

**SINGLE SEX CLASSES:
TEACHERS' STRATEGIES IN ENGLISH CLASS
THESIS**

Submitted in partial fulfillment of the requirement for degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
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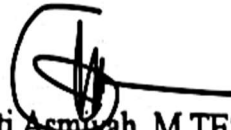
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Penulis

(*Nadhifatul Maulidiyah*)

Furthermore, the previous study by Elya Ratiyana comes from Maulana Malik Ibrahim State Islamic University.¹⁵ This qualitative research tries to find out the various teachers' management used and the problem in single gender class. At the end of the research result state that teacher utilizes three ways of class management to solve the behavior problem in teaching learning process. Those class management strategies are organizing teaching learning activities, students organizing in the class and learning facilities organizing. This study also finds some problems in single gender classroom management. The first problem is understanding the character differences between males and females students. It can be defined as an individual problem. Second, the class is not a cohesive condition caused by adaptation difficulty. This problem has happened in both genders.

Those previous studies have concentrated on the investigation in different areas mainly about single sex class. It can be assumed that there are so many differences between males and females students in single sex class. Besides, several problems occurred in the single sex classroom climate. This is appropriate with the phenomenon that is happening at MTsN 2 Sidoarjo. Arina Millaty research results¹⁶ state that the difference between male and female students is very clear. In the learning process especially in English, female students look more confident when talking. In addition, it is easier for female students to memorize or understand the material being taught. Conversely, male students find it very difficult to learn English even to sound new vocabulary. Some of them also ignore class. As a result, the value of English achievement between male and female students is quite far adrift. So, this difference becomes a problem that must be solved.

¹⁵ Elka Ratiyana, Thesis: "*The Management of Single Gender Class in Islamic Education Learning at Hidayatul Mubtadi'in Junior High School Singosari Malang*" (Malang: Maulana Malik Ibrahim State Islamic University, 2015), 1-7.

¹⁶ Arina Millaty Ardila, Thesis: "*Single Gender Classroom Climate in Learning Speaking at Madrasah Tsanawiyah Negeri Krian Academic Year 2016/2017*" (Surabaya: Sunan Ampel State Islamic University, 2017), 1-5.

studies. Most prove that performance female student was better than male students. Meanwhile, this result study showed that male took a more positive attitudes toward CALL rather than female. They are more focused and disciplined during the teaching and learning process. Moreover, male students had an interest in CALL implementation to develop the language proficiency. Female students met many difficulties in implementing CALL for English Language learning.

Generally, the study of single sex classroom discussed the differences between male and female students. Most of them revealed how the characteristics, preferences, problems encountered and learning styles between the two. Therefore, this study discussed the same thing that is related to differences in males and females. But this study focused on the strategies of English teachers in teaching males and females' classes. So, this study deeply explored how the teacher aligns and overcomes the differences of both male and female students in single sex classrooms.

concluded to become general information about teacher strategies in teaching male and female students. The second is process of coding. In this stage the data is adjusted to the concept of each teacher's strategies aspects that used. Researcher provided coding on each expression contained in the teacher lesson plan. Researcher classified each expression into tabular form based on the type of strategy. Apart from writing the expressions into the table, operational action of strategy is also provided. The researcher also took a note to provide more specific information. For example, there is the expression of "ask the student to repeat what the teacher said" then the expression is categorized in cognitive strategy. Then, it's also categorized as "repetition" in the operational action column and adds the necessary notes. The last stage is making interpretation or meaning. Researcher confirmed what has been known, transcribed and provided the results in writing. At this stage, the findings were compared with past information, related theories and other distorted information. Then the researcher examined and verified it between the initial conclusions and the final conclusions with the evidence and research findings. This finding was a description.

2. Interview Analysis

The first step is preparing and organizing the data for analysis. It involves transcribing interview, arranging and sorting the data. So after getting the result of the interview, data from interview was transcribed and then typed up the result depending of the sources into summary. Next step is data reduction. This step is to generalize the data from the source by selecting relevant information and removing irrelevant information. The data obtained can be determined as general information on the strategies of teaching male and female teachers. Coding process is the third. In this process, the data was the teacher's strategies that used and also the teacher's consideration to choose the strategy. The code used comes from the results of interviews written from general to specific topics or ideas. Besides, teacher's statement

teaching which focus on the various strategies of teachers for males and females students in single sex class. Then, the researcher determined the method for this study. The qualitative research method was used because this study explores the phenomenon of teaching strategies in single sex class in Indonesia. Then, researcher asked several advices from advisor dan validator to determine the appropriate instrument to get the data.

After that, researcher came to the school for asked research permission. Next time, the researcher met the English teachers who have been recommended by headmaster. So, the data was collected from the English teachers to explore the teaching strategies using documentation and explore the teachers' consideration in using strategy by interview. In the documentation, the researcher asked the teachers' lesson plans. While in the interview, the researcher recorded the interview process using recording phone. After that, the researcher used inductive analysis to analyze the data. Then, the finding described deeply and integrated with theories and previous studies. Last, the researcher wrote the result of this study narratively.

other hand, T2 used applying image. The image can be a picture of an object, a set of location, or others. When the T2 asked the students to “arrange the sentence using the expression of there is/there are by looking at the pictures”, the teacher was actually applying images to help students memorize the vocabulary. In practice, the teacher can be used an actual image or an imagination in mind. So, the students try to remember and apply the material they just learned using these pictures.

In the interview session, T1 and T2 used creating mental linkages for male classes. T1 applied grouping as the way. She stated that “I asked them to write down the vocabulary in their book then categorized it. For example, they were given an adjective, verb and, noun.” This shows that she used memory strategy. This is allowing students to classify or group each new material into meaningful units both orally and in writing by themselves. The teacher let the students group the vocabulary based on words, topics, equations / opposites, linguistic functions and others. Besides, T2’s way was placing new words into a context. She asked the students to placing new words or expression that have been heard or read into a meaningful context, such as a spoken or written. For example, male classes encounter a list of words and expression related to animal, such as hippo, frog, worm, and bee. Then, T2 asked them to write a little fable story and put these words into a meaningful context.

Furthermore, T1 and T2 also used employing action for female classes. In this implementation, T1 used physical response as the way. She stated that “I asked the students to move places like students playing games to put the paper in front of the class”. During this process, teacher engage the students be more active in moving in learning to memorize the vocabulary. While, T2 used mechanical technique as the way. In the class activity, she

“there is/there are” in the class. First, she asked the students to tell about kind of items that they found on the way to school.

In the teachers' interview analysis, T1 and T2 also used centering students learning for male students. They applied managing the students' pay attention. T1 stated that “I ask the students to answer the questions in front of the class when the atmosphere at the class was noisy.” It showed that she used this metacognitive strategy to manage students' attention during the class process especially when the learning situation and conditions become rowdy. In addition, the teacher designed interesting and different activities in the learning process. One example is given by T2, She said that “After watching the video, the students were asked to practice in front of the class, and then students were asked to answer quickly.” This example indicated that teachers must prepare more than one activity in one learning meeting. So, students did not get bored easily and focused on paying attention.

Furthermore, both T1 and T2 also used evaluating the students for female students. They applied self-monitoring as the way. Both T1 and T2 gave an assessment of student learning outcomes as the evaluating action. Besides, the evaluation also included what the student's difficulties are and what the students have not understood. When T1 requested the students to write down the difficulties, the teacher was actually applying this evaluation set. This evaluation can be done by asking students to write it independently in note books or take turns on the board. However, T2 also conducted direct evaluation both orally and in writing. In orally, the teacher delivered directly to students what is wrong and how is right. While in writing the teacher gave notes on students' assignments.

In the teachers' interview session, T1 and T2 used designing cooperative tasks or activities for male students. They applied cooperating with peers as the way. They divided students into groups or pairs. Then students are asked to work together to complete the assignment given by the teacher. T1 state that "I set a rule where each group has a division of tasks for each student. There are captains, note takers, speakers, etc." it showed that she use cooperative task or activities with certain rules to students. That is to enable students to help each other in order to create great cooperation. Another rule that was applied by T2 to students during cooperative learning is score reduction. She stated that "I give rules to students that students who do not participate in the work process will get a score reduction". The function of this rule is to provide consequences for students so that they are accustomed to being responsible for the assignment given. In addition, the teacher's goal of using certain rules is cooperative tasks or activities can run effectively.

Besides, only T2 used empathizing with others for female students. She applied developing cultural understanding as the way. She deliver some pictures, video or films to the students to develop the cultural awareness. Then, she asked the students to bring in materials from their own cultural group to share and discuss how their background differs from that of the culture in media. So, this way allows students to comparing and contrasting behavior in the students' native culture and the target culture. So, it helps students to understand and know what is culturally appropriate to say aloud or in writing.

To sum up, while during the analysis teachers' lesson plan document, there are 5 teachers' strategies to teach male and female students in single sex class. Those strategies are similar with the type of teaching strategy according to Rebecca Oxford's theory. They are

memory strategy (creating mental linkages, applying the image, reviewing material and employing action), cognitive strategy (helping the students to receive and send the message of material, practicing, analyzing and reasoning), metacognitive strategy (centering students learning, evaluating), affective strategy (encouraging students' motivation, taking the students' emotional temperature), social strategy (asking questions to the students, designing cooperative tasks or activities and empathizing with others). In addition, the teachers also used the other strategy that teacher explained in the interview session. The strategy is compensation strategy (asking students to guess information, making up the students' lack).

2. Teachers' consideration in using different strategies for different sex

In case of teacher's consideration, the researcher found several consideration used by teachers in using different strategies for different sex. Through the interview data gathered, the researcher obtained several teachers' consideration. The teachers' consideration spelled up below.

a. Learning material

Based on the result of the interview with the English teacher, it gained that English teacher must pay attention to the learning material as the first consideration in choosing a strategy. This was stated by T2 in the interview session that "in choosing a strategy you must pay attention to several things, one of which is learning material." So, in this condition the teacher must understand the various kinds of learning material that will be delivered at every level of education. First, the teacher must understand the type of knowledge that will be conveyed to students, whether it includes text, expressions and others. Then, the teacher can determine what strategies are suitable for these

only prioritize strategies for auditory student types but also must pay attention to students with kinesthetic, visual and other types. So, in teaching the teacher cannot impose one learning style for all students. Meanwhile T1 also delivered an explanation that “the teacher may not facilitate the learning styles of students one by one in one meeting. So that in learning activities I usually design it into 2 or more different activities. So learning is not monotonous.” It shows that teacher may chose more than one teaching strategy in the learning process. For example, the teacher uses mind mapping in the first activity so that it can match students who have visual intelligence. Then the second activity is a presentation so that it can facilitate students who have auditory intelligence and so on at every meeting. So, teachers can provide appropriate strategy that is equal to the differences in student learning styles.

In conclusion, based on the findings the researcher also found similarities in the strategies used by teachers to teach English in the male and female classes. Both T1 and T2 applied the same 6 kinds of strategies; memory, cognitive, compensation, metacognitive, affective and social. In addition, teachers also used the same set of strategies for both male and female classes. One example is the teacher using cognitive strategy in the male and female classes. The strategy uses three sets; helping the students to receive and send the message of material, practicing, analyzing and reasoning. However, the application of this set found differences in the male and female classes. First, in the application of practicing, the T1 used repeating as an action in the male class where students are asked to reproduce any information that has been delivered. Then, T2 used sound and writing system as an action in the male classes. Second, analyzing and reasoning, T1 used analyzing expression as action in the female classes. While, T2 applied translating as action in the female classes.

Thus, the teacher can determine the appropriate teaching strategy by knowing which aspects of learning to be achieved are cognitive, effective and psychomotor aspects.

The third consideration is related to the students themselves. Each student has different characteristics, especially male and female students. Apart from natural differences, male and female students also have different learning characteristics. One of them is learning English. An example in this case is male students need more effort in learning speaking. Meanwhile, female students can learn more quickly and effectively. So the teacher must use a different and more creative strategy when teaching in the male class than in the female class. Then is students' learning styles. The term learning styles speaks to the understanding that every students learns differently. Technically, a students' learning style refers to the preferred way in which the students absorb, process, comprehends and retains information. While, individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. In other word, every student is different. It is important for teacher to understand the differences in their students' learning styles. So, teacher can implement best practice strategies into their daily learning activities, curriculum and assessment. The last one relates to students' abilities. Typically, a class might have students at different ability levels and they also learn differently. So a teacher must be able to understand what level of ability the students are being taught. In addition, teachers also must understand the needs of students with different levels of ability. If this can be applied properly, the teacher can determine the appropriate learning strategy so that each student can learn optimally even though they have different abilities.

Based on the explanation above, it can be concluded that there are 6 same teaching strategies to teach English in male and female students. It involves memory strategy, cognitive strategy, compensation strategy,

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