CHAPTER II
LITERATURE REVIEW

In this section, the researcher provides theories related to the research problem. This section is divided into two parts, which are the theoretical framework and the study of the relevant research. The first part talks about theories that relate to this study, while in the second part, the researcher provides some studies that are done in previous research on the same topic.

2.1 Theoretical Framework

In this particular section, the researcher focuses on the elaboration of literature related to the topic. It covers online learning, Extensive Listening: A Theoretical and Practical Overview, online learning in the extensive listening course, and students' perceptions.

2.1.1. Project-based Learning

Project-based learning model first appeared in the early 20th century to motivate students or self-learning (Kilpatrick, 1918). This model is an effective approach and is in line with Dewey's philosophies, to which many educators have ascribed for enriched learning (Dewey 1938). It is the model of learning that uses projects as a medium in the learning process to increase students' knowledge and skills known as "learning by doing" (Dewey, 1997). Recently, project-based learning has succeeded in having a positive impact on students' development of their cognitive skills, affective skills, behavioral skills, and performance (Guo et. al., 2020). The theory has led to the development of project-based learning as a productive learning model so far. If the implementation is carried out appropriately, the advantages of this development can be maximized. According to Delise (1997), there are 6 steps of Project Based Learning as follows:

1. Connecting with the problem. The Lecturer as a mentor chooses, designs and conveys problems related to students' daily lives.

2. Setting up the structure. The lecturer creates a structure for the assignments that students must carry out. The structure is the key to the whole process of how students practice thinking through real situations and reaching the right solution.
3. Visiting the problem. Lecturers focus on the ideas students have about how to solve problems. The focus is directed toward generating facts and matters that require further clarification.
4. Revisiting the problem. After students in small groups have completed their respective assignments, they rejoin the class to rediscover these problems. The lecturer first asked the small groups to report their observations. At that time the lecturer assessed the references used, the time used, and the effectiveness of the plan to be carried out.
5. Producing a product/performance. Make the problem-solving results submitted to the lecturer to be evaluated on the quality of the content and mastery of skills.
6. Evaluating performance and the problem. The lecturer asks students to evaluate the work results (performance) of the problem study and the alternative solutions presented.

In its development, the project-based learning model has principles that form the basis of its implementation. Several principles must be understood by lecturers. There are 7 principles put forward by Larmer et. al. (2015), including;

1) The Principles of a Difficult Issue or Question

   The idea behind problem-solving exercises or crucial questions might encourage students to find solutions. Learning starts with issues and questions that teach students how to prepare for an inquiry process, which types of activities to choose, what tools to prepare, and what steps to take when solving problems or responding to questions.

2) The Sustained Inquiry Principle

It represents the foundation of an ongoing inquiry process. The beginnings of an inquiry process involve assigning problems and posing questions. The inquiry process can help students develop their capacity for critical thought, problem-solving, teamwork, and self-management.

3) The Authenticity Principle

Project-based learning's authentic guiding principle is to integrate classroom instruction with the context of real life. Three aspects that the authentic principle can be employed in project-based learning, among others: authentic in the project, authentic in the activity and equipment used in the project, and authentic in the impact of project results.

4) Student Voice and Choice Principle

Students must express their opinions and make decisions as part of the project-based learning model to fulfil the principle of student voice and choice. According to Dewey (1956), one of the activities to develop critical thinking and problem-solving skills is letting students make choices and share their opinions. When the lecturer gives some issues or important questions, for instance, students are given more opportunities to express ideas or determine the details of a project, and students are given more opportunities to respond.

5) Principle of Reflection

The project-based learning approach emphasizes reflection not just for students but also for teachers. The activity's objectives are to assess the efficacy of the inquiry process's activities, identify problems that occurred during the project, and determine solutions. Students who reflect on their learning are also more capable of improving their metacognitive skills.

6) Criticism and revision principles

It is normal practice to use the principles of critique and revision throughout the project. Groups, teachers, or even professionals might offer criticism and recommendations to help students identify inappropriate details in a project result and make the appropriate adjustments.

7) Principle of Public Product

It's a principle for publishing the project outcomes. Students have the chance to show their project results in front of the class or even in a larger setting. Students gain satisfaction and motivation to present their work by presenting the project results.

Project-based learning models have evolved since their emergence. Based on the steps and the principles of the project-based learning model above, it can be said that the implementation of project-based learning has its provisions and objectives. Among them are projects that students can complete well and can practice critical thought, problem-solving, teamwork, and self-management skills. The implementation of a good project-based learning model must also be implemented by considering the objectives of the course being taught and the current needs.

2.1.3. The Benefits and Drawbacks of Project-based Learning

Through the use of practical projects, students can acquire information and skills through project-based learning. Like any teaching model, project-based learning has benefits and drawbacks. According to Aslanidis et. al. (2016) the advantages of project-based learning is an empirical and practical process that can assist students in comprehending the information they gather. Working on a particular project makes things easier to understand compared to, for instance, a passive student listening to lectures. This method frequently centers on real-world issues or situations,

which aids in making the theoretical knowledge students are gaining applicable to real-world situations. Motivation and interest in the subject matter may rise as a result. Zevronik et al. (2021) stated that students benefit from project-based learning in terms of time management, teamwork, responsibility delegation, and prioritization. project-based learning encourages cooperation and group efforts. Students frequently work in groups where they acquire the skills necessary to assign assignments, communicate clearly, and cooperate to accomplish a common objective. Students face difficulties and roadblocks during the project, project-based learning assists them in honing their problem-solving abilities. To get beyond these obstacles, they have to think outside the box. self-directed learning, project-based learning encourages students to take charge of their education by enabling them to learn on their own. To finish their assignments, they get knowledge on goal-setting, time management, and resource-finding techniques.

There are disadvantages of project-based learning. Tsybulsky & Rozanov (2019) stated that students and lecturers have difficulties while implementing project-based learning, because it requires more time than traditional teaching methods. A curriculum may take longer to complete, which can be a problem in the time management. The implementation in assessment may have difficulties, because project-based learning projects frequently use qualitative metrics, their evaluation can be subjective. evaluation can be difficult to measure and standardize, which could result in inconsistent grading. Students' learning experiences were enhanced by project-based learning implementation, but the learning outcomes were not improved (Rambocas & Sastry, 2017). The variability in outcomes, the quality of the project, the dynamics of the student groups, and the teacher's facilitation can all affect the

project-based learning outcomes. Certain projects might not achieve the anticipated learning objectives.

2.1.3. Translating and Interpreting

The two concepts of translating and interpreting are distinct but still related. Translation is the process of changing from one state or form to another or from one language into another (Muchtar & Kembaren, 2016). It consists of words structured in phrases and sentences arranged in bigger structures in a non-arbitrary way that complies with linguistic rules with the aim of expressing a certain message. A translation is a text that has been created from another text that was originally written in a different language and that shares enough similarities with the original text to be suitable for use instead of the original. The translation is the process that occurs when a source text (ST) is converted into another language by a translator (Muchtar & Kembaren, 2016). The translator is the person who does the translation. The translator facilitates communication between speakers of various languages by creating a text in the target language (TL) that has the same communicative value as the source text (ST) (Muchtar & Kembaren, 2016).

The next is interpretation. Interpretation is the act of explaining, rephrasing, or otherwise demonstrating our own understanding of something. An interpreter is a person who interprets from one language into another for the purpose of explaining what is being said to a non-native speaker. Following Joganne von Feld's educational definition of interpretation, Johann Martin Chladenius (1710–1759) wrote in his methodical work on interpretation theory: "An interpretation is nothing else than teaching someone the notions which are necessary to be an ancient one. Learning to understand or comprehend something in its entirety, such as a speech or written work by a Greek, was a key

component of ancient educational practices. Moving past them and onto the text is the key to interpreting a text. Also, in the area described by Ricoeur's (1976) theory of interpretation, there are two opportunities for interpretation. First, understanding what the text talked about. Second, explanation or what this ego-disposal creates, which resides in what the text says.

The language fields of translating and interpreting are closely related. Yet, the same people rarely execute them. Few people can do both professionally due to the significant differences in abilities, training, aptitude, and even language understanding. The only obvious distinction between the translating and interpreting is the medium: a translator interprets written text, whereas an interpreter interprets verbally (Muchtar & Kembaren, 2016). Both translating and interpreting require a deep understanding of multiple languages as well as a certain level of language passion. In the field of education, any related translation and interpretation courses should be building competence in translating and also interpreting (Enríquez Aranda et al. 2010: 143), which can be defined as developing the cognitive activities needed when the translating and interpreting (Hurtado Albir 2001: 375). Cultural competence (linguistic and extralinguistic) is one of the key subcomponents of translating competence, but "little emphasis has been given to how translators learn foreign languages" (Enriquez Aranda 2003: 127).

Based on the explanation above, it is very clear that the two activities of translating and interpreting are distinct but related. To complete the course objectives, qualified lecturers are needed while teaching translation and interpreting. Putting it into practice is not easy, thus various attempts, related to this study, such as the use of project-based learning models, have been developed and are now serving as the basis for expectations that the required skills will be fulfilled.

2.2 Studies of the Relevant Research

The research has some relevant previous research, there are:

First, Alkhatnai (2017) found that project-based learning produced several beneficial outcomes and improved the student's understanding of the subject. Students understood the use of project-based learning and how it made them the center of attention, in contrast to a traditional classroom. This is new to the sample in this study, and while student-centeredness was valued, some were misled by it. The cultural impact of teacher-centeredness as opposed to student-centeredness is a factor in this problem.

Second, Apandi & Afiah (2019) stated that using project-based learning in Translation courses has advantages in developing independent learners, enhancing critical thinking, and enhancing students' attitudes toward cooperating with peers. However, there are still difficulties in translating cultural words, particularly at the beginning of lectures where there is a lack of preparation time, adaptation with group friends, and the location of observation.

Then, Hilmi & Safitri (2022) presented research that confirms any teaching subject can benefit from project-based learning. Additionally, it can be incorporated into any translation instruction. The main goal should be to preserve students' information gain while also fostering their growth in critical thinking, communication, teamwork, technical proficiency, and public speaking.

The innovation should align with the course's objectives and outcomes as outlined in the syllabus to have a substantial impact on students across a variety of domains. Additional efforts should be made to improve the study's findings, such as a comparison of the students' translation skills before and after the project to see how significantly they changed as a result of the experience. Previous research has proven that project-based learning has a positive impact on learning translation. These include learning to become student-centered, improving communication skills, and critical thinking. However, the research stated that each course is related to the translation field and none is related to

the Translating and Interpreting course specifically. Therefore, this research is devoted to finding the benefits of using a project-based learning model in the Translating and Interpreting course. Because in fact, every course that uses the project-based learning model has a different type of project and implementation.