

Developing an English Mobile App by Adapting Gender Education Values for English Language Teaching

Aprilian Ria Adisti^{1*}, Agung Guritno²

Institut Agama Islam Negeri (IAIN) Salatiga, Indonesia^{1,2}

Email: aprilian@iainsalatiga.ac.id^{1*}

ARTICLE INFO

Article history:

Received

February 28, 2022

Revised

March 26, 2022

Accepted

April 28, 2022

ABSTRACT

The desire to promote gender equality and women's empowerment is reflected in Indonesia as a mark of the country's support for the global initiatives of the United Nations Millennium Declaration. In reality, the data shows that Indonesian women are still lagging compared to men in the education aspect. Hence, the values of gender education and women empowerment could be internalized in all subjects at school, one of them being English Language Teaching (ELT). This study aims at designing, developing, and adapting gender equality and women empowerment values into the mobile app for ELT for teaching descriptive text for 7th-grade students in Junior High Schools. This research implemented Research & Development which used interviews and questionnaires as the instruments. There were three stages applied in this research adopted from Thiagarajan, Semmel, and Semmel (1974) which were defined, designed, and develop. The result showed that the results of expert validation showed that this mobile app is feasible to be implemented. Furthermore, this simple mobile app can integrate the values of gender equality and women empowerment through descriptive texts in English Language Teaching for grade 7th Junior High School.

Keywords: *English language teaching; English mobile app; gender education; gender equality; women's empowerment*

How to cite

Adisti, A. R., Guritno, A. (2022). Developing an English Mobile App by Adapting Gender Education Values for English Language Teaching. *Pedagogy: Journal of English Language Teaching*, 10(1). 01-12
DOI 10.32332/joelt.v10i1.4607

Journal Homepage

<https://e-journal.metrouniv.ac.id/index.php/pedagogy>

This is an open-access article under the CC BY SA license <https://creativecommons.org/licenses/by-sa/4.0/>

INTRODUCTION

Education is regarded as a crucial instrument for achieving equitable relations between women and men among diverse social groups (Stromquist, 2006). Therefore, promoting gender equality in education is considered fundamental to empowering women. Internationally, the development goals in the education sector are contained in the Sustainable Development Goals (SDGs). These objectives are specifically found in the fourth goal, which is to ensure the quality of inclusive and equitable education and to promote life-long learning opportunities for all. Meanwhile, the Declaration of the United Nations in 2000 affirms the need for a more peaceful, prosperous, and just world, especially for children, the future generation. Eight Millennium Development Goals (MDGs) that represent international economic, social, cultural, and humanitarian challenges were identified by the United Nations as necessary to uphold the human needs and basic rights of individuals. The third goal – to promote gender equality and empower women – provides a specific target and indicators (Simmonds, 2014).

The desire to promote gender equality and empower women is reflected in Indonesia as a mark of the country's support for the global initiatives of the United Nations Millennium Declaration. The development of these issues has been implemented since 1978, but in reality, the data from Susenas (Survey *Sosial Ekonomi Nasional*) in 2016 shows that Indonesian

women are still lagging compared to men in education aspect. The indicators are taken from school participation rates, literacy rates, access to education at all levels of education, and the content of learning materials. The goal of national education development in the fifth *Nawa Cita* (President Jokowi's Priority Agenda in the 2015-2016 period) is to improve the quality of Indonesian people's lives through education and training with Smart Indonesia Program. Furthermore, education development must ensure that men and women have equal access to education.

Being the 'vital center' of the education system, promoting gender equality and women empowerment can be shaped through the curriculum constructed, which is a gender-based curriculum. (Yates, 2006) stated that curriculum theorizing for girls and boys in basic and secondary education involves three key questions: (a) what are girls and boys being taught about who they are in their education sector?, (b) do the processes in which education is institutionalized and delivered allow girls and boys effective participation?, and (c) does the curriculum enhance or diminish girls' and boys' existing situation?. In addition, a gender-based curriculum supports the girls and boys in all potential aspects rather than limiting to view all of them of different sex. In many respects, this requires drawing on curriculum content that is 'fair and just to all genders, 'to show a preference for

neither and concern for both (Klein et al., 2002).

The gender-based curriculum is a model of curriculum that inserts the values of gender equality and provides opportunities for all students without discrimination in gaining learning experience as stated in the applicable curriculum. Hey (2010) stated there are some purposes in gender-fair curriculum development: (a) expand access to higher education and consequently, the participation in relevant knowledge and labor markets, (b) improve competitiveness through an increased number of citizens with higher education degrees, (c) exploit the full potential of the society of - both female and male - talents, creativity, and innovativeness, (d) improve the outcome quality of research and teaching by identifying and fostering talents without prejudices, as well as excluding subject-irrelevant criteria (e.g. gender bias), (e) promote innovativeness through diversity (for an explanation of and information on the benefits of diversity please refer to the Supplement). Furthermore, (Hey, 2010) also sump up 7 most important steps to integrate gender contents in curricula as follows: (a) optimize the composition of the curriculum development working group in terms of representation of both genders; bring in gender expertise, (b) use the diagnostic tool to identify gender aspects, intervention requirements as well as possibilities, (c) measures and interventions, (d) integration into the

curriculum, (e) once the development process is complete, make a list of which outcomes of step 3 have been included and in which form, (f) implementation (including measures to optimize the framework conditions of the curriculum), and (g) monitoring and evaluation.

The implementation of a gender-based curriculum is viewed as relevant to be applied in the current curriculum in Indonesia, Curriculum 2013 which is identical to character building. In constructing a gender-based curriculum, there are at least four things to be noted; (a) the teacher, (b) books and learning materials, (c) the learning process, and (d) respect for teachers (Adriana, 2009). Thus, a gender-based curriculum must consider that all students must get the same opportunity in gaining learning experience, the learning material must be developed from various sources and it is not gendered biased. The curriculum must emphasize the equal participation of all students in the process of transmission and transformation of learning experiences at schools.

(Pavlenko, 2004) illustrates how gendered divisions in access to language programs should be recognized within the field of language teaching. She also observes that the nuances of language can affect interactions about gendered and sexualized topics such as sexual harassment; she provides the example of a French textbook series that was denounced for its use of sexist images and language. Hence, the values of gender education

could be internalized in all subjects at school, one of them in English Language Teaching (ELT). (Kramersch, 1995) asserts that 'material culture is constantly mediated, interpreted, and recorded - among other things - through language'. In language teaching, culture unfolds at the universal, national, and local levels. As this research looks specifically at a course on Women, Gender, and Sexuality, it is important to consider how these topics have been addressed within teaching and English language teaching. Critical pedagogy is a tool that supports such curriculum implementation (Norton, 2008).

Adapting a gender-based curriculum into ELT can be done in two stages. First, developing curriculum design (syllabus and lesson plans) with a view on gender equality and women empowerment. That is, aspects of the curriculum involved in curriculum design are developed regarding gender equality and women empowerment, for example; the development of non-discriminatory learning materials. Second, use various learning models based on gender equality and women empowerment in the ongoing curriculum implementation.

Research on gender has been developed in recent years. The previous research has revealed by academic scholars, such as (Goldberg, 1973); (Sullerot, 1979); (Lee, 2000); and (Lamas, 2002) said that they made palpable the hidden curriculum of gender (HOG),

which is defined as an "internalized", "not-visible", and "hidden" set made out of the construction of thoughts, values, meanings, and beliefs that structure, construct and determine the relationships and social practices from and among men and women. Meanwhile, (Sunderland, 2000) starting from the previous works, narrows her review to language and gender in second and foreign language education highlighting areas such as - gender and language learning; gender, language learning, and ability; second/foreign language acquisition and the four skills; motivation/investment; language learning styles and strategies; classroom interaction; teaching materials; language testing; teachers, professional organizations and gender, teacher action and teacher education; new theorizations of language and gender; language learners' identities; masculinities: boys, men and language learning; and future research.

During the past few decades, mobile learning has developed at an impressive rate in ELT. Mobile devices in learning are used not only for communication, but also to provide the students with various functions, a personal studying atmosphere in ELT, and the freedom to download and access learning materials (Cheng et al., 2010). This innovative type of learning makes it possible for portable devices to be equipped with Wi-fi access so it can help the young generation to learn English everywhere through a mobile app. Additionally, the mobile app is one of the

significant tools by which students can learn English without the restriction of time and place (Donnelly, 2009). Moreover, the enhancement in the mobility and connectivity of mobile devices helps to create a new way in ELT for students across different cultures to learn English (Kim et al., 2013). Not to mention, learning through a mobile app may enhance the students to be autonomous learning (Chen & Wang, 2016); (Reinders & White, 2016). Thus, a well-chosen English mobile app can be a useful alternative to encourage students' potential in learning English. This also can be integrated with the materials to promote gender equality and women empowerment in ELT, particularly at the junior high school level.

(Departemen Pendidikan Nasional, 2003) also states that the scope of English subjects for junior high school students is as follows: the ability to understand and produce the texts both spoken and written is implemented in four English language skills (listening, speaking, reading, and writing) the ability to understand and produce many kinds of functional texts, monolog texts and essays including procedure, descriptive, recount, narrative and report texts and the supporting competencies are linguistic competency (using the grammar, vocabulary, pronunciation, and spelling), socio-cultural competency (using the utterances in every context), and strategy competency (solving the problems that appear in communication process). Meanwhile, descriptive text is one of a

genre of texts that have to be taught to Junior High school students. (Keraf, 2000) mentions that in descriptive text, the writer transfers the image, the feeling that the writer experienced to the reader. The writer tries to convey the image, feeling, and experience to readers can images if they are also engaged in it. Therefore, this study intends to design, develop, and adopt gender equality and women empowerment values into a mobile app for ELT for teaching descriptive text for 7th-grade students in Junior High Schools.

METHOD

As the objective of the study is to insert gender education values into digital learning material for Teaching English as a Second Language, the appropriate design of the study is Research and Development (R & D). The major purpose of R & D efforts is not to formulate or test a theory but to develop an effective product for use in educational programs (Gay, 1987). Furthermore, (Gall et al., 2003) state that educational R & D is a development model in which the findings of the research are used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard. (Thiagarajan et al., 1974) mention there are four stages in developing materials of teaching, called the 'Four D model', they are: (1) define (learner, task and concepts analysis), design (media and format selection), develop (experts' appraisal or validator),

and disseminate (developmental testing and diffusion and adoption). The instruments used in this research were interviews and questionnaires. The research procedures in this study can be drawn below.

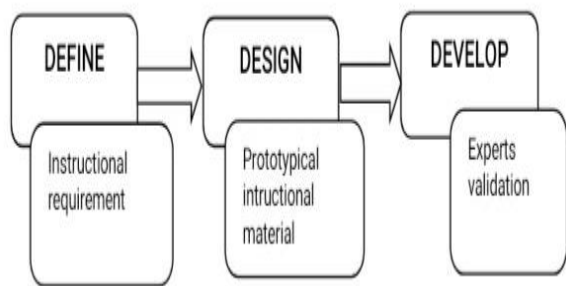


Figure 1. Research Procedures

Based on figure 1 about research procedures, there were three steps to be done; (1) define (instructional requirement) that consists of research and information collecting result, (2) design (prototypical instructional material) that consists of the planning stage, and develop (experts' validation) that consists of the initial product development and preliminary main testing by experts. Then, the instruments used in this research were questionnaires and interviews.

RESULTS AND DISCUSSION

Result

This section discussed the result of the development. It consisted of four sections. Those were explained as the following:

Research and information collecting result

The literature and field study were the main sources used in this study to get the pre-information collection before conducting the research. A Literature study was used to reveal the material related to gender equality and women empowerment in ELT that would be developed into a mobile app for teaching descriptive text for 7th grade Junior High School students. In this stage, those activities become the source to develop the model, strategy, material, and innovative media for the next stage. The result of this step was the draft of materials on a descriptive text that would be integrated with the values of gender equality and women empowerment into the mobile app for English Language Teaching.

Planning stage

Planning includes the ability to formulate specific goals to determine the sequence of material. This mobile app that will be developed has two main goals that were promoting gender equality and women empowerment and also teaching descriptive text for the 7th-grade students of Junior High School.

The initial product development

In this step, the material was developed based on the draft in the previous steps. This stage was started by designing a mobile app as a mobile learning material for students in the 7th grade of junior high school. The topic of a mobile app was a

descriptive text which was also immersed in the values of gender equality and women empowerment. The steps of initial product development as stated below:

- a. Determine the topic according to the syllabus and lesson plan in 7th grade of junior high school which was about the descriptive text. The goal of descriptive text was based on four *Kompetensi Dasar* (Basic Competence) :
 1. KD 3.10 : *Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.* (Applying text structure and linguistic elements to carry out the social function of descriptive texts by stating and asking about descriptions of people, animals and objects, short and simple, in accordance with the context of their use)
 2. KD 4.11 : *Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.* (Capturing meaning in oral and written descriptive texts, short and simple)
 3. KD 4. 12 : *Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* (Compiling oral and written descriptive texts, short and simple, about people, animals and objects, by taking into account social functions, text structures, and linguistic elements that are correct and in context)
- b. Construct the descriptive text that consists of definitions, goals, language features and examples of text.
- c. Determine values of gender equality and women empowerment that can be internalized in descriptive text. There were eight inspirational women famous figures introduced in this mobile app to teach the descriptive text, such as Dewi Sartika, RA Kartini, Najwa Shihab, Malala Yousafzai, Rasuna Said, Yenni Wahid, Emma Watson, and Lies Marcos. Those women include inspirational women leaders who can bring the values of gender equality and women empowerment to society. They are also women who take part in various fields in society. In short, those inspirational women can break the paradigm that women are always left behind by men.
- d. Design the quizzes in a mobile app that was related to the materials in the form of multiple choice items and fill in the blank.
- e. Arrange the layout of the mobile app, including the fonts, pictures, spaces, buttons, instructions, etc.

The product initial development could be seen below.



Figure 1. The layout of mobile app



Figure 2. The layout of the mobile app



Figure 3. The layout of the mobile app

All of the contents in this mobile app are created through a mobile app marker in the website kodular.id. There were some steps in creating this mobile app:

- a. define the application concept
- b. choose the design and layout of the application interface
- c. import text, questions, and images to the modular web
- d. create programming languages and formulas
- e. test the application
- f. extract application to APK format

Preliminary main testing by expert

The initial product development involved experts from ICT & interactive learning experts, the expert in language and gender, and English teachers. There were five

indicators used to give the judgments from the experts; (a) content, (b) suitability to curriculum, (c) exercises, (d) design, and (e) suitability to the teachers. The result of experts' judgment could be seen in table 1.

Table 1. Expert judgment

INDICATORS	ICT Interactive learning expert	Language and gender expert	English teacher
Content	3.8	3.5	3.6
Suitability to the curriculum	3.6	3.9	3.9
Exercises	4	3.8	3.8
Designing	3.3	3.5	3.6
Suitability to the teachers	3.5	3.8	3.5

After the questionnaire was given, the next step was interviewing to obtain the data related to the validation of the judgment of the experts. There were some aspects of this mobile app that should be revised, such as the point of design, layout, and some instructions. Furthermore, there were also some suggestions from the expert about this mobile app such as adding another inspirational women leader and adding the audio instruction and animation to make this app more interesting.

Discussion

The product that has been developed in this study was related to (Hey, 2010) theory about the integration of gender content in the curriculum, especially in mobile learning in ELT. He mentioned seven steps to be conducted, but in this study, there were just four things have been implemented in this study such as (a) optimizing the composition of the curriculum

development working group in terms of representation of both genders; Bringing in gender expertise, (b) using the diagnostic tool to identify gender aspects, intervention requirements as well as possibilities, (c) measuring and creating interventions, and (d) integrating into the curriculum.

In terms of this mobile app, the results of expert validation showed that this mobile app is feasible to be implemented. Several things need to be revised, such as the aspect of design and suitability for teachers. However, this simple mobile app can integrate the values of gender equality and women empowerment through descriptive texts in English Language Teaching for grade 7th Junior High School. It was also in line with the states from (Kim et al., 2013) that the enhancement in the mobility and connectivity of mobile devices such as mobile apps can help students to create a new way in ELT, especially for learning cultures. In this study, students learn the values of gender equality and women empowerment through the simplicity of the mobile app with the content of the descriptive text.

CONCLUSION

The paper has explored how ELT can be integrated with the values of gender equality and women empowerment through a mobile app. Adapting gender equality and women empowerment in ELT was done through 3 stages;

- a. Define (instructional requirement) that consists of research and information collecting the result.
- b. Design (prototypical instructional material) that consists of the planning stage.
- c. Initial product development consists of determining the topic according to the syllabus and lesson plan, constructing the descriptive text, determining values of gender equality and women empowerment, designing the quizzes in a mobile app, and arranging the layout of the mobile app.

The results show based on the experts, that this mobile app is feasible to be implemented. Several things need to be revised, such as the aspect of design and suitability for teachers. However, this simple mobile app can integrate the values of gender equality and women empowerment through descriptive texts in English Language Teaching for grade 7th Junior High School.

ACKNOWLEDGEMENT

The authors would like to thank LP2M IAIN Salatiga for the funding support to this research.

REFERENCES

Adriana, I. (2009). Kurikulum Berbasis Gender (Membangun Pendidikan yang Berkesetaraan). *Tadrîs: Jurnal Pendidikan Islam*, 4(1).

Chen, J., & Wang, J. (2016). On the Development on 'Normal' in IT-

based Foreign Language Education. *TEFLE*, 168(2), 3-9.

Cheng, S. C., Hwang, W. Y., Wu, S. Y., Shadieff, R., & Xie, C. H. (2010). A Mobile Device and Online System with Contextual Familiarity and its Effects on English Learning on Campus. *Educational Technology & Society*, 13(3), 93-109.

Departemen Pendidikan Nasional. (2003). *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah.

Donnelly, K. (2009). Learning on the Move: How M-Learning Could Transform Training and Development. *Development and Learning in Organizations: An International Journal*, 23(4), 8-11. <https://doi.org/10.1108/14777280910970729>

Gall, M., D., Gall, J., P., & Borg, W., R. (2003). *Educational Research: An Introduction (7th Ed)*. Pearson Education.

Gay, L., R. (1987). *Educational Research Competencies for Analysis and Application (3rd ed)*. Merrill Publishing Company.

- Goldberg, S. (1973). *The Inevitability of Patriarchy*. Alianza. Ed.
- Hey, B. (2010). *Guidelines on Gender Fair Curriculum Development*. WUS Austria.
- Keraf, G. (2000). *Eksposisi dan Deskripsi*. Gramedia.
- Kim, D., Rueckert, D., Kim, D. J., & Seo, D. (2013). Students' Perceptions and Experiences of Mobile Learning. *Language Learning & Technology, 17*(3), 52-73.
- Klein, S., Ortman, P., & Friedman, B. (2002). What is the Field of Gender Equity in Education: Questions and Answers. In *Defining and Redefining Gender Equity in Education*. Information Age Publishing.
- Kramsch, C. (1995). The Cultural Component of Language Teaching. *Language, Culture and Curriculum, 8*(2), 83-92. <https://doi.org/10.1080/07908319509525192>
- Lamas, M. (2002). Uses, Difficulties and Possibilities of the Gender Category. In *Body: Sexual Difference and Gender*. Edit Taurus.
- Lee, J. (2000). *Values Education in the Two-Year Colleges*. ERIC Clearinghouse for Community Colleges Los Angeles CA.
- Norton, B. (2008). Identity, Language Learning, and Critical Pedagogies. In *Encyclopedia of Language and Education, 2nd Edition*. Springer.
- Pavlenko, A. (2004). Gender and Sexuality in Foreign and Second Language Education. In *Critical Pedagogies and Language Learning*. Cambridge University Press.
- Reinders, H., & White, C. (2016). 20 Years of Autonomy and Technology: How Far Have We Come and Where to Next? *Language Learning & Technology, 20*(2), 143-154.
- Simmonds, S. (2014). Curriculum-Making in South Africa: Promoting Gender Equality and Empowering Women. *Gender and Education, 26*(6), 636-652. <https://doi.org/10.1080/09540253.2014.946474>
- Stromquist, N., P. (2006). Gender, Education and the Possibility of Transformative Knowledge. *Compare: A Journal of Comparative and International Education, 36*(2), 145-161. <http://dx.doi.org/10.1080/03057920600741131>
- Sullerot, E. (1979). *The Female fact: What is it to be a Woman?* Argos Vergara.
- Sunderland, J. (2000). Issues of Language and Gender in Second and Foreign Language Education. *Language Teaching Journal, 33*(4), 203-223.

<https://doi.org/10.1017/S0261444800015688>

Thiagarajan, S., Semmel, D., S., & Semmel, M., I. (1974). *Instructional Development for Training Teachers of Exceptional Children: A Source Book*. Council for Exceptional Children.

Yates, L. (2006). Does Curriculum Matter?: Revisiting Women's Access and Rights to Education in the Context of the UN Millennium Development Targets. *Theory and Research in Education, 4*(1), 85-99. <https://doi.org/10.1177/1477878506060684>