

CHAPTER I

INTRODUCTION

This study is going to discuss EFL students' difficulties and challenges on Translation Project-based task in Translation class. This chapter explains some fundamental aspects in this present study such as; background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

1.1 Background of the study

Translation activities in Indonesia have developed along with the rapid development of global information and technology (Taufiq & Makmun, 2019). This development is also supported by both conventional media such as books and modern media such as internet-based media, making the demand for various translated materials continue to increase. However, there were still some students who lacked knowledge about translating words. In analyzing the translation of ELT students, it was found that most of the students had problems transferring the pragmatic functions of certain sentences (Mahsa & Zarafshan Mehrdad, 2014). Project-based learning is one way to overcome student deficiencies in learning including translation learning, Project-based learning (PBL) offers team students authentic, interesting, and complex problems that they have to compile solutions or artifacts based on data, assumptions and further questions (MacLeod & van der Veen, 2020).

Project-based learning is often applied to the development of interdisciplinary problem skills in science and engineering (Macleod, 2020). Then, many researchers who have researched project-based learning in various fields of learning, one of which is in mathematics learning, they argue that project-based learning has the potential to help students because they have to represent knowledge in various ways, pose and solve real problems, and use knowledge to create artifacts (Meyer et al., 1996). It was found that in various stages of the project, students felt cared for, either from their classmates in work groups or professions from various fields, and most of them liked working with the team (Remijan, 2016).

In the last few decades, translation education began to form itself as a new domain in research by itself far from language education and its father field, translation studies (Alkhatnai, 2018). This is why the teacher encourages looking for alternative teaching methods. So that project-based learning (PBL) is one of the many learning methods used in translation classes, because it can involve students in the learning experience through working on projects and delivering results. According to Yang (2015) with the application of PBL to translation learning students not only show good understanding, but can also be more autonomous during the learning process.

Dealing with EFL students' obstacles in PBL, it is important as a teacher to understand it since the teacher needs to help students' mastery in solving their problem. There are four points why understanding the students' obstacle are important. Firstly, teacher can help the success of learning students. Vermut, (2014) said that teacher outcomes in terms of improved skill in a field of classroom management

influenced students learning environment and students learning outcomes because of changed student learning.

The second is to help students to improve their learning achievement. It is provide with many research in classroom has demonstrated that teachers do make a tangible difference in students achievements (Vescio et al, 2008; Ronfeldt et al. 2015). The next is to help the teacher to identify the potential and talent each students. It is related with research by Kubat, (2017) found that each students have differences in characteristic, interest, learning style, ability intelligence and perception. In addition (Siebrer-Nagler, 2016) add to be effective, teachers also must have an understanding of their student's interests and style of learning. The last, it as a reflection to the teacher' use the same project or not in the future.

Project-based learning has also been widely applied in classrooms in Indonesia, and has been widely researched. Some number researches also have finished of PBL on EFL in Indonesia context such as Astawa et al., (2017). In their study, they explored the implementation of PBL in Basic English to develop students' productive skills. The result shows that PBL is the one effective method to improve student's productive skills especially in speaking and writing. Then, their study also recommends implementing of PBL in EFL context. However, there are only a few who apply PBL projects to translation classes. One of the lecturers has implemented PBL in the translation class in the form of translating Indonesian folklore into English and making story books with various themes. And while working on the project the researcher saw some students complaining because they felt difficulties when completing the project and when they worked in groups. Therefore, by conducting this research, the researcher hopes to see the

difficulties and challenges felt by the students themselves when working on the project. So that the next student is able to anticipate and answer future challenges or times that are always developing and undergoing changes so as to encourage student creativity in facing these challenges. Then before determining alternative problem-solving, learning challenges and completing student assignments is very important to identify first (an effort to recognize symptoms carefully) of phenomena that indicate the possibility of learning difficulties that hit these students. Efforts like this are called a diagnosis which aims to determine the type of disease, namely the type of learning difficulties of students.

1.2 Scope of the Study

For the purpose of this study, the researcher involved 20 students majoring in English Department. It was their fifth semester at university and after studying Translation I in their fourth semester, they had mixed understandings. Then they get Translation II in the fifth semester, and at the end of this semester they are given a final project as well as being a study subject. This study focuses on student challenges when working on projects such as, image and cover design, translating stories. And student challenges when working collaboratively such as differences of opinion and lack of communication, difficulty getting together and how they face these challenges such as discussions, dividing tasks, asking others for help.

1.3 Research Question

This study has one problem identified as follows: what are the challenges faced in book story making of translation Project –based Task ?

1.4 Purpose of the Study

Based on the research question, this present study has one aims to examine students' challenges in project based learning in EFL class.

1.5 Significance of the Study

The results of the study are expected in theoretical and practical benefits. First for theoretically is the results of this research hopefully can be used as verification of the previous theory about the students challenges in PBL. Then, for the partially, hopefully of all this study would helpful for students' for always awareness of the factors that influenced their obstacle was hopefully the students would study hard to improve their skill in English especially in syntax.

Furthermore, hopefully this research would help the lectures to guide their students in do the project because the lectures knows what the obstacle faced by the students. Then the lecture could handle their students' easily and achieve the goals of learning effectively. It was also hoped that the result about students' obstacle provide English lecture with some guideline for material evaluation and selection, also to think ways overcoming the challenges using PBL. In addition, as the references for the other researchers who are interest in investigating the students' obstacle on PBL.

Next, hopefully this research would become guideline for other researchers who want to conduct the further research about the students' obstacle on PBL.

1.6 Definition of Key Terms

This part is aims to define some important terms in this study as in the following:

EFL Students: are students who study English as a foreign Language and they study English in a country that does not speak English. For example, students at the university who are learning English are considered EFL students because English is not the official language of the country. That can in fact be the third or even fourth language of students.

Project-based learning: is a task given to EFL students at university in the form of a project through individual or collaborative work with exploration and problem solving in the real world. In the translation class, the type of project given by the lecturer is looking for regional stories and then translating the Indonesian folklore into English which is done collaboratively and students must design a story book starting from the cover and the pictures used as attractive as possible.

Translation: is an interpretation of the meaning of the text from the source language to produce equivalent text in the target language that communicates similar messages. Translation also is ultimately a human activity that enables human beings to exchange ideas and thoughts regardless of their different tongues.