

# CHAPTER I

## INTRODUCTION

This study is intended to investigate the EFL students perception of bilingual storybook making project when taking the translation course in fifth semester for students English education department, IAIN Kendari. This chapter depicts the background of the study, the scope of the study, the research questions, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

### 1.1 Background of the Study

Project-based learning has become a long tradition in several countries that has been studied in the last two decades, such as the work of Francis W. Parker and John Dewey which was known from 1897 to the 19th century. As a general education method, PBL is not a new concept but is an instructional and curricular method based on the notion of progressive education (Hovey & Ferguson, 2014). Also, in the studies related to PBL on EFL students, it has been concluded that this approach has contributed positively to students academic achievements (Bass, 2011; Putri, Artini, & Nitiasih, 2017), to their attitude toward English course (Duman & Yavuz, 2018), and to students productive skills (Bass, 2011).

Project based learning (PBL) is a learning model that triggers students to be directly involved in learning and also able to work together toward a common goal

(Goodman, 2010). Project based learning has been studied as a teaching and learning model that uses projects to engage students and focus their learning (Mergendoller & Thomas, 2001). Several studies have focused on the student aspect of project based learning (Rodriguez-Castro & Sullivan, 2015; Kiraly, 2005; Lee & Gyogi, 2020). Based on these studies, project based learning is very suitable to be applied in the world of education.

In Indonesian context, Mali (2016) states that project-based learning is an instructional approach that teaches a curriculum concept that is supported by student-centered teaching principles, student autonomy, collaborative learning, and learning through assignment. Therefore, in order to facilitate EFL students to be successful in the today's learning, project-based learning (PBL) as one of the learning methods proposed by the 2013 Curriculum in Indonesia, is regarded as a way to facilitate the integration of ICT and communication skill as part of the 21<sup>st</sup> century skills in the classroom (Education and Culture Ministry of Indonesia, 2016).

Based on the discussion about project-based learning (PBL), there are a lot of research on the topic of project-based learning. Many studies that examine the perceptions of students in EFL classes and also use project-based learning in improving students skills (Kiraly, 2012; Rao, 2002). However, few writers have been able to draw on any systematic research into "EFL students' perception of translation project based-task". Therefore, the researcher interested in researching EFL students' perceptions of bilingual storybook making projects in translation class. This study examines project-based learning carried out by students in the translation class and

produces a product, namely story books in two languages in English and Indonesian. In this study, there are still many shortcomings. One of them is the lack of sources of information about project-based learning at the tertiary level, especially in the translation class. Therefore, this study focuses on EFL students' perceptions when making projects in translation class.

## **1.2 Scope of the Study**

For the purpose of this study, the researcher needs to know students' perceptions when they are studying in a translation class using PBL method. The researcher uses stimulated recall interview strategy in collecting data. This research was conducted at one of Islamic higher educations in Southeast Sulawesi at 5<sup>th</sup> semester English Education Department with 13 students who agreed to be involved in this study. The study focuses on the data that were taken from class B. Project-based learning is a learning method that uses project/activities as a medium. Students carried out exploration activities both individually and in groups, carried out assessments, interpretations, synthesis, and information to produce various forms of learning outcomes.

## **1.3 Research Questions**

Based on the focus of the research described above, the researcher formulates the research question “How do EFL students perceive their bilingual storybook making project in Translation class?”

#### **1.4 Purpose of the Study**

Based on the research background, this present study is aiming to discover the EFL Students' perceptions of bilingual storybook making project in translation class at the 5th semester English Education Department at one of Islamic higher education in Southeast Sulawesi.

#### **1.5 Significance of the Study**

This study offers some important lessons about a number of practical aspects. The results of this study can be used as a reference for all who want to carry out research in analyzing students' perceptions of bilingual storybook making project in translation classes. Moreover, this research can also have a positive impact at all levels of the academic context.

First, this research is useful for students to serve as a reference. This study makes a useful and referential contribution in presenting EFL students' perceptions of project-based learning in translation classes and expressing their feelings after working on a project. This study will also provide students with an overview of the benefits of project-based learning and students' perceptions of project completion in class.

Second, for teachers, this research will help teachers to measure student creativity based on students' knowledge and skills. Teachers can also create new teaching methods using project-based learning in class.

And the last, this research will be useful for the institution in Kendari to improving the quality of teaching and training for students in the context of learning. In addition, with this research it is hoped that not only the English Education Department will use project-based learning as a learning method but also other departments can apply this method for classroom learning

### **1.6 Definition of Key Terms**

In the purpose of this study, the researcher defines the definition of the key terms used in this study, that are English as a Foreign Language (EFL) students, Students' perception, and Project-Based Learning (PBL). The terms to be defined are listed as the following.

*English as a Foreign Language (EFL):* The term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a second language also called English as an additional language which is the practice of learning English in a predominantly English-speaking country. EFL students mean in this study are students who take Translation class and are doing project-based task.

*Students' perceptions:* Generally consist of observing what they see and experience in a particular environment. These can be mental images, concepts or awareness of environmental elements through physical sensations or interpreted in

terms of experiences. Perception is influenced by three factors. There is perceiver, a target that is being perceived, and the context of the situation in which perception is made (Dhingra & Dhingra, 2011).

*Project-based learning:* PBL stresses learning by doing. It begins with a driving question or challenge, which creates a need to know essential content and skills and requires in-depth investigation to get to the answer and develop the skills. It values teamwork and collaboration among participants. Students are often divided into groups of varied sizes, where they work together, share their findings and decide how to best represent their new knowledge. They must learn to work in a community and therefore take shared responsibilities and credits. Project-based learning is centered on the learners and affords learners the opportunity for in depth investigations of worthy topics (Grant, 2011). All students are expected to create a real thing that is based on the teaching material. This study defines PBL as a learning method for students to create something, solve a problem or challenge, make things interesting, and complex in working on a project.