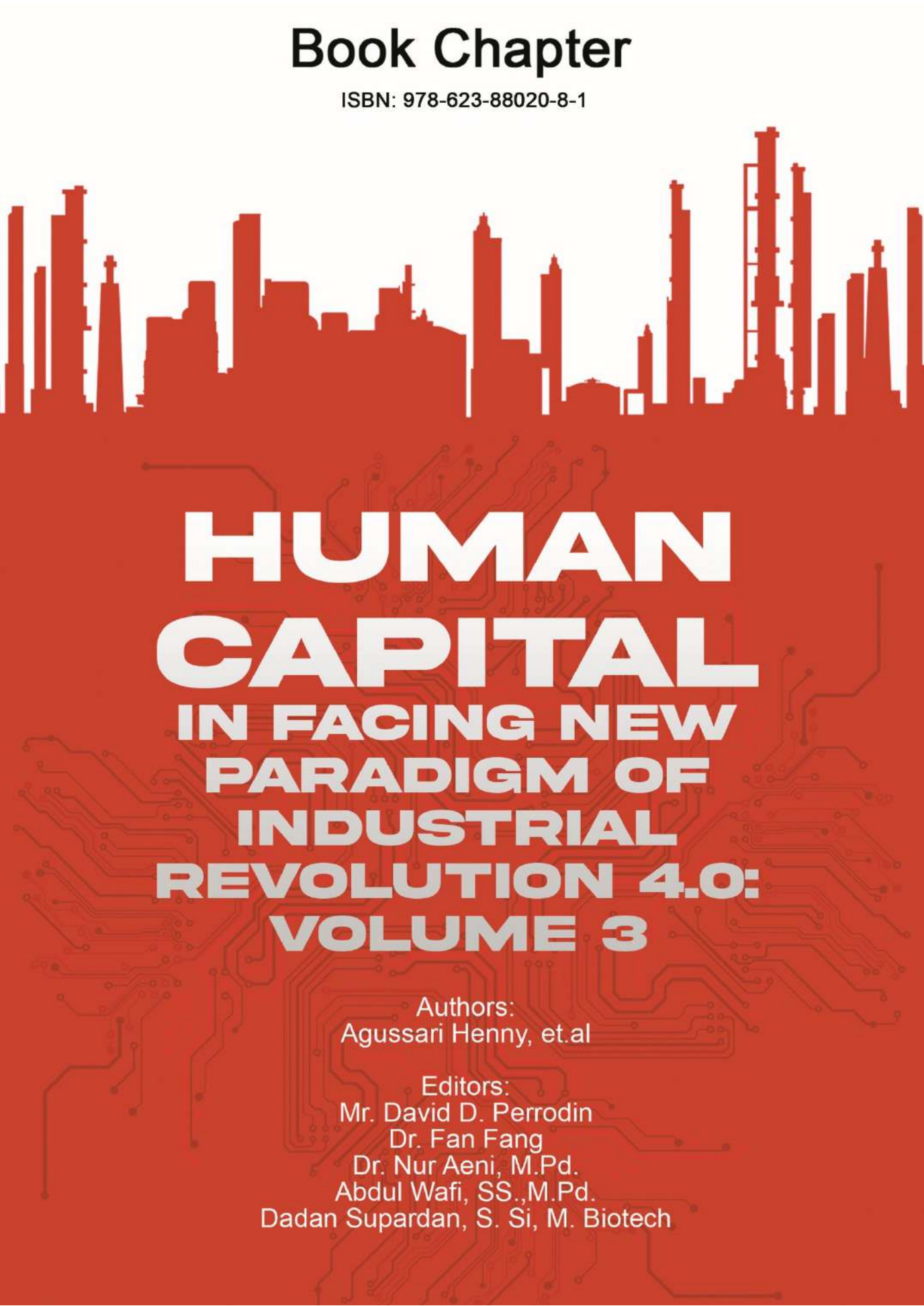


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The background of the cover is a solid red color. At the top, there is a white silhouette of a city skyline with various skyscrapers of different heights and shapes. Below the skyline, the entire red area is filled with a faint, intricate pattern of white circuitry lines, resembling a printed circuit board (PCB) or a network diagram. The main title is centered in large, bold, white, sans-serif capital letters.

HUMAN CAPITAL IN FACING NEW PARADIGM OF INDUSTRIAL REVOLUTION 4.0: VOLUME 3

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Kata Pengantar

Alhamdulillah penulis ucapkan kepada hadirat Allah SWT. yang mana atas karunia dan rahmat-Nya, penulis mampu menyelesaikan penulisan buku yang berjudul "***Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 3***". Buku ini disusun guna melengkapi pengetahuan para pembaca dan terkhusus pada para peneliti untuk dijadikan sumber referensi yang baik untuk memahami segala sesuatu yang berkaitan dengan *Human Capital in Facing New Paradigm of Industrial Revolution 4.0: Volume 3*. Buku ini telah ditulis dan disusun dengan kurun waktu yang telah ditentukan sebelumnya.

Buku ini menjelaskan tentang keseluruhan dari *Human Capital in Facing New Paradigm of Industrial Revolution 4.0*. pada chapter ini akan membahas volume ketiga dari empat volume yang telah tersusun. Hal yang akan dimunculkan itu sendiri adalah bagaimana menghadapi revolusi industri 4.0.

Dalam penulisan buku ini, penulis mengucapkan terima kasih kepada pihak yang telah banyak membantu. Serta penulis mengucapkan terima kasih kepada rekan-rekan yang telah membantu baik secara materil dan imateril.

Penulis menyadari jika didalam penyusunan buku ini masih mempunyai kekurangan, sehingga kritik dan saran dari pembaca sangatlah berguna untuk penulis kedepannya. Semoga buku ini dapat bermanfaat bagi seluruh pembaca.

Makassar, 2 Juli 2022

Penulis

DAFTAR ISI

Cover.....	i
Halaman Judul.....	ii
Kata Pengantar	iii
Daftar Isi	iv
Using Youtube Video in Teaching Writing of SMK Students in Makassar Agussari Henny; Ummu Khaltsun; Kurniawan	1
Innovation and Information Technology of Public Services Hospitality in Makassar City Erni Salijah; Cris T Zita;.....	25
Validity of Academic Supervision Module on Madrasah Supervisor Training Ilham; Ismail Tolla	32
The Supervision of the Regional Government in the Management of the Je'netallasa Sileo Bath in Desa Paraikatte Kecamatan Bajeng Kabupaten Gowa Mansur; Rifdan; Ali Al-Matari.....	42
Environment-Engaging ICT-Based Through Teams Assisted Individualization (TAI) Cooperative Learning Model in Political Education Courses Ahmad Al Yakin; Andi Asrifan; Herlina Ahmad; Muhammad Ali;	68
EFL Teacher's Teaching Strategies in Single Sex Class La Sunra; Nur Aeni; Hasriani; Hasra Indah; Muhammad Mutjaba Asad; ...	91
Description Of Natural Values In The Bilingual Anime Film Naruto the Movie "Road to Ninja" by Masashi Kishimoto Through the Application of Anime TV in Indonesia Muthmainnah; Abdul Muttalib; Aco Nasir; Andi Asrifan.....	100

EFL Teacher's Teaching Strategies in Single-Sex Class

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ABSTRACT

In different situations and contexts, a teacher's teaching tactics may differ. The purpose of this study was to investigate EFL teachers' tactics for teaching English in single-sex classes and to determine single-sex class students' attitudes toward EFL teachers' teaching strategies. The descriptive qualitative design was adopted in this investigation. The English instructor and second-grade students of Junior High School Modern Tarbiyah Boarding School Takalar were the subjects of this study. Purposive sampling was used to select 32 pupils to serve as research subjects. The study employed three types of devices to collect data: observation, questionnaire, and interview. The findings revealed that (1) bilingual language instruction, offering feedback and appreciation, and movement are among the EFL teacher's tactics for teaching English, such as giving feedback and praise, moving around the classroom, reviewing the lesson, giving clear instructions to students, providing vocabulary exercises, and repetition during the teaching.

Keywords: EFL Teacher Strategies, Students' Perception, Single Sex Class

Introduction

The most significant component in teaching and learning activities is the teachers' strategy. A teaching strategy is a means of delivering a teaching method in the context of learning (Elashab, 2020). The strategies are useful for a variety of reasons: To begin with, when a teacher employs appropriate and effective tactics, teaching and learning activities will be qualified. It will have an impact on how to

learn effectively if you use an effective technique. This method can help students assess their ability to comprehend the lecture. Second, strategy has a significant impact on the growth of student learning. Students will be able to develop high-quality learning activities, as well as active, full involvement and learning motivation. Third, by using the right strategy, a teacher can deliver the learning materials appropriately so that the quality of teaching and learning meets the target that a teacher wants to achieve.

Middle school is the beginning of the adolescent years for students. Adolescence is a developmental stage that occurs between childhood and adulthood and is marked by biological, cognitive, and social-emotional changes. Shifts that occur during adolescence are marked by rapid emotional improvements, and value changes and the most noticeable change is a shift in what interests them and their relationships with others, (Alley, 2019).

Single-sex classes in high school may be an alternate option to give psychiatric treatment for kids who are in the adolescent phase, allowing them to be more focused on their studies. Single-sex class, also known as a single-gender class, is a method of delivering educational services in which male and female students are separated into different classes. Single-gender classes and schools were established to improve the talents of pupils, both male and female, particularly in subject areas such as English (Boers, 2021).

Bryan (2020) uncovered several glimpses of how boys and girls work, with major consequences for how we teach and reach out to them in educational settings. He discovered that boys acquire gross motor abilities earlier in life than girls, who develop small motor skills first. Research findings written by Dunn as quoted in National Association for Single-Sex Public Education (2004) provide girls that girls tend to be more verbal than boys and also they can best in remember, males tend to remember least by listening, and then females can remember well by reading and talking. Males are better at remembering things when they are actively involved and take a hands-on approach.

These researches show deep differences concerning sequence development of the various area of the brain between girls and boys. These provide influence education because an educator's lack of understanding of the gender differences has the unintended consequence of corroborating gender stereotypes.

Based on the background above, the researchers are interested in conducting this research under the title "**EFL Teachers' Strategies in Teaching English in Single-Sex Class**". Based on this, the purpose of the is to know the EFL teacher strategies in teaching English for students' single-sex classes and also to know how the students' single-sex perception towards the English teacher strategies in teaching English.

Method

This research utilized a descriptive qualitative research design, utilizing observation, questionnaires, and interviews as data collection tools. The English instructor and 32 pupils from Modern Tarbiyah Boarding School Takalar were the subjects of this study. The non-participant observation was utilized as the method of observation. Observing participants without actively participating is known as non-participant observation. Students in the single-sex class were given a questionnaire by the researcher (Male and female class). The information gathered will be examined using the Likert Scale. The interview was conducted informally.

The veracity of the data was checked via triangulation for this study. The data in this study was analyzed using Miles, Huberman, and Saldana's theory concept (2014).

Results and Discussion

To explain the sorts of EFL teachers' tactics in teaching English in single-sex classes, the researcher evaluated data through observation and interviews. The research findings are a description of the data discovered in the research field, which includes the following seven items: (1) Bilingual language teaching by teachers; (2) Praise and feedback by teachers; (3) Movement in the classroom; (4) Lesson review; (5) Clear instruction to children; (6) Vocabulary practice; and (7) Repetition during teaching.

Students' Perceptions of English Teachers' Strategies in Single-Sex Classes

To describe students' perceptions of English instructor tactics in teaching English, the researcher used data from a questionnaire and an interview. According to the researcher's questionnaire and interview, pupils had a variety of attitudes toward their English.

Table 3.23 Overall Frequency and Percentage of the Students' Perception towards the EFL Teacher Strategies in Teaching English in Single Sex Class

Statement of the Questionnaire	Alternative answer (%)				
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
English easy and fun	4%	5.6%	1.8%	-	-
Use English language while teaching	-	0.8%	3.6%	2.8%	-
Use Indonesian language while teaching	8%	4.8%	-	-	-
Use English-Indonesia while teaching	12%	1.6%	-	-	-
Giving feedback or praise	2%	5.6%	3%	-	-
Teacher movement in the classroom	1%	4%	3.6%	0.4%	0.2%
Review the lesson	7%	5.6%	-	-	-
Clear instruction to students	8%	4%	0.6%	-	-
Providing vocabulary task	4%	1.6%	4.8%	-	-
Repetition during teaching	10%	3.2%	-	-	-
Teacher strategies in teaching English	8%	4%	0.6%	-	-

(Female Class)

Table 3.23 Overall Frequency and Percentage of the Students' Perception towards the EFL Teacher Strategies in Teaching English in Single Sex Class

Statement of the Questionnaire	Alternative answer (%)				
	Strongly agree	Agree	Doubt/Neutral	Disagree	Strongly disagree
English easy and fun	4%	8.8%	1.8%	-	-
Use English language while teaching	-	3.2%	3%	3.6%	-
Use Indonesian language while teaching	11%	4%	1.2%	-	-
Use English-Indonesia while teaching	10%	6.4%	-	-	-
Giving feedback or praise	5%	8%	1.8%	-	-
Teacher movement in the classroom	1%	1.6%	5.4%	1.6%	0.4%
Review the lesson	6%	6.4%	1.8%	0.4%	-
Clear instruction to students	7%	4.8%	2.4%	0.4%	-
Providing vocabulary task	5%	1.6%	5.4%	0.4%	0.2%
Repetition during teaching	10%	4%	-	0.8%	0.2%
Teacher strategies in teaching English	4%	7.2%	2.4%	0.4%	-

(Male Class)

Discussion

a. Teachers' bilingual language use in the classroom

The teacher did bilingual language for both female and male classes when starting the class, running the class, and ending the class. In the pre-teaching stage, before the teacher started the material, she always gave a review of the previous lesson, when the teacher gave a

review of the lesson she used English and interpreted it into Indonesian (bilingual language). In the running of the class, when the teacher explained the material or give a clear instruction strategy also by using bilingual language but if the students face difficult things, the teacher explained the material dominant with Indonesian. Then at the end of class, before the teacher close the class she also used bilingual language by giving a review of what students understood about the material that day. As stated by Boers (2021) that teachers using the first language can help students to use their limited time efficiently with productive or communicative activities. It is also supported by the theoretical perspective of Aeni et al (2019) who state that L1 can assist in the comprehension and memorization of L2 vocabulary. Furthermore using bilingual language in teaching can avoid misleading. And also the responses of students to this strategy, most of them gave a good perception. It can be seen from the results data of the questionnaire and interview. The percentages of them got (12%) female class strongly agree and (10%) male class strongly agree.

b. Giving praise and feedback

The teacher did feedback after providing a review of the lesson and after repeating during teaching activities, where the teacher asked about the extent of students' understanding of the lesson that has been learned. For the praise, the teacher applied after she was given a question to test the students' ability. The teacher gave it in the form of words like "good, good job, *Pintar* (smart)". The frequency of the teacher providing feedback and praise in the female and male classes was the same and also with the same activities. Based on the previous study that has been used by Richards, (Tian, 2019) stated that feedback can be given by praise, by any relevant comment, or by silence. Feedback is an important factor in today's classroom and should be implemented in every classroom. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them got (5.6 %) female class agree and (8%) male class agrees.

c. Movement in the Classroom

In the researcher's observation, there were different kinds of movements that the teacher did. When the teacher taught a female class she stand in a corner and then move to another corner, but when the

teacher taught in a male class the teacher stood and move only in the middle of the class.

According to McCaughey (2018), introducing more movement into classroom activities might benefit children's cognitive development, conduct, and health from a theoretical standpoint. According to the interview results, this was done to draw pupils' attention and keep them engaged. In addition, the majority of students offered positive and uncertain replies to this method. The percentages of them are as follows: (4%) female class agrees, and (5.4%) male class prefers to remain uncertain.

d. Review the Lesson

Before entering into the discussion of the core material, in the pre-teaching stage, the teacher always provided a review of the material about what students learned previously or about their last material. The teacher gave questions to provoke students' understanding. Then at the end of the class or in the post-teaching stage, the teacher gave a review to students about what they understood from today's lesson. The frequency the teacher applied this strategy was the same between the female and male classes.

Six educational roles were critical to the structure of direct teaching. (Wathoni, 2022) classified prior studies into daily reviews, structure, and presentation, guided practice, feedback and correctives, independent student practice, and weekly and monthly reviews. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them get (7%) female class strongly agree and (6.4%) male class agree.

e. Clear Instruction to Students

The teacher did clear instruction in the running of the class with the explanation of the lesson delivered. The frequency of the teacher applying this strategy between male and female classes same but related to the bilingual language strategy the teacher did this strategy by using English and then interpreting it into Indonesian. When the teacher applied this strategy the teacher prefer to use Indonesian when she was in the male class. As (Bal-tastan et al, 2018) in their research wrote that all factors under the control of the school, and the teacher are the most powerful influence on student success. It's also supported the importance of clear instruction based on According to Hattie (2009),

higher learning occurs in a dynamic context where teachers provide explicit active teaching rather than in scenarios where teachers do not actively direct instruction and instead shift control over topic and pace to students. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them got (8%) female class strongly agree and (7%) male class strongly agree.

f. Providing Vocabulary Exercise

According to Cameron (2001, p. 75), mastering vocabulary is crucial since knowing language allows us to talk, write, and listen effectively. And also the responses of students to this strategy, most of them gave an undecided perception. The percentages of them get (4.8%) female class undecided and (5.4%) male class undecided.

g. Repetition during Teaching

The teacher did this strategy in the running of the class with the frequency the teacher applied this strategy preferred with the male class. After the teacher finished presenting the material, she asked the students whether they had understood the material or not? When there were students who still did not understand the material, the teacher assisted / guidance to students who had difficulty understanding the learning material. If there were students who have difficulty learning, provide repetition of the delivery of the material using simple language so that students can understand. Teachers also told students who already understand to teach their friends. Because time is provided for practice, remediation, and teacher and peer engagement, low-ability kids or students with learning issues are likely to gain from the mastery technique (Wathoni et al, 2022). According to the hypothesis offered by Falchikov (2003), this discovery employs peer tutoring and team interaction to improve student learning. And also the responses of students to this strategy, most of them gave a good perception. The percentages of them get (10%) female class strongly agree and (10%) male class agree.

Conclusion

In a single-sex class, the EFL teacher employed a variety of tactics to teach English. Because it was a junior high school level, the teacher attempted to explain the subject in English, which was then interpreted into Indonesian. Furthermore, employing dual-language might assist kids in expanding their vocabulary. Giving praise or feedback to

students to motivate them to learn English, moving around the classroom to get students' attention and focus, reviewing the lesson to increase students' understanding of the lesson, giving clear instructions to make students comprehend the information, and providing students with vocabulary exercises to broaden students' vocabulary knowledge, and repetition during the lesson are some of the other ways in which teachers used while teaching English. The researchers suggested certain tactics that may be implemented in general classes, such as delivering praise and feedback, reviewing lesson strategies, providing clear instruction to students, providing vocabulary practice, and repetition during teaching, based on the findings. According to the findings, the teacher uses bilingual language while teaching, gives feedback and praises, moves around the classroom, reviews the lesson, gives clear instructions to students, and provides vocabulary practice and repetition during teaching. This study has contributed to teacher references on how to teach in two distinct classes, such as the single-sex class.

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