Interactive Quiz Development For Translation Subjects

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Abstract. Developing learning media for translation courses is essential, considering the lack of learning media for this course. This research needs to be carried out to create an interactive quiz for translation courses using the *AhaSlides* application. The planning phase, the development phase, and the evaluation phase comprise Richey and Klein's development theory, which is applied in this study. This study was conducted at Universitas Negeri Medan's German Language Education Study Program. This research data is presented as examples of translation techniques and explanations. The study's findings are presented in the form of educational materials that include 45 interactive questions explanations and examples of translation strategies. There are three games in the interactive quiz: Matching, multiple-choice, and sentence construction are the first three. According to the findings of material and media experts' assessment, this learning resource is appropriate for translation classes.

Keywords: interactive quiz, development, translation

1 Introduction

Translating texts from German into Indonesian and from Indonesian into German is still considered difficult by students, due to their lack of vocabulary and low language proficiency, in both German and Indonesian. Not only that, the lack of learning media is also a problem in translation learning. Learning media in translation courses is needed to help students understand translation materials. Translation learning media available online, either in the form of websites or teaching videos on YouTube, have not improved students' understanding of translation materials. This is because the existing learning media has not focused on German in presenting examples of applying translation theory.

Students need examples of translation theory's application to understand it well. Because the examples in the available learning media are only in English, students have difficulty applying them in German. In addition, the learning media available on the Internet do not include exercises to deepen the material. The exercises given in Student Worksheets are less interesting for students, so they are too lazy to do them.

The low understanding of students towards translation theory can be seen from the results of the Mid-Semester Exam and Final Semester Exam which have not achieved the expected results. One solution that can be done to improve students' understanding of translation material is to use interesting and interactive learning media. Learning media can also increase interaction between lecturers and students, besides being a communication tool and educational tool. For this reason, as an educator, motivation is needed to learn new and varied things. Educators also need to improve the quality of the learning process through the use of technology by using new,

innovative learning media that can increase student interest in the learning process. To create fun learning activities, it needs to be supported by interesting learning media. Bukhori and Rofiah (2021) explain that conventional learning media is used when studying vocabulary. This learning style is boring and causes decreased learning motivation. Therefore, using learning media is a solution to help students achieve learning goals.

One of the interesting learning media is learning media in the form of quizzes that are made interactively. The interactive quiz learning model is one of the learning methods that combines quiz elements and interaction between lecturers and students. In this model, students will work on quizzes made by lecturers, either individually or in groups. After that, lecturers and students will discuss the quiz results together to improve students' understanding of the learning material. With the interactive quiz learning model, the learning process can be more interesting and enjoyable. Not only that, this model has also been proven effective in improving understanding and retention of learning materials.

This study's interactive quiz learning media was created using the AhaSlides interactive media. This interactive quiz can be accessed via smartphone or PC/laptop. AhaSlides is a software media for creating questions, quizzes, or online tests. This media is very familiar in its use and easy to use so it does not require knowledge of difficult programming languages. Not only interactive quizzes, this learning media also presents learning materials in the form of explanations of translation techniques accompanied by examples of their application in German sentences. Using this media, can help students understand translation theory so that students can analyze translated texts and translate texts correctly.

Theoretically, this research is expected to be useful for a) finding a German-based translation learning media; and b) as input and reference for other relevant research. While practically, this research is expected to be useful for: a) improving the understanding of translation theory, especially translation techniques of students of the German Language Education Study Program, State University of Medan; b) as a learning medium for lecturers in teaching translation theory to students of the German Language Education Study Program, State University of Medan.

1.1 Interactive Quiz for Translation

"An interactive quiz is an application that includes learning materials in the form of questions that, by simply pressing a button on the application display, allow students to increase their understanding of learning materials independently." (Rizqiyah, 2011). Given a time constraint and the ability for lecturers to create random question packages for online exams, students are "forced" to finish tests honestly. This allows one student to have diverse questions on the same assignment number. To stop students from cheating, the quiz is implemented with a time limit and a specific amount of time allotted for completion. The quiz description includes information about the quiz's duration and time restrictions for students who plan to take it. (Meryansumayeka, M., & Mulyono, B., 2016).

An interactive quiz is where users answer questions and then receive a certain result or score. The results are based on the calculation of user interaction and the answers they give to each question. Ardiningsih (2019:94) explains that an interactive quiz is a computer-based application in the form of multimedia. To create an interesting interactive quiz, it is necessary to observe various types of interactive quizzes, one way is to adapt popular interactive quizzes.

By adapting popular interactive quizzes, it is not only attractive to users, but also makes it easier to play because they already know the rules of the game.

Based on the explanation above, it is known that interactive quizzes are an interesting learning media to be applied in translation learning (Übersetzung). Through interactive quizzes, students can learn translation materials in a fun way. Therefore, the development of interactive quizzes for translation courses is needed to help students understand translation materials. The questions in the interactive quizzes developed are an in-depth study of the material on the theme of translation techniques. The questions in the interactive quizzes are varied, meaning that there is not only one model of the question but three forms of question variations. This is intended so that students do not feel bored in working on the questions, and can also make learning more enjoyable. With this interactive quiz media, it is hoped that translation learning will be more enjoyable and learning objectives can be achieved.

1.2 Translation Techniques

Translation procedures are methods for converting words, phrases, clauses, and sentences from the source language (SL) to the target language (TL). "Procedures to analyze and classify how translation equivalency works" is what translation techniques are Molina and Albir (2002). This is a reference to the actions translators perform to translate. Additionally, according to Molina and Albir (2002), "actual steps taken by translators in each textual micro-unit" are referred to as translation procedures. Accordingly, translation strategies are ways to convey text messages at the micro level—words, phrases, clauses, or sentences—from the source language to the destination language. Additionally, Molina and Albir (2002) noted that there are five features of translation procedures: a) Translation approaches influence the translation outcomes; b) Methods are categorized by comparing them to the text in the source language; c) Methods are at the micro level; d) Methods are not tied to one another but rather depend on a particular situation; and f) Methods are useful.

Each translation expert has their terminology in determining a translation technique. As a result, there is often an overlap between the techniques of one translation expert and the techniques of another translation expert, where the technique in question is the same but has a different term. Naturally, diversity is a good thing, but in terms of research, it will make it harder to find the right phrase for a given technique. Thus, the translation technique of Mollina and Albir is the translation technique that is described in this paper. Through reference to and comparison with established translation methodologies from earlier translation specialists, the method put out by Molina and Albir has undergone extensive research. Adaptation, amplification, borrowing, calque, compensation, description, discursive creation, established equivalence, generalization, linguistics amplification, linguistics compression, literal translation, modulation, particularization, reduction, substitution, transposition, and variation are the 18 translation techniques that Molina and Albir (2002) propose.

1.3 AhaSlide App

AhaSlides is a cutting-edge web application for presentations that has many creative yet user-friendly features. With AhaSlides, users can build incredibly interactive presentations that include games, quizzes, live charts, polls, and Q&A sessions. The article may be found at

https://ahaslides.com/id/blog/free-alternative-to-mentimeter." A static and linear presenting style is provided by the cloud-based interactive presentation tool AhaSlides. In addition to offering a more lively visual flow of concepts, it also includes interactive features that maintain viewer interest. Using their mobile devices, the audience can view the presentation, participate in quizzes, cast their votes in real-time polls, and ask questions during the Q&A period.

According to Haris (2021:451), when using AhaSlides, the moderator can invite students to join the join code using a mobile device or PC, later the slides will also be displayed on the student's screen and interaction can be done via the student's screen device. Students can participate to provide direct feedback with emoticons on each slide. Students can also interact with the quiz. Based on several opinions, the conclusion can be drawn that this media can create presentations, interactive quizzes, and games.

2 Research Method

This research is a development research that aims to produce interactive quiz learning media. The development steps used are Richey and Klein's development steps: a) the planning phase, b) the development or creation phase, and c) the evaluation phase. The development steps adapted from Richey and Klein start from the planning phase. In this phase, a needs analysis is carried out to find out what kind of learning media students need in studying translation material. The data was obtained through a questionnaire distributed to students who had taken the translation course (Übersetzung). Furthermore, the material and questions for the interactive quiz were prepared. The questions were prepared for several types of games on the interactive quiz media. The questions that were prepared also provide an in-depth study of the material on the theme being studied, so that students are expected to understand the translation material increasingly. The next thing to do in this phase is to design the interactive quiz learning media. The media is designed to be as attractive as possible so that students do not feel bored when using the media.

In the second phase, interactive quiz learning media was created based on the design that had been prepared in the planning phase. Interactive quiz learning media was developed using the AhaSlide application. The third phase is the evaluation phase. In this phase, the material and questions for the interactive quiz were validated by experts. This was done so that the material and questions for the interactive quiz were truly under the expected learning objectives. The next evaluation was the evaluation of the interactive quiz learning media. The learning media that had been created was validated by media experts. Suggestions and input from media experts became a reference for improving the media that was developed. This validation will be repeated until the media is truly suitable for use in learning.

3 Results

Using the AhaSlide program, the study's findings are presented as an interactive quiz-learning resource for the translation course (Übersetzung). This learning media consists of 90 Slides, with 19 Slides being an explanation of the theme of translation techniques and 67 slides being exercises in the form of interactive quizzes. This interactive quiz learning media can be opened with the link https://presenter.ahaslides.com/apps/template-library?preview=1717305095701-6fvibz4lrx for lecturers as editors and

https://ahaslides.com/DTM9T for students as users. This interactive quiz learning media can be used by many students at once guided by lecturers as editors.

In this interactive quiz learning media, Course Learning Outcomes and sub Course Learning Outcomes are also presented so that students know what their learning objectives are. In addition, learning materials are also presented in the form of explanations about the theme of translation techniques accompanied by examples. The goal is for students to understand the learning materials before answering the quiz. In addition to learning materials, in this interactive quiz learning media, there are exercises in the form of interactive quizzes, with a total number of 45 questions divided into three types of quizzes. The types of quizzes contained in this interactive quiz media developed are: a) Pick answer (multiple choice) with a total of 15 questions; b) Match Pairs (matching) with a total of 17 questions; and c) Correct order (ordering the correct answers into one complete sentence) with a total of 13 questions. Students can work on all the questions at once, or in stages. Lecturers can provide explanations for students' answers after they have finished working on one part of the question, or all the questions. The display of interactive quiz learning media for the translation course (Übersetzung) is as follows: a) The opening slide of the learning media contains the university logo and the title of the learning media; b) The second slide displays the table of contents of the learning media; c) The next slide is course information; d) Slides 4 to 23 are explanations of the learning material with the theme "Translation Techniques"; e) Slides 24 to 34 are material reinforcement exercises in the form of interactive quizzes with a multiple-choice quiz format; f) Slides 35 to 64 are material reinforcement exercises in the form of interactive quizzes with a match pairs format; g) Slides 65 to 90 are material reinforcement exercises in the form of interactive quizzes with a sentence-making format, and h) Slide 91 is the profile of the lecturer teaching the Übersetzung (translation) course.

3.1 Analysis

1) The Process of Developing Interactive Quiz Learning Media with AhaSlide Media and 2) The Outcomes of Developing Interactive Quiz Learning Media with AhaSlide Media are the findings of the study that was presented. Using the Richey and Klein development paradigm, which comprises three stages of development, AhaSlide media creates interactive quiz learning materials.

3.1.1 Planning Phase

In the planning phase, a needs analysis is first carried out before designing learning media for the translation course (Übersetzung). This aims to determine students' needs for learning media that are on their characteristics so that the media produced will be under students' needs. This analysis was carried out by distributing questionnaires to students who had taken the translation course (Übersetzung). The questions asked in the questionnaire were about the difficulties faced by students in learning Übersetzung (translation) and what kind of learning media is efficient according to students to be used to help the lecture process in the translation course (Übersetzung). The results of the questionnaire showed that students had difficulty understanding and applying translation techniques because several translation techniques were quite difficult. Students also stated that they needed visual media such as video tutorials,

presentation slides, and direct practice media such as practicing translating texts with direct feedback. Based on the results of the questionnaire, it was planned to develop audio-visual media accompanied by interactive quizzes as a form of in-depth material practice.

The next activity in the planning phase is to prepare materials for learning media. The material chosen is "Molina and Albir Translation Techniques". From the results of the student questionnaire, this material is quite difficult to understand because there are 18 techniques that students must know. Some of these techniques have a fairly high level of difficulty, so many students have difficulty learning them. In addition, the available references provide examples in English, so students have difficulty applying them to German. Based on this, the material on translation techniques is prepared as simply as possible and is equipped with examples of applications in German. Practice questions for interactive quizzes are also prepared. There are three types of interactive quizzes developed in this media with a total of 45 questions. The three types of interactive quizzes are:

a. Pick an answer.
   This type of quiz is multiple choice, where there are questions with several answers, and participants are asked to choose one correct answer. There are 15 questions in this type of exercise.
b. Match Pairs.
   This type of quiz matches one answer with the second answer or matches words with each other. There are 17 questions in this model quiz.
c. Correct order.
   This type of quiz is to sort the correct answers. The order is sorted into one complete sentence. There are 13 questions in this type of quiz.

The last activity in this phase is to design the learning media. Things to consider are the design of the explanation display, the quiz display, and the completeness of the learning media, such as the title, learning objectives, instructions for using the media, and the media development team. The learning objectives are adjusted to the Semester Learning Plan for the translation course (Übersetzung). The font type and background color are also a concern in developing interactive quiz media. The time to answer questions is also set so that it is not too fast or too long so that students have enough time to answer the questions. After all the designs are complete, the development of interactive quiz learning media continues to the next phase.

3.1.2 Development Phase

The development of interactive quiz learning media is carried out according to the design that has been prepared in the planning phase. Learning media is developed with AhaSlide. Here are the steps to develop media using the AhaSlide application: a) Before creating a quiz, an Ahaslides account must first be registered. If an email account is already owned, then account registration can be done with that email account; b) the media can be created by clicking "My Presentations" and then selecting an empty template. Then click Content enter or write the learning material that is the content of the learning media, then click Design to change the theme. The next step is to choose the type of quiz and write the questions and answers. Images, time limits, and assessment points can be set as desired. Likewise, the background image and text color can be changed by clicking Design. After the presentation and quiz are finished, they can be published and the link can be copied; c) "Present" can be clicked to start the quiz, as a Presenter and as a Participant, then starting the quiz can be done by entering the quiz code, then writing the name and selecting the desired emoticon.

3.1.3 Evaluation

The last phase of the Richey and Klein development model is evaluation. In this phase, the learning media that has been developed is then validated by a media expert. However, previously the material and questions for the interactive quiz had been validated by a material expert. The validator stated that the material and questions for the interactive quiz were valid and under the learning objectives. A media specialist conducted the media validation. The purpose of validation is to ascertain whether using learning media for instruction is feasible.

3.2 Discussion

As previously explained, learning media for translation courses is very much needed, to improve students' understanding of translation materials, so that learning objectives can be achieved. Interactive quiz learning media was chosen based on the results of a student questionnaire who wanted audio-visual media as a learning medium in translation courses. This is understandable because translation materials are quite difficult to understand without examples of application. Audio-visual media is an interesting learning medium because it combines audio and visual elements in conveying information or messages. Therefore, audio-visual media allows the delivery of information to be more interesting and attractive. Combining audio and visuals will help students to understand and remember information better.

The use of quiz methods in learning makes students feel challenged to master the learning material as well as possible so that they can answer questions quickly and accurately. In addition, the quiz method can also train students' concentration, self-confidence, and critical and analytical thinking skills. Interactive quizzes are an option, because they are interesting and not boring, and provide direct feedback so that students can find out the explanation directly. The interactive quiz learning method has advantages compared to other learning models, namely its ability to measure student understanding directly and simultaneously. The interactive quiz software will collect and evaluate Each student's answer automatically. Thus, lecturers can immediately find out the extent of students' understanding of the learning material that has been delivered by the lecturer, so that lecturers can immediately provide feedback. The application of the quiz method in learning will make the learning process more interesting and interactive because it combines entertainment and education harmoniously. The selection of the type of quiz game is also adjusted to the translation questions. This is done so that interactive quizzes as a medium for learning translation can improve students' understanding of translation materials.

AhaSlide was chosen as the interactive quiz software because it is a modern web presentation software packed with various innovative features, yet simple and intuitive to use to serve. When using AhaSlides, lecturers can invite students to join in the join code using a mobile device or PC, later the slides will also be displayed on the student's screen and interaction can be done through the student's screen device. Students can participate to provide direct feedback with emoticons on each slide. Students can also interact with the quiz. Based on several opinions, the conclusion is that this media can create presentations, interactive quizzes, and games.

Of the various interactive quiz models available in the AhaSlide application, multiple choice, matching, and sentence construction are the types of interactive quizzes that are most suitable for translation questions. The use of interactive quiz learning media for translation

courses in the learning process must be under the supervision of the course lecturer so that when students encounter difficulties and do not understand the material, they can immediately ask the lecturer so that they can understand the material better. In addition, lecturers can also find out the level of student understanding of the material being taught, so that lecturers can determine whether to continue the material or repeat it.

4 Conclusion

Learning in translation courses will be more interesting by using interactive quiz learning media. Difficult translation materials can be more easily understood by students through interactive quizzes. This is because interactive quizzes require students to think critically and analytically. One of the interactive quiz software that is quite interesting is AhaSlide. The development of interactive quiz learning media using AhaSlide is carried out using the Richey and Klein development model, with three stages of development. In the planning phase, needs analysis is carried out, designing learning media as well as materials and practice questions. Interactive quiz learning media with AhaSlide media is carried out in the development phase. Media development is carried out according to the design that has been planned in the planning phase. Furthermore, learning materials and media are validated by experts so that they can be used in translation learning.

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