

**THE APPLICATION OF THE SHAPE POEM TECHNIQUE THROUGH
PROJECT-BASED LEARNING ON 5TH-GRADE STUDENTS'
VOCABULARY MASTERY AT SD NEGERI 1 BANJAR JAWA**

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ABSTRACT

The research aims to determine the application of the shape poem technique through project-based learning on 5th-grade students' vocabulary mastery, and to analyze the teacher's perception regarding the application of the shape poem technique through project-based learning on 5th-grade students' vocabulary mastery. In this research, researchers used mixed method research that uses quantitative research and is supported by qualitative analysis. This research used a pre-experimental design, one group pre-test and post-test. The instruments of this research are pre-test and post-test, questionnaire, and interview. Researchers used the Gregory formula to check validity, and used Cohen's Kappa to check the reliability of the tests and questionnaires used. Statistical analysis consists of descriptive statistics and inferential statistics from students' pre-test and post-test which are used to compare students' abilities before and after treatment. Meanwhile, to see teacher perception, researchers used questionnaires and interviews to support the researchers' findings. The research sample was 38 students in class 5A of SD Negeri 1 Banjar Jawa, Singaraja. The results showed sig. (2-tailed) is 0.000, where the observed significant level (sig. 2-tailed) is smaller than the standard alpha level ($\alpha=0.05$). It means that there is a significant effect regarding the application of the shape poem technique through project-based learning on 5th-grade students' vocabulary mastery. In addition, the results obtained also show that the teacher gave a positive response regarding the application of the shape poem technique through project-based learning. Therefore, the application of the shape poem technique through project-based learning is highly recommended because it has a significant influence on students' vocabulary mastery.

Keywords: Project-based learning, shape poem technique, vocabulary mastery, perception

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan teknik puisi bentuk melalui pembelajaran berbasis proyek terhadap penguasaan kosakata siswa kelas 5, dan menganalisis persepsi guru mengenai penerapan teknik puisi bentuk melalui pembelajaran berbasis proyek pada siswa kelas 5. penguasaan kosakata. Dalam penelitian ini peneliti menggunakan penelitian metode campuran yang menggunakan penelitian kuantitatif dan didukung dengan analisis kualitatif. Penelitian ini menggunakan desain pra-eksperimental, one group pre-test dan post-test. Instrumen penelitian ini adalah pre-test dan post-test, angket, dan wawancara. Peneliti menggunakan rumus Gregory untuk memeriksa validitas, dan menggunakan Cohen's Kappa untuk memeriksa reliabilitas tes dan angket yang digunakan. Analisis statistik terdiri dari statistik deskriptif dan statistik inferensial dari pre-test dan post-test siswa yang digunakan untuk membandingkan kemampuan siswa sebelum dan sesudah perlakuan. Sedangkan untuk melihat persepsi guru, peneliti menggunakan angket dan wawancara untuk mendukung temuan peneliti. Sampel penelitian adalah 38 siswa kelas 5A SD Negeri 1 Banjar Jawa Singaraja. Hasilnya menunjukkan sig. (2-tailed) adalah 0,000, dimana tingkat signifikan yang diamati (sig. 2-tailed) lebih kecil dari tingkat alpha standar ($\alpha=0,05$). Artinya terdapat pengaruh yang signifikan mengenai penerapan teknik puisi bentuk melalui pembelajaran berbasis proyek terhadap penguasaan kosakata siswa kelas 5 SD. Selain itu, hasil yang diperoleh juga menunjukkan bahwa guru memberikan respon positif mengenai penerapan teknik puisi bentuk melalui pembelajaran berbasis proyek. Oleh karena itu penerapan teknik puisi bentuk melalui pembelajaran berbasis proyek sangat dianjurkan karena mempunyai pengaruh yang signifikan terhadap penguasaan kosakata siswa.

Kata kunci: Pembelajaran berbasis proyek, teknik puisi bentuk, penguasaan kosakata, persepsi