LAPORAN AKHIR PENELITIAN
DANA PERGURUAN TINGGI

DEVELOPING ENGLISH MATERIALS GENDER-BASED CONTENTS TO COMPUTER SCIENCE STUDENTS

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LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
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2021

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LAPORAN AKHIR PENELITIAN

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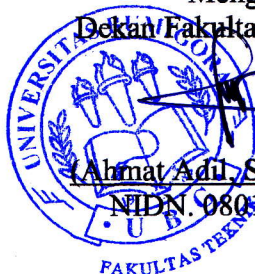**Anggota Peneliti**

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SUMMARY

Gender inequality becomes one of the most challenging issues all over the world because it is one of Sustainable Development Goals (SDGs) targets and Education for All (EFA) goals to reduce gender inequality in society. Education has a pivotal role in reducing and solving the social problems because education through the teaching and learning process and the materials available could shape students' mind and perspectives. Consequently, selecting good values and vibes in the materials are needed. Most textbooks concerned on the skills and the cutting-edge technology issues. One of the illustrations is English textbooks for computer science that focus on how to be a good programmer and game developer but the materials neglect the social values, contexts, and function. The aim of this study is to develop English materials gender-based contents for Computer science students as well as to promote gender equality to student. The method of this study is Research and Development (R&D) proposed by Gall, Gall, & Borg. The instruments are classified into two aspects namely questionnaire and interview. It is expected that the materials developed could reduce gender inequality in academic environment, because through textbooks or materials, teachers are able to change the students' perspectives and behaviours. The research results show that the students believe that the materials based on gender contents can encourage them to learn English and they are enthusiast to learn the subject.

Keywords: developing, English materials, gender-based contents

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Materials are one of the keys in success to learn English. Plethora textbooks designed for specific jobs (English for Specific Purposes) to learn the materials easier and to be more specific such as English for Computer Science. Numerous English materials for computer science were designed and developed that concern on technology issues, for instance, the texts, symbols, and pictures provided in the textbooks are relevant to technology topics, such as how to install laptop for the procedure texts and how to describe a computer for descriptive texts. The textbooks or modules merely discuss on the cutting-edge of technology (technology development, internet, coding, computer and other topics) without engaging social matters in the materials. Consequently, the students focus on learning the using of technology and the tools without involving the critical thinking of how to utilize the technology to reduce social problems.

Based on the observation and interview, most students have a dream to be programmer, hacker, businessman and other jobs that have plethora financial benefits. However, the learners do not aware to utilize the technology to solve social problems including early child marriage, violence, bullying, sexual violence and other relevant issues. Whereas, the province has a high patriarchy so that it has a high rate of social problems. Based on Komnas Perempuan (2020), it is noted that during 2008 to 2019 women violence increase annually in Indonesia. In addition, early child marriage, reproductive health, child abuse and other problems are all matters. Consequently, it is necessary to broaden other issues particularly social problems without neglecting technology issues in the materials. Consequently students are able to design and develop application to reduce the gender inequality matters.

The current English materials would be developed based on gender contents and contexts to promote one of the Sustainable Development Goals (SDGs) targets and Education for All (EFA) issues in reducing gender equality. Based on MEXT (2006), Japan heightened gender awareness which includes the objectives of the learning is to foster an attitude to value justice, responsibility, humanity, respect, and equality of men and women to encourage the development of the society (J. F. K. Lee, 2014). This research aims to develop English learning materials gender-based contents for computer science students at Universitas Bumigora. This study

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addresses the substantive gaps of contents in English materials and gender awareness of the students. This paper has a new contribution related to develop English materials that have gender values. By incorporating gender topics in the materials, it could encourage the students' awareness of social matters such as early child marriage, sexual abuse, violence and other issues and the pupils have ideas to identify in solving the problems. It is expected that the materials are able to foster the students' awareness of gender equality, as well as to promote gender equality in the materials.

Needs analysis is conducted to identify the students' preferences or to gain information of the pupils' needs. Hutchinson and Waters (1987) divided into two categories namely target needs and learning needs (Macalister & Nation, 2010). They note that target needs consist of necessities, lacks, and wants in which necessities relate to required knowledge, lacks fit into present knowledge and wants correlate to subjective needs. The needs analysis is conducted to identify the needs, lacks and wants of the learners and to build the prototype of the materials developed (Andi & Arafah, 2017).

Kerkhoven et al. (2016) state that gender bias or stereotype can be provided in materials through diction chosen and visual contents and it foster gender equality in their teaching and learning process such as Hickerson et al. (2018) promote gender equality to prevent nurse from providing stereotype to the patients. In addition, Hosseini & Tammimy (2016) seek gender as a demographic feature ifs social media. Huang (2018) also discusses how fairy tales have close relationship to the students' critical exploration of ideologies such as race, gender, sexuality, and other issues.

The symbols, pictures, dictions, and narratives used could be developed, adopted or adapted based on the needs, necessities, and wants. Araujo (2018) and Botelho & Marion (2020) state that discourse shape social relationship and identities among society and has close relationship with real world. Brown (1995) mentions that materials developed can be adapted and adopted from some resources (Mubar, 2015). Linguistic and cultural diversity are incorporated equally in learning materials (Si, 2019). The materials need to be modified by adapting or adopting from other stories or local values because the contents and activities in a textbook, module, or material communicate not only the knowledge and skill but also the contexts, perspectives and values that would be promoted (Wells & Moon, 2021).

The preferences are influenced by gender and age group (C. Lee et al., 2016) so that the materials could be modified based on pupils' needs and wants by adapting from other resources. It is necessary to provide materials to the students with current issues, teaching relevant issues, embedding the critical language awareness and events to their day-to-day experiences because this discourse will assist the pupils to be more responsive and aware to the societies' matters (Alcoberes, 2016; Gallagher & Sahni, 2019 & Koller, 2018). As Foucault (1969) mentions that discourse it is not merely discussing of signs and language but systematic practices and Butler (1990) notes that discourse shape how people view the world (Callahan & Nicholas, 2018).

English is as a lingua franca; as an international language, it is needed by all different profession (Moradimokhles & Hwang, 2020) including as a technician or programmer. Technology and science have a label of men and it not for women, such as technician is close to men, engineer connects to men. Namatende-Sakwa (2019) state the former scientist generally correlated to masculinity and maleness while femininity and femaleness pervasively connect to non-scientific persons.

In patriarchy society, culturally, men have powerful position in society; therefore the culture shaped and the rules created are interfered more dominantly by men than women (Mat et al., 2018). Adriany (2019) argues that women are expected to perform that emphasized on femininity as a wife and men fit into hegemonic masculinity that has a strong role in family as a husband. Education contexts involving textbooks has powerful ideological institutions that could transfer values and function to society as social control including to supervise gender inequality (Mustapha, 2013). Based on Rashida and Noreen's experiences (Shah & Khurshid, 2019) reveal that education and empowerment have essential relationship in shaping the society and empower women and communities (Marin-velasquez & Closson-pitts, 2019)

1.2 Research Questions

Based on the background of study, the research questions will be formulated in the following items:

   a. What are the target needs of students of computer science in learning English?

   b. what are the appropriate English learning materials for Computer Science students?

1.3 Research Significance

Developing English learning materials for computer science students is crucial to be researched because the learners need to learn not only about the compter science topics but also social issues.

CHAPTER II
RESEARACH FINDINGS

2.1 The Result of the Needs Analysis

There are fifteen questions in the questionnaire to identify the necessities, lacks, and wants of the learners. There are 139 students with 101 males and 38 females. Based on the results of needs analysis, the students' note that most of them are in beginner level with 66% and 28% of the pupils are in intermediate level.

In terms of input for speaking, it is about 76% of learners choose simple monologue and followed by learning idioms by 14%. Plenty of students also state that they have difficulties in grammar (37%), vocabularies (31%), and pronunciation (27%). The students also note that making dialog with their friends is one of the most effective methods in learning speaking and followed by practice based on the pictures and texts in the textbooks, 60% and 17% respectively.

Related to reading, the pupils want to learn simple reading texts (37%) and authentic materials based on the daily activity taken from magazines , brochures , newspaper, and the others (32%) consisting approximately 100-200 words and over than 100 words. Match terms or expressions with definitions provided by 39% and identify the meaning of sentences or texts based on their own sentences with 25% are two of the strategies that can support them in understanding the materials. The pupils like match words or expression based on the definition available 27%. Afterwards, identify the meaning of the words using the vocabularies available and discover the meaning of the sentences using own sentences with the same proportion 18% with providing around 5-10 new words and more than 10 new vocabularies each texts, 50% and 28% respectively.

Related to the pictures, the students agree that providing pictures can be easier for them to understand the materials with 55% agree and 42% strongly agree. They also agree (61%) that the materials provide pictures relating to gender equality such as role of women and men and the equal right of men and women. More than half of the learners agree to put motivation corner and 34% strongly agree.

In terms of gender equality issues, almost half of respondents agree to imbedded gender equality values such sexual violence, equal access of education and other women problems in the materials and more than 50% agree to create gender equality corner in the materials to broaden their understanding of social and gender issues. Afterwards, more than half of learners agree to be provided texts that related to social problems correlated with technology.

2.2 The Try-Out Results

The try-out data show that the students' response of the materials developed. Overall, most of students (70%) mention that the materials based on their needs. It has the same percentage as that the materials can encourage their skills. They believe that the materials are based on their level of knowledge and the activities are arranged from the easier to the more difficult by 77%, respectively. The learners also agree (74%) that they can learn new vocabularies from the materials.

Table 1. Students' Needs

NO	STATEMENTS	Score	Category	D	SD
1.	The material developed based on your needs.	26.7%	70.7%	2.6%	0%
2.	The materials developed can help you to support your English skill.	25.9%	69.8%	4.3%	0%
3.	The difficulty level of the materials based on your level of knowledge.	10.3%	76.7%	11.2%	1.7%
4.	The activities in the materials are arranged from the easier level to the more difficult level,	13.8%	76.7%	7.8%	1.8%
5.	New vocabularies gained when learning the materials.	19%	74.1%	4.3%	2.6%

More than 80 per cent of the students state that the pictures and the materials have gender equality values, respectively. By learning the materials, the students can understand about the role of men and women or understand the verbal and non-verbal violence by the same percentage with the pictures and the materials. The students agree that explanation of gender equality are available in the materials (77%) and more 1% of the percentage the students mention that materials are relevant to the gender equality issues. The examples provided are based on gender equality values (85%).

Table 2. Gender Equality Values in the Materials

No	STATEMENTS	SA	A	D	SD
1.	The pictures provided show gender equality issues.	14.7%	81%	3.4%	0.9%
2.	The materials have gender equality values.	12.1%	81.9%	5.2%	0.9%
3.	By learning the materials, you can understand about the role of men and women or understand the verbal and non-verbal violence.	12.9%	81%	5.2%	0.9%
4.	The explanation in the materials provides description of gender equality.	14.7%	76.7%	7.8%	0.9%
5.	The texts in the materials are relevant to the gender equality values.	12.9%	78.4%	7.8%	0.9%
6.	The examples in the sentences in the materials are relevant to the gender equality values.	10.3%	85.3%	3.4%	0.9%

More than half of learners agree that they gain new vocabularies learning the materials. Then, the explanation and the instruction are quite clear. Sixty nine per cent of the students agree that the font size is quite clear and readable. Most of the respondents agree that the colours in the materials are comfortable to be read. Almost 80% of the learners agree the space used in the materials is relevant and readable. Afterwards, almost 70% of the students agree that the pictures in the materials are interesting.

Table 3. The Layout of the Materials

No	STATEMENTS	SA	A	D	SD
1.	The explanation in the materials is quite clear/easy to be understood.	15.5%	75.9%	8.6%	0%
2.	The instruction in the materials is quite clear/easy to be understood.	15.5%	75%	8.6%	0.9%
3.	The font size in the materials is quite clear/easy and readable.	26.7%	69%	4.3%	0%
4.	The colours in the materials are comfortable to be read.	20.7%	76.7%	2.6%	0%
5.	The space used in the materials is relevant and readable.	18.1%	79.3%	2.6%	0%
6.	The pictures in the materials are interesting.	24.1%	69.8%	5.2%	0.9%

The data gained from the questionnaire that was distributed to the students of Computer Science Department.

2.3 English Learning Contents Discussion

The materials consist of objectives, warm up, main activities, summary, evaluation, and motivation corner. The materials developed based on the needs analysis results gained from the students of computer science department. In the warm up, some pictures are provided related to various pictures related to bullying from the cyber-crimes, the effect of the bullying and the strategies to cope the problems. Therefore, in the developed materials, it was designed materials that deconstruct the general common to promote gender equality issues and encourage the students' awareness related to gender equality because the contents in textbooks are dominated by males (Ahmad & Shah, 2019). The pictures and word choices used in the materials are correlated to the gender issues such as when women were bullied by men.

Materials have a pivotal role in teaching and learning process and in shaping students' attitude and beliefs. Teaching materials are essential sectors for meaningful-learning experience and has significance factors in teaching and learning process (Tarrayo & Anudin, 2021; Orfan, 2021). The materials developers or designers have a big role to select the best materials that could be adapted, adopted, and supplemented.

Most students note that the materials are based on their needs, level of knowledge and it is arranged from the easier one to the most difficult so that it is believed could be support their skills. These indicators are crucial to be considered in developing materials to create good materials.

Related to the gender equality issue, the students state that the materials developed are relevant to the gender values in terms of the texts, the instructions, the examples and other elements. Gender equality is not only discussed of women empowerment but also men empowerment. The materials' illustrations can be seen in Figure 1.

Figure 1. Word Power

Figure 2. Problem Solver

Figure 2 shows that the materials provided to encourage and elicit the students' critical thinking to solve the social problems including bullying. Social media is a tool to share people ideas without filtering the impact of what they write and say. Most women got bullied from their friends either in the house or in the workplaces. As a result, the materials developed provided bullying topics. The corner of "Problem Solver" is a case-based learning that asked the students to solve a problem based on their experiences or their knowledge. This part aims to provoke the students to learn more critically through various linguistics forms, meanings and functions to 'notice' how language is generally used in wider domain (situations and contexts) (Afitska, 2016).

Motivation corner is also created in the materials to enhance students' motivation and knowledge related to the gender issues. It can be shown in Figure 3.

MOTIVATION CORNER

GENDER EQUALITY IS NOT TALKING ABOUT WOMEN BUT IT IS TALKING ABOUT HUMAN

"PUSPITA DEWI"

Figure 3. Motivation Corner

The motivation corner is available at the end of the materials. It aims refreshing the students' mind. This corner probably can refresh the learners mind to reflect of gender equality and to encourage them to support the issue.

It is expected that materials use in teaching and learning process could change learners' perspectives or behaviours that is one of the steps in transformative learning. Chamberlin-Quinlisk (2009) note of five stages of transformative learning namely disorienting dilemma, reflection and exploration of assumptions, gaining confidence in a new role, behaviour changes, and integration of new perspectives (Zhu et al., 2020). In education, materials or textbooks aim to provide new sight and information to the learners so that they can their perspectives and behaviours to be better in the future. Majid & Fateme (2015) state that textbooks or materials not only provide some information or explain new insight for the students but also textbooks have a pivotal role in transmitting gender roles and social values to the learners.

Based on the interview, the students state that they enjoy learning the materials because the materials start from the easier to the more difficult and there are various activities on it. They also mention that they obtain not only English knowledge but also social issue information. The materials can encourage them to be more aware on social issue or gender equality. Texts have power to change people's perspectives and attitude. Botelho & Marion (2020b) language and ideology cannot be separated each other from discourse; discourse is constituted from how language is used to establish social relationship and identities.

The learners also state that while learning English, they can learn of social issues so that social matters can be understood by the pupils that it is expected to raise their awareness to make an application that can solve social problems. Culture classes have a humanizing issues and motivating effect on the learners' process in learning language (Brown & Park, 2020). Introducing social problems to the pupils, it might encourage them to be more aware in social issues.

> "…while we learn English, we also aware on social relevant issue and there are many benefit when we read the texts" (Icha,6.04…)

Learning of social issue is learning of culture because culture not only discuss of song, dance, music, and others. Culture learns of human behaviour patterns that are relevant to Edward B. Tylor in his book "Primitive Culture" (1871) note that culture is more complex that discuss of art, belief, law, moral, custom, and others which learn of people's habit and attitudes (Choudhury, 2014).

CHAPTER III
OUTPUT STATUS

This research results or the article has been submitted on the Journal Edulite: Journal of English Education, Literature, and Culture, accredited in SINTA 2.

CHAPTER IV
RESEARCH CHALLENGES

Several challenges faced during the data collection and data analysis. The collecting data must be taken two times; firstly the needs analysis and identify the students' response. it is insufficient time to take the data with short time. Consequently, the data analysis is posphoned. Actually, it is needed more time to accomplish this research because this types of research is Research and Development (R&D).

CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

Textbooks or materials become one of the crucial aspects in education including in shaping students behaviour and attitudes. It is because texts, pictures, and other items in the materials have values to be learnt and imitated by the pupils. Consequently, this research was designed to develop materials in learning English based on gender contexts. The materials developed based on the needs analysis results and distributed to the learners to gain their responses. Based on the feedback from the students stated that the students agree and enjoy to learn the materials including the instructions, examples, texts, pictures, and other components. The students also agree that the materials designed based on gender issues because they can learn not only English but also the social issues. The students can gain social relevant issues from the materials.

5.2 Suggestion

It is suggested to other stakeholders such as government, teachers, and material developers to design and develop materials that related to other social problems such as bullying, intimidation, sexual violence. and the others.

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LAMPIRAN

Lampiran 1 : Biodata Ketua dan Anggota Tim Peneliti

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   d. Bidang Keahlian   : Bahasa Inggris
   e. Fakultas   : Fakultas Komputer dan Desain
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B. Riwayat Pendidikan

	S1	S2	S3
Nama Perguruan Tinggi	Universitas Mataram	Universitas Negeri Yogyakarta	-
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	-
Tahun masuk - Lulus	2008 – 2012	2013 – 2015	-
Judul Skripsi/Tesis/Disertasi	Comparative study of Affixation in meno-mene and ngeno-ngene	Developing an English learning module for eleven grade students of Islamic boarding schools	-

C. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir*)

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/ Nomor/Tahun
1.	Pemerolehan bahasa pada anak usia dini: Sebuah studi kasus.	Journal Sebasa	Volume 1ͺNo.2,38-46. 2015

2	*Commissive illocutionary speech act on trade transaction in Sunmor UGM*	Journal Verbali ngua Ilmiah Kebaha saan	Volume 1, No.1, 52-62. 2014
3	*Hegemony of power in the last Susilo Bambang Yudhoyono's state address*	Journal Verbali ngua Ilmiah Kebaha saan	Volume 2, No.2, 55-64. 2015
4	*Unitary system hypothesis and dual system hypothesis in language development.*	Human itatis: journal on langua ge and literatu re	Vol.4, No.1.137-146. 2017
5	Analisis Wacana dalam iklan Sampoerna Mild	Human itatis: Journal on langua ge and literatu re	Vol.5 No.1. 1-8.Desember 2018
6	Ontologi dalam aplikasi karya sastra "Ronggeng Dukuh Paruk" (Penulis ke-2)	Human itatis: Journal on langua ge and literatu re	Vol.5 No.1. Desember 2018
7	Teaching English for young learners through ICTs. *Humanitatis: Journal of Language and Literature*	Human itatis: Journal on langua ge and literatu	Vol. 6, No.1.Desemb er 2019

		re	
8	Group discussion and ICTs in teaching and learning English in large classes	*Inovish Journal*	Vol. 4 No. 2. 2019
9	Drama in Enhancing Motivation of Non-English Department Students: Computer Science Students	Metath esis: Journal of English Langua ge, Literat ure, and Teachi ng	Vol. 4 No. 2. 2020
10	Promoting Gender Equality Values in a Fiction Written by A Lombok Female Writer	Internat ional Journal of Linguis tics, Literat ure and Transla tion	Vol. 4 No. 3. 2021

D. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir *)

No	Nama Pertemuan Ilmiah / Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	Seminar Internasional Bahasa dan Sastra. Prosiding I: Universitas Muhmmadiyah Malang.	Developing an English learning module for grade XI students of Islamic boarding schools.	Universitas Muhammadiyah Malang-2015
2	Seminar Nasional. Prosiding Semnas PPKN II: Pengintegrasian Nilai Karakter dalam Pembelajaran Kreatif di Era MEA.	Pembelajaran Bahasa Inggris dengan Pendekatan Komunikatif (Communicative Language Learning/Teaching) dalam Menghadapi Masyrakat Ekonomi ASEAN (MEA).	Universitas Muhammadiyah Ponorogo. Ponorogo-2016
3	Seminar International Teaching English Foreign Language in Indonesia	*Incorporating Islamic values in an English learning module of Islamic boarding schools in West Nusa Tenggara*	Surabaya-2016
4	The 2nd International Conference on Teaching English to Young Learner in Indonesia (TEYLIN)	*Teaching English for young learners through ICTs.*	Universitas Muria Kudus-2017
5	Application of group discussion and ICTs in teaching and learning English in large classess	*Proceeding the 4ᵗʰ International Language and Language Teaching Conference*	Sanata Dharma University, Yogyakarta

2. Anggota 1

      a. Nama Lengkap   : Dr. Abdul Muhid, M.Pd
      b. NIP/NIDN   : 0831128303
      c. Jabatan Fungsional   : Lektor
      d. Bidang Keahlian   : Linguistik
      e. Fakultas   : Fakultas Sosial dan Humaniora
      f. Alamat Rumah dan No. Telp.: Jl. H. Ihsan Dsn Petak Selatan IPDN, Kampus NTB, 08175777160
      g. Riwayat penelitian (minimal 2) yang paling relevan dengan penelitian yang diusulkan (sebutkan sebagai Ketua atau Anggota)

B. Riwayat Pendidikan

	S1	S2	S3
Nama Perguruan Tinggi	IKIP Mataram	Universitas Negeri Mataram	Universitas Hasanudin
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	Ilmu Linguistik
Tahun masuk - Lulus	2006 – 2008	2012-2015	2016-2019
Judul Skripsi/Tesis/Disertasi	*Syntactical Nalysis of passive construction in Sasaq*	The Effect of EFL Learners' Perception on Their Reading Achievement	Interdialectical accommodation in Sasak;Revisiting the Universality of Giles' Convergence Theory

C. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir*)

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/ Nomor/Tahun
1.	Akomodasi dalam Konflik Sosial pada Diplomasi Pemberian Pisuke Lintas Desa: Kajian Sosiolinguistik	Jurnal Humanitas	Volume 5, 163-180, No.2 2019
2	Akomodsi sebagai Strategi Menyelesaikan Konflik dalam Sidang Perselingkuhan	Jurnal Humanitas	Volume 5 ,78-84, No.1 2018
3	Analisis Semiotik Makna Idiologis Mangan Merangkat pada Suku Sasak Lombok Tengah	Jurnal Humanitas	Volume 4 No.2, 72-89. 2018

Lampiran 2 Surat Pernyataan Keaslian Naskah

SURAT PERNYATAAN KEASLIAN

Yang bertanda tangan di bawah ini:
Nama   : Puspita Dewi, M.Pd
NIDN   : 0801019101
Pangkat/Golongan   : Gol. III/d Jabatan
Fungsional   : Lektor 300
Dengan ini menyatakan bahwa Proposal Penelitian saya dengan judul:

DEVELOPING ENGLISH MATERIALS GENDER-BASED CONTENTS TO COMPUTER SCIENCE STUDENTS

yang diajukan dalam skema **Penelitian Perguruan Tinggi/Mandiri/Kerjasama** untuk tahun anggaran (**2021**) **bersifat original dan belum pernah dibiayai oleh lembaga/sumber dana lain**.

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke lembaga perguruan tinggi.
Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Mataram, 29/05/2021

Mengetahui,   Yang Menyatakan,
Kepala LPPM,

(Lalu Ganda Rady Putra, S.Kom, M.Eng)   (Puspita Dewi, M.Pd)
NIK. 19.6.350   NIK. 16.5.274

Lampiran 3 Target Luaran Penelitian

TABEL DAFTAR LUARAN

Program   : Hibah Internal Perguruan Tinggi
Nama Ketua Tim   : Puspita Dewi, M.Pd
 Judul   : Developing English Materials Gender-Based Content to Computer
                                   Science Students

1. Artikel Jurnal

No	Judul Artikel	Nama Jurnal	URL	Status Kemajuan*)
1.	Developing English Materials Gender-Based Content to Computer Science Students	Edulite: Journal of English Education, Literature, and Culture	http://jurnal.unissula.ac.id/index.php/edulite/author/index	Submitted

*) Status Kemajuan: Persiapan, *submitted, under review, accepted, published*