CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literature from the field of challenges students feel that there is a translation of a project in the classroom. Many information has been collected to develop the main features of project-based learning or known as PBL so that it can be implemented in a variety of classes: Project-based learning advantages and disadvantages,issues concerned to project-based learnimg and Translation.

2.1 Theoretical Framework

In this chapter the researcher would explain what are theEFL students, Translation, the importance of translation, project based learning, the theories underlying project based learning and what are the impacts of project based learning in the world of education.

2.1.1 Translation

Translation is a system of transferring 'meaning' from one set of languages to another (Abdel & Ahmed, 2019)The field of translation studies tends to collapse between theory and practice (Marinetti & Rose, 2013). Translation in the end is a human activity that allows humans to exchange ideas and thoughts regardless of any different language (Abdel Halim, 2011). Every time a human communicates, he does a translation, in the true meaning of the word (Littau, 2016). The basic function of translation is to convey the exact meaning of a word or sentence linguistically, semantically, and pragmatically (Al-Musawi, 2014).

Meanwhile, teaching translation aims to cultivate senior translators unable to keep up with their speed according to machine translation and translation software instructions (Dong, 2014)

Translation studies basically rely on the concept of meaning (Al-Musawi, 2014). According to Duff (1994), translation occurs everywhere and all the time (Dagilienė, 2012). However, the translation product itself is only a surface manifestation of the entire dynamic series of conscious and unconscious mental processes that occur during the act of translation (Mar et al., 1997). Learners frequently employ translation to facilitate their language learning; its role is vital in foreign language learning environments where learners' exposure to the target language is limited (Asgarian & Musayeva Vefalı, 2015).

The difficulties translating face almost of their students in her research are lack of vocabulary and grammar, some of them had difficulties if they found unfamiliar words, and some of them lack of determine the meaning well and lack of knowledge Sari; Antoni; Eripudin,(2016) . In the same vein Ibrahim(, 2017) highlights that student's difficulties in translating because of grammatical categories, linguistic level, lexical items, and some difference between source language with target language.

2.1.2 Project Based Learning

Project-based learning is a comprehensive approach to classroom teaching and learning designed to engage students in authentic problem inquiry (Blumenfeld et al., 1991). According to Thomas(2000); Kokotsaki, Menzies, and Wiggins (2016) Students learning within the framework of the PBL process

usually work together to solve a given problem, develop a product for a specific audience, and then assess the project and development process (Tsybulsky et al., 2020). In simple terms, project-based learning is a job that provides a connection between a group of learners and gives them several opportunities such as taking about a problem close to their heart, step by step finding a response and being able to present the results to a wider audience(Kavlu, 2017).

According to Katz & Chard (2000), Project-based learning is a very effective approach that allows students to express opinions on topics that cover areas of interest, ask questions, estimate, develop theories, use different tools, use skills acquired in different life contexts. real and meaningful and enables learners to solve problems and answer questions in creative ways in the classroom and outside(Du & Han, 2016). Project-based learning can also be described as student-centered instruction that occurs over a long period of time, in which students select, plan, investigate and produce products, presentations or performances that answer real-world questions or respond to authentic challenges (Holm, 2011). According to Stroller (2006) with project-based learning students can also take the time to do it themselves, for example when collecting research, and collaborate with colleagues at other times in the process, for example when analyzing research or building solutions to problems and with project-based learning, especially in project settings, students are generally able to encourage and support each other when facing challenges.

The PBL process involves (a) identifying problems and finding solutions; (b) taking the initiative in various educational activities both individually and in groups; (c) produce the final product; (d) engaged in work for a long period of

time; and (e) a shift from teaching to a process of facilitating learning (Albritton& Stacks, 2016). The implementation of project-based learning in the classroom has a huge impact on students because it not only helps students understand the learning material but can also develop students' critical thinking skills, learn independently, and learn to work together when the project is carried out in groups. In the application of PBL, students usually have more autonomy over what they learn.maintain interest and motivate students to take more responsibility for their learning.

According to Belland, Ertmer, and Simons (2006), project-based learning has been investigated as a teaching strategy for the outstanding L2 classroom. These studies indicate project-based learning is a successful teaching strategy for mainstream English classes around the world. Fewer studies, though, offer a more focused viewpoint for pupils. Additionally, it indicates that there is a dearth of high-caliber research to back PBL (Chikita et al., 2013). Project-based learning is a crucial component of translation classes because it gives students the chance to explore their concepts, abilities, and knowledge by sharing their opinions on the projects they have developed (Indarti, 2016). translated evaluation is an important aspect of ensuring that the translated text in a narrative book is clear and can be read by a wide range of people.From these explanations, it can be concluded that project-based learning is a teaching technique in which students are given a problem as a means of acquiring new knowledge or skills. PBL also requires students to be active learners and provides opportunities for students to build and apply their knowledge with project concepts generated through individual or group work by exploring and solving real-world problems.

2.1.3   Implementation of PBL

Project-based learning has procedures that must be followed to help teachers develop projects as well as guide students with the projects they take on. PBL usually involves several steps(Aldabbus, 2018). Here are some of the steps in implementing PBL which have been summarized:

First of all, students and teacher agree on a theme for the project. At this step, the students and teacher reach a consensus on a project theme. The projects range from structured, semi-structured, to unstructured in terms of the degree to which the teacher defines the project; the teacher therefore should work out the ways in which students can develop some sense of ownership toward the project.

Second of all, students and teacher determine the final outcome of the project. The students and teacher come to a decision about the final outcome of the project,bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, and theatrical performance. They also negotiate the most appropriate audience for their projects, , classmates, other students, parents, program director, a local business.

The third of all, students and teacher structure the project. After the theme and final outcome of the project are defined, the students and teacherfigure out project details that guide students from the opening activity to the completion of the project. At this step, students consider their roles, responsibilities, and collaborative work groups. After negotiating a deadline for project completion, students arrange the timing for gathering, sharing, and compiling information, and then presenting their final project.

The fourth of all, teacher prepares students for the demands of information gathering. The language, skill, and strategy demands associated with information gathering should be provided. As the teacher is aware of student ability levels, (s)he prepares instructional activities for each of the information-gathering tasks. Take English students for example, if they would be conducting interviews to gather information, the teacher may plan activities in which students have to form questions, ask follow-up questions, request clarification, and take notes. If they are expected to write business letters in English, the teacher might review the format and language of formal letters. If they intend to conduct an Internet search, the teacher may review search procedures, how to evaluate an official website, and introduce useful note-taking strategies.

The five of all, students gather information. After practicing the skills, strategies, and language needed for gathering information, the students can readily collect information using methods such as interviewing, questionnaire, letter writing, and library searches. Whenever possible, the teacher provides relevant content resources to get students started on their information search.

The six of all, teacher prepares students to compile and analyze data. At this step, the teacher should help the students master the language, skills, and strategies needed to compile, analyze, and synthesize the information that they have collected from different sources. The instruction for the teacher depends on the types of information collected and the ways in which it was collected, e.g., taped interviews, brochures received in response to solicitation letters, library research, and note-taking).

The seven of all, students compile and analyze information. The students compile and analyze the gathered information. They work in groups, organize information and then discuss the value of the data that they have collected, keeping some and discarding others. They have to identify information that is critical for the completion of their projects.

The eight of all, teacher prepares students for the language demands of the final activity. The teacher designs language-improvement activities to help students successfully present the final outcome of the project. The activities may focus on skills for successful oral presentations, effective written revisions and editing, persuasive debates, and others. The students should focus on form at this point.

The nine of all, Students present the final product. The students present the final outcome of their projects, as planned in Step 2.

The last of all, students evaluate the project.The students reflect on the language mastered and the subject matter acquired during the project. They are also asked to make recommendations that can be used to enhance similar projects in the future. The teachers provide students with feedback on their language and content learning. With the six factors to be thoroughly considered and the ten steps to be carefully followed, the benefits of PBL can be at most yielded by both students and teachers. The following section shall suggest several examples of English learning projects.

2.1.4 Project Based Learning in EFL Student

Constructing methodologies for second language learners have proven various learning theories that have been developed during the 20th century (Simpson, 2011). One of them is the use of project-based learning. According to Fried-Booth, (1997) Project-based learning serves as a bridge between using English in the classroom and using English in real-life situations outside the classroom (Bas, 2008). Most teachers, seeing the value of projects that attract and challenge students, have planned field trips, campuses, and interdisciplinary activities that enrich and enrich the curriculum (Baş & Beyhan, 2010). Then when students work in teams, they would feel they need the skills to organize, negotiate, and be responsible for the tasks they are doing. Zahran (2018) also shows that PBL has a positive influence on student written performance (Alotaibi, 2020).

2.1.5 Students' Challenges on PBL

Implementing a project-based learning model is not easy, especially for teachers who are not familiar. The challenges of project-based learning are related to the difficulty of implementation(Çelik et al., 2018). The obstacles may be encountered while the process is running. Facilitating PBL is a challenge that can be left to a large extent by the teacher's response including all ideas about co-teacher skills for PBL and project organizing(Aksela, 2019). Perceiving time, executing projects and executing projects within school schedules and project-based experiences is the most challenging when implementing project based learning (Harris, 2014). Moreover, determining the problem and selecting significant content is not easy so it takes a very long time. Students also often

encounter problems when working together in groups because PBL is done collaboratively.

2.1.6 Advantages and Disadvantages of PBL

Each learning model has advantages and disadvantages. Likewise, the project-based learning model (PBL) also has advantages and disadvantages that need to be considered for its success.

a.   Advantages:

Besides being able to improve students' creativity and critical thinking skills by providing constructive feedback to each other, which helps students realize their strengths and enhance student interaction, PBL can also make them more confident. According to Haines (1989), afrequently mentioned benefit is improved language skills. Because students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context and participate in meaningful activities that require authentic language use. Then, project work generally motivates students, especially teenagers. Because, through PBL children can learn from the process (Bell, 2010). Students' team-building skills, which are a must-have in the future work environment, are easy to develop in PBL, as successful projects can only be fulfilled in well-organized teaching, with distributed and mutually supportive functions. Learners are able to observe how their ideas, plans, suggestions and thoughts can be successfully adopted and implemented to fulfill the project. They are more independent than in traditional learning, which helps them build

decision-making abilities. They can also interact with each other freely by completing projects in groups, so that they get to know their peers better.

In addition, PBL also allows students to develop a desire to learn that goes beyond traditional schools. Because basically students usually study independently motivated by relevant projects, and most of the students enjoy doing project work rather than traditional prescriptive work. Projects also provide acceleration opportunities for students who want to develop quickly, because students pay more attention and work on projects more seriously than daily routine tasks.

b.   Disadvantages:

Project-based teaching is not always the most effective model and cannot be applied to every effective teaching and learning process. Efficiency or efficiency is best at "effectiveness", in this context, the comparison between the comparisons made or the dedication shown by students and the level of understanding gained is different from other learning models. Research and discussion took longer than expected. Some theorists believe that such teaching methods are in direct conflict with cognitive research which shows not only that learners in the novice stage do not pay attention to critical problem features or use effective problem-solving strategies, but that they do not have to do(Holm, 2011) .

According to Kirschner, Sweller& Clark (2006) project-based learning may miss the mark by leaving too many novice learners. Then, sometimes it is difficult to find students with low motivation in this form of learning. Students with a history of failure generally have low levels of curiosity and may be reluctant to explore new concepts, as a result of previous negative experiences.

And if the process of solving this problem is done personally, because sometimes there are some difficulties faced by the different characters in each group member. Such as, it's hard to manage time,communicate, etc.

If students do not have prior material with the proposed material, it is difficult to use the project method, unless the teacher first presents an assignment that they can do and then uses it as a basis for the project itself.

2.1.7 Types of Translation

According to Catford (1965) formulated the type of translation can also be found by rank of translation as follows :

1. Word to word translations

This rans translation is done by findings the source language lexical which is equivalent in the target language because has more than one meaning, so that careful and accurate lexical analysis must be done.

2. Group to group translation

The translation is more complete than to word to word translation but it will easier the concept of meaning of English phrase has a fixed, equivalent in another. So, provide we know of have a good command of the phrase meaning there will be no difficulty in translating it.

3. Sentence to sentence translation

In this translation, the first thing that must be conducted is to lexical (word to word) and grammatical analysis. And then the message content of the sentence on the basic dynamic and closet natural equivalent principle is done. After that

restricting of the message is arranged finally a trabslation of equivalent is obtained.

4. Paragraph to paragraph translation

In doing this, we have to do the first rank until the third one. After doing those steps the transfer to the source language message content into target language equivalent is conducted.

As conclusiom, in using those kinds of ranks of translation, we can choose them according to the material that we would like to translate or it depends on the material. if it is only a word so that the first rank is used but if it is a passage and all the rank are used of fourth rank only.

2.2 Previous Study

There are some studies which relevant with this study. First, study by Aksela and Haatainen (2019), The results of this study found that The teacher has advantages and challenge in implementing the PBL in the classroom. There are Three advantages that have found such as PBL very useful to use in their instruction such that it promotes (i) many teachers valued collaboration and a sense of community generated by PBL. Collaboration between teachers were found useful in practice (ii) the motivation category includes all answers related to positive attitude change, building self-esteem, relevance, enthusiasm and getting excited or engaged in project working. Most of the cases were related to enthusiasm (iii) in the student-centered learning category most of the cases were about students being active learners, but also comments related to working in

groups and taking different learners or students' interests into account. However, the most challenging aspects of PBL use in practice were: (i) project organization (e.g. time management), (ii) technical issues, (iii) resources, (iv)student-related challenges and (v) collaboration. Teachers' pedagogical content knowledge

Intykbekov (2017) investigated the benefits and challenge PBL for teacher and students. The finding showed the benefits for teacher such as improved discipline, better teacher-student relations. Then, the benefits for students include; skill improvement, real-world practice, better relationship between students. Meanwhile, the challenge for teacher include Lack of time, lack of knowledge and challenge for students include lack of time, lack of resources, and free-riding.

On the other hand, another research Aldabbus (2018), has done a research about investigate the possibility of applying PBL in some Bahraini Primary schools. The result of the study found that ¾ of the participant from 24 pre-service teachers was unable to implementation PBL with their students. In his study, there are various categories challenge in Implementation PBL, such as challenge for teacher include; teacher could not easily decide which topic or unit in the text book to be taught by PBL, left to teachers to decide, implementing PBL within the school schedule, not confident enough to apply PBL and lack experience. Furthermore, the challenge for the students includes; group working and lack facilities. Next, challenge related curriculum include difficult to adjust it to be taught in meaningful projects. Moreover, challenges related to schools the lack of financial resources devoted for such projects. The last challenges related to parents such as parents were not aware of the importance of project based learning

Based on previous study above the researcher differentiates the research from the previous study above is difference for place, time and the participant. In the current research, the researcher only focused on the students challenges face on project based learning at fifth semester students of English Education Department 2019/2020 academic years.