The Implementation of Project-Based Learning Model to Improve Students' Skill of Interpretation on Tsuuyaku Course

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Abstract. *Tsuuyaku* is an interpretation skill. But how can these skills be acquired effectively and efficiently? This study tries to apply Project Based Learning in oral translation learning in the *Tsuuyaku* course, with the aim of measuring the effectiveness of the Project Based Learning method on oral translation learning, and describing students' creativity, whether their creativity can improve their oral translation skills. The research was conducted with a One-Shot Case Study design on the research subjects as many as 24 students of the Unima Japanese Language Education Study Program. The research data was obtained from the analysis of the product observation sheet. The results of descriptive data analysis show that through Project Based Learning students are able to show their creativity in oral translation projects, and in the end are able to do translations. This study recommends a better form of *tsuuyaku* learning so that learners can acquire a language transfer skills from the source language to the target language, namely from Japanese to Indonesian and vice versa.

Keywords: Project Based Learning · Tsuuyaku · Interpreting

1 Introduction

Tsuuyaku is a course that develops translation skills. Translating skills at the Japanese Language Education Study Program FBS Unima are fostered in 2 courses, namely courses *Honyaku* (written translation), or in English it is called *translate,* given in semester V, and courses *Tsuuyaku* (verbal translation), or in English it is called *interpretation* or *interpreting*, given in semester VI. Translation is a process of transferring language from one language (source language) to another language (target language) [1–3]. But there are two types of translation, namely oral translation and written translation. In this study, what was studied was oral translation (*tsuuyaku*), hereinafter referred to as translation.

Tsuuyaku is one of the language skills in the field of translation. In fact, to become proficient in translating both oral and written, one semester is not enough. Translation skills would be an expensive profession. To become proficient as an oral translator or tsuuyakusha/interpreter, it takes hard work to practice and increase field experience.

However, as a starting point for the introduction of verbal translation skills, in this short time, students are given the basis and experience on how to do oral translation [4, 5]. At Unima's Japanese Language Education Study Program, these language translation skills are fostered in the Tsuuyaku (Oral translation) course. Lectures have been using various learning methods, but have not found satisfactory results. Students are given translation theories and exercises with various themes [6]. However, students have language difficulties. To overcome this problem, in this study, one learning method was chosen which was considered to be able to provide satisfactory results, namely Project Based Learning.

The translation activity involves 3 parties, namely the speaker (language A) and the listener (language B) and the translator (mastering languages A and B). In actual tsuuyaku practice these three parties interact interactively. Seeing this condition, the learning process must also pay attention to this and it is necessary to create a similar atmosphere so that it is necessary to find a suitable method that involves such parties. One method that can be used to overcome this problem is Project Based Learning (PBL). Project Based Learning is a method that actively involves students in the learning process where students are asked to work on a project based on the problems encountered in learning which the end result is a work of performance [7, 8]. In addition, Project Based Learning can also improve communication and student learning activities [9]. With the learning experience through the project, it is hoped that in the future students can improve their skills and ability to translate into professional translators. So far, no research has been found that applies Project Based Learning in tsuuyaku learning.

For this reason, this study aims to measure the effectiveness of the Project Based Learning method in tsuuyaku learning. In this tsuuyaku learning, students are asked to look for learning resources in the form of video and audio related to translation to be used as examples and materials for preparing project materials. These materials are then processed in the classroom in collaborative group work. The material provided is adjusted to the learning sub-achievements and expected learning competencies. Thus, it is hoped that students will get a pleasant learning experience and increase their curiosity about the material to be taught more deeply. This is in line with the results of Suhartatik and Adi's research which states that Problem Based Learning can solve problems in learning, and can increase students' creativity in learning English [10, 11]. Project Based Learning can also improve students' listening skills and abilities [12, 13].

2   Project Based Learning

The characteristics of Project Based Learning that distinguish it from other models are: Centrality, the project becomes the center of learning; Driving questions, focused on questions or problem formulations that direct students to find solutions with appropriate scientific concepts or principles; Constructive Investigation, students build their knowledge by conducting independent investigations (teacher as facilitator); Autonomy, prioritizing student centered, students as problem solvers of the problems discussed; Realism, student activities are focused on work that is similar to the actual situation. This activity integrates authentic tasks and produces a professional attitude.

The objectives of Project Based Learning include:

1) Improve students' ability to solve project problems
2) Provide knowledge and skills as well as new experiences in learning
3) Make students more active in solving complex project problems with real product results
4) Develop and improve students' skills in managing materials or tools to complete tasks or projects
5) Increase student collaboration, especially in group PBL

The steps for making Project Based Learning:

(1) Open the lesson with a challenging question (start with the big question/essential question). Learning begins with a driving question that can give assignments to students to carry out an activity. The topics taken should be in accordance with real-world realities and begin with an in-depth investigation.
(2) Organizing the undertaking (design a plan for the project). Both the instructors and the students work together on the lesson plans. For this reason, it is essential that students feel that they have some control over the outcome of the project. The current rules, the choosing of activities that may help answer key questions by combining different ancillary disciplines, and the knowledge of what equipment and resources can be utilized to accomplish the project are all part of the planning process.
(3) Create a plan of action. (create a schedule). When working on projects, teachers and students coordinate activity schedules. The due date for the assignment must be specified, and the students must be instructed on how to best use their time. Students should be encouraged to attempt new things, but teachers should keep them on track by gently reminding them if they stray from the project's goals. For this reason, teachers often have their students work on projects in small groups outside of class time. When schoolwork is completed during class time, students need only deliver their final products to the class.
(4) Act as the project manager (monitor the students and the progress of the project). Throughout the duration of the project, the educator must keep a close eye on the kids' progress. Students are monitored by having an adult assist them with each step of the procedure. To put it another way, a teacher's role is similar to that of a mentor in an organization. Teachers are responsible for instructing their pupils in the art of cooperative effort. Students have the freedom to make their own decisions within the constraints of the group's goals.
(5) evaluation of the final result (assess the outcome) Assessment is done to aid educators in assessing student accomplishment against standards, to aid in evaluating the development of each student, to offer feedback on the depth of student comprehension, and to aid educators in planning the next instructional move. When groups take turns presenting their creations to one another, the results of each are evaluated.

(6) Analyze (evaluate the experience)

Teachers and students alike should take time at the conclusion of the education process to evaluate the effectiveness of the various activities and outcomes of the various projects undertaken. Individual or collaborative thought processes are carried out during contemplation. At this point, have students write about how they felt and what they learned while they worked on the assignment.

2.1 Previous Research

Research about *Project Based Learning* It has been done quite a lot in various fields of study. Among them, there are [14, 15, 16]. In Japan Research on*Project Based Learning* started in the 2000s. Study reports on his research conducted in 2008 at the University of Ritsumeikan on students studying German as an elective subject [17]. In this study, students were assigned to make a package making project *tour* in Kyoto City, Japan. Students succeed in making the project according to the learning outcomes set. Studies have confirmed that *Project based learning* This can be applied in Business Japanese Learning, seen from the context of human resource development and language learning [18, 19]. In Indonesia, study reported his research on*Project based learning*in listening learning*elements of pronunciation*, to 44 students of the English study program, with the results of the study that there was an increase in abilities including mastery of pressure (*stress*), rhythm (*rhythm*), pause (*juncture*) and intonation (*intonation*) [20]. Likewise, [21] reports on her research on high school students on project-based learning in making comic strips to improve English writing skills. The results showed that the application of PBL could improve students' writing skills in English lessons at SMA Negeri 2 Kuta in the 2019/2020 school year. Meanwhile, study [22] applies PBL through collaboration activities in English subjects at SMP Negeri 6 Batam, with the result that PBL improves the ability of students to perform *transfer of knowledge* and the attitude of collaboration between friends. Meanwhile, study [23] conducted research on the application of the learning model*PBL*to increase student creativity, involving 45 Bung Hatta University students, concluded that the learning model *Project Based Learning* can increase student creativity.

Although some samples of previous research showed that *Project Based Learning* has been applied in various fields, but has not found its application in learning *tsuuyaku*. Therefore, this time through this research the method has been tested *Project Based Learning* in learning oral translation in courses *Tsuuyaku*.

3 Research Methods

This study employs a descriptive methodology [24], Research participants are sixth-semester Japanese Language Education Study Program students who are contracting courses. Tsuuyaku has two years of Japanese-study experience. With Japanese language skills equivalent to level 4 JLPT (*Japanese Language Proficiency Test)*, students are assumed to be able to do oral translation for simple discourses.

This research design is an experimental design *One-Shot Case Study*. The research subjects are students of the Japanese Language Education Study Program in the course class*Tsuuyaku*totaling 24 students. The learning process is emphasized on project-based learning (*Project Based Learning*) to make an oral translation in the form of a tour package. Through the making of tour packages, students are encouraged to bring out the results of student work to be observed as a result of the ability to think creatively in creating tour packages. The results of student projects are considered as a creative part of a project, however, the ultimate goal of this research is that students are able to practice translating (*tsuuyaku*) from Indonesian to Japanese vice versa.

3.1 Research Procedure

The stages of research are carried out in the classroom and outside the classroom (at tourist sites). Activities in the classroom (in this case the class in question is an online class) in the course *Tsuuyaku*, namely the preparation of plans and exercises, while activities outside the classroom include field surveys to collect materials in the context of preparing tour packages and drafting scouting at tourist sites chosen by students. The main method of learning is *Project Based Learning*, so that the lecture activities follow the steps of this method.

This study uses a design that includes planning, implementation, observation, reflection and evaluation.

The steps taken in the implementation of this project are as follows:

(1)   Division of tasks based on work groups
(2)   Preparation of tourist travel routes
(3)   Preparation of tourist attraction descriptions
(4)   Preparation of tour guide script
(5)   Determination of the name of the tour package and the contents of the package
(6)   Presentation of the results of the tour package design
(7)   Trial: tour package scouting simulation
(8)   Evaluation
(9)   Field trials: A real sightseeing trip
(10) Evaluation and introspection.

3.2 Project Theme

The main theme of the project was given by the lecturer as a facilitator, namely "Manado-Minahasa no *Kankou Supotto*" Before working on this theme, it is preceded by small themes as an exercise. With this main theme, it is hoped that the final product will be in the form of a tour package *kankou annai,* or a tourist guide to tourist attractions in Manado City and its surroundings. Based on this theme, students are asked to discuss tourist locations that will be used as objects to determine new tourist routes according to them. Students are given the freedom to fully manage the making of this project map, starting from planning: division of work group members, site selection, and preparation of work schedules. Then the implementation of the project: the preparation of location descriptions in Japanese, and explanations of the travel routes are entirely in Japanese.

After the description is complete, a trial is held by carrying out a piloting simulation in the classroom. Furthermore, conduct an evaluation of the results of the trial, and revise the *pilot project* they. Finally, conducting field trials, namely conducting tours to tourist objects that have been made in the tour package using tourism vehicles. The students have been divided tasks as: *tour leader, tour guide, local guide.*

3.3 Data Collection Technique

Research data is taken from the results of an assessment of the projects that have been made, based on observations and product assessments. Also research data through tests. The tests given to students include:

(a) The pre-project, which is given at the beginning of the lesson, aims to determine the initial ability level of students to do oral translation.
(b) Post-project, which is given at the end of the cycle, which will determine whether the cycle will continue or end, as well as improvements that need to be made in the learning process.
(c) The results of the observations, the observation indicators meet the indicators set based on the sub course achievements.

3.4 Data Analysis Technique

The data that has been collected is then processed using qualitative analysis techniques to describe the project implementation process. The purpose of this project is to test the creativity of students in creating attractive tour packages, and the ability to describe tour packages in Japanese. However, in this report, it is focused on the ability of students to describe tour packages in Japanese, so the data presented in this article are *performance* Students explain in Japanese. To measure whether students have been able to explain in Japanese, the initial data is in the form of pre-project compared to post-project, namely the final assessment of their product in terms of verbal exposure.

3.5 Research Subject

The subjects of this research are sixth semester students who are contracting courses *Tsuuyaku,* in Japanese Language Education Study Program FBS Unima. All students of this class were used as research subjects because there were only 24 people. As a project, students are divided into 7 groups, each group consists of 2 people.

3.6 Research Instruments

The research instrument used to measure the effectiveness of learning is the Observation Sheet, Project Assessment List, and a list of oral test questions.

4   Results and Discussion

4.1   Subject Skills Before and After the Project

Prior to conducting the research, students were asked to take a pre-test to measure their verbal translation skills. The subject is given a short discourse in written form (text). Written discourse is an explanation of a particular tourist attraction. While oral discourse is a question related to written discourse. Then at the end of the project, the students' ability is measured again to see how the changes that occur as a result of implementing the project. The final assessment is an assessment of the final product delivered in the form of a video recording. This report focuses on creativity in project making and explaining skills in Japanese. Project assessment results and explaining skills (*tsuuyaku*) can be seen in Fig. 1.

As shown in Fig. 1, the ability of students before receiving treatment through the project, the average ability of students to describe the project was not clearly defined (22.08), and their ability to explain in Japanese (performance) was also very low (24.67). This is understandable because they have not been given treatment, which is deepThis research uses Project Based Leaning method. However, after the subjects carried out learning activities based on the project method based on the steps set out in this project, the results were satisfactory, there was a big change in student abilities. The results of the project assessment as shown in Fig. 1, from the pre-project average value of 22.08 changed to 82.25 in the post-project. It turns out that this project-based learning method has a very positive influence on the achievement of student learning outcomes in the field of language transfer skills in the Tsuuyaku course. This method is very helpful for teachers in guiding students to master the skills of translating (verbal translation).

No.	Subjek	Praproyek			Pascaproyek		
		Deskripsi	Performance	Nilai	Deskripsi	Performance	Nilai Akhir
		60%	40%	100%	60%	40%	100%
1	S001	20	30	24	80	85	82
2	S002	25	30	27	80	85	82
3	S003	25	20	23	75	80	77
4	S004	15	10	13	80	80	80
5	S005	20	20	20	80	80	80
6	S006	30	22	26,8	80	80	80
7	S007	25	20	23	70	85	76
8	S008	20	20	20	80	85	82
9	S009	20	20	20	80	85	82
10	S010	15	30	21	85	85	85
11	S011	25	20	23	85	85	85
12	S012	20	40	28	85	85	85
13	S013	15	15	15	85	85	85
14	S014	15	20	17	80	80	80
15	S015	20	15	18	80	80	80
16	S016	25	20	23	80	80	80
17	S017	25	20	23	90	80	86
18	S018	20	15	18	90	80	86
19	S019	30	40	34	90	90	90
20	S020	25	15	21	80	85	82
21	S021	20	50	32	80	85	82
22	S022	20	20	20	80	80	80
23	S023	15	20	17	80	80	80
24	S024	40	60	48	85	90	87
	$\bar{x}$	22,08	24,67	23,12	81,67	90,00	82,25
	STDEV	5,88	11,94	7,26	4,58	3,23	3,29

Fig. 1. Ability of Research Subjects pre-project and post-project.

4.2 Discussion

As seen in Fig. 1, that before the project (PBL) was applied the average ability of the subjects was very low. This is understandable because they have not been given treatment, which in this study uses the Project Based Leaning method. However, after the subjects were given treatment with the PBL method, it was clear that there was a big change in the subject's ability, both the application of the idea of making a project which in this lesson raised the theme of a tour package, as well as language skills and the ability to explain in Japanese experienced a very significant increase. It turned out that PBL made a great contribution to the subject, which was a student in developing the skills to explain in Japanese the tour packages that they arranged themselves. This proves that the principles in PBL such as centrality, namely centered learning through projects, driving questions, formulating problems in the form of questions to find solutions. In addition, students are stimulated to build their knowledge by conducting independent investigations, while the teacher is only a facilitator (constructive investigation). Another principle in this project is autonomy, which prioritizes student centered, students as problem solvers of the problems discussed; and the principle of Realism, student activities are focused on work that is similar to the actual situation. This activity integrates authentic tasks and produces a professional attitude. Even in this research project, they actually use real situations, because students are really directed to the real field, starting from surveys, data collection, until the implementation of the project everything in the real field. Only

Of course, tourists who in this project are Japanese tourists cannot be presented due to the pandemic situation. However, the training activities have been carried out in real situations, making it easier for students to carry out their projects.

The results of this study are in line with previous research which also applied *Project Based Learning*, such study [25] who applied PBL to students studying German at the University of Ritsumeikan, with a package project assignment *tour* city of Kyoto, Japan. It was reported that the students succeeded in making the project. Likewise, study [26] have confirmed that *Project based learning* This can be applied in Business Japanese Learning, seen from the context of human resource development and language learning. Even in listening learning *elements of pronunciation* PBL has a positive influence on pressure control (*stress*), rhythm (*rhythm*), pause (*juncture*) and intonation (*intonation*).

5   Conclusion

Thus it can be concluded that the method *Project Based Learning* can be applied in language learning that requires skills. Especially in learning *tsuuyaku*, it takes a lot of practice, so this method is perfect for skills courses like this.

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