CHAPTER II

LITERATURE REVIEW

This research discusses several points related to the theoretical study and previous study. In the theoretical studies contains Project-based learning (PBL) based on the relevant studies. There are several theorists are credited with the development of project based learning namely Piaget, Vygotsky, and Dewey. There are lot of information has been gathered to develop key features of project based learning or known as PBL for it to be implemented in a variety of classroom.

2.1 Theoretical Framework

2.1.1 Project-based learning from the view of Piaget

He addressed that a person is born with schemes in their brain or students' brain (The Child's Concept of the World, 2007). These schemes are what allow one to go through the processes of both accommodation and assimilation. By the process of assimilation or new knowledge processes are added and adapted to existing schemas. Therefore, unless schemas are being reshaped or new ones are formed the student will only understand the information as the existing schema allows (Schcolnik & Arbanel, 2016). Piaget's theory has been adjusted and adapted by many constructivist theorists. However, one thing remains a constant: students construct their knowledge by building up existing knowledge and through experiences.

Although Piaget's never directly associated his theories with education, it is easy to see where it can be applied. One way constructivism can be applied to education is through discovery learning. Piaget (1969) stated discovery learning is the idea children learn best by actively exploring and physically doing. The practice of constructivist theories allow for the creation of an environment that is conducive for project-based learning.

2.1.2 Project based learning in Vygotsky's view

One thing that Piaget's theory did not account for is the social aspect of the learning environment. The addition of the social aspect would lead to the further development of constructivism into social constructivism by Vygotsky. Vygotsky believed in learning by experience and doing through social and interpersonal interaction (Schcolnik et al., 2016). Vygotsky led the development of the Zone of Proximal Development (ZPD). The ZPD is described as "the current or actual level of development of the learner and the next level attainable through the use of meditating semiotic and environmental tools and capable adult or peer facilitation" (Shabani et al., 2010). A student is only able to accomplish so much individually. They are able to accomplish a higher-level task, which may be on the outside of their ZPD, by collaborating with higher level peers or an adult. The next time this same student needs to accomplish this higher-level task, it will be within their ZPD and they will be able to accomplish it on their own.

The term was never directly used by Vygotsky in his writings, ZPD is the beginnings of scaffolding. Scaffolding, by definition, is the variation in instruction techniques which are used to assist students in developing a greater understanding of a content so that, in the end, they will achieve more independence in their learning. When providing this type of assistance, a teacher will provide successive levels of temporary supports for a student. As the student gains the skills necessary for the task and begins to further comprehend the material the teacher provides less and less support allowing for the student to assume responsibility for their learning. It is often used when there are gaps in learning among students in the same classroom.

A teacher can provide the supports needed at each learning level, allowing the higher level students to work independently. This can also feed into ZPD and Vygotsky's social constructivism by allowing higher-level students to work with struggling students. They can collaborate and while the higher level student is further engraining the information by explaining it to another student, the struggling student is able to accomplish a more advanced task with appropriate 11 assistance. In all areas of the constructivist theory there is a reflection component. In order for the newly acquired knowledge to be applied to a learner already existing knowledge based they need to have time to reflect on the new information. This allows for synthesis to occur and for the knowledge to be readily available for the learner to utilize in the future (Shabani et al., 2010).

2.1.3 Project based learning in Dewey's view

It is often said that John Dewey is the father of project-based learning. He believed students should have opportunities to take part in their own learning. He believed that students would succeed in environments where they are able to have interaction, both socially and with curriculum, and are able to learn through experience (Talebi, 2016). In Pedagogical Creed, Dewey states that there are two sides to the educational processes, psychological and sociological (Dewey, 1897), while the psychological side is the basis, neither side is more important than the other. Dewey also discusses the sociological aspect of the educational process. This side of the educational process is there for the preparation of future life (Dewey, 1897). Many of the key points in Dewey's creed center on the total development of the child. In order for a child to become successful and a functioning member of society they need to be well rounded and have experiences that allow for the full development of skills needed in the world after the completion of their education

2.1.4 Understanding of project-based learning in EFL classroom context

The ideology of PBL lies in "learning by doing" (Dewey, 1990s) that then also reflects constructivism theory. As the pioneer of constructivism, Perkins (1991); Piaget(1969); Vygotsky (1978) states that individuals construct knowledge through interactions with their environment, and each individual's

knowledge construction is different. This theory states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. It also views knowledge as an idea that is constructed based on personal experiences and hypotheses of the environment.

PBL is the use of classroom project in learning and assessment in order to facilitate students in constructing their meaningful idea and knowledge to the real world. Project-based learning is centered on the learners and affords learners the opportunity for in depth investigations of worthy topics (Grant, 2002). Project is defined as assignment which is aims at having the students produce a product (Foss et al., 2007). Students are expected to create a real thing that is based on the teaching material. Learners are given opportunity to express their idea and develop it by producing a product. Therefore, it is a model that organizes learning around projects (Pearlman & Thomas, 2000). With project-based learning, students are encouraged to explore their own interests and to make connections to the world beyond school. According to Bell (2010), Project-Based Learning is a student-driven, teacher- facilitated approach to learning.

In the literature, there are different definitions of PBL proposed by various researchers. PBL is a model that organizes learning around projects (Bell, 2010). “Projects” are described as “complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations”.

The term “project” used in EFL context was proposed by Beckett (2002) indicating that language tasks arise naturally from the project itself, “developing cumulatively in response to a basic objective, namely the project” (Kalabzová, 2015). The specifies projects as extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning, the gathering of information through reading, listening, writing, translating, interviewing, and observing; group discussion of information; problem solving; oral and written reporting; and displaying (Mbeudeu, 2017).

2.1.5 Project Based Learning and Skill Development

There are many skills required in today’s society that are not necessarily imparted through the use of traditional teaching methods. The skills are often referred to as 21st century skills. Skills in this bracket include things like communication, collaboration, critical thinking and problem solving, and self-direction skills (Chikita et al., 2013). A study that was published in 2012 looked at the impact of a professional 18 development program that took place over the course of a week during the summer. This professional development was designed to assist teachers in developing effective project-based learning lessons that would emphasis the development of 21st century skills by the students. The study found that there was a statistically significant difference in the amount of teaching and assessing of 21st century skills by teachers separated into three categories: 1.) Do not use project-based learning, 2.) Use project-based learning but have had

limited professional development, and 3.) Use project-based learning and have had extensive professional development.

Most of the students believe that project-based learning is mostly a STEM (science, technology, engineering and math), or hands on content teaching technique, this study showed the teaching of 21st century skills through project-based learning is applicable in a wide variety of content areas (Farouck, 2016). There is also further evidence to show that social learning provides ample opportunity for students to develop and become proficient in skills such as communication and collaboration. Project-based learning provides these students with the opportunity to take part in social learning situations. Collaboration and social learning also provides students with the chance to assume responsibility. They learn to be more independent and accountable for their work (Mario et al., (2019).

In project based learning situations, students become accountable to their peers. When students do not follow through with their responsibilities to their peers they often experience greater consequences than if they just held a responsibility to the teacher (Bell, 2010). Students have a greater motivation to take responsibility to make a project because they do not want to let their peers down. There is a greater consequence to letting peers down than there is to letting the teacher down in the classroom especially in doing Translation project. Based on the earlier studies showed that project-based learning have many benefits such as improving students' communication, collaboration, critical thinking, problem solving, self-direction skills,

independence, and get new experience and motivation in social learning situation (Bell, 2010).

2.1.6 Project-based learning in EFL Translation classroom

The relevance of translation activities in the EFL classroom is well demonstrated that translation activities can be employed not only to enhance the four main language skills; but also to develop accuracy, clarity and flexibility (Mbeudeu, 2017). Accuracy is a key element in both written and spoken productions of learners. It ranges from the ability to language use in context to the actual delivery of the message taking into account the subject matter, the target audience and specialized terminologies (Mbeudeu, 2017).

Translation activities will be therefore unavoidable if effective written communication has to be attained. It has been a trending topic and broadly agreed that the implementation of PBL in EFL Translation classroom brings students a lot of benefits below. First, a project integrates the four language skills, speaking, listening, reading, and writing and requires the use a variety of activities. While working on a project students have opportunities to "recycle known language and skills in a relatively natural context" (Foss et al., 2007). Similarly Levine (2004) argues that mostly recognized benefit of implementing project in the foreign language classroom is improved language skills.

Students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context (Rohmahwati, 2016) and participate in meaningful activities which require

practical language use. Authentic activities refer to activities designed to develop students' thinking and problem solving skills which are important in out-of-school contexts, and to foster learning to learn (Brown et al., 1993).

Students are expected to do, beyond getting input through reading, listening, or speaking in order to learn, practice, apply, evaluate, or in any other way to respond to curricular content (Rohmahwati, 2016), practical activities are tasks that integrate across the curriculum. In addition, project-based learning provides opportunities for the natural integration of language skills (Chikita et al., 2013). Project-based learning in Translation class may perceived as the most language skills that will develop such as Grammar, writing, reading, vocabulary. As Ross (2000) argued, Translation is the most important social skill since it promotes communication and understanding.

Second, students develop metacognitive skills because a project is an activity that "involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data directly and or in writing" (Beckett, 2002).

Third, as students work together to achieve their end product they develop confidence and independence (Kalabzová, 2015). Project work incorporates collaborative team work, problem solving, negotiating translating and other interpersonal skills, which have been identified by learners as important for living successful lives (Kapp, 2009). Besides, Indarti (2016) has confirmed about his

study that PBL helps to develop students' evaluation skills for presentation and reduce communication anxiety. In fact, project based-learning in Translation class can help students to improve students' skills in many contexts. Project-based learning will develop language skills such as Grammar, writing, reading, vocabulary.

Thus, in making story book as the project in Translation class can make the students know about local wisdom in students' areas and maintain it by translating the story. It will concluded on a table as follow:

Table 2.1: The benefits of PBL in EFL translation class

No	The Benefits of Project-based learning in EFL Translation Class	From earlier research by
1.	PBL has helped students to improve students language skills such as speaking, listening, grammar, reading, vocabulary and writing skill.	Stoller (2006)
2.	Students get opportunities to recycle known language and skill in a relatively natural context.	Haines (1989)
3.	Students can develop confidence, independence, collaborative team work, how to solve problem, and negotiating translating.	Fried Booth (2002), Stein (1995), Farouck (2016), Brown et al., (1993)
4.	PBL has trained students to improve critical and creative thinking.	Yang and Cheng (2010), Tama et al., (2016) Ravitz et al., (2012)
5.	Getting new experiences and motivation in social learning.	

2.2 Previous Studies

This study focuses on to know EFL students' perceptions of the benefits of project-based learning in Translation class. Some related previous studies show the significance of students' perceptions in project-based learning. PBL has the useful benefits to improve teamwork/collaboration skills, improving understanding, improving students' learning experience, knowledge and achievement (Kapp, 2019) PBL has the useful benefits to improve teamwork/collaboration skills, improving understanding, improving students' learning experience, knowledge and achievement. Moreover, the effectiveness of PBL is to develop students' creativity, innovation and communication skills (Yang & Cheng, 2010).

Pacheco et al., (2019) investigated the students' perceptions of project-based learning model. The finding showed the project-based learning in an innovate instructional model which trains project management skills, trains culture of cooperation, minimize the dominance of lecturers, trains critical and creative thinking, cognitive, affective and psychomotor skill as well as offering challenging learning. This is confirmed by the research from (Tama et al., 2016) which mentions project-based learning can increase thinking abilities of students.

Besides, it also confirmed from (Tsiplakides & Fragoulis, 2009) research that mention project-based learning can increase in creative thinking ability of students after applying this learning method.

On the other hand, another researcher (Pacheco et al., 2019) has done a research about undergraduate students' perceptions of project-based learning effectiveness. It showed that PBL method can improve five-selected cross-curricular competencies such as knowledge construction, problem solving, critical thinking, teamwork/collaboration, and autonomy.

The similarities this present research with the other research is the students' perceptions of project-based learning. The difference of this research with the other research is some researchers focus on the implementation of PBL and students' perceptions in other context such as in Civil Engineering class. In this context, the students were suggested by the teacher to make a sample of Wooden Bridges designed and constructed from woods. For the difference of this research, the research focuses on another context at IAIN Kendari which is in translation class namely making story book project.