

CHAPTER II

LITERATURE REVIEW

This chapter reviews several important points based on theoretical studies and previous studies. The theoretical study contains Project-Based Learning (PBL) in the context of EFL, PBL in the EFL Translation classroom, student challenges on the implementation of PBL, and previous studies.

2.1 Theoretical Framework

2.1.1 Project-Based Learning in EFL Context

A project is usually defined as a collaborative individual or company that is carefully planned to achieve a specific goal. Students are required to complete certain tasks under a predetermined time limit (Li et al., 2015). There are many definitions found in research, which are used to describe Project-Based Learning (PBL) according to experts, and one of them is Alkhatnai (2017) which states that Project-Based Learning is a new teaching method that involves students learning directly by engaging in the experience. Learn through working on projects and provide many positive results to improve student learning and knowledge of learning materials. Based on the above definition, this is what distinguishes the Project-Based Learning method from traditional teaching methods where the teacher is considered the main source of information and dominates most of the talk time in class (Aldabbus, 2008).

Another description defined by Railsback (2002) argued that Project-Based Learning as a model that can support students' collaboration and enhances project

planning, decision-making, and skills in time management. This learning model can strengthen students' ability to link what they have learned to the real world and facilitate students' reflection and can upgrade their problem-solving skills. Besides being able to help students, Project-Based Learning also aims to assist prospective teachers in obtaining information, skills, and attitudes for a sustainable environment. On the other hand, the Project-Based Learning approach is preferred because it is believed to enhance the prospective teachers' environmental knowledge, attitudes, and environmental behavior of prospective teachers.

Projects based on PBL can create more freedom for students to select suitable topics, resources to be consulted, and division of responsibilities among group members. Hence, the students can develop better social interactions that can have a positive impact on student learning (Marwan, 2015). Not only that, Stivers and Brandon (2010) found that Project-Based Learning also allows students to reflect on their own ideas and opinions, and make decisions that affect project results and the learning process in general so that the project produces a quality final product and presentation. Moreover, Project-Based Learning allows students to reflect upon their own ideas, and opinions, and make decisions that affect project outcomes and the learning process in general. Moreover, Stivers and Brandon (2010) also Goodman (2010) stated that PBL allows students to reflect on their own ideas, opinions and can make them produce high-quality and authentic products and presentations.

In addition to these features, certain PBL models also add a number of other features. This definition in the model called project-based instruction includes features

related to the use of driving questions, inquiry communities, and the use of cognitive (technology-based) tools. This diversity of definitions combined with the lack of universally accepted project-based learning models or theories has resulted in a wide range of research and development activities on PBL methods to assist teachers and students in the teaching and learning process in the classroom (Williams, 2009).

Based on the definition above, it can be concluded that Project-Based Learning as a teaching method is a teaching method that can show positive effects on teachers and students. Moreover, the main purpose behind the development of this method is to create effective learning opportunities where students can work collaboratively in groups to answer a driving question and assist them in solving or overcoming the challenges that they faced during the learning process with the aim of creating a good final result, besides that it can also train students to think more critically to increase their creativity (Bell, 2010). According study by Thomas (2000) stated that students who learn to use PBL are able to develop better social interactions and are more punctual in terms of attendance.

2.1.2 Project-Based Learning in EFL Translation Classroom

In the last few decades, there has been an increasing interest in the Translation practice in the language classroom as a pedagogical tool. It can be successful at all levels of proficiency in schools or universities as a valuable and creative teaching aid to support, integrate learning, and further strengthen the four traditional language skills which are: writing, reading, speaking, and listening Leonardi (2011). Therefore Leonardi (2011)

stated again one of the clear advantages of using Translation as a technique in EFL classes is the increase in students' perception of reading to comprehension. Shahata (2020), argued that Translation is a human activity that enables us to communicate, and also Translation refers to carrying the meaning of the text from one language to another languages.

Project-Based Learning provides opportunities for the natural integration of language skills and brings students a lot of benefits in a variety of context language skills such as speaking, listening, reading, and writing requires the use of a variety of activities (Thuan, 2018). Therefore, PBL in EFL Translation classes is mostly focused on how to correctly translate sentences based on grammar into the target language to be translated. Moreover, PBL is popular in education for teaching Translation and the use of Translation in the EFL classroom lies in exploiting it in order to compare grammar, vocabulary, word order, and other language points in English and the student's mother tongue (Kiraly, 2005).

In fact, Project-Based Learning in Translation classes can help students improve their skills in various contexts such as making a storybook in two languages which are English and Indonesian as a project in the Translation class. And in order to successfully complete a project, Bialik and Fadel (2015) stated that students need to coordinate their work effectively, communicate with each other well, evaluate their findings critically and solve problems that arise as they complete their work and it requires critical thinking, problem-solving, collaboration, and various forms of communication, often known as '21st Century Skills' to achieve their goals. So students will need to expand their minds and think more critically, an ability that is often identified as lacking.

2.1.3 Students' Challenges on the Implementation of PBL

A study by Habók and Nagy (2016) argued that the PBL teaching method is a highly time-consuming activity and requires great attention to deal with. In addition, another challenging issue reported in the implementation of PBL is that the project usually takes longer than expected and makes some students unable to come up with effective driving questions, that some students also unable to access the necessary technology to search for information (Thuan, 2018). In addition, students who lack the skills to work in groups may face some challenges in working collaboratively together in completing projects (Johnson & Johnson, 2017).

Students' challenges with the implementation of PBL in the classroom situation were also investigated by Aldabbus (2018) in his study showed that some students in the group 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 their interests, especially for high achieving students. Another issue revealed by the research was that some students worked very fast focusing on finishing the project, rather than learning from the process of carrying out the project. This can be attributed to the fact that students are still exam-oriented and more interested in getting high scores than acquiring skills.

Based on the opinion above, it can be concluded that most research on PBL only focused on the success or possibility of using PBL in the education system without examining in depth if PBL also has difficulties and challenges experienced by students when the PBL learning method is implemented in the classroom. Moreover, Tally (2015) argued that one of the challenges, when PBL is implemented in the classroom is the lack of

clarity between problem and Project- Based Learning. In addition, Hmelo-Silver (2004) identified the fact that PBL emphasizes that students are actively constructing knowledge. This is one of the challenges that students faced during the implementation of the PBL method in the classroom.

In addition, the challenges that students get when PBL is applied in the classroom, other challenges they face are Translation problems which are divided into linguistic problems and cultural problems: linguistic problems include grammatical differences, the ambiguity of meaning, lexical ambiguity as well as; cultural problems that refer to different situational features Nakhalla (2016), he also explains that this will not only transfer the language features to be translated but also the cultural characteristics. In addition, problem in Translation also requires translators to find solutions for processing problems in Translation process (Shahata, 2020).

2.2 Previous Studies

Translation education has been one of the most debated areas in the field of Translation studies since the emergence of the discipline. Since there are many sporadic ideas about how to train translators, it is very important to test their effectiveness empirically in different educational settings to help translators. Among the most systematic Translations, the teaching method is Project-Based Learning (PBL) proposed by Kiraly (2005). And as literature, Moghaddas and Khoshsaligheh (2019) argue that PBL is equipped with many aspects that make it seem appropriate in different contexts aspects, such as authentic projects, the role of the teacher in facilitating, and the emphasis on

feasible solutions rather than appropriate solutions, collaboration, and teamwork provide conditions in which students become actively involved in classroom activities as opposed to general teaching methods where teachers dominate the class more during the class teaching process.

There are many studies found about Project-Based Learning on Translation. Apandi and Afiah (2019) have conducted research on Project-Based Learning in the Translation class which focused on identifying and describing students' learning experiences in Indonesian English in the Translation class. In the study, it was found that there were still obstacles and challenges, in the Translation course the using PBL method, namely at the beginning of the lecture in the form of less preparation time, adaptation to one group of friends, and also the location of the observation which was located some distance from the campus or where the students were, and there are difficulties in Translating cultural words found (Apandi & Afiah, 2019).

Another preliminary study identified barriers and possible challenges in implementing Project-Based Learning as a learning method for Translation courses in vocational education. This study reveals that in the context of vocational education, teaching Translation using Project-Based Learning offers many benefits to students particularly in equipping them with a proper understanding of conceptual knowledge and its practical implementation in the workplace (Muam, 2017).

In parallel, Risku (2002) and Kiraly (2005) consider Translation as a cognitive activity located, namely a dynamic, situationally embedded mental processing activity. Kiraly (2005), defines an authentic Translating project as a collaborative effort of a truly

complete Translating project and a Translation-oriented project, in which students work in groups to complete a Translation project which aims to improve translating competence and introduce the dynamics of Translating in a holistic manner professional to provide deep understanding to students understand Translation issues.

While Zheng (2017) discusses PBL activities in the teaching of business Translation with the completed authentic Translation projects that are provided by the off-campus Translation training bases (specialist Translation companies registered in China). Reports on student perceptions of PBL learning prove that the use of completed authentic projects can be an effective alternative to introducing Project-Based Learning methods to teaching Translation in Chinese contexts and serves as an easy reference for teachers who are interested in trying this methodology but have difficulty finding projects the real world for students.

In addition, the Translation profession is project-driven, and professional Translators are involved in temporary projects that are unique and distinguishable from one another. Projects like these are constrained and shaped by several factors other than, one's translation skills. Therefore, Translators include workload, time limits, and costs and risks (Dunne & Dunne 2011). Designing and structuring a learning experience based on the specifics of a real Translation project environment, as in Project-Based Learning, can have a variety of benefits for Translation students who wish to enter and stay in the field. Therefore, Moghaddas and Khoshsaligheh (2019), also argued that working on a Translation project can provide opportunities for students to build an understanding of behavioral conventions so that students get ready to join the professional community.

The similarity of this research with other research or previous research is the challenge of EFL students in Project-Based Learning which is carried out in a Translation class. Another similarity in this study with previous research is the improvement of students' critical thinking, their attitude toward their team's performance, and their improved translation quality through Project-Based Learning. While the difference between this study and other studies is that some researchers focus more on the implementation of PBL in the classroom and student challenges, in other contexts such as in technical education and in various aspects of skills in English.

This study focuses on the context of the challenges of EFL students in making bilingual story books in the Translation class. This research focuses on the challenges of EFL students using Project-Based Learning as a learning method to create storybooks in two languages which were conducted at IAIN Kendari. The findings of this study indicate that most challenge that students face is in the process of translating Indonesian into English, this is due to the presence of specific vocabulary and differences in the structure of certain languages, causing student' difficulty in translating. Empirical evidence also shows that students' translation quality increases, and their critical thinking skills, as well as some of their teamwork skills, are also improved through Project-Based Learning carried out in Translation classes.