

CHAPTER II

LITERATURE REVIEW

This chapter discusses some points related to the theoretical study and previous study. The theoretical studies contain Project-based learning based on the relevant studies, the definitions of the study, and the previous study discusses the issue related to this study.

2.1 Theoretical Framework

The theoretical framework contains the discussion or review of relevant previous studies on project-based learning in translation class. The theoretical framework describes the formulations of project-based learning, so that researcher can take references from previous studies.

2.1.1 Project-based Learning in EFL Context

A project is usually defined as an individual or collaborative enterprise that is carefully planned to achieve a certain goal. Students are to accomplish certain tasks under particular time constraints (Li, Zhang, & He, 2015). Project-based learning as a learning approach varies in definition, although sometimes only slightly. Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palincsar (1991) define it by the terms: Project-based learning is a comprehensive perspective focused on teaching by

engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts.

Project-based Learning (PBL) is a learning method based on constructivism (Vidergor & Krupnik-Gottlieb, 2015). This method was first proposed by John Dewey at the end of the 1890s (Bradley, 2016). Dewey's philosophy was students centered-learning introduced real-life situations and context into the school environment. Then, a great number of studies on PBL have been carried out on the global scale and has been widely adopted to teach different subjects in school and education (Thuan, 2018).

PBL is a teaching method, where project task are used in learning and assessment to facilitate students in expressing meaningful ideas and knowledge to the real world. Project-based learning is learner-centered and provides learners with opportunities for in-depth investigation of appropriate topics (Grant, 2011). With project-based learning, students are encouraged to explore their own interests and make connections with the world outside of school. In the project-based learning method, teachers are tasked with facilitating their students. According to Bell (2010), project-based learning is a student-driven learning approach facilitated by the teacher.

Based on the definition above, it can be concluded that the project-based learning is a teaching method in which students are given a problem or challenge as a means of acquiring new knowledge, training students to think more critically, be able to create new things and also increase their creativity. PBL is a student-centered learning approach that requires students to be independent, active learners and provides opportunities for students to build and apply their knowledge with project concepts produced through individual or collaborative work by exploring and solving problems in the real world.

2.1.2 Project-based Learning in EFL Translation Classroom

Translation as a pedagogical tool can be used successfully at all proficiency levels, in schools or universities, as a valuable and creative teaching aid to support, integrate and further strengthen four traditional language skills: Reading, writing, speaking and listening. One clear advantage of using translation as a technique in the EFL classroom is the increase in students' perceptions of reading comprehension (Leonardi, 2011). According to Kabilan, Seng, and Kee (2010), translation is a dynamic, cognitive and interactive process. Translation is not just the process of decoding code in print, but the process of creating meaning as a result of the transaction between the reader and the text.

Project-based learning provides opportunities for natural integration of language skills (Stoller, 2006). Project-based learning in the translation class is perhaps considered the most developed language skills such as vocabulary, grammar,

writing, and reading. As stated by Ross (2000), translation is the most important social skill because it improves communication and understanding.

In fact, project-based learning in translation classes can help students improve their skills in a variety of contexts, such as when making a storybook as a project in the translation class, it is able to make the students know about local wisdom that exists in the student environment and maintain it by translating the story. There are several advantages that students can get from the Translation class. It will be concluded in the table as follows:

Table 2.1 The Advantages of PBL in EFL Translation Class

The advantages of Project-based learning in EFL Translation Class	From earlier research by
1. Translation has its advantages in providing an intellectually challenging task and aesthetic satisfaction to students.	Cook (2010)
2. Translation tasks with grammar-focused tasks, found that translation tasks encourage student-initiated discussion on a variety of English language use, especially vocabulary.	Källkvist (2013)
3. Students can develop confidence, independence, collaborative teamwork, how to solve problems, and negotiate translating.	Farouck (2016)
4. Translation is its use for developing students' intercultural competence through comparison and mediation of two languages.	Elorza (2008); Lee and Gyogi (2018)
5. Getting new experiences and motivation in social learning.	Ravitz, Hixson, English and Mergendoller (2012)

2.1.3 Students' Perceptions on the Implementation of PBL

Students' perceptions about the implementation of PBL were also investigated. A study by Hallinger and Lu (2011) found that students and business teachers in Thailand have positive perceptions of PBL because it increases learning engagement. On the other hand, other research found that students taught using PBL performed better than students taught using non-PBL (Adams, 2018).

Students' perceptions of 21st century skill development through the application of PBL have been analyzed by Fatmawati (2018) at the University of Indonesia. The result of this study also has a good perception, the students agree that PBL can develop their skills. Identification of students' perceptions about PBL is very important in the language classroom. Furthermore, a study by Li, Zhang, and He (2015) found that the students are very positive about the projects given in the Translation class. All of the 36 students who completed the questionnaire reported that the project helped them gain in-depth knowledge of the topics they were studying, as well as develop/enhance skills believed to be important for professional translators.

Based on the opinion above, it can be concluded that the implementation of project-based learning in the Translation class is the preferred teaching method by students in the Translation class because they feel happy when doing the assigned assignment. This is in line with the results of Li et al. (2015) states that the students' reception and perceptions of the PBL project in Translation were positive and

encouraging. All participants who completed the questionnaire thought favourably of the activity and confirmed they benefited considerably from the project. They were also able to point out the specific areas in which they saw the most obvious growth. These included such skills as critical thinking, interpersonal communication, collaboration, research, presentation and technological skills, as well as the sense of teamwork.

2.2 Previous Studies

This study focuses on knowing EFL students' perceptions of bilingual storybook making project in translation class. PBL is a teaching method, where project task are used in learning and assessment to facilitate students in expressing meaningful ideas and knowledge to the real world. Project-based learning is learner-centered and provides learners with opportunities for in-depth investigation of appropriate topics (Grant, 2002).

There are some related previous studies showing the significance of students' perceptions in project-based learning. Li, Zhang, and He (2015) investigated project-based learning in teaching translation: Students' perceptions. The finding showed students' reception and perceptions of the PBL project were positive and encouraging. All who completed the questionnaire thought favourably of the activity and confirmed they benefited considerably from the project. They were also able to point out the specific areas in which they saw the most obvious growth. These

included such skills as critical thinking, interpersonal communication, collaboration, research, presentation and technological skills, as well as the sense of teamwork. Research that mentions project-based learning can increase the creative thinking ability of students after applying this learning method (Mulyati & Iskandar, 2019).

Research conducted by González and Díaz (2015) explored guided inquiry and project-based learning in the field of specialised translation: A description of two learning experiences. The results of the study revealed that the replication of the activity in the future, the acquisition of translation competencies discussed through constructive learning will require gradual implementation of relevant teaching and learning tools from the first year of the degree and efforts of vertical and horizontal coordination between teachers. This facilitates the development of a comprehensive analysis of the acquisition of translation and design competencies and the performance of quantitative studies with a control group using different methodologies to validate the conclusions obtained from classroom observations.

On the other hand, other researchers by Moghaddas and Khoshsaligheh (2019) have conducted research on implementing project-based learning in a persian translation class: A mixed-methods study. The findings of the study indicated that the students' attitudes toward the treatment using PBL method were generally positive, not only before but also after the treatment, although certain challenges of applying PBL in the Iranian context were observed. Empirical evidence indicated an

improvement of the students' translation quality, some of their critical thinking abilities as well as a few of their teamwork skills.

This study has similarities and differences with other studies. The similarities between this study and other research are students' perceptions of project-based learning. Furthermore, the difference between this study and other research is that some researchers focus on the application of PBL and students' perceptions in other contexts, such as in the Chinese context. While, this research focuses on another context that is in one of Islamic higher education in Southeast Sulawesi specially in the Translation class, namely the project of making story books with the theme of folklore.

