

## The Implementation of Project-Based Learning in Translation Class of English Literature Undergraduate Program at the University of Bina Sarana Informatika

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### Abstract

This research focuses on teaching translation using Project-Based Learning with eight translation methods in translation class of the English Literature Undergraduate Program at the University of Bina Sarana Informatika (UBSI). The subjects of this research are sixteen students. The research method used is qualitative. The translation methods used are eight translation methods introduced by Newmark. The teaching method used is Project-Based Learning (PBL). PBL is chosen because it exploits innovative learning that emphasizes contextual learning through activities that challenge students' critical thinking patterns. The main material for this translation project is a number of articles that highlight local and global issues downloaded from the Jakarta Post newspaper website. The translation carried out is the process of translating several texts from English as the Source Language (SL) into Indonesian as the Target Language (TL). The translation process is carried out individually within a time limit set by the Researcher as the Facilitator. Translation research is conducted by applying an accuracy assessment instrument designed by Nababan covering three main aspects: Accuracy Aspect, Acceptability Aspect and Readability Aspect.

**Keywords:** Learning Translation, Project-Based Learning

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### INTRODUCTION

Translation is a process of transferring messages from one language to another with the aim of achieving understanding in the translation outcomes of a number of words and sentences from the Source Language (SL) so that readers in the Target Language (TL) can obtain the information they need. Due to the significant contributions provided, Hartono (2019) states that translation plays an important role in making texts easily understandable by readers. The availability of translated texts in the target language processed by translators, is discussed by Akbari (2013) as a concept of translation focussing on the translation's purpose itself, which is to reproduce various types of texts in other languages and make them available to a broader readership.

The role of translation as the transfer of meaning from one language to another is considered a necessary skill for National Agents of Change (NAC) represented by the young generations of Indonesians studying in the universities, the college students. Translation as an important skill required by students, especially to those who study in the Faculty of English Language and Literature (FELL), plays several strategic roles in

enhancing their academic capacity. The central role of translation as a means of conveying messages from one language to another is not only important in honing students' academic abilities, but also in improving their knowledge in searching for and determining the appropriate equivalents from English as the Source Language (SL) to be translated into Indonesian as the Target Language (TL).

Furthermore, in order to have comprehensive understanding what is the meaning of translation along with its challenges, a number of definitions from different scholars are needed. The definitions of translation will not only clarify its functions, but also classify its role to conduct necessary alterations in the original texts obtained from the source language become the transferred messages in the target language. The first scholar, Akbar, M.A. (2020) states that translation is interpretation of meaning from the text in one language, called source language and the result of translation must be equivalent to target language that communicates the same message. The result or translation has to consider several constrains, context, rules of grammar, writing convention, idioms, and other things between source language and target language. The person who translates the text from one language to other language is called translator.

Moreover, the role of translation not only replacing particular words found in the source language during its transferring process to find a suitable meaning in the target language, it also has particular function to make necessary adaptation of particular element from one language to another. This situation best described by the second scholar, Hanim (2022) argues that translation is more than just replacing lexical and grammatical items. It is also omitting the linguistic element of the source language text to achieve the equivalence. Therefore, formal correspondence can possibly not be achieved without resulting in a translation shift. It occurs when a translator tries to deliver the meaning in the target language other than translating word by word.

In addition, locating suitable meaning in translation is considered as a challenge. This depiction is clearly uttered by the third scholar, Sari, N. et.al. (2022) exclaims that in wider explanation, translation is not only about changing the word to word or sentence to sentence in source language into target language. It is said so because translating needs knowledge and understanding to decide on the nearest meaning. Therefore, the most appropriate equivalence in target language to transfer the message or meaning contained in source language into target language. Sari (2022) also adds that since meaning takes an important part in translation, the translator needs to focus on how to get the meaning while translating a word, sentence, or an expression especially in a text correctly. But in some situation, a meaning is difficult to be determined because of the style of language, cultural differences, and the purpose of the author or the speaker.

Subsequently, Translation as a subject which requires special skill can be provided to students through an engaging and challenging learning method. One such method is Project-Based Learning or PBL. According to Gras-Velazquez (2020), Project-Based Learning can be used as a means to promote foreign language learning. In this context, typical PBL will be characterized by a number of investigative, interactive, and creatively real life-based tasks that go beyond the classroom aimed at concrete and original outcomes as well as the active use of English as a means to complete tasks and to conduct communication. The existence of Project-Based Learning as a learning method in translation class provides a comprehensive approach for all parties involved, with a focus on students as the main contributors within the learning process. This aligns with the argument exposed by Stoller and Myers (2020) state that PBL offers a student-centred approach in foreign language classrooms, where teachers act as guides, coordinators and facilitators, while students given the opportunity to work independently in constructing their learning. From several definitions presented by a number of scholars that highlight the benefits of Project-Based Learning, two research questions arise: "Can Project-Based Learning be Used in Translation Class in the English Literature Program at Bina Sarana

University?” “Can Eight Translation Methods be Used in Translation Class with Project-Based Learning in the English Literature Program at Bina Sarana Informatika University?”

To translate a set of texts from English as the Source Language to Indonesian as the target language, assistance from various translation methods is required, functioning as a tool to transform meanings from one language to another. Those methods are needed to navigate the shift of meaning upon texts that have different contexts in particular situations and conditions from the messages found in the original language that will be translated into the target language. This description is depicted by Sugeng (2023), stating that having knowledge of translation approaches or methods will enrich the repertoire of perspective for teachers, which will later equip them with methods or approaches suitable for specific situations and contexts.

Translation Methods are general approaches used to translate texts from one language to another. In the translation class in the English literature undergraduate program at the University of Bina Sarana Informatika (UBSI), eight translation methods introduced by Newmark are utilized as the main reference to translate texts from the Source Language (SL) to the Target Language (TL). These eight methods of translation are cited from “Translation Textbook” written by Peter Newmark in 1988 are: The first method is Word for Word Translation or WFWT. This method focuses on translating by emphasizing the Source Language by maintaining the form of the Source Language. The form referred to includes, grammatical forms, phrases, sentences, clauses, and word order or components related to linguistic elements in the Source Language. An example of WFWT is taken from Dimas, Y.P.’s translation task. SL/BSu: *“Please adhere to the health protocols”*. TL/BSa: *“Dimohon mematuhi protokol kesehatan”*.

Second Method is Literal Translation (LT). In this method, several adaptation efforts are made due to differences in structure between the Source Language (SL) and the structure in the Target Language (TL). Therefore, the grammatical arrangement of Source language (SL) is changed to the grammatical form of Target Language. Vocabulary is translated word-for word and not connected to the contexts. This translation method is often found in the initial process, which begins to address grammatical issues found in the text from Source Language (SL). An example of Literal Translation is taken from Dessy, V. SL/BSu: *“I don't want to see COVID-19 patients fail to get treatment because hospitals deal with unpaid claims”*. TL/BSa: *“Saya tidak ingin melihat pasien COVID-19 gagal berobat karena rumah sakit menangani klaim yang belum dibayar”*. Third Method: Faithful Translation (FT). This method selectively reproduces the contextual meaning of the Source Language (SL). It does not pay attention to the structure of the Target Language (TL). Some culturally nuanced words or culturally significant words are transferred to Target Language (TL), but using a grammatical format that is not suitable for the Target Language (TL) including its lexical format. In this method, the Translator strives to remain faithful to author’s intended meaning in the Source Language (SL). An example of Faithful Translation is taken from Dwi, I. L.’s translation task. SL/BSu: *“To meet domestic needs, many countries have acted selfishly, such as banning exports of medical equipment and supplies”*. TL/BSa: *“Untuk memenuhi kebutuhan dalam negeri, banyak negara yang bertindak egois, seperti melarang ekspor peralatan dan perbekalan Kesehatan”*. Fourth Method: Semantic Translation. Semantic Translation differs from Literal Translation because it must consider aesthetic or beauty elements, namely the beauty of acceptability “sound” or sounding pleasant to the ear after being translated from the Source Language into the Target Language as long as it is easily understood. Words containing cultural content that are not so abundant can be translated with some neutral words or with functional terms. Empathy in translating texts from Source Language (SL) in Semantic Translation is allowed. Compared to Literal Translation, Semantic Translation is more flexible, while Literal Translation is bound by certain rules in the Source Language. An example of Semantic Translation is taken from Ira. F.’s translation task. SL: *To put it into*

*perspective, the waste that Greater Jakarta has produced in the past three years could fill up Jakarta's tallest skyscraper, the 310-meter-tall Gama Tower.* TL: *Jika dilihat, Sampah yang diproduksi Jabodetabek selama 3 tahun terakhir dapat mengisi penuh gedung pencakar langit tertinggi di Jakarta, Gedung dengan tinggi 310 meter Gama tower.* Fifth method: Adaptation Translation. This method is the most liberal translation method. This is due to the minimal, almost non-existent, adherence of language and culture in the Source Language (SL). Adherence is even closer to Target Language (TL). Cultural elements found in the Source Language (SL) are replaced by a number of cultural elements that are closer and more familiar to readers in Target Language (TL). This method has a fairly high frequency of use in drama and poetry texts. An example of Adaptation Translation is taken from Ira. F.'s translation task. SL: *"Greater Jakarta, with more than 30 million people, sends more than 14,000 tons of waste to eight landfills every day."* TL: *"Jabodetabek, dengan lebih dari 30 juta penduduk, memproduksi lebih dri 14.000 ton sampah ke 8 TPA setiap harinya".* Sixth Method: Free Translation. Free Translation method is interpreted as a translation process that does not follow its original format. Often encountered in the form of paraphrases resulting in translated products from Free Translation method being longer than the original text and having a specific purpose. An example of Free Translation from Nafida, N.A.'s translation task. SL: *Caps on fossil fuel prices and purchase guarantees for coal plants.* TL: *Pembatasan harga bahan bakar fosil dan jaminan pembelian untuk pembangkit listrik tenaga batu bara.* Seventh Method: Idiomatic Translation. Idiomatic Translation reproduces the message contained in the Source Language (SL) but tend to distort the nuances of meaning in the Source Language text because it uses everyday vocabulary and also a number of specific idioms or expressions typical of the Target Language (TL) culture that are not found in the Source Language (SL) text. In other words, the Source language (SL) text does not use idioms to convey the author's intended meaning, but in the translation process, idioms are used. An example of idiomatic translation is taken from Syifa. Y's translation task. SL: *Undoubtedly.* TL: *Niscaya.*

Eighth Method: Communicative Translation. In this method of Communicative Translation, the translator strives to carry out the translation process of a reading text similar to the contextual meaning of the Source Language (SL). The translator tries as much as possible to maintain the content found in the Source Language text using language that is easily understood by readers and users of the translation from the Target Language. In other words, Communicative Translation is a method that focusses on producing accurate contextual meaning so that aspects of the language can be re-evaluated and its content can be directly understood by readers of the Target Language (TL). An example of Communicative Translation is taken form Ira F.'s translation task. SL : *"During rainy days, the same mountains will become extra slippery and prone to falling apart."* TL : *Pada musim hujan, gunung-gunung sampah tersebut akan menjadi lebih licin dan rentan.*

Project-Based Learning or abbreviated as PBL is an innovative form of learning that emphasizes contextual learning through activities that challenge students' critical thinking patterns. The focus of learning is on the core concepts and principles of a discipline, involving students working independently to build strong knowledge foundation. At the end of the learning process, students are expected to produce learning outcomes in the form of translated materials according to the agreement reached between the Facilitator (Lecturer) and them at the beginning of project implementation. Mahanal et al., (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. Meanwhile, Markham (2011) defines that PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. Furthermore, implementing Project-Based Learning requires several stages and varying durations, involving not only a series

of classroom meetings and collaborative group learning, but also comprehensive research on the project. Projects focus on product development or performance, where students typically engage in activities such as independent or group learning, conducting studies or research, problem solving, and synthesizing information. Becket & Slater (2005) adds that Project-based learning (PBL) involves the use of tasks that enable learners to conduct an in-depth investigation into a specific topic beyond the classroom, produce their own outcomes out of this research, and present them in written and/or oral form to a given audience in an extended period of time. Additionally, Larsen-Freeman (2000) and Richards & Rodgers (2001) add that PBL can be done individually and/or in groups. When it involves the fulfilment of projects in groups, it may display the benefits of collaborative learning enabling the students to support and learn from each other and share their information and outputs rather than become competitors and focus their energy on purely individual achievement.

Broadly speaking, Project-Based Learning is a dynamic learning format that focusses entirely on students. Within this format, the lecturer serves as facilitators and motivators, guiding students as highly qualified mentors in their field. Meanwhile, students are given ample opportunities to work independently in constructing their translation projects. This sentiment is echoed by Markham (2011), PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency and also by Zheng (2017), who states that Project-Based Learning is student-centred learning, allowing them to explore, analyse, and solve learning problems while also exposing their conceptual ideas. Similarly, Kokotsaki (2016) argues that Project-Based Learning is a pedagogy centred on students, involving a dynamic classroom approach believed to equip them with deep knowledge through real-world problems and challenges, in other words, Project-Based Learning is designed as a cooperative learning method aimed at exploring and activating students' critical thinking.

The essence of Project-Based Learning encompasses several learning processes, such as exploration, assessment, interpretation, and parsing information to obtain three main elements of learning outcomes, knowledge, skills, and personality. Thomas (2000) opines that Project-Based Learning involves assigning challenging tasks derived from a number of hotly debated or current issues spread out in society, engaging students in designing and solving problems, decision-making, investing in translation tasks, providing opportunities to work independently for a certain period to produce translated texts understood by readers in the target language. In addition, Vera. P.G. (2022) states that PBL consists of the implementation of a set of tasks whose accomplishment requires both the student's autonomous process of research and cooperation between the members of the group to achieve a final product.

Project-Based Learning assists students in learning process by managing translation tasks obtained from various authentic materials. Assigning translation tasks in the form of projects that are relevant to current conditions in Indonesia and the world provides students with experiences that stimulate their critical thinking to produce accurate, acceptable, and easily understandable translation products for society. Moreover, Kamdi (2007) explains that Project-Based Learning supports the construction of knowledge and the development of students' competencies which typically emerge in the form of technical skills. In addition, Project-Based Learning requires a comprehensive teaching approach where the learning environment for students is conditioned to a specific learning atmosphere so that they can investigate a number of trending issues in society, including deepening translation texts on selected themes and completing the process of translating articles from the Source Language to the Target Language by choosing the appropriate translation method according to the text and context they encounter.

**Instruments of Assessment in Students' Translation.**

Assessment instruments in translation study in English literature undergraduate program are an integral part of the evaluation process to measure students' abilities in understanding, translating, and presenting texts accurately and creatively from the Source Language (English) to the Target Language (Indonesian). In the translation study within the English Literature undergraduate program, a number of assessment of instruments are employed and play a crucial role in measuring student's progress and ensuring the effectiveness of the learning process. There are seven assessments need to be conducted by the facilitator in order to obtain comprehensive outcomes from students in translation class. The first assessment is the Written Test → Written tests are a fundamental component in assessing students' comprehension and translation skills. These types typically include tasks such as translating passages from the Source Language (SL) into the Target Language (TL) as well as answering questions that assess their understanding of translation theory and principles. Written tests provide a structured approach to evaluating students' knowledge and application of translation technique. It is the most common instrument of assessment utilized in translation. This test usually consists of various types of tests in the form of multiple choices, matching, fill in the blanks, and explaining things from the writing. Written test is utilized to measure students' comprehension toward basic concepts of translation, the ability in translating texts from the Source Language to the Target Language in accurate way along with the ability to analyze and evaluate the applied strategy of translation. According to Baker, M. (2018) states that Written tests are a valuable tool for assessing students' understanding of translation concepts, as well as their ability to translate written texts accurately from the Source Language (SL) to the Target Language." Baker's opinion upon written tests in translation study treat them as a priceless device to evaluate students' fully comprehension of numerous concepts at the same time to find out their proficiency in transferring messages from the original language into the target language in accurate way.

The second assessment is Oral Test in Presentation Format → Oral test conducted in the form of presentation allows students to demonstrate their speaking and interpretation abilities. During the presentation, students may be required to orally translate passages, discuss translation strategies, and analyze the cultural nuances present in the text. Oral test provides an opportunity for students to showcase their communication skills and ability to convey meaning effectively in the target language. According to Jeremy and Munday (2018) exclaims that Oral presentations provide students with an opportunity to demonstrate their translation skills verbally, explaining their translation choices and justifying their decisions in front of the class." Both of scholars emphasizes oral presentations present a chance to students to exhibit their translation ability orally at the same time make an explanation upon their options in translation along with justification of their final judgement in front of the class. In order to inform the scoring criterion in oral test in presentation format in the translation course, Researcher provides the following rubric in the form of table as a comprehensive guidance.

Table 1.  
Rubric of Score in Translation Presentation.

Category	81 - 100	71 - 80	61 - 70	< 60
Presentation of Material (individual)	Presenting the materials in a structured and confident manner, able to maintain eye contact with the audience,	Presenting materials in a structured and confident manner, but less able to maintain eye contact with the	Presenting materials in a less structured and less able to maintain eye contact with the audience, and showing gestures	Presenting materials in an unstructured and unconfident manner, unable to

	demonstrating relevant gestures that can help the audience understand the presentation material.	audience, and showing gestures that are less relevant in helping the audience understand the presentation material.	that are less relevant in helping the audience understand the presentation material.	maintain eye contact with the audience, and showing gestures that are irrelevant in helping the audience understand the presentation material.
Mastery of Material (individual)	Explaining the analysis of the translation clearly and deeply. Presenting arguments strongly with relevant references.	Explaining the analysis of the translation process clearly, but less in-depth. Presenting arguments less strongly, but with relevant references.	Explaining the analysis of the translation process less clearly and less in-depth. Presenting arguments less strongly with less relevant references.	Not explaining the analysis of the translation process clearly and in-depth. Not presenting arguments strongly and with irrelevant references.
Responses/ answers toward questions from audience (group and/ or individual).	Providing relevant responses/answers to the question without wasting much time.	Providing relevant responses/answers to the question, however wasting much time.	Providing less relevant responses/answers to the questions and wasting much time.	Providing irrelevant responses/answers to the questions and wasting much time.

The third assessment is Translation Portfolio → A Translation portfolio is a collection of translated texts that students compile throughout the course. This portfolio serves as a comprehensive representation of their translation work and allows instructors to assess their consistency, accuracy, and improvement over time. Students may include a variety of texts in their portfolio, ranging from literary excerpts to specialized documents, showcasing their versatility as translators. According to Venuti and Lawrence (1995) argues that Translation portfolios serve as a comprehensive collection of students' translation work, allowing for long-term assessment and in-depth feedback on their progress and development in translation skills. These two scholars explain that portfolio in translation is utilized as an integrated piece of collection upon students' translation work. It grants access to long term assessment and in-depth feedback toward their translating process and improvement within set of abilities in translation.

The fourth assessment is Formative and Summative Tests → Formative assessments are conducted throughout the course to provide ongoing feedback and monitor students' progress. These assessments may take the form of quizzes, assignments,

or peer reviews, allowing facilitators to identify areas for improvement and tailor instruction accordingly. Summative tests, on the other hand are administered at the end of the course to evaluate students' overall mastery of the subject matter. These two tests are employed as tool to conduct final assessment in measuring students' comprehension and proficiency in translation. Formative test usually administered in weekly basis during learning process to give formative feedback to students about their progress in understanding and developing both materials and skills of translation. While, summative is administered at the end of learning period and utilize to determine the level of students' final achievement in translation course. According to Pym and Anthony (2010) they highlight that formative and summative assessments play a crucial role in evaluating students' understanding and proficiency in translation studies. Formative assessments provide ongoing feedback, while summative assessments determine the final achievement levels."

The fifth assessment is Rubric→ Rubric assessment outlines the criteria and standards by which students' translations will be evaluated. These rubrics typically include categories such as accuracy, fluency, cultural sensitivity, and adherence to translation conventions. By providing clear guidelines for assessment, rubrics ensure consistency and transparency in the grading process, enabling students to understand their strengths and areas for growth. Rubric of assessment is a tool utilize to depict assessment criterion in details and provide value upon on each criterion. Rubric helps facilitator to provide consistent and transparent feedback to students about the quality of their work. According to Brown, J.D. (2013) states that rubrics provide explicit guidelines for assessing students' performance, ensuring consistency and transparency in evaluation. Opinion from Brown J.D. clarifies that rubrics present clear guidance to measure students' production in translating texts and make sure that persistency and transparency are embedded in evaluation. In order to inform the scoring criterion in the translation course, Researcher exposes the rubric of assessment in the translation course in the form of table, below:

**Table 2.**  
**Rubric of translation score**

<b>Assessment Items</b>	<b>Score</b>
<b>Name :</b> <b>Class :</b>	<b>Submission Date :</b> <b>Time :</b>
Translation Accuracy: Equivalence of the message of the Source Text.	30 pts
Translation Acceptability: Translation naturalness in terms of Target Text linguistic requirement and culture (as if the target readers read it as their native writing).	20 pts
Translation Readability: How easy translation understood by target readers.	20 pts
Analysis and Strategy: Good analysis of the Source Text before and after translated (covering the difficult words, phrases, and clauses) as well as the theories relevancy to the analysis.	20 pts
References Relevant references used to support arguments and analysis.	10 pts

Comments:	TOTAL : 100 pts
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The sixth assessment is Checklist Assessment → Checklists Assessment are tools used by facilitators to systematically evaluate students' translation work based on predetermined criteria. These checklists may include specific linguistic elements, cultural references, and formatting requirements that students must adhere to in their translations. By using checklists, facilitators can ensure that all aspects of the translation process are thoroughly assessed. It is a list of item or a task which must be fulfilled by students in a project or translation assignment. Checklist helps lecturer in tracking and evaluating students' achievements upon learning purposes that previously already decided. According to Grant, P. W. and Jay, M. (2005) states that checklists provide a systematic way to asses students' performance based on specific criteria, ensuring that all aspects of the tasks are considered during evaluation. Both scholars describe that checklist gives a well-structured path to measure the work of students based on particular criteria and make certain that the whole aspects of assignments are properly pondered during evaluation.

The seventh assessment is Grading Scales → Grading scales establish the criteria for assigning grades to students' translation assignments and assessments. These scales may range from numerical scores to letter grades, reflecting the quality of students' work relative to the established standards. Grading scales provide students with clear feedback on their performance and help them gauge their progress throughout the course. Grading scales are employed to provide score toward students' criterion based on criteria that already set by the facilitator. The scales can be in the form of numbers, letters or qualitative description that reflect students' level achievement in particular task or in translation project. According to Guskey, T.R. (2014) utters that grading scales provide a standardized way to quantify students' performance and communicate their achievement levels effectively. Relating to grading scales, Guskey informs that they present a well-maintained way to count student's performance and articulate students' level of achievement in effective way. From the utilization of these seven assessment instruments in the translation course, they enable facilitator to comprehensively evaluate students' proficiency in translation and interpretation. By incorporating written texts, oral presentation, portfolios, formative and summative tests, rubrics, checklists and grading scales, lecturer as facilitator able to provide holistic feedback and support students' development as competent translator in the English language undergraduate program.

## METHOD

The method used in this research is qualitative research. It is suitable to be applied in Project-Based Learning within English literature's translation class at University of Bina Sarana Informatika (UBSI) because it offers several methods that can assist both amateur and expert researchers in formulating their research with a well-structured approach. A similar description of qualitative research is stated by Shank (2002), who claims that qualitative research is a form systematic empirical research about the meaning of a phenomenon. It means that this systematic scientific investigation is used by researchers as one of the research tools to obtain significant result with measurable validity. Furthermore, Creswell (2014) argues that qualitative research is conducted to explore and understand the meanings of individuals or groups in researching human social issues. Creswell's statement clarifies that qualitative research is a specific type of scientific investigation aimed at seeking and understanding ideas expressed by the broader community or group to find solutions to the problems they deal with.

The main concept of applying qualitative research is the depth and contextualization of a phenomenon. In relation to the nature of this research, the aim of

qualitative research is to find out or gain understanding whether from a group of objects or people, or from an object or individual. This is what distinguishes qualitative research from quantitative research, which focuses on uncovering truths, while quantitative research emphasizes conforming truths. In this study, qualitative research is defined as a scientific approach applied to uncover a phenomenon from a group of sixteens undergraduate students from English literature department who participate as subjects in this research. The qualitative research was chosen in Project-Based Learning in the Translation Class of the English Literature Department at University of Bina Sarana Informatika (UBSI) as a foundation due to the limitation of phenomena within a group of students taking translation course. Furthermore, Project-Based Learning in the Translation Class of the English Literature Program at Bina Sarana Informatika University consists of seven stages of learning, which include: (1). Students receive a project from Facilitator which involves finding an article discussing current issues in English with main reference source specified from the Jakarta Post. (2). Students are presented with several problems in searching for and determining articles with current themes to be translated from the Source Language (SL) to the Target Language. (3). In translating the article from the Source Language (SL) into the Target Language (TL), students are given the option to use some or all of the eight translation methods transferred by the Facilitator during the learning process. (4). Students are allowed to utilize translation resources including the use of printed English-Indonesian dictionaries, as well as digital bilingual dictionaries available on various websites on the internet. (5). The facilitator periodically checks the translated texts, emphasizing three aspects of translation proposed by Nababan (2012), accuracy, acceptability and readability as rubrics in assessing translated products that have undergone rigorous manuscript editing based on these three criteria. (6). The translated texts are open for discussion to determine the extent of students' mastery in using the eight translation methods transmitted to them by the Facilitator during the course. (7). The learning atmosphere is dynamically conducted with a high level of tolerance for errors and changes, especially in determining various words equivalents in the Target Language (TL).

#### **Instruments in Collecting the Data.**

Data is collected from students' translation tasks that have been designed in Project-Based Learning format. The research subjects consist of sixteen students given projects to translate articles from reputable Indonesian media sources containing current news in English, namely the Jakarta Post. Articles published in international language (English) reporting current issues in Indonesia and the world, published within the last three to five years are considered to discuss current situations, therefore, they are suitable to be used as raw project materials in the Source Language (SL) which will then systematically undergo eight translation methods into the Target Language. Various translation methods provided by the Facilitator (lecturer) serve as guideline in guiding students to translate a number of information and messages from English as the Source Language to find suitable word equivalents to be understood and accepted by readers in the Target Language or Indonesian.

#### **Analysis of the Data.**

The Researcher acting as a Facilitator (Lecturer) analyses data through a number of texts that have been translated from the Source Language (SL) to the Target Language (TL). The Researcher utilizes the Translation Accuracy Assessment Instrument designed by Nababan (2012) which also serves as a main guidance to evaluate students' translation outcomes. There are three main aspects in assessing translation outcomes: Accuracy Aspect, Acceptability Aspect, and Readability Aspect. Quoting Nababan (2012) on a brief understanding of these three aspects. First: Accuracy: it is a term used in translation evaluation to refer to whether the Source Language and the Target Language text are equivalent or not. The concept of equivalence refers to the similarity of content or message between them. A text can be considered a translation if it has the same meaning or

message as another text (read: Source Language text). Second: Acceptability. The term acceptability refers to whether a translation has been expressed in accordance with the norms and cultural rules applicable in the Target Language, both at the micro and macro levels. The concept of acceptability is crucial because even if a translation is accurate in terms of its content or message, it will be rejected by the readers in the Target Language (TL) if its expression contradicts the norms and cultural rules of the Target Language (TL). Third, Readability. In the context of translation, the term readability essentially concerns not only the readability of the Source Language text but also the readability of the target language text. This is in line with the nature of every translation process, which always involves two languages simultaneously. Here the Researcher presents a Translation Scoring Table (TST) to illustrate the assessment results to students taking Translation courses in the Project-Based Learning scheme in the English Literature undergraduate program at the University of Bina Sarana Informatika (UBSI). The table is modified from Nababan's Translation Accuracy Assessment Instrument, covering three aspects: Accuracy Aspect, Acceptability Aspect and Readability Aspect.

**Table 3. Accuracy. (AK-1).**

<b>Classification</b>	<b>Qualitative Description</b>
Accurate	Meaning of words, technical terms, phrases, clauses, sentences or texts in the Source Language is accurately transferred to the Target Language without any distortion of meaning.
Somewhat accurate	Most of the meanings of words, technical terms, phrases, clauses, sentences, or texts in the Source Language have been accurately transferred to the Target Language. However, there are still distortions of meaning or translation with multiple meanings, or some meanings have been omitted which disrupt the integrity of the message.
Non-accurate	The meanings of words, technical terms, phrases, clauses, sentences, or texts in the Source Language are inaccurately transferred to the Target Language or omitted.

**Table 4. Acceptability. (AK-2)**

<b>Classification</b>	<b>Qualitative Description</b>
Acceptable.	The translation looks natural. The technical terms used are commonly utilized and familiar to the readers. The phrases, clauses and sentences used adhere to the rules of the Indonesian language.
Somewhat acceptable.	Generally, the translation feels natural, however, there are some issues with the use of technical terms or minor grammatical errors.
Non-acceptable.	The translation sounds unnatural or seems like a translated work. The technical terms used are not commonly utilized and unfamiliar to readers. The phrases, clauses, and sentences used do not adhere to the rules of the Indonesian language.

**Tabel 5. Readability (AK-3).**

<b>Classification</b>	<b>Qualitative Descriptive</b>
High Readability.	Words, technical terms, phrases, clauses, sentences, or translated texts can be easily understood by readers.
Medium Readability.	Generally, the translation can be understood by readers, but there are certain parts that need to be read more than once in order to understand the translation.
Low Readability.	The translation is hard to be understood by the readers.

## **RESULT AND DISCUSSION**

To answer the two research questions of this research: “Can Project-Based Learning be Used in Translation Class in the English Literature Program at the University of Bina Sarana Informatika?” “Can Eight Translation Methods be Applied in Translation Class with Project-Based Learning in the English Literature Program at the University of Bina Sarana Informatika?” Researcher as the facilitator or lecturer in translation class of the English Literature Program at Bina Sarana Informatika University found two significant findings. First: Project-Based-Learning can not only be used in translation class in the English Literature Program at the University of Bina Sarana Informatika, but it also enhances the quality of student learning in managing a translation project that challenges their critical thinking. Second: the Eight translation methods can not only be used in translating a number of that highlight current global and local issues obtained from Jakarta Post’s website, but they also sharpened technical skills in translation that they understand the parameters through three translation aspects introduced by Nababan (2012). Moreover, in order to support two findings that significantly contribute to this research, Researcher provides a table that expose the score obtain by the students who already finished the translation project given to them.

**Table 6.**

No.	Students	AK-1	AK-2	AK-3	Numbers	Letters
1.	AM	23	21	23	67	C
2.	ANC	25	25	25	75	B
3.	BKA	26	25	27	78	B
4.	DV	27	30	28	85	A
5.	DS	30	28	29	87	A
6.	DYP	29	28	27	84	A
7.	DIL	23	23	23	69	C
8.	FNR	28	26	27	81	A
9.	FUS	25	25	25	75	B
10.	IF	28	29	30	87	A
11.	NNA	24	25	23	72	B
12.	SS	30	29	27	86	A
13.	SY	25	25	25	75	B
14.	UD	29	28	27	84	A
15.	WTM	23	22	22	67	C
16.	YS	23	23	24	70	B

As seen from the above table, most of students earned satisfactory and sufficient score in the average of 80 equals to A and 70 equals to B in finishing their translation projects. Only three students earned average score of 60 or equals to C.

Additionally, through the implementation of Project-Based Learning and the integration of eight translation methods and seven instruments of assessment, the proposed approach aims to address the limitations of traditional lecture-based instruction and standardized assessments in the translation course. By promoting active learning, students’ engagement and authentic assessment, this innovative pedagogical approach strives to cultivate well-rounded and proficient translators who are equipped to meet the demands of the globalized world.

Moreover, the proposed approach aligns with the broader educational goals of UBSI, emphasizing student-centred learning, interdisciplinary collaboration, and the integration of theory and practice. By embracing innovative teaching methodologies and assessment practices, UBSI can enhance the quality and relevance of its translation program, preparing students to excel in a competitive and rapidly evolving professional landscape.

To sum up, the implementation of Project-Based Learning in the translation class of the English Literature Undergraduate Program at UBSI supported by eight methods of translation and seven instruments of assessments represents a significant step towards fostering a dynamic and affective learning environment for students pursuing a career in translation. Through this holistic approach, UBSI can empower its students to become skilled and reflective practitioners who are capable of navigating the complexities of translation in today's multicultural and multilingual world.

## CONCLUSION

By integrating Project-Based Learning (PBL) in the translation class of the English Literature Undergraduate Program at the University of Bina Sarana Informatika (UBSI) with eight methods of translation presents a comprehensive approach to enhance the learning experience and outcomes of students in the translation course. The integration of Project-Based Learning with these eight methods of translation provides students with a dynamic and engaging learning environment that fosters critical thinking, collaboration, and practical application of translation skills. The utilization of eight methods of translation, including word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, communicative translation offers students a diverse toolkit to tackle various translation challenges they may encounter. This approach not only enriches students' understanding of translation methods but also equips them with flexibility and adaptability required in real-world translation scenarios. Furthermore, the incorporation of seven assessment instruments in translation course ensures a comprehensive evaluation of students' proficiency and progress throughout the learning process. Written tests, oral tests in presentation format, translation portfolio, formative and summative tests, rubric, checklist and grading scales provide multiple avenues for assessing students' translation skills, comprehension of course materials, and ability to apply theoretical concepts in practical settings. These assessment instruments not only measure students' linguistic competence but also their critical thinking, problem-solving and communication skills, which are essential for success in the field of translation.

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