

## APPENDICIES

## Appendix 1 Attachment Letter

**SURAT KETERANGAN**

Nomor : 045.2/19//SDN1BRJW/2023

Yang bertanda tangan di bawah ini

Nama : Gusti Nyoman Reniasih, S.Pd. M.Si  
 NIP. : 19670321 199007 2 002  
 Jabatan : Kepala SDN 1 Banjar Jawa

Menerangkan bahwa :

Nama : Ni Kadek Mentari  
 Nim : 2012021004  
 Jurusan : Bahasa Asing  
 Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut diatas telah melaksanakan Observasi , untuk melengkapi syarat-syarat mata kuliah Skripsi di SDN 1 Banjar Jawa.

Demikian Surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 4 Desember 2023  
 Kepala SDN 1 Banjar Jawa  
  
 Gusti Nyoman Reniasih, S.Pd. M.Si  
 NIP. 19670321 199007 2 002



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
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Nomor : 2597/UN48.7.1/DT/2023

15 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 1 Banjar Jawa  
 di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Kadek Mentari
NIM	: 2012021004
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: THE APPLICATION OF SHAPE POEM TECHNIQUE THROUGH PROJECT BASED LEARNING ON 5TH GRADE STUDENTS' VOCABULARY MASTERY AT SD NEGERI 1 BANJAR JAWA

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
 Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi  
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

## Appendix 2 Sample of the study

### 5A Class

NO.	NAME
1	AYU FEBRIANA PUTRI
2	FREDY ARYA NATHANIEL YANA RADJA OEDJOE
3	GALANG AQILA RIFTRIYANTA SAIFUDIN
4	GEDE ARJUN MARKANDEYA PUTRA WARDHANA
5	GEDE KENZI SURYA KANAYA
6	GUSTI AYU KOMANG RASYA OLIVIA
7	GUSTI NYOMAN VIKAN NANDATRIANTINI
8	I GEDE AIRLANGGA NUGRAHA
9	I GEDE ANANTA GITHA BIRAWA
10	I GUSTI AYU PUTRI PRASETYA
11	I KADEK WIRA DHARMA YOGA
12	I MADE JUNA ANANDA SAPUTRA
13	JOVANDI FAUSAN HIDAYAT
14	KADEK ANGGA SUARDIANA PUTRA
15	KADEK CANDRA DWI MAHAKORI
16	KADEK DHARMA SELOKA PRAMANA
17	KADEK DIVANIA DHAMAYANI
18	KADEK VIKA KIREINA MARTA
19	KESHA PUTRA KREZAIN
20	KETUT PUTRI PARWATI
21	KOMANG BAGUS SURADHARMAYA
22	KOMANG CHINTYARA MAHIRA DEWANTY
23	KOMANG LYA PRATIWI
24	LUH MAS EILEEN IVY DESVITA
25	MADE AYU KARUNIA PUTRI
26	MADE DWI VALENTINO MAHIRA YASA PINATIH
27	MADE PRADIPTA SAGUNA YODHA
28	NI KM APSARI PERMATA PUTRI
29	NI KOMANG BHADRIKA UNDAHARTA
30	NI MADE ISHANA DEEPIKA JOELY
31	NYM ARYA KENZIE KAYANA
32	NYOMAN DEVINA WIJAYANTI
33	NYOMAN TRISNA CAHAYA PUTRI
34	PUTU AFNIE NATHANIA JAYANTI
35	PUTU JANETTA PUTRI WAISYA
36	PUTU RAFA ADWIANDRA
37	PUTU TERA CHANDRA DEWI
38	TUBAGUS KEVINO SUARLIM WIDJAJA

## Appendix 3 Lesson Plan

### Meeting 1


SDN 1 Banjar	LESSON PLAN	
<b>Jawa</b>	<b>Learning Objectives</b>	
<b>Subject:</b> English	<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of vocabulary related to "I want an ice cream cone"</li> <li>2. Students are able to quantify foods and drinks using quantifying nouns.</li> <li>3. Students are able to make sentences using vocabulary related to "I want an ice cream cone"</li> </ol>	
<b>Class/Semester:</b> V A/1	<b>Learning Activities</b>	<b>Time</b>
<b>Topic:</b> "I Want An Ice Cream Cone"	<b>Preliminary</b>	10 minutes
<b>Lesson/Meeting:</b> 2/1	<ol style="list-style-type: none"> <li>1. Teacher greets the students with the greeting and lead the pray.</li> <li>2. The teacher checks the attendance of students.</li> <li>3. The teacher gives apperception by asking a number of questions related to the material to be studied, namely as follows:               <ul style="list-style-type: none"> <li>• Have you ever eaten sweet food or drink?</li> <li>• Can you mention these food or drink?</li> </ul> </li> <li>4. The teacher introduces the learning method and the learning topic.</li> </ol>	
<b>Time Allocation:</b> 2 x 35 Minutes		
<b>Method:</b> Project based learning	<b>Main-activity</b>	50 minutes
<ul style="list-style-type: none"> <li>• Determining question</li> <li>• Design the project</li> <li>• Arranging the schedule</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher applies the treatment by give the students the example of quantifying nouns and shape poem about foods or drinks through PPT showed in the class.</li> <li>2. The teacher asks students how to say the amount of food or drink that matches the shape poem picture shown.</li> <li>3. The teacher asks students to mention the other foods or drinks using the correct quantifying nouns.</li> <li>4. The teacher ask students to make a group that consist of 3-4 students and give information if they will make a project.</li> <li>5. Teacher discusses with all groups about the schedule of their shape poem project.</li> </ol>	
<b>Technique:</b> Shape poem		

<ul style="list-style-type: none"> <li>Select a shape poem</li> </ul>	6. Teacher asks the students to discuss and select a shape for their shape poem project. 7. The teacher reminds students regarding the use of quantifying nouns such as: <i>an ice cream cone, a bottle of water, a hand of bananas, a loaf of bread, a bowl of bakso.</i>						
	<b>Closing-activity</b> 1. Teacher and students conclude the learning activities 2. Teacher does reflection, feedback, and closing the learning activities	10 minutes					
	<b>Assesment</b>						
	<table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Assignment</th> </tr> </thead> <tbody> <tr> <td>Students answer questions about the types of foods and drinks using quantifying nouns.</td> <td>Students' vocabulary and students' pronouciation</td> <td>Homework given</td> </tr> </tbody> </table>	Knowledge	Skills	Assignment	Students answer questions about the types of foods and drinks using quantifying nouns.	Students' vocabulary and students' pronouciation	Homework given
Knowledge	Skills	Assignment					
Students answer questions about the types of foods and drinks using quantifying nouns.	Students' vocabulary and students' pronouciation	Homework given					

Knowing,  
English Teacher of SDN 1 Banjar Jawa

Singaraja, ~~23~~ 29 Agustus .....2023  
English Practices Students

  
Ni Made Intan Melina Kristy, S.Pd

  
Ni Kadek Mentari  
NIM: 2012021004

Principal of SD Negeri 1 Banjar Jawa

  
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## Meeting 2

SDN 1 Banjar		LESSON PLAN	
<b>Jawa</b>  <b>Subject:</b> English  <b>Class/Semester:</b> V A/1  <b>Topic:</b> "I Want An Ice Cream Cone"  <b>Lesson/Meeting:</b> 2/2  <b>Time Allocation:</b> 2 x 35 Minutes  <b>Method:</b> Project based learning <ul style="list-style-type: none"> <li>• Monitoring</li> </ul> <b>Technique:</b> Shape poem <ul style="list-style-type: none"> <li>• Brain storming</li> </ul>	<b>Learning Objectives</b>		
	1. Students are able to understand the meaning of vocabulary related to "I want an ice cream cone" 2. Students are able to quantify foods and drinks using quantifying nouns. 3. Students are able to make sentences using vocabulary related to "I want an ice cream cone"		
	<b>Learning Activities</b>		<b>Time</b>
	<b>Preliminary</b>		10 minutes
	1. Teacher greets the students with the greeting and lead the pray 2. The teacher checks the attendance of students. 3. The teacher brainstorms by discussing the material taught in the previous meeting.		
	<b>Main-activity</b>		50 minutes
	1. The teacher discusses about the previous assignment given. 2. The teacher explains about the project that will be done by each group. 3. Teacher leads the students do brain storming related to the list of vocabulary and phrase will be use in their project related to foods and drinks and its quantifying nouns. 4. Teacher does monitor activity by opens question and answer question related to the students' material and project. 5. Teacher continue the learning process by discussing shape poem and vocabulary related to the "I want an ice cream cone"		

	<b>Closing-activity</b>		10 minutes
	<ol style="list-style-type: none"> <li>1. Teacher and students conclude the learning activities</li> <li>2. Teacher does reflection, feedback, and closing the learning activities</li> </ol>		
	<b>Assesment</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Assignment</b>
	Students answer the question about "I want an ice cream cone"	Students' vocabulary and students' pronouciation	Homework given

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## Meeting 3

SDN 1 Banjar		LESSON PLAN		
<b>Jawa</b>  <b>Subject:</b> English  <b>Class/Semester:</b> V A/1  <b>Topic:</b> "I Want An Ice Cream Cone"  <b>Lesson/Meeting:</b> 2/3  <b>Time Allocation:</b> 2 x 35 Minutes  <b>Method:</b> Project based learning <ul style="list-style-type: none"> <li>Monitoring</li> </ul> <b>Technique:</b> Shape poem <ul style="list-style-type: none"> <li>Draft the shape poem</li> </ul>	<b>Learning Objectives</b>			
	1. Students are able to understand the meaning of vocabulary related to "I want an ice cream cone" 2. Students are able to quantify foods and drinks using quantifying nouns. 3. Students are able to make sentences using vocabulary related to "I want an ice cream cone"			
	<b>Learning Activities</b>			<b>Time</b>
	<b>Preliminary</b>			10 minutes
	1. Teacher greets the students with the greeting and lead the pray. 2. The teacher checks the attendance of students. 3. The teacher brainstorms by discussing the material taught in the previous meeting.			
	<b>Main-activity</b>			50 minutes
	1. The teacher discusses about the previous assignment given. 2. Teacher asks the students to sit together with their group 3. Teacher monitor the students' process of doing the project and giving any suggestions if needed. 4. Teacher continue the learning process by discussing shape poem and vocabulary related to the "I want an ice cream cone"			
<b>Closing-activity</b>			10 minutes	
5. Teacher and students conclude the learning activities 6. Teacher does reflection, feedback, and closing the learning activities				
<b>Assesment</b>				
<b>Knowledge</b>		<b>Skills</b>	<b>Assignment</b>	



	Students answer the question about "I Want An Ice Cream Cone"	Students' vocabulary and students' pronouciation	Homework given
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## Meeting 4


SDN 1 Banjar		LESSON PLAN	
<b>Jawa</b>	<b>Learning Objectives</b>		
	<b>Subject:</b> English	<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of vocabulary related to "How much is it?"</li> <li>2. Students are able to use words about foods and drinks related to price.</li> <li>3. students are able to tell prices of foods and drinks.</li> </ol>	
<b>Class/Semester:</b> V A/1	<b>Learning Activities</b>		<b>Time</b>
<b>Topic:</b> "How much is it?"	<b>Preliminary</b>		10 minutes
<b>Lesson/Meeting:</b> 3/4	<ol style="list-style-type: none"> <li>1. Teacher greets the students with the greeting and lead the pray</li> <li>2. The teacher checks the attendance of students.</li> <li>3. The teacher brainstorms by discussing the material taught in the previous meeting.</li> </ol>		
<b>Time Allocation:</b> 2 x 35 Minutes	<b>Main-activity</b>		50 minutes
<b>Method:</b> Project based learning	<ol style="list-style-type: none"> <li>1. The teacher discusses about the previous assignment given.</li> <li>2. Teacher give students youtube video about "how much is it?"</li> <li>3. Teacher gives students the example of vocabulary and shape poem related to "how much is it?" through PPT shown in the class.</li> <li>4. Teacher explains how to tell or pronoun the prices of foods and drinks.</li> <li>5. Teacher ask students to mention other prices related to the foods and drink that they ever known.</li> <li>6. Teacher monitor the students' process of doing the project and giving any suggestions if needed.</li> </ol>		
<ul style="list-style-type: none"> <li>• Monitoring</li> </ul>			
<b>Technique:</b> Shape poem			
<ul style="list-style-type: none"> <li>• Edit and revise</li> </ul>			
	<b>Closing-activity</b>		10 minutes
	<ol style="list-style-type: none"> <li>1. Teacher and students conclude the learning activities</li> </ol>		

	2. Teacher does reflection, feedback, and closing the learning activities		
	<b>Assesment</b>		
	<b>Knowledge</b>	<b>Skills</b>	<b>Assignment</b>
	Students answer the question about "how much is it?"	Students' vocabulary and students' pronouciation	Homework given

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## Meeting 5

SDN 1 Banjar Jawa		LESSON PLAN		
<b>Subject:</b> English	<b>Learning Objectives</b>	1. Students are able to understand the meaning of vocabulary related to "How much is it?"		
		2. Students are able to use words about foods and drinks related to price.		
<b>Class/Semester:</b> V A/1	<b>Learning Activities</b>	<b>Time</b>		
		<b>Preliminary</b>		
<b>Topic:</b> "how much is it?"		1. Teacher greets the students with the greeting and lead the pray		
		2. The teacher checks the attendance of students.		
<b>Lesson/Meeting:</b> 3/5		3. The teacher brainstorms by discussing the material taught in the previous meeting.		
		<b>Main-activity</b>		
<b>Time Allocation:</b> 2 x 35 Minutes		1. The teacher discusses about the previous assignment given.		
		2. Teacher monitor the students' process of doing the project and giving any suggestions if needed.		
<b>Method:</b> Project based learning		3. Teacher tells students to finish their project until next meeting.		
		4. Teacher continue the learning process by discussing a shape poem and vocabulary related to the "how much is it?"		
<b>Technique:</b> Shape poem		<b>Closing-activity</b>		
		1. Teacher and students conclude the learning activities		
<ul style="list-style-type: none"> <li>Monitoring</li> <li>Assessing the outcome</li> </ul>		2. Teacher does reflection, feedback, and closing the learning activities		
		<b>Assesment</b>		
		<b>Knowledge</b>	<b>Skills</b>	<b>Assignment</b>

	Students answer the question about "how much is it?"	Students' vocabulary and students' pronouciation	Homework given
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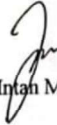
## Meeting 6

SDN 1 Banjar		LESSON PLAN		
<b>Jawa</b>	<b>Subject:</b> English	<b>Learning Objectives</b>		
		<ol style="list-style-type: none"> <li>1. Students are able to understand the meaning of vocabulary related to "How much is it?"</li> <li>2. Students are able to use words about foods and drinks related to price.</li> <li>3. students are able to tell prices of foods and drinks.</li> </ol>		
<b>Class/Semester:</b> V A/1	<b>Topic:</b> "how much is it?"	<b>Learning Activities</b>		<b>Time</b>
		<b>Preliminary</b>		10 minutes
<b>Lesson/Meeting:</b> 3/6	<b>Time Allocation:</b> 2 x 35 Minutes	<b>Main-activity</b>		50 minutes
		<ol style="list-style-type: none"> <li>1. Teacher greets the students with the greeting and lead the pray</li> <li>2. The teacher checks the attendance of students.</li> <li>3. The teacher brainstorms by discussing the material taught in the previous meeting.</li> </ol>		
<b>Method:</b> Project based learning	<b>Technique:</b> Shape poem	<b>Closing-activity</b>		10 minutes
		<ol style="list-style-type: none"> <li>1. Teacher discusses about the previous assignment given.</li> <li>2. Teacher ask students to collect their project.</li> <li>3. Teacher asses the students' project.</li> <li>4. Teacher provides opportunities for students to evaluate or reflect on their projects and other group projects.</li> <li>5. Teacher gives evaluation and reflection about the process of the project and the results of the completed project.</li> </ol>		
<b>Method:</b> Project based learning	<b>Technique:</b> Shape poem	<b>Assesment</b>		
		<b>Knowledge</b>	<b>Skills</b>	<b>Assignment</b>
<ul style="list-style-type: none"><li>• Monitoring</li><li>• Evaluating</li></ul>	<ul style="list-style-type: none"><li>• Share and celebrate</li></ul>			

	Students answer the question about "how much is it?"	Students' vocabulary and students' pronouciation	Project result
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Singaraja, Des. Agustus 2023

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### Appendix 4 Validity and Reliability Instrument

#### -Vocabulary Test

#### A. Original instrument (blueprint)

#### The Blueprint of pre-test and post-test

Basic Competency	Indicators	Level of Cognitive Domain		Number of Items
		C1	C2	
7. Describing foods and drinks related to the topic.	Mentioning foods and drinks related the topic.	1,2,8	3	10
8. Asking and giving about foods and drinks using proper language and quantifying nouns.	Matching the words related to the foods or drinks.	7		
	Responding the simple question about foods and drinks.	19,6	20	
9. Identifying a short story that contains foods and drinks using a proper language.	Filling the incomplete text about foods and drinks using quantifying nouns.		11, 12	
7. Describing the price of foods and drinks that related to the topic.	Mentioning the price of foods and drinks related to the topic.	5,9	14,15,16	10
8. Identifying short conversation through the price of foods and drinks.	Matching the price of foods and drinks through correct pronounce or correct number.	4, 18	10,17	
9. Identifying a short story that contains the price of foods and drinks.	Fiil in the incomplete text about the price of foods and drinks.		13	

#### -Vocabulary test



## Pre-test and Post-test

Name :

Class :

### PRE-TEST

1. Complete the correct sentence for the following shape poem pictures!

- a. A plate of pizza
- b. A slice of pizza
- c. A glass of chocolate
- d. A cup of tea



2. Choose the best sentence that describe the shape poem below!



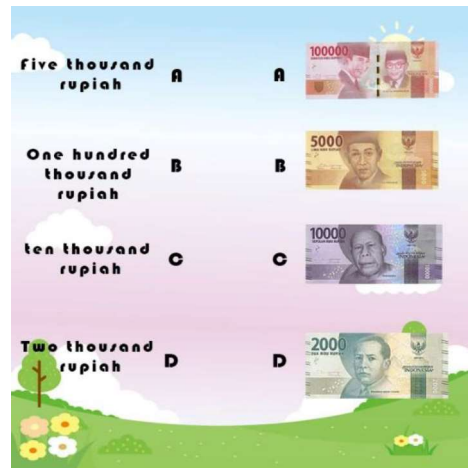
- a. A piece of coffee
- b. A slice of watermelon
- c. A cup of tea
- d. A piece of cheese

3. Complete the following pictures with the correct sentences!

- a. a bottle of water
- b. a hand of bananas
- c. an ice cream cup



d. an ice cream cone



4.

Please match the picture above with correct answer !

- A to B , B to A , C to C , D to D.
- A to C, B to A , C to D , D to A.
- A to B , B to C, C to D, D to A.
- A to C , B to B , C to D, D to A.

5. Complete the conversation below!

Roni : How much is a plate of fried rice ?

Ode : its twenty two thousand rupiah sir.

How much is a plate of fried rice?

- Rp 23.000
- Rp.22.000
- Rp.12.000
- Rp.20.000

6. Ari is thirsty and he need to drink. What should he drink?

- A glass of Water
- A piece of Fried chicken

- c. A bowl of Noodles
- d. A hand of Bananas

7. Find a complete word in the box!

I	F	G	I	R	U	I	H
Q	C	R	C	U	O	U	D
E	A	E	E	D	N	H	Q
R	Y	P	C	G	U	R	U
T	I	I	R	O	P	I	R
Y	O	S	E	E	R	J	E
S	T	R	A	W	B	N	R
U	E	A	M	A	I	N	M

- a. Banana
- b. Noodle
- c. Strawberry
- d. Ice cream



8. what food is this?

- a. A bowl of Porridge
- b. A plate of Fried rice
- c. A piece of Fried chicken
- d. A bowl of meatball

9. Juni : how much is a bar of chocolate.?

Indah : its 13.300 rupiah sir.

Juni : thankyou very much!

How much is a bar of chocolate?

- a. Thirteen hundred three thousand rupiah
- b. Thirteen thousand four hundred rupiah
- c. Thirteen thousand three hundred rupiah
- d. Thirteen thousand three million rupiah



How much is the money from the pictures above?

- a. One hundred eighty-eight thousand rupiah
- b. One hundred thousand eighty-eight thousand rupiah
- c. One hundred seventy-eight hundred rupiah
- d. One thousand hundred seventy-eight rupiah

Text for numbers 11-15! Choose the right answer to make the story below correct!

### **Dita goes to market**

Today Dita goes to market, Dita buy a hand of ..... (11) for Rp.

14.000, Dita look around and buy a bar of ..... (12) for Rp.5000. Dita fell very hungry and find a cafetaria in the corner, and then she buys a bowl of bakso for

Rp. 10.000. It tastes yummy and Dita feel very happy. And dita go back home and spend ..... (13) today.

11. What Dita buy at market?

- a. A hand of bakso
- b. A hand of banana
- c. A hand of chocolate
- d. A hand of cake

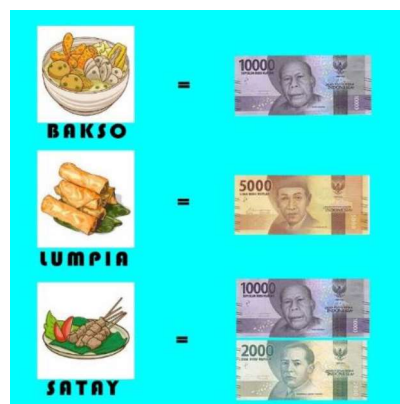
12. What Dita buy at market?

- a. A bar of chocolate
- b. A bar of banana
- c. A bar of cake
- d. A bar of bakso

13. How much Dita spend today?

- a. Twenty-nine hundred seven thousand rupiah
- b. Twenty hundred nine thousand rupiah
- c. Twenty-nine thousand rupiah
- d. Twenty-nine thousand seven thousand rupiah

This picture bellow is for question number 14-16!



14. How much is a bowl of bakso?

- a. Twelve thousand rupiah
- b. Five thousand rupiah
- c. Five hundred rupiah
- d. Ten thousand rupiah

15. Andri buy a bowl of bakso and a plate of lumpia, how much Andri need to pay?

- a. Twelve thousand rupiah
- b. Twenty thousand rupiah
- c. Fifteen thousand rupiah
- d. Eleven thousand rupiah

16. Dedi eat a bowl bakso and tari eat a plate of satay, how much they need to pay?

- a. Twelve thousand rupiah
- b. Ten thousand rupiah
- c. Twenty-two thousand rupiah
- d. Eleven thousand five hundred rupiah

17. Tari buys electric motorcycle for Rp. 230.500. Please spell the number in English!

- a. Two hundred thirty thousand and five hundred rupiah
- b. Two hundred thousand thirty and five hundred rupiah
- c. Two hundred million and thirty hundred thousand rupiah

d. Two hundred thirty thousand rupiah and five hundred

18. Lode : hello how much is a glass of mango juice?

Roni : it is twelve thousand and five hundred rupiah.

Lode : thank you!

How much lode need to pay? Please choose the right number!

a. Rp. 13.000

b. Rp. 12.000

c. Rp. 12.500

d. Rp. 14.300

19. Supar really thirsty, what Supar need to buy?

a. A glass of juice

b. A bowl of noodle

c. A hand of banana

d. A plate of water

20. Dedi went to the market yesterday. He saw a lot of food but, he confused to choose one. Finally, he bought food who looks like a ball, has broth, and it tastes so yummy.

What food that Dedi bought in the market?

a. A bowl of Noodle

b. A bowl of bakso

c. A slice of Pizza

d. A plate of Fried rice

Name :

Class :

## POST-TEST

1. Complete the best sentence for following the picture!

- A plate of pizza
- A slice of noodles
- A bowl of bakso
- A cup of tea



2. Choose the best sentence that describe the shape poem below!



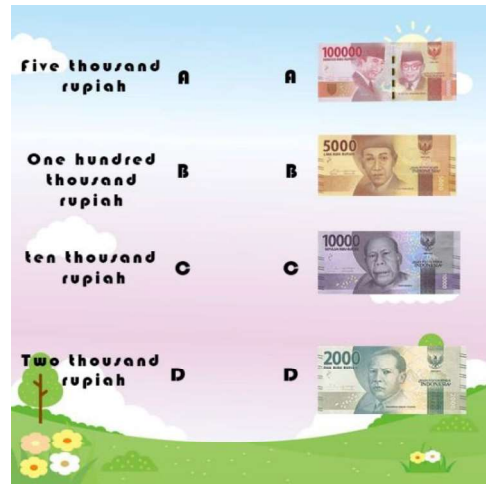
- A glass of coffee
- A slice of watermelon
- A cup of bakso
- A piece of cheese

3. Complete the following pictures with the correct sentences!

- a bottle of water
- a hand of bananas
- an ice cream cup
- an ice cream cone







4.

Please match the picture above with correct answer !

- A to B , B to A , C to C , D to D.
- A to C, B to A , C to D , D to A.
- A to B , B to C, C to D, D to A.
- A to C , B to B , C to D, D to A.

5. Complete the conversation below!

Roni : How much is a plate of satay ?

Ode : its twenty five thousand rupiah sir.

How much is a plate of fried rice?

- Rp.23.000
- Rp.25.000
- Rp.12.000
- Rp.20.000

6. Ari is hungry and he need to eat. What should he eat?

- A glass of water
- A piece of tea

- c. A plate of fried rice
- d. A cup of coffee

7. Find a complete word in the box!

I	F	G	I	R	U	I	H
Q	C	R	C	U	O	U	D
E	A	E	E	D	N	H	Q
R	Y	P	C	G	U	R	U
T	I	I	R	O	P	I	R
Y	O	S	E	E	R	J	E
S	T	R	A	W	B	N	R
U	E	A	M	A	I	N	M

- a. Banana
- b. Noodle
- c. Strawberry
- d. Ice cream



8. what is this?

- a. A bowl of Porridge
- b. A plate of apple
- c. A hand of banana

d. A bowl of meatball

9. Juni : how much is a cup of tea?

Indah : its 14.300 rupiah sir.

Juni : thankyou very much!

How much is a bar of chocolate?

a. Fourteen hundred three thousand rupiah

b. Fourteen thousand four hundred rupiah

c. Fourteen thousand three hundred rupiah

d. Fourteen thousand three million rupiah

10.



How much is the money from the pictures above?

a. One hundred eighty-eight thousand rupiah

b. One hundred thousand eighty-eight thousand rupiah

c. One hundred seventy-eight hundred rupiah

d. One thousand hundred seventy-eight rupiah

Text for numbers 11-15! Choose the right answer to make the story below correct!

### Dedi goes to market

Today Dedi goes to market, Dedi buy a bar of ..... (11) for Rp. 14.000,

Dedi look around and buy a hand of ..... (12) for Rp. 15000. Dedi fell very

hungry and find a cafeteria in the corner, and then she buys a bowl of bakso for Rp. 10.000. It tastes yummy and Dedi feel very happy. Dedi go back to home and spend ..... (13) today.

11. What Dedi buy at market?

- a. A bar of chocolate
- b. A bar of banana
- c. A bar of water
- d. A bar of cake

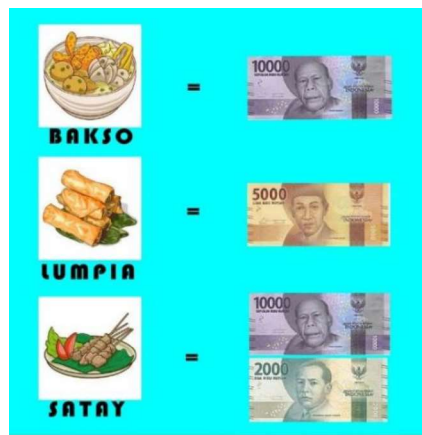
12. What Dedi buy at market?

- a. A hand of chocolate
- b. A hand of banana
- c. A hand of cake
- d. A hand of bakso

13. How much Dedi spend today?

- a. Thirty-nine hundred seven thousand rupiah
- b. Thirty hundred nine thousand rupiah
- c. Thirty-nine thousand rupiah
- d. Twenty thousand seven thousand rupiah

This picture bellow is for question number 14-16!



14. How much is a bowl of bakso?

- Twelve thousand rupiah
- Five thousand rupiah
- Five hundred rupiah
- Ten thousand rupiah

15. Andri buy a bowl of bakso and a plate of lumpia, how much Andri need to pay?

- Twelve thousand rupiah
- Twenty thousand rupiah
- Fifteen thousand rupiah
- Eleven thousand rupiah

16. Dedi eat a bowl bakso and tari eat a plate of satay, how much they need to pay?

- Twelve thousand rupiah
- Ten thousand rupiah
- Twenty-two thousand rupiah
- Eleven thousand five hundred rupiah

17. Tari buys electric motorcycle for Rp. 430.500. Please spell the number in English!

- a. Four hundred thirty thousand and five hundred rupiah
- b. Four hundred thousand thirty and five hundred rupiah
- c. Four hundred million and thirty hundred thousand rupiah
- d. Four hundred thirty thousand rupiah and five hundred

18. Lode : hello how much is a glass of avocado juice?

Roni : it is seventeen thousand and five hundred rupiah.

Lode : thank you!

How much lode need to pay? Please choose the right number!

- a. Rp. 13.000
- b. Rp. 17.000
- c. Rp. 17.500
- d. Rp. 14.300

19. Supar really thirsty, what Supar need to buy?

- a. A glass of juice
- b. A bowl of noodle
- c. A hand of banana
- d. A plate of satay

20. Tari went to the market yesterday. she saw a lot of food but, she confused to choose one. Finally, she bought food who looks like a ball, has broth, and it tastes so yummy.

What food that Tari bought in the market?

- a. A bowl of Noodle

- b. A bowl of bakso
- c. A slice of Pizza
- d. A plate of Fried rice

## B. Instruments Validation

- a. Validity (table expert judgements),

Judge II		Judge I	
		Relevant	Irrelevant
	Relevant	20	-
	Irrelevant	-	-

### Content validity result

$$\text{Content Validity} = \frac{20}{0+0+0+20} = 1.0$$

The results showed that all items were relevant, and their content validity was 1.0.

It means that these 20 questions can be given to 5th-grade students at SD Negeri 1 Banjar Jawa.

- b. Reliability

### Symmetric Measures

		Value	Asymptotic Standard Error	Approximate T <sup>b</sup>	Approximate Significance
Measure of Agreement	Kappa	1.000	.000	4.472	.000
N of Valid Cases		20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

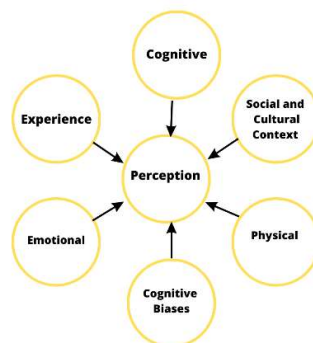
## -Questionnaire

### A. Original instrument (blueprint)

According to the grand theory from William in 2011, there are six factors that can affect someone perception (Williams & Williams, 2011), there are:

1. Individual experiences are pivotal, creating a foundation of knowledge and mindset for interpreting new stimuli.
2. Cognitive factors, like prior knowledge and beliefs, influence interpretation. Social and cultural contexts impact perception through norms and values.
3. Emotional factors also play a role in perception. The emotions that individuals experience at any given moment can influence how they perceive situations and other people. For example, when someone is in a good mood, they tend to see things in a more positive light than when they are in a bad mood.
4. Physical factors can also influence perception. Individuals can perceive stimuli based on physical characteristics such as intensity, size, shape, or distance.
5. Environmental factors, such as lighting, noise, or crowds, can also influence a person's perception of certain stimuli.
6. Cognitive biases, including confirmation and attribution bias, affect how we construe information.





From the above theory. To determine teacher perception of the implementation of the shape poem technique through project-based learning on 5th-grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa, this questionnaire consists of four main dimensions while still paying attention to the theory of factors that influence teacher perceptions.

#### Blueprint Questionnaire

Variable	Dimensions	Indicators	Number of Items	Total Item
Teacher perception to the shape poem technique through project-based learning method on students' vocabulary mastery	<b>Experience</b> , teacher will see the learning process of the students so they can give a relevant perception	1. Teacher believe that the learning process using shape poem techniques through project-based learning can improve students' vocabulary mastery. 2. Teacher believe that the learning process using the Shape Poem Technique through Project Based Learning is a technique that represents authentic and meaningful	1,2,	2

		learning to improve students' vocabulary mastery.		
	<b>Physical factor</b> , teacher can see the product of the students so they can determent the objective answer	Teacher believes that the resulting of shape poem products help students improve vocabulary mastery	3	1
	<b>Emotional factor</b> , the researcher will make sure the readiness of the teacher to answer the questionnaire	7. Teacher feels that the shape poem technique through project-based learning improves the child's ability to associate vocabulary with relevant objects 8. Teacher feels that children are motivated in learning English by using the shape poem technique through project based learning	4,5	2
	<b>Cognitive</b> , the teacher certainly has good knowledge about student progress in learning, the researcher will also previously inform the teacher of vocabulary	Teacher believes that the shape poem technique through project based learning is a suitable technique for young learners to improve vocabulary mastery	6	1

	mastery indicators theory used so that the teacher can provide relevant answers.			
	<b>Social and cultural context</b> , the teacher already knows the condition of the school environment, so after applying the shape poem technique, the teacher will know the changes that occur in the learning environment which are closely related to students' vocabulary mastery.	Teacher believes that the shape poem technique through project-based learning is a suitable technique to be implemented in private elementary schools	7	1
	<b>Cognitive biases</b> is related with teacher expectation. The teacher already knows the characteristics of the students being taught, so it is hoped that the teacher can provide realistic answers)	7. Teacher hopes that the shape poem through project based learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening 8. Teacher hopes that the shape	8,9	2

		poem through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery		
	Teacher personal opinion about the Shape poem technique trough project- based learning method implementation on students' vocabulary mastery	Teacher give a good feedback related to the Shape poem technique trough project- based learning method implementation on students' vocabulary mastery	10	1

### Questionnaire test

#### Respondent's Details:

Name :

Phone Number:

Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
--------------------	-----------	-------------	--------------	-----------------------

Variable Perception Factors (Williams, 2011)	Questions	5	4	3	2	1
Experiences	1. I believe that the learning process using shape poem techniques through project-based learning can improve					

	students' vocabulary mastery 2. I believe that the learning process using the Shape Poem Technique through Project Based Learning is a technique that represents authentic and meaningful learning to improve students' vocabulary mastery					
Physical factor	3. I believe that the resulting of shape poem products help students improve vocabulary mastery					
Emotional factor	4. I feel that the shape poem technique through project-based learning improves the child's ability to associate vocabulary with relevant objects 5. I feel that children are motivated in learning English by using the shape poem technique through project based learning					
Cognitive factor	6. I believe that the shape poem technique through project-based learning is a suitable technique for young learners to improve vocabulary mastery					
Social and cultural context	7. I believe that the shape poem technique through project- based learning is a suitable technique to be implemented in private elementary schools					
Cognitive biases	8. I hope that the shape poem through project based learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening 9. I hope that the shape poem through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery.					

Open Question:

10. In your opinion are there any questions that have not been asked in this questionnaire? If there is please write below then give your feedback?

### **B. Instrument validation**

a. Validity (table expert judgement)

Judge II		Judge I	
		Relevant	Irrelevant
	Relevant	10	-
	Irrelevant	-	-

#### Content validity formula

$$\text{Content Validity} = \frac{10}{0+0+0+10} = 1,0$$

The result showed that all items were relevant, and the content validity was 1.0. It meant the questionnaire can be given to English teacher at SD Negeri 1 Banjar Jawa.

-interview test

#### A. original instrument (instrument)

##### Blueprint of interview guide

Variable	Dimensions	Indicators	Number of Items	Total Item
Teacher perception to the shape poem technique through project-based learning method on students' vocabulary mastery	<b>Experience</b> , teacher will see the learning process of the students so they can give a relevant perception	1. Teacher believe that the learning process using shape poem techniques through project-based learning can improve students' vocabulary mastery. 2. Teacher believe that the learning process	1,2,	2

		using the Shape Poem Technique through Project Based Learning is a technique that represents authentic and meaningful learning to improve students' vocabulary mastery.		
	<b>Physical factor</b> , teacher can see the product of the students so they can determent the objective answer	Teacher believes that the resulting of shape poem products help students improve vocabulary mastery	3	1
	<b>Emotional factor</b> , the researcher will make sure the readiness of the teacher to answer the questionnaire	9. Teacher feels that the shape poem technique through project-based learning improves the child's ability to associate vocabulary with relevant objects 10. Teacher feels that children are motivated in learning English by using the shape poem technique through project based learning	4,5	2
	<b>Cognitive</b> , the teacher certainly	Teacher believes that the shape	6	1

	<p>has good knowledge about student progress in learning, the researcher will also previously inform the teacher of vocabulary mastery indicators theory used so that the teacher can provide relevant answers.</p>	<p>poem technique through project based learning is a suitable technique for young learners to improve vocabulary mastery</p>		
	<p><b>Social and cultural context</b>, the teacher already knows the condition of the school environment, so after applying the shape poem technique, the teacher will know the changes that occur in the learning environment which are closely related to students' vocabulary mastery.</p>	<p>Teacher believes that the shape poem technique through project-based learning is a suitable technique to be implemented in private elementary schools</p>	7	1
	<p><b>Cognitive biases</b> is related with teacher expectation. The teacher already knows the characteristics of the students being taught, so it is hoped that</p>	<p>9. Teacher hopes that the shape poem through project-based learning technique can improve students' ability to understand the meaning of</p>	8,9	2



	the teacher can provide realistic answers)	vocabulary and using words in conversation, reading, writing, and listening 10. Teacher hopes that the shape poem through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery		
	Teacher personal opinion about the Shape poem technique trough project- based learning method implementation on students' vocabulary mastery	Teacher give a good feedback related to the Shape poem technique trough project- based learning method implementation on students' vocabulary mastery	10	1

### Interview Guide

#### Respondent's Details:

**Name** :  
**Phone Number** :

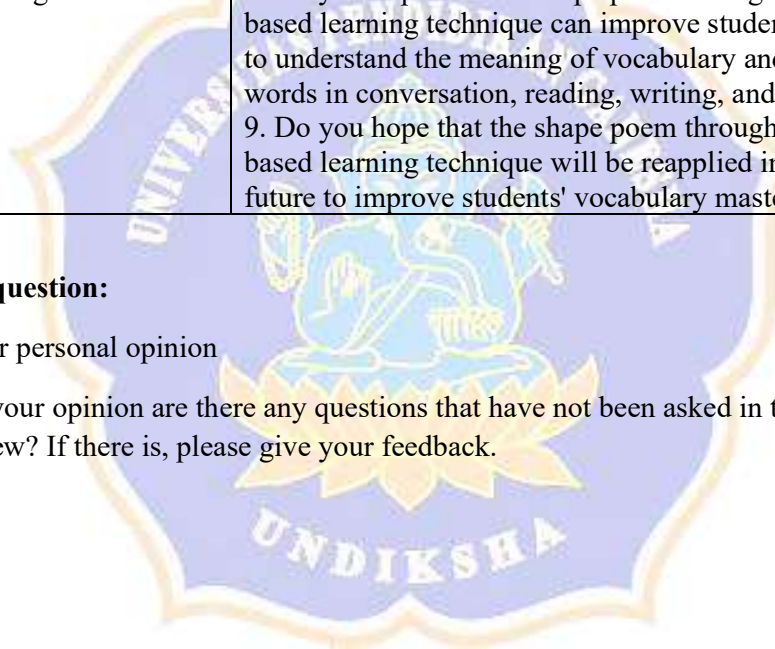
No	Variables	Questions
1.	Experience	1. Do you think that the learning process using shape poem techniques through project-based learning can improve students' vocabulary mastery? 2. Do you think that the learning process using the Shape Poem Technique through Project Based Learning is a technique that represents authentic and

		meaningful learning to improve students' vocabulary mastery?
2.	Physical factor	3. Do you think that the resulting of shape poem products help students improve vocabulary mastery?
3.	Emotional factor	4. Do you feel that the shape poem technique through project-based learning improves the child's ability to associate vocabulary with relevant objects? 5. Do you feel that children are motivated in learning English by using the shape poem technique through project based learning?
4.	Cognitive	6. Do you believe that the shape poem technique through project based learning is a suitable technique for young learners to improve vocabulary mastery?
5.	Social and cultural context	7. Do you believe that the shape poem technique through project- based learning is a suitable technique to be implemented in private elementary schools?
6.	Cognitive biases	8. Do you hope that the shape poem through project based learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening? 9. Do you hope that the shape poem through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery?

**Open question:**

Teacher personal opinion

10. In your opinion are there any questions that have not been asked in this interview? If there is, please give your feedback.



## Appendix 5 Expert Judgements

### EXPERT JUDGEMENT (VOCABULARY TEST) I

**Expert:** Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		

Singaraja, 25 Agustus 2023

Judge I

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

### EXPERT JUDGEMENT (VOCABULARY TEST) II

**Expert:** Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		

Singaraja, 25 Agustus 2023

Judge II

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

### EXPERT JUDGEMENT (QUESTIONNAIRE TEST) I

**Expert:** Prof. Dr. Ni Nyoman Padmadewi, M.A.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	

1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		

Singaraja, 25 Agustus 2023

Judge 1

Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 196202021988032001

**EXPERT JUDGEMENT (QUESTIONNAIRE TEST) II**

**Expert:** Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		

Singaraja, 25 Agustus 2023

Judge II

Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001


**Appendix 6 Result**

-Vocabulary test result

No.	Subjects	Pre-test	Post-test
1	Student 1	50	75
2	Student 2	65	90
3	Student 3	75	95
4	Student 4	65	85
5	Student 5	55	75
6	Student 6	70	85
7	Student 7	55	80
8	Student 8	70	90
9	Student 9	80	100
10	Student 10	65	80
11	Student 11	75	95
12	Student 12	80	100
13	Student 13	65	85
14	Student 14	60	85
15	Student 15	55	80
16	Student 16	55	75
17	Student 17	55	85
18	Student 18	70	90
19	Student 19	70	95
20	Student 20	60	80
21	Student 21	55	85
22	Student 22	65	95
23	Student 23	75	90
24	Student 24	60	80
25	Student 25	80	100
26	Student 26	65	90

27	Student 27	60	85
28	Student 28	70	90
29	Student 29	65	90
30	Student 30	50	80
31	Student 31	55	85
32	Student 32	45	70
33	Student 33	50	75
34	Student 34	55	85
35	Student 35	60	90
36	Student 36	80	100
37	Student 37	85	100
38	Student 38	65	95
<b>Mean</b>		64.0789	87.1053

-Questionnaire result

Variable	Questions	5	4	3	2	1
Experience	11. I think that the learning process using shape poem techniques through project-based learning can improve students' vocabulary mastery.	✓				
	12. I think that the learning process using the Shape Poem Technique through project-based learning is a technique that represents authentic and meaningful learning to improve students' vocabulary mastery.	✓				
Physical factor	13. I believe that the resulting shape poem products help students improve vocabulary mastery	✓				
Emotional factor	14. I feel that the shape poem technique		✓			

	<p>through project-based learning improves the students' ability to associate vocabulary with relevant objects</p> <p>15. I feel that students are motivated in learning English by using the shape poem technique through project-based learning</p>		✓			
Cognitive	<p>16. I believe that the shape poem technique through project-based learning is a suitable technique for young learners to improve vocabulary mastery</p>	✓				
Social and cultural context	<p>17. I believe that the shape poem technique through project-based learning is a suitable technique to be implemented in elementary schools</p>	✓				
Cognitive biases	<p>18. I hope that the shape poem through project-based learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening</p> <p>19. I hope that the shape poem through project-based learning technique will be reapplied in the future to improve students' vocabulary</p>	✓	✓			



	mastery.					
Teacher personal opinion	20. In your opinion, is there any questions that have not been asked in this questionnaire? If there is, please write below then give your feedback.	I think everything have asked.				

### Appendix 7 Data Analysis

-Descriptive statistics analysis

		Statistics	
		Pre-test	Post-test
N	Valid	38	38
	Missing	0	0
Mean		64.0789	87.1053
Median		65.00	85.00
Mode		55.00	85.00
Std. Deviation		9.99022	8.10669
Variance		99.804	65.718
Range		40.00	30.00
Minimum		45.00	70.00
Maximum		85.00	100.00

-Inferential statistics analysis

a. Normality test

EXAMINE VARIABLES=Pretest Posttest

/PLOT BOXPLOT STEMLEAF NPLOT

/COMPARE GROUPS

/STATISTICS DESCRIPTIVES

/CINTERVAL 95

/MISSING LISTWISE

/NOTOTAL.

## Explore

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest	38	100.0%	0	0.0%	38	100.0%
Posttest	38	100.0%	0	0.0%	38	100.0%

### Descriptives

			Statistic	Std. Error
Pretest	Mean		64.0789	1.62063
	95% Confidence Interval for Mean	Lower Bound	60.7952	
		Upper Bound	67.3626	
	5% Trimmed Mean		63.9766	
	Median		65.0000	
	Variance		99.804	
	Std. Deviation		9.99022	
	Minimum		45.00	
	Maximum		85.00	
	Range		40.00	
	Interquartile Range		15.00	
	Skewness		.246	.383
	Kurtosis		-.695	.750
Posttest	Mean		87.1053	1.31508
	95% Confidence Interval for Mean	Lower Bound	84.4407	
		Upper Bound	89.7699	
	5% Trimmed Mean		87.2076	
	Median		85.0000	
	Variance		65.718	
	Std. Deviation		8.10669	
	Minimum		70.00	
	Maximum		100.00	
	Range		30.00	

	Interquartile Range	15.00	
	Skewness	-.052	.383
	Kurtosis	-.719	.750

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.134	38	.083	.958	38	.164
Posttest	.129	38	.113	.948	38	.075

a. Lilliefors Significance Correction

### b. Homogeneity test

ONEWAY Hasil BY Test

/STATISTICS HOMOGENEITY

/MISSING ANALYSIS.

### Oneway

#### Test of Homogeneity of Variances

Pretest and Posttest				
Levene Statistic	df1	df2	Sig.	
1.508	1	74	.223	

#### ANOVA

Pretest and Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10074.013	1	10074.013	121.724	.000
Within Groups	6124.342	74	82.761		
Total	16198.355	75			

### c. Paired sample t-test

ONEWAY Hasil BY Test

/STATISTICS HOMOGENEITY

/MISSING ANALYSIS.

## Oneway

### Test of Homogeneity of Variances

Pretest and Posttest			
Levene Statistic	df1	df2	Sig.
1.508	1	74	.223

### ANOVA

Pretest and Posttest					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10074.013	1	10074.013	121.724	.000
Within Groups	6124.342	74	82.761		
Total	16198.355	75			

T-TEST PAIRS=PRE WITH POST (PAIRED)

/CRITERIA=CI (.9500)

/MISSING=ANALYSIS.

## T-Test

[DataSet0]

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	64.0789	38	9.99022	1.62063
	Post Test	87.1053	38	8.10669	1.31508

### Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	38	.884	.000

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	23.02632	4.72765	.76693	24.58025	21.47238	30.024	37	.000

## d. Effect Size

**Effect Size Score**

Cohen's  $d$ :  $\frac{\bar{d}}{sd}$

$\bar{d}$  = 23.0263

Sd = 4.7276

Cohen's  $d$  = 4.8706

$\bar{d}$  : The average of the differences between pre-test and post-test

Sd : Standard deviation of the difference between pre-test and post-test

## Appendix 8 Documentations

### DOCUMENTATIONS



*Documentations of pre-test.*



*Documentation of meeting 1*



*Documentation of meeting 2*



*Documentation of meeting 3*



*Documentation of meeting 4*



*Documentation of meeting 5*



*Documentation of meeting 6*







*Documentation of project result by students*



## Riwayat Hidup



Ni Kadek Mentari lahir di Sangsit pada tanggal 07 Oktober 2001. Penulis lahir dari pasangan Nyoman Dana dan Ni Ketut Margani. Saat ini penulis berdomisili di Desa Bengkala, Kecamatan Kubutambahan, Buleleng, Bali. Penulis memulai pendidikannya di SD Negeri 1 Bengkala pada tahun 2008 dan lulus pada tahun 2014. Kemudian penulis melanjutkan pendidikan di SMPN 2 Kubutambahan tahun 2014 dan lulus pada tahun 2017. Setelah itu penulis melanjutkan pendidikan di SMA Bali Mandara, hingga lulus pada tahun 2020.

Penulis Memulai pendidikan di tingkat universitas pada tahun 2020 dan penulis memilih Universitas Pendidikan Ganesha dengan program studi Pendidikan Bahasa Inggris. Penulis mengikuti berbagai kegiatan baik di dalam maupun luar kampus seperti HMJ Bahasa Asing dan PPU ( Paguyuban Putra Putri Undiksha). Penulis juga aktif mengikuti lomba-lomba, seperti lomba debat Dies Natalis XXIX (Bahasa Indonesia) tahun 2022 yang berhasil meraih juara 2, serta meraih Juara 3 pada lomba Esai Nasional dan Karya Tulis Ilmiah yang berjudul PERANCANGAN APLIKASI BRIKOMART MENGGUNAKAN METODE DESIGN THINKING; MARKETPLACE, BANK SAMPAH, DAN EDUKASI ECOBRICK SEBAGAI UPAYA PENGEMBANGAN EKONOMI KREATIF BERBASIS LINGKUNGAN. Penulis berharap pengalaman-pengalaman tersebut mampu memberikan kontribusi bagi bangsa Indonesia kedepannya. Sebagai salah satu kontribusi dalam bidang pendidikan, penulis menyelesaikan skripsi pada awal tahun 2024 yang berjudul “THE APPLICATION OF THE SHAPE POEM TECHNIQUE THROUGH PROJECT-BASED LEARNING ON 5TH-GRADE STUDENTS' VOCABULARY MASTERY AT SD NEGERI 1 BANJAR JAWA.”