

## **PROMOTING STUDENTS' COMMUNICATION SKILL THROUGH THE APPLICATION OF PROJECT BASED LEARNING**

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### **ABSTRACT**

The aim of this research is to describe how Project Based Learning promotes students' ability to communicate ideas. Qualitative was used as the research method of this research. The subjects of this research were five students were chosen as the subject of this research. They were in the ninth grade in one of state Islamic schools in a relative big city. The researcher collected the data from observation and the recording video of the process of making the project which was wall magazine. All the data from observation were in the form of verbal data. After analyzing the data, the result shows the students can reach all of indicators of communicating ideas with eight examples as the evidences. In short, it can be concluded that Project Based Learning can promote students' communication skill particularly students' ability to communicate with others.

*Keywords: project based learning, communication skill*

### **INTRODUCTION**

Many challenges must be faced by the teachers in educational context. One of those challenges is that choosing appropriate instructional model for the students. It has to make both the teacher and students can enjoy the teaching and learning process in the classroom also it can help students to promote their skill. Therefore, the teachers must be creative to choose the instructional model which will be implemented to the students.

Project Based Learning (PBL) might be one of instructional models that can make the students are interested in the lesson also can help them to promote their skill. It can be proven through some previous researches. The learning activity can be more to students-centered rather than teacher-centered if project

based learning is implemented in the teaching and learning process as most of activities are done by the students (Sholihah, 2017). Not only can create enjoyable and fun classroom, but project based learning also gives the opportunity for the students to improve their English skill (Praba, Artini, & Ramendra, 2018).

Some of the students' skill which can be increased during the application of project based learning is their writing, speaking, and listening skills. Project based learning is suggested to be implemented to increase students' writing skill (Larasati, 2015); (Pratomo, 2014). Speaking skill also can be improved in the practice of project based learning especially for university students (Kamisah, Mukhaiyar, & Radjan, 2013). Not only writing and speaking, but project based learning also can improve students' Yiyiing (2015).

Education and Cultural Ministry of Indonesia or Kemendikbud gives socialization for the teachers to increase their readiness to face challenges in order to be able to train the students with 21<sup>st</sup> Century Skills which are Four Cs skills alternately in all areas in Indonesia (Kemendikbud, 2018). Four Cs of 21<sup>st</sup> Century skills consist of communication, collaboration, creativity, and critical thinking (P21, 2009). Therefore, the teachers should use instructional model which can facilitate those Four Cs skills. From the previous researches, project based learning can help students to improve their communication (Hadim & Esche, 2002); Sawamura (2010), collaboration (Bell, 2010), creativity (Larasati, 2015), and critical thinking skill (Praba, Artini, & Ramendra, 2018) as well.

However, in this research, the researcher focused on one of Four Cs skills. It is communication skill especially communicate ideas during the process of creating the project which is wall magazine. There are some previous researches which are related to project based learning and communication skill. The first previous research is from Hadim & Esche (2002). They say that project based learning can help students to improve their communication. Torres & Rodriguez (2017) argue that project based learning can encourage students to improve their oral production or their speaking through lexical competence development. Another previous research is from (Lubis, Lubis, & Ashadi, 2018). The result of that study shows that project based learning and experiential learning models has a significant effect on students' interpersonal communication also on their creativity. Project based learning is an effective teaching method because it can provide students with chances to speak English especially in drama (Siririmangkorn, 2018). Last not least is the previous research from (Bakar, Noordin, & Razali (2019) about project based learning and oral communicative competence. They argue that there is a significant improvement of the students' oral communicative competence during the use of project based learning activities.

However, none of the previous researches about project based learning and students' communication skill especially communicate ideas. The first previous research does not give detail evidences that project based learning can increase students' communication skill. The second and third previous research is more focus on their oral production or speaking not to their communication skill while the fourth focuses on communicative competence but in general. Yet, this research is more focus on students' communication skill particularly communicate ideas.

## **LITERATURE REVIEW**

### **Project Based Learning**

In Indonesia context, 2013 Curriculum is implemented as the fundamental in education and the 2017 curriculum is the newest revision of 2013 curriculum. . In the revised version 2016 of 2013 Curriculum, the teachers are suggested to apply project based learning as the instructional model in teaching and learning process to is encourage the ability of learners to produce a contextual work, either individually or in groups (Kemendikbud, 2016). There are some definitions related to project based learning. Brown & Lee (2015) and Kolb (2015) define project based learning is experiential learning. Not only experiential learning, project based learning is also project work (Harmer, 2004).

Project based learning is related to activity of completing some problems in certain time in order to permit students to explain all the steps, to communicate the process, and in the end they can produce the product which is appropriated to the steps planned previously (Maulany, 2010). In project based learning, the students need to practice their target language in some steps which require group discussion and also collaboration to create their project (Papanikolaou & Boubouka, 2010). The students' communication skills can be investigated during their group discussion as the students have to produce oral communicative forms in the target language (Dooly, 2013). They can communicate their ideas, show their opinion, define the problems, and solve the problems during group discussion which happened during the process of creating their project (Torres & Rodriguez, 2017).

In this research, project based learning is in the form of hands-on project. Hands-on project is a project which can be done by handling data through games, experiments, and other experiential activities (Eyring, 1991). Creating diorama (Brown & Lee, 2015), booklets, class newspaper, brochures, and handbooks (Harmer, 2004) are the examples of hands-on project. Yet, in this research, the teacher asked the students to make hands-on project as well which is wall magazine.

### **Communication Skill**

Communication skill is one of Four Cs skills which firstly proposed by Partnership for 21<sup>st</sup> Century Skills (P21) in 2002 (NEA, 2012). P21 is assisted by National Education Association (NEA) as the partner to develop the guide of Four Cs skills to be introduced to educators about this concept. Four Cs skills can be promoted into teaching of principal academic subjects as follow mathematics, economics, sciences, English, arts, and etc. In this case, it is more focused on English.

From Four Cs skills, the researcher chose communication skill to be investigated in this research. The researcher investigated whether project based learning can promote students' communication skill especially students ability to communicate ideas in the process of English writing. The word communication is basically derived from the word 'communica'. It means 'to share or to make common' or in other word, communication can help people to share and understand meanings (Rawat, 2016). Communication as communicate clearly is the definition from (P21, 2009). In education context especially in teaching and learning process, communication is the crucial thing. The teaching and learning process can be successful if the communication among the teacher and the students or the students with other students run on well. Therefore, the teacher and also the students have to maintain the communication in the teaching and learning process in order to make it can be fully successful.

Project based learning is actually related to communication skill. This can be proven based on some previous researches. Activities in PjBL are captivating that they make the process of learning the language can be more meaningful and communication also can be more purposeful (Thi, 2011). The advantages of project based learning also related 21<sup>st</sup> century such as problem solving, critical thinking, decision making, teamwork and communication (Sumarni, 2015).

In the previous research above from Kovalyova, Soboleva, & Kerimkulov (2016) and Hadim & Esche (2002), they argue project based learning is an effective teaching strategy to increase significantly students' communication skill. However, those previous research do not show clear evidences and detail explanation about it and the subject is college student. Yet, this research investigated on how project based learning promote students' ability to communicate idea in the process of learning writing for junior high school students especially ninth grade students and give clear evidences and detail explanation about it. These indicators below are adapted from P21 (2009). There are five indicators which were used by the researcher to investigate the promotion of students' communication skill especially communicating ideas by applying Project Based Learning, as follow:

**Table 1.** Indicators of Communicating Ideas

No	Communication Skills	Indicators
1.	Clarity of expression of the opinions or ideas.	a. Students can express and explain their opinion or ideas clearly and related to the topic. b. Students can develop the ideas or opinion. After they get some ideas, they can discuss all the ideas and opinions together then they can develop it by collaborate an idea/opinion with others' idea/opinion then it becomes a new idea.
2.	Ethics for expressing the opinions or idea.	a. Students can consistently give opportunity to others to express their opinion or ideas. b. Students can accept the similarities and differences of every opinion or ideas which are explained by the other members. They cannot be angry if their opinion or ideas are not accepted by others. c. Students can be fully respected to others when others are expressing their ideas or opinions by listening it.

Source: Adapted from P21 (2009)

## RESERCH METHOD

Qualitative research design was used as research design of this research. It is used to investigate how project based learning promotes students' ability to communicate ideas in the process of English writing. The reason to choose this qualitative research design is as all data in this research are in the form of words or non-numerical data.

The setting of this research was in one classroom in one of state Islamic junior high school in a relative big city. The class is in good condition and spacious as well. In this class, there are thirty eight students which consist of twenty three girls and fifteen boys. To make the observation more focus and more detail, the researcher chose a group to be observed. This group was as the main subject of the research. This group consists of five students and all girls. The researcher observed this group to investigate on how project based learning could promote students' communication skill especially communicating ideas. The reason limit the communication skill only on communicating ideas was to make this research deeper and more detail. There are various kinds of communication skill, yet, limited time and access also one of the reasons why the researcher only limited on communicating ideas skill.

The utterances or conversations said by the teacher and the students were the data of this research. In other word, their dialogues during the application of project based learning in the classroom were used by the researcher as the data.

Meanwhile, the sources of the data were from verbal behavior from teacher and the students.

The researcher collected the data from observation. The researcher conducted observation in two times. In the observation, the researcher makes no special effort to have a particular role in the setting; to be tolerated as an unobtrusive observer is enough (Marshall & Rossman, 2006). It means that the researcher was not participate in the classroom, the researcher only observe all the activities during the application of project based learning in the classroom. The students' activities and conversations in the classroom were recorded in the video recorder. For a group which had chosen by the researcher, their verbal behavior in the classroom was recorded as the data for this research.

The researcher used steps of analyzing the data from Miles, Huberman, & Saldana (2014) to analyze all the data after collecting the data. Those are data condensation, data display, and drawing conclusion. The data were collected from field notes and video recording of students' conversation during the implementation of project based learning. The oral data which were from teacher and students' conversation and and students' gesture in the video recording were transcribed by the researcher using modified transcription convention by Allwright & Bailey (1991). After that, the gathered data were condensed by the researcher using P21 (2009) as the guidance to filter all the data and analyzing it. When all the data were coded and categorized, the researcher displayed the data. In this research, the data display was in the form of table. In the end, the data analysis was concluded by making a brief but strong conclusion about the gathered data.

## **FINDING**

As it was explained above, project based learning which had been used by the teacher is in the form of hands-on project. Kinds of hands-on project can be varied, such as field trips and other on-visits (going to a factory or museum), research projects (value of wind power), extra-class dinner groups (learning about Korean cuisine), and creating a video to promote a product (Brown & Lee, 2015). However, in this research, the teacher chose wall magazine as the project for the students for their examination practice. The students were asked to make wall magazine which was about descriptive text. They could choose their own theme. The teacher did not limit them to choose their topic or theme.

Based on the result in observation, their themes for their wall magazine were varied, such as about animals in Indonesia, *Youtubers*, solar system, plants, transportation, and etc. For the subject of this research, they chose animals of Indonesia as their theme. They made description of Orangutan, Birds of Paradise, Sumatran Tiger, Komodo, and Java Eagle. In their wall magazine, they made a

box of vocabularies about animals to make the readers get new knowledge from their wall magazine. Here is the result of students' wall magazine:



**Figure 1.** Students' wall magazine

Observation was conducted in two times to investigate students' communication skill particularly students' ability to communicate ideas during the application of Project Based Learning. The researcher observed their verbal behavior in observation when they were doing the project. The verbal data were in form of from students' utterances or conversations which are uttered by the students in the classroom when they were working on the project. These data would be used as the clear evidences whether the students' communicating idea skill could be promoted through the practice of Project Based Learning. Those data would be filtered and analyzed by using five indicators above (*See table 1*) to select appropriate data that would be used as the finding of this research.

The result shows that Project Based Learning can promote students' students' communication skill especially communicating ideas. The evidences can be seen in the *Table 2* below. There were five students as the main subject of this research. In *Table 2*, S1 is student number 1, In *Table 2*, S2 is student number 2, In *Table 2*, S3 is student number 3, In *Table 2*, S4 is student number 4, and In *Table 2*, S5 is student number 5. Here is the result:

**Table 2.** Result of Students Ability to Communicate Ideas

No	Indicators	Evidences
1.	Students can express and explain their opinion or ideas clearly and related to	a. S1: <i>Gimana kalo kita buat hiasan wall magazine nya kayak cabang pohon gitu?</i> (What if we make the decoration of our magazine like the branches of the tree?)

<p>the topic.</p>	<p>S3 : <i>Bagus bagus</i> (Good good)          S4 : <i>Kereenn tuh</i> (That's cool)          S5 : <i>Nice ngets gaes</i> (Very nice, guys)          b. S3 : <i>Eh, kalo gita gambar pohon- pohon disini gimana?</i> (Ehm, how about if we draw some trees here?)          S2 : <i>Oke, great idea! Jadi kan nanti kayak ada suasana hutan gitu. Tapi pohon e nggak usah dibuat 3D, jadi biar semua nggak 3D. Biar nggak monoton</i> (Ok, great idea! So, it feels like there is an ambiance of forest. But, no need to make 3D for trees, so not all the things are 3D. To make it not too monotonous )          S3 : <i>Nggak kok, kan pohonnya cuma buat tambahan dekorasi aja.</i> (No, the trees only for additional decoration )          S2 : <i>Ya bener, kita punya pemahaman yang sama</i> (Yap, we have same understanding)</p>
<p>2. Students can develop the ideas or opinion. After they get some ideas, they can discuss all the ideas and opinions together then they can develop it by collaborate an idea/opinion with others' idea/opinion then it becomes a new idea.</p>	<p>a. S1: <i>Gimana kalo kita buat hiasan wall magazine nya kayak cabang pohon gitu?</i> (What if we make the decoration of our magazine like the branches of the tree?)          S3 : <i>Bagus bagus</i> (Good good)          S4 : <i>Kereenn tuh</i> (That's cool)          S5 : <i>Nice ngets gaes</i> (Very nice, guys)          S2: <i>Ngga cabang sih yg ini. Ini bagian yg ini kayak dibagi bagi pake garis – garis gitu</i> (It doesn't like branches actually. This is part of then divided by using some lines like this.          S3: <i>Nanti dikasih jalan, dikasi kayak hewan – hewan lain juga</i> (There will be other animals as well)          S1,S2,S4,S5: <i>Iya bagus bagus</i> (Yes, good good)          S4: <i>Kayak di tv gtu</i> (It's like in the TV)          S2: <i>Disini dikasih orang trus sebelahnya ada tiang</i> (There will be people here and there is pole beside it)          S1: <i>Ya itu udah masuk konsep dan udah aku tulis</i> (Yes, this will be the concept and I have written it)          S2: <i>Gambarnya nanti diprint aja biar kayak asli</i> (To make it authentic, we'll print the picture          S1,S3,S4,S5: <i>Siip</i> (Ok)</p>



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		S2: <i>Terus nanti ada animal kayak ada mikir gitu, pake simbol mikir itu</i> (There will be animal who are thinking, using thinking symbol)
		S5 : <i>Menarik tuh</i> (It's interesting)
3.	Students can give opportunity to others to express their opinion or ideas.	<p>a. S2: <i>Ini mau ditempel dimana?</i> (Where will this be stuck?)  S1: <i>Kayaknya sini aja sih atau disitu?</i> (here or there?)  S2 : <i>Mending disini aja lebih bagus. Gimana yang lain?</i> (It's better here. How about you guys?)  S3 : <i>Kalo aku mending disini aja</i> (I think it's better here)  S4 : <i>Iya disini aja bagus, lebih pas</i> (Yeah, here is better, more appropriate)  S5 : <i>Yap bener sini aja</i> (Yap, here )  S2 : <i>Oke deh</i> (Ok)</p> <p>b. S1 : <i>Tapi kalo disini kayaknya kurang pas deh</i> (But, it isn't fit here I think )  S2 : <i>Menurut kalian gimana?</i> (What do you think?)  S3 : <i>Geser ke kanan dikit aja</i> (Move to the right a bit)  S4 : <i>Iya bener, ke kanan dikit</i> (Right, move to the right a bit)  S5 : <i>Nah iya, gitu lebih pas</i> (True, it's better)</p>
4.	Students can accept the similarities and differences of every opinion or ideas which are explained by the other members. They cannot be angry if their opinion or ideas are not accepted by others.	<p>a. S4 : <i>Hewannya apa aja sih ? Aku nggak tahu.</i> (What are the animals? I don't know)  S1 : <i>(Sambil tertawa) Kodomo... Burung Cendrawasih, Orang Utan, Elang Jawa.</i> (Laughing) Kodomo... Birds of Paradise, Orang Utan, Jave Eagle)  S4 : <i>Babi rusa</i> (Hod deer)  S1 : <i>Apa itu?</i> (What is that?)  S3 : <i>Mending kita milih hewan yang kita tahu.</i> (It's better to choose animals that we already know)  S1 : <i>He.em yang semuanya udah pada pada paham.</i> (Yeah, all animals that we already understand)  S4 : <i>Anoa</i> (Anoa)  S3 : <i>Harimau sumatera itu kan</i> (Sumatran Tiger, is that right?)  S4 : <i>Anoa kan ya Sulawesi to?</i> (Anoa is from Sulawesi, isn't it?)</p>

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	<p>S3 : <i>Maksudnya yang kita sudah tau jadi kan kita itu bisa mendeskripsikannya. Gitu lo. (I mean that we already know so we can describe it. That's what I mean)</i></p> <p>S4 : <i>Oh Anoa.. bentar .. (Oh Anoa,.. wait...)</i></p> <p>S3 : <i>Yang simple saja..Gajah itu lo (Just choose simple one... Elephant maybe)</i></p> <p>S4 : <i>Oke deh, aku setuju sama kalian. Nanti bakal susah kalo kita nggak tau hewannya (Ok,then, I agree with you all. It will be difficult later if we don't know the animals)</i></p>
5. Students can be fully respected to others when others are expressing their ideas or opinions by giving compliment.	<p>a. S3 : <i>Sekarang kertasnya kita tutup pake karpet ini. Kita taruh kertas buat alas ini di bawah karpet. Terus kita duduk di atas karepet yang dibawahnya ada kertasnya, jadi kan kertasnya nggak kelipet – lipet (Now we'll cover the paper by using this carpet. We put this paper for background under the carpet. Then, we sit on the carpet that there is paper under it, so the paper won't be folded)</i></p> <p>S2 : <i>(Sambil mengacungkan jempol) Kereeen banget idemu (Giving thumbs up) (Your idea is great)</i></p> <p>S1 : <i>Ini cara tradisional tapi bermanfaat banget . Good idea ! (It's traditional way but it's very useful. Good idea!)</i></p> <p>S2 : <i>Iya setuju, biar cepet selesai ya . (Ok, agree, in order we can finish it faster)</i></p> <p>b. S1: <i>Pokok disini cuma satu aja. Cara membedakan peran utama opo ndak gimana? (This only one must be here. How to differentiate the main character or not?)</i></p> <p>S2 : <i>Gini aja, kalo yang pemeran utama dikasi simbol chat atau berpikir gitu terus yang lain nggak usah (Like this, the main character will be given symbol of chat or thinking then no need for the others)</i></p> <p>S4: <i>Bagus kali ide kau (You're idea is great)</i></p>

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The result above shows that the students can reach all of the indicators of communication skill especially communicating ideas from P21 (2009). Different from previous researches, this research can give clear and deep evidences that Project Based Learning can promote students' communication skill especially communicating skill. All of those conversations above can be as the evidences

that Project Based Learning is one of instructional models which is effective to be used to help students to promote their communication skill.

## **DISCUSSION**

Kinds of Project Based Learning are varied. One of them is hands-on project. In this research, the project which is in form of hands-on project is wall magazine. Some experts such as Brown and Lee (2015) and Kolb (2015) argue Project Based Learning also known as experiential learning. Other experts such as Harmer (2004) and Stoller (2002) define project based learning as project work (Harmer, 2004); (Stoller, 2002). In this research, the process when they were making Project Based Learning is related to their physical side of language learning. They made a project that is related to their target language which is language. In the end, their final product will be their wall magazine and it can be shared to others. They experienced new things during the process of making wall magazine. They also connected their prior life experiences with new experiences when they were making it. These process reflects that project based learning is experiential learning (Brown & Lee, 2015); (2015) and project work (Harmer, 2004); (Stoller, 2002) as well.

As it was explained above that the researcher had done the observation twice. In the first observation, the teacher reviewed a bit about descriptive text as it has ever explained previously. Then, the teacher asked the students to make some groups. There were seven groups in a class. After that, the teacher gave some examples of wall magazine for their students to give some references for them. Next, the teacher explained about their project which was wall magazine. The teacher explained the rules and the deadline as well. They could choose their own topic as the teacher did not limit them.

From seven groups, the researcher chose a group to make the observation can be more focused and detail. This chosen group discussed their concept for their wall magazine in the first observation. They decided to use animals of Indonesia as their theme. Through this discussion, the researcher found the evidences Project Based Learning can promote students' communication skill especially communicating idea skill. They shared their opinion and idea, praise others' idea, gave others' opportunity to tell the opinion as well.

In the second observation, the researcher observed their process in making the wall magazine. The discussion also still happened during this process. A student had an idea and it was developed by others then in the end it became a new idea. Every student did not feel offended if their opinion or idea was not agreed by others. Instead, they accept the decision and even agreed with better opinion or idea from other members Started from when they decided the task for every member of the group.

Five indicators adapted from P21 (2009) were used by the researcher to filter all the data from the observation and the recording video. From the selected data from observation, it can be seen that Project Based Learning can promote students' communication skill particularly communicating idea skill. This can be proven from the result above that the students can reach all five indicators. First indicator which can be reached by the students they can express and explain their opinion or ideas clearly and related to the topic. There are two examples of students' utterances which reflect that indicators, as follow:

*Example 1*

S1: *Gimana kalo kita buat hiasan wall magazine nya kayak cabang pohon gitu?*  
(What if we make the decoration of our magazine like the branches of the tree?)

S3 : *Bagus bagus* (Good good)

S4 : *Kereenn tuh* (That's cool)

S5 : *Nice ngets gaes* (Very nice, guys)

*Example 2*

S3 : *Eh, kalo gita gambar pohon- pohon disini gimana?* (Ehm, how about if we draw some trees here?)

S2 : *Oke, great idea! Jadi kan nanti kayak ada suasana hutan gitu. Tapi pohon e nggak usah dibuat 3D, jadi biar semua nggak 3D. Biar nggak monoton* (Ok, great idea! So, it feels like there is an ambiance of forest. But, no need to make 3D for trees, so not all the things are 3D. To make it not too monotonous )

S3 : *Nggak kok, kan pohonnya cuma buat tambahan dekorasi aja.* (No, the trees only for additional decoration )

S2 : *Ya bener, kita punya pemahaman yang sama* (Yap, we have same understanding)

In *example 1*, it can be seen that S1 was brave to express her idea. She said that what if their design of their wall magazine liked the branches of the tree. Other members agreed about her idea. In *example 2*, S3 showed her idea that they can draw some trees in their wall magazine. S2 agreed but she added her opinion for others that it was better to not make the things their wall magazine in form of 3D. It could be too monotonous. In the end, they had same understanding. Those examples above reflect that they can reach the first indicator.

The second indicator is students can develop the ideas or opinion. After they get some ideas, they can discuss all the ideas and opinions together then they can develop it by collaborate an idea/opinion with others' idea/opinion then it becomes a new idea. The researcher also found evidence which shows that the students can reach this indicator. Here is the evidence:

*Example 3*

S1: *Gimana kalo kita buat hiasan wall magazine nya kayak cabang pohon gitu?*  
(What if we make the decoration of our magazine like the branches of the tree?)

S3 : *Bagus bagus* (Good good)

S4 : *Kereenn tuh* (That's cool)

S5 : *Nice ngets gaes* (Very nice, guys)

S2: *Ngga cabang sih yg ini. Ini bagian yg ini kayak dibagi bagi pake garis – garis gitu* (It doesn't like branches actually. This is part of then divided by using some lines like this.

S3: *Nanti dikasih jalan, dikasi kayak hewan – hewan lain juga* (There will be other animals as well)

S1,S2,S4,S5: *Iya bagus bagus* (Yes, good good)

S4: *Kayak di tv gitu* (It's like in the TV)

S2: *Disini dikasih orang trus sebelahnya ada tiang* (There will be people here and there is pole beside it)

S1: *Ya itu udah masuk konsep dan udah aku tulis* (Yes, this will be the concept and I have written it)

S2: *Gambarnya nanti diprint aja biar kayak asli* (To make it authentic, we'll print the picture)

S1,S3,S4,S5: *Siip* (Ok)

S2: *Terus nanti ada animal kayak ada mikir gitu, pake simbol mikir itu* (There will be animal who are thinking, using thinking symbol)

S5 : *Menarik tuh* (It's interesting)

At first, S1 shared an idea to other members. Then, they agreed about S1's idea. Yet, they did not stop to that idea. S2, S3 developed that idea by adding some opinion related to it. S1 also developed her idea again after she gets opinion from others. In the end, they could create new idea based on some ideas and opinions which had been expressed by them before. This example shows the students can complete this indicator.

Third indicator is students can give opportunity to others to express their opinion or ideas. Two evidences had been found by the researcher related to third indicator. Here are the evidences:

*Example 4*

S2: *Ini mau ditempel dimana?* (Where will this be stuck?)

S1: *Kayaknya sini aja sih atau disitu?* (here or there?)

S2 : *Mending disini aja lebih bagus. Gimana yang lain?* (It's better here. How about you guys?)

S3 : *Kalo aku mending disini aja* (I think it's better here)

S4 : *Iya disini aja bagus, lebih pas* (Yeah, here is better, more appropriate)

S5 : *Yap bener sini aja* (Yap,here )

S2 : *Oke deh* (Ok)

*Example 5*

S1 : *Tapi kalo disini kayaknya kurang pas deh* (But, it isn't fit here I think )

S2 : *Menurut kalian gimana?* (What do you think?)

S3 : *Geser ke kanan dikit aja* (Move to the right a bit)

S4 : *Iya bener, ke kanan dikit* (Right, move to the right a bit)

S5 : *Nah iya, gitu lebih pas* (True, it's better)

From those two examples, it can be seen that S2 always gave opportunity to other members to express their opinion. She said "How about you guys" and "what do you think?" to let other members to tell their opinion. After S2 gave opportunity to others, they directly shared their opinion. In short, the students especially S2 can reach this indicator.

The researcher found an evidence for fourth indicator. It is the students can accept the similarities and differences of every opinion or ideas which are explained by the other members. They cannot be angry if their opinion or ideas are not accepted by others. Below is the evidence:

*Example 6*

S4 : *Hewannya apa aja sih ? Aku nggak tahu.* (What are the animals? I don't know)

S1 : *(Sambil tertawa) Kodomo... Burung Cendrawasih, Orang Utan, Elang Jawa.* (Laughing) Kodomo... Birds of Paradise, Orang Utan, Jave Eagle)

S4 : *Babi rusa* (Hod deer)

S1 : *Apa itu?* (What is that?)

S3 : *Mending kita milih hewan yang kita tahu.* (It's better to choose animals that we already know)

S1 : *He.em yang semuanya udah pada pada paham.* (Yeah, all animals that we already understand)

S4 : *Anoa* (Anoa)

S3 : *Harimau sumatera itu kan* (Sumatran Tiger, is that right?)

S4 : *Anoa kan ya Sulawesi to?* (Anoa is from Sulawesi, isn't it?)

S3 : *Maksudnya yang kita sudah tau jadi kan kita itu bisa mendeskripsikannya. Gitu lo.* (I mean that we already know so we can describe it. That's what I mean)

S4 : *Oh Anoa.. bentar ..* (Oh Anoa,.. wait...)

S3 : *Yang simple saja..Gajah itu lo* (Just choose simple one... Elephant maybe)

S4 : *Oke deh, aku setuju sama kalian. Nanti bakal susah kalo kita nggak tau hewannya* (Ok,then, I agree with you all. It will be difficult later if we don't know the animals)

At first, S4 did not know what animals which would be described by them. Then, S1 answered it. After that, S4 shared her opinion related to animals which would be described. She said “hod deer and anoa”. Yet, the other member did not agree with her opinion. S3 told her opinion that it was better to describe the animals that they had known before. S4 was not angry or feel offended because her opinion was not accepted by others. Instead, she agreed with S3’s opinion and answered that it would be difficult if they did not know the animal which would be described. This example shows that they can reach this indicator as well.

Last indicator is students can be fully respected to others when others are expressing their ideas or opinions by giving compliment. The researcher found two evidences about this indicator. The following evidences as follow:

*Example 7*

S3 : *Sekarang kertasnya kita tutup pake karpet ini. Kita taruh kertas buat alas ini di bawah karpet. Terus kita duduk di atas karepet yang dibawahnya ada kertasnya, jadi kan kertasnya nggak kelipet – lipet* (Now we’ll cover the paper by using this carpet. We put this paper for background under the carpet. Then, we sit on the carpet that there is paper under it, so the paper won’t be folded)

S2 : *(Sambil mengacungkan jempol) Kereeen banget idemu* (Giving thumbs up)  
(Your idea is great)

S1 : *Ini cara tradisional tapi bermanfaat banget . Good idea !* (It’s traditional way but it’s very useful. Good idea!)

S2 : *Iya setuju, biar cepet selesai ya .* (Ok, agree, in order we can finish it faster)

*Example 8*

S1: *Pokok disini cuma satu aja. Cara membedakan peran utama opo ndak gimana?* (This only one must be here. How to differentiate the main character or not?)

S2 : *Gini aja, kalo yang pemeran utama dikasi simbol chat atau berpikir gitu terus yang lain nggak usah* (Like this, the main character will be given symbol of chat or thinking then no need for the others)

S4: *Bagus kali ide kau* (You’re idea is great)

When a member shared her idea or opinion, other members often gave compliments to her. They respected other opinion or idea by praising it. It can be seen in the *example 7* that S2 gave thumbs up and said “your idea is great” for praising S3’s idea. S1 and S2 also gave compliments to S3’s idea. In *evidence 8*, S4 praised S2’s idea by saying” your idea is great” as well. These evidences reflect that the students can reach this indicator as well.

The discussion above proves that the students can complete all the indicators of communication skill especially communicating ideas from P21 (2009) very well. Those conversations were recorded by the researcher during the process of making the wall magazine. They were brave to express their idea, shared their ideas, and developed the idea. They even can accept the similarities and differences among their ideas. They do not feel offended even their opinions or ideas are not accepted by others. They always support others' ideas which have been chosen together. During the process of creating the wall magazine, they always gave opportunity to others to share and express their opinion or ideas. In short, Project Based Learning can help students to promote their communication skill especially communicating ideas.

## CONCLUSION

Project Based Learning is highly applicable because it can promote students' communication skill especially students' ability in communicating ideas. For the future researchers in this topic, they can use the result of this research as a reference to conduct a research about project based learning and students' Four Cs of skills especially communication skill or it can be other four Cs skills such as collaboration skill, creativity, and critical thinking skill in the different area of teaching.

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