THE USE OF PROJECT BASED LEARNING IN TRANSLATION CLASS

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Abstract
This study aims to identify and to describe student learning experiences in the Indonesian-English translation class. This study uses a qualitative method by using a case study approach with data collection methods in the form of observations, interviews and questionnaires. Observations are made to obtain data sources from direct sources. Interviews were conducted to find out whether the places visited had historical stories, legends or folktales in Cirebon districts and City that could be translated into English, and also to find out the obstacles or challenges faced during learning using Project Based Learning (PBL). A questionnaire was used to identify learning experiences in the Indonesian-English translation class using PBL. Respondents were students of the 6th semester of the English language education program who took part in the Indonesian – English translation course. Data is presented in the form of descriptive explanations and also supported by graph data to facilitate the presentation. This study shows that the use of PBL provides benefits to create independent learners, improving critical thinking and can improve attitudes in collaboration with peers. However, there are still obstacles and challenges in translation courses using PBL, namely at the beginning of the lecture in the form of less preparation time, adaptation with group mates and also the location of observations that are located some distance from the campus or where students are, and there are difficulties in translating cultural words.This research is very useful as additional information about how to use project based learning and translating text with cultural words.
Keywords: Project Based Learning, Translation, Learning Experience

INTRODUCTION

Indonesia is a country rich in local stories. Indonesia has traditionally been accustomed to listening to stories or tales both verbally and from media such as radio. In the 90s, radio media was one of the most popular media to provide entertainment in the form of fairy tales from the past. Just as in the area of three Cirebon there are many local stories related to the development of the region itself. Along with the development and development of civilization in the three regions of Cirebon, many local stories developed along with it. And these local stories can be categorized as local wisdom.

Local Wisdom is all forms of knowledge, beliefs, understanding, or insights as well as customs or ethics that guide human behavior in life in the ecological community (Keraf, 2002). Based on the information above it can be seen that knowledge, beliefs,

understanding,insights,customs and ethics is a form of local wisdom. In this case it is appropriate with local stories that contain elements in it.

The translation is a craft consisting in the attempt to replace a written message and / or statement in one language by the same message and / or statement in another language. (Newmark, 1981: 7). The information above can be interpreted that translation is expertise consisting of efforts to replace written messages or statements in one language with the same message or the same statement in another language. So based on the information above, the translation must contain the same contents between the source language and the target language.

The importance of translating local stories that are around us is an effort to keep the younger generation to know the local stories that are around them. And this will indirectly guide them to find out the original Indonesian story because previously they were more interested in stories that exist from abroad.

The fact shows that the young generation has almost forgotten the local wisdom in the community along with the development of smartphones in this decade. Many people do not know traditional gamesanymore. So in my research I applied project based learning in translating Indonesian texts into English and the original text must be sourced from local stories in the three regions of Cirebon.

Project-based learning (PBL) is a model or approach to innovative learning, which emphasizes contextual learning through complex activities. The focus of learning lies in the concepts and core principles of a discipline of study, involving students in investigating problem solving and other meaningful tasks, giving students the opportunity to work autonomously to construct their own knowledge. and at the end of learning, students can produce products. Usually, it requires several stages and several durations, not just a series of class meetings, and collaborative group learning. The project focuses on product development or performance (performance), which students generally carry out activities: organizing their group learning activities, conducting studies or research, solving problems, and synthesizing information.

Project-based learning (PBL) is innovative student-centered learning. the teacher as a motivator and facilitator, where students are given the opportunity to work autonomously to construct their learning. The core activity of PBL is project-based learning (activities) as the core of learning. In this activity, students carry out exploration, assessment, interpretation, and synthesizing information to obtain various learning outcomes (knowledge, skills, and attitudes).

Thomas, 2000 said that Project-Based Learning (PBL) are complex tasks, which are based on challenging questions or problems, which involve students in design, problem solving, decision making, or investigative activities; gives students opportunities to work autonomously for long periods of time; and finally produce real products or presentations.

Mahanal et all., (2010) said that PBL is learning by using projects as a learning method. Students work in real terms, as if in the real world who can produce real products realistically.

Collaborative learning in this case shows that between students in a group of interdependencies in completing the project and between students one with another student will achieve a goal if in the group can achieve common goals (Slavin, 1995; Arends, 1998; Heinich et al., quoted by Nayono 2013).

PBL helps students in learning and skill through task and authentic work. Learning situation, environment, content, and relevan task, realistic, authentic

provide natural complexity that gives students' self experience through object and information brings suggestive meaning (mahanal,2009). Moreover, according to Kamdi (2007) explains that PBL supports the process of knowledge construction and development of students' productive competence that actually appears in the forms of occupational/technical skills, and employability skills.

Project-based learning requires a comprehensive teaching approach in which the student learning environment needs to be designed so that students can investigate authentic problems, including deepening the material on a topic subject, and carrying out other meaningful assignments.Usually, project-based learning requires several stages and several durations, not just a series of class meetings, and collaborative group learning. The project focuses on product development. Generally,students carry out activities: organize their group learning activities, carry out assessments or research, solve problems, and synthesize information (Corebima, 2009). Project Based Learning has the following characteristics: 1). Students make decisions about a framework.2). Problems or challenges raised to participants. 3). Student participants design a process to determine solutions to the problems or challenges proposed. 4). Students are collaboratively responsible for accessing and managing information to solve problems.5). The evaluation process is carried out continuously. 6). Students periodically reflect on the activities that have been carried out.7). The final product of learning activities will be evaluated qualitatively. 8). The learning situation is very tolerant of mistakes and changes.

Characteristics of Project Based Learning (Susanti, 2017) have four different main characteristics in: content, conditions, activities and results. The four

characteristics are as follows: 1). Contents Focused on students' ideas, namely in forming their own picture of working on relevant topics and student interests that are balanced with daily student experiences.2). Conditions focused to encourage independent students, namely in managing tasks and study time. So in learning translation material, students look for sources of original text information independently from various references either directly to historical sites in the Cirebon area or from books or the internet. 3). Activity is an effective and interesting strategy, namely in finding answers to questions and solving problems using skills. Activities are also a building in initiating students' knowledge in transferring and storing information easily. In the translation material students are required to be active, looking for the original historical texts of several places in the Cirebon region which will be used as a source of language to then be translated into Indonesian which will eventually be translated into English. In this activity, students are trained to have the skills to solve problems and various learning goals to be achieved. 4) Results are the application of productive results in helping students develop learning skills and integrate into perfect learning, including strategies and the ability to use cognitive strategies solution to the problem.

Local Wisdom is all forms of knowledge, beliefs, understanding, or insight as well as customs or ethics that guide human behavior in life in the ecological community (Keraf, 2002). Meanwhile, according to Gobyah 2003 (Maryani, 2011) and (Ernawi, 2010) local wisdom is defined as truth that has been directed or fixed in an area.

From the two definitions, local wisdom can be interpreted as a value that is considered good and right that lasts for generations and is carried out by the

community concerned as a result of the interaction between humans and their environment.

Forms of local wisdom in society are: values, norms, ethics, beliefs, customs, customary law, and special rules. Substantially, local wisdom can be in the form of rules regarding: 1). Institutional and social sanctions; 2). Provisions on the use of space and the estimated season for planting; 3). Preservation and protection of sensitive areas; 4). Forms of adaptation and mitigation of housing to climate, disasters or other threats.

Here are some functions of local wisdom: 1). For conservation and preservation of natural resources. 2). For the development of human resources, for example, related to life cycle ceremonies. 3). For the development of culture and science, for example the traditional ceremonies. 4). For advice, belief, literature, and abstinence.

Translation II course is an advanced course where students are able to understand some of the translation techniques, methods and procedures that have been learned in Translation I. In Translation II, students are given a project to translate three languages, namely local languages (Sundanese, Javanese, Cirebon) - Indonesian - English. Original text material must contain local wisdom from historical places in the Cirebon area. It is intended that students can learn local wisdom from some of the areas mentioned above and are also able to translate it into Indonesian and English.

The results of research relating to project based learning (PBL) and local wisdom are: First is the research conducted by Ahmad Muam (http://jurnal.ugm.ac.id/jla/article/download/28315/17252) with the title " Project Based Learning in Foreign Language Translation Classes for Vocational Education ". The research aims to identify the barriers and challenges of project-based learning for translation courses in vocational education. The research uses a case study approach in the method of data collection in the form of interviews and questionnaires. And the results of the study revealed that there are facts that show, namely: lack of time allocation, lack of quality preparation and lack of experience of lecturers in implementing PBL.

METHOD

The research adopted qualitative approach and putting case study method completed by interview and survey and questionare as method of data collection.this is in accordance with Creswell's theory :

> *Case study research is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bonuded systems (cases) over time through detailed, indepth data collection involving multiple source information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes* (Creswell, 2007, 73).

This study uses several places including: Sunyaragi Cave, Kasepuhan Palace, Petilasan Nyimas Ganda Sari, Plangon and Puser Gunung Jati. The places above are places that have local wisdom values in region 3 Cirebon. So the variables observed in this study were the project of local wisdom assessment and three language translation.

The data collection techniques in this study using triangulation: observation, questionnaire, and interview. After obtaining the data, the researcher processes the data and groups students and divides individual assignments into groups. One original text is shared by a number of students in groups and made

into individual assignments to be translated into Indonesian and English. Researchers guide students to study local wisdom that can be found and guide the translation process. After all the tasks are collected in groups, the researcher then does the editing and makes teaching materials in the form of three language texts.
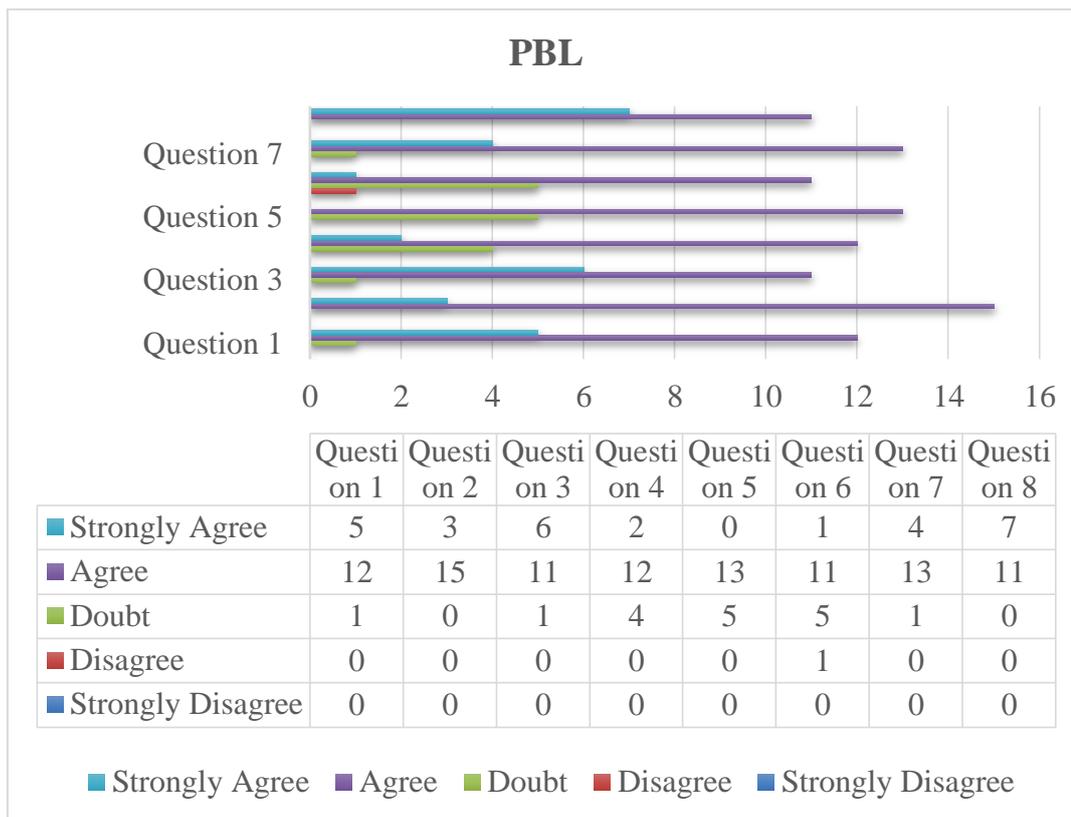
RESULTS AND DISCUSSION

Observation Data
At the beginning of the lecture translation 2, lecturers and students made an agreement on the application of PBL in the translation class. Among them is that it will be agreed that there will be two field observations to places that contain historical stories, folklore or also legend stories and divide students into five groups and each group will observe and explore stories, history contained in each place. In this case lecturers and students are directly involved for field trips to explore the stories contained therein with the help of a caretaker at each place visited, so that students get a reference from the direct speakers. Direct interviews were carried out by students at each key meeting and students made recordings related to interviews they conducted at each place. The activities were carried out by five groups that had been agreed at the beginning of the lecture. Photographs must also be carried out by each group to be reported during the presentation of observations.

The next step is the observation report obtained by each group and presented in front of the lecturer. Students must show the recording of activities in the form of photos/ videos and also recordings of direct interviews with resource persons that have been carried out during the observation. Furthermore, students must show the results of interviews about local stories contained therein. Each group presents a local story obtained in Indonesian and also the original language of the local story according to the region. There are 5 regions visited and contain local stories, history or legends, namely: Sunyaragi Cave, Kasepuhan Palace, Puser Bumi, Plangon, and Petilasan Nyimas Gandasari.

Questionnaire Data
The next step the lecturer gives a questionnaire about the learning experience using PBL. Before distributing questionnaires to students, expert validation was first carried out in a workshop and the following results of students' responses to the use of PBL in the translation class.

PBL

	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8
Strongly Agree	5	3	6	2	0	1	4	7
Agree	12	15	11	12	13	11	13	11
Doubt	1	0	1	4	5	5	1	0
Disagree	0	0	0	0	0	1	0	0
Strongly Disagree	0	0	0	0	0	0	0	0

■ Strongly Agree ■ Agree ■ Doubt ■ Disagree ■ Strongly Disagree

Interview Data

For the results of interviews from students, they found several obstacles in the observation process, namely in terms of teamwork in aligning the observation time and also the location factor that was quite far away. In addition, obstacles were found when the process of translating cultural words. The students find it difficult to find the equivalent words.

In this session the author will describe the results of the questions that have been asked to students about the use of PBL in the Translation II class. Questionnaire number one shows that the translation learning process by using PBL helps students to become independent learners, this is indicated by 12 or 66.66% of students who answered agreed that PBL learning helped them to become independent learners. Furthermore, 5 students or 27.77% of students showed a response strongly agreed that learning by using PBL really helped make them

become independent learners, while 1 student or 5.55% expressed doubt. Based on the results of the questionnaire in question number 1 shows that most students agree that learning translation by using PBL helps them to become independent learners. Furthermore, the questionnaire number 2 question whether learning using PBL can make students think critically? Most of the students answered agree that PBL learning can make them think critically. As many as 15 students or 83.33% answered agreed and as many as 3 students or 16.66% answered strongly agree. Based on students 'responses to question number 2 it can be seen that based on students' responses to questions about whether PBL makes them think critically, and most of the answers agree even the others answer strongly agree.

Collaboration is important in learning, questionnaire question number 3 about whether PBL can develop a cooperative attitude. Student responses to questionnaire question number 3 mostly

agree. It can be seen that 11 students or 61.11% stated agree, even 6 people or 33.33% responded strongly agree and 1 student or 5.55% expressed doubt. Question number 4 relates to the accuracy of students in learning translation using PBL. Most students in the translation class admit that PBL learning can improve their accuracy in working to complete the translation project, this is indicated by 12 students or 66.66% who answered agree and 2 students or 11.11% who answered strongly agree, but there are also those who answered doubt were 4 students or 22.22%.

Questionnaire number 5 raised about whether solving problems in PBL can increase self-confidence. Some respondents said that they agree with that, indicated by 13 people or 72.22%, while 5 people or 27.77% expressed doubt. Based on the data shown earlier it can be concluded that the majority of respondents stated that solving problems in PBL can increase respondents' confidence. Next question number 6 of the questionnaire is about whether having difficulties in making a product report. This question is about the difficulties in using PBL in translation classes. Based on the answers of respondents showed that the majority of respondents had difficulty in making product reports and this is indicated by 11 people or 61.11% agreed, while 5 respondents or 27.77% expressed doubt, 1 respondent or 5.55% stated strongly agree and 1 person or 5.55% said they did not agree.

Question questionnaire number 7 about whether it requires sufficient time to produce a product report. Some respondents need sufficient time in making PBL product reports. A total of 13 respondents or 72.22% agreed, 4 respondents or 22.22% strongly agreed, while 1 respondent or 5.55% expressed doubt. Next question number 8 is whether to work on presentation preparation outside of class time. Most respondents answered agree with 11 respondents or 61.11% answered agreed and 7 respondents or 38.88% answered strongly agree.

According to the analysis of the answers to the questionnaire questions above, in this study in accordance with Mahanal (2009) states that PBL helps students in learning solid knowledge and skills that are built through authentic assignments and work. The learning situation, the environment, the contents, and the tasks that are relevant, realistic, authentic, and presents the natural complexity of the real world capable of providing students' personal experiences of student objects and the information obtained by students gives a suggestive message quite strongly. Based on the answers from students it can be concluded that with PBL they feel independent in solving problems, critical in thinking, a sense of cooperation, a better level of accuracy, and confidence. This is associated with Kamdi's (2007) statement that PBL supports the knowledge construction process and the development of learners' productive competencies that actually appear in the forms of occupational/technical skills and technical employability skills.

CONCLUSION

In this study, it can be concluded that the use of PBL in learning translation provides benefits in forming independent learners, improving critical thinking and can improve the attitude of working with peers. However, there are still obstacles and challenges in the translation course using PBL, namely in the beginning of lectures in the form of lack of preparation time, adaptation with friends of a group and also the location of observation which is some distance from the campus or where students are located, and there are difficulties in translate cultural words.the use of project based learning in

this translation class is very unique because it deals with local wisdom.what is meant by local wisdom in this study is the source of the text that becomes the main reference that is related to the story in Cirebon and surrounding areas.

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