PROJECT-BASED LEARNING COLLABORATED WITH DIGITAL MEDIA FOR INDONESIAN EFL LEARNERS' SELF-CONFIDENCE AND COMMUNICATION SKILL

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Abstract

Indonesian EFL learners are still unconvinced to communicate by using English because being able to communicate requires the students to integrate self-confidence, and producing the meaningful idea at the same time. Fortunately, digital stuffs completely brings a new concept in ELT context since the use of digital in ELT clasroom can improve EFL learners' communication skill. This research aims to reveal Indonesian EFL learners' communication skill by integrating Project-based learning and digital media to siginificantly affect on students' self-confidence on communication skill. To achieve the objective of the research, quantitative research method with factorial design 2X2 is applied. Then, the intruments used are interview with Likert scale and students' communication achievement that have been distributed both normally and homogenously, thus, all the data are processed by using multivariate anova with sig 0,000 < 0,05. Based on the finding of the research, it is found that the using of Project-based Learning integrated with Telegram as media digital to share video absolutely affects on students' communication skill because the students are able to think deeply in creating video project and feel comfortable to share with others on Telegram twice a week, it indicates that familiarity with their interlocutors and the community existed on Telegram group leads them to prefectly communicate with other in the real classroom context, and allows them to improve the ability to produce a meaningful idea to deliver.

Keywords: Project-based Learning, EFL Students' Communication Skill, EFL Students' Self-confidence

INTRODUCTION

In digitalization age, communication skill by using English becomes an essential point to achieve by EFL students because that is one of 21st century skills that comes up together with creativity, collaboration, self-confidence, and critical thinking (Sato, 2017; Lubis, 2019). Among those variables, the crucial concern faced by EFL students is self-confidence because self-confidence lead to the willingness to communicate fluently (Riasati, Rahimi, 2019; Phongsa, Ismail, Low; 2018, Sato;2017). EFL students' self-confidence refers to the motivation built up to grow the positivity toward English, that leads to the language achievement, learning enjoyment, and willingness to communicate (Lou, Noel, 2018). Moreover, EFL students' self-confidence becomes a top driver in communication skill because the students with higher self-confidence can deal with willingness to communicate.

In Iran, a deep research reveals EFL learners' communication skill underlined by some factors, namely; shyness, topic discussing, teacher, interlocutor, classroom situation, and self-confidence (Riasati, Rahimi, 2018). In Japan, there are several variables affected on EFL leaners' communication skill carried out on digital platform, such as; familiarity with the interlocutor, comfortability with the community, anxiety, and curriculum design (Lee;2018). Still, a research conducted in Iran point out EFL students' self-confidence is increased by firmly corrective feedback, in which the students' communication skill being higher as well (Tavakoli, Zarrinabadi, 2018). Moreover, China EFL students really needs to have identity development during four years in order to be successful in L2 learning context, in which, positive self-confidence becomes the most raising category of identity development (Gao, Jiya, Zhou, 2018). In Indonesia, despite EFL students have reached creativity and language achievement in communication skill that has been improved by the implementation of Project-based Learning and Experiential-based Learning, in which, the students' have an opportunity to speak up with a well-planned topic of discussion, the students seem not to be fully confident to suddenly communicate in front of the class, thus, it is indicated that they can fast think of what they are going to deliver (Lubis, Lubis, Ashadi, 2019).

Even tough, many researches discuss about EFL learners' self confidence in communication, there is a little research focus on the integration between self-

confidence and critical thinking in EFL communication skill. In this present study, the main aims to investigate the development of students' self-confidence and critical thinking through the implementation of Project-based Learning integrated with digital media. Project-based learning is believed can activate students' ways of thinking productively in increasing knowledge along with students' metacogntive as the students let follow the representative instructions and communicate each process that they have been through during project completion (Eskrootchi, Rogheyeh 2010; Maulany,2013; Tiantong, 2013). Project-based learning really suits to integrate with digital media that provides a freedom to express the idea, an opportunity to create learning community, to allow to have a live contact between teachers and students, that it can be carried out through some digital paltform, such as; Youtube, Twitter, Facebook, or Telegram (Allam, 2016; Sharma, 2011). In this research, Youtube and Telegram are used as digital media because both of them has their own characteristics to meet students' needs to improve self-confidence, and critical thinking in communication skill (Chhabra, 2012; Biswas, 2013). In details, telegram is used to create learning community, then, Youtube is used to provide a freedom to explore the information, and to express themselves after communicating in small context. Futhermore, the factors of critical thinking needed by EFL students in communication skill are application, synthesis, and analysis, those factors are urgently needed by the students to exchange the information and it is affected on students' bravery to deliver that information logically that is why critical thinking will contributes the idea created. Then, willingness to communicate, proficiency, fluency, and vivid ideal are considered as the points reached by students (Rubió, Xavier, Cots, 2018; Ghasemi, Asghar; 2020). Based on the explanation above, Indonesian EFL students are expected to increase self-confidence and critical thinking at the same time to produce meaningful idea to be communicated with others.

RESEARCH METHODOLOGY

In order to achieve the objective of the research, quantitative reserch method with factorial design 2X2 that is derived from true experimental design is applied. Then, semester VI students of English Language Education Study Program of Universitas Muslim Nusantara Al Washliyah are selected to be sample of the research by using random sampling technique. Thus, semester VI A students are treated as experimental

class I taught by Project-based Learning and digital media, while, experimental class II only taught by Project-based Learning. There are two variables used; dependent variable, and independent variable, in which, project-based learning integrated with media digital is treated as independent variable, both communication skill is respectively treated dependent variables. independent variable, (Sugiyono, 2013). Then, the instruments of the research used are; questionnaire with Likert scale for communication skill, and the content of project for students' critical thinking. All the data are analyzed by using normality test with one sample Kolmogorov Smirnov, and homogeneity test by using One way Anova, multivariate anova (MANOVA) with SPSS 22 IBM for Windows with sig > 0,05, then, hypothesis is tested with sig < 0,05.

FINDING AND DISCUSSION

Finding

Based on the finding of the research, Project-based Learning integrated with digital media; Youtube and Telegram significantly affects on EFL students' critical thinking based on three indicators namely; analyzing, synthesis, and application. The following graph briefly shows the differences between experimental class I dan class experimental II.
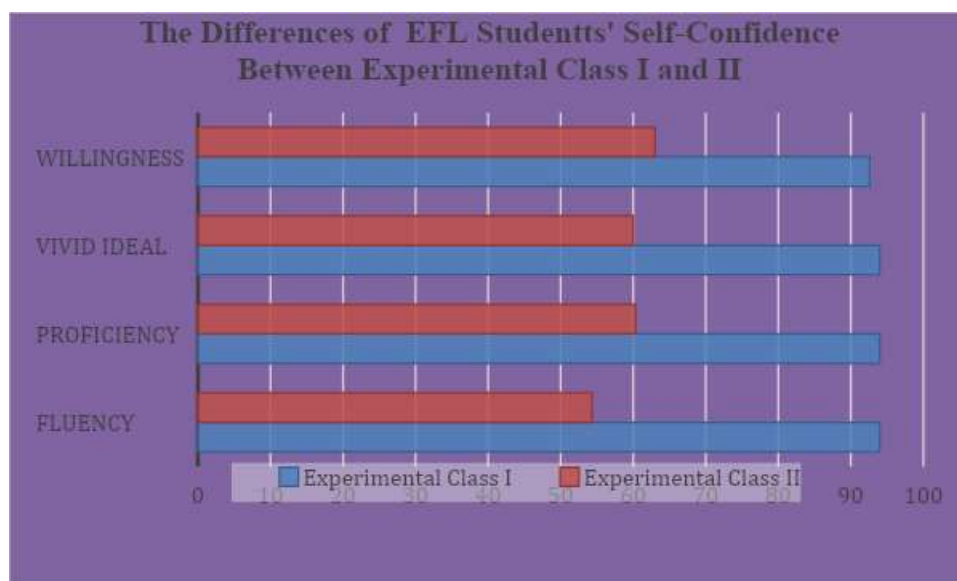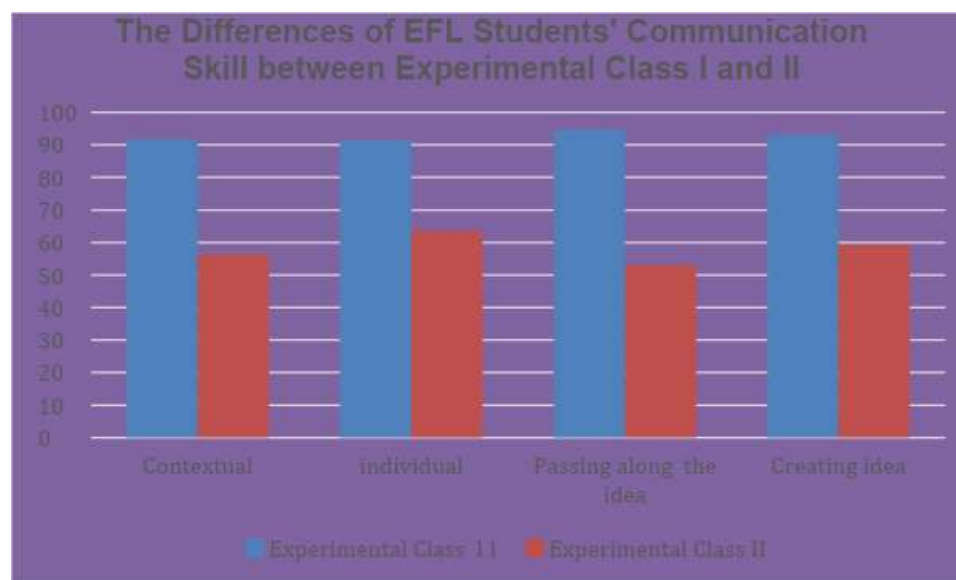

Figure 1. The Differences of EFL Studentts' Self-Confidence between Experimental Class I and II

Based on the explanation above, the graphs clearly shows that the students in experimental class I taught by Project-based Learning integrated with digital media completely increase students' self-confidence because the students have much opportunity to make video project regularly by analyzing, synthesize, and evaluating the content of video they watched from Tedtalk.com on Youtube, and to share that videos on Telegram. Moreover, the prominent indicators achieved by experimental class are fluency, proficiency, and vivid ideal achieved with average score 94, while, the students in experimental class II only got 54,33 for fluency, 60 for vivid ideal, 60,33 proficiency, and 63 for willingness to communicate. In other words, self-confidence is part of communication skill in which the students' communication skill depends on self-confidence. In this case, self-confidence is not always being brave, but it includes the ability to comprehend the materials, the proficiency of English skills, motivation, and fluency.

Moreover, based on the questionnaire distributed and analyzed the difference between communication skill achieved by EFL students in experimental class I and class II is completely seen in graph 2 below.

Figure 2. The Differences of EFL Students' Communication Skill between Experimental Class I and II

In detail, the successful communication skill reached by EFL students covers four main variables; contextual, individual, passing along the idea, and creating the idea. Passing along the idea is the highest variable achieved by the students with 94,67 in experimental class I taught by Project-based Learning integrated with digital media, while it is only 53 in experimental class II got by students in experimental class II because it is just treated by Project-based Learning. Then, individual variable in communication skill consist of two focuses, namely; anxiety and self-confidence, in which, the students in Experimental class I got 91,33, while, the students in experimental class II is 63,37. Besides, the contextual variable includes familiarity with interlocutor, and familiarity with community become a major concern to communicate, in which, 91,83 belongs to the students in experimental class I, while, 56,33 is the average score achieved by experimental class II.. In details, test of hypothesis is briefly visualized in the following table.

Tabel 1. Test of Hypothesis

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Self Confidence	3242.892^a	19	170.679	13.881	.000
Intercept	Self Confidence	31993.693	1	31993.693	2601.951	.000
Communication Skill	**Self Confidence**	**3242.892**	**19**	**170.679**	**13.881**	**.000**
Error	Self Confidence	491.842	40	12.296		
Total	Self Confidence	59306.000	60			
Corrected Total	Self Confidence	3734.733	59			

a. R Squared = .868 (Adjusted R Squared = .806)
b. R Squared = .877 (Adjusted R Squared = .818)

The table above shows that the Sig 0.00 < 0.05, which means that the implementation of Project-based learning integrated with digital media significantly affect on students' self-confidence in communication skill. The finding of the research shows that, giving the students to carry out the project regularly absolutely enhance students' self-confidence because the students have much more opportunities to watch many sources on Youtube. In addition, EFL students become more fluent following the rules of

project; watch the video, analyze/interpret/evaluate the video watched, create their own video, and share the video on Telegram. The quality of students' communication skill is totally higher, and it certainly affects the students' self-confidence.

Discussion

The collaboration of project-based learning and digital technology era brings a new concept to language learning context. It is similar with the review worked by Moreira (2019) who states that Project-based learning collaborated with technology creates a very potential language learning because the students are directly engaged to practice. Notably, the integration of digital media with language teaching approach completely raise students' communication skill and self-confidence. Self-confidence in EFL context is boarder than just talking bravely, yet, self-confidence requires some variables. A research carried out by (Rubió, Xavier, Cots, 2018; Ghasemi, Asghar; 2020) reveals that self-confidence is affected by various students' group, classroom context, and proficiency of English skill as well. It similar with the comprehensive study conducted by Lee (2018) EFL students' self-confidence always comes along with communication skill in which self-confidence relates with feeling comfortable having talk and sharing the information through extramural digital because the students are familiar with the interlocutor, community, and it makes them less anxious. It is also with a result of the research concluding that reluctant, shy, nervous normally happens to EFL leaners when they involve in two-way communication context (Riasati, Rahimi, 2018). Last, EFL students' self-confidence and communication skill are very complex combination in which it can be higher, if there is a constantly comprehensive treatment either given by teacher, or come up from the students, themselves.

CONCLUSION

In conclusion, Project-based learning and digital media is the suitable collaboration in Indonesian EFL context to improve students' self-confidence and communication skill. This research infers that EFL students' self-confidence on communication skill must be continuously gained through some activities involving students' engagement, and improving students' English proficiency.

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