

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter focuses on presenting the research finding on the basis of the result of data analysis and discusses it. In other words, it presents the results of EFL student's difficulties and challenges on Translation project-based task in Translation class that has already gathered and analysis of reflective.

#### **4.1 Findings**

The researcher did the research and got the complete data from reflection. To gain the objectives of the research, the researcher had analyzed the data systematically. The data were analyzed to draw themes emerging from the EFL Students' challenges in Translation project based task.

Based on the students' answers, there are 20 students who have completed the reflection. The research reflection is divided into several themes, number 1 about students feeling very challenged when designing pictures and covers individually and when working in groups, number 2 about students feeling very challenged when translating regional stories into English, number 3 about students feeling different opinions and lack of communication are difficulties they face when working on projects in groups, number 5 is about students being very difficult to gather with group members, and 6 about how students solve the challenges they face, both individually and in groups. Overall, there are 5 questions in reflection. Reflection questions regarding projects that students have done in the Translation class. Furthermore, the researcher would provide an

explanation of the results of the reflection according to the theme of reflection as follows:

#### 4.1.1 Designing pictures and covers

From the results of student reflection analysis, it was found that when completing the translation project some students felt much challenged when designing pictures and story book covers. The following would be described in chart 4.1 as follows:

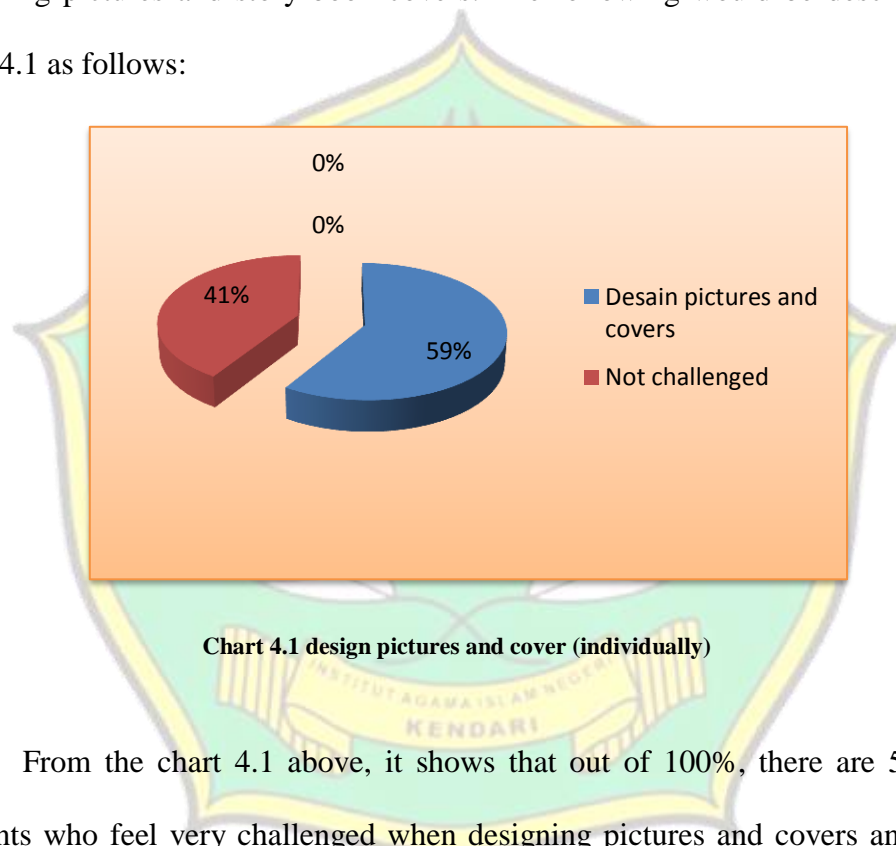


Chart 4.1 design pictures and cover (individually)

From the chart 4.1 above, it shows that out of 100%, there are 59% of students who feel very challenged when designing pictures and covers and 41% who feel not challenged. Because most of them do not have the ability to draw.

The students' responses based on the statement are as follows:

“In my opinion, the most challenging thing is to determine the design of the image because it must be adapted to the circumstances in folklore and we have to find the appropriate character”(S1).

“Deciding on the design and drawing, because I don't have the artistic talent for drawing, that's why I feel it's a big challenge for me”.(S2)

“The stage of determining the most difficult image design. Because none of us are good at drawing illustrations, let alone illustrations about folklore in the past”.(S3)

“Deciding on the design of the image, analyzing the story and turning it into an image is a difficult step, especially since I don't have the ability to draw at all”.(S4)

“In my opinion the most challenging is in determining the cover because the cover that is made must be in accordance with the story that we raise in the project. So in determining the cover, we must also be careful so that the results match what we are facing”.(S5)

“ Deciding on image and cover designs story. I think this stage is quite difficult and we have to consider what materials we would use as covers and materials”.(S6)

“Deciding on the design of the picture and cover of the storybook”.(S7)

“The most challenging stage is the stage of determining the design of the drawing because at this stage it is difficult for us to adjust the story with the appropriate picture, especially some of us are not experts in drawing”.(S8)

“In a translation project, I think the most challenging thing is to determine the design of the images and book covers. Because in our group, almost all of us are not very good at drawing, and when we wanted to do that by taking photos as the design of the book, we also had to use ourselves as models”.(S9)

“The most challenging thing was determining the design of the drawing, none of our group was able to draw objects well, so we chose photo sketches as our project material” (S10)

#### 4.1.1.1 When working in collaboratively

From the result of students’ reflections, it was also found that students felt the same challenge. Such as designing pictures and story book covers when working on projects in groups, and would be described in chart 4.2 as follows:

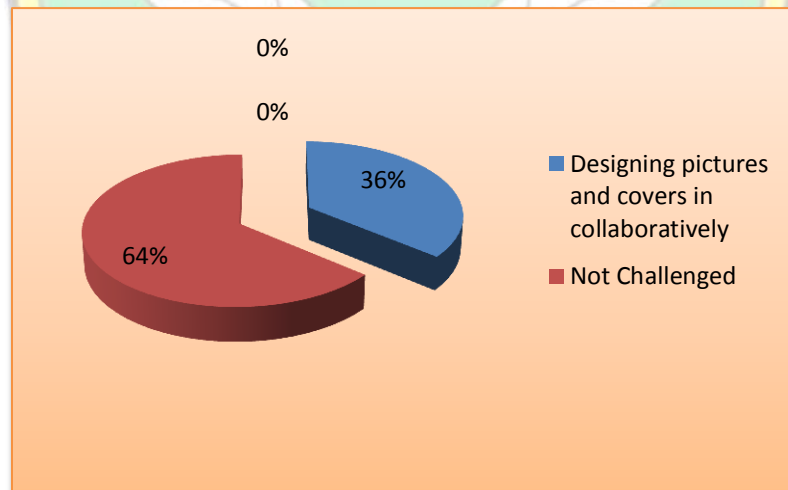


Chart 4.2 Design picture and cover (collaboratively)

From diagram 4.2 above, it shows that out of 100%, there are 36% of students who think that in working collaboratively, one of the biggest challenges they face is designing pictures and story covers and there are 64% who feel not

challenged, because in the group most of them do not have talent. On drawing.

The students' responses based on the statement are as follows:

“The difficulty I experienced was when I finished the folklore drawings. In our group there are no group members who have drawing skills so we have to ask other people for help”. (S1)

“The difficulty I face when I'm in a group is drawing, that's why I prefer to write stories or color instead of drawing”. (S2)

“Our difficulty together is only in the difficult problem of drawing the characters in the story. After that, is nothing”. (S3)

“The first difficulty is the difficulty of determining the story to be chosen, the second is determining the design of the image that would be displayed in the story. I got these two difficulties because it was difficult for me to determine the design of the story and me and my group were confused which folklore we would use”. (S4)

“The difficulty I feel is only in the drawing process which must be adapted to the story because I can't draw” (S5)

“The difficulty I felt in completing this project task in groups was when I was going to determine the design of the image and cover for the story book, where we had to discuss first, expresses our respective opinions and agrees on them”. (S6)

”For the difficulties I experienced in the group, namely being in the drawing section, coloring because I am not a person

who is good at the drawing and my group mates are less active in working on this project”.(S7)

#### 4.1.2 Translating

From the results of student reflection analysis, it was also found that students also felt much challenged when translating regional stories in completing translation projects. The following would be described in chart 4.3 as follows:

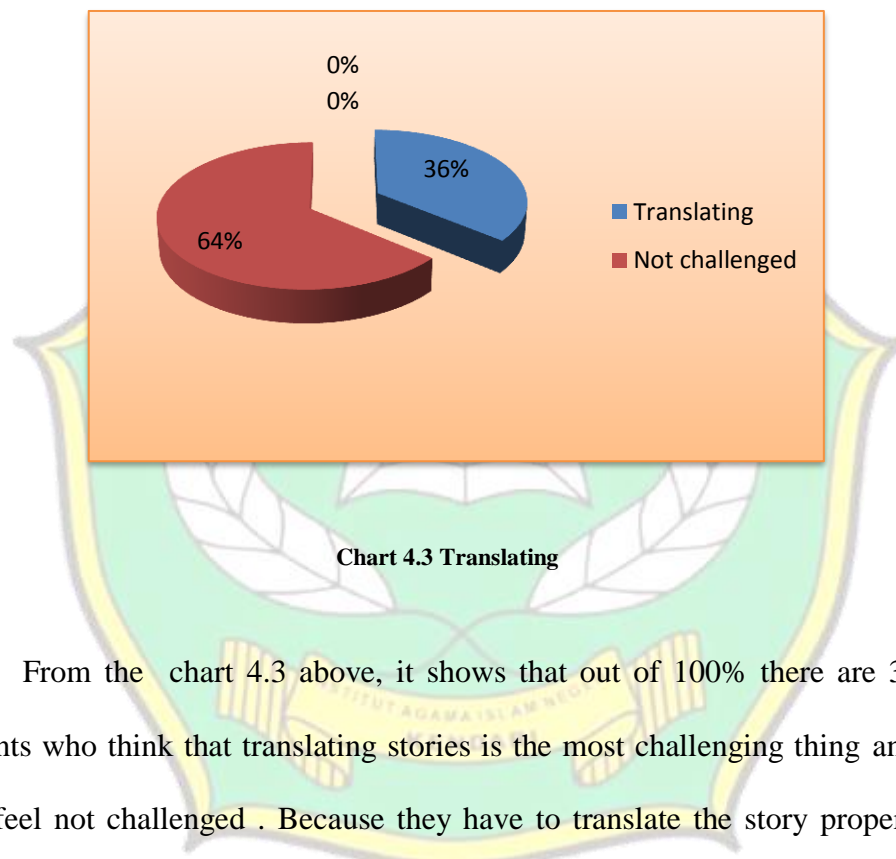


Chart 4.3 Translating

From the chart 4.3 above, it shows that out of 100% there are 36% of students who think that translating stories is the most challenging thing and 64% who feel not challenged . Because they have to translate the story properly and correctly according to the translation rules they have learned and good grammar rules. The students' responses based on the statement are as follows:

“From the three stages we did, the stage of translating regional stories into English was the stage that challenged my ability the most. me and my group must be able to translate the local language into English properly and correctly according to the translation rules that we have learned in the translation class”.(S1)

“From the three stages in the process of making the translation project, in my opinion the most challenging stage is translating regional stories into English because maybe my Indonesian is not good, moreover, I don't know any regional languages, so that's what made it the most difficult for me to learn”. (S3)

“translating regional stories into English. but with a group of friends who can help it would be resolved in a timely manner”.(S4)

“Translating regional stories into English because it is quite difficult to find the right and appropriate words for the folklore”.(S5)

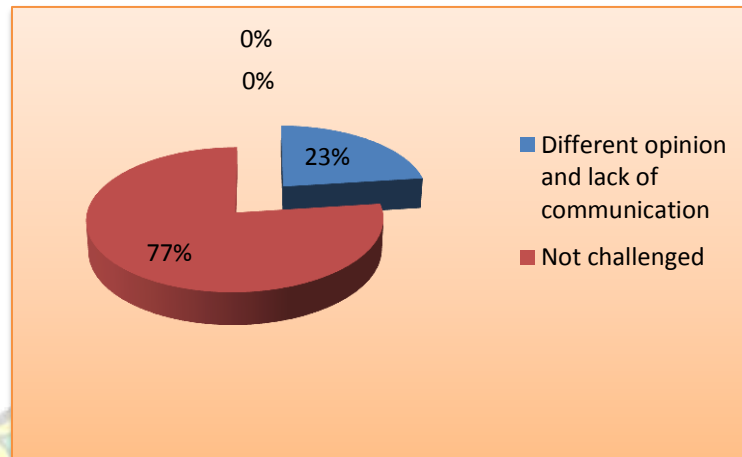
”In my opinion, the most challenging stage for me was translating stories into English, because at that stage my friends and I were asked to make our own translations of our respective folk tales into English to the best of our abilities. I am very aware that there is a big challenge because I think this stage can improve my translating skills”.(S6)

“Translating stories into English and making pictures. Because translating something into English requires a strong ability to get the correct English story, especially in the grammar aspect. Then, create an image. It also requires tenacity and patience to get maximum results”.(S7)

“Determining the design of the picture and cover of the story and translating regional stories into English”.(S8)

### 4.1.3 Different opinion and lack of communication

From the results of student reflection analysis. It was found that the difficulties faced by students when completing the project were differences of opinion and lack of communication between group members. The following would be described in chart 4.4 as follows:



**Chart 4.4 Different opinion and lack of communication**

From chart 4.4 above, it shows that out of 100% there are 23% of students who think that one of the challenges they feel when working on projects in groups is the difference of opinion and lack of communication between group members and 77% who feel not challenged. The students' responses based on the statement are as follows:

“The difficulty is when the group members are not compact, to determine the title, picture and even time and place to do the task too long because each one is busy”.(S1)

“The difficulty I experienced in the group was the lack of communication because we were far apart. and being in the drawing and coloring section because I am not a good person in saying that and my group mates are less active in



working on this project. But me and other group mates can solve it without any problem” . (S2)

“ In completing the task in groups on this project I had quite a bit of difficulty because we had different opinions. We've even disagreed on choosing stories and image designs. In addition, in my group there is also a senior brother so it is very difficult to schedule a meeting to gather and discuss the project. Even though we discussed through the WhatsApp group, it was not optimal. Because sometimes there are members who don't have a data package, resulting in a lack of group communication”.(S3)

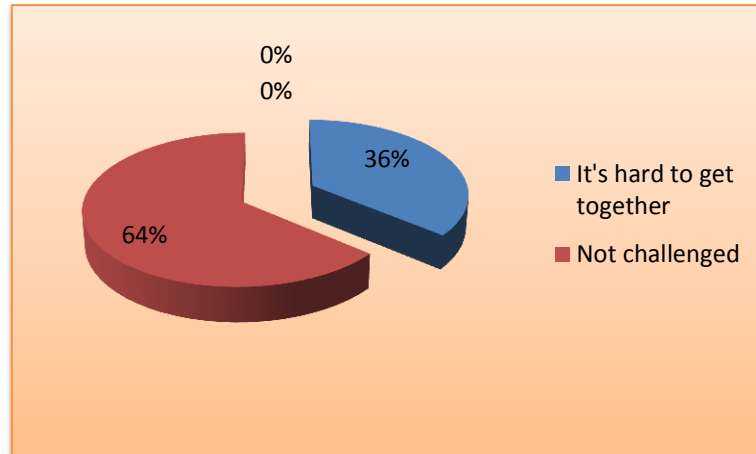
”The difficulty faced when working collaboratively is regarding communication between group friends which is sometimes difficult to contact each other for project completion. And how to translate the story from Indonesian to English with proper grammar and meaning”. (S4)

“The difficulty I felt in completing this project task in groups was when we were going to determine the design of the image and cover for the story book, where we had to first discuss each other's opinion and agree on it together. During the process of drawing and coloring the design of the image, it was also difficult because we had to do it carefully and neatly” (S5)

#### **4.1.4 It is hard to get together**

From the results of data analysis, it was also found that another difficulty faced by students when completing the project was the difficulty of getting

together and when they wanted to work on a project together. The following would be described in chart 4.5 as follows:



**Chart 4.5 It's hard to get together**

From chart 4.5 above, it shows that from 100% there are 36% of students answered that the biggest challenge faced when moving them openly was the difficulty of getting together for several reasons, such as the busyness of each of the group members, living far apart and there are no conditions to be used. Moreover also there are 64% students who feel challenged. The students' responses based on the statement are as follows:

“The difficulty I get is that sometimes there are friends who are difficult to contact because they are busy and it is difficult to get together because the location is far apart”.

(S1)

“The difficulties I feel when I work collaboratively are when I call together, the reason is usually because the house is far away or there is no vehicle to go to campus”.

(S2)

“The difficulties are the distance between the members of the group that is far away, it is difficult to divide the time for the work and it is quite difficult to find materials for

making books, as well as drawing the characters in the book”. (S3)

“The difficulty is finding time to get together and work on projects together”. (S4)

”It's hard to get together to work on a project” (S5)

”In completing the task in groups on this project I had quite a bit of difficulty because we had different opinions. We've even disagreed on choosing stories and image designs. In addition, in my group there is also a senior brother so it is very difficult to schedule a meeting to gather and discuss the project. Even though we discussed through the WhatsApp group, it was not optimal. Because sometimes there are members who don't have a data package, resulting in a lack of group communication”. (S6)

“The difficulty I feel when working collaboratively is when I gather group friends to work on the project, because each of us is busy so we find it difficult to get together”.(S7)

#### 4.1.5 Students feel that the time given is enough

From the results of data analysis, the researchers also found that students thought that the time given by the lecturer was enough to complete the translation project. The following would be described in chart 4.6 as follows:

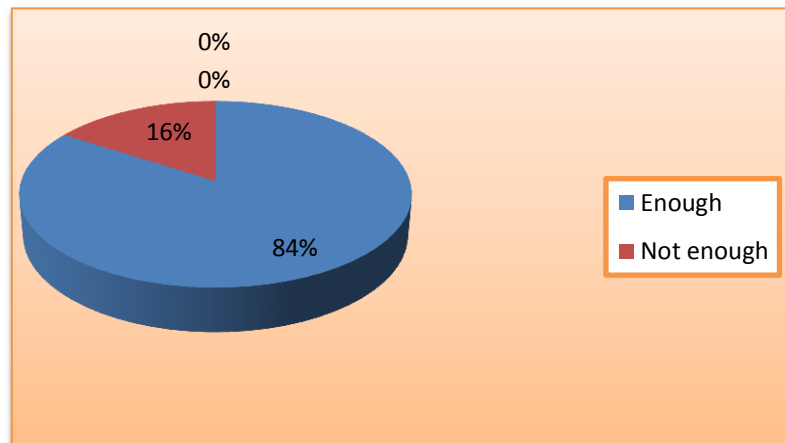


Chart 4.6 Students feel that the time given is enough

Based on the chart 4.6 above, the third question of the reflection show that the time that given by the lecture it was enough where 80% students answer enough and 16% students not enough because the several reasons, such as laziness and incompatibility of group members. In addition the lecture also gives extra time to finish the project. It can be seen from the students answered that

“It is enough for me, in my opinion, if the time is extended, it would be used to relax because I know that there is still plenty of time, but not if the time given is short”. (S1)

“It's enough because the duration is long because the duration is more than a week. With that much time we are given the opportunity to prepare the ingredients careful”(S2)

“the time given by our lecturer was enough for me and my group of friends to complete our translation project so that the work on this project can be completed in accordance with the time limit given”(S3)

“It's enough in my opinion, in my opinion if the time is extended it would be used to relax because I know that there is still a lot of time, but not if the time given is tight”(S4)

“It's enough because I think the time has been measured according to the students' needs in working on the project. It's just a matter of how students make their time efficient to do it according to the allotted time”. (S5)

“I think that's enough, because we can finish it on time”. (S6)

“Enough because the time given is quite long, besides that the lecturer also opens a consultation session so that we can complete the project on time” (S7)

“the time given by our lecturer was enough for me and my group of friends to complete our translation project so that the work on this project can be completed in accordance with the time limit given” (S8)

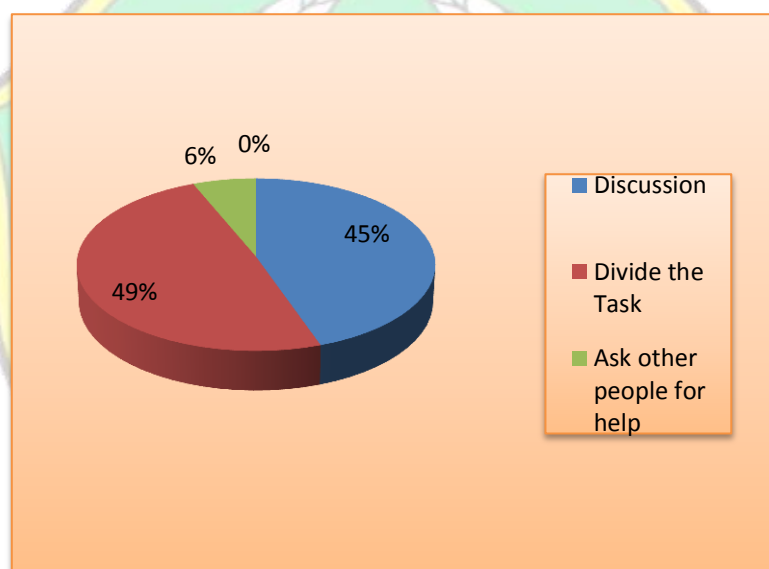
“I think that's enough, because we can finish it on time” (S9)

“It's enough because I think the time has been measured according to the needs of students in working on projects. It's just a matter of how students make their time efficient to do it according to the allotted time” (S10)

So it can be concluded that the students don't have lack time to finish the project. Therefore, time doesn't become one of challenges faced by the students in completing the project.

#### **4.1.6 Students' ways to face their challenges and difficulties to finish the project**

From the results of data analysis, the researcher found that students have several ways to overcome the challenges they face when completing the translation project. The following would be described in chart 4.7 as follows:



**Chart 4.7 the ways to face students' challenges**

From the chart 4.7 above, it shows that there were several methods students used to face the difficulties and challenges they faced when working on this project in groups or individually. There are 49% who choose to share tasks with each member of their group, 45% who choose to always discuss and keep communication going well while working on projects together. And 6% of students who choose to ask their acquaintances or friends for help.

#### 4.1.6.1 Discussion with group member

In completing the translation project, some students choose to discuss with their group members to face the challenges they get. As narrated of some of students' reflection:

"The way I deal with the difficulties and challenges I feel is by discussing with my group friends and finding solutions together"  
(S1)

"By discussing again with friends to discuss solutions the problems and the best options when deciding something".(S2)

"The first way is, maintaining good communication with group friends, every challenge faced in this project can be overcome by good communication between fellow group members"(S3)

"The way is to discuss together and divide the tasks of each group member so that it is quickly finished and for the drawings, we ask for help from acquaintances who have the talent to draw"  
(S4)

"The way I face difficulties and challenges is by always communicating with my group members so that whenever there is a problem we solve it together".(S5)

From the students' narration above, it is revealed that to face the challenge of good communication with group members is very important. So that everything goes well.

#### 4.1.6.2 Divide the task with their group member

In completing the translation project, some students choose to divide the task with their group members to face the challenges they get. As narrated of some of students' reflection:

"The way to deal with the difficulties faced is by communicating a lot with group friends and dividing each assigned task and not delaying the assigned task"(S1)

"The way I deal with the difficulties that I feel when working on this project is that I distribute tasks to the group team, such as someone whose job is to find inspiration, someone to translate, someone to draw, someone to color and also something that would be written down, so the project this time everything went smoothly and finished on time".( S2)

"Usually I as chairman give assignments to be done at home before getting together to work on projects".(S3)

"The way I deal with the difficulties and challenges I feel is , I choose for take tasks that I am able to do, for example translating stories from Indonesian to English".(S4)

"Our difficulty is that it is difficult for us to gather together to work on the project to solve the problem. We always take advantage of the time in class when the lecturer has not yet entered and after the class is over we work on the project by working on it slowly".(S5)



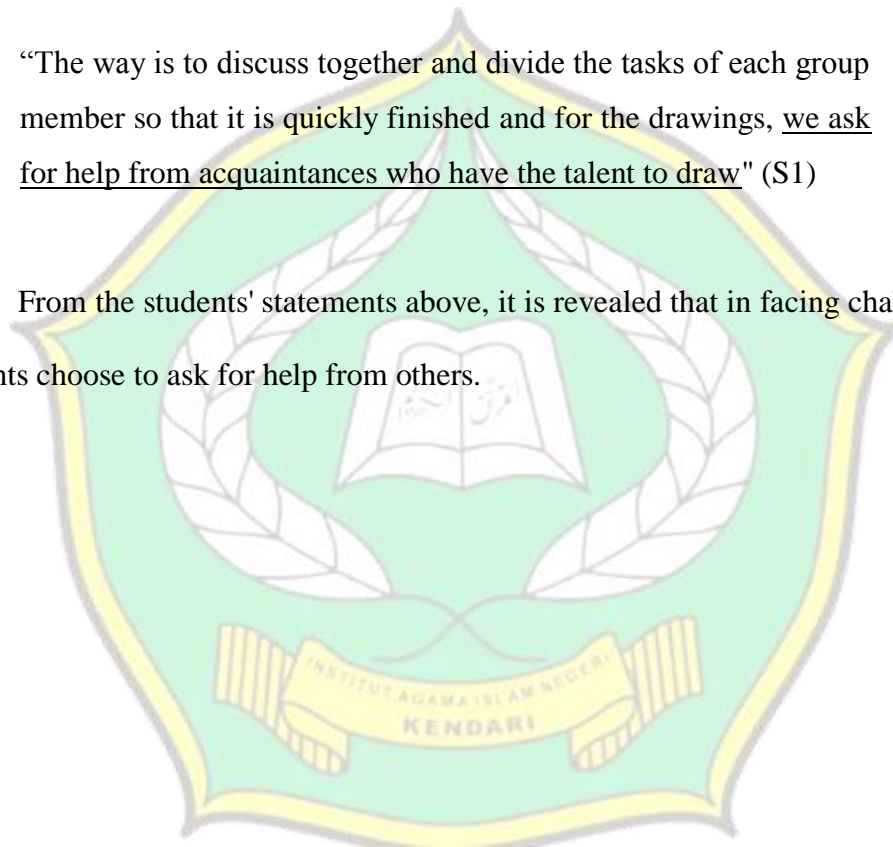
From the student narration above, it is revealed that in facing the challenge of dividing tasks is one good thing to do so that the project can be completed on time.

#### **4.1.6.3 Ask other people for help**

In completing the translation project, one student chooses to ask other people for help to face the challenges they get. As narrated of some of students' reflection:

“The way is to discuss together and divide the tasks of each group member so that it is quickly finished and for the drawings, we ask for help from acquaintances who have the talent to draw” (S1)

From the students' statements above, it is revealed that in facing challenges students choose to ask for help from others.



## 4.2 Discussion

In this section, the researcher presents a discussion of the research results. This study describes the responses of EFL students to the challenges they face when working on a translation project in a translation class. The data were obtained through reflection. The results showed that students had several challenges when working on the project. Based on the results of student reflection analysis that identified EFL students' responses to the challenges they faced while working on a translation project, there are five aspects described in this study.

The first aspect describes the challenges students encounter while working on projects. Data analysis showed that students faced several challenges while working on the project. The first challenge is that students find it difficult to find local stories to translate, because the stories are limited, and there are many groups. Second, students feel very challenged when they want to design pictures and story covers that they would make. This view is supported by (Aksela, 2019) who found that one of the challenges students feel when working on a project is the project arrangement they make. However, Aldabus (2018), found a challenge in a different context. He found that  $\frac{3}{4}$  of the participants of 24 pre-service teachers were unable to apply PBL with their students. In learning, there are various categories of challenges in implementing PBL, including challenges for teachers including; teachers cannot easily decide which topics or units in the textbook PBL would teach, it is up to the teacher to decide, implement PBL in the school schedule, are not confident enough to implement PBL and lack experience.

The second aspect is a translation, some students' answer that they have difficulties in translating from English to Indonesia both of individual task and

group task. They said that the reasons' that makes them difficulties are because they don't understand language and they lack in vocabulary and grammar. This view is supported by Sari; Antoni; Eripudin,( 2016)who writes that 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 determining the meaning well and lack of knowledge. In the same vein Ibrahim(, 2017) highlights that student's difficulties in translating because of grammatical categories, linguistic level, lexical items, ad some difference between source language with target language.

In the third aspect, explaining that students find some difficulties when working on projects in groups. Where students find it very difficult to gather together when they want to work on a project. And students also have difficulty communicating because of frequent disagreements that make them not cohesive. However, (Alfares et al., 2017) found difficulties faced by students in different aspects, he found that students often perceive learning in groups as 'wasting-waste of time '. This is especially the case in mixed groups, where students of different ability levels work together. Some students said that in this group, students tended to ask friends for help too often. So they think this would disturb their concentration.

The third aspect is the Lack of time, on the contrary with previous study examined by Intykbekov, (2017) and Harris, (2014) show that one of difficulty that they face when working project lack of time become the most difficulty in implementing PBL both for teacher and students.The result of this study shows that all students mentioned that the lack of time is not one of the most significant

difficulties in PBL implementation. The students felt that time that given the lecture was enough. In addition, the students said that the lecture also gives extra time to consult the project.

Further, the last aspect explains how students' strategies to overcome the difficulties they face while completing the project. From the results of student reflection analysis, it is known that some students choose to discuss with their group members, because through discussion they can exchange ideas with each other. and there are some students who choose to divide the task to each group member. to complete the project successfully. However, the results of the research by (Cintang et al., 2018), found that there are several ways that can be used to overcome the challenges faced when working on projects, namely by modifying projects that are difficult to work on and adjust the tools and materials needed in accordance with the availability of natural resources in the student environment.

