

Emergency Remote-Learning in Applying Project-based Learning in Translation Course to Improve Translation Quality and Students' Creativity

Issy Yuliasri

Universitas Negeri Semarang

issy.yuliasri@mail.unnes.ac.id

Pasca Kalisa

Universitas Negeri Semarang

pasca.kalisa@mail.unnes.ac.id

Alief Noor Farida

Universitas Negeri Semarang

aliefnoorfarida@mail.unnes.ac.id

Sri Suprapti

Universitas Negeri Semarang

denok.prapti@mail.unnes.ac.id

Abstract

This research aims to investigate the use of project-based learning in translation courses, assess student responses to this approach, assess student knowledge and skills in translation techniques, and analyze the quality of student translation results using a project-based approach. This research uses a qualitative approach with exploratory and explanatory case study methods. The location of this research is at Universitas Negeri Semarang, with the focus on the English Language Education Study Program. Participants in this research consisted of 3 lecturers who taught the English-Indonesian Translation course in the 2021-2022 Even Semester, as well as around 150 students who took the course. Data collection was collected through interviews, observations, Forum Group Discussion (FGD), document analysis, as well as using questionnaires and documentation to measure student translation results. The research results show that project-based learning has succeeded in improving the quality of learning and student creativity in translating a text. Apart from that, students also showed a positive response to the application of the project-based learning model in the translation class.

Key words: creativity, translation quality, perception, project-based learning

INTRODUCTION

A paradigm shift in the world of education, namely from teacher-centered learning in the concept of 20th Century Education to student-centered learning, creates its own challenges for educators and students who play a major role in creating educational goals. Moreover, 21st

Century Education, which is often promoted by policy makers, requires educators and students to try harder and be more challenged in realizing end-of-life learning. Bolstad et al. (2012, as quoted by Kengwee (2017)) also added that learning in 21st Century Education refers to a shift from educational instruction which was initially

instructor-led and then moved to a dynamic participatory learning environment which is the result of co-creation.

One of the adjustments that must be implemented is the application of project-based learning in student learning. Project-based learning (PjBL) is a teaching method that encourages learning by actively engaging in real-world and meaningful projects. Project-based learning is a highly effective educational approach that promotes active engagement and deeper understanding. In this method, students initiate and drive their own learning through the completion of real-world projects that require critical thinking, problem-solving, collaboration, and creativity. By connecting academic concepts to practical applications, project-based learning fosters the development of essential lifelong skills such as research, communication, and project management. This approach not only allows students to develop a deep understanding of the subject matter but also enables them to apply their knowledge to real-life situations, making their learning meaningful and impactful. According to Duffy & Cunningham (1996, as cited by Tamim & Grant (2013)), project-based learning (PjBL) is a learning model that is based on a constructivist approach to learning, which requires the construction of knowledge with various perspectives, in social activities, and allows for self-awareness learning and knowing when being context dependent. According to (Graziene, 2012), at the beginning of the 21st century, project-based learning was perceived as a learning method,

In its concept, project-based learning requires critical thinking, problem solving, collaboration, and various forms of communication. Therefore, students are required to do more than just remember information. They need critical thinking skills or high-level thinking skills and work as a team to create high-quality learning outcomes. Many educators are very challenged by this learning method because learning is not monotonous. This is in line with (Ravitz, 2008) who states that the strongest reasons given by educators for using Project-based learning are teaching skills outside of content, making learning more personalized and more varied, and teaching academic content more effectively.

This project-based learning model is also widely implemented in learning about translation. In universities, for example, most educators implement Project-based learning in their classes because of the various advantages that can be taken from this learning method. As we know, creativity is very necessary in translating. The translation technique used by comparing the source text - the translation result (target text) encourages students to translate the text while analyzing the techniques used. If students can use appropriate techniques or dare to make the necessary adjustments, they will produce a good translation: accurate, acceptable and legible from various aspects including modulation, transposition, compensation, adaptation, amplification, linguistic compression, reduction, generalization, particularization. Several previous studies were conducted to see the response and effectiveness of Project-based learning in translation classes. According to a study conducted by Moghaddas & Khoshsaligheh (2019), the research results show that students respond positively to the benefits of Project-based learning in Translation Classes. Furthermore, the findings show that the project-based learning model can train creative thinking, collaboration, improve English language skills, and be challenging so it is suitable for application in Translation classes. The research results show that students respond positively to the benefits of Project-based learning in the Translation Class. Furthermore, the findings show that the project-based learning model can train creative thinking, collaboration, improve English language skills, and be challenging so it is suitable for application in Translation classes. The research results show that students respond positively to the benefits of Project-based learning in the Translation Class. Furthermore, the findings show that the project-based learning model can train creative thinking, collaboration, improve English language skills, and be challenging so it is suitable for application in Translation classes.

Apart from creativity, translation quality is also very important. Quality in translation refers to an assessment of the accuracy of the target text, which in this case can be done by educators, as well as acceptability and readability, which can be done by external assessors (raters) and colleagues. Several studies in terms of translation quality have

been carried out by previous researchers. As research conducted by Moghaddas & Khoshsaligheh (2019), aims to investigate the effectiveness of project-based learning (PjBL) in the Iranian context in English-Persian translation classes. The research findings showed that students' attitudes towards the treatment were generally positive, not only before but also after the treatment, although certain challenges in implementing project-based learning in the Iranian context were observed.

Several studies related to the implementation of project-based learning in translation classes have been carried out. However, research that focuses on both aspects simultaneously, namely creativity and quality of translation implemented using a project-based learning model, is still rarely carried out. This research needs to be carried out to investigate the application of the project-based learning model to increase students' creativity and translation quality.

LITERATURE REVIEW

This research will present the results of reflections on the application of project-based learning in translation learning and its relationship to creativity and the relationship between creativity and translation quality. The literature study discusses previous studies in relation to project-based learning in translation learning, project-based learning in relation to creativity, and the relationship between creativity and translation quality.

Project-based learning in translation learning

Project-based learning in various studies is often applied to translation classes. As done Defeng et al. (2015) who present other types of projects in translator education and discuss how such projects are incorporated into the teaching of business translation in the Chinese context. Furthermore, it reports on an investigation of student acceptance and perceptions of the Project-based learning project, conducted as part of the project evaluation process. In line with the study conducted by Astuti et al. (2021), research results show that students respond positively to the benefits of project-based learning in Translation Classes. Furthermore, the findings show that the project-based learning model can train creative

thinking, collaboration, improve English language skills, and be challenging so it is suitable for application in Translation classes.

Project-based learning is also considered a learning model that can improve the quality of learning, as in previous research. This research shows that the implementation of project-based teaching improves the quality of teaching and learning and contributes to higher level cognitive development that engages students into solving complex and innovative problem solutions, teaches them complex processes and procedures such as planning and communication, promotes authentic research and independent learning (Guo et al., 2020). Maruenda-Bataller & Santaemilia-Ruiz (2016) also stated that the application of project-based learning in the field of translation also brings new implications and challenges for teachers and students: changes in learning objectives and teaching methodologies,

Project-based learning and creativity

Several studies have been carried out regarding the application of project-based learning and creativity. Ismuwardani et al. (2018) seek the effect of the Project Based Learning model on increasing students' creativity and independence in poetry writing skills. They show a significant increase in the implementation of Project Based Learning on creativity and independence in poetry writing skills. Other research was also conducted by Ummah & Azmi (2019) which uses a descriptive-qualitative method and involves students who take learning media courses as the subject. The research results show that there is an increase in student creativity in implementing project-based learning. The increase was measured in manipulative creation. The students' flexibility and novelty are good, while their originality is quite good.

The connection between the application of project-based learning and creativity was also made by Husna et al. (2019). Based on the analysis of student responses during learning, experimental class students gave good responses by showing very positive criteria. These results show that project-based learning assisted by scratch media can develop students' creativity and provide good learning results. Syarifah & Emiliasari (2019) also show that project-based learning can help students to develop their abilities and creativity in writing

narrative texts in several ways including their understanding of the topic, their knowledge of the narrative genre, namely social function, text structure, and language. feature. Besides that, Students also show their creativity by creating story lines and designing story illustrations. Furthermore, students provide a positive view of the implementation of project-based learning. They mentioned that they learned networking, collaborative learning, and teamwork through project-based learning (Apandi & Afiah, 2019). In addition, Hasturkoglu & Ozer (2020) show that project-based learning improves the students' metacognitive knowledge and skills which are needed by competent translators.

The relationship between creativity and translation quality

Various studies have also been carried out linking creativity with translation quality. Rojo & Meseguer (2018) in their research, the results of which show that creative intelligence plays a role in guiding translation behavior, directing the translator's attention and developing flexible thinking, but does not always guarantee higher quality in terms of the number of translation errors. Likewise, research conducted by Moghaddas & Khoshsaligheh (2019), aims to investigate the effectiveness of project-based learning (PjBL) in the Iranian context in English-Persian translation classes. Research findings show that students' attitudes towards treatment are generally positive, not only before but also after treatment, although certain challenges in implementing PjBL in the Iranian context were observed. Empirical evidence shows improvements in the quality of students' translations, some of their critical thinking skills as well as some of their teamwork skills.

Guerberof-Arenas & Toral (2020) concluded that creativity is highest when professional translators intervene in the process, especially when working without any assistance. We hypothesize that creativity in translation could be a factor that increases reading engagement and acceptance of translated literary texts. Nejad & Rad (2021) also conducted research analyzing the relationship between translators' creativity and the quality of their translations. It also aims to find possible relationships between the gender of Iranian translators and the quality of their

translations. According to careful analysis, a significant relationship was found between students' creativity and the quality of their translations; however, no significant relationship was achieved between the gender of Iranian translators and the quality of their translations.

METHODOLOGY

In this research, a qualitative method with an exploratory and explanatory case study approach was used to implement project-based learning with the aim of increasing students' creativity and translation quality. The case study in question is research that aims to produce detailed and detailed findings about a case by connecting the case with a theory that already exists and also the results of the findings cannot be generalized (Bryman, 2016). In this research, the case study focuses on the application of project-based learning to increase creativity and translation quality.

This research was conducted at Universitas Negeri Semarang by taking cases in the English Language Education Study Program. Participants in this research included 3 lecturers who taught the English-Indonesian Translation course in the 2021-2022 Even Semester, and also involved all 150 students in the class.

In collecting data for this research, the instruments used by lecturers were interviews, observations, Forum Group Discussions (FGD), documentation/document analysis, teaching materials, and English-Indonesian Translation course products. Meanwhile, in collecting the data from the students, the instruments used were the form of documentation of rating scale results regarding readability and naturalness/acceptability of translation results and questionnaires.

RESULTS AND DISCUSSION

After conducting research, the following results were obtained:

Application of project-based learning in translation courses

Project-based learning is very often applied to translation classes. In its application in translation classes, in accordance with the principle of student-centered learning, the implementation of

assignments/projects needs to be negotiated with students so that students are also part of the decision-making, so first project-based learning is carried out by offering students what form of final project. In this case, as an example, the lecturer mentions selected examples: poetry translation, short story translation, textbook translation, etc. Students ask permission to discuss it in class groups without the lecturer. In line with the study conducted by Astuti et al. (2021), study results show that the project-based learning model can train creative thinking, collaboration, improve English language skills,

In learning process to apply translation techniques, the lecturer provides a text, then does these several steps: (a) asks students to read the entire text to understand the contents of the text as a whole; this is called reading for comprehension; (b) ask students to read again while paying attention and anticipating words/phrases/clauses/sentences that are difficult to translate. In is called reading for translating; (c) asking students to translate by presenting it in columns of numbers, source text and target text and presenting one line for one sentence; (d) students are asked to take turns presenting it classically via zoom sharing; lecturers provide feedback by giving appreciation for good translations, as well as providing alternative translations with different language styles/sentence structures through the use of different translation techniques. Lecturers also provide input regarding accuracy, readability, and the prevalence/acceptability of the translation results from the various translation versions that appear. In this way, it is hoped that students will be equipped with how to make good translation decisions by paying attention to the three aspects of translation quality. So, implementing project-based learning brings its own challenges for students. Maruenda-Bataller & Santaemilia-Ruiz (2016) also stated that the application of project-based learning in the field of translation also brings new implications and challenges for teachers and students: changes in learning objectives and teaching methodologies,

In terms of improving quality, every improvement is good, no matter how small, because translation skills are complex skills, involving the ability to understand the content of the reading (source text) and the skill to express

what is understood from the source text into good writing in the target language. Grammar skills, sentence structure, vocabulary and language skills play a big role, so there are pre-requisites that must be met by students taking this course. In essence, translation skills/weaknesses also depend on the capital when taking this course (grammar, vocab, etc.), not only from the learning process for this course. This project-based learning at least increases their awareness that translation decision making must be careful.

Project-based learning is also considered a learning model that can improve the quality of learning. Other than it can enhance students' translation quality, project-based learning offers numerous benefits to students. Firstly, it promotes a collaborative learning environment, allowing students to work together on complex translation tasks. This collaborative approach cultivates effective communication and teamwork skills, which are vital for successful translation projects. Furthermore, project-based learning provides students with the opportunity to critically analyze and evaluate their own translations and those of their peers. This self-reflection and peer evaluation process aids in identifying areas for improvement and promotes a continuous learning mindset, leading to consistent translation quality enhancement. This result is in line with previous research which shows that the implementation of project-based teaching improves the quality of teaching and learning and contributes to higher level cognitive development that engages students into solving complex and innovative problem solutions, teaches them complex processes and procedures such as planning and communication, promotes authentic research and independent learning (Pietila & Virkkula, 2011).

Students' responses to the application of project-based learning in translation courses

The research also investigates student responses or perceptions in relation to the application of project-based learning in translation classes. In Figure 1, it can be seen that the majority of students showed a positive response to the implementation of project-based learning in the translation classes they attended. Regarding creativity, the majority of students (88%) indicated that the project-based learning model made students creative in translating. This is in

line with research conducted by Ismuwardani et al. (2018) whose aim is to determine the effect of the Project Based Learning model on increasing students' creativity and independence in poetry writing skills. The research results show a significant increase in the implementation of Project Based Learning on creativity and independence in poetry writing skills. Other research was also conducted by (Ummah & Azmi, 2019) which uses a descriptive-qualitative method and involves students who take learning media courses as the subject. The research results show that there is an increase in student creativity in implementing project-based learning.

In the students' perception, their responses were mostly positive in implementing project-based learning. Project-based learning is considered to provide good learning outcomes in the translation class. This is in accordance with what was found by Husna et al. (2019). Based on the analysis of student responses during learning, experimental class students gave good responses by showing very positive criteria.

Apart from that, more than 85% of students indicated that the application of project-based learning increased students' ability and understanding in translating texts. These results are in accordance with similar research also conducted by Syarifah & Emiliasari (2019), that project-based learning can help students to develop their abilities and creativity in writing narrative texts in several ways including their understanding of the topic, their knowledge of the narrative genre, namely its social function, text structure, and language features.

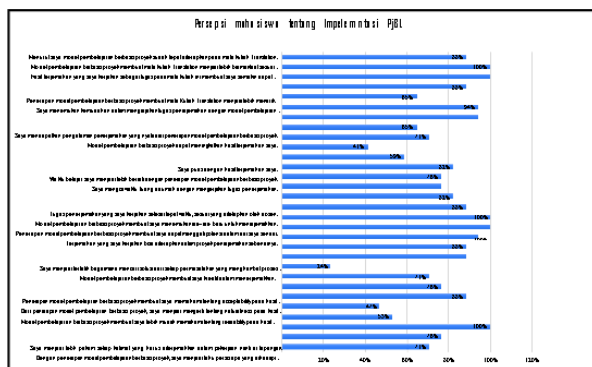


Figure 1. Student perceptions regarding PjBL implementation

The quality of student translation results by implementing project-based learning

In this research, data collection and analysis of the accuracy, acceptability and readability of translation quality have been completed. After getting a lot of data from student translation products, data processing was carried out in stages. From the data analysis, it can be seen in the following table.

In figure 2, it can be seen that the quality of the translation products made by students is very good, although there are some students who show the number 2 in terms of acceptability. This shows that through project-based in learning, students are able to create products with translation quality that meet quality aspects, namely accuracy, acceptability and readability. Project-based learning is considered a model that encourages creativity, so that students become more skilled and the quality becomes very good. Applying project-based learning in translation courses is an effective approach to improve translation quality. By incorporating project-based tasks into the course, students are encouraged to develop creativity in their translations, which leads to more refined and accurate work. Through engaging in various translation projects, students are exposed to different genres, texts, and contexts, allowing them to enhance their understanding and perception of translation as a complex linguistic and cultural activity. This active involvement in projects also cultivates critical thinking skills and problem-solving abilities, which are crucial for producing high-quality translations. Ultimately, project-based learning in translation course empowers students to become skilled and versatile translators, capable of delivering translations that meet professional standards. As stated by Rojo & Meseguer, (2018)in their research, the results of the research show that creative intelligence plays a role in guiding translation behavior, directing the translator's attention and developing flexible thinking, but does not always guarantee higher quality in terms of the number of translation errors. As is the case with research conducted by Moghaddas & Khoshsaligheh (2019), where research findings showed that students' attitudes towards treatment were generally positive, not only before but also after treatment, although certain challenges in implementing PjBL in the Iranian context were observed. Empirical

evidence shows improvements in the quality of students' translations, some of their critical thinking skills as well as some of their teamwork skills.

According to interviews conducted with lecturers, in terms of improving quality, the improvement is good, no matter how small, because translation skills are complex skills, involving the ability to understand the content of the reading (source text) and the skill to express what is understood from the source text in written writing. well in the target language. As concluded by Guerberof-Arenas & Toral (2020), creativity in translation can be a factor that increases reading engagement and acceptance of translated literary texts. Also in line with research findings conducted by Nejad & Rad (2021), a significant relationship was found between students' creativity and the quality of their translations. It can be concluded that creativity plays an important role in achieving better quality of student translations through project-based learning.

Subjek Penelitian	Nilai		
	Akurasi	Kebertepatan	Keterbacaan
S-1	3	3	3
S-2	3	3	3
S-3	3	3	3
S-4	3	2	3
S-5	3	2	3
S-6	3	3	3
S-7	3	3	3
S-8	3	3	3
S-9	3	2	3
S-10	3	3	3
S-11	3	3	3
S-12	3	3	3
S-13	3	3	3
S-14	3	3	3
S-15	3	3	3
S-16	3	3	3
S-17	3	3	3
S-18	3	3	3
S-19	3	2	3
S-20	3	3	3

Figure 2. Accuracy, Acceptability and Readability of Translation Products

CONCLUSION

Based on the research results, it can be concluded that the project-based learning model is a learning model that can improve the quality of learning, creativity and translation quality of students. In other words, creativity plays an important role in achieving better quality of student translations through a project-based learning model. Apart from that, in the students' perceptions, student responses were mostly

positive in implementing the project-based learning model. The project-based learning model applied in the translation class is considered to provide good learning outcomes in the translation class.

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