

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Translation can be a skill that students can have as a fulfillment of current needs. Based on Alkhatnai (2017), the student's current needs include having entrepreneurial skills, and translating can be a valuable alternative for that. Along with the times, learning to fulfill translation skills must also be adjusted. Some modifications must be made to give students additional opportunities to practice translation in the classroom (Hilmi & Safitri, 2022).

Considering the situation, numerous teaching models have been created to improve teaching translation and make it more relevant to students. One of the models is project-based learning. It has a significant impact on the growth of cognitive competence, which serves as the foundation for knowledge construction, as well as the development of skills, attitudes, and principles that make up translation competence, the professional competence that students must develop (Serrano, et. al., 2022). The fundamental element of project-based learning is that students are engaged and challenged to think critically as they learn and apply new knowledge to real-world issues. The lecturer serves as a facilitator, collaborating with the students to formulate relevant questions, establishing purposeful tasks, supporting the development of both knowledge and social skills, and carefully evaluating what the students have gained from the experience.

One of the universities in Tasikmalaya, West Java, Indonesia, majoring in English Education department provides a course that is focused on the translating and interpreting to help students develop this proficiency. The Translating and Interpreting course teaches students the theoretical and practical elements of translating and interpreting from English into Bahasa Indonesia or vice versa. Short texts on various topics, such as sociocultural issues, education, language, international relations, and various current problems occurring in the global context, are translated from English into

Bahasa Indonesia. The topics covered include a brief introduction to the concepts and principles of the translating and interpreting, the requirements of a good translator, the criteria of a good translation, and the translation practices. This course uses project-based learning as a learning method. The implementation of the project-based learning method in the Translating and Interpreting course includes several projects including Newsreader Interpreting, Subtitling, Song Cover and Mini Tour Guide Project. The project is broadly implemented with dividing students into small groups and each group carries out the project, each group was given an explanation of their duties and responsibilities. Students in each group identify problems and solutions regarding the project to be carried out according to their knowledge. Then students in each group seek information from various sources or ask the lecturer to gain an understanding of the project. Armed with the information obtained, students work together and discuss understanding the problems in the project and find solutions. The lecturer acts as a companion.

The results of the use of project-based learning models in teaching translation have already been proven in several areas. For example, the study by Li, Zhang, and Fe (2015) shows that the students of the Business Translation course provide positive perceptions regarding the use of project-based learning models. The same research was reported by Yang (2015) Australian and Chinese students show better comprehension and are more autonomous during class. Alkhatnai (2017) also proves that project-based learning has a positive impact on students in Translation courses. Several studies on the use of project-based learning models in translation courses have been carried out. However, scarce studies have focused on the benefits of the use of project-based learning in the Translating and Interpreting course specifically. Thus, to fill this gap, this research attempts to find the benefits of the use of the project-based learning model in the Translating and Interpreting courses in the Indonesian EFL context.

## 1.2 Formulation of the Problem

The research question in this study is “What are the benefits of the use of project-based learning models in the translating and interpreting course?”

## 1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides the definition related to this study as follows:

**1.3.1. Project-based Learning** It is a teaching model in which students actively participate in each instructed project activity. Projects undertaken include Newsreader Interpreting, Subtitling, Song Cover and Mini Tour Guide Project.

**1.3.2. Benefits on the use of Project-Based Learning** It is the advantages that students get from implementing the project-based learning model.

**1.3.3. The Translating and Interpreting Course** It is one of the courses in the English Education Department at one of the universities in Tasikmalaya, West Java, Indonesia. In this course, students will learn the theoretical and practical elements of translating and interpreting from English into Bahasa Indonesia or vice versa.

## 1.4 Aim of the Research

This study aims to find out the benefits of the use of project-based learning model in the translating and interpreting course.

## 1.5 Significance of Study

This research is expected to generate beneficial results in three ways. Those are:

**1.5.1. Theoretical Contribution** This study contributes to the existing theories on Project-based learning

(Kilpatrick, 1918; Dewey 1938; Dewey, 1997), principles of project-based learning by Larmer et., al. (2015), and project-based learning steps by Delise & Robert (1997).

### **1.5.2. Practical Contribution**

The present study contributes to the English language teachers and the students' concerns with the use of the project-based learning model in the translating and interpreting course. Moreover, the result of this study will give an overview and reflection for the lecturers. Meanwhile, it is to increase motivation and as the overview of the students' perceptions on the benefits of the Project-based learning model in the Translating and Interpreting course.

### **1.5.3. Empirical Contribution**

The present study is expected to contribute empirical insight into the use of project-based learning in the Translating and Interpreting course.