EFL Students' Perceptions of The Benefits of Project-Based Learning in Translation Class

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Article Info	Abstrak
Keywords: *Project-based learning;* *Story book making;* *Students' perception;* *Translation;*	This study aims to describe students' perceptions of the benefits of project-based learning in translation class. The project focuses on the students' perceptions and the benefits of translation project. The research method uses a qualitative approach with descriptive data analysis technique. The participants of this study consist of 25 university students. The qualitative data were analyzed by questionnaire and students' reflection adopted from Siregar (2018). The results of the research revealed that the students' responded positively to the benefits of PBL in Translation Class. It further shows that the project-based learning model can train creative thinking, collaboration, English skills improvement, and challenging hence it is suitable to be applied in Translation class.

1. INTRODUCTION

Project based learning (PBL) has been a long tradition in several countries that has been studied in the last two decades, recalling to the 19th century to the work of Francis W. Parker and John (Dewey, 1897). As the method of general education, PBL is not a new concept but it is an instructional and curricular method based on the ideas of progressive education (Hovey & Ferguson, 2014). The components of project based learning instruction are thought to have the first appeared in the 1890s when John Dewey founded his laboratory school in Chicago (Dewey, 1897). The support and use of project-based learning have been fluctuated for a long time, but currently the implementation of project-based learning in some form is common in lower education practice in several centuries.

Project based learning has been studied as an instructional method for the exceptional L2 classroom (Belland, Ertmer & Simons., 2006). Based on these studies, project-based learning appears to be an effective method for the general education in English class globally. However, relatively few studies have more specific perspective for students. In addition, it means that the high quality research to support PBL is limited (Chikita et al., 2013).

Project based learning in translation class is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving perceptions of the created project (Indarti, 2016). Translation assessment is an important part in making sure that translation text in story book more clearly and can be able to read by many people (Firoozkoohi et al., 2012). Project-based learning can be used in combination with modern method of Translation teaching to help students acquire their knowledge and skills (Zheng, 2017). However, the specific individual preferences of the translation project

makes it necessary to create the sole and coherent criteria for evaluating students by doing project (Indarti, 2016).

Piaget's addressed that a person is born with schemes in their brain or students' brain (The Child's Concept of the World, 2007). These schemes are what allow one to go through the processes of both accommodation and assimilation. By the process of assimilation or new knowledge processes are added and adapted to existing schemas. Therefore, unless schemas are being reshaped or new ones are formed the student will only understand the information as the existing schema allows (Schcolnik & Arbanel, 2016). Piaget's theory has been adjusted and adapted by many constructivist theorists. However, one thing remains a constant: students construct their knowledge by building up existing knowledge and through experiences.

Although Piaget's never directly associated his theories with education, it is easy to see where it can be applied. One way constructivism can be applied to education is through discovery learning. Piaget (1969) stated discovery learning is the idea children learn best by actively exploring and physically doing. The practice of constructivist theories allow for the creation of an environment that is conducive for project-based learning.

One thing that Piaget's theory did not account for is the social aspect of the learning environment. The addition of the social aspect would lead to the further development of constructivism into social constructivism by Vygotsky. Vygotsky believed in learning by experience and doing through social and interpersonal interaction (Schcolnik et al., 2016). Vygotsky led the development of the Zone of Proximal Development (ZPD). The ZPD is described as "the current or actual level of development of the learner and the next level attainable through the use of meditating semiotic and environmental tools and capable adult or peer facilitation" (Shabani et al., 2010). A student is only able to accomplish so much individually. They are able to accomplish a higher-level task, which may be on the outside of their ZPD, by collaborating with higher level peers or an adult. The next time this same student needs to accomplish this higher-level task, it will be within their ZPD and they will be able to accomplish it on their own.

The term was never directly used by Vygotsky in his writings, ZPD is the beginnings of scaffolding. Scaffolding, by definition, is the variation in instruction techniques which are used to assist students in developing a greater understanding of a content so that, in the end, they will achieve more independence in their learning. When providing this type of assistance, a teacher will provide successive levels of temporary supports for a student. As the student gains the skills necessary for the task and begins to further comprehend the material the teacher provides less and less support allowing for the student to assume responsibility for their learning. It is often used when there are gaps in learning among students in the same classroom.

A teacher can provide the supports needed at each learning level, allowing the higher level students to work independently. This can also feed into ZPD and Vygotsky's social constructivism by allowing higher-level students to work with struggling students. They can collaborate and while the higher level student is further engraining the information by explaining it to another student, the struggling student is able to accomplish a more advanced task with appropriate 11 assistance. In all areas of the constructivist theory there is a reflection component. In order for the newly acquired

knowledge to be applied to a learner already existing knowledge based they need to have time to reflect on the new information. This allows for synthesis to occur and for the knowledge to be readily available for the learner to utilize in the future (Shabani et al., 2010).

For John Dewey, he believed students should have opportunities to take part in their own learning. He believed that students would succeed in environments where they are able to have interaction, both socially and with curriculum, and are able to learn through experience (Talebi, 2016). In Pedagogical Creed, Dewey states there are two sides to the educational processes, psychological and sociological (Dewey, 1897), while the psychological side is the basis, neither side is more important than the other. Dewey also discusses the sociological aspect of the educational process. This side of the educational process is there for the preparation of future life (Dewey, 1897). Many of the key points in Dewey's creed center on the total development of the child. In order for a child to become successful and a functioning member of society they need to be well rounded and have experiences that allow for the full development of skills needed in the world after the completion of their education.

Project-based learning in L2 classroom is the effective educational approach to make students more critical and active in learning process. It focuses on creative thinking, problem solving, and the effective communication of the students peer or groups to create project and use the new ideas to develop knowledge of the project (Kapp, 2009). In a case study that focused on the students working on an integrated math and science project, they found that the students' learning was enhanced as the result of the collaboration work and communication between students and groups in project. Students are able to develop ideas by experiences for further research and study as a result of team project. This study allowed students to build their English ability such as writing, reading, grammar and vocabulary.

In the literature, there are different definitions of PBL proposed by various researchers. PBL is a model that organizes learning around projects (Bell, 2010). "Projects" are described as "complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations".

The term "project" used in EFL context was proposed by Beckett (2002) indicating that language tasks arise naturally from the project itself, "developing cumulatively in response to a basicobjective, namely the project" (Kalabzová, 2015). The specifies projects as extended tasks which usually integrate language skills by means of a number of activities. These activities combine in working towards an agreed goal and may include the following: planning, the gathering of information through reading, listening, writing, translating, interviewing, and observing; group discussion of information; problem solving; oral and written reporting; and displaying (Mbeudeu, 2017).

There are many skills required in project-based learning that are not imparted using traditional teaching methods. The skills are often referred to as 21st century skills. Skills in this respect include communication, collaboration, critical thinking, and problem solving, and self-direction skills (Chikita, et al., 2013). A study published in 2012 looked at the impact of a professional 18 development programs that took place over the course of a week during the summer. This professional development was designed to assist teachers in developing effective project-based learning lessons that would emphasis the development of 21st century

skills by the students. The study found that there was a statistically significant difference in the amount of teaching and assessing of 21st century skills by teachers separated into three categories: 1.) Do not use project-based learning, 2.) Use project-based learning but have had limited professional development, and 3.) Use project-based learning and have had extensive professional development.

Most of the students that project-based learning is mostly a STEM (Science, Technology, Engineering and Math), or hands on content teaching technique, this study showed the teaching of 21st century skills through project-based learning is applicable in a wide variety of content areas (Farouck, 2016). There is also further evidence to show that social learning provides ample opportunity for students to develop and become proficient in skills such as communication and collaboration. Project-based learning provides these students with the opportunity to take part in social learning situations. Collaboration and social learning also provide these students with the opportunity to take part in social learning situations. Collaboration and social learning also provide independent and accountable for their work (Mario et al., 2019).

In project-based learning situations, students become accountable for their peers. When students do not follow through with their responsibilities to their peers, they often experience greater consequences than if they just held a responsibility to the teacher (Bell, 2010). Students have a greater motivation to take responsibility to make a project because they do not want to let their peers down. There is a greater consequence to letting peers down than there is to letting the teacher down in the classroom especially in doing Translation project. Based on the earlier studies showed that project-based learning have many benefits such as improving students' communication, collaboration, critical thinking, problem solving, self-direction skills, independence, and get new experience and motivation in social learning situation (Bell, 2010).

Project-based learning can be used apparently in several subjects and at most level. PBL is also a method for translation class by making story book and developing students' experiences. By making group, the students' enabled to give perceptions and the feeling when they are doing the translation project (Kapp, 2009). Project based learning in translation class is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving perceptions of the created project (Indarti, 2016). Translation assessmentis an important part in making sure that translation text in story book more clearly and can be able to read by many people (Firoozkoohi et al., 2012). Project-based learning can be used in combination with modern method of Translation teaching to help students acquire their knowledge and skills (Zheng, 2017). However, the specific individual preferences of the translation project makes it necessary to create the sole and coherent criteria for evaluating students by doing project (Indarti, 2016).

In Indonesia, there are many researchers do the research about project-based learning such as Chikita (2013), Indarti (2016), Putri, et al., (2018), and Siregar (2018). In fact, this research little has been done so the researcher does the research about EFL Students' perceptions of the benefits of project-based learning in Translation class. However, one of English lecturer in one of Islamic Higher Education in Southeast Sulawesi has attempted this learning method in Translation class at 5th semester English Education Department. The researcher wants to know the students' perceptions to the benefits of PBL.

Therefore, this study focuses on EFL students' perceptions of the benefits of project-based learning in Translation class.

Table 1: The benefits of PBL in EFL translation class

No	The Benefits of Project-based learning in EFL Translation Class	Previous earlier research by
1	PBL has helped students to improve students' language skills such as speaking, listening, grammar, reading, vocabulary and writing skill.	Stoller (2006)
2	Students get opportunities to recycle known language and skill in a relatively natural context.	Haines (1989)
3	Students can develop confidence, independence, collaborative team-work, how to solve problem, and negotiating translating.	Fried Booth (2002), Stein (1995), Farouck (2016), Brown et al., (1993)
4	PBL has trained students to improve critical and creative thinking.	Yang and Cheng (2010), Tama et al., (2016)
5	Getting new experiences and motivation in social learning.	Ravitz et al., (2012)

2. METHODS

This study was conducted at one of Islamic higher education in Southeast Sulawesi, Indonesia, involving the fifth semester of English Education Department academic 2017. This research described students' perceptions of the benefits of project-based learning in Translation class. The participant of this research are the students from one of Islamic higher education in Southeast Sulawesi, Indonesia, involving the 5th semester of English Education Department program academic 2017. It consists of 25 students including of students' class A and B randomly. Their ages are around of 19-20 years old.

The data for the study is collected by using two instruments they are; Questionnaire and Reflective Journal. The researcher gave two opportunities for students to fill and answer the questionnaire and reflection. The first time to answer the questionnaire and the second time to answer the reflection. For getting the data about EFL students' perceptions of the benefits project-based learning in Translation class, the researcher uses two steps to collect the data. For the first step is using questionnaire and the second is using reflective journal. The researcher uses questionnaire and reflective journal since both of them are easy to do and get data. In analyzing the data, the researcher used some steps such as (1) collecting the data, (2) preparing the data to analyze, (3) coding the data and description to be used in the research paper (Siregar, 2018).

3. RESULT AND DISCUSSION

The result of this study described about EFL students' perceptions of the benefits of project-based learning in translation class.

EFL students' perceptions of the benefits of PBL in Translation class based on Reflections

This study analyzed the EFL students' perceptions of the benefits of project-based learning in Translation class. There are 5 questions from reflective journal and 8 main statements from questionnaire as the reinforcement of the answer from students reflection. There are 2 aspects described in this study, they are: students' perceptions of project-based learning in Translation class, and the benefits of project-based learning in Translation class.

Table 2. The Result of Students' Reflection of Project-based Learning in Translation Class

Reflection Questions	Students' Answer	
1. How are your initial reaction when the lecturer gives a task to make a story book?	- Happy and fun	32%
	- Surprised	16%
	- Difficult	16%
	- Challenging	36%
2. Do you get benefits when you did the project?	- Creative & critical thinking	52%
	- Translating skill	28%
	- English skills	32%
	- New knowledge & experience	40%
	- Exploring new idea	28%
3. When doing the project, did your English skills develop?	- Grammar	28%
	- Reading	28%
	- Writing	24%
	- Vocabulary	40%
	- All	40%
4. Does the technology and information have a role when you did the project?	- Finding information	68%
	- Communication	20%
	- Designing picture	64%
5. If you have a chance to fix the project, what parts do you want to fix?	- Book cover	20%
	- Text	56%
	- Picture	44%
	- Coloring	32%
	- Nothing	8%

The table above showed the students' perceptions of the benefits of project-based learning in Translation class. From the presented data, it showed that the students have some perceptions. The result of the first question in the reflection shows about how the students' initial reaction to the Translation project. Based on the diagram above, there are 32% students who feel happy and fun to the project, 16% students who feel surprised to the project, 16% students who feel difficult to do the project, and 36% students who feel the project is challenging for them. The students feel happy and have fun when they are doing this project. They have some eases to make it well by giving the good cooperation each other.

Besides, the students feel that it is challenging for them and make an interesting story book. The students' response based on the first statement as follow: S*1.) "I feel happy because I will improve my creativity well"; S2.) "My initial reaction on this project, I feel happy because this story book making will pass some steps to make this project finished so I can get many things on this"; S3.) "I feel enthusiasticand spirit and also fun, because this project*

will give me many benefits such as improving grammar, creativity, and exploring imagination and creativity as students".

Then, the result of the second question in the reflection shows about the students' explanation whether they get some benefits from the completed project in Translation project. Based on the diagram above, there are 52% students who had a hunch that project can improve their creative and critical thinking. Besides, there are 28% who answered that project also can train their translating skill to do the project after getting the suggestion from lecturer and did it with each group. 40 % students said that Translation project can improve their English skill. The students found some stories and translated it while paying attention to the grammatical of sentences.

For other opinions, there are 28% students who answered that they got new knowledge and experience after completed the project, 32% students who answered that they could complete the project because they were exploring their new ideas to make the project completed. This statement is in line with the result from questionnaire (item 5) that this project can improve students' thinking skill. The students' responses based on the first statement as follow: *S1.) "Yes, I do. I get some benefits such as in improving my creativity and doing Translation in text of story book". S2.) Yes. The benefits that I get such as improving my creativity and get new vocabulary". S3.) Sure. I can learn about idiom and new vocabulary on this story book making".*

The third question from the reflection shows that Translation project can develop students' English skill. There are 28% students who answered the project can improve their grammar skill, 28% students who answered the project can improve their reading skill, 24% students who answered the project can improve their writing skill, and 40% students who answered the project can improve their new vocabulary. On the other opinion, there are 40% students' argument showed that the project can develop all of skills above. It concluded that Translation project can develop the students' English skill.

The students found a story for developing reading skill, the students organized and translated each sentence for developing vocabulary, grammar, and writing skill. This statement is in line with the result from questionnaire (item8, 9, 10) that Translation project can improve students' English skill such as writing, reading, grammar and vocabulary. The students responses to represent all participants as follow: *S1.) "Of course. For example reading skill, writing skill, and speaking skill"; S2.) "Vocabulary and translation skills"; S3.) " Yes. Reading skill and writing skill".*

Then, for the fourth question from the reflection concluded that all of students in Translation class answered technology and information are very important and have some roles. There are 68% students said that technology used to find information such as story of tribes and translated it in Google translate. They found some stories in Bahasa and the students translated it in English which helped by Google translate. Then, there are 20% students said that they used technology as the media to communicate and share information with the member of group project and 64% students said that technology helped their project in designing pictures. It makes the students easier to complete the project. This statement is in line with the result from questionnaire (item 7 and 16) that Translation project can improve students' communication skill and get new information from the story book. The students responses to represent all participants as follow: *S1.) Yes. That's very important for this project especially when we communicate with friends and editing process to make story*

book finished"; S2.) "Sure. Using technology to produce the best picture."; S3.) "Yes. Finding information about the story via internet, and exploring pictures related to the story".

For the last question, there are 20% students who want to fix the cover of story book that they have finished. Second, structure text. There are 56% students who want to organize text book such as English sentence and grammatical in story book that they have completed. Third, pictures and coloring. There are 44% students who want to repair the pictures in the project, and 32% students who want to re-coloring the pictures because the students must draw the picture by themselves. The last, there are 8% students who said that there is no part to fix because they think they have did the project appropriate with the lecturers' command. The students responses to represent all participants as follow: *S1.) "Nothing. Because I think I have did the project appropriate the lecturers' command"; S2.) "If there is a chance, I want to fix the cover of my story book and also the color of the pictures"; S3.) "Text and book design".* Therefore we can conclude that there are students have confident with their creativity on the project and there are students who want to fix some parts of project if they have a chance to organize it.

EFL students' perceptions of the benefits of PBL in Translation class based on Questionnaire

The chart below contains the students' perceptions of the benefits of translation project, the result from questionnaire as follow:

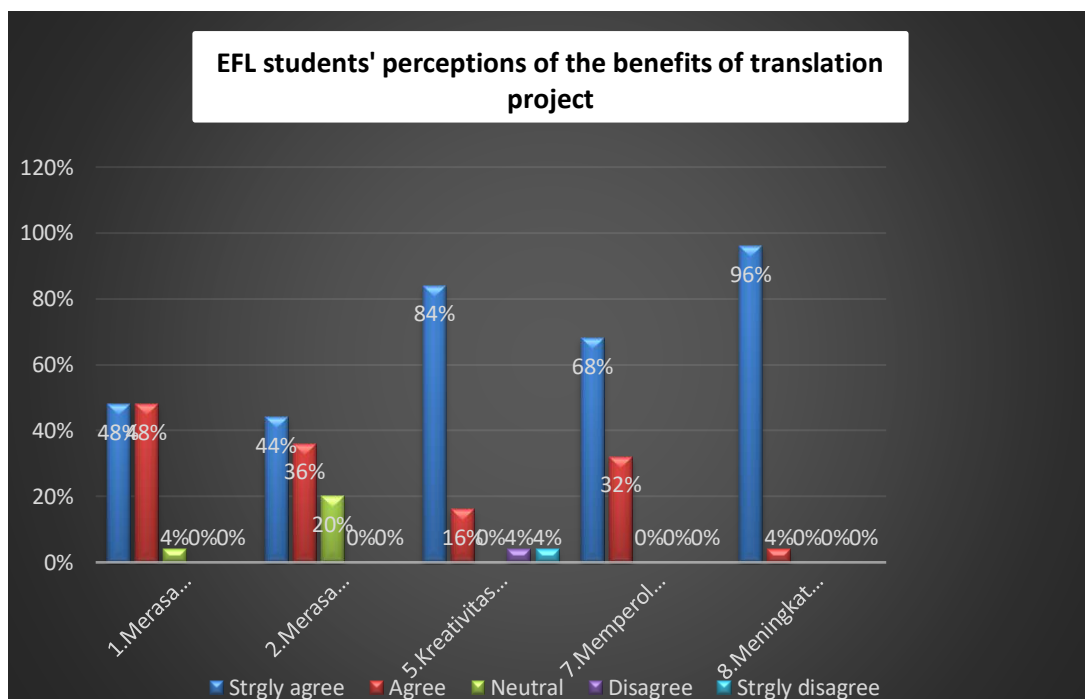**Figure 1 EFL students'perceptions of the benefits of translation project**

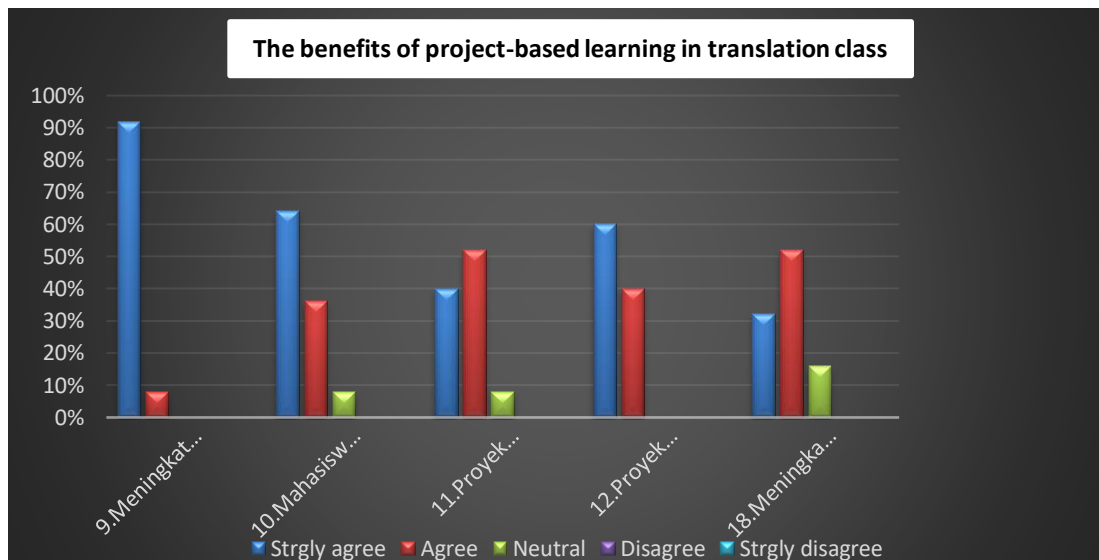**Figure 2 The benefits of project-based learning in translation class**

The benefits of project-based learning in translation class

Table 3. Students responses on each items

ITEMS

SA	A	N	D	SD	TOTAL
253	201	42	3	1	488
50,6	40,2	8,4	0,6	0,2	100%

SA= Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD= Strongly Disagree

Table 4. The Result of Questionnaire of Project-based Learning in Translation Class

Questionnaire Statement	Students' Answer (Agree and Strongly Agree)
1. Translation project can improve students' creativity	100%
2. The students get new information through Translation project	100%
3. Translation project can improve writing skill	100%
4. The project can improve students' grammar skill	100%
5. The students get new vocabulary	92%
6. Translation project can improve students' reading skill and analysis	92%
7. Translation project can develop students' critical thinking	100%
8. Translation project can increase students' learning motivation	84%

The table above showed the main statements that supports the questions from students' reflection. Based on the statements, it showed that project-based learning in

Translation class has positive impact for the students. For the first statement, the students who have answered strongly agree (84%), and the students who have answered agree (16%). It means that Translation project can improve students' creativity. The second statement, the students who have answered strongly agree with the statement (96%), and the students who have answered agree (4%). It means that the students get new information through Translation project.

Project-based learning supports the development of creative thinking by the fact that the students are in the control of the project development with monitoring of teacher (Kalabzová, 2015). Project-based learning has trained the students to improve creativity and thinking ability (TAMA et al., 2016). Project as the schemas that be reshaped or new ones are formed the student will only understand the new information as the existing schema allows and construct their knowledge by building up existing knowledge and through experiences (Schcolnik et al., 2016). Project-based learning is a way to help students to find new information about suggested project in group by looking the internet or other sources (Tumer, 2006).

Then, for the third statement, the students who have answered strongly agree (96%), the students who have answered agree (4%) with the statement. It means that Translation project can improve students' writing skill. The fourth statement, the students' answers show that they are strongly agree (92%) and agree (8%) with the statement. It means that Translation project can improve students' grammar skill. Then, in the tenth statement shows that the students are strongly agree with the statement (64%), agree (36%), and neutral (8%). It means the students get new vocabulary when they finished the project. The fifth statement focuses on the students get new vocabulary, the students strongly agree with the statement (64%), agree (36%), and neutral (8%).

The students develop metacognitive skills because a project is an activity that "involves a variety of individual or cooperative tasks such as developing a research plan and questions, and implementing the plan through empirical or document research that includes collecting, analyzing, and reporting data directly and or in writing" (Beckett, 2002). Project based learning in L2 classroom is the effective educational approach to make students more critical and active in learning process (Chikita et al., 2013).While working on a project students have opportunities to "recycle known language and skills in a relatively natural context" (Farouck, 2016).

For the sixth statement focuses on improving students' reading skill and students' analysis, it indicates that the students who have answered strongly agree (40%), the students who have answered agree (52%), the students who have answered neutral (8%). The seventh statement focuses on Translation project can develop students' critical thinking, the students who have answered strongly agree (60%) and the students who have answered agree (40%). The last statement, Translation project can increase students' learning motivation, there are students who answered strongly agree (32%), the students who have answered agree (52%), the students who have answered neutral (16%).

In project-based learning situations, students become accountable to their peers. When students do not follow through with their responsibilities to their peers they often experience greater consequences than if they just held a responsibility to the teacher (Bell, 2010). Students have a greater motivation to take responsibility to make a project because they do not want to let their peers down. Project-based learning is applicable in a wide

variety of content areas especially in education context. It shows that social learning provides an ample opportunity for students to develop and become proficient in skills such as communication and collaboration. Project-based learning provides these students with the opportunity to take part in social learning situations. Collaboration and social learning also provides students with the chance to assume responsibility.They learn to be more independent and accountable for their work (Farouck, 2016). Project-based learning as a learning method to produce ideas, so the students can develop confidence, independence, collaborative team work, how to solve problem, and negotiating translating (Tsiplakides & Fragoulis, 2009).

The result from the research shows that the students have positive perceptions to the benefits of Translation project. Based on the result of the questionnaire analysis, it indicates that the most of students' get many benefits from the completed project in Translation class. Based on the previous studies indicate that translation project aims to achieve their product to develop their confidence and independence (Indarti, 2016). It also shows that the students feel happy, fun, and surprised to the Translation project, it is very useful for improving students' skills such as critical thinking, creative thinking, problem solving and students' English skill (writing, reading, speaking, grammar, vocabulary, and translating story). It makes the students become more interested in learning while doing project. Project based learning in translation class as a learning method to produce ideas, so the students can develop confidence, independence, collaborative team work, and English skills development (Tsiplakides & Fragoulis, 2009).

Further, students' reflection investigates that the students perceptions to the benefits of Translation project have a good impression. The most of students claim that they feel happy and fun during learning while doing the project. The students believe that the project will give positive impact, not only to develop their knowledge but also to explore their ideas and thinking abilities. Some students also have opinion that the project is a challenge for them. Overall, this project has more positive impacts for students and there is no negative impacts for them. Project based learning can be used combination with modern method in translation teaching to help students acquire their knowledge and skills (Mbeudeu, 2017).

In other words, the students who have completed the project task present a positive perceptions to the benefits of project-based learning in Translation class.Tama et al., (2016); De la Puente Pacheco et al., (2019); Kalabzová (2015); Foss et al., (2007); Bell (2010) carried out studies about project-based learning in different contexts. They found that PBL has the useful benefits to improve teamwork/collaboration skills, improving understanding, improving students' learning experience, knowledge and achievement. The students' perceptions of project-based learning model showed the project-based learning in an innovate instructional model which trains project managementskills, trains culture of cooperation, minimize the dominance of lecturers, trains critical and creative thinking, cognitive, affective and psychomotor skill as well as offering challenging learning (Schcolnik et al., 2016). These result resemble the result of this study. It can be presented based on the findings; project-based learning was more useful and effective to the development of students' skills towards Translation project.

However, Cook and Moyle, 2002 and also Lyons, 2008 investigated that applying project-based learning in the classroom encourages the students' thinking ability. It can be compared with traditional teaching methods. Moreover, in the Indonesian context (Mulhayatiah, 2014) mentioned that project-based learning can increase in creative

thinking ability of students after applying this learning method. On the other hand, the result of this research also shows the benefits of project-based learning in Translation class. Firstly, the students' English skill is more increasing by getting involved in the Translation project. It is related to (Mbeudeu, 2017) that investigated PBL has helped students to improve students language skills such as speaking, listening, grammar, reading, vocabulary and writing skill. Secondly, the students more interested in learning by project and increase their learning motivation. It is related to (Bell, 2010), they show that project-based learning can increase their motivation, enjoyment and also knowledge of students. Kapp (2009) which describe that the students get new experiences, knowledge and increase learning motivation in social learning through project task.

The other benefit of project-based learning is given a chance to the students to train their collaborative and independence. It related to the study from Farouck (2016) which presented that the students can develop confidence, independence, collaborative team work, and how to solve problem. Lastly, the students' communication skill also show the significant progress when completed the project. This result has a similarity with the study from Putri Astawa et al., (2018) which presented that students' communication skill will be trained since each of the students share their ideas with their friends.

4. CONCLUSION

The students' perceptions of project-based learning model showed the project-based learning in an innovate instructional model which trains project management skills, trains culture of cooperation, minimize the dominance of lecturers, trains critical and creative thinking, cognitive, affective and psychomotor skill as well as offering challenging learning. These result resemble the result of this study. It can be presented based on the findings; project-based learning was more useful and effective to the development of students' skills towards Translation project. Project-based learning can be used apparently in several subjects and at most level. PBL is also a method for translation class by making story book and developing students' experiences. By making group, the students' enabled to give perceptions and the feeling when they are doing the translation project. Project based learning in translation class is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving perceptions of the created project

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