

**SHAPE POEM TECHNIQUE IN PROJECT-BASED LEARNING AND ITS
EFFECT ON STUDENTS WRITING IN ENGLISH: A PRE-
EXPERIMENTAL RESEARCH**

Luh Wikdianti¹, Ni Nyoman Padmadewi², Luh Putu Artini³

^{1,2,3}Universitas Pendidikan Ganesha, Indonesia

Email: wikdianti@undiksha.ac.id¹, nym.padmawati@undiksha.ac.id²,
putu.artini@undiksha.ac.id³

Abstract: *This study employed a pre-experimental design, a one-group pretest-posttest approach, to examine the substantial impact of integrating the shape poem technique in a project-based learning framework. The research focused on 18 seventh-grade students at SMP Laboratorium Undiksha Singaraja, who were subjected to a pre-test to assess their initial writing skills. Subsequently, participants engaged in instructional sessions employing the shape poem technique through project-based learning. A post-test, which implemented six sessions, was administered to evaluate changes in writing skills after the intervention. Descriptive quantitative and inferential statistics analyses were applied to process the data. The findings revealed a significant positive effect on the writing skills of grade 7 students, underscoring the efficacy of incorporating the shape poem technique through project-based learning in English language education.*

Keywords: *Project-Based Learning, Shape Poem Technique, Writing skills, Teacher Perception.*

Abstrak: Penelitian ini menggunakan desain pra-eksperimental, pendekatan one-group pretest-posttest, untuk menguji dampak substansial dari pengintegrasian teknik puisi bentuk dalam kerangka pembelajaran berbasis proyek. Penelitian ini difokuskan pada 18 siswa kelas tujuh di SMP Laboratorium Undiksha Singaraja, yang diberikan tes awal untuk menilai keterampilan menulis awal mereka. Selanjutnya, peserta mengikuti sesi pembelajaran dengan menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek. Sebuah post-test, yang dilaksanakan dalam enam sesi, diberikan untuk mengevaluasi perubahan dalam keterampilan menulis setelah intervensi. Analisis statistik deskriptif kuantitatif dan inferensial diterapkan untuk mengolah data. Temuan ini menunjukkan adanya pengaruh positif yang signifikan terhadap keterampilan menulis siswa kelas 7, yang menggarisbawahi kemanjuran penggabungan teknik puisi bentuk melalui pembelajaran berbasis proyek dalam pendidikan bahasa Inggris.

Kata Kunci: Pembelajaran Berbasis Proyek, Teknik Bentuk Puisi, Keterampilan Menulis, Persepsi Guru.

INTRODUCTION

Developing practical communication skills, including reading, writing, speaking, and listening, is crucial for academic, personal, and professional success. Effective communication positively impacts learning, particularly in educational settings (Alshumaimeri & Alhumud, 2021). However, in learning English as a foreign language (EFL), many learners find written communication the most challenging skill, especially those with low English proficiency (Chicho, 2022; Merris & Sari, 2019; Trong Tuan, 2010). Writing skills involve expressing thoughts and concepts through written symbols to convey the author's intentions. Improving writing skills requires the use of appropriate teaching methods in the classroom. Conventional approaches focusing on memorization and rote learning often neglect opportunities for students to develop meaningful and interesting communication skills. Traditional writing exercises used in these methods may hinder creativity and impede the development of writing proficiency.

Project-Based Learning (PjBL) is an effective teaching method that encourages students to engage in real-world projects to develop critical thinking, problem-solving, and collaboration skills (Andriyani, 2022; Blumenfeld, 1991). It has been recognized as a strategy to enhance student learning in higher education (Guo et al., 2020). To be effective, PjBL should focus on student engagement in solving real problems that can be applied in practical situations (Hussein, 2021). Effective project-based learning involves using language to facilitate the discovery of language itself, subject matter, and real-world skills, resulting in deeper learning. PjBL is particularly beneficial in the English as a Foreign Language (EFL) classroom as it provides a context for language acquisition and development while promoting subject area knowledge and critical thinking skills (Thi Bich Phuong et al., 2022).

In the context of project-based learning, the Shape Poem technique emerges as a practical option, taking into account young students' observable traits and behaviors. Shape poetry, concrete poetry, calligraphy, or visual poetry revolves around representing an object through its form or shape (Schoone, 2021). Encouraging students to create poems that integrate captivating shapes or imagery in shape poems promotes their creative expression and involvement. Incorporating shape poems into project-based learning is suggested as an

effective strategy to enhance students' communication skills, especially in educational settings where English serves as the medium of instruction, as seen in bilingual contexts where both Indonesian and English are utilized. Furthermore, integrating the shape poem technique will inspire students' creativity and imagination.

This research aims to determine the significant effect of implementing the shape poem technique on students' writing skills through project-based learning. Furthermore, the researcher seeks to comprehend teachers' perceptions of implementing the shape poem technique through project-based learning on students' writing skills.

LITERATURE REVIEW

Project-Based Learning

Project-Based Learning (PjBL) is a teaching approach focusing on knowledge and skills development through real-world projects, promoting active, experiential learning that nurtures critical thinking, problem-solving, and collaboration (Sari & Prasetyo, 2021). It involves creating challenging projects encouraging students to actively address complex real-world problems and acquire new information and skills (Ilham, 2022). The George Lucas Educational Foundation outlines a PjBL model with steps like formulating essential questions, designing project plans, scheduling, monitoring progress, evaluating results, and assessing the overall learning experience (Nurmaliah et al., 2021). PjBL empowers students to control their learning, make decisions, communicate effectively, and collaborate with peers, fostering independence and self-directed learning. This approach enhances critical thinking and problem-solving skills, enabling students to explore and discover new knowledge for a deeper understanding of the subject (Artini et al., 2018).

Shape Poem Technique

A "shape poem," also known as concrete poetry, calligraphy, or visual poetry, represents an object through its physical form, as defined by various experts (Schoone, 2021). This poetic form involves arranging words and phrases spatially, allowing for diverse interpretations of the poem's meaning (Paupi, 2006). Shape poetry, considered one of the earliest dimensional poetry forms, emphasizes the significance of words rather than graphics in creating visual impact. The interdependence of form and content is a key

characteristic where the poem's shape reflects its subject (Beloufa, 2021a). The visual appearance of concrete poetry is crucial in capturing the reader's attention and aiding in understanding the intended message.

According to Stephanie (2020), exploring poetry can help to foster a love of language, reading, and writing. Poetry, a distinct form of writing with centuries of history, offers visually appealing and engaging language. The brevity of children's poems makes them accessible to readers at all levels, instilling a sense of mastery and accomplishment in learning. Furthermore, Finch (2003) emphasizes the collaborative nature of using poems in writing classes to promote effective language learning and personal expression. Shape poetry, in particular, has significant benefits in English language learning. It provides students with a framework for expressing important ideas in simple forms while freeing them from strict grammatical constraints. Finch (2003) notes that this approach eliminates affective barriers in the learning environment.

The Importance Of Writing Skill

Writing is an important aspect of English as a Foreign Language (EFL) learning, as it involves various activities that result in written products. It encourages students to apply their language knowledge and demonstrate an understanding of rules. Unlike spoken language, writing allows for communication across distances and time, making it a long-lasting tool for sharing information (L. Zhang, 2022). Professional writing is essential for English language development because it reflects overall language abilities and critical thinking skills. Writing is an important form of language output in English learning because it indicates mastery and proficiency (Steinlen, 2018). Writing skills are especially important for English majors to demonstrate their competence. Recognizing the importance of writing, educators must develop teaching methods that gradually improve students' skills (Yang, 2019). Specific, practical, and effective operational teaching processes should concentrate on improving writing skills. Teacher feedback is essential for leading students to review and revise texts for continual enhancement (Haerazi et al., 2018). Overall, English writing plays an important role in teaching practices, contributing significantly to language development and learning.

RESEARCH METHOD

This study used a quantitative method research design that included quantitative data analysis. This study used a pre-experimental group with a one-group pretest-posttest design to investigate the significant effect of implementing the shape poem technique in project-based learning. The participants in this study were 18 grade VII students from SMP Laboratorium Undiksha Singaraja.

The research instruments of this study were pre-test and post-test. The instrument's validity was tested using content and construct validity, while reliability was tested using Cronbach's kappa to ensure the instrument's accuracy.

Researchers analyzed the data using inferential statistics to describe quantitative data. The researchers use inferential statistical methods to measure and disseminate treatment outcomes objectively and numerically. Paired tests were used to determine the significance of the Shape Poem Technique's effectiveness in Project-Based Learning And Its Impact On Students Writing In English.

FINDINGS AND DICUSSION

The researcher aimed to investigate the effect of the shape poem technique in project-based learning. The researcher conducted pre-experimental research for the academic year 2023/2024, focusing on a VII 1 class with 18 students. Data collection involved pre-tests to assess writing skills before treatment and implementing the shape poem technique through project-based learning. Subsequently, post-tests were administered to evaluate writing skills after the treatment.

The result of T-test

The analysis using T-test is displayed in Table 4.5 above. The average value of the

Paired Samples Test									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST	-19.7222	11.27102	2.65661	-25.32717	-14.11727	-7.424	11.27	2.65661
	-							102	
	POST-TEST								
	-								

pre-test and post-test was -19.7222, with a standard deviation of 11.27 and a mean standard error of 2.656. The minimum difference observed was -25.327, whereas the maximum difference observed was -14.117. The t-test yielded a result of -7.424, with 17 degrees of freedom and a significance level of 0.000. The researcher interpreted the significant value based on a statistical calculation using SPSS 26.0. The research yielded a significant value of 0.003, a significance level of 0.05, and a T-test result of -7.424. In order to determine the significance, the researcher utilized a T-table for comparison. The T-table value for a significance level of 0.05 and 17 degrees of freedom is 2.110. Simultaneously, the T-score stands at -7.424.

According to the data, the value -7.424 falls within the rejection region for the null hypothesis (H_0). Therefore, we can infer that the T-score is less than the critical value from the T-table ($-7.424 < -2.110$), which leads us to reject H_0 and accept the alternative hypothesis (H_a). The alternative hypothesis (H_a), which states a substantial disparity in students' scores before and after being taught using the Shape Poem Technique in Project-Based Learning, is supported. Conversely, the null hypothesis (H_0), which posits that there

is no significant difference in students' scores before and after being taught using the Shape Poem Technique in Project-Based Learning, is rejected. Therefore, it can be inferred that using the shape poem technique in project-based learning significantly affected the writing abilities.

CONCLUSION

Looking at the effect of learning using the shape poem technique through project-based learning on the writing skills of grade 7 students at SMP Laboratorium Undiksha Singaraja, researchers found that The data from the previous chapter demonstrates that utilizing the shape poem technique in a project-based learning approach has a significant effect on students' writing skills in the seventh grade of SMP Laboratorium Undiksha Singaraja. The statistical analysis, with a t score of 7.424 and df of 17 at level 5%, strongly supports this conclusion. The table clearly demonstrates that the t score exceeds the t table of 0.05 on the significance table ($7.424 > 2.110$). As a result, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). In conclusion, the implementation of the shape poem technique through a project-based learning method has a significant impact on the writing skills of seventh-grade students at SMP Laboratorium Undiksha Singaraja.

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