

ENGLISH TRANSLATION BASED COMMUNICATIVE E-MODULE DESIGN TRANSLATION APPROACH IN UNU-SMART DARING APPLICATION IN TRANSLATION COURSE

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Abstract: *Research on e-Modules was present learning packaged in one form of teaching materials in a systematic, easy to understand, interesting way so that it was easy to learn independently. This was in accordance with the times in the digital world, on the other hand, there was still an outbreak of the COVID-19 pandemic. The purpose of this research was designed an e-Module as a teaching material for fifth semester students of English Education in the smart UNU application. E-Model was an experience for prospective teacher students and has the ability to translate after graduating from college. As a support for the learning model to easily produce products, namely; Analysis, Design, Development, Implementation, Evaluation (ADDIE Model). The research has 3 (three) steps; Introduction, Development and Assessment. In stage (1) the Preliminary Study includes; study of translation theory in Education, communicative translation approach (CTA theory), UNU Online Smart software, (2) designing e-Modules, developing module assessment instruments, evaluation instruments, and (3) Product Testing Phase and a module-based communicative translation approach for English Language Education courses. The average value obtained was 43.31 with a good category based on the results of the validation analysis.*

Keywords: *E-Modul, Communicative Translation Approach, Translation*

INTRODUCTION

The development of communication and information technology today touches all levels of life and levels of society. With the support of internet network speed and many digital services, anyone can feel the convenience and network enhancement facilities. One aspect of life that has a positive impact with technological sophistication was education. Starting from the teaching and learning process, providing teaching materials, learning methods and media, even the evaluation and supervision of learning can use technological sophistication.

If in the past we had to do teaching and learning in the same space and time, one place and one time, now it can be done in a different way. With a digital network, we can teach from our own homes and students can also follow their lessons in their own homes. Moreover, if we look at the time of the COVID-19 pandemic. Almost all learning is technology-based. Likewise with learning materials. The process of change is called E-Learning. This online learning process can be in the form of live broadcasts, recordings, voice recordings and so on. These materials can be accessed around the clock and can be done openly. Of course with certain conditions. One of the learning materials that have developed due to the sophistication of information and communication technology is online learning media. This can be done online with live broadcasts or videovisuals or recordings on certain media.

Today, an important teaching material to be developed is a foreign language translation module. This needs to be done because anyone can access any source of knowledge in online media. If we can translate the source language into the target language, we will easily get new knowledge from the outside world. The world that is difficult for us to reach does not have the sophistication of information and communication technology or digital media.

The purpose of this research (1) make an English translation E-Module based on the Communicative Translation Approach. (2) Knowing the content of the English translation E-Module based on the Communicative Translation Approach, and (3) The existence of an English translation e-Module based on an effective Communicative Translation Approach.

METHOD

Processing and presentation of data in this study will use descriptive qualitative and quantitative descriptive. The method used in this study is a research and development method. The model used in the 'ADDIE Model' research is Analyze, Design, Development, Implementation, Evaluation in developing e-Module based on Communicative Translate Approach. The approach used by the ADDIE model describes with a systematic approach, the ADDIE development process was as follows;

MODEL ADDIE

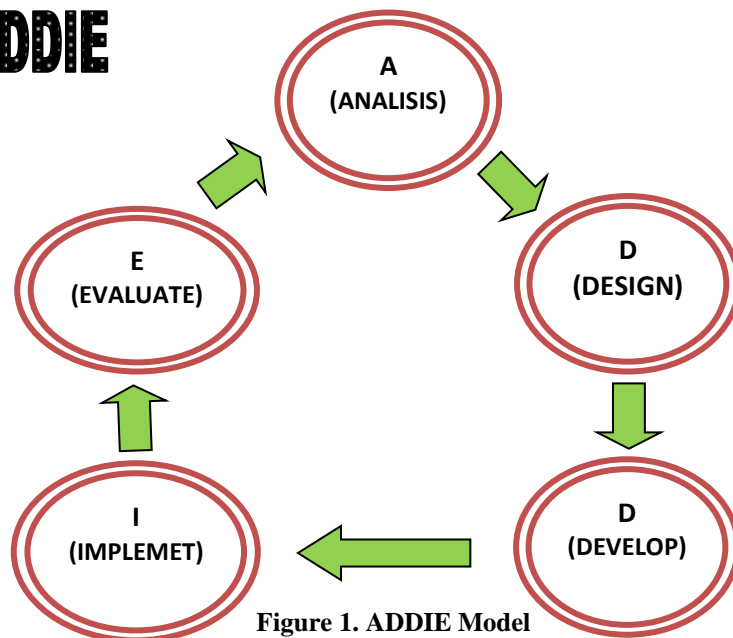


Figure 1. ADDIE Model

In the Figure above the cyclical process that develops from time or stage to time or the overall stages of the instructional planning and implementation process. Each stage has its own purpose that has different functions in its development: (1) Analysis; The stages where what will be studied is in accordance with the syllabus, RPS by students, namely by conducting a need assessment, identifying problems (needs), doing analysis (task analysis). Therefore, the output that will be produced is in the form of e-Module characteristics that are in accordance with local wisdom. (2) Design, the result of this stage is the blueprint (design) of the e-

module. There are several stages that need to be considered in the preparation of the blueprint, namely the purpose of making emodels, materials, supporting sources, systematic good modules and so on. Thus, the blueprint made is definitely clear and detailed, easy to understand in its development.

(3) The development stage is a follow-up to the design stage, which is the process of making the blue print a reality. At the stage of preparation, project and evaluation of the development of the web-basedcommunicative translation approach e-module, namely UNU-Smart. (2) Implementation is a real step to implement the developed e-module whether it is as expected, meaning that at this stage all uploads have been developed in such a way according to the role and function of the e-Module. Then the e-Module was tested directly with 2 stages, namely validity test (course content) and practicality test (lecturer and student reviewers). The results of this trial will be used as the basis for carrying out the next stage, namely evaluation

(5) The last stage is the evaluation which aims at the need for revision and up to the stage of formative evaluation. There are 2 analyzes, namely quantitative and qualitative data analysis. Quantitative analysis to obtain a respondent's assessment in the form of numbers. While qualitative analysis to manage data in the form of input, criticism and suggestions. All stages of evaluation to produce the feasibility of the final product, feasible in terms of content, design and user friendly.

FINDING AND DISCUSSION

E-modules are needed by students in the learning process and as a guide for them to understand and complete the tasks of each chapter. Researchers have carried out several stages and used the necessary techniques and data collection. This e-module will be uploaded into the UNU Smart Online application system as a learning process on campus. In the process the researcher will create a module manual and then use it as an e-Module in Smart Online. The first stage is to prepare the e-Module place in the online UNU smart application, then prepare the e-Modul design that is adapted to the Sillabus/RPS translation course for the English Education department.

First stage

Conduct a descriptive analysis of the translation course syllabus by obtaining (a) results in reading the translation course syllabus, reading the communicative translation approach theory, deepen teaching theories and practice. Create a course module design to make it easier to make modules

<p>TOPIC IN TABLE OF CONTENTS</p> <p>PREFACE</p> <p>Chapter I</p> <p>Introduction to translation</p> <p>Chapter II</p> <p>Content Based Instruction</p> <p>Background of</p>	<p>Chapter IV</p> <p>Theories of Translation</p> <p>literal & dynamic equivalence</p> <p>Meaning based translation</p> <p>Chapter V</p> <p>Translation Methods</p>
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Figure 2. e-Module Topic

After the e-module is designed, the next step is to validate it by an expert appraiser with a total of 7 people. The results can be seen in the table below:

No	Aspects Validation Module	Number of Aspects	Average	Category
1	Content Feasibility	9	33.31	Good
2	Presentation Feasibility	13	45	Good
3	Language Feasibility	4	14.5	Good
Total		26	91.83	Good

Figure 3. Results of Expert Validation

The results of the module validation on the feasibility of the content obtained an average of 33.31 from A a maximum score of 45 in the Good category. The score is obtained from 3 aspects of content feasibility including: (1) the aspect of material coverage consisting of 3 points; (2) the accuracy of the material consists of 2 points; and (3) the aspect of relevance consists of 4 points. And then, the results of the module validation on the feasibility of presentation obtained an average of 45 out of a maximum score of 65 in the good category. The score was obtained from 4 aspects of the presentation of eligibility including: (1) completeness of the presentation consisting of 3 points; (2) the presentation of information consists of 4 points; (3) the presentation of learning consists of 5 items; and (4) material updates consist of 1 point.

The results of the validation of the language feasibility module obtained an average of 14.5 from a maximum score of 20 in the good category. The score was obtained from 3 aspects of language eligibility including: (1) communicative consisting of 1 item; (2) dialogue and interactive consisting of 2 points; and (3) Conformity with the rules of the Indonesian language which consists of 1 point. So, the teaching materials are feasible to be tested on a small scale and large scale. (c) Revision of Teaching Material Design. Based on the results of expert validation, the draft of the course material for Reading for Academic Purposes with Content-Based Instruction (CTA) has been revised for further use in small-scale trials 1, small-scale trials 2. and large scale with 10 fourth semester students of English education study program.

Product testing

After the e-Module was validated by an expert which was then revised, the next steps were arranged to be tested on a small scale as many as 10 students. The trial was carried out by filling out the module instrument sheet. The results of student assessments on the Reading e-module for academic purposes in a small-scale trial

1, small-scale trials 2 and large-scale shows the average value obtained is 41.4 in the good category. Thus, the e-module deserves to be tested in the UNU Smart Daring system and in the classroom.

Figure 4 above shows that 10 students use e-modules and manual modules in the learning process. The results showed that the average score of online and offline implementations differed by 2 points. The average result on the online scale is 40.6 and the average on the offline scale is 42.1

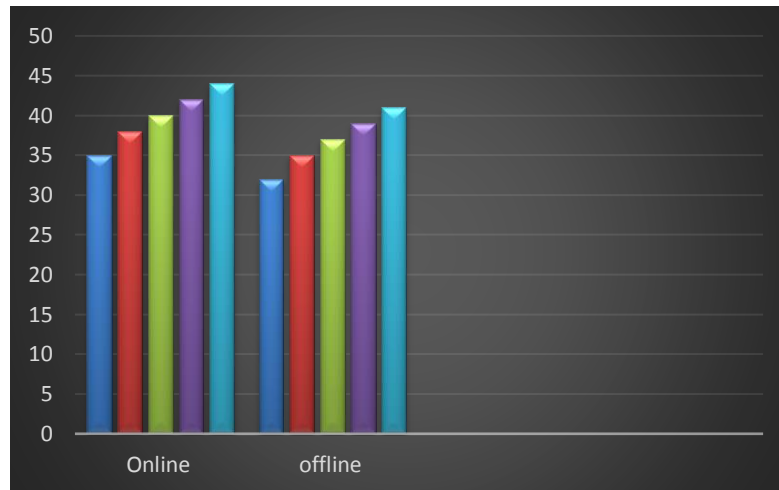


Figure 4. The of Testing the module

The next step is to evaluate the module products that have been produced and tested in the classroom. This step is taken from testing the practicality and effectiveness of the modules used. To get an evaluation of the practicality of the module, the researcher conducted interviews with students and analyzed the data obtained from the module's practicality evaluation sheet when used in class. Based on the results of interviews, some students indicated that: It is easier to understand material, lectures are not boring, students become aware of the learning process with Content Based Instruction Method (CTA), types of messages are easier to understand, students become independent, and CTA makes it easier for students to check their work.

The results of the practicality evaluation data analysis were obtained by giving an evaluation sheet to the observer in the learning process. The evaluation sheet was filled in for 4 meetings which was then reviewed qualitatively. Based on the analysis of the practicality of the module for four meetings as shown in Figure, an average score of 26.5 was obtained from an ideal score of 30 or 88.33 in the very good category (Figure 5).

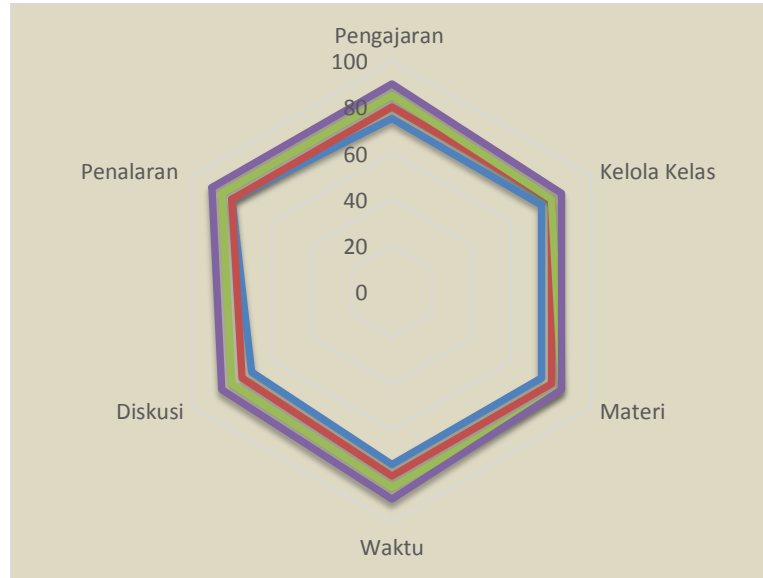


Figure 5. Practicality Data

Effectiveness Check

In this case the author uses an observation sheet to obtain data. NS and its data are below (Figure 6). The Figure above shows the implementation of the e-module and the Reading for Academic Purpose manual module by an English lecturer. The competence of lecturers in implementing the module shows 95.83 with a very good category in the core and closing activities

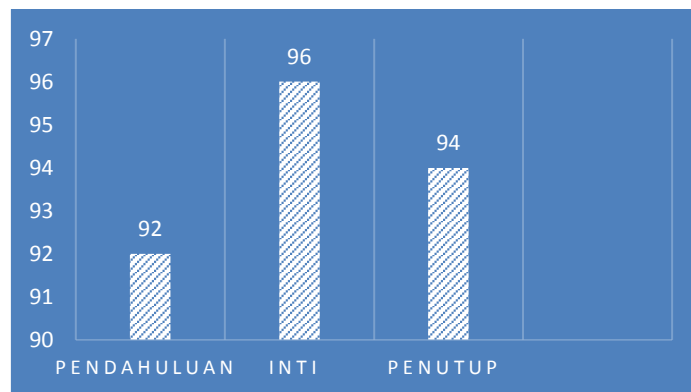


Figure 6. Lecture Activity

At this stage the observation sheet is used to obtain data on student activities in the teaching and learning process. Data were taken from small scale 1, small scale 2 and large scale in product testing. Here are the results as below (Figure 7).

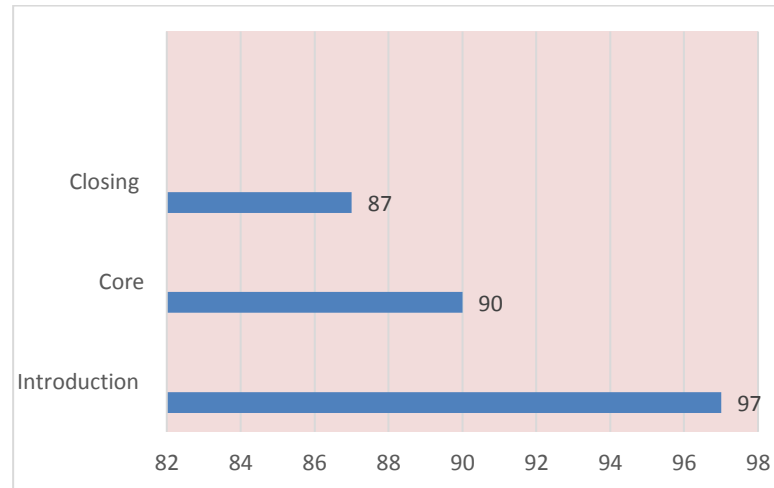


Figure 7. Lecture Activity

Based on the Figure above, the results of the observations were analyzed from the instrument table. Student activities show that introduction activities are more interesting than others. It can be seen that 97% is in the Very Good category.

CONCLUSION

Based on the discussion above, the researcher shows the conclusions of the study; (1) E-Module is valid, practical, and effective. (2) E-Module with CTA for Reading helps students and lecturers to succeed online learning during the pandemic. (3) The e-Module Reading at UNU Smart Daring is in good category. (4) CTA in e-Modul got good category. and then (5) Manual module using CTA is very good category; and all research results are met

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