Enhancing Students' Translation Skills using Project Based Learning: A Case of An Islamic University

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ARTICLE INFO	ABSTRACT
	This study aims to shed some light on the use of Project Based Learning (PBL) in teaching translation at an Islamic university. Involving 35 students of English department, a Classroom Action Research (CAR) in two cycles and semi-structured interview were adopted to examine the effectiveness of PBL and to explore the students' perspectives toward strengths and weaknesses of the method. The results revealed that PBL was proven effective to enhance students' translation performances (p-Value $0.000 < 0.05$). The results further demonstrated that PBL was an effective method to develop students' soft-skills such as communicative competence, critical thinking, problem solving ability, and creativity. However, the students also pointed out that doing translation project using PBL method required sufficient time allocation since it based on contexts and experiences as in real working environments. The results contribute to providing fruitful insights for teachers and college authorities to incorporate PBL as an alternative method for teaching translation. Last but not least, it is a worth saying that project based learning is a promising method for teaching translation at university level.

How to Cite:

INTRODUCTION

Today, the language service field is growing to be a burgeoning industry within the context of language translation from native languages into the international language, which is English, and vice versa. It happens since English becomes the target language and the lingua franca, in which English is spoken by international people. The language service industries such as translation and English standardized tests are going to be frequently used by people around the world to perform communication among them both written and spoken (S.-M. Lee, 2020). As the result, there is a significant increase of attention in professional translation training. Many universities and colleges offer professional translation programs, especially for students majoring in English department. The aim of the translation programs

is to meet the market demand for qualified translators and interpreters (Munday, 2004; Wæraas & Nielsen, 2016). The training programs have been focused on knowledge and practices of language shifting from the origin language to English (or vice versa) including terminology, acronyms and derivatives, and accuracy and formality. Through the programs, students are directed to obtain some basic gist of translation strategies and skills as well as the expertise knowledge (Zhang, 2016).

Administering translation training programs and fostering students' translation performance would not be a piece of cake. Challenges and problems are frequently encountered in developing the students' translation skills. A preliminary inquiry conducted at English department of an Islamic university at Surakarta Indonesia showed that there were a number of problems faced by teachers and students in a translation class. Drawing on interview with several teachers and students enrolled in Translation Entrepreneurship course, it was revealed that the students' translation performance have not meet the expectation. On some projects and assignments, their translation did not results understandable and readable texts. Of course, today we have a number of translation machines; however, resulting a good quality of translation from native language to the target language, or vice versa, is not enough if only by using the translation machines. Beside the process of changing the language from native to the target, a translator has to deal with the editing process to ensure the coherent, cohesion, understandable, and acceptance of the translation. There are a number of knowledge aspects involved in the process of translation, i.e. instrumental, linguistics, culture, and psychological perspectives (Beeby, 2017). Hence, the choice of methods and approaches in teaching translation plays a crucial role in developing the students' translation skills.

The debate about the most appropriate methods and approaches for teaching translation remains flourish among translation experts, academicians, and practitioners. Lee (2012), Novitasari and Ardi (2016), Wang (2013), and Yuliasri (2012) have researched the use of Cooperative Learning (CL) to enhance students' translation performance, particularly at university level. Using CL approach, students learn and practice translation in a group collaboration. They perform peer feedback of their translation works which are swapped and corrected by other groups. Research using CL in teaching translation has resulted in a conclusion that there were only few number of students who actively engaged in the process of learning activities.

In the era of Information and Communication Technology (ICT), utilizing internet-based platforms to enhance students' translation skills becomes more popular. Hartono (2015) solved translation problems encountered by a group of English students through an interactive web. To assist the translation learning activities, he used online teaching tools that were implemented in and out the classroom, such as class sites, tutor and learner blogs, and translation web quests. The teacher provided learning instructions through the class sites, tutor blog and web quest while the students did their translation practices in the learner blogs. The result depicted that the interactive web successfully improved students' translation performance. In a similar direction, Lee (2020); Mekheimer (2012); Tsai (2019) investigated the effect of using Blackboard technology and online dictionaries on the development of students' translation skills. Drawing on an experimental study on two different groups, the results revealed an improvement in translation performances of the group taught in the e-learning environments of Blackboard and online dictionary. Thus, the use of digital technology is highly recommended in developing students' translation performances.

Following the trend and discussion of methods and approaches in teaching translation, we recently incorporate project based learning (PBL) into our teaching of translation in an Indonesian Islamic university context at Surakarta Central Java Indonesia, aiming at solving translation problems faced by the English department students as mentioned in the above paragraph, as well as making our teaching more learning-oriented. We found that although literature abounds with various methods and approaches of teaching translation, relatively few attempts (D. Kiraly, 2005; Zheng, 2017) have been conducted to provide empirical evidence on the effectiveness of PBL in teaching translation. Therefore, at some points we are left wondering if PBL is indeed as effective as has been asserted. Moreover, the benefits claimed for the PBL method (D. Kiraly, 2005; Zheng, 2017) attract us to incorporate this learning strategy in teaching translation in our university context.

Although limited in number, research on the use of PBL in teaching translation has been conducted for years. Kiraly (2005) stated that PBL in teaching translation is crucial for students, since they acted as the main actor in the translation process like they are the owner of a translation company. Following Kiraly, Muam (2017) and Zheng (2017) conducted a research examining PBL in teaching translation. The design of PBL in his research was dividing the students in groups consisting of four to five and each group was required to build their own translation business. They were assigned some roles such as translator, editor, and proofreader. They looked for clients, translated the documents as the orders, edited and proofread the translated text, and finished the project. In short, the design of PBL method was proven effective to enhance students' translation skills. However, according to Muam (2017) and Zheng (2017), this design of PBL was risky since the students were still at the level of training and they have various levels of translation ability. Thus, putting the clients' trusts on the students' translation performance at this level is not a good choice. Therefore, Muam (2017) and Zheng (2017) suggest that further research incorporates the design of PBL by facilitating the students with assignments on various kinds of texts, but still they must practice the translation process like they have their own translation company.

Having explored the background above, the present research aims to shed some light on the effectiveness of Project Based Learning in teaching translation in an Indonesian Islamic university EFL setting. The secondary objective of this study is to examine students' perspectives on the implementation of PBL in teaching translation, particularly its benefits and weaknesses. Drawing on a classroom action research using PBL method, this study tries to develop translation skills of English as a foreign language (EFL) students enrolled in Translation Entrepreneurship course at an Islamic University at Surakarta Indonesia. This study seeks the answer of the questions (1) how do project based learning enhance students' translation skills? and (2) what are benefits and weaknesses of PBL in teaching translation? In a theoretical basis, the results are expected to contribute to the literature enrichment in the field of methods and approaches for teaching translation. Practically, the results portray an empirical evidence on the effectiveness and benefits of Project Based Learning to enhance EFL students' translation skills. Thus, this study is further used as a model of teaching translation using Project Based Learning.

LITERATURE REVIEW

Translation

A number of experts define translation as the process of changing language from the source (native) to the target, or vice versa. According to Davier (2015) and Jixing (2013), translation is rendering the meaning of a text into another language in the way that the author

intended the text. Tirkkonen-Condit (2010) provided the definition of translation, translation is the general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization or whether one or both language is based on signs, as with sign languagesof the deaf.

Translation is a linguistic and cultural process experienced by a translator when translating a text (Wæraas & Nielsen, 2016). In the general term, translation includes the whole process of shifting a language to the other language as well as its industry such as editing and marketing. Lee (2012) illustrates the process of translation consists of analysis, transferring, and restructuring (see figure 1).
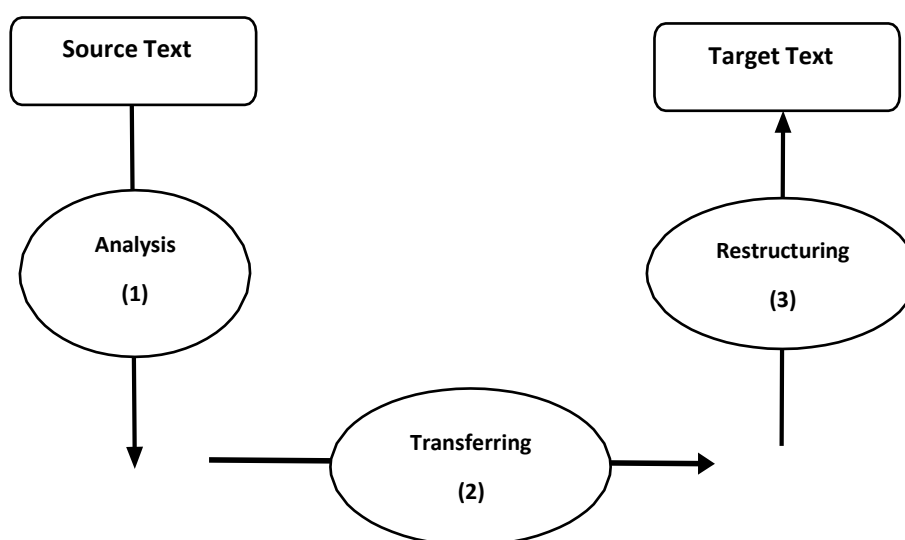

Figure 1. Translation Process

Project Based Learning

Project Based Learning (PBL) is based on the learning concept saying that students must learn and practice materials that are highly relevant to the upcoming and real working experiences in the future. Zheng (2017) points out that PBL is a student-centered learning in which students explore, analyze, and solve learning problems as well as perform their conceptual ideas. Similarly, Kokotsaki et al. (2016) defines PBL as a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. In a nutshell, PBL is designed as a cooperative teaching method aiming at exploring and activating students' critical thinking to solve challenges and problems based on the real-world experiences. This is in line with the definition of PBL provided 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, andresiliency. These cannot be taught out of a textbook, but must be activated through experience."

Design of Project Based Learning in this Study

The model of PBL utilized in this study is grouping students into small groups consisting of five or six in each. Every group is required to build a translation company and the member of the group is assigned particular roles such as translator, editor, proofreader,

and editor in chief. Every role has a specific task and the students have to commit to their own role in the translation process. Conducted in eight meetings, the all groups are tasked to translate a particular kind of text in a week (see table 1). Not only do they translate the text, but they also perform editing process including review, proofreading, and finishing the translation project according to the roles they play in their own groups. The PBL design and procedure of translating a text in this study is presented in figure 2 below.
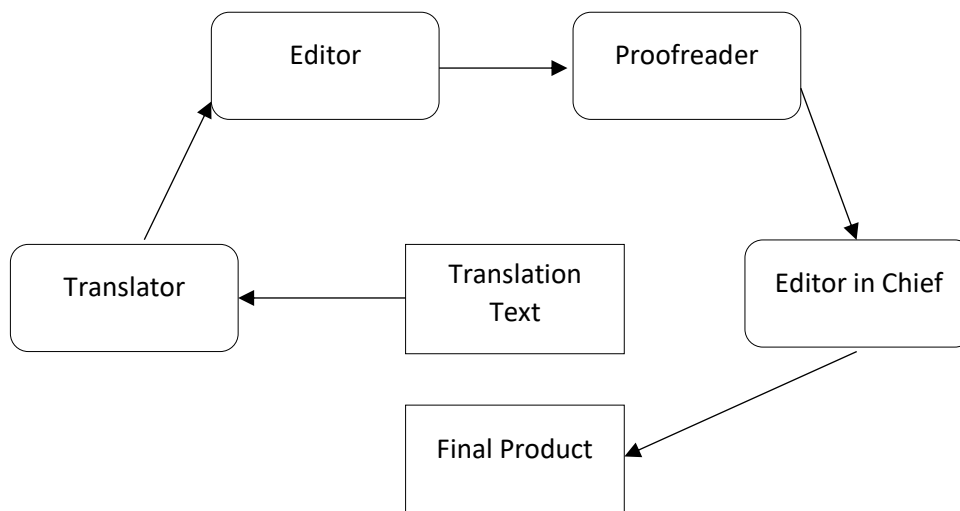

Figure 2. Translation Process using PBL in this Study

METHOD

The in-hand study explores the effectiveness of Project Based Learning (PBL) in teaching translation at an Islamic University in Surakarta Indonesia. This study further examines the students' perspectives toward the advantages and weaknesses of PBL in teaching translation. To achieve the objectives, a Classroom Action Research (CAR) design consisting of eight meetings in two cycles was adopted in this study. Moreover, the students' perspectives toward the implementation of PBL were revealed by means of Written Reflection and Semi-structured Interview. CAR is a research design conducted in the classroom using an action to improve the quality of the teaching and learning process in order to obtain better results (Latief, 2009; Purohman, 2018). In the context of this study, CAR was utilized to enhance students' translation performance as well as to solve translation problems occurred in *Translation Entrepreneurship* class at an Islamic University in Surakarta Indonesia.

This research was based in an Islamic University at Surakarta Indonesia where English is taught as a foreign language. The students might experience limited exposure of English since the only place they are probably exposed with the language is in the classroom. As a result, there was a problem in translation class, in which the students' translation performances slightly reflected good quality of translation. The data in this study were in the form of students' scores from pre-test and post-tests and qualitative responses obtained from Written Reflection and Semi-structured Interview. This study involved 35 students enrolled in *Translation Entrepreneurship* class of English department at an Islamic University in Surakarta.

The classroom action research conducted in this study consisted of two cycles in eight meetings using Project Based Learning. Before the treatment, a pre-test was conducted by assigning the students to translate a short fairytale comprising idioms from Indonesian into English. The pre-test aimed to determine the level of students' translation skills at the early stage. After identifying the students' translation skills through pre-test, a preparation for the treatment was conducted. The preparation included designing translation teaching and learning activities. Furthermore, the students practiced translating various kinds of texts (see table 1) in four meetings of cycle 1 under the monitoring of the teacher in the implementation stage. During the implementation of teaching and learning activities, the teacher conducted a classroom observation to see the progress and development of the students' translation skills. A post-test was further conducted following the treatment of cycle 1 to check the improvement of the students' translation performance. Finally, a teaching reflection was conducted to determine the students' translation development by analyzing the results of post-test in cycle 1. Since there has not been a significance yet, the treatment was continued to cycle 2 in the other four meetings with different kinds of texts (see table 1), with similar stages of learning treatment. Moreover, the second post-test was carried out to examine the development of students' translation performance.

Table 1. Materials and Meeting Plan

Stages	Materials	Method
Pre-test	Short fairytale	Individual test
Meeting 1	Recount text	Project based learning
Meeting 2	Narrative text	Project based learning
Meeting 3	Fable	Project based learning
Meeting 4	Descriptive text	Project based learning
Post-test 1	History text	Individual test
Meeting 5	Short essay	Project based learning
Meeting 6	Abstract	Project based learning
Meeting 7	Abstract	Project based learning
Meeting 8	Journal article	Project based learning
Post-test 2	Journal article	Individual test

Regarding the qualitative responses, this study made use of Written Reflection and Semi-structured Interview to depict the students' perception about the implementation of PBL in teaching translation. First, written reflection is a written story template comprising a set of questions or/and instructions and blank spaces where participants write their responses (Barkhuizen, 2014). The primary benefit of this inquiry tool is for participants to produce an intelligible answer or responses by filling in the spaces based on their own reflections or experiences (Onwuegbuzie et al., 2010). Using written reflections, which is a nonverbal communication, is somehow meaningful for obtaining a deeper shared information and meaning (Hollweck, 2015). Second, semi-structured interview is a method of inquiry which is open, enabling new ideas and questions to be raised during the conversation as a result of what the interviewee says (Harding, 2018). One of benefits is that the researchers, as interviewer, possess structured guidance in hand, but still possible to extend the guidance when a new issue come up during the dialogue (Nugroho et al., 2020). For these reasons,

written reflections and semi-structured interviews were kindly selected as research instruments for this study.

After the data were collected, the next stage was analyzing the data. First, we scored the students' translation works in pre-test, post-test cycle 1, and post-test cycle 2. The scoring was based on the instrument rubric of translation accuracy proposed by Nababan and Nuraeni (2012). The rubric focuses on the choice of words and structure of phrase, clause, and sentence in the target language (see table 2). The mean score, along with the standard deviation and standard error mean, of the pre-test and post-tests were calculated by means of SPSS. To determine whether the mean scores of pre-test and post-tests have significant difference, a paired sample t-test was conducted. When the significant value (p-value) is lower than 0.05, it is concluded that there is a significant difference between the score of pre-test and post-tests, which means that the students' translation performance has been improved after being taught using project based learning.

Table 2. Instrument Rubric of Translation Accuracy (Nababan et al (20212)

Translation Categories	Score	Qualitative Parameters
Accurate	3	The meaning of the word, the technical terms, phrase, clause, sentence or source language text accurately transferred into the target language; absolutely no distortion, addition or deletion of meaning
Less accurate	2	Most of the word meaning, the technical term, phrase, clause, sentence or source language text has been transferred accurately into the target language; but there is still a distortion of meaning or translation of double meaning (ambiguous) or there is deletion of meaning; or addition of meaning which disturb the integrity of the message.
Inaccurate	1	The meaning of the word, the technical term, phrase, clause, sentence or source language text inaccurately transferred into the target language or deleted or added.

Second, in light to Creswel's (2009) sequential explanatory, the data obtained from Written Reflection and Semi-structured Interview were used to further support the data from pre-test and post-tests. The data from Written Reflection and Semi-structured Interview were primarily transcribed. We read the transcription several times to get the initial points of the potential advantages and weaknesses of PBL in teaching translation. The data were coded to show the classification and the emerging trends. During the process, we removed repeated and unnecessary data. Finally, the excerpts which were relevant to the research questions of this study were reported in the result section.

FINDINGS

The Effectiveness of Project Based Learning in Teaching Translation

The first procedure of data collection conducted in this study was through pre-test to examine the initial condition of students' translation performance. The mean score of pre-test were calculated using SPSS program along with the standard deviation and standard error mean. Table 3 demonstrates the result of pre-test and shows that the mean score is 1.60 (std. dev. 0.651; std. error mean 0.110).

Table 3. Result of Pre-test

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	1.60	35	.651	.110

After being taught using project based learning in cycle 1, a post-test was administered to examine the development of the students' translation performance. The students' scores in pre-test and post-test cycle 1 were then compared to see the improvement. Table 4 presents the differences between the students' scores of pre-test and the post-test cycle 1. The students' means score in pre-test and post-test cycle 1 are 1.60 and 1.97.

Table 4. Result of Pre-test and Post-test Cycle 1

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	1.60	35	.651	.110
	Post-test cycle 1	1.97	35	.785	.133

To determine whether the two scores have a significant difference, a paired sample t-test was conducted (see table 5). Table 5 depicts that the t-test statistics is -3.404 and the significant level is 0.07 (> .05), meaning that there is no significant difference between the results of students' pre-test and post-test cycle 1. The table also describes that the mean score of the students in the post-test cycle 1 is 0.37 (on scale 3) points higher than the pre-test. Thus, it is concluded that the null hypothesis is accepted. Since there is no significant different of the mean score between pre-test and post-test cycle 1, the treatment of teaching translation using project based learning is continued to the cycle 2.

Table 5. Result of Paired Sample t-test Cycle 1

	Pre-test–Post-test	Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Dev	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	cycle 1	-.37	.646	.109	-.593	-.150	-3.404	34	.07

The post-test cycle 2 was further administered after the students were taught using project based learning in another four meetings. The post-test cycle 2 functions to examine the enhancement of the students' score in performing translation. Table 6 reveals the result of the pre-test and post-test cycle 2 in which the mean scores are 1.60 and 2.51.

Table 6. Result of Pre-test and Post-test Cycle 2

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	1.60	35	.651	.110
	Post-test 2	2.51	35	.612	.103

To determine the significant difference between the mean score of pre-test and post-test cycle 2, the second sample t-test was conducted. Table 7 shows that the t-statistics is -

7.285 and the significant value is 0.000 (< .05), meaning that there is a significant difference between the students' mean score in pre-test and post-test cycle 2. Therefore, it can be concluded that project based learning is proven as an effective method in teaching translation. The result of paired sample t-test emphasizes that the students perform better in translation after being taught using project based learning in a classroom action research consisting of two cycles in eight meetings.

Table 7. Result of Paired Sample t-test Cycle 2

		Paired Differences							
				Std. Error Mean	**95% Confidence Interval of the Difference**				**Sig. (2-tailed)**
	Pre-test– Post-test cycle 2	**Mean**	**Std. Dev**		**Lower**	**Upper**	**t**	**df**	
Pair 1		-.914	.742	.126	-1.169	-.659	-7.285	34	.000

Students' Perspectives on the Implementation of Project Based Learning

The secondary objective of this study is exploring the students' perspectives about the implementation of PBL in teaching translation, especially the benefits and weaknesses of the teaching method. Written Reflection questionnaire and Semi-structured Interview were employed to reach the objective. This section presents the results of data analysis related to the students' responses about benefits and weaknesses of PBL. The most representative quotes from the students' responses both in written reflections and semi-structured interview are written to support the delineation of the findings. The quotes from written reflections are coded as "WR", while the semi-structured interviews are signed as "Int".

In terms of benefit, this study revealed that PBL facilitated the students to be exposed with experiences as in the real working environments. This idea is based on the concept of PBL that the students are given a problem and have to solve it within the discussion among the group's member. The extensive discussion performed by the members of the group triggered their ability to communicate ideas to solve the problem. Through Semi-structured Interview the students confessed that they were forced to think critically and communicate their thoughts to other members of the group in order to find solutions of the problem and doing the translation project. Moreover, the result of Written Reflection questionnaire further demonstrated that they made great efforts in communicating ideas and thoughts within the discussion in the group. Hence, according to the students' qualitative responses, PBL provides them opportunity to enhance communicative competence and critical thinking in order to perform good quality of translation project given by the instructors. Here are some of their responses.

> "In every meeting, we must translate a particular type of document in a group with our own role as translator, editor, proofreader, or editor in chief. For me, this is a new experience to work in a systematic process like we have our own translation company and we should finish a project in the specific deadline. It triggers and motivates me to think critically to find the best way and solution of the translation problem given by our teacher." (Int. P2)

> "When we discuss about the translation project in the group, we are required to express and convey our ideas and thoughts to the other members of the group. So, we are involved in a comprehensive discussion to find the solution. This method (PBL) trains me to develop my communication skill in delivering ideas to other people." (WR. P4)

Moreover, the qualitative data also depicted that PBL offered ample opportunity for the students to deal with various problems related to translation. They have to analyze the problems, identify their strengths and weaknesses, and finding potential solutions. Through the process of discussion, they are required to perform their ability in translating texts and finish the project given by the teachers. Consequently, they are becoming creative and fond of critical thinking to solve the problem. The students' responses in Written Reflection and Semi-structured Interview showed that problem solving ability and creativity became two crucial skills owned by the students which were developed during the process of teaching and learning under the procedure of PBL in teaching translation.

> "During the PBL learning, we must deal with translation problems given by the teacher. We are to solve the problem by discussing it with our friends in the group. When discussing, we share ideas, thoughts, and opinion to find solution of the problem. Therefore, our problem solving skill and creativity are developed during the process of learning". (WR. P1)

> "I feel that my ability to solve a problem improved after I am taught using PBL in my translation class. Everyday every week we are forced to deal with translation problem and perform the best performance to finish translation project." (Int. P3)

Furthermore, in terms of weakness, it was depicted that the implementation of PBL design in teaching translation required long period of time allocation to ensure the teaching method is conducted based on real problems occurred in the working environments. The participants of Written Reflection and Semi-structured Interview argued that it was not sufficient to create the best quality result of translation only in a week for a particular kind of text using the procedure of PBL in which many roles were involved in the process, i.e. translator, proofreader, editor, and editor in chief. The other participants also said that it was not only about translating a text, but also about how to perform editing process in a comprehensive way to create the best result of translation.

> "In my opinion, the only weakness of PBL method is the time allocation in this course is too short. We must translate and perform editing of our translation to make it has a good quality of translation. And it is not enough, in other words, we can perform better result if we have more time." (Int. P1)

> "The time is not enough because we not only translate the document, but also we perform editing process through several stages with some roles, i.e. translator, proofreader, editor, and editor in chief." (WR. P3)

DISCUSSION

The results of this study show that Project Based Learning (PBL) is proven effective to enhance the students' translation performance. Moreover, the students positively perceive the implementation of PBL in teaching translation. Through the qualitative data, it is revealed that PBL assists the students developing several crucial skills such as communicative competence, critical thinking, problem solving, and creativity. However, it is also found that time limitation becomes a challenge for the teachers and students to fully implement PBL design in teaching translation.

What do the findings imply? The effectiveness of PBL in teaching translation supports the initial research conducted by Kiraly (2005) which principally concerns on the principles

of social constructivism, such as students' engagement in real-life practice of translation, solving problems and constructing solutions, collaboration in groups, and activating critical thinking. Kiraly (2005) and Moghaddas and Khoshsaligheh (2019) argued that in a project-based learning, students can practice translation in situated environment, so that they can be actively engage in the process of translation like in real-world situation of a professional translator. In such learning environment, students would work hand-in-hand with authentic materials of translation and would be encountered real-life challenges as in the future working environment (S.-M. Lee, 2020). As a result, they would obtain not only translation knowledge and skills but also translator competence (Gao, 2019).

The finding of this study in terms of PBL implementation in teaching translation is also concurs with the research of Zhang (2016) who found that Chinese students' translation skills were improved after being taught using PBL. This result can be seen as the success of this method in meeting the students' needs and expectations of joining translation class. Some aspects of authenticity of the projects, collaborative learning, focusing on process instead of result, and real-work learning environment are favorable as they join the class to acquire professional translator competence (Kiraly, 2015; Zhang, 2016). This is because PBL is based on problems occurred in the real working environment; hence, it offers ample opportunities for students to learn and practice performing translation like a professional translator (Alkhatnai, 2017; Beeby, 2017).

Moreover, the qualitative data show that PBL has both strengths and weaknesses. Through Written Reflection and Semi-structured Interview, it is revealed that PBL facilitates the students to develop some crucial skills needed in the working environment, i.e. critical thinking, problem solving, creativity, and communicative competence. This result is in line with the finding of Li (2018) stating that PBL offers good exposure for students to enhance soft-skills such as responsibility and critical thinking. In addition, it also confirms the result of Hurtado Albir (2019) that revealed several positive characters built within the proses of PBL design such as critical thinking, problem solving, and communication skills. In this context, we strongly believe that PBL can be an alternative teaching method to develop students' characters and skills which are required in the future working environment.

The results of this study provide implications for related stakeholders. First, teachers and curriculum developers can use this study as a basis reference to implement project based learning in teaching translation at university level. Second, the faculty and college are strongly suggested to initiate developing a professional translation service in which the translation process can modify the model of project based learning in this study. Third, students can use the results of this study as a guide for understanding and practicing translation before having real-life experiences as professional translators. Last but not least, the results of this study imply that project based learning is a promising method for teaching translation.

CONCLUSION

The present study aims to shed some light on the effectiveness of Project Based Learning (PBL) in teaching translation as well as to explore the students' perspectives toward its implementation, particularly in terms of benefits and weaknesses. Under the procedure of Classroom Action Research, this study results in a conclusion that PBL is an effective method to enhance the students' translation performance. Moreover, PBL offers

ample opportunities for the students to develop their communicative, problem solving, creativity, and critical thinking skills. This study's results contribute as literature enhancement to the field of teaching translation using PBL method. In a practical way, these results provide clear description about the use of PBL in teaching translation and become valuable insights for the stakeholders to develop teaching curriculum based on Project Based Learning.

Apart from the compelling results, this study acknowledges several limitations. First, the design of Project Based Learning used in this study was proven lack of time allocation as pointed out by the students through Semi-structured Interview. Second, this study did not go further to investigate the use of PBL in teaching translation except for its benefits and weaknesses. Therefore, future research is strongly suggested to carry out further exploration of PBL in teaching translation in terms of providing longer time allocation for teaching and learning process. In addition, further research is also recommended to depict an in-depth understanding about the qualitative aspects of PBL implementation in teaching translation.

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