CHAPTER I

INTRODUCTION

This is a study to investigate EFL students' experience on Translation project-based Learning majoring in five semesters in English Department. This chapter depicts the background of the study, the scope of the study, the research question, 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

In the past decade, Project-Based Learning (PBL) has been tested in various educational in the world and showed significance students in learning(Lam, 2011) and Project-Based Learning has been widely supported in science education, it is an important component of science education(Çakici & Nihal, 2013). For four decades, researchers had demonstrated project-based learning that can be an effective way to engage and motivate learners (Lattimer & Riordan, 2011).

The PBL approach is effective for promoting 21st-century skills in that it allows the learners to search for and analyze information, discuss and give feedback with peers and collaborate with their team with a shared aim to accomplish a project(Wongdaeng & Hajihama, 2018). For the current study, the major focus was on applying PBL to a group of Thai EFL learners at the Demonstration School of Prince of Songkla University to investigate the student's perceptions on the effects of PBL instruction on promoting their 21st Century skills as well as on their motivation for learning English (Talat & Chaudhry, 2014). Many researchers implemented Project Based Learning in class, especially in translation classes. one of the major educational had to foster PBL in the expansion of new educational

technology that supports students and teachers in obtaining, analyzing, and sharing information and constructing artifacts(Blumentfeld et al., 2011). Last twenty years In Japan, the experience of Project-Based Learning is one of the triggers for adopting active learning in the classroom and encouraging even passive students actively engage in Project-Based Learning (Yamada, 2020). Moghaddas & Khoshsaligheh (2019) when used PBL in class Translation, students exhibited actively involved in process of Translating.

In sum, many researchers examined project-based learning, give an impact on students' achievements and attitudes, enabling students to improve meaningful learning and real experiences (Çakici & Nihal, 2013). The key to PBL running successfully is the interaction among students and giving huge times to express their opinion based on what they understanding through knowledge formerly (Yamada, 2020) and PBL is not only about technical knowledge and skills, management skills, and teamwork so that motivated students in learning (Yazici, 2020).

Empirical studies PBL in the L2 context had been increasing in the last twenty years (Fujimura, 2016). Various initial studies have investigated how PBL has been evaluated and tested by teachers and students (Sauro, 2007). Project-based learning has also been developed in L2 classrooms in various Southeast Asia countries along with the increased speaking skills of students from Southeast Asia (Rochmahwati, 2015). More recently, PBL has been heralded as the most appropriate approach to teaching content-based second language education (Grant, 2011). Prior study in Asia context PBL (Huang, 2015), the study focused on language learning and motivation of EFL students. The participant of this study is 43 intermediate EFL learners in Taiwan. In his project, he wanted students to make a video project. The

result of his study shows that proficiency group has more effects on language learning than proficiency one and student increased their learning motivation.

Moreover, PBL had been a successful instructional approach for over 30 years and has built a foundation in medical education (Tally, 2015).PBL had shown to stimulate students' critical thinking, independent learning skills, communication skills, and motivation (Hayles & Holdsworth, 2008). PBL gave students a chance to solve the problem and provoke thought, Project-Based Learninghad shown students realistic and thought-provoking problem-solving opportunities (Zhang et al., 2009). PBL exhibited students were actively engaged with corporations on a real project and to contribute ideas in the project process is emphasized (Danford, 2008). The most important in implementing PBL for students in the classroom is to organize learning (Blumentfeld et al., 2011). (Menges & Davis, 1995) reported PBL conferred teachers the opportunity to take into account that individual pupils learn and process information in different ways. Many types of research discussed of impact applied PBL in EFL classrooms especially. as we know implementation of PBL in the classroom to be able to build students' soft skills, motivate students in learning, increase focus students in materials and improve students understanding of learning materials.

In Indonesia, project-based learning has been an issue of teaching English in L2 classrooms. Some researches focus on the effects of project-based learning through speaking ability and effective implementation for students (Rochmahwati, 2015), improving students speaking skill to communicate with other (Owens & Hite, 2020). Investigated from Yuliani and Lengkanawati In monitoring process learners autonomy through project-based learning, learners could communicate

their project both in spoken and written, gave good output (Yuliani &
Lengkanawati, 2017). Project-based learning has also been developed from the
implementation of authentic assessment of environmental pollution topics
(Andanawarih et al., 2019). Project-based learning is not a new method in teaching
and learning. In 2013 the Indonesian government under the responsibility of The
Ministry of Education and Culture released a new curriculum is known as
the *Kurikulum 2013* and one of the teaching methods that is highly recommended
is the Project-Based learning method (Setyaningrum, 2015). Some of the researches
had conducted PBL in EFL students, the study explored the implementation of PBL
in basic English to develop students' productive skills and the results that PBL is
an effective method to develop student productive skills, in particular, speaking and
writing skills. The study recommended to applied PBL in the EFL context (Astawa
et al., 2017).

Relate to the student's experience on project-based learning of this research,
the researcher found some issues faced by students in applied PBL. First, students
are not capable of creating and executing projects (Cintang et al., 2018). Students
were slow in doing the task; in this case, the students are needed more time to finish
the task (Harrigan, 2014). Some students dominated the work and did not allow
their classmates in the group to take an active role in the project, whereas others
wanted to direct the project according to Owens & Hite, (2020) their interests'
especially high achievers (Aldabbus, 2018). Then, if projects are good to do, some
students felt group work is difficult, due to the lack of participation from group
members (Petersen & Nassaji, 2016).

PBL in activity business translation showed students who enhanced their critical thinking after students had to learn selected relevant information to support and defend their translation (Li, 2015). Another research of PBL, showed satisfactory positive results as it made it possible for the students to become prepared for the changing trends in the translation area (Alkhatnai, 2017). This is research will conduct to find what kind of students experiences during the translation project and whether students' have attractive experiences or difficulties during the translation project.

Therefore, limited research explores experiences on PBL, especially in the Translation project. The existence of these problems makes the researcher find out more EFL students experience PBL in Translation project in the fifth semester in class A and B English Education Department. The results of the study are expectable to give an overview of the experience that students had during the Translation project. The results of the study are expected to contribute to the understanding of students and lecturers about the experiences in implementing project-based learning so that this research contributes information for conducting research with the same context or to be implemented in EFL context.

1.2 Scope of the Study

This study focuses on EFL student's experience in Translation project-based Learning in terms of the fifth semester of the English Education Department commit 25 participants from classes A and B.

1.3 Research Question

Concerning the background of the study, this study endeavors to investigate and explore, "what are experiences encountered by EFL students in completing Translation project-based learning."

1.4 Purpose of the study

Based on the background of the study, this study is aiming at finding the EFL students' experiences during their Translation project-based learning major English Education Department.

1.5 Significances of the Study

The results of this study offer important theoretical and practical insight. This is will help students aware that factors influenced their experiences, hopefully, students will study hard to improve their English, especially in translation skills. Second, research is expected to be able to hone their translating skills correctly and successfully. The finding of this study can be used for those who want to research to investigate EFL students' experience dealing in project-based learning. Moreover, this study creates awareness among EFL students taking various experiences in project-based learning. As result, this study is expected students to be interesting learning in project-based learning.

Therefore, project-based learning will improve the quality of students learning. On other hand, project-based learning can help students to act in learning and increase their motivation in learning English. Hence, this study will be a reference for researchers who are interested in investigating the students' experiences in project-based learning.

1.6 Definition of Key Terms

Based on the purpose of the study, the researcher defines the definition of key terms used in this study which are students' experience, project-based learning, and translation.

First, students' experience is higher education teaching, learning, and assessment and their experience in another school within and beyond the classroom experience (Tan et al., 2016). Another definition that student experiences are the student life experience includes both academic and non-academic as students (Arambewela & Maringe, 2012). In this study, a student's experience refers to the life of a student who may be influenced by political, social, and economic circumstances. Extensive experience of a student is important to be a student to enrich insights.

Second, translation (class), in this study is a course that learns about how to substitute a text in one language to another language with the same meaning using lexicon, grammatical structure appropriate in cultural context. The activities which are given in the class contain project-based learning about making storybooks which implements translation skills by lecturer's guide and also students' collaboration in making the project.

Then, project-based learning is typically considered an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process (Chiang & Lee, 2016). Project-based learning defined is as an effective method of teaching that can be used in various contexts, including racial groups and low achievers (Aldabbus, 2018). Project-based learning is student-centered involves a large classroom to acquire deeper knowledge, actively explore real challenges and problems. Moreover, project-based learning in this

research means an instructional approach designed to allow students to develop knowledge and skill through projects with challenges and problems they face in the real world.