

DEVELOPING LEARNING MATERIAL ON GENDER INEQUALITY USING “ENOLA HOLMES” MOVIE TO TEACH CRITICAL READING FOR ENGLISH EDUCATION STUDENTS FIFTH SEMESTER OF UNIVERSITAS PEKALONGAN

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Abstract

The writer did this development research in order to increase students' critical reading skill by developing material from movie in the form of teaching medium. This teaching medium is expected to make students able to increase their critical reading skill. The movie used for developing teaching medium was “Enola Holmes” movie. The making process followed Borg and Gall development models, which follows 5 steps. After the teaching medium was finished, it was tested through validator test. Finally, after all of them were completed, the medium was ready to be used for teaching critical reading for the fifth semester students of English Education of Universitas Pekalongan.

Keywords: Enola Holmes Movie, Gender Inequality, Learning Medium

INTRODUCTION

Feminism is an ideology that states rights equality between men and women, the goal of feminism is the equality in the form of opportunity between men and women in society without any gender discrimination. Basically, feminism covers equality in various fields. Both men and women have the same rights or opportunities to participate in every aspect of society and state life. Therefore, if there is discrimination against women, this is a violation of women's human rights, especially violence (Larasati and Ayu, 2020:76)

However, the reality that happens in society showed that there are many gender inequality especially for women. There are some cases that recorded and showed by the data from websites “*Komnas Perempuan*” which stated that “The most prominent cases are in the Personal Area (RP) or so-called Domestic Violence/RP (Cases in the Household/Personal Domain) as much as 79% (6,480 cases). Among them there is Violence Against Wives (KTI) which ranks first 3,221 cases (50%), followed by violence in dating 1,309 cases

(20%) which occupies the second position. The third position is violence against girls with 954 cases (15%), the rest is violence by ex-girlfriends, ex-husbands, and violence against domestic workers” (komnasperempuan.go.id).

Gender discrimination is manifested in various forms of injustice, especially for women, each of which is inseparable, interrelated, and influential (Muchdi, 2001:33). The forms of injustice due to gender discrimination are subordination, exploitation and only being the object of men, which the worst of which is “Femicide”. Femicide is the killing of women driven by hatred, revenge, conquest, domination, enjoyment and the view of women as ownership so that they can do as they please. According to *Komnas Perempuan's* annual records, based on UN data, 80% of premeditated murders against women are committed by their closest friends. Meanwhile, based on *Komnas Perempuan's* monitoring of online media news throughout 2019 about femicides recorded an alarming number, namely 145 cases. The top five rankings for the relationship between the perpetrator

and the victim are husbands (48 cases) which shows that most of the femicides are carried out by husbands against their wives. Furthermore, friendship relations (19 cases), dating relationships (13 cases), close relatives (7 cases), and unknown (21 cases)” (komnasperempuan.go.id).

Education is a tool to reduce gender inequality, especially to raise awareness about the importance of gender equality and the dangers of gender inequality in society. Moreover, it also can be used for educate students about gender equality material, so that learning media is needed to make it easier for students to understand the material. Movie is one of the right learning media to help students understand the material. Movie is one of the communication tools in effective learning. It can be said effective because everything that is received by the senses of the eye and ear will be easier to accept and remember, than just what can be said or heard (Munadi, 2008: 116). In addition, because it is said to be more effective when we use movie, it can also be used as learning media for teachers to deliver learning materials in class to make it easier for students to achieve learning goals. In other words, the media is a component of learning resources in the student environment that can make it easier for students to learn. Therefore, it can be concluded that the media is used to facilitating students in learning.

One of the movie that can be used in learning gender equality is Enola Movie. This movie tells the story of a girl named “Enola” who was educated by her mother “Eudoria” to be independent by teaching Enola with various kinds of knowledge, such as literature, word games, science, history, feminism and martial arts. Eudoria gave the name Enola, which means that if it is spelled backwards, the name will be spelled “Alone”. She hopes that Enola can grow up to become a woman who has independent thinking.

The reason of choosing Enola Movie for learning material is because this movie has gender inequality phenomena that relate with some cases about gender inequality in real life. Because of it relates with real life phenomena, the students will be easier in understanding the main point of the learning material that want to be delivered by the teacher. Besides that, the movie also has a good story which will make the students more interested in studying the material.

The Enola Movie was developed as a Critical Reading course material. This course was chosen because one of the competencies taught is the ability to read and understand the meaning of various forms of text, both verbal and visual, written and implied fiction and non-fiction, including ideology in the text. In this course, students are required to be able to identify gender inequality in the text. Therefore, all of those reasons are become the background of doing this research

RESEARCH METHOD

This research is kind of development research which also can be said a R&D (Research and Development). The reason why the writer chose development research is, because this research developed movie for teaching critical reading material in order to improve students’ symbolic interpretation ability. The development research according to Borg & Gall (1983), is a process used to develop and validate educational product. This research uses Borg and Gall model to do the development research. Borg and Gall provides development research steps including 10 steps, but this research will only use 5 steps of them, which are (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Main field testing; and (5) Main product revision.

The writer did interview, distributed questionnaire, and close watching to collect the data following the Borg and

Gall steps. The interview was done in order to get deeper information and clarify the results from the questionnaire. The first, interview and questionnaire were used in research and information collecting step and planning step, which the aim was to get the data from the students about what their needs and abilities. The second, interview and questionnaire were used in main field testing step and main product revision step, which the aim was to get the validation of the expert and find out which part of the material that should be revised in order to match the students need and abilities. Besides that, the close watching also done in develop preliminary form of product step, which the writer did close watching in order to get the correct movie scene which contained symbolic interpretation.

According to Sugiyono (2012), data analysis is an activity done after the data of sources has been gathered. Moreover, Miles and Huberman (1994:10) stated that, analysis can be defined as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the writer uses Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

A. Data Reduction

The writer conducted data reduction by watching "Enola Holmes" movie and taking notes of each scene that contains gender inequality. The scenes were used for developing the material itself. Besides, the writer also conducted data reduction from interview and questionnaire in order to get the main point from all of interview and questionnaire.

B. Data Display

The writer showed or displayed the data that have been gotten from interview, questionnaire, and close watching through the movie. The data were displayed using descriptive

qualitative method, which the writer will give explanation in the form of narration to make the reader understand about the point of this research.

C. Conclusion Drawing

According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. Therefore, the writer took the result of each problem statement, after that the writer are able to take the conclusion of this research.

FINDINGS AND DISCUSSION

A. Need Analysis of Developing Learning Material using Enola Movie

The writer conducted need analysis through students who join Critical Reading subject, which taught by Mr. Susanto, S.S., M.Hum. Need analysis was done in order to find out the students' needs and abilities, which it became the basic aspect of developing learning medium for them. The writer did it by distributing questionnaire using Google form to the students and they have to answer it honestly in order to make the result valid. After the questionnaire has been distributed, the writer wait for the students to fulfilled it.

Based on the result of the questionnaire, the writer found out that all of the students have already known about gender inequality. It can be seen from the questionnaire, which 100% students answered that they have

already known about gender inequality, which it can make the writer easier in developing the learning material, since they have already owned basic knowledge about the material itself. However, 83,3% students answered that they are still hard to master critical reading material which made them did not have good critical reading skill. It can be happen because some reasons, such as the teaching learning process is done by online method which can be seen from 66,7% students who stated that they did not love to study using online method, since it makes them hard to communicate to each other when they facing some problems in understanding material. Moreover, some of them also have low interest of Critical Reading subject since they are bored to read a lot of text for many times. Started from that statements, the students also stated that they new learning medium, which it can be seen from 91,7% students that stated they need new medium for learning the material, which the learning medium is in form of movie. Besides that, 83,8% students also stated that they love to watch movie, because movie is intersting and entertaining.

Based on all answers of the students in the questionnaire, the writer concluded that the students need new learning medium in form of movie. It is because movie can make them interested in learning Critical Reading material, which can affect their understanding about Critical Reading material. When they have already understand about Critical Reading material, they will able to develop their critical reading skill and master gender

inequality easier than before, since their critical reading skill have increased. Therefore, all of that analysis becomes the need analysis of this research and will be used as the basic of developing the learning material itself.

B. Developing Learning Material in Form of Movie

The writer developed teaching aid learning material used Borg and Gall theory, because it is very relevant and suitable with this research. The development model itself contains 10 steps of development which have correlation between each of those steps in order to make the developed products are suitable with the needs and goals that have been determined before. Therefore, in this sub-chapter, writer explained the development model that was used by the writer as follows:

1. Research and Information Collecting

The writer conductef interview and questionnaire to students, which the goal was to get the valid data from them. Interview and questionnaire were done in order to find out the students' needs and abilities, by knowing their needs and abilities will make the writer know what kind of learning material that suitable with them. Therefore, it will make the students easier in mastering the material, because it has been matched with their needs and abilities. Therefore, the writer decided to share the questionnaire through google form and also did interview with the students.

2. Planning

The writer developed learning material to teach critical reading course used Enola movie. It was done because, the students needed

new media to deliver the material so that they do not feel bored when they learn the material and film can be media that easier for them to understand the material.

3. Develop Preliminary Form of Product

The writer developed teaching aid learning material by filtering the scenes of movie that were used to teach the students. The first step was the writer downloads the movie, the next step was the writer only took scenes which contain about gender inequality in movie, then the writer merged all of the scene which contain about gender inequality into one-unit video. The writer used editing application in laptop to merged all of the scene into one-unit which contain about gender inequality in Enola Movie.

The real movie duration is 2 hours 4 minutes, but the writer only used some scenes of that movie which reflected gender inequality, so that the product only have duration for about 14 minutes long. The product itself has consist of some scenes which reflect gender inequality and also can be understood easily by the students since the writer has arranged it sistematically following the story of the movie itself. It begins with enola introduced her family also how her mother teaches her so many things. Her mother raises Enola to be independent woman and become she wants to be. When she woke up right on her birthday her mother disappeared and enola collected her two genius brothers who work as detectives and she expects her brothers had all the answer. Enola's brother decided to send enola to boarding school because he tought Enola was an uneducated woman, in school enola

learn how to be young ladies. Then, Enola's friend helped her how to escape from boarding school and they managed to escape. There was a case in this movie and Enola solved the mistery. In the end finally enola meet with her mother.

After the product was finished, the writer implemented it into instructional design to teach critical reading. The instruction design consisted of 3 steps, such as opening, main activity, and closing as follows:

a. Opening

In this step, the lecturer explained the material and synopsis of the movie shortly to make students have a sight knowledge about what they would learn. Then the lecturer gave an assignment to find the scene from the movie that really reflects about gender inequality very well, including their reasons why they chose that scene. Students are asked to do the assignment after watching the movie later. After that, the teacher plays the movie and students have to pay attention to it.

b. Main Activity

In this step, the students have to complete the assignment that has been given before. They have to give their answer about which scene that really reflects gender inequality very well and write their answer in a sheet of paper. This teaching learning process was more fun and interactive since it was not only listening to the lecturer's explanation, but they also can watch the movie as a fresh learning medium for them. Therefore, the students was more interested and easier

to understand about the material itself.

c. Closing

After all of the students submit their assignment, the teacher gives conclusion about the material that they study, which it is about gender inequality. Teacher will explain shortly about the main definition about gender inequality and gives feedback about learning process at that day.

4. Main Field Testing

The writer did validation through validator to validate the product. It was done on the 5th January 2022 with Mrs. Sarlita D. Matra, M. Pd. The writer did validator test instead of test directly to the class, because in this Covid-19 pandemic situation, the lecturers are prohibited to do offline class, and they just do online class. The result of validator test showed that the product has fulfilled some aspects, such as appropriateness, circumstances of uses, and validation. However, there is still one aspect that has not validated yet, because the product has not meet the criteria in the “content” aspect. Therefore, the writer has to do revision through the product to make it validated and ready to be used for teaching critical reading through students.

5. Main Product Revision

Based on the validator test that has been explained before, the writer still has to do revision through the product to make it valid for teaching critical reading. the writer has to do revision in the form of “content” aspect to make the product valid, so that the writer has to do editing again through the product in the form of movie since the revision is in the form of

“content” aspect. Therefore, the writer deleted the scene of “Enola runaway from school” into “Enola in London City”, in order to make the product shows more about feminism which reflected by Enola who has to follow the stereotypes in society. After changing the scene of movie, the writer did render again to make all of the cut scenes become one unit of video. After that, the writer sent the product again to the validator as the revision of the product itself. Finally, the product has been validated and ready to be used for teaching critical reading through students.

CONCLUSION

The developed material in form of learning medium can be used for teaching critical reading through students. It can be concluded like that, because the developed material has followed the development model by Borg and Gall and has passed the validator test which conducted with the validator in order to find out whether the developed material can be used for teaching learning process or not. Based on all of those aspects, it can be concluded that the developed material in form of learning medium can be used for teaching critical reading through students.

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