

ANALYSIS NEED OF FLIPBOOK ASSISTED E-MODULE DEVELOPMENT IN ENGLISH COURSES

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Abstract: *This research aims to analyze the need for teaching English courses in Mathematics Education Studi Program, namely e-modules assisted by flipbooks. The subjects in this research were lecturers in English courses and students who took English courses. Data collection techniques in this research used to interview and questionnaire techniques. Data analysis in this research consisted of, data reduction, data presentation, and drawing conclusions. The results of this research are lecturing and problem-based methods, students have difficulty in learning English material, student interest in learning English courses is still low, and teaching materials used textbooks, and PowerPoint. E-module or flipbook had never been used. The results of literature studies and field studies indicate that it is necessary to develop an e-module or a flipbook in English courses.*

Key Words: *analysis; e-module; flipbook; development*

Introduction

English is one of the subjects that must be learned in the Education study program, in the university, including in the mathematics Education study program. English is a provision for students to get information from scientific sources written in English. There are so many sources, which were written in English. The references could be in the form of books, articles that were published in proceedings, and journals. Based on the survey results, learning English in mathematics education study programs has been using modules provided by the language center. Meanwhile, there are not available teaching materials in the form of e-modules in English courses. In addition, students look for reference sources by searching the materials from the internet. However, during the covid-19 pandemic, lectures were conducted online. This makes students have difficulty in learning English material with available teaching materials. In addition, the lack of student interest in learning English causes students have difficulty in understanding English material, especially mathematics education students. Therefore, it is necessary to develop learning media that can help students learn and understand English material.

One of the processes of developing learning media is to develop modules in English courses. It's accordance with Trilestari & Almunawaroh, 2021, state that the innovation in the learning process is needed in solving problems for online learning. The design of e-module which can be accessed online is one of the innovations in learning English (Aini, Sari & Rikarda, 2020). Using an e-module will help students to access the course through an online platform (Asrila et al., 2019).

Based on the resulting research of Pratita et al. (2021) states that students need more digital learning materials in the form of e-modules in learning activities independently than printing modules. Using e-modules in the learning process makes students more enthusiastic and not get bored easily (Putra et al., 2017). Nugraha et al. (2015) define an e-module is a learning media using a computer that displays text, images, graphics, audio, animation and video in learning. Furthermore, according to Fausih and Danang (2015), an e-module is a set of non-printed learning media that are systematically arranged and used for students to learn independently which can be used anywhere and anytime. Furthermore, Hamdani (2022: 220) suggests that one of the benefits of a module is to teach students to learn independently.

However, validating a teaching material in the form of e-module is very important to do before the teaching material is given to students as target users of e-modules. There are four validity variables, namely material substance, presentation feasibility, appearance, feasibility, and language (Sungkawo, 2010). According to Nurul Farida, basically, in making e-modules there is feedback as well as practice and evaluation questions that can motivate students to understand the material.

There are applications that can be used for e-module development, including using a flipbook maker. As stated by Rasiman (2015: 538) Flipbook maker is software designed to convert PDF files to digital versions. Flipbook makers capable add videos, images, audio, and hyperlinks so as to make teaching English materials are more interesting and can increase the students' interest and students' learning outcomes. (Utami & Yuwaningsih, 2020). Digital book can present books as learning tool in virtual form. Technology-assisted packaged book will be more attractive and follow the advance (Warsita quoted by Anggraini, et. Al. 2016).

The research conducted by Ruslan & Raudin (2022: 53) stated that the analysis of the needs of using e-module, students can learn easily absorb or accept and understand the material presented by the lecturer, the development design produces an initial prototype to prepare materials, images, videos that will be imported into e-modules by making the first file using Microsoft.

The research carried out by Rizky S., & Florentina W., (2017) on flipbook shows that the flipbook material was very feasible to use with the percentage expert material assessment of 87.5%, media experts of 87.5% and linguists 75%. Based on learning outcomes there was an average difference through the t-test of 7.113 and the average increase of 0.349 with medium criterion. As conclusion, flipbook teaching materials were very feasible and effective for helping the students to learn about IPS subjects.

Referring to the background above, the purpose of this research is to analyze the need for developing flipbook-assisted e-modules in English subjects.

Method

This research is qualitative descriptive that describes the need for teaching materials in the form of e-modules that can help students in learning English. The research was conducted from June to August 2022. This research was conducted at the Mathematics Education Study Program of Universitas Indraprasta PGRI Jakarta. The subject of this research is the Lecturers who teach English and the students of the Mathematics Study Program who took English, as many as 30 students.

The data analysis used: (1) data reduction, these data were obtained from the results of questionnaires and interviews; (2) presenting data in the form of descriptive results of data reduction about analysis of conditions and needs of e-modules on students of Mathematics Education Study Program at Universitas Indraprasta PGRI Jakarta; (3) conclusions, the conclusions are drawn after checking data from questionnaires and interviews.

Results and Discussion

Based on interviews with English lecturers at Economic Study Program, these are the following results: (1) students' interest in learning English is still low, because students still have difficulty accessing the material or learning media that is practiced to be used, (2) the students have the difficulties doing some test, the example of the test must be given by the answer and explanation, (3) there has never been development an e-module in English, (4) the media developed is in the form of PPT and Video.

Based on the results of questionnaire given to 30 students obtained results as presented in Table 1 below:

Table 1. Results of Students' Response Questionnaires

No	Questions	Font Type	Items	Percentage
1	The difficulties in learning English		Difficult	56 %
			Very difficult	27%
			Slightly difficult	17%
2	Availability of modules made by English Lectures		There	100%
			none	0%
3	Media used during online learning		PPT	83%
			Video	17%
4	Availability of e-modules made by English Lecturers		Not yet available	100%
			Already	

No	Questions	Font Type	Items	Percentage
5	The need for teaching & learning materials	E-module		0%
		Print module		87%
6	The need for teaching & learning materials that have a video explanation	Yes		13%
		No		80%
7	The need for teaching materials in which there are evaluation questions whose value can be directly is known	Yes		20%
		No		93%
				7%

Based on the table data in Table 1, most of the students have difficulties in studying English. It is in line with the results of interviews with the English lecturers and also with students, the results showed that online learning with lecturing method and problem-based. In the learning process, students are given some exercises and do the exercises and discuss the answer together with the lecturers, meanwhile, the students still have difficulties in understanding the material from the English module or other resources.

Based on the results of the questionnaire that 87% of students want English modules to be made in the form of e-module, it is because students can easily learn material any time and anywhere. It is in line with the resulting research of Elyasni, et. Al., (2020) states an e-module has been produced which is designed to answer problems related to the presentation of e-learning teaching materials in higher education. This e-module is in accordance with the characteristics of e-learning and students are interested to learn e-learning materials that are presented in the form of e-modules.

The advantages of e-module can build students learning English independently and motivate students in learning English. Wahidah et al explain as a teaching material for online learning, the e-module has several advantages, namely: (1) easy to control or operate according to the reader's wishes, (2) Equipped with various media such as voice notes, videos, slide shows/PowerPoint, pdf & ms. word files, pictures, and hyperlinks, (3) the e-module design can be presented in the form of a flipbook so that it is as if opening a book in real form, (4) can be attached or uploaded to the university's e-learning website, and can also be linked to various quiz applications, (5) e-module can be opened on computers, & mobile phones, so that users can study as desired, (6) this product can be used as a learning resource for students who want to learn without time restrictions.

Furthermore, based on the results of the questionnaire it was found that 80% of students require teaching and learning materials in which there are explanatory videos. This means that the content of the video is about questions and the explanation of how to answer the questions. Based on the results of interviews with English lecturers and some of the students who took English lecturing, found that students still have difficulties in understanding the lecturers' explanations during e-learning. It is caused by network problems

and student conditions. That's why e-learning media in the form of flipbooks is needed, in order to solve that problem.

Conclusion

Based on the results conducted, it can be concluded that the initial form of the e-module that has been produced is a substitute for the design of the teaching materials attached to e-learning. In accordance with this statement, an e-module assisted with a flipbook that is equipped with teaching and learning videos and some exercises with the answer and explanations in English lecturing is need to be developed. So that students have an interest and motivation in understanding the material that has an impact on learning outcomes.

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