

CHAPTER I

INTRODUCTION

This study is intended to investigate the EFL student challenges they encountered in completing Translation of Project-Based Learning in the fifth semester for students English Education Department. This chapter explains some fundamental aspects of this present study such as the background of the study, the scope of the study, the research of the study, the research questions, the purpose of the study, and also the significance of the study. Moreover, this study includes the significance of the study, and also the definition of the key terms used.

1.1 Background of the Study

Project-Based Learning (PBL) was first implemented in the medical education curriculum by McMaster at Toronto University in the late 1960s. PBL is an innovative instruction strategy, which makes students-centered and not teacher-centered and also oriented like classroom teaching (El-Shaer & Gaber, 2014). In addition, El-Shaer and Gaber (2014) also said the teacher's responsibility in PBL is to provide educational materials and guidance that can facilitate the teaching and learning process. Therefore students are given more and more responsibility for their own education and become more and more independent of teachers for their education. Besides, PBL also can produce participants able to learn about their own life and the career they choose because PBL is based on real-world problems (El-Shaer & Gaber, 2014).

Project-Based Learning (PBL) has been recognized as effective and useful in 21-st century education (Thuan, 2018). This is also supported by the statement from Li, Zhang, and He (2015) who said that Project-Based Learning (PBL) emerged as a model that met the needs of teachers and students in teaching and learning foreign languages effectively. Project-Based Learning is a comprehensive perspective that focuses on teaching in by involving students investigations by Li, Zhang, and He (2015) and they also argued within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts. Students gain knowledge or skills by experiencing and solving real-world problems. Therefore, studying or teaching by implementing PBL as a teaching method is very important to do in the classroom because PBL can create more freedom for students, so they can select the suitable topic, and resources to be consulted, distribute responsibilities among group members, and the way they design and display their final products (Marwan, 2015).

In the international context, Project-Based Learning has been investigated in a great number of studies on a global scale over the last decade (Lam, 2011). There are many studies examined Project-Based Learning in various aspects of education one the research is about the application of Project-Based Learning to international research in geography and environmental education which is investigated by Genc (2015) in his research; Project-Based Learning has a positive effect on students' environmental attitudes, where female students have more positive environmental attitudes than male students, besides that it is

also supported by the opinion of students who define Project-Based Learning in the environmental as a useful approach, increasing creativity, and can help them define environmental problems more clearly. Not only that but the PBL model was also developed for use with medical students in Canada to help interns improve their diagnostic skills by using a database of information and test data about patients to establish a diagnosis by generating hypotheses, gathering relevant information with their ideas and evaluating their hypotheses (Thomas, 2000). The explanation above shows that PBL is a very effective learning method and is suitable for use in all aspects of learning.

In the Indonesian context, there are many researchers who did research on Project-Based Learning implementation in the classroom situated. Moreover, Mali (2016) stated that PBL is a learning approach that teaches curriculum concepts through a project in which learner-centered teaching, learner autonomy, collaborative learning, and learning through assignments. Therefore, to help the success of EFL students in learning today, Project-Based Learning (PBL) as one of the teaching methods highly recommended by the Indonesian government under the responsibility of the Ministry of Education and Culture released a new curriculum known as the 2013 curriculum, this curriculum is designed to put emphasis on learners' creativity and morality (Khoiriyah & Setyaningrum, 2015).

Based on the discussion about Project-Based Learning (PBL), there are many researchers who conduct project-based learning research in various aspects of education, one of which is about the application of Project-Based Learning for international research in geography and environmental education. In addition, project-based learning methods were also developed for use by medical students to help improve their diagnostic skills. In

fact, there are no researchers who have conducted research on the challenges of EFL students in Project-Based Learning in the Translation class. Therefore, researchers are interested in researching and studying project-based learning carried out by students in the translation class and producing a product, namely story books in two languages, namely English and Indonesian through the project.

In the context of this research, it is hoped that the PBL learning method in the Translation class is expected to hone students' skills in translating Indonesian to English, especially in translating stories. Therefore, research on the challenges of EFL students in making storybooks in the translation class is important to research in order to find out the challenges that hinder students in completing the process of making these storybooks. In addition, the findings of this study are expected to provide useful information related to the challenges of EFL students in making bilingual story books.

1.2 Scope of the Study

This study aims to determine the effect of Project-Based Learning on the challenges of EFL students in the translation class. This study focuses on the challenges of EFL students with Project-Based Learning in the Translation class. Project-Based Learning (PBL) is a teaching method that can be used in various contexts and aspects of education. Therefore, the main aim behind the development of this method is to create effective learning opportunities for students, where students can work collaboratively in groups to answer questions that encourage students to solve problems or overcome challenges with

the aim of creating a final product better. Thus, this research is focused on making story books in the Translation class.

1.3 Research Question

Based on the background of the study above, the researcher formulates the question “What are the challenges the students encountered in their bilingual storybook-making project in the Translation classroom?”

1.4 Purpose of the Study

Based on the research background above, the study aims to investigate the EFL students’ challenges of Project-Based Learning in the Translation class at one of the universities in Kendari.

1.5 Significance of the Study

This study offers some important lessons about a number of practical aspects. The finding of this study can be used as a reference for students and teachers who want to conduct research in analyzing students’ challenges in storybook making to the benefits of the Project-Based Learning in Translation class. Thus, Project-Based Learning can give a positive impact on all levels of the academic context. Here are some of the benefits of this research:

First, this research will be useful for students as a useful reference, especially for students in English education. This study provides a useful contribution as a reference in

presenting the challenges of EFL students in making storybooks in two languages based on Project-Based Learning in the Translation class.

Second, this research will provide an overview for students about the benefits of Project-Based Learning for students in the EFL context. In addition, this study also aims to enable students to explore the benefits that exist during the implementation of PBL in actual classroom situations.

Third, teachers, this research can help teachers to measure the creativity of students in the classroom based on the knowledge and skills of each student. It also aims to provide some suggestions for teachers based on the research findings that can facilitate the implementation of PBL. Teachers can also create new teaching methods by using Project Based Learning in the classroom as an effective learning method that can improve students' skills.

And last, this research will be useful for the institution, IAIN Kendari as a reference that can be accessed by students. Thus, this study also aims to improve the quality of teaching and training for students studying EFL. In addition, this research is expected not only from the English department that uses the Project-Based Learning (PBL) method but also from other majors to apply this method in the actual classroom. Therefore, based on the research results, several suggestions and recommendations are offered that can assist schools/institutions and decision-makers in implementing PBL.

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 bilingual storybook making, Project-Based Learning, English Foreign Language, and Translation.

Bilingual Storybook Making: This study defines bilingual storybook creation where EFL students make storybooks in two languages, namely Indonesian and English. However, there are several steps that students must take before making the book. The first step is that students first look for bilingual storybooks through the internet or story books, students must also find stories of local wisdom to be used as bilingual storybooks. Hence, after that students will make some pictures that will be included in the storybook. The last step is after all the pictures are finished, and then students will translate the story text into Indonesian and English.

EFL: English Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

Project-Based Learning: This study defines Project-Based Learning (PBL) as a teaching method. The main purpose behind the development of this method is to create effective learning opportunities where students can work collaboratively in groups to answer encouraging questions and solve problems by using that knowledge to solve everyday problems (Bell, 2010). PBL-based projects can also create more freedom for students to develop better and more timely social interactions in terms of attendance. Therefore, Project-Based Learning is a learning model centered on problem-solving in gaining understanding.

Translation Project: This study defines a Translation project as an activity or project undertaken by students in a Translation class. In this activity, students were divided into several groups to be published as a storybook project which was translated into Indonesian and English.

