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Project-based Learning in Teaching Subtitling Course at English Study Program Politeknik Negeri Jember

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Abstract

This paper aimed to describe the implementation of project-based learning in teaching subtitling course of English Study Program Politeknik Negeri Jember. Project-based learning is an approach in classroom that is designed to engage students to do deep investigation on complex and authentic problem then making products. It is a kind of method that uses problems as a first step in collecting and integrating new knowledge based on experience in real activity. The steps are; (1) driving questions; (2) focus on learning goals; (3) scientific practices; (4) collaborative activities; (5) learning technology scaffold; (6) creation of artifact. After finishing the whole activities, all students were able to produce a video subtitling in 5 to 7 minutes long. It also helped them to work effectively and do collaborative work with their peers.

Keywords:project-based learning, subtitling course, Politeknik Negeri Jember

1. Introduction

Audiovisual translation (AVT) is translation on screen. It is a part of translation that is represented as written text at the bottom of the screen. It also called media translation, multimedia translation, multimodal translation (Chiaro, 2009). AVT mode can be in form of dubbing, subtitling, voiceover, narration, and interpreting (Cintas, 2009).

Today, the needs of communication make AVT practices like dubbing, subtitling, and voiceover not only for written but also for spoken types. For example, a TV program for adult needs subtitling but when it is for children like cartoons, it needs dubbing. Some other programs like documentaries, educational and edutainment productions need narration. DVD technology, satellite and cable TV channels, and digital television have produced the need for vast number of AVT. Products from United States is translated into another language. Several countries in Europe, such as UK, Scandinavian, Germany, Spain use dubbing and subtitling to spread information (Ciaro, 2009). Meanwhile, the development of AVT in China has not been fully developed into a professional field of practice in various Asian context (Wang. et al 2020). There are a number of studies done like working condition of Chinese subtitlers, status quo of audio description services in Hong Kong, subtitling quality in Thai market. Fact on majority translator tends to work freelance, association of translator in Asian is not well developed like that of Western.

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The development of technology and internet also influences the role of AVT to be more flexible to accommodate a wider range of realities.

An example of technology development is software or application for subtitling is not hard to get in Google Play (Playstore) for video subtitle maker as video editor it helps for making subtitle in the video. Some of them are Subtitle Workshop, Jubler, Subtitle Creator, Open Subtitle Editor, Sub Magic, iToolSoft Movie Subtitle Editor, POP Subtitle Editor, Womble EasySub, and Aura Video Editor. They are free to download and useful for beginner to apply translation practice especially for AVT translation. With the ease of technology and internet students can learn and practice AVT in classroom.

Interpreting and subtitling is a subject in English Department Politeknik Negeri Jember. This subject trains the students to apply their knowledge on listening, reading, writing, and translation with two skills: interpreting and subtitling. The translation skill is more oriented to cope with longer authentic texts with particular range of lexical features from various typology of authentic texts, e.g. referential (content-based), persuasive (appeal-based), and expressive (form-based) text types. Meanwhile, the subtitling skill is intended to introduce the students with technicalities and procedures of doing subtitling.

Project-based learning (PBL) is a model of teaching that allows students to learn through project. In this model, they do investigation and apply their knowledge, skill, and technology. In doing a project, they will be able to gain more information about preparing, doing, and finishing a product. In the process, they can share their work with teamwork and classmates. Then, there will be a product as a result of doing a project. They have an experience on authentic situation, sources, and result. They can do collaborative responsibilities with team to address identified problem. This condition helps students learn to respect each other, revealed ideas, presentation, giving suggestion. With the wide range of AVT translation production and business, doing a project will give students experience on real work situation. Projects will make students concern more on translation skill, technology and internet.

The aim of this paper is to describe the implementation of PBL in teaching subtitling course in the classroom. It is a model that can be applied to make the students have knowledge and skill in English and translation. They should able to know some application of subtitle editor to make the project. They also had to be able to work in team, solve identified problem, and present a result in the classroom. By applying this model, teacher and the students could express ideas related to doing a project individually and teamwork. PBL bridges learning in classroom with AVT industry and production. Students can have an experience of doing real life working in making video subtitle by using application from the internet.

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2. Project-based learning (PBL)

Project-based learning is a model of teaching in which students learn to answer questions, authentic problems through project. Thomas (2000) said that PBL is a model that organizes learning around project. It is an approach in classroom teaching that is designed to engage students in investigation of authentic problems (Krajcik & Blumenfeld, 2006). PBL is a teaching method in which students obtain knowledge and skills by working for a period of time to investigate and answer to an authentic, engaging, and complex question, problem, or challenge (Buck Institute of Education, 2019). Students will have an experience on solving problem by asking and selecting questions, discussing ideas, making predictions, designing plans or trial, collecting and analyzing data, drawing conclusion, asking new questions, and creating artifacts.

There are two important components of projects. Firs, it requires a question or problem that drives to organize activities. PBL unit/curriculum should be motivated by driving question (Thomas, 2000). Second is that these activities result in a series or artifacts or products that addresses the identified questions. A meaningful project fulfils an educational purpose (Larmer & Mergendoller, 2010) Students are responsible for creation of both questions, activities, and the character of artifacts. Teachers can create questions and activities. Artifacts are representation of student's problem solution depend on their knowledge. It is explicit and concrete including a model, report, videotape, or computer program. Students can share their artifact with the class to get feedback then revise it.

Larmer & Mergendoller (2010) adapted seven essential project design elements for successful project that maximizes student learning engagement. First is a need to know. Teachers can introduce the topic by showing a video about beautiful beach then ended with a sign "Beach Closed: Contaminated Water." Students can discuss about their experiences with quality of water, why beach is closed, how pollution bothered them. Teachers can also give entry event that engages interest and initiates questioning. It can be a video, a live discussion, a guest speaker, a field trip, or a piece of news from newspaper.

Second is a driving question. A good driving question covers the core of project clearly, compelling language, that gives students a sense of purpose and challenge. The question should provocative, open-ended, complex, and linked to the core of learning goals. It can be abstract like when covid-19 pandemic will end? concrete: is our water safe to drink? or focused on solving problem: How we can improve our e-learning program so that all teacher will comfortable to use it? Third is student voice and choice. This element requires a teacher to design projects suits with the students' level and style. Fourth is 21st century skills. Those skills include collaboration, communication, critical thinking, and the use of technology to survive in workplace and life. Fifth is inquiry and innovation. In this element, students discover their own style of answering questions with finding information in books and website. They have to make an innovation with real inquiry involve a new answer to a driving question, a new product, or an individually find solution to a problem. Teacher help with making classroom culture with value

questioning, hypothesizing, and open to the new idea and perspectives. Sixth is feedback and revision. A process of feedback and revision during the project makes learning meaningful. It shows the student that before success someone has to do trial and error many times. Teacher can help students to use rubrics or other set of criteria to critique one another's work. Teacher can arrange experts or adult mentor to provide feedback. Seventh is a publicly presented product. It will be more meaningful and prouder when students present their work to real audience. They care more about its quality and authenticity. Students can replicate kinds of tasks done by professional and even better to create real products that people outside school use.

Krajcik & Blumenfeld (2006) described five features of PBL that includes driving questions. Driving question is designed to organize and drive activities of the project, provides a context that students can use and explore learning goals and scientific practices, and provides continuity and coherence to the full range of project activities. There are five criteria for high-quality driving questions including feasible, worthwhile, contextualized, meaningful, and ethical (Krajcik et al, 2002). For example: how do machines help me to build big things? And why do I need to wear a helmet when I ride? (Rivet & Krajcik, 2004) in Krajcik & Blumenfeld (2006). Second is situated inquiry. In this feature, scientific practices to use tools and technology to gather, analyze, and interpret data and create explanations of phenomena. Although scientist do not follow a fixed set of steps that leads to new scientific understanding but they rely on evidence and theories to explain and predict phenomena in the world. For example: in the project: can good friend make me sick? Students design and conduct investigation to explore various questions about the growth of bacteria. While students perform their investigation, teacher guides and provides feedback on peers. Next, students develop their own explanation of finding. Scaffolding strategy can be used like making rationale behind explanation, modelling how to construct explanation, providing students with opportunities to construct explanation, and writing scaffolding comments on students' investigation sheet. Three components of explanation framework are a claim, evidence, and reasoning.

Third feature is collaboration. Students, teacher, and community members can collaborate to investigate questions and ideas. Students can ask questions, write explanation, draw conclusion, confirm information, discuss data, and present finding. Fourth feature is using technology tools to support learning. Technology help students to build connection among the science ideas, forming a deeper and richer understanding. In this feature consists of lack of computer access, time demand of using technology tools, and integrating learning technologies into curriculum materials. Teacher should plan to use computer room and prepare computers for his/her class in advance. Then, students have extended time to complete the task, constructing their own knowledge in meaningful. Last feature is creation of artifact. Students develop physical models and computer models, reports, videotapes, drawing, games, plays, web sites, and computer programs. Teachers can give valuable feedback to students by provide them with written

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description of different levels of quality for their performance. Rubrics can be used for scoring and giving feedback. Feedback can be given individually or in group.

Thomas (2000) mentioned five criteria of PBL. First is centrality. Project is the central teaching strategy that is students learn the central concepts of the subject through project. Secondly is driving question. PBL projects are focused on questions or problem that is drive students to investigate central concepts and principles of a subject. Thirdly is constructive investigation. Projects involve students in an investigation as a learning goal. It includes inquiry, knowledge building, and resolution. It can be design, decision making, problem finding, problem solving, discovery or model building processes. Fourthly is autonomy. Projects are student-driven to some significant degree. PBL projects combine student autonomy, choice, unsupervised work time, and responsibility. Lastly is realism. Projects are realistic not school-like. Projects characteristics give a feeling of authenticity to students. It can be topic, the task, the roles of students play, the context which the work of project is carried out. PBL merge real-life challenges that focused on authentic problems or questions and solutions.

3. Translator competences

Translation competence has some definitions. Bell (1991) in Orozco & Albir (2002) defined translation competence as the knowledge and skills the translator must possess in order to carry out a translation. Beeby et al. (2000) said that translation competence as the underlying system of knowledge and skills needed to be able to translate. Translation competences are needed to design a course.

Learning goal is important before designing a course. Students have to know the learning goal before starting to study a lesson. Students have to pay attention the end of the course to get core competence. In doing so, having a clear explanation about translation competences is extremely helpful and timesaving. Maruenda-Bataller & Santaemilia-Ruiz (2016) mentioned about the core competences that translator need to carry out within their profession are linguistic competence, cultural or communicative competence, textual competence, translational competence, and professional competence.

4. PBL in teaching subtitling

Implementing PBL in teaching subtitling means involving students in a project on AVT or being a translator/subtitler. As mentioned above, PBL requires project as its main goal and some elements should be done along the way before a product launched to the public. Three examples below explain the flow of subtitling course in the classroom.

Istiqomah, et, al (2018) defined a method in PBL class that consists of several steps. The first step was project selection. Students were not involved in the real project because of the final quality of subtitling, unfair competition, and time limitation. It was based on literature on PBL that underlines the realistic nature of project, where realistic means something to be real but not really real. Students worked in group of five and received

instruction to render from English into Indonesian movie Romeo and Juliet. The project was scheduled for fourteen weeks. Students did several activities that were guided, suggested, and assessed by a university teacher. All of the activities were a) students should re-watch the film, b) they individually watched the film to organize the project in a group discussion, c) the did a puzzle, d) they conducted individual subtitling, e) they made a coordination with the group, f). they did a group subtitling final section, h) they presented the result in front of the class. Peer reviews and intensive group were aimed to identify the complex problem in doing the project.

Marunda Bataller & Santaemilis-Ruiz (2016) also mentioned about PBL in teaching translation in Spain. Before doing a project, students learned about translator competences that consisted of general and specific competences. General competences included sensitivity towards human, quality and sustainability, development of intellectual abilities, ability to understand and convey knowledge, and ability to grasp and interpret the relevant information of a theme. Specific competences were S1 multilingual competence, written and oral communication ability in L1, knowledge of at least two languages, competence in translation itself: knowledge of translation techniques, and competence in auxiliary resources: documentation techniques for translation and inter-linguistic and intercultural communicative mediation. Students worked in teams. They were divided into groups of five as a translation commission. Every member had to do some roles as a project manager, an editor/corrector, a documentation specialist, a translator, and a terminologist. All members had an autonomy to group work and quality. The evaluation focused on the variety and reliability of the source consulted, the coordination of teamwork, the schedule or plan, the quality of translation, editing operation, and prepared glossaries. Final products were judged for their effectiveness and adequacy to their function in the target language and culture. Series of checklist were made as practical guidelines on the whole procedure and students reflected on their own performance in each specific role. It is also help students to check whether some tasks had been properly fulfilled or not. Self-assessment is one of the strategies that encourages students to be able to think about their purpose in learning and to reflect on what and how much they are learning. And, teachers should implement it frequently because it needs a process to train them to develop their self-efficacy (Miqawati, 2019).

5. PBL in subtitling classroom

PBL is a method of teaching that consider a project to fulfil a particular learning goal. In subtitling class, students acted as a subtitler in a group of subtiler agency. They were expected to learn being a professional subtitler. They learned to render and participate in subtitling project. The activities were based on the work of professional team. The roles were as a project manager, an editor/corrector, a documentation specialist, a translator, and a terminologist. The roles were stated in checklist.

The first steps were determining a project and informing a learning goal. The project actually was not a real project but real-like project. The reason was related to the quality

of subtitling product and the students' ability in translating. The purpose was to make the students involved in subtitling project and assigned as a team work. Selecting a theme and time duration of a video, scheduling team work, conducting presentations, submitting final product, and holding discussions were activities that should be done along 8 weeks meetings or two months. Some considerations on selecting a theme and duration of the video were the students' knowledge and skills about the content of the video, translation strategy, time, technology and facilities used in the activities. The theme selected was Indonesian folklore in Bahasa Indonesia. The folklore was then subtitled into English. Time duration of the video was 5 to 7 minutes. They had to download the video by themselves. The next step was planning the project. The students and teacher discussed about scheduling activities. The teacher required the students to manage time, sequence activities, and assessment to learn PBL materials, create high quality product, and develop social skill. Hopefully, they were able to work effectively and fulfil all of the requirements.

There were 63 students in English Study Program Politeknik Negeri Jember. They were at their fourth semester. They were divided into thirteen groups of five people and assigned as project managers, editors, translators, documentation specialists, and terminologists. They should become a translator in a team for doing their own project. They were free to decide the roles as team members and apply translation strategy, technology, and time management. They could use internet access in campus but if it ws not sufficient they could do their work outside campus. The roles of team member were adapted from Bataller and Santaemilia-Ruiz (2016). The responsibilities of the project manager were a) assigning tasks, roles, and responsibilities and set schedule for translation project with clearly defined steps, deadline and delivery date, b) coordinating and supervising all work being done and responding to inquiries and problems during the project, c) preparing a detailed report of the whole project such as a description of project (source of video, author, word count, readership, estimated time, a journal of organization and planning of steps of project (draft version, problem solution, supervision), and d) delivering the final product.

The responsibilities of the document specialist were searching and selecting the documentation to assist translator in solving problems on lack of specific knowledge in given topic and compiling a team/group work. The jobs of terminologist were preparing glossaries of source text by searching subjects related to the field and ensuring the quality, relevance, and usefulness of the glossaries provided. The roles of the translator were watching and analyzing the video carefully and identifying problems like conceptual, terminological, stylistic, making a script, translating the source text, uploading the text on the screen by using software, revising the draft, and submitting the result to project manager. The roles of editor were comparing, revising the original text and subtitle result and giving the final result to project manager.

Assessment was done through group presentation and revision. Each group presented their project in front of the class. The other groups paid attention and gave comments related to the quality of the video translation. From the peer assessment, the translator

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revised the product. The students could compare the results with other group so that they were able to know the quality of their own work. The learning goal for all activities was to acquire the students' competences in producing a subtitled product to meet professional standard. Peer and group assessment helped students to identify and find problem solution. These findings supported Miqawati (2019) that students peer assessment helped them gain their motivation and know better on what to achieve during their process of learning.

6. Conclusion

From the explanation above it can be concluded that implementing PBL in subtitling class was time consuming because all students needed to present and revise their work. However, it gave impacts for the students to work effectively. The teacher had to control and guide them carefully so that they could fulfil all of the learning goals. Other disadvantages are different levels of students' competence and their lack of experience, legal translator, and real project. Despite of those disadvantages of PBL, there were some improvement in subtitling competences such as usage of subtitling software, awareness of translation quality, choices of words especially those related to local culture. From all of the activities done, students could create real-like subtitling project with the Indonesian folklore theme. They were able to submit their work and work in team in limited time. They could also develop translation competences and performance in subtitling project.

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