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## DESIGNING E-MODULE OF TRANSLATION AND INTERPRETATION USING KVISOFT FLIPBOOK MAKER FOR ENGLISH EDUCATION DEPARTMENT STUDENTS

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### ABSTRACT

This study aimed to find out the module needed by students in translation and interpretation course and to design e-module using kvisoft flipbook maker. This research used a research and development (R&D) method using the ADDIE model. The data collection technique used is through a questionnaire, document list and validation sheet. This research was hold on July 06, 2023 at Department of English Education UIN SUSKA Riau. This study was conducted at UIN Suska Pekanbaru, Riau. The participants of this study for need analysis the data was given to 6th-semester EED students and teachers, in addition for validation the data was given to learning material expert and media expert. The result of this study shows that the students and teachers needed e-module as a tools in teaching and learning process. However, the module was based on syllabus that reflected curriculum in higher curriculum. Furthermore, the ICC reliability results obtained an individual value (single measure) of 0.113 or included in the poor category, while the average calculation results (average measure) obtained a value of 0.203 with a poor category.

**Keywords:** *E-Module; Kvisoft Flipbook Maker; Translation and Interpretation*

### INTRODUCTION

In today's Humans communicate in various languages in today's global and multicultural world, and translation and interpretation have taken an important role in everyday life. From a functional perspective, translation is "an act of intercultural communication rather than a skill in transferring minimal linguistic units across language boundaries." (Stoian, 2018). Translation and interpretation can be considered as the most universally accepted solution to overcome this obstacle. And thus there is a need for professional translators and interpreters.



Translation is the process of sending messages or meaning from one language to another (Dang, 2014). Translation is a term that can be defined in several ways. According to Catford (1965) translation is the replacement of textual material in one language by equivalent textual material in another language. Although the form of source language (SL) has been replaced by adjusting 2 the target language (TL) but the original meaning of the source text is still maintained.

In class, there are several teaching strategies that teachers use in teaching translation and interpretation. the first is a list of translation sources. This includes online dictionaries and glossaries, parallel texts, translation memories, printed dictionaries, company websites, and special press. Students must set it, according to the frequency of use. Apart from these translation activities, it is clear that the translation of texts in whole or in part, the most traditional translation activity, is the one most used by teachers in teaching translation and interpretation. after the translation activity is continued with class interaction for translation practice, this technique question asks about class interaction in the translation process. The goal is to find out if students are following real translation practice or if they are simulating translating and submitting documents. and then the teacher will give an assessment, showing how students are assessed and how their errors are detected.

Based on the preliminary study at one of English Education Department in Riau Province. The teacher utilizes every one of the procedures that have been portrayed beforehand. In any case, subsequent to utilizing this method there are still impediments that happen in the educating and growing experience, including perhaps understudies actually experience issues understanding the material in view of the restricted showing materials given by the teacher to understudies to comprehend a material, this issue was likewise found in Central Java (ISTUNINGSIH, 2018).

One of the teaching materials is module. The learning module is an additional learning resource to the teacher. It was methodically created by experts in the teaching or academic fields in accordance with design principles to improve effectiveness, efficiency, and student interest in continuing their education. The major objective of teaching materials in the form of modules is to enable autonomous learning for the reader (Oktariyana, 2020). There are several characteristics of the module including 1) Self Instructional; 2) Independent; 3) Stand Alone (stand-alone); 4) Adaptive; and 5) User Friendly (Kemendiknas, 2008). A module can be said to be good and interesting if it has these characteristics.

Today, technology impacts every part of life and its effect increases quickly. The teaching and learning process in the classroom benefits greatly from the usage of technology. Students can become more engaged and have better interactions when educational technology is implemented in the classroom. However, the creation and use of instructional materials are still now restricted to the acquisition of printed books in the form of summaries and the delivery of content via powerpoints. The learning process is less engaging and interactive while using printed books since they are not as effective in displaying information through simulations. There are still relatively few other multimedia teaching resources that make use of information and communication technologies (Dewi, 2022).



The teacher must identify patterns of students' participation and learning in order to raise students' capacities so that instruction is engaging and participatory. In order to get high learning results, the teacher needs also understand and manage his class. One factor in learning success is student engagement (Hasyim, 2021). Technological developments in the world of education for example developing teaching material products in the form of e-modules. E-modules are documents or articles in an electronic format that have many benefits for learning media. In addition, e-module teaching material is one of the teaching materials whose digital publishing process consists of text, images, or a combination of both (Oktariyana, 2020). The implementation of e-modules is anticipated to foster autonomous attitudes among students and increase their involvement in the educational process.

The e-module developed in this study is based on a flipbook maker, which is a software that can change the appearance of a book or other teaching materials into a digital book in the form of a turning page. This program is designed to convert packaging files from PDF, PowerPoint, Word, and Excel formats into like a book so as to produce a more attractive appearance and can be published digitally. Some of the advantages of the flipbook maker include being able to include various media such as images, videos, and audio, in digital books or e-modules which will be developed in a more varied media display so that the learning process is more interesting. The animation effect when switching pages will make users feel like they are physically opening a book (Susanti, 2020). Other research shows that the use of e-modules can empower students' critical thinking skills and motivation. Therefore, the writer found it important to conduct this study with the title *"Designing e-module of translation and interpretation using kvisoft flipbook maker for English education department students"*.

## LITERATURE REVIEW

According to Heim and Tymowski (2006), they refined that translation is the act that changes a text from one language to another language. Jones(2002) claims that translation entails more than merely transferring words from one language to another. Indeed, translation should be linked to messages that are meaningful and natural in the target language (Hien, 2021). In addition translation makes people easily get any information without any confusion. To create a good translation, the translator must use the right procedure, in translating the source text to the target text to create an appropriate and meaningful message (Kamil, 2014).

Flipbook Maker Based E-Module Development from Adithiya, et al (2018) E-module can be a solution to the need for innovative teaching materials and is also able to shape student character. In addition, based on field tests, it was found that the Flip Book Maker-based e-module was effective in increasing student learning outcomes or achievement indexes based on the results of the pretest and posttest in the cognitive domain, while in the affective domain to measure student attitudes and responses about e-development. The module is increased from each trial. It can be concluded that this Flip Book Makers-based e-module is effective in increasing learning outcomes and strengthening student character.

Kvisoft flipbook maker is a application that can change the appearance of books or other teaching materials into a digital book in the form of flip pages. This program is designed



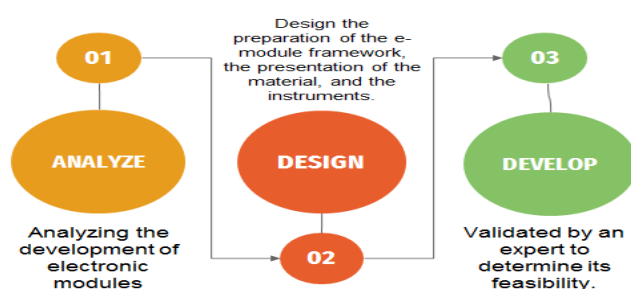
to convert packaging files from PDF, PowerPoint, Word, and Excel formats into like a book so as to produce a more attractive appearance and can be published digitally (Susanti, 2020). E-module is considered an individual learning media because it provides instructions for self-study (Zaranis, 2018). This means that the user of the e-module will make the learning process without the teacher being present directly.

Based on development from Mulyadi, et all (2019) the E-module has gone through the rules and the trial stages of the development and implementation of this product were carried out at IAIN Bukittinggi. Learning by using e-modules for IAIN Bukittinggi students is very effectively used in the learning process where e-modules can or are able to improve learning achievement and increase interest in learning. With this interactive e-module students can be more analytical and open their thinking insights by using reasoning based on examples in the e-module. Based on Ida, et all (2020) the development of learning media using flipbook-based e-modules that are effectively used in learning activities. During the teaching and learning process, there are several advantages to learning by using flipbook-based e-modules which are used as learning media. Students more easily absorb the material studied by using e-modules. abstract so as to be able to solve a problem by itself. This e-module really helps students in discovering their own concepts. In addition, students also feel motivated in learning. Student interest in the use of e-modules as a learning tool so that it can assist students in teaching and learning activities

## METHOD

In this study, researchers develop a product. To be able to produce a certain product, research is used, namely needs analysis and testing the effectiveness of the product so that it is useful for the wider community, so research is needed to test the effectiveness of the product. The product developed by the researcher is to design a translation and interpretation course e-module using Kvisoft Flipbook Maker. In this study, researchers used the ADDIE model, which requires five development steps in the development process to produce a final product that is ready to be applied to educational institutions. ADDIE model was proposed by (Branch, 2009). These research steps do not have to be followed absolutely, but developers can make modifications according to the conditions in the field (Sulthoni, 2018). According to Ardhana (2002), of course every development can choose and determine the most appropriate steps for itself based on the special conditions it faces in the development process the detailed explanation of these stages is:

### 3-PHASE THE ADDIE MODEL



Data collection techniques used in this study through questionnaires. Questionnaires were distributed to obtain the data needed for the analysis and validity of the e-module. Needs analysis questionnaire distributed to students. while the validity questionnaire is submitted to the validator to determine the expected product validity. The documentation process is carried out with the aim of fulfilling the data needed in the development of learning media. A document list is carried out when designing e-modules and during the process of making modules into e-modules. In particular, a Likert scale type questionnaire with four choices will be used. Selection of a four-choice Likert scale (even choice) has better response variability and is easier than the odd-choice Likert scale. In addition, the four-choice Likert scale does not provide a neutral choice so that respondents can determine answers to statements explicitly (Joshi, 2015)

**Table 1. Likert Scale**

Categories	Assessment score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The data analysis technique used in this research is descriptive analysis technique. The data collected can be grouped into two, namely quantitative data in the form of numbers and qualitative data in the form of words. Qualitative data will be analyzed logically and meaningfully, while quantitative descriptive analysis will be analyzed by means of data processing which is carried out by systematically compiling in the form of numbers and percentages regarding an object under study. The results of this descriptive analysis are used to determine the feasibility level of product development in the form of translation and interpretation course e-modules

#### 1. Data Analysis of Needed Analysis

The data obtained from analysis is Questionnaire of student, the data is analyzed using descriptive data technique by reducing, presenting and drawing conclusion. This descriptive data is intended so that researchers can improve the design of the e-module. In particular, a Likert scale type questionnaire with four choices will be used (Joshi, 2015).

#### 2. Data Analysis of Design

The data obtained from design is document list. The data is analyzed using descriptive data technique. This data aims to allow researchers to improve the translation and interpretation of the e-module that will be designed.



### 3. Data Analysis of Develop

This study conducted a descriptive study of e-modules that were created by conducting validity tests related to graphical aspects, presentation, suitability of content and language in translation and interpretation e-modules. This validity test is carried out by involving competent experts in the field under study which is known as professional judgment. In this study, there were 2 professional judgment people to see and provide an assessment regarding the module to be developed whether it was in accordance with the goals made. The instrument used is a questionnaire using a Likert scale. In testing this validity to make it easier and avoid human error, SPSS 24.0 software is used.

## FINDINGS AND DISCUSSION

The research's outcome was the designing e-module of translation and interpretation using Kvisoft flipbook maker for English Education Department Students. The Addie development technique, which only occurs from stage 1 to stage 3, is used to do this research and development.

### 1) Need Analysis

Analysis step is the beginning step or the first step of ADDIE model. In this step, three important things are done which are (1) Understanding of learning material, (2) Experience in using teaching materials, learning models and learning media in class, (3) E-module design using Kvisoft Flipbook Maker. The data was given to 6<sup>th</sup>-semester EED students and teachers who had taken translation and interpretation course. An analysis of needs E-module was carried out through questionnaire with 50 students and 3 Teachers for this research.

The results of student needs analysis are shows in tables below:

**Table 2. Student Needs Analysis**

Assessment Aspect	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Translation and Interpretation Course	Q1	1	2%	13	26%	33	66%	3	6%
	Q2	0	0%	10	20%	36	72%	4	8%
	Q3	0	0%	24	48%	25	50%	1	2%
	Q4	5	10%	40	80%	5	10%	0	0%
The Experience of Using Teaching Materials	Q5	4	8%	29	58%	17	34%	0	0%
	Q6	5	10%	30	60%	14	28%	1	2%
	Q7	1	2%	14	28%	30	60%	5	10%
	Q8	2	4%	29	58%	18	36%	1	2%
	Q9	1	2%	20	40%	26	52%	3	6%



	Q10	1	2%	24	48%	25	50%	0	0%
	Q11	13	26%	32	64%	5	10%	0	0%
The Learning Modules Using Kvisoft Flipbook Maker	Q12	15	30%	31	62%	4	8%	0	0%
	Q13	14	28%	35	70%	1	2%	0	0%
	Q14	16	32%	31%	62%	3	6%	0	0%
	Q15	14	28%	33	66%	3	6%	0	0%
	Q16	15	30%	32	64%	2	4%	1	2%
	Q17	15	30%	34	68%	1	2%	0	0%
	Q18	37	74%	12	24%	1	2%	0	0%
	Q19	14	28%	32	64%	4	8%	0	0%
	Q20	11	22%	33	66%	6	12%	0	0%

Based the finding the student needed e-module for teaching material in learning translation and interpretation. According from students learning translation and interpretation with used printed module they had difficulty understanding the material because the subject matter was considered challenging for them, this problem also found in Medan (Parapat, 2022). Therefore they need interesting teaching materials that can be accessed via smartphone so they can learn independently and make them understand translation and interpretation better. Thus, they need e-module as teaching material such as e-modules. Additionally, E-module teaching materials make it easier for students to understand learning (Ruslan, 2022)

The results of Teacher needs analysis are shows in tables below:

**Table 3 Teachers Need Analysis**

Assessment Aspect	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Translation and Interpretation Course	Q1	0	0%	1	33,3%	1	33,3%	1	33%
	Q2	0	0%	3	100%	0	0%	0	0%
	Q3	0	0%	0	0%	2	66,7%	0	0%
The Experience of Using Teaching Materials	Q4	2	66,7%	1	33,3%	0	0%	0	0%
	Q5	0	0%	2	66,7%	1	33,3%	0	0%
	Q6	0	0%	2	66,7%	1	33,3%	0	0%
	Q7	0	0%	0	0%	1	33,3%	2	66,7%
	Q8	1	33,3%	2	66,7%	0	0%	0	0%
	Q9	3	100%	0	0%	0	0%	0	0%
	Q10	2	66,7%	1	33,3%	0	0%	0	0%



Overview of the Teacher's Response to the Module	Q11	2	66,7%	1	33,3%	0	0%	0	0%
	Q12	2	66,7%	1	33,3%	0	0%	0	0%
	Q13	2	66,7%	1	33,3%	0	0%	0	0%
	Q14	1	33,3%	2	66,7%	0	0%	0	0%

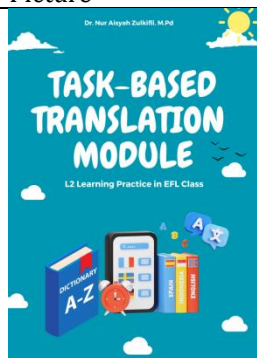
Besides students, teachers also experience difficulties in the teaching and learning process of translation and interpretation with the teaching materials used by teachers. Based on the finding the teachers also needed e-module as tools to achieved curriculum goals and teaching material that can be accessed by smartphone because in digital era we can use this material anywhere, anytime and it is very helpful and efficient for teachers of teaching and learning process, This research was also found in research Utama, et all (2021).

## 2) Designing Module of Translation and Interpretation

In designing translation and interpretation modules, this design stage is a systematic process that begins with an analysis of the needs of students and teachers. The design stage is the same as designing learning activities. This activity is a systematic process that begins with determining lesson plan (RPS), designing media, designing learning activities and designing learning modules, this research is aligned with research conducted by Supriadi, et all (2019).

This stage begins with designing media, creating learning materials for each course in the module and creating assignments in the form of video images found on the internet according to the translation and interpretation module material. The expected learning outcomes are in accordance with the curriculum. The translation and interpretation module is based on a syllabus that reflects the curriculum in higher education. Thus, the teaching and learning process can meet the needs and interests of students in the translation and interpretation courses. (Meilani, 2024).

**Table 4 The Results of Designing Module of Translation and Interpretation**

No.	Indicator	Picture
1	Cover	



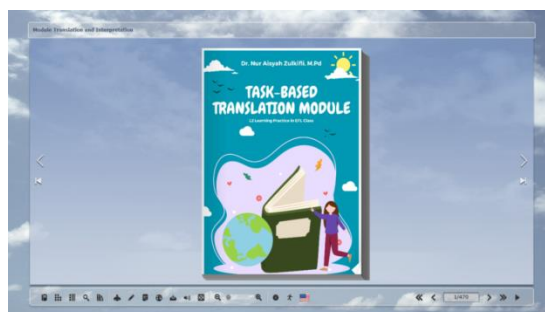




### 3) Developing E-Module Using Kvisoft Flipbook Maker

The translation and interpretation module was finished then the module will be designed into an e-module. The module was developed into an e-module using the kvisoft flipbook maker application. In addition, the researcher used the kviosft flipbook maker pro application current version 4.3.4.

**Table 5. E-Module on Kvisoft Flipbook Maker**



The e-module is packaged in .exe and .swf formats. However, this format has limitations in accessing the e-module created by kvisoft flipbook maker and Only certain devices can open the e-module using kvisoft flipbook maker. Furthermore, the researcher found the solution to this problem by using another alternative website that is Fliphtml5. The product created using Fliphtml5 can open with the link or barcode from the Fliphtml5, can be seen below.



<https://online.fliphtml5.com/smzwn/xvkx/>

Furthermore, the completed e-module was packaged in .exe and .swf formats. For this e-module, media experts provided the results of the questionnaire that the researcher had given and some suggestions or input. After getting the results from the validator, a reliability test will be carried out using the ICC (Intraclass Correlation Coefficient) formula developed by Pearson to see the level of trust between validators in assessing the e-module. The reliability test was carried out using SPSS version 24.



Table 6 The Results of Reliability test using ICC

**Intraclass Correlation Coefficient**

	Intraclass Correlation <sup>b</sup>	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.113 <sup>a</sup>	-.272	.467	1.255	26	26	.283
Average Measures	.203 <sup>c</sup>	-.749	.637	1.255	26	26	.283

The results of the reliability test using ICC are determined based on the category. If the ICC result  $<0.5$  then the reliability is poor,  $ICC > 0.5$  means moderate,  $ICC > 0.75$  means good, and  $ICC > 0.9$  means very good. The ICC reliability results as presented in Table 4.23 obtained an individual value (single measure) of 0.113 or categorized as poor, while the average calculation result (average measure) obtained a value of 0.203 with a poor category. This indicates that the e-module is not yet suitable for use and needs to be revised.

**CONCLUSION**

This study aims to find out the module needed by students in translation and interpretation course and to design e-module of translation and interpretation course designed using kvisoft flipbook maker, and to measure the validity of e-module in teaching translation and interpretation designed using kvisoft flipbook maker. This study was conducted at UIN Suska Pekanbaru, Riau. Based the finding of the students needed e-module for teaching material in learning translation and interpretation. Therefore they need interesting teaching materials that can be accessed via smartphone so they can learn independently and easier for student to understanding the material. Besides students, the teachers also needed e-module a tools to achieved curriculum goals and teaching material that can be accessed by smartphone because in digital era we can use this material anywhere, anytime and it is very helpful and efficient for teacher and students. In designing translation and interpretation module, the module was designed based on the lesson plan (RPS) which is based on syllabus that reflected curriculum in higher education. the teaching materials module will be including the selection of theories, topics, concept, and tasks that are appropriate to the lesson plan (RPS). The translation and interpretation module will be designed into an e-module using the kvisoft flipbook maker pro application. Furthermore, the e-module is validated by material experts and media experts. Based on the analysis of the results of the validator, The ICC reliability results obtained an individual value (single measure) of 0.113 or included in the poor category, while the average calculation results (average measure) obtained a value of 0.203 with a poor category. This indicates that the e-module is not yet suitable for use and needs to be revised.



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