational classroom (henceforth CE). According to the Policy and Program of American Education Program (2005), "SS education generally refers to education at the elementary, secondary or postsecondary level in which male or female students attend school or classroom exclusively with members of their own set" (Policy and Program, 2005: 1) and "Coeducation, generally, refers to education at the elementary, secondary or postsecondary level in which male and female students attend school or classroom altogether with members of their group" (Policy and Program, 2005: 1). Extracting from the

definition of SS education and coeducation, a SS classroom consists of only female or male students in the learning process, whereas a CE classroom consists of both male and female students in the learning process.

Critically, gender segregation at school is believed to be one of the prominent causes of demolishing inequality (Smyth & Steinmetz 2008). Implementing classroom organization based on gender segregation is assumed to decrease inequality between men and women. Ergo educational institution works as the engine in gender inequality (Barone, 2011). Besides, gender segregation stresses the innate differences between male and female students (Ecklund, Lincoln, & differently, 1 treated in di necessity. M different way and learning learning ac Physical edu Webb, 2010 Douglas, 20

This is a well-prepared paper in term of language forming, & overall. The data analysis part is also sufficient in this kind of paper.