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



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ABSTRACT

Maulidiyah, Nadhifatul. (2020). Single Sex Classes: Teachers' Strategies in English Class. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. TESOL. Advisor II: Dr. Siti Asmiyah, M. TESOL

Key Words: Single Sex Class, Strategy, Teaching Strategy

Some schools have single sex class system where male and female students at each level attend school with members of their sex. This system is believed to have successful learning and positive impact. However, there is also a weakness regarding to the differences between male and female student themselves that may affect the achievement, motivation, anxiety, abilities and others. The aim of this qualitative study is to explore the English teachers' strategies to teach male and female students in single sex classes. This study used document analysis and interview with two English teachers at MTsN 2 Sidoarjo. The result of this study indicates that teachers used 6 strategies in teaching both males and female classes, namely memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. But the way teachers used strategy is quite different. In male classes the teachers used grouping, placing new words, repeating, using sound and writing system, using circumlocution, switching to the mother tongue, managing students' pay attention, rewarding and cooperating with peer. While, in female classes the teachers used physical response, mechanical technique, analyzing expression, translating, body language clues, linguistic clues, self monitoring, discussing feeling, and developing cultural understanding. The finding implies that teachers can use same strategy in teaching male and female students but teachers can differentiate the way in using strategy depending on the situation and condition. Furthermore, in determining those kinds of different teaching strategies, the teachers have some considerations including learning material, learning objective and students' characteristic.

ABSTRAK

Maulidiyah, Nadhifatul. (2020). Single Sex Classes: Teachers' Strategies in English Class. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. TESOL. Advisor II: Dr. Siti Asmiyah, M. TESOL

Kata Kunci: Kelas Jenis Kelamin Tunggal, Strategi, Strategi Mengajar

Beberapa sekolah memiliki sistem kelas satu jenis kelamin di mana siswa laki-laki dan perempuan di setiap tingkat bersekolah dengan anggota jenis kelamin mereka. Sistem ini diyakini memiliki pembelajaran yang sukses dan berdampak positif. Namun terdapat juga sebuah kelemahan mengenai perbedaan antara siswa laki-laki dan perempuan itu sendiri yang dapat mempengaruhi prestasi, motivasi, kecemasan, kemampuan dan lain-lain. Tujuan dari studi kualitatif ini adalah untuk mengeksplorasi strategi guru bahasa Inggris dalam mengajar siswa laki-laki dan perempuan dalam kelas satu jenis kelamin. Penelitian ini menggunakan analisis dokumen dan wawancara dengan dua guru bahasa Inggris di MTsN 2 Sidoarjo. Hasil penelitian ini menunjukkan bahwa guru menggunakan 6 strategi dalam mengajar kelas laki-laki dan perempuan, yaitu strategi memori, strategi kognitif, strategi kompensasi, strategi metakognitif, strategi afektif dan strategi sosial. Tetapi, cara guru menggunakan strategi cukup berbeda. Di kelas laki-laki guru menggunakan pengelompokan, menempatkan kata-kata baru, mengulang, menggunakan tata suara dan menulis, menggunakan bahasa sendiri, beralih ke bahasa ibu, mengatur perhatian siswa, memberi reward dan bekerja sama dengan teman sebaya. Sedangkan di kelas perempuan guru menggunakan respon fisik, teknik mekanik, menganalisa ekspresi, menerjemahkan, petunjuk bahasa tubuh, petunjuk linguistik, pemantauan diri, mendiskusikan perasaan, dan mengembangkan pemahaman budaya. Temuan ini mengimplikasikan bahwa guru dapat menggunakan strategi yang sama dalam mendidik siswa lakilaki dan perempuan tetapi guru da<mark>pat membedakan ca</mark>ra pen<mark>ggu</mark>naan strategi tergantung pada situasi dan kondisi. Selain itu, dalam menentukan strategi pembelajaran yang berbeda-beda tersebut, guru memiliki pertimbangan yang meliputi materi pembelajaran, tujuan pembelajaran dan karakteristik siswa.

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CHAPTER I

INTRODUCTION

This chapter provides a research background in conducting the study. It continues with some cases namely the research questions. The next is the objective to show the purpose of the study. In addition, scope, limitation and key terms' definition are written to help the readers get better understanding of the study.

A. Research Background

Currently, the era of the industrial revolution 4.0 has a big influence in encouraging human development in all aspects of life. This situation has an impact on the competition of human resources with high quality needs, competitiveness, facing globalization and dependability. One of the ways that can be taken to advance human resources is through education. Simply, education has a very important meaning as an effort to shape the human personality in accordance with the culture and values of society. Marimba explained that education is guidance that is done consciously by teachers with a clear basis and purpose to form the main personality. Law No. 20 of 2003 Chapter II Article 3 of the Indonesian government emphasizes that the function and purpose of education are as an effort to develop capabilities and improve the quality of education and human dignity, both physically and spiritually. So, education requires more attention than it is considered reasonable because of the importance of education for each country to advance the capabilities and insights of its generation.

Judging from history, the government as the policymaker always updates all aspects of education. Education in Indonesia enhances and develops learning systems that are oriented on a national and international

¹ Ahmad D. Marimba, *Pengantar Filsafat Pendidikan Islam* (Bandung: PT. Al-Maarif, 1989), 19.

² Undang-undang Republik Indonesia No.20 Tahun 2003 (<u>hukum.unsrat.ac.id</u>, accessed on March 13, 2020).

scale and reforms continuously.³ Some studies have been conducted on the use of systems, strategies, approaches, techniques, or media to support that. In the context of separation of male and female schools, the number of single sex schools in the country prove that Indonesia's learning system has improved and developed. Mostly this school places females and males in a different class for rules and reasons. A study entitled Students' Language Learning Strategies Difference in an Indonesian EFL Single-Gender Classroom⁴, "Single sex education means the school system which placed the students into different classes based on the sex and gender differences. Therefore, there will be male and female classroom.

Single sex class is one of a new paradigm that creates successful learning. In other words, the work shows that researching in some schools in Western Australia got a positive impact on succeeding in the students' achievement.⁵ Mutual support and friendship are also found in single sex class. For example, male students more support each other in sports, boost each other's morale and give each other playing time.⁶ Meanwhile, the weakness of this type of education is only one of a short-term solution. This approach might only help students achieve for a moment, not for an extended period and its effect might be better for female students only.⁷ Most females can express their ideas both through writing and orally. ⁸ Thus, females easily make poems or aphorisms with beautiful sentences. On the other hand, females are also able to interpret

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³ Harris Y.P.Sibuea, "Education System Perform in Indonesia: Progress and Challenges". *Kajian*. Vol. 22 No. 2, 2017, 151.

⁴ Asep Kurnia, "Students' Language Learning Strategies Difference in an Indonesian EFL Single-Gender Classroom". *Journal of applied linguistics*. Vol.1 No.1, 2019, 33.

⁵ Robert F Cavanagh, et.al. "Students Perceptions of the Learning Environments in Single Gender Lower Secondary English Classes". *Annual Conference of the Australian Association for Research in Education*. 2001.

⁶ Raul Nidoy, Advantages of Single Sex Schooling: Explanation of Teachers Who Taught in Both Coed and Single Sex Schools. (Poland: European Association for Single-Sex Education, 2011), 12.

⁷ Hardianti Lestari Hamsah, "Non Verbal Communication of English Speaking Skill in Single Sex Classroom Management". *International Journal of Humanities and Innovation*. Vol. 1 No. 2, 2018, 106.

⁸ Iyan Irvaniyah – Reza Oktaviana Akbar, "Analisis Kecerdasan Logis Matematis dan Kecerdasan Linguistik Siswa Berdasarkan Jenis Kelamin". *EduMa*, Vol. 3 No. 1, 2014, 147.

complex matters because female can be good listeners. This proves that linguistic intelligence level of female and male students are very different.

In getting an achievement, several factors may bring influence; one of which is motivation. If student's motivation is high then the ability to think is also high. But if students' motivation to learn is low then it will be followed by their low ability to think. While Ika Wahyu⁹ said that sex indirectly affects the formation of attitudes and motivation. Her research shows that female students have a higher level of motivation to learn than male students. On the other hand, student anxiety about various problems also results in decreased learning achievement. Anxious students show special difficulties in receiving and processing information. Regarding anxiety, female students are more anxious about their disabilities than males. Attri and Neelam¹⁰ also prove that female students have anxiety twice as high as male students. So, females are more sensitive in dealing with a problem. This allows depression. Meanwhile, males are more active, exploratory, and think more rationally.

Differences between males and females are thought to not only affect education but also in every aspect of life. Naturally male with all their innate characteristics is different from females. Thus, the learning levels of males and females are different. Studies from NASSPE show that start from 5 to 7 years of age, female and male have different brain development. The tendency of female to receive and deliver information more quickly makes it easier to get an achievement than male. Besides, many studies shows that female have better listening abilities than male, so the most academic performance in schools is dominated by female students. Male and female are different to receive and deliver the information. Research shows that males focus on completing task

⁹ Ika Wahyu Anita, "Pengaruh Motivasi Belajar Ditinjau Dari Jenis Kelamin Terhadap Kemampuan Berpikir Kritis Matematis Mahasiswa". *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, Vol.2 No.2, November 2015, 249.

Ajay Kumar Attri - Neelam, "Academic Anxiety and Achievement of Secondary School Students
 A Study on Gender Differences". *International Journal of Behavioural Social and Movement Sciences*. Vol 02 (01), 2013, 30.

¹¹ Lise Eliot, "Single-Sex Education and the Brain". *Sex Roles A Journal of Research*. Vol. 69, 2013, 367.

with one brain's side, while females can complete the task using both brains' sides at once. 12 Because female are able to understand a complex context by involving the brain to think and feel at the same time. While, generally male prefer to think objectively which is reality-oriented.

Based on the phenomenon, several similar studies regarding this issue have been conducted. A Study by Namaziandost E, Fadhly F & Solihat D was designed to investigate the differences between males and females Iranian EFL learners' reading fluency. Forty advanced students are chosen as their participants to answer questions and complete the reading test. The findings showed that in reading comprehension female participants performed more fluent than male participants. Besides, several factors also underlie gender differences between females and males in learning to speak and write. One is like females looking further ahead and smarter than males. This is caused by female having analysis and motors to organize the activities smoothly.

Another previous study from Sunan Ampel State Islamic University by Arina Millaty Ardila explored the differences of classroom climate between male and female in learning speaking at MTsN Krian. Arina revealed the result that the classroom climate divided into three; high, negative and poor. First, Females class (8F) as a high or positive classroom climate shows good communication, good students' personal development and also good teacher management. Then, females class (8H) is negative that shows many interruptions in classroom activities. The last is male's class (8B). This poor class has low motivation and unrespects students. Besides, female students are feeling more confident to come forward and speak in front of the class rather than male students.

¹² Ibid

¹³ Ehsan Namazindost, et.al. "Males and Females Discrepancies in Reading Fluency: Focusing on Advanced EFL Learners". *English Review: Journal of English Education*, Vol. 8, Issue 1, 2019, 14.

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.

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.

However, the teaching strategies to solve problems in a single sex class has not much explored. Moreover, research on the kind of strategies used by teachers when implementing learning in a single sex class is also considered important. How do teachers align male and female students in the learning process especially in learning English where four skills must be mastered? Therefore, the teacher's strategy in teaching English in a single sex class is feasible to make a better understanding when facing a single sex class. This research is designed to explore various strategies used by teachers in teaching English in a single sex class. This research is an attempt to find out which type of strategy is more suitable to be applied in learning English based on gender differences. This research was carried out at Junior High School MTsN 2 Sidoarjo. This school was selected because it is one of the schools that apply a single sex classroom in which male and female students are in a coeducational school but attend classes separately. This resulting study is expected to be knowledge to develop and create some teaching strategies in learning English in a single sex classroom.

B. Research Question

The research problems in this study are written as follows.

- 1. What are the English teachers' strategies to teach male and female students in single sex English class?
- 2. What is the teachers' consideration in using different strategies for different sex?

C. Objective of the Study

The aims of this study are mentioned below.

- 1. To describe English teachers' strategies to teach male and female students in single sex class,
- To explore teachers' consideration in using different strategies for different sex.

D. Significance of the Study

The significance of this study is expected to have some contributions below.

1. Theoretical Significance

The result of this study is hoped to develop the valuable information and new knowledge about strategies of teaching male and female students in single sex class. Moreover, this study hopefully can develop the proper strategies to face the diverse both male and female students in English teaching and learning.

2. Practical Significance

a. For Teacher

The finding of this study is hoped to be a resource in practicing the English learning and teaching process by using some kinds of strategies in teaching. This research can also develop the creativity of English teachers in creating learning for diverse students to face the difficulties that maybe come. More broadly, this research can be used as a reference by teachers to compile a syllabus that is suitable for a single sex class system.

b. For Further Research

This study is useful to provide more academic information for further research, especially in the single sex class. So, the next research related to the single sex class can make this study as the previous study.

E. Scope and Limitation of the Study

This study concentrated on the term a strategy used by the teacher. In his part, the study discussed deeply the type of strategies in single sex classroom mostly used by the English teacher. The type of teaching strategy are memory, cognitive, compensation, metacognitive, affective and social.

Furthermore, this study's limitation is the English teachers who teach in single sex classes both male and female students. This study conducted in

Junior High School in MTsN 2 Sidoarjo which applied the single sex class system. So, the appropriate teaching strategies for male and female student differences may be detected clearly.

F. Definition of Key Terms

The following are some key terms to avoid misunderstandings readers in this study.

1. Single Sex Class

Single sex class is an educational environment where males and females learn in separate classes or separate buildings.¹⁷ In this study, single sex class refers to educational system that requires both male and female students to attend separate classes at each level for all subjects including English at MTsN 2 Sidoarjo.

2. Strategy

Strategy is a particular method that is used as a mode of operation to achieve certain objectives, as a design plan to organize and manipulate information specifically and as an approach to solving a problem or task. ¹⁸ In this study, the strategy is the specific way of controlling the problem, lesson plan, or task to achieve particular goals in English teaching learning process.

3. Teacher Consideration

Teacher consideration is the teacher's foundation in presenting, describing, providing examples, and giving training to students to achieve certain goals. ¹⁹ In this study, teacher consideration defined as the teacher process of choosing, making and implementing decisions and ways, before, during, and after instruction to increase the probability of learning goals.

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¹⁷ Kristen Hartman, Thesis: "The Advantages of Single-Sex VS. Coeducational Environments for High School Girls" (Providence College: digitalcommons.providence.edu, 2010), 7.

¹⁸H. Douglas Brown, *Principle of Language Learning and Teaching* (USA: Longman, 2000), 132.

¹⁹ Abdul Majid, Strategi Pembelajaran (Bandung: PT Remaja Rosdakarya, 2013), 107.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents two parts explanation. The first is related theories and literature to support this study. The Second is review related studies which discussed the single sex class, strategy, teaching strategy, type of teaching strategy and factors considered in the selection of teaching strategies.

A. Review of Related Literature

1. Single Sex Class

Single sex class is also known as single gender class, which means the school that is chosen to carry out the learning process by implementing a class difference system for male and female students but still in the same building. It is also possible male and female students attend separate buildings in one school institute and system. ²⁰ So, it can be interpreted that single sex class is the school which placed students into different class based on sex or gender differences. Hence, there will be "male" and "female" classroom. Single sex class has implemented some different operating types. ²¹ One is the standard type, where both students of both sexes attend in single sex school or single sex class. Another is the double education type, where males and females are attend different classes but in coeducational school system.

However, Asep Kurnia has different thoughts about single sex class. This researcher stated that single sex class has many kinds of

²⁰Elka 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), 32-34.

²¹Natalia Ibanez, *Best practice in Single Gender Education* (Austin: Austin Independent School District, 2011), 1.

systems in implementation.²² First system is the schools in which all the students at every level or grades are one sex. So it can be male schools or female schools. Second system is the schools which direct the students into different program based on gender, for example, mathematics and science for the female students and business program for the male students. Third system is the schools that are accepted male and female students but place them into different classes based on gender ("male" and "female" classroom). Fourth system is the schools which accepted the students in different sex for every level, such as first grade for male students and the second grade for the female students and the concept of students accepted will be different for every year. The last system is the schools which accepted all gender students, but then separated them in the different building with the same facilities.

2. Definition of Strategy

The word of strategy comes from strategic Latin, which is defined as the art of using a plan to achieve a goal. More details, strategy is a term that is defined as, ideas, insights, thoughts, perceptions, experience, expertise and complex goals that provide general guidance in pursuing specific goals and sections.²³ According to Brown, strategy is a particular method that is used as a mode of operation to achieve certain objectives, as a design plan to organize and manipulate information specifically and as an approach to solving a problem or task.²⁴ It means that strategy is the way to teaching students, strategy is also the answer to how teaching and learning process.

²²Asep Kurnia, "Students' Language Learning Strategies Difference in an Indonesian EFL Single-Gender Classroom". *Journal of applied linguistics*. Vol.1 No.1, 2019, 33.

²³Pipit Rahayu - Syamsiah Depalina Siregar, "Teaching Strategies in Students' Micro Teaching Performance". *English Language Teaching and Research*. Vol. 2, No. 1, 2018, 203.

²⁴H. Douglas Brown, *Principle of Language Learning and Teaching* (USA: Longman, 2000), 132.

Furthermore, Strategy is the science or art of planning that directs the movement or operation. This refers to the pattern of actions that function to achieve certain results. Thus, the strategy is a plan with the full skills of a working system whose goals can be reached effortlessly. In addition, situations and conditions that occur also affect a change in strategy. One is a learning strategy where this strategy is used by teachers when teaching in the school.²⁵ However, Nunan has a different statement that strategy is mental and communicative procedures used by students to learn and use language.²⁶ This case means the strategy is the way to learn and interact in the learning process. According to these explanations above, strategy is known as an important part of the teaching and learning process

3. Meaning of Teaching Strategies

The education context, teaching strategies mean teacher's multiple academic behavior in using structures, methods, systems, techniques, tools, disciplines, and communication during teaching to achieve the goals or objectives. ²⁷ Therefore, teaching strategy includes a general plan for learning in which various structures of student behavior are desired in terms of the objectives of the instruction and an outline of the steps and teaching materials needed to implement the strategy. Therefore, the teaching strategy includes a general plan of learning in which the various structures of student behavior are guided according to the objectives, activities, materials and learning materials needed to implement the strategy. Teaching strategy also refers to the method and instructional material used by the teacher to make an optimal teaching learning

²⁵Arvind Kr. Gill – Kusum, "Teaching Approaches, Methods and Strategy". Scholarly Research Journal for Interdisciplinary Studies. Vol. 4, 2017, 6694.

²⁶David Nunan, *Second language teaching & learning*. (<u>https://goodreads.com</u>, accessed on March 25, 2020).

²⁷Nuvia Rinda Nur Fadlilah, Thesis: "*Teacher Strategies in Facilitating Students' Interactional Communication Through Setting Arrangement*" (Surabaya: Sunan Ampel State Islamic University, 2019) 8.

process.²⁸ It means that the strategies which are used by teacher help the students to get easier in understanding the material.

So, teaching strategy has a crucial role in teaching learning process. Teaching strategy describes every designated activity that help the student to achieve certain teaching goals. Meanwhile, the teaching activities must be done by the teacher and the student. It helps teacher facilitates students' learning activities and reaches the purpose of teaching effectively and efficiently.²⁹ Furthermore, Capel also defines that teaching strategies are powerful learning tools that allow and prohibit events in the learning aspect. Then the teaching strategy has an important role as a tool and learning environment that supports and also rejects disruptive behavior.³⁰ In supporting learning equipment, teachers implement teaching strategies when using teaching media to deliver material. While in supporting the learning environment, teaching strategies are applied to activate students and involve them in the teaching and learning process.

4. Types of Teaching Strategies

Type of teaching strategies is the classification of strategies that are used in teaching and learning time. In the process of language teaching, a teacher can apply various strategies. One is proposed by Rebecca Oxford. According to Rebecca Oxford's book, he divided general strategies in teaching into six kinds; memory, cognitive, compensation, metacognitive, affective and social. The strategies are explained below.

²⁹Sepriani, "Expository Teaching Strategies in Teaching Learning Process A Study at SMA Kartika 1-5 Padang". (jim.stkip-pgri-sumbar.ac.id, accessed on March 25, 2020).

²⁸Alan J. Singer, *Teaching to Learn, Learning to Teach. A Handbook for Secondary School Teachers* (London: Lawrence Erlbaum Associates, 2003), 66.

³⁰Susan Capel, Learning to Teach Physical Education in the Secondary School (New York: Routledge, 2003), 6.

a. Memory Strategy

Generally, memory strategy is used by teachers by utilizing students' prior knowledge and learning experiences.³¹ This strategy involves a lot of memory and learning processes that use memory. Memory Strategies divided into four set indicators which are abbreviated as CARE.³² First, creating mental linkage involves making group, using associate/elaborate and putting new word into a context. Second, applying image and sound involve using images, applying semantic map, utilizing auditory and visual links, using keyword and representing sound in memory. Third, reviewing well which can be applied using structured viewing. The last is employing actions which can be applied by physical response or physical sense and by mechanical techniques. For example, if the student is asked to associate the sound of utterances with the things he has remembered or grouping new words in certain contexts. Likewise, if the student uses body movements to aid understanding, he is practicing memory strategies.

b. Cognitive Strategy

Cognitive strategy defines as all behaviors in the class process that relate to the use of learner's thinking power.³³ This strategy can be in various activities that help for understanding and produce the language.³⁴ The most crucial set in this strategy is practicing. It can be done by using repetition, tasking with sounds, applying patterns or formula, recombining and practicing naturalistically. The receiving and delivering messages' set are useful for students to get

³¹Bambang Sugeng, "Strategi Belajar Bahasa Inggris sebagai Bahasa Asing Kaitannya dengan Faktor-Faktor Demografik pada Pembelajar Dewasa. *DIKSI*. Vol.11 No.1, 2004, 77.

³²Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990), 38.

³³Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview". *Procedia-Social and Behavioral Sciences*. 106, 2013, 1722.

³⁴ Kamila Chilkiewicz, "Direct Language Learning Strategies in the Theory by Rebecca Oxford in English Vocabulary Acquisition at the Age Group of 11-12 Year Old". *WorldScientificNew*. Vol.7, 2015, 190.

main idea when doing skimming (receiving the idea rapidly) and scanning (getting message by utilizing resources). The common activity is also use to analyze and reasoning strategies which include reasoning deductively, analyzing expressions, analyzing contrastively, translating and transferring. Those are useful to create new expression and catch the meaning of the target language. The last is creating structure for input and output which can be applied by summarizing and highlighting.

c. Compensation Strategy

Compensation strategy focuses to assist the students dealing with the lack of relevant knowledge.³⁵ This strategy helps student who does not understand an expression, who does not catch something obviously, who is in the situation in which the meaning is implicit. So, compensation strategies can produce spoken or written in the new language without complete knowledge. This compensation strategy consists of two aspects.³⁶ The first aspect is guessing intelligently which can be applied using linguistic clues or other clues. The second aspect is overcoming deficiencies in writing and speaking practice. This aspect may be applied by changing to the mother tongue, receiving help, utilizing mime or gesture mime, decreasing communication practice, choosing the topic, adjusting or approximating, creating words, and applying a circumlocution or synonym. Thus, the example of implementing this strategy is to bring the life experience to the students. So they can interpret and know the new words or expressions by guessing.

³⁵Droździał – Szelest. K, Language learning strategies in the process of acquiring a foreign language (Poznań: Motivex, 1997), 42.

³⁶Kamila Chilkiewicz, "Direct Language Learning Strategies in the Theory by Rebecca Oxford in English Vocabulary Acquisition at the Age Group of 11-12 Year Old". *WorldScientificNew*. Vol.7, 2015, 191.

d. Metacognitive Strategy

Metacognitive strategy is activities that refer to ways to increase awareness of the process of thinking and learning. So, students can control the learning process.³⁷ Metacognitive strategy is defined as a method to guide students recognize their way of learning by maximizing the ability to think, reason and have insight into what they think and do. Metacognitive strategy is realized in a variety of activities that can be classified into three categories.³⁸ First category is centering students learning by delaying overview and the linking, focusing on listening by paying attention and reducing the speech. Second, arrange and plan teaching and learning activities by determining objectives or goals, planning the task and activity, organizing class, using language and looking for opportunities for practice. Third, evaluate the teaching and learning process by selfmonitoring and self-evaluating. So, metacognitive strategy can be practiced as students centered where students also be able to determine the right concept in solving problems and plan appropriate learning strategies. For example, students identify the task that has been given then determine the steps to do it.

e. Affective Strategy

Affective strategy is all behaviors learning strategies concerned with managing, emotions, attitudes, values and motivations both positive and negative.³⁹ This affective strategy includes three set of ways. Reducing students' anxiety consists of using progressive relaxation, using music and laugh. Encouraging students' motivation can be done by using positive statements, taking risks wisely and rewarding. Controlling the emotional

³⁷A.D Cohen, Strategies in learning and using a second language (London: Longman, 1998), 49.

³⁸Pipit Rahayu – Syamsiah Depalina Siregar, "Teaching Strategies in Students' Micro Teaching Performance". *English Language Teaching and Research*. Vol.2 No.1, 2018, 205

³⁹Bambang Sugeng, "Strategi Belajar Bahasa Inggris sebagai Bahasa Asing Kaitannya dengan Faktor-Faktor Demografik pada Pembelajar Dewasa. *DIKSI*. Vol.11 No.1, 2004, 79.

temperature is done by paying attention to how the bodies feel, using checklists, writing language learning and discussing feelings with others. In this case, teachers also can evoke positive feelings in class by allocating responsibility to students, familiarizing communication naturally. For example, teacher gives an attention grabber to the class when the students are crowded or teacher gives some rewards to the students who get a high score.

f. Social Strategies

Social strategy means all behaviors related to cooperation between students and their peers to achieve learning goals. 40 These can be remembered by using the acronym "ACE". First, asking questions to get correction, asking for clarification of a confusing point. Cooperating with others by talking with a native speaking conversation partner or doing peer conversation. Emphasizing with others can be done by exploring cultural and social norms and becoming aware of others. This familiarizes students to communicate with others. So, students can understand the culture and language. Generally, teacher can apply this strategy by designing the group work task or peer work task.

5. Factors Considered in The Selection of Teaching Strategies

In the process of language teaching and learning required the selection of appropriate learning strategies so that learning objectives can be achieved with maximum. There are many factors that must be considered by the teacher choosing the teaching strategy that will be used. These factors are explained below.

⁴⁰Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview". *Procedia-Social and Behavioral Sciences*. 106, 2013, 1722.

a. Student Characteristics

Students are the main subject in the learning process where each individual has many differences with other individuals. Thus there are several characteristics of students that need attention. First is intelligence. Some students are better at language learning than others. But some are also better at learning science. ⁴¹ Therefore, a teacher must understand the level of language ability of students whether students fall into the category of beginner, elementary, intermediate or advance.

Second is learning style. Every student has different preference for learning. Among the different ways to learn, studies prove that each student is different; some prefer to learn by hearing, some by seeing, and some by doing, some by reading and others by asking questions. ⁴² So, this becomes an important influence for the teacher to determine the strategy. This is because the strategy chosen by the teacher will determine the amount of student understanding of the material presented. Third is age. According to Brown, student age affects mental maturity. ⁴³ A child aged 6-12 years is different from a child aged 15-17 years, i.e., how to solve problems, how to control emotions or how to respond. So, the teacher must understand the grouping of students to be taught such as young children, adolescents or adults.

Fourth is gender. Biologically, men and women are different. Many studies also prove the difference between the psychological sides. Michael Gurian concluded that the differences between men and women included; interest, motivation, mindset, anxiety, habits and others. ⁴⁴ Thus not all strategies that are applied to male students will be successfully applied to female students.

⁴¹ Jeremi Harmer, *The Practice of English Language Teaching* (London: Longman, 1988), 85.

⁴² Ibid, 88.

⁴³ Douglas Brown, Principles of Language Learning and Teaching (USA: Longman, 1998), 54.

⁴⁴ Michael Gurian, *Boys and Girls Learn Differently!* (USA: Jossey Bass, 2011), 13.

b. Learning Objectives

Learning objectives are goals that must be achieved at the end of learning. This means that the learning objectives are abilities (competencies) that are expected to be achieved by students after conducting certain learning processes. ⁴⁵ Meanwhile, to achieve these objectives, the teacher must consider and determine the suitable strategy. For instance, students are requested to mention the vocabulary of objects around. Then the teacher can use memorizing strategies to encourage students to achieve learning goals.

c. Learning Materials

Learning material is a set of information that students must understand. In general, the nature of learning material can be divided into several categories namely; facts, concepts, principles and skills.⁴⁶ These categories require different ways of learning. For example, fact categories can be applied using information from diagram drawings. This is different from the category of skills that the application can use role play. Thus, teachers must understand the categories of learning material before determining teaching strategies.

d. Time Allotment

In general, every learning always refers to the curriculum that has been created. The language learning curriculum has several basic competencies that must be achieved within a certain period time. For example one semester or one school year where each meeting has the same amount of time. This is adjusted to the grade level of the students. Meanwhile, each language learning material has a different level of difficulty. So learning time is an important

⁴⁵ Iskandarwassid – Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: PT. Remaja Rosdakarya Offset, 2013), 27.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

⁴⁶ Saptianto Majid. "Faktor-Faktor yang Perlu Dipertimbangkan dalam Menentukan Metode Pengajaran" *Dunia Kuliah*, (https://saptiantomajid.blogspot.com accessed on April 31, 2020)

factor that must be considered when determining teaching strategies. The goal is that the teacher can deliver all the material, both easy and difficult, to the maximum in accordance with the allotted time.

In conclusion, the review of related literature is a theoretical guideline for all researchers. Then, every research must be supported by an appropriate theory. So, the theories above are written to guide the answer of three research questions in this study. In addition, this theory is also important to add to the writer's insight in compiling instruments and presenting data. Written theories are also useful to clarify the direction and scope of research.

B. Review of Previous Studies

Several studies that revealed to this single sex class issue were carried out by other researchers. Hence, the researcher attaches some previous studies here to find the gap among future research. For example, a study completed by Asep Kurnia concentrated on male and female differences in using language learning strategies by conducting descriptive qualitative design. The data were collected through questionnaires and observation as the instrument. The participants are 48 students from eight grade of single sex system in MTs Terpadu, Tasikmalaya, Indonesia. The study revealed that gender was a crucial factor affecting the students' perceptions of language learning strategies. Female students were preferred to use metacognitive strategies. Different from male students, they were mostly applied cognitive strategies in the English class. No one used social strategies in high frequency when the English learning process.

The similar research also conducted by Murni Mahmud in 2008. The study described the differences in communication between male and female that affect students' learning styles.⁴⁸ Open-ended questions distributed for

⁴⁷Asep Kurnia, "Students' Language Learning Strategies Difference in an Indonesian EFL Single-Gender Classroom". *Journal of applied linguistics*. Vol.1 No.1, 2019, 36-42.

⁴⁸Murni Mahmud, "Language and Gender in English Language Teaching". *TEFLIN Journal*. Vol 21. No.2, 2010, 172-185.

English students of the State University of Makassar which consist of 20 males and 20 females. The results was revealed that female students are different from male students, they were reluctant to talk to the opposite sex. Female students tended to choose to work together with the same sex, liked to express opinions directly, were often active in class including in improving English language skills. This was much reversed with male students. These differences on styles can be concluded that females' characteristics affected by their emotional and sensitive thought. While males' characteristic was affected by the dominant desire to appear independent, powerful and competitive.

Besides, the differences between males and females were also discovered by Surya, Wayan and Rahmad in their study that focused on exploring how cognitive processes are occurred in writing argumentative text. ⁴⁹ This study conducted at grade XII of Free Methodist Senior High School Medan in 2019/2020 academic years. This descriptive qualitative design observed and interviewed big ten rank students to get the data. The data analysis results showed that cognitive processes in writing argumentative text were different both males and females. In the cognitive process of argumentative writing, male began to plan by compiling ideas and translating them into text. Meanwhile, female plan by creating and organizing ideas, translating, reading and re-editing the text.

In addition, the Iranian researchers also compared both males and females students. Mahboubeh and Neda conducted the study to investigate Engineering students' perceptions, problems and preferred tasks about academic listening.⁵⁰ There are 199 Iranian undergraduate students as participants. The data were collected by distributing a questionnaire with 40 items and an interview with 3 open-ended items. The finding showed that

⁴⁹Surya Setiadi Tarigan, et.al. "The Cognitive Process of Different Gender in Writing Argumentative Text". *Annual International Seminar on Transformative Education and Educational Leadership*, 2019, 314-318.

⁵⁰Mahboubeh Taghizadeh – Neda Mohabati, "Comparing Male and Female Engineering Students' Perceptions, Problems and Task-Based Needs about Academic Listening". *Iranian Journal of Comparative Education*. Vol 1(1), 2018, 107-124.

both male and female learners were aware of the importance of academic listening for their success. Concerning problems, both also have the same reported such as insufficient vocabulary, speed of speech, long texts, and unfamiliar topics. The findings also revealed that listening to news reports, listening to academic interview, listening to academic discussion, listening to announcement, and listening to conversation were the male students' preferred tasks, while listening to academic interviews, listening to seminars and presentations, listening to academic discussion where the female students' preferred tasks.

Furthermore, another study conducted by Zaky Dzulhiza which investigated the difference's perception between male and female students on the type of oral corrective feedback in speaking classroom.⁵¹ This qualitative design collected the data from 1 lecture and 39 university students as participants. Significantly, the observation result revealed that lectures mostly correct the students' errors uses explicit correction. While, the interview session showed the different result between male and female students. Male students were more dominant in choosing explicit correction because they can find out their mistakes directly. However, female students in contrast to male students, preferred to use recast and metalinguistic feedback because they can think critically. On the other hand, both male and female students perceived that clarification request and repetition were the unclear mode to understand the lecturer's mean.

In Xiangning China, several middle schools have applied single sex classroom. A study by Zhang tried to clarify whether there are gender differences both male and female English students.⁵² The analysis of students' exam results and questionnaire was the method of this study. Exam result comparison from 2015 to 2017 showed that when learning English, boys and

⁵¹Zaky Dzulhiza Hawin Amalia, et.al, "Male and Female Students' Preferences on the Oral Corrective Feedback in English as Foreign Language (EFL) Speaking Classroom". *Humaniora*. Vol. 10(1), 2019, 25-33.

⁵²Zhang, Le, "The Research on the Differences between Male and Female Middle School Students in English Learning: A Case Study in Xiangning No.2 Middle School". *Studies in Literature and Language*. Vol. 16(3), 2018, 29-37.

girls in middle school have big differences. The exam scores of female students were higher than those of male students on average. Based on the questionnaire analysis results, the researcher found that female students were greater than male students in five aspects: motivation of learning, attitude of learning, interest of learning, attitude towards exam and methods of learning. Besides, the researcher also tried to put forward several suitable methods and strategies of learning for female and male students although not in detail explanation.

Matthew Rudd, a researcher from Thailand conducted a study to explore the influence of gender Thai students in Bangkok towards the English language proficiency scores.⁵³ The mixed method research design used to collate qualitative and quantitative data. First, 20 highly qualified English language teachers were interviewed to collect the qualitative data. Second, the examination result of 863 students from three separate sample clusters was collected to the quantitative data. The results revealed that English teachers differentiated male and female students based on their high levels of attention and motivation. Significantly, female students had higher English proficiency scores than male at both the university and secondary school levels. Besides, the higher scores of female students had higher motivation and concentration.

Different from several previous studies before, a study by Muhammad Arfan Lodhi investigated attitudes of students, curiosities and difficulties about the implementation of computer assisted language learning at a middle level.⁵⁴ Self-reported questionnaire was distributed to 300 Pakistan students. Descriptive statistic was applied to statistically analyze the data. However, the results of this study indicated a very significant difference from previous

⁵³Matthew Rudd, "Examining English Proficiency Variations between Male and Female Students in Thailand". *Indonesian EFL Journal: Journal of ELT, Linguistics and Literature*. Vol. 4(2), 2018, 187-199.

⁵⁴Muhammad Arfan Lodhi, et.al. "Attitude of Male and Female Students Towards Computer Assisted Language Learning At Intermediate Level". *English Language Teaching*. Vol. 12, No. 3, 2019, 108-118.

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.

CHAPTER III

RESEARCH METHOD

This chapter covers the method used this study. It consists of research design, subject and setting of study, data and source of the data, data collection technique, instrument of research, data analysis technique, checking validity of findings and research stage.

A. Research Design

This study designed in qualitative descriptive to conduct the research. According to Sugiyono, qualitative descriptive research is a form of method that explores or captures the phenomenon of natural settings and interpret, understand, explain the meaning broadly and deeply.⁵⁵ Therefore, this explorative and explanatory design is choose to explore the phenomena of teachers' strategies. Furthermore, qualitative descriptive was used to describe and analyze the teachers' experience, insight and reflection on the use of teaching strategies in English teaching learning both male and female classes. It also described and analyzed about the teachers' consideration in using the strategies for male and female classes.

B. Subject and Setting of Study

The subject of this study was the English teacher in eight grade class. They were selected purposively with the criteria (1) teaching English in single sex educational system and (2) has experience in teaching both males and females classes separately. Besides, two English teachers from MTsN 2 Sidoarjo become the subject of this study. This school also is chosen because of having the category educational system where applied single sex classes.

⁵⁵ Sugiyono, *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 289.

C. Data and Source of The Data

The data of this study were the teachers' strategies and teacher's consideration in using strategy in English teaching learning process for different gender. The data collected from the document in the form of lesson plan both for male and female classes. This lesson plan gained from English teacher. The researcher also interviewed the English teacher to validate the data

D. Data Collection Technique

The data collection technique was used in this study to make clear the process of collecting data. Sugiyono stated that data collection is one of the procedures for collecting relevant data in completing the research.⁵⁶ To answer the first research question that was teacher's strategies to teach male and female in single sex English class, this study used document analysis technique. The document is lesson plan that was gotten from English teacher. After this, the lesson plan was read and analyzed using document analysis guideline. To strengthen the data from the document analysis results and to answer the third research question that was searching the teacher's consideration in using different strategies for different sex, there was a semi-structured interview with English teachers. So, researcher came to the school for asked research permission and met English teacher. This interview conducted offline with each teacher separately. Before interview process, the researcher try to persist in the topic by using interview guideline.

E. Research Instrument

Those data can be obtained by using these following instruments.

1. Document Analysis Guide

The researcher gathered some qualitative documents to make up the research process. The form of document is lesson plan of teachers

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⁵⁶ Sugiyono, *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 308.

to guide the teaching learning process. This lesson plan was required to know the type and the aspect of strategy mostly use by the teacher for male and female students. The analysis document guideline consists of 6 items related with teacher's strategies to teach both sexes students (memory, cognitive, compensation, metacognitive, affective and social). The strategies were in the table form which is specified again into 17 items.

So, the first column was memory (producing mental linkages, using images and sounds, reviewing material, using action), cognitive (practicing, reviewing and delivering the images, analyzing and reasoning), compensation (guessing and overcoming limitations), metacognitive (centering learning, planning and arranging teaching learning, evaluating), affective (reducing anxiety, giving motivation, controlling the emotional temperature) and social (asking question and designing cooperative task or activity). In addition, every aspect of the strategy included various activities, such as creating mental linkages with the material (making group, using associate or elaborate and putting new words into a context). Then, the second column there was operational action for each aspect of the strategy which will be clarified with the expressions written in the lesson plan in the third column. (See appendix 1)

2. Teacher Interview Guide

This teacher interview guide was needed for the researcher to help and guide in delivering interview questions. In the interview guide, researcher made several interview questions based on the research topic. Then the interviewee's answer becomes the basis for following up on these questions. In making it, interview guidelines were categorized into two points. The first point was about the teachers' strategies for teaching male and female classes. There are 34 questions for 17 aspects of the strategy at this point. So, every aspect of the strategy has two questions; for male students and female students.

For example, the aspect of creating mental linkages has two questions; (1) how do you group, associate or elaborate and place new word into a context to male students? Why did you do that? (2) How do you group, associate or elaborate and place new word into a context to female students? Why did you do that? Then the second point was about teacher's consideration in using different strategies for different sex. There are 5 questions at this point. The first question explored information about how the teacher determines the objectives for each different material. The second question was related to how the teacher chooses a strategy that is compatible with objectives. The third question was how the teacher determines the strategy according to the differences in student learning styles. The fourth question was how the teacher chooses a strategy that suits the characteristics of male and female students. The fifth question was how the teacher chooses a strategy that suits the allocation of learning time. (See appendix 2)

F. Data Analysis Technique

In this process, researcher described and analyzed the data collection in inductive analysis. According to Sugiyono statement, in this analysis, the data obtained is a certain fact or phenomenon and is generally concluded.⁵⁷ Meanwhile, in the description, these findings are correlated to existing theories.

1. Document Analysis

After collecting the lesson plans of teachers, the researcher read and observed the document. This first stage is reduction. The researcher sorted suitable information to answer the first and second research question. The researcher analyzed activities and instructions made by English teacher in teaching learning process. The researcher tried to remove all irrelevant information from the document. Then the data is

⁵⁷ Sugiyono, *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 355.

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

was classified and categorized according to the teacher's strategy theory using operational action keywords. For example, teacher response is "I usually give praise or applause to students as a motivational booster" then the response is categorized as encouraging motivation operational action keyword which includes the affective strategy. Then, the researcher concluded the findings and presented them with a qualitative narrative. At this stage, the findings obtained are compared with previous theories regarding whether they are appropriate or contradictory. So, this result of the finding is interpreted as the last step in the research process.

G. Checking Validity of Findings

In this stage, researcher needed to check the validity of research findings using triangulation technique. This technique means as the way to combine the data sources obtained and the various data collection techniques used.⁵⁸ Triangulation as the most common way usually use in qualitative research design to increase, to check and to compare the datas' validity. Therefore, the triangulation technique in this study is to compare the results of documentations and interviews with observed data. Thus, this technique serves to prove if there is alike data gained from different sources.⁵⁹ In this study, researcher compared the teachers' lesson plan and interview data of teachers' strategies in teaching male and female English class.

H. Research Stage

In completing the study, the researcher had several stage. First step, the researcher got the problem according to the educational school condition in Indonesia. The researcher also discussed to get the main research question deeply with the lecture. The research question was about English language

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⁵⁸ Sugiyono, *Metode Penelitian Pendidikan - Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2015), 330.

⁵⁹ Ibid, 331.

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.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the research findings and discussion about the type of teaching strategy that teacher used to teach male and female students in single sex class. It is also about teachers' consideration in using different strategies for different sex.

A. Findings

Three are three part according to the research problem that spelled out in this research finding. The first part explained about the English teachers' strategies to teach male students in single sex class. Second sub-section described about English teachers' strategies to teach female students in single sex class. Meanwhile, in third sub-section discussed about teachers' consideration in using different strategies for different sex. The researcher collected the data start form 14th September – 21st September 2020. The data had been gathered from English teacher by documentation and interview. The following explanations are the result.

1. English teachers' strategies to teach male and female students in single sex class

In case of strategies of teachers to teach male and female students in single sex class, there are 6 different strategies that teachers applied in teaching English in male and female classes. The interview result data shows that the strategies include memory, cognitive, compensation, metacognitive, affective and social.

These strategies are defined as follows; the first, memory strategy refers to strategy to help students remember important information in their memory that is obtained from the learning process. The second, cognitive strategy is a series of steps in the use of the mind that are useful for assisting students in solving problems or solving complex

tasks. The third, compensation strategy is a strategy that helps students who lack vocabulary to speak or write in the target language. The fourth, metacognitive strategy refers to strategy that help the students to coordinate and control their own learning process by centering, arranging, planning and evaluating their learning. The fifth, effective strategy refers to strategy that help students to control their emotions, attitudes, motivation and values. The Last, social strategy refers to strategy that give students the opportunity to practice the target language directly in the environment.

However, the result of document lesson plan analysis indicate that teachers only use some strategies and do not mention it in detail. In addition, the teachers make one lesson plan document for both male and female classes. Then, the teachers develop and change the strategies used. This happens because the teacher adjusts to the situation and conditions during learning. Moreover, the two teachers apply the same six strategies in the quite different way. The details of the data about teacher's strategies to teach male students in single sex class are described below.

a. Memory Strategy

In memory strategy, there are 4 sets found from the teachers to teach male and female students in English class. They are creating mental linkages, applying the image, reviewing material and employing action.

In the document lesson plan analysis, T1 used reviewing material to apply memory strategy. The teacher wrote on the lesson plan that "teacher give the question to the students about the last material and connect it with the material to be studied." This review was done before the teaching and learning proses. So, the teacher gave some questions and let the student to answer it while remembering the previous material. In addition, reviews were also in the form of practice questions or quizzes. On the

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

asked students to use flash cards. In this session, teacher guided the students write down the words they have heard or read. Then write down the meaning behind it. Later students can apply it in writing or speaking.

b. Cognitive Strategy

Researcher found 3 sets that teachers usually apply cognitive strategies in learning English in the male and female classes. Those sets are helping the students to receive and send the message of material, practicing, analyzing and reasoning.

Based on the document lesson plan analysis, T1 used helping the students to receive and send the message of material. In this implementation, T1 used skimming or scanning as the way. She asked students to see, observe, read and rewrite the information on the video about the material (There is / There are)." It shows that teacher helped students to understand the subject by paying attention to text, images or videos. While, T2 used practicing set. In this set, T2 applied practicing naturally as the way. She gave some issue to the each student groups. Then, she asked the students to present about their discussion results to teacher and other friends. So, T2 provides the opportunity for students to use language for actual communication.

In the interview session, T1 and T2 also used practicing for male classes. T1 applied repeating as the way. She asked the students to make a conversation video about expression of there is/there are. Before that, students are given the examples by teacher then imitate it together. Then, students are asked to do the drill continuously until it runs smoothly. In addition, students were also introduced to new material both in writing and speech first. While, in the different way T2 applied practicing with sounds and writing system. She asked the students to record their

conversation or their speech. So, the students can hear and compare their voices with a native speaker's voices.

On the other hand, T1 and T2 used analyzing and reasoning for female classes. T1 used analyzing expression as the way. She asked the students to read a paragraph or story. Then, she helped the students to breaks down the phrase into parts that they do not understand. So, the students can figure out the meaning of the whole phrase. Besides, T2 used translating as the way. She allowed students to use their own language as the basis for understanding what they hear or read in the new language. For example, she asked the students to translate word for word when there is a sentence that students do not know clearly.

c. Compensation Strategy

In the teacher interview session, there are 2 sets that were found by researcher about how to implement compensation strategies in male and female classes. They are making up the students for the lack of knowledge and asking the students to guess the new information.

In the teachers' interview session, T1 and T2 used making up the students for the lack of knowledge for male students. T1 applied a circumlocution as the way. She explained the meaning and the function of the knowledge to the students. For example, the students got difficult to remember the word of uniform, so teacher said "something usually wears of the students every day to go to school." It showed that teacher used compensation strategy by focused on helping student to increase knowledge regarding the material presented. While, T2 applied switching to the mother tongue as the way. She gave the statement that "I use Indonesian and sometimes Javanese" to help the students difficulties. That indicates that teacher used compensation

strategy to convey new knowledge to students using everyday language or the mother tongue as the action.

Besides, T1 and T2 used asking the students to guess the new information for female students. T1 applied body language clues as the way. She used mime or gesture to indicate the meaning. So, the students can guess the new information what the students don't know. For example, the students do not yet know the meaning of "put it over there", so teacher point the place, hoping the students will catch the meaning and put the object down in the right spot. While, T2 applied linguistic clues as the way. She stated that "when learning about verb 2, which is regular verb, I give them the key -ed as the end of the word", it showed that the teacher used guessing way to implement the compensation strategy. So, the keyword function was as a tool that helps students to easily understand the material or information presented. On the other hand, keywords can also be applied directly by mentioning vocabulary that helps students understand.

d. Metacognitive Strategy

In the metacognitive strategy, the researcher found 2 sets strategy that the teachers usually applies during the course of learning English in the male and female class. They are centering students learning and evaluating the students.

In the document analysis, both T1 and T2 used centering students learning. They applied reviewing and linking the material with already known knowledge as the way. They linked the new material by giving some question, delivering a story or showing a video to the students. It allows students to focus on teaching and learning because it was done at the beginning of the learning. Besides, this way also serves as a warm-up activity before teaching and learning process. For example, T1 teach

"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.

e. Affective Strategy

Researcher found 2 ways that teachers used to implement affective strategies. Those are encouraging students' motivation and taking the students' emotional temperature.

In the lesson plan document analysis, T1 and T2 used encouraging students' motivation. They applied making positive statements as the way. They wrote on the lesson plan that "Teachers convey motivation about what can be obtained (goals and benefits) by studying the material (There is / There are)." That statement showed a positive sentence that can increase students' enthusiasm for learning. They also delivered another positive sentence when they convinced the students that all of students are able to master in English". The purpose of this positive statement was to increase the students confident. So, students can explore their ability without being afraid to make mistakes.

In the interview session, T1 and T2 also used encouraging students' motivation for male class. They applied rewarding as the way. T1 stated that "I give gifts such as money to buy snacks to students who can answer correctly", it showed that she uses affective strategy by giving gifts to encourage student enthusiasm. This strategy encourages the students to do the best in the teaching and learning process. So, students feel more enthusiastic about the competitive classroom conditions. While, T2 explained that "I always give praise to students when they can answer questions or do exercise well and correctly". it indicates that she uses affective strategy by giving praise to encourage the student's motivation. It concludes that teacher give reward to students when they succeed in achieving something.

On the other hand, both T1 and T2 applied taking the students' emotional temperature for female students. They applied listening body language and discussing the feelings as the way.

T1 and T2 tried to understand the body language and expressions of the students. It means that teachers have to recognize and understand each student well. When the teacher found that the student's condition is not good, the teacher took a discussion with the student regarding what is experienced and felt. The T1 said that "I try to sit beside them then look for opportunities to ask them, why is it emotional, what is the problem, what is the background. Due to the factor of fellow female, it becomes easier to get along and open up". This strategy trains students to be more communicative in conveying what they feel. Meanwhile T2 prefers to call students to the office or teacher room to talk and discuss. This is done to students feel comfortable and confident in conveying problems that occur because they are given privacy. She also said that "I ask students to write a paragraph about what they feel in the learning that has been done." This strategy is called by a language diary where teacher let the students to actively express their emotions.

f. Social Strategy

In the social strategy there are 3 sets carried out by the teacher in the learning process. They are asking questions to the students, designing cooperative tasks or activities and empathizing with others.

In the lesson plan document analysis, both T1 and T2 used asking questions to the students. They applied asking for clarification as the way. They wrote on the lesson plan that "Students ask things that are not understood related to the material (There is / There are)." This way is used by the teacher to facilitate and to provide the opportunity for students to ask or to clarify what was not understood and what was not clear. So the teacher gave the time to students to ask questions.

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

different materials. It is because each type of knowledge requires a different way of teaching and learning. Meanwhile, the example was also delivered by T1 that "When I teach greeting material, the strategy used will focus more on speaking practice. This will also be different when I teach about narrative text, so the strategy used is more focused on reading or writing activities." This statement shows that the teacher cannot apply only one strategy for all the material to be taught although the four skills in English are always continuous.

b. Learning Objective

The second consideration in choosing a strategy is learning objectives. Learning objectives are very important because they are used to determine the goals that must students achieve in the learning process. In this case, the T2 stated that "The goals that must be achieved by students at the end of each lesson are different." So, based on the research results, learning objectives have several aspects that need to be understand by teachers, such as whether the learning objectives to be achieved are cognitive, effective, and psychomorphic aspects. Besides, the T1 delivered an explanation that "besides paying attention to the targets that must be achieved in learning. Teachers also have to look at the abilities and conditions of students." For example, if the majority of students have intermediate abilities the object can be paraphrased, but if the majority of students are at beginner level, you can make simple dialogues. So, teacher also must considerate whether the complexity of the learning objectives to be achieved is high or low level. Then, the teacher can determine appropriate and suitable teaching strategy in the teaching and learning process.

c. Student Characteristics

The next consideration found is students characteristic. Teachers must realize that every student is different, including male and female students. In interview session, the T1 stated that "Both of male and female have different undeniable nature such as the ability to think logically, the ability to be sensitive to stimuli and others." As for the difference seen in the learning process was male students are superior in the mathematical reasoning, do not like a cooperative environment, their motivation to learn is only focused on a favorite subject. This is very different from the character of female students who are more comfortable with competitive situations, like to form close relationships with others, have a passion for achievement in all fields, have good verbal skills."

In addition, student's characteristic also includes students' ability to learn English. This is because the same teaching strategy cannot be applied to differences in students' learning abilities. Thus, the teacher must understand and classify students' English learning abilities first before implementing teaching strategies in the classroom. In this case, the T2 stated that "The teacher must be able to understand the level of students' English proficiency, whether it is included in the beginner, elementary or other categories." This statement shows that when the teacher is able to classify the strategy can be determined easily. Because the strategies used for students at the beginner level will of course be different from those at the elementary level.

Then learning styles are also included in student characteristics. The differences in student learning styles are strongly influenced by the innate intelligence they have such as visual, auditory and kinesthetic. The T2 statement that "The strategies used must be balance" it means that the teacher cannot

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.

B. Discussion

In this part, the study spells out the outcomes from the explanations which have been related to the theories in accordance with the question stated. Those questions are English teachers' strategies to teach male and female students in single sex class and teachers' consideration in using different strategies for different sex.

1. English teachers' strategies to teach male and female students in single sex class

Teachers' strategies to teach male and female students in single sex class are the first research question. According to the key term before, strategy is defined as certain ways and approaches to solve a problem or task in achieving certain goals. While in this study, strategy meant specific way of controlling the problem, lesson plan, or task to achieve particular goals in English teaching learning process in single sex class. This study identified 6 common teaching strategy used in male and female class stated by Rebecca Oxford, those are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy.

a. Memory Strategy

The first, researcher got data that teachers help students remembering knowledge that have learned before. It can be concluded that teachers implement teaching strategy which is classified as memory strategy. Memory strategy is responsible for remembering, retrieving and transforming new information needed for future language use. ⁶⁰ Memory strategy helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, this strategy helps the students to get the information back.

⁶⁰ Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview". *Procedia-Social and Behavioral Sciences.* 106, 2013, 1722.

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Based on the document analysis, there were some actions found in the teachers' lesson plan to teach male and female students in English class. In the beginning of teaching and learning process, teachers used question and answer method. So, students have to remember the previous material and connect it with the material to be studied. This teachers' way is called as reviewing material that aims to measure the extent to which students understand. It is a good way because applying this way provides students the opportunity to revise what they have learned regularly and systematically. In addition, students can monitor their progress and achievement.

Besides, teachers also used pictures as a medium. Then they asked students to compose sentences based on these pictures. It can be concluded that teachers applied image. According to Oxford theory, create mental image is a good way to remember what has been heard or read in the new target language. However, there are several ways to apply the image that the teacher can develop for junior high school level students. One is semantic mapping. This is usually applied using paper and conceptual arrangement as a basis for creating semantic map. For example, the teacher gives a picture like a school then the students are asked to make concepts about what vocabulary is in school. This way makes students master in their imagination and think more critically.

While in the interview session, teachers explained more detail about memory strategy that usually used in male class. Teachers said that she asked the students to write down the new vocabulary. Then it categorized based on the part of speech. This

⁶¹ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990), 38

⁶² Ibid.

⁶³ Ibid

action was introduced by Oxford as creating mental linkages and the way was grouping. Grouping itself can be based on word classes, topics, equations / opposites, linguistic functions and others. ⁶⁴ Grouping is suitable to be applied to students. Because this strategy not only serves to help students remember new words but also serves to make it easier for students to distinguish word classes. So, students can apply each new word into a sentence or a new context both in writing and orally correctly.

On the other hand, the teachers also explained memory strategy used in the female class during the interview session. Researcher found that teachers invited students to play games and moving places by pasting cards to the front. Another action is to briefly invite students to play roles in the drama. This teachers' way is using physical response and using mechanical tricks. While the action is recognized as employing action. This action will appeal to the students who enjoy the kinesthetic or tactile modes of learning. This action is an ideal opportunity for students to use English in a creative and personal way that will give them a real sense of achievement.

b. Cognitive strategy.

The second, researcher found that the teachers provide variety of activities in the use of minds to assist students in understanding and producing English, solving problems or completing complex tasks. It can be concluded that teachers used cognitive strategy in teaching and learning process. Abdalmaujod stated that cognitive strategy is used to help students to think induction where students learn to build knowledge based on facts

⁶⁴ Kamila Chilkiewicz, "Direct Language Learning Strategies in the Theory by Rebecca Oxford in English Vocabulary Acquisition at the Age Group of 11-12 Year Old". *WorldScientificNew*. Vol.7, 2015, 187.

⁶⁵ Ibid

and principles.⁶⁶ Cognitive strategy is very essential in learning English which typically find to be the most popular strategies with language learning.

In the teachers' lesson plan was analyzed by researcher, it found that there were some actions to teach male and female students in English class. Teachers applied helping the students to receive and send the message of material as action. Teacher asked students to pay attention to text, pictures or videos and then students are asked to rewrite them, answer questions, complete tables and others. This way was introduced as skimming or scanning. From this way it can be seen that the teachers try to train students getting idea quickly. Getting the idea quickly helps students home in on exactly what they need or want to understand, and it allows them to disregard the rest or use it as background information only.⁶⁷ Besides, in this way the teacher can find out the extent of students understanding. However, there will be better for teacher to provide resources to students such as dictionaries, books or magazines because it can help students understand learning.

In this time, teachers also gave some issues to the each student groups. Then, teachers asked the students to present about their discussion results to teacher and other friends. It showed that teacher applied practicing action in cognitive strategy. While, teacher used practicing naturally as the way because teachers provided the opportunity for students to use language for actual communication. It can be seen that teachers apply speaking skill for students practicing activity. Thus, students can apply their vocabulary understanding to communicate in discussion session.

⁶⁶ Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview". *Procedia-Social and Behavioral Sciences.* 106, 2013, 1722.

⁶⁷ Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990), 80

Then, students also can deliver their opinion when presentation. Oxford said that teachers have a great influence on the availability of opportunities and design in practical implementation because practicing naturally often involves one of four skills or a combination. ⁶⁸ So, teachers might design activity class used such as listening, reading, writing and speaking. Besides, teachers can make the complex activity by combining two or more skills in the class.

While in the interview session, teachers described cognitive strategy that usually used in male class. The researcher found that specifically teachers applied practicing action for male class. Teachers gave the example for students about how to use the expression. Then students were asked to make a conversation video using that expression. It can be concluded that teachers used imitating way. This is very suitable for introducing and familiarizing students with new vocabulary. However, this repeating way is not sufficient if it is only applied once, but must be repeated several times, more and more.⁶⁹ On the other hand, teachers also introduced the students to practicing with sounds which include the pronunciation and intonation. In this time, teachers asked students to record their conversation or their speech. Then compare it with a native speaker's voice. It can be concluded that this way can be applied by using speaking and listening skills where it is more focused on perception sounds rather than comprehension meaning. Meanwhile, tapes or recordings in this way allow students to compare and see what

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69 ibid

⁶⁸ Mehmet Sercan, "The Impact Of Langauge Learning Experience On Language Learner Strategy Use In Turkish Efl Context". *International Journal On New Trends In Education And Their Implications*. Vol.5 Issue 1, 2014, 158

they are saying.⁷⁰ So, students can better check and differentiate phonetic spelling of various words.

In the next description, teachers told about analyzing and reasoning action for cognitive strategy that usually used in female class. The researcher found that teachers asked the students to read a paragraph and break down the phrase into parts that they do not understand. It means that teachers used analyzing expression as the way. This way is used for students can understand the whole paragraph including the message conveyed in it. Therefore, analysis is a good way for students because it helps students to use logical thinking to understand and use the grammar rules and vocabulary of the new language. In addition, teachers also applied translating for students. It means that students allow to use their own language to interpret any words or sentences that are difficult to understand. Not only that, students also use their native language to produce target language in speech or writing. However, word for word translation can provide the wrong interpretation of target language material. Furthermore, translating can sometimes slow students down considerably, forcing them to go back and forth constantly between language.

c. Compensation Strategy

The third, researcher found that teachers help students who lack vocabulary to speak or write in the target language. It can be assumed that teachers used compensation strategy. Compensation Strategy enables learners to use the new language for either comprehension or production despite limitations in knowledge.⁷¹ This strategy helps students who does not understand an

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⁷¹ Jing Liu, "Language Learning Strategies And Its Training Model". *International Education Studies*. Vol. 3 No.3, 2010, 101

expression, who does not catch something obviously, who is in the situation in which the meaning is implicit. So, compensation strategies can produce spoken or written in the new language without complete knowledge.

In the interview process, teachers told about compensation strategy that usually used in male class. Teachers said that they explained the meaning and the function of the new word to the students. This teacher's way is called as circumlocution which include in action of making up the students for the lack of knowledge. Circumlocution means getting the meaning across by describing the concept or using a word that means the same thing (synonym).⁷² This is a great innovation of strategy for students. This strategy makes students only use the little native language because in its application the teacher will provide an explanation of every difficult word or sentence using the target language. Then, the teacher also applied native language if the students still do not understand what meant is. So, in this case the teacher used the switching to the mother tongue as the way. This way is suitable to be the last alternative to help students because using native language will be understood more quickly than the target language. Therefore, the majority of the use of this way provides good results for students.

Furthermore, the researcher also got that teacher used compensation strategy in female class. Teachers used an action which asked the students to guess the new information. Guessing is essential for listening and reading. It helps students to recognize and understand every single word before they can comprehend the overall meaning.⁷³ So, students can understand a lot of

⁷² ibid

⁷³ Mehmet Sercan, "The Impact Of Langauge Learning Experience On Language Learner Strategy Use In Turkish Efl Context". *International Journal On New Trends In Education And Their Implications*. Vol.5 Issue 1, 2014, 161

language through systematic guessing, without necessarily comprehending all details. One way is applying body language clue. Researcher found that teachers used mime or gesture to indicate the meaning of any words or phrases. This is very useful for training nonverbal behavior of students. In addition, it can lead the students step by step to get the new information that they do not know. As the second way, teachers used linguistic clues for female students. Linguistic clues commonly used students' own language or other languages that can provide clues to the meaning of what students hear and read. In this case, teacher applied suffixes, prefixes and word sequences as keywords. This way is very effective to be applied because students can combine their previous language knowledge to understand a new language.

d. Metacognitive Strategy

The fourth, teachers showed that they arranging, planning, evaluating and centering to coordinate and control students' own learning process. It can be assumed that teachers applied metacognitive strategy in their learning. Metacognitive strategy refers to ways to raise awareness in the thinking process and complete on going learning. Metacognitive strategy is essential for successful language learning. It because this strategy provides many way for students to monitoring their problems and errors such as overwhelmed by too much newness un familiar vocabulary, confusing rules, different writing system, and lose their focus.

In the teachers' lesson plan, the researcher got that teacher used centering learning as action of metacognitive strategy to teach male and female class. In this case, teachers gave some

⁷⁴ Nilam Sari Rustam, Et.Al, "The Language Learning Strategies Ued By Students Of Merchan Merine Studies Polytechnics Makassar". *ELT Wordwide*. Vol.2 No.2, 2015, 80

⁷⁵ Pipit Rahayu – Syamsiah Depalina Siregar, "Teaching Strategies in Students' Micro Teaching Performance". *English Language Teaching and Research*. Vol.2 No.1, 2018, 205

questions, delivered a story and showed a video, in order to connect the new material with students' knowledge. This activities were known as centering students learning where focus on reviewing and linking the material with knowledge before. This way can be accomplished in many different ways, but it is often helpful to follow three steps, learning why the activity is being done, building the needed vocabulary and making the associations. Therefore, this way is very good and needs to be applied by a teacher, especially at the beginning of learning. Because it is very helpful for teachers in preparing students before receiving new material. So, students become easier to understand and focus during learning takes place.

Besides, teachers told more detail about centering learning for male class when in the interview session. Researcher got that teachers applied managing the students' pay attention by providing many interesting activity. Oxford said that designing interesting activity included directed attention mode which deciding generally or globally to pay attention to the task and avoid irrelevant distractor. So, in this time teachers need to preparing more than one activity in one learning meeting in order to get their students attention and focus. Several ways that teachers might develop to encourage directed attention are reducing classroom distraction, reminding students to focus, and rewarding students when they do so. However, in the class process teachers should apply not only directed attention mode but also selective attention mode. Because both modes of paying attention are necessary for all of the language skills.

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⁷⁶ Nilam Sari Rustam, Et.Al, "The Language Learning Strategies Ued By Students Of Merchan Merine Studies Polytechnics Makassar". *ELT Wordwide*. Vol.2 No.2, 2015, 80
⁷⁷ ibid

In the next interview session, teachers also explained that they gave an evaluation for female students. In general, evaluation is carried out at the end of the lesson where the teacher provides value or feedback on student learning outcomes. Based on the Oxford statement, evaluation can also be applied by means of self-monitoring.⁷⁸ In this case, researcher gained that teachers gave score and note on students' assignments. Teachers also asked the students to write down the difficulties they have experienced in a book or on a board. Then, teachers tried to help them by discussing together. Teachers told students directly, either in writing or orally, what is wrong and how is right. So, it can be concluded that self-monitoring evaluation have many good impact. One is students can try to determine the reason why it was made. They can track the cause of the problem, such as overgeneralization from a native language rule, or inappropriate verbatim translation. It is useful for students to understand more about the new language.

e. Affective Strategy

The fifth, researcher gained that teachers can have an unusual influence on the atmosphere in the classroom. Teachers help students to control their emotions, engage their motivation and give the values. It can be seen that teachers applied affective strategy in their class. Affective strategy is the teachers' way to guide the students to manage their emotion, attitude, motivation and value. ⁷⁹ So, this strategy is very crucial to be applied in the teaching and learning process because it has big effect. It allows the students to control their feelings in language learning.

⁷⁸ Ibid

⁷⁹ Abdalmaujod A. Hardan, "Language Learning Strategies: A General Overview". *Procedia-Social and Behavioral Sciences*. 106, 2013, 1722.

While in the document analysis, researcher found that teachers write down each goal and benefits of each material studied in the lesson plan for male and female class. It can be assumed that teachers convey positive sentences to students in encouraging students' motivation. Oxford stated that students often need to find ways to keep their spirits up and persevere as they try to understand or produce the new language. 80 Therefore, this teachers' positive statement is very useful to increase students' enthusiasm and confident in learning new language. Students also can develop their ability without being afraid to make mistakes. However, it needs to realize that the most potent encouragement and the only available encouragement in many language learning situations may come from inside the students. So, teachers also need to train and encourage students to make positive statements personally for themselves. This is should be done regularly especially before potentially difficult language activities.

On the other hand, teacher also applied encouraging students' motivation in the male class. The different is teachers used rewarding as the way. In the interview process, researcher got that teachers gave the students gift or praise for what they have done and what they have accomplished. This way may boosts the students to do the best in each teaching activity. So, students feel more enthusiastic about the competitive classroom conditions. It because students often expect to be rewarded for work that they have done well. Rewards must be differ from one person to another and must be personally meaningful to the individual.⁸¹ So, teachers need to provide tangible or visible

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⁸⁰ ibid

⁸¹ Astri Hapsari, "Language Learning Strategies In English Language Learning: A Survey Study. Lingua Pedagogia (Journal Of English Teaching Studies). Vol.1 No.1, 2019, 59

Rewards. However, some of the most powerful and useful rewards come from within the students themselves. Therefore, teachers need to train students to find how to reward themselves for a good job in language learning

Besides, in the female class researcher found that teachers tried to recognize and understand their students' body language, character and expression. Teachers also asked the students to discuss what is experienced and felt. It can be concluded that teachers applied taking the students' emotional temperature by listening to the body's feel. Paying attention to signals given by the body is one of the simplest but most overlooked strategy. These signals may be negative like reflecting stress, tension, fear and anger, or they may be positive, indicating happiness, interest, calmness and pleasure. 82 It can be the first step towards greater understanding and emotional control. Then it can be followed up with discussions like the teacher did. Teachers provided a room when students talk and have discussions. So, they have privacy and feel comfortable in solving problems that occur. Furthermore, written checklist and diaries also teachers used as input to oral discussion about feeling and need related to any of the language skills. Using this way give amazing transformation of classroom activity and atmosphere. While, it also encourage students to express their feelings about the language learning process and discover what they need to be better students.

f. Social Strategy

The last, researcher got data that teachers facilitated students by giving time to communicate with others. It can be assumed that teachers used social strategy. Social strategy provides an opportunity for students to interact directly using

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⁸² ibid

target language either with the teacher or with other friends.⁸³ It includes an activity that students engage in to seek opportunities to be exposed to an environment where practice is possible. This social strategy is important because language learning always involves other people. It is a form of social behavior. So, social strategy means all behaviors related to cooperation between students and their peers to achieve learning goals.

In the teachers' lesson plan analysis, researcher found that teacher designed question and answer session with students. This activity is to facilitate and to provide the opportunity for students to ask or to clarify what was not understood and what was not clear. It can be concluded that teacher used asking question action as social strategy. Asking question is the most basic social interaction which students gain great benefit.84 Therefore, teachers need to apply this way because asking question helps students get closer to the intended meaning and thus aids their understanding. It also helps students encourage their conversation partners to provide larger quantities of input in the target language and indicates interest and involvement. Moreover, conversation partner's response to the students' question indicates whether the question itself was understood, thus providing indirect feedback about the learner's production skills.

In the interview process, teachers told about social strategy that usually used in male class. Teachers said that they designed cooperative tasks or activities which divided students into group or pairs. In this case, students asked to work together in order to complete an assignment or an instruction given by teachers. It can be seen that teachers used cooperating with others way to applied

84 ibid

⁸³ Mehmet Sercan, "The Impact Of Langauge Learning Experience On Language Learner Strategy Use In Turkish Efl Context". *International Journal On New Trends In Education And Their Implications*. Vol.5 Issue 1, 2014, 159

social strategy. Cooperating way is interacting with one or more people to improve language skill which not only increase students' language performance but also practice social interaction. Social Collaborating with peers is very important to apply, especially for language students. As it implies the absence of competition and the presence of group spirit. However, to promote cooperative language learning strategy either inside or outside the classroom, it might be necessary to help students confront and possibly modify their culturally defined attitudes toward cooperation and competition.

In addition, teachers also told that they applied different way for social strategy in female class. Teachers said that they delivered some media to develop the students' culture awareness. So, researcher assumed that teachers used empathizing with others action by developing cultural understanding the way. Developing cultural understanding means building background knowledge about a new culture to help students better understand what is heard, read, write or said in a new language. Such knowledge really helps students to avoid culture shock. Thus, the way the teacher does it is important and necessary for successful communication in the target language. In addition, teachers can help students sharpen their understanding of their own culture. One way is to incorporate brief cultural discussions into class activities and by comparing and contrasting behaviors in students' native and target cultures.

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⁸⁵ Nilam Sari Rustam, Et.Al, "The Language Learning Strategies Ued By Students Of Merchan Merine Studies Polytechnics Makassar". *ELT Wordwide*. Vol.2 No.2, 2015, 80

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

The third research question asked about what the teachers' consideration in using different strategies for different sexes. According to the teachers' interview result, the researcher got some considerations to determine different strategy for different sex. The first thing to consider is learning material. In teaching, the strategies used must be able to develop all aspects of student personality in an integrated manner. So the strategy to be used must be designed in advance. In addition, the learning strategy must also be adapted to the material. So, some of the considerations related to the learning material are whether the material is in the form of certain facts, concepts, or theories, or whether to study the learning material requires certain prerequisites or not. Thus, before determining a strategy the teacher must consider the material or subject that will be conveyed in learning.

The second consideration is learning objectives. In the world of education, the teacher must clearly understand the goals, directions and objectives in the English class process. In general, the stages of educational goals include general goals, final goals, provisional goals and operational objectives.⁸⁷ In particular, the learning objectives are the goals to be achieved at the end of teaching, as well as the abilities that students must have. Learning objectives can determine a strategy that an educator must use. In line with what Abdul Majid explained, the importance of preparing the lessons is as follows: first, teachers can choose strategies, materials, methods, media, and the sequence of activities; second, teachers have a commitment to create a learning environment so goals are achieved; third, assisting teachers in ensuring correct evaluation.⁸⁸ In this case, the first point shows that learning objectives are one of the urgencies in choosing a teaching strategy.

87 Zakiah Drajat, Ilmu Pendidikan Islam (Jakarta: Bumi Aksara, 2014), p. 29

⁸⁸ Abdul Majid, Pembelajaran Tematik Terpadu (Bandung: PT Remaja Rosdakarya, 2014), p. 126

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,

metacognitive strategy, affective strategy and social strategy. This similarity occurs because the teacher make a plan first before determining the teaching strategy Meanwhile, the lesson plans used in the female class are the same as for the male classes. However, in its application during the English class process, a difference was found. The difference exists in how the teachers act in implementing each strategy in the male and female classes. One example, when using memory strategy in male class, the teacher applied it by creating mental linkages. In this case each student is asked to classify the vocabulary they just know. Meanwhile, in the female class, the teacher applied a memory strategy with employing action where students are asked to move places and play games while remembering the vocabulary they have just learned. So the teacher uses the same type of teaching strategy to teach English in the male and female classes. It's just that there are differences in the actions taken by the teacher on the application of the teaching strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions based on research findings that are about English teachers' strategies to teach male and female students in single sex classes and teachers' consideration in using different strategies for different sex. Then, it also shows some suggestions for English teacher which relate with this study and the next researcher.

A. Conclusion

According to the explanation in the fourth chapter above, this study can be concluded as follow.

- In teaching both male and female students of MTsN 2 Sidoarjo, the teachers use 6 different strategy. Those are memory strategy, cognitive strategy, compensation strategy, Metacognitive strategy, affective strategy and social strategy. However, the way that teachers apply strategies is quite different. For example, teachers use practicing for cognitive strategy to teach male students, T1 use repeating as the way and T2 use sound and writing system as the way. While, teacher also use analyzing and reasoning for cognitive strategy to teach female students, T1 used analyzing expression as the way and T2 applied translating as the way.
- 2. In determine those kinds of different teaching strategies, the teachers have 3 reason for considering that. For the first, the teacher must pay attention to various kinds of learning material. Then, the teacher has to know the learning objective of the lesson. The last, the teacher must understand how the students' characteristic is.

B. Suggestion

At the end of this study, the researcher wrote the suggestions that were conveyed to the English teacher and next researchers who take the same topic, the suggestions are below.

1. For the English teacher

The English teacher is recommended to extra improve and pay attention in understanding the teaching strategies at a single sex class. By comprehending the kinds of teaching strategies, the teachers be able to manage the male and female class using the suitable actions. As we know before that needs, behaviors and characteristics of students have diverse solutions. So, the teachers have to be mindful in controlling that. Knowing the appropriate teaching strategies at a single sex class can help the teachers control the class easier.

2. For the next researcher

This outcome of the study may be used as a reference for similar research's issue. However, researcher recommends that the next researcher who want to take same issue may study about the teaching strategies according to four skills to teach English in single sex class deeply. Hence, the issue which can be investigated broadly is related to the teaching speaking strategies, teaching reading strategies, teaching writing strategies or teaching listening strategies in single sex class.

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