KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2595/UN48.7.1/DT/2023   15 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP LABORATORIUM UNDIKSHA SINGARAJA
    di Jl. Jatayu No.10, Kaliuntu, Kec. Buleleng, Kabupaten Buleleng

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

Nama	: Luh Wikdianti
NIM	: 2012021044
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: THE APPLICATION OF THE SHAPE POEM TECHNIQUE THROUGH PROJECT-BASED LEARNING ON 7TH GRADE STUDENTS' WRITING SKILLS AT SMP LABORATORIUM UNDIKSHA SINGARAJA.

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

YAYASAN UNIVERSITAS PENDIDIKAN GANESHA (UNDIKSHA)
Akta Notaris Nomor: 18 Tanggal 9 Oktober 2015
SMP (TERAKREDITASI A) LABORATORIUM UNDIKSHA

Alamat: Jalan Jatayu No. 10 Singaraja Bali   *Telp: (0362) 22572/08283720494*
Blog: smplabundikshasingaraja.blogspot.co.id   *e-mail: smp_lab_undiksha@yahoo.co.id*

SURAT KETERANGAN
Nomor : 6156/SMP/Lab. UNDIKSHA/E.7/2024

Yang bertanda tangan di bawah ini Kepala SMP Laboratorium UNDIKSHA, dengan ini menerangkan bahwa :

Nama	: Luh Wikdianti
NIM	: 2012021044
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1

memang benar telah melakukan penelitian dalam rangka menyelesaikan Skripsi dengan judul "The Application Of The Shape Poem Technique Through Project-Based Learning On 7th Grade Students' Writing Skills At Smp Laboratorium Undiksha Singaraja" di kelas VII - 1 SMP Laboratoarium Undiksha Singaraja pada tanggal 30 Agustus 2023 – 20 Oktober 2023.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 26 Januari 2024
Kepala Sekolah

I Made Suantara, S.Pd.
NIP : 19680910 199003 1 010

Appendix 2. Sample of the Study

NO	NAMA SISWA
1	AHMAD RAFQI
2	AISYAH KANABILA PUTRI RIZALDI
3	ANAK AGUNG AYU RIANA DEVI YANANTA
4	ANGELA DIVINA
5	ANNEKE TUTI HOEKSTRA
6	CLIFF MILLER SANJAYA
7	EKKLESIA ALETHA NATALIA
8	EMMELYN TRUDY PRAWITA
9	FABIAN RAHMAT
10	GEDE ALAN REZKY MULIA
11	GEDE BAYU DIPAYANA
12	GEDE DHANY MAHA PUTRA
13	GEDE EKA SASTRA WIGUNA
14	GEDE HEIKA WIDHYAKSA P.A.
15	GEDE KEANDRA PRATAMA PUTRA
16	GEDE RAINDRA SEASON
17	GEDE RAKAI PUTRAYUDHA SATRIANING DHARMA
18	KADEK NAIA AGNI KAYANA

Appendix 3. Blueprint

Blueprint Pretest and Post-test

Variable	Dimension	Indicators	Question Types	Number of Items	Total Item
Students' writing skills at SMP Laboraturium Undiksha Singaraja According to (Rofiqoh et al., 2022), there are five aspects of writing as follows. Content, Organization, Vocabulary, Language Use, and Mechanics.	• **Content** Depth of information and includes all relevant content • **Organization** Use of well-structured paragraphs • **Vocabulary** Can express ideas in various and appropriate ways. • **Grammar** Correct use of tenses, pronouns, prepositions, and more. • **Mechanics**	• Write a short paragraph (minimum 5 sentences) about descriptive text (describe your mother) using the simple present tense! • Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense!	Writing descriptive paragraph	1	1

	Basic errors such as spelling, grammar, and capitalization are addressed.				

Blueprint Questionnaire

Variable	Dimensions	Indicators	Number of Items	Total items
Teacher perception of the shape poem technique trough project-based learning method implementation on students' writing skills.	**Experience**: The teacher will see the learning process of the students so they can give a relevant perception	- The teacher believes using the shape poem technique through project-based learning can improve students' writing skills. - The teacher believes that the learning process using the shape poem technique through project-based learning is a technique that represents authentic and	1,2	2

		meaningful learning to improve students' writing skills.		
	Physical factor: The teacher can see the product of the students so they can determine the objective answer	- The teacher believes the resulting shape poem technique products help students improve their writing skills.	3	1
	Emotional factor: the researcher will ensure the readiness of the teacher to answer the questionnaire	- The teacher feels that the shape poem technique through project-based learning improves students' ability to make a paragraph relevant to objects. - The teacher feels that students are motivated to learn English using the shape poem technique	4,5	2

		through project-based learning.		
	Cognitively, the teacher certainly has good knowledge about student progress in learning. The researcher will also previously inform the teacher of the writing skills indicators theory used so that the teacher can provide relevant answers.	- The teacher believes the shape poem technique through project-based learning is suitable for young learners to improve their writing skills.	6	1
	In social and cultural contexts, 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	- The teacher believes that the shape poem technique through project-based learning is a suitable technique to be implemented in private junior high schools.	7	1

	environment, which are closely related to students' writing skills.			
	Cognitive biases are related to teacher expectations. The teacher already knows the characteristics of the students being taught, so it is hoped that the teacher can provide realistic answers)	- The teacher hopes that the shape poem technique through project-based learning can improve students' understanding of the material. - The teacher hopes the shape poem technique through project-based learning will be applied to improve students' writing skills.	8,9	2
	Teacher personal opinion about the Linguistic landscape technique trough project-based learning method	- The teacher gives feedback related to the shape poem technique trough project-based learning method	10	1

	implementation on students' writing skills.	implementation on students' writing skills.		

Interview Blueprint

Variable	Dimensions	Indicators	Number of Items	Total items
Teacher perception of the shape poem technique trough project-based learning method implementation on students' writing skills.	Through experience, the teacher will see the students' learning process so they can give a relevant perception.	- The teacher believes that the learning process using shape poem techniques through project-based learning can improve students' writing skills. - The teacher believes that the learning process using the shape poem technique through project-based learning is a technique that represents authentic and meaningful learning to	1,2	2

		improve students' writing skills.		
	Physical factor: the teacher can see the product of the students so they can determent the objective answer	- The teacher believes the resulting shape poem products help students improve their writing skills.	3	1
	Regarding emotional factors, the researcher will ensure the readiness of the teacher to answer the questionnaire.	- The teacher feels that the shape poem technique through project-based learning improves students' ability to make a paragraph with relevant objects. - The teacher feels that students are motivated to learn English using the shape poem technique through project-based learning.	4,5	2
	Cognitively, the teacher certainly has good	- The teacher believes the shape poem	6	1

knowledge about student progress in learning. The researcher will also previously inform the teacher of the writing skills indicators theory used so that the teacher can provide relevant answers.	technique through project-based learning is suitable for young learners to improve their writing skills.		
In social and cultural contexts, the teacher already knows the condition of the school environment, so after applying the linguistic landscape technique, the teacher will know the changes that occur in the learning environment, which are closely related to students' writing skills.	- The teacher believes that the shape poem technique through project-based learning is a suitable technique to be implemented in private junior high schools.	7	1

	Cognitive biases are related to teacher expectations. The teacher already knows the characteristics of the students being taught, so it is hoped that the teacher can provide realistic answers)	- The teacher hopes that the shape poem technique through project-based learning can improve students' understanding of the material. - The teacher hopes the shape poem through project-based learning technique will be reapplied to improve students' writing skills.	8,9	2
	Teacher personal opinion about the Linguistic landscape technique trough project-based learning method implementation on students' writing skills.	- The teacher gives feedback related to the shape poem technique trough project-based learning method implementation on students' writing skills.	10	1

Blueprint of Teaching Scenario

SMP Laboraturium Undiksha Singaraja Subject: Class/Semester: Topic: Lesson/Meeting: Time Allocation:	LESSON PLAN		
	Learning Objectives		
	Learning Activities		**Time**
	Pre- activities		
	Core activities		
	Post-activities		
	Assessment		
	Knowledge	**Skills**	**Assignment**

Appendix 4. Lesson Plan

LESSON PLAN
Meeting 1

SMP Laboraturium Undiksha Singaraja	LESSON PLAN	
	Learning Objectives	
Subject: English	1. Students can identify different personality traits. 2. Students can creatively express a personality trait through a shape poem.	
Class/Semester: VII A/1	**Learning Activities**	**Time**
Topic: "Describing person through Shape Poems"	**Pre- activities** 1. Teacher and students enter the classroom. 2. Pray together and check students' attendance. 3. Teacher stimulates students by asking questions related to personalities and appearance: - What words would you use to describe someone's personality and appearance? 4. Teacher introduces the learning topic and states the learning objectives.	10 minutes
Lesson/Meeting: 2/1 **Time Allocation:** 2 x 35 Minutes **Method:** Project based learning ● Determining question ● Design the project ● Arranging the schedule **Technique:** Shape poem ● Introduce the concept ● Select a shape	**Core activities** 1. Students watch a short video illustrating various Personalities and appearance traits. 2. Students individually brainstorm and write down Personalities and appearance they find interesting. 3. Teacher introduces the concept of shaping poems for creatively represent Personalities and appearance 4. Students are grouped into teams of 3-4 and assigned a personality trait (e.g., adventurous, creative, caring). 5. Each group collaborates to choose a suitable shape that reflects their assigned personality trait. 6. Students work together to brainstorm words, phrases, and imagery that represent the chosen personality trait. 7. Using the shape as a guide, students start crafting their shape poems to creatively depict the assigned personality trait.	50 minutes
	Post-activities 1. Teacher gives the homework to the students related to the topic	10 minutes

	2. Teacher asks the students the conclude the learning activity 3. Teacher does reflection, feedback, and closing the learning activities	

Assesment

Knowledge	Skills	Assignment
Students' participation in class discussions and their understanding of the relationship between personality traits and creative representation.	Students' creativity in crafting a shape poem that effectively conveys a specific personality trait.	Writing a descriptive paragraph about their shape poem, explaining the chosen personality trait, the shape chosen, and the creative elements incorporated in the poem.

Knowing,   Singaraja, 20 Agustus 2023

English Teacher of SMP Laboraturium   English Practices Students
Undiksha Singaraja

Made Irse Niopani,M.Pd.   Luh Wikdianti
GTY: 7071105   NIM: 2012021044

LESSON PLAN
Meeting 2

SMP Laboraturium Undiksha Singaraja	LESSON PLAN
	Learning Objectives
Subject: English	1. Students can brainstorm relevant words and phrases that describe a person's personality for their shape poem.
	2. Students continue to develop their shape poems while incorporating meaningful language to depict personality traits.

Class/Semester: VII A/1	**Learning Activities**	**Time**
Topic: "Describing person through Shape Poems"	**Pre- activities** 1. Teacher and students enter the classroom. 2. Pray together and check students' attendance. 3. Teacher reviews the previous lesson's key points on shape poems and personalities. 4. Teacher presents the objectives for the current session.	10 minutes
Lesson/Meeting: 2/2 **Time Allocation:** 2 x 35 Minutes **Method:** Project based learning ● Monitoring **Technique:** Shape poem ● Brain storming words and phrase	1. Teacher leads a discussion on the significance of descriptive language when portraying a person's personality in writing. 2. In their groups, students begin brainstorming words, phrases, and imagery that describe the personality of the individual they are focusing on for their shape poem. 3. Teacher circulates among the groups, providing guidance and monitoring their progress. 4. Students share their brainstormed ideas within their groups, discussing which words and phrases best capture the essence of the person's personality.	50 minutes
	Post-activities 1. Using the brainstormed ideas, draft a rough version of your shape poem that creatively portrays the personality traits of the individual you've chosen. 2. Teacher asks students to summarize their understanding of the importance of descriptive language in character depiction. 3. Teacher leads a reflection session by inviting a few groups to share some of the descriptive	10 minutes

words and phrases they came up with, and how they intend to incorporate them into their shape poem.
4. Teacher provides feedback and concludes the learning activity.

Assesment

Knowledge	Skills	Assignment
Students' active engagement in brainstorming discussions and their understanding of the significance of descriptive language.	Students' ability to collaboratively generate and refine words and phrases that effectively describe a person's personality,	Drafting a rough version of their shape poem using the brainstormed ideas to creatively capture and portray the chosen person's personality traits.

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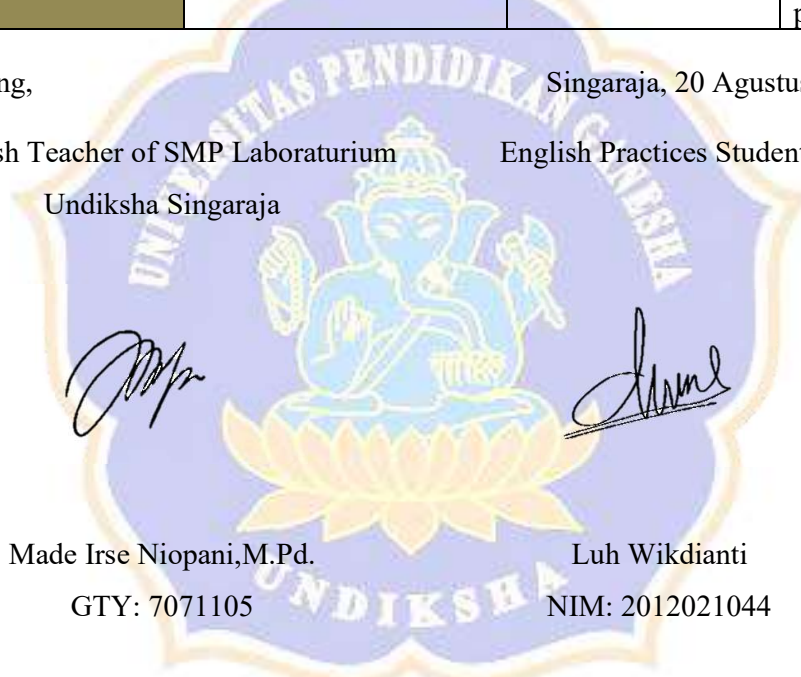English Teacher of SMP Laboraturium   English Practices Students
Undiksha Singaraja

Made Irse Niopani,M.Pd.   Luh Wikdianti
GTY: 7071105   NIM: 2012021044

LESSON PLAN
Meeting 3

SMP Laboraturium Undiksha Singaraja	LESSON PLAN
Subject: English	**Learning Objectives**
	1. Students can refine their draft shape poems by incorporating descriptive language.
	2. Students continue to develop their shape poems while incorporating meaningful language.

	Learning Activities	**Time**
Class/Semester: VII A/1	**Pre- activities**	10 minutes
	1. Teacher and students enter the classroom.	
Topic: "Describing person through Shape Poems"	2. Pray together and check students' attendance.	
	3. Teacher briefly revisits the key concepts from the previous sessions on shape poems and the importance of descriptive language in character portrayal.	
Lesson/Meeting: 2/3	4. Teacher presents the objectives for the current session.	
Time Allocation: 2 x 35 Minutes	**Core Activity**	50 minutes
	1. Teacher leads a discussion on the significance of using descriptive language to accurately depict a person's personality traits in a shape poem.	
Method: Project based learning ● Monitoring	2. In their groups, students collaboratively work to refine their rough drafts by incorporating vivid descriptive language that effectively characterizes the chosen individual.	
Technique: Shape poem ● Draft the Poem	3. Teacher provides guidance and support during the drafting process, encouraging students to experiment with expressive and evocative language.	
	4. Students focus on ensuring that the chosen words and phrases encapsulate the personality traits and emotions of the portrayed individual.	
	Post-activities	10 minutes
	5. Teacher gives the homework to the students related to the topic	
	6. Teacher asks the students the conclude the learning activity	
	7. Teacher summarizes the day's activities, provides feedback on the refinement process,	

	and emphasizes the role of peer feedback in enhancing their work.		
	Assesment		
	Knowledge	**Skills**	**Assignment**
	Students' participation in discussing the significance of descriptive language in creating engaging shape poems.	Ability to incorporate descriptive language effectively in the draft shape poem to vividly portray a person's personality traits.	inalizing the shape poem based on collaborative refinement and peer feedback, demonstrating improved use of descriptive language to depict the chosen person's personality.

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Undiksha Singaraja

Made Irse Niopani,M.Pd.   Luh Wikdianti

GTY: 7071105   NIM: 2012021044

LESSON PLAN
Meeting 4

SMP	LESSON PLAN	
Laboraturium Undiksha Singaraja **Subject:** English **Class/Semester:** VII A/1 **Topic:** "Describing person through Shape Poems" **Lesson/Meeting:** 3/4 **Time Allocation:** 2 x 35 Minutes **Method:** Project based learning ● Monitoring **Technique:** Shape poem ● Revise and Edit	**Learning Objectives**	
	1. Students can describe people using creative language techniques. 2. Students can edit and revise their shape poems to accurately and vividly depict the chosen person.	
	Learning Activities	**Time**
	Pre- activities 1. Teacher and students enter the classroom. 2. Pray together and check students' attendance. 3. Teacher revisits the key takeaways from the previous session on shape poems and peer feedback. 4. Teacher presents the objectives for the current session.	10 minutes
	Core Activity 1. Teacher leads a discussion on using creative language to describe people effectively. 2. In their groups, students share their shape poems and choose a person to describe in the same creative manner. 3. Students work together to draft descriptions of their chosen person using descriptive language techniques. 4. Teacher provides guidance and monitors the groups as they edit and revise their descriptions.	50 minutes
	Post-activities 1. Teacher gives assignment for student 2. Teacher initiates a class discussion on the editing and revising process, emphasizing the significance of clarity and creativity in descriptive language. 3. Teacher summarizes the day's activities, offers insights on editing and revising, and prepares students for the final stages of the project.	10 minutes

Assesment		
Knowledge	**Skills**	**Assignment**
Students' participation in discussing the	Students' ability to collaboratively edit	Students refine and finalize their

	significance of descriptive language in creating engaging shape poems.	and revise their descriptions to vividly depict the chosen person.	person descriptions based on the group's feedback.

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English Teacher of SMP Laboraturium   English Practices Students

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GTY: 7071105   NIM: 2012021044

LESSON PLAN
Meeting 5

SMP Laboraturium Undiksha Singaraja	LESSON PLAN	
Subject: English	**Learning Objectives**	
	1. Students can refine their shape poems by incorporating feedback and creative language techniques. 2. Students can finalize their shape poems.	
Class/Semester: VII A/1	**Learning Activities**	**Time**
Topic: "Describing person through Shape Poems"	**Pre- activities** 1. Teacher and students enter the classroom. 2. Pray together and check students' attendance. 3. Teacher reviews the journey from brainstorming to refining shape poems 4. Teacher presents the objectives for the current session.	10 minutes
Lesson/Meeting: 3/5 **Time Allocation:** 2 x 35 Minutes **Method:** Project based learning ● Monitoring ● Assessing the outcome	**Core Activity** 1. Teacher leads a discussion on the significance of feedback in enhancing creative work and language skills. 2. In their groups, students share their shape poems with peers, provide feedback, and collaboratively refine their poems. 3. Teacher monitors the groups, offering guidance and ensuring the integration of feedback.	50 minutes
Technique: Shape poem ● Finalize the poem	**Post-activities** 1. Peers provide constructive feedback and appreciation, focusing on language precision, creativity, and portrayal of the chosen hobby. 2. Teacher assesses the shape poems based on the integration of feedback, creative language use, and effective portrayal. 3. Teacher facilitates a class discussion on the overall project, encouraging students to reflect on their growth and experiences.	10 minutes

Assesment		
Knowledge	**Skills**	**Assignment**
Students' participation in discussing the final shape poem.	Students' ability to present their finalized shape poems confidently, provide constructive feedback, and	-

		engage in reflection.	

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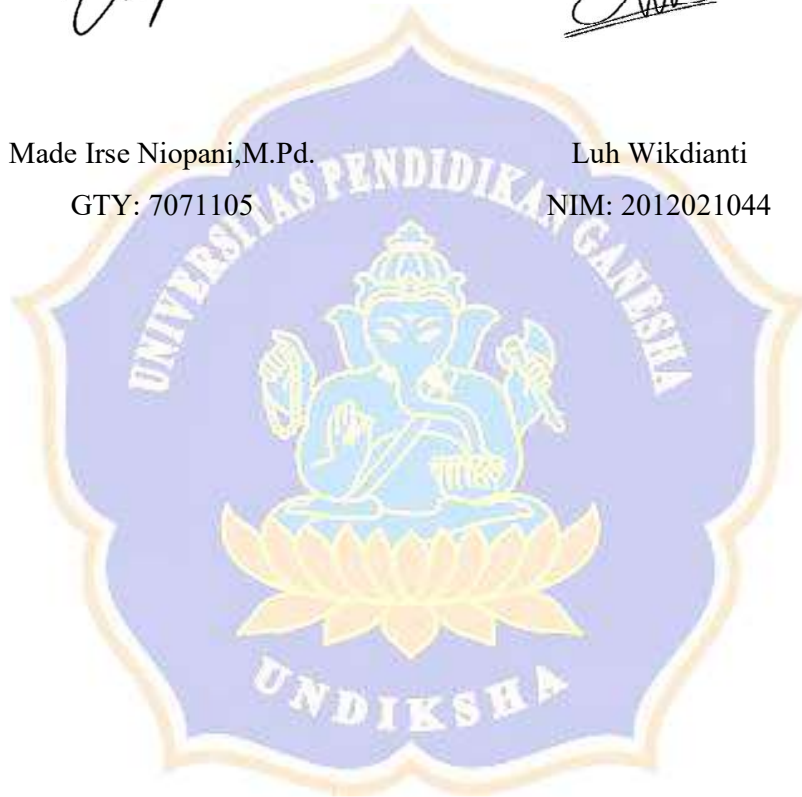
Undiksha Singaraja

Made Irse Niopani,M.Pd.   Luh Wikdianti

GTY: 7071105   NIM: 2012021044

LESSON PLAN
Meeting 6

SMP Laboraturium Undiksha Singaraja	LESSON PLAN	
	Learning Objectives	
Subject: English	1. Students can evaluate and reflect on the effectiveness of their creative descriptions in shape poems. 2. Students can present their shape poems to their peers	
Class/Semester: VII A/1	**Learning Activities**	**Time**
Topic: "Describing people"	**Pre- activities** 1. Teacher and students enter the classroom. 2. Pray together and check students' attendance. 3. Teacher presents the objectives for the current session.	10 minutes
Lesson/Meeting: 3/6 **Time Allocation:** 2 x 35 Minutes **Method:** Project based learning ● Evaluating the experience ● **Technique:**	**Core Activity** 1. Teacher leads a discussion on the significance of self-assessment and reflection in creative projects. 2. In their groups, students evaluate their own shape poems, considering the effectiveness of their descriptions, language use, and overall impact. 3. Each group prepares to present their shape poems to the class. 4. Groups take turns presenting their shape poems, explaining their creative description choices and the connection to the chosen person.	50 minutes
Shape poem ● Share and display	**Post-activities** 1. After each presentation, peers provide feedback and appreciation, focusing on the strength of the descriptions and the portrayal of the chosen individual. 2. Teacher facilitates a class discussion on the project's outcomes, encouraging students to share their thoughts on language development, creativity, and the challenges faced. 3. Teacher summarizes the entire project, celebrating student achievements and highlighting the growth in language skills	10 minutes
	Assesment	
	Knowledge	**Skills**	**Assignment**
	Evaluation of the completed shape poems	Students' ability to present their shape	-

		poems confidently, provide constructive feedback, and engage in reflective discussions.	

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English Teacher of SMP Laboraturium   English Practices Students

Undiksha Singaraja

Made Irse Niopani,M.Pd.   Luh Wikdianti

GTY: 7071105   NIM: 2012021044

Appendix 5. Expert Judgement

Pre-test and Post-test judgment 1

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		

Singaraja, 25 Agustus 2023

Prof.Dr. Ni Nyoman Padmadewi, M.A

NIP.   196202021988032001

Pre-test and Post-test judgment 2

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		

Singaraja, 25 Agustus 2023

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

NIP. 196407141988102001

Questionnaire Judgement 1

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

Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP.   196202021988032001

Questionnaire Judgement 2

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

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

NIP. 196407141988102001

Appendix 6. Validity and Reliability Instruments

A. Pre-test and Post test

PRE-TEST STUDENT'S WRITING SKILL (SHAPE POEM TECHNIQUE)

Pre-test   : Writing

Topic   : Descriptive text

Grade   : VII

Time allocation   : 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

POST-TEST STUDENT'S WRITING SKILL (SHAPE POEM TECHNIQUE)

Pre-test   : Writing

Topic   : Descriptive text

Grade   : VII

Time allocation   : 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe

about your father) using the simple present tense!

Test Validity and Reliability
a.   Content validity (Expert Judgement)

Judge II		Judge I	
		Irrelevant	Relevant
	Irrelevant	-	-
	Relevant	-	1

Content Validity Result

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

The test validation used expert judges in order to assess the feasibility of the questions that used to screen students' score and it's analyzed using Gregory Formula because content validity is measured by expert judges. There were 1 relevant items had assessed by the expert judges. Then the result was tested by using the Gregory's formula. After being tested using Gregory's formula, the results showed that 1 items are relevant, therefore the content validity is 1 which is very high.

b.   **Test Reliability**

Reliability Statistics

Cronbach's Alpha	N of Items
.802	2

After being tested using Cronbach's Alpha, the result shows that the value is 0.802 indicated that it was at very high reliable

B. Questionnaire

Respondent's Details:

Name :

Phone Number:

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

Variable	Questions	5	4	3	2	1
Experience	1. I think linguistic landscape technique enhances students' vocabulary mastery. 2. I think using authentic techniques like linguistic landscape positively impacts students' learning experience.					
Physical factor	3. I believe that the result of the linguistic landscape project gives possitive impact for students' vocabulary mastery					
Emotional factor	4. I feel that the linguistic landscape through project based learning affect the students ability to associate vocabulary with relevant object 5. I feel that students are motivated in learning English by using the linguistic landscape through project based learning					
Cognitive	6. I believe that the linguistic landscape through project based learning is a suitable technique for young learners					
Social and cultural context	7. I believe that linguistic landscape through project based learning is a suitable technique to be implemented in state elementary school					
Cognitive biases	8. I hope that linguistic landscape through project based learning gives possitive impact for students ability to understand the meaning of vocabulary and using words in conversation , reading, writing, and listening. 9. I hope that the linguistic landscape through project based learning will					

	reapplied in the future to improve students' vocabulary mastery					
Teacher personal opinion	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.					

C. Questionnaire Validity and Reliability

a. Content Validity

The second judges	The first judges	
	Irrelevant	Relevant
Irrelevant	A	B
Relevant	C	D (10)

Questionnaire Validity Result

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

After being tested using the Gregory formula, the results showed that all items were relevant and content validity was 1. This means that the content validity is very high. This material is also suitable for testing with English teachers at SMP Laboratorium Undiksha Singaraja.

b. Questionnaire Reliability

Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Measure of Agreement	Kappa	1,000	,000	3,162	,002
N of Valid Cases		10			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

After being tested using Cohen's Kappa, the result shows that the value is 1.000 which is higher than 0.90, therefore it can be conclude that the questionnaire is reliable.

4. Interview Guide

Respondent's Details:
Name :
Phone Number:

Variable	Questions
Experience	1. Do you think that linguistic landscape technique enhances students' vocabulary mastery. 2. Do you think using authentic techniques like linguistic landscape positively impacts students' learning experience.
Physical factor	3. Do you believe that the result of the linguistic landscape project gives possitive impact for students' vocabulary mastery
Emotional factor	4. Do you feel that the linguistic landscape through project based learning affect the students ability to associate vocabulary with relevant object 5. Do you feel that students are motivated in learning English by using the linguistic landscape through project based learning
Cognitive	6. Do you believe that the linguistic landscape through project based learning is a suitable technique for young learners
Social and cultural context	7. Do you believe that linguistic landscape through project based learning is a suitable technique to be implemented in state elementary school
Cognitive biases	8. Do you hope that linguistic landscape through project based learning gives possitive impact for students ability to understand the meaning of vocabulary and using words in conversation , reading, writing, and listening. 9. Do you hope that the linguistic landscape through project based learning will reapplied in the future to improve students' vocabulary mastery
Teacher personal opinion	10. In your opinion, are there any questions that have not been asked before? And please give your feedback.

Appendix 7. Result

A. Pre-test and Post-test Result

No	Students	Pre-test	Post-test
	AR	50	87
	AKPR	83	99
	AAARDY	69	77
	AD	56	78
	ATH	75	86
	CMS	56	75
	EAN	56	90
	ETP	79	97
	FR	40	76
	DARM	53	85
	GBD	52	89
	GDMP	51	71
	GESW	38	41
	GHW	64	71
	GKPP	59	68
	GRS	53	63
	GRPS	64	87
	KNAK	83	96

B. Questionnaire Result

Questionnaire test

Detail Responden:

Nama :

Nomor Telepon : 081338570756

Sangat setuju (5)	Setuju (4)	Netral (3)	Tidak setuju (2)	Sangat tidak setuju (1)

Variable Perception Factors (Williams, 2011)	Pertanyaan	5	4	3	2	1
Pengalaman	1. Menurut saya proses pembelajaran menggunakan teknik shape poem melalui pembelajaran berbasis proyek dapat meningkatkan keterampilan menulis siswa.	✓				
	2. Menurut saya proses pembelajaran dengan menggunakan Teknik Shape Poem melalui Project Based Learning merupakan teknik yang merepresentasikan pembelajaran yang otentik dan bermakna untuk meningkatkan penguasaan Keterampilan menulis siswa.	✓				
Faktor Fisik	3. Saya percaya produk puisi bentuk yang dihasilkan membantu siswa meningkatkan keterampilan menulis.	✓				
Faktor Emosional	4. Saya merasa pembelajaran menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek dapat meningkatkan keterampilan menulis siswa dengan objek yang relevan.	✓				

	5. Saya merasa anak-anak termotivasi dalam belajar bahasa Inggris dengan menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek.				
Faktor Kognitif	6. Saya percaya bahwa pembelajaran menggunakn teknik puisi bentuk melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk pelajar muda untuk meningkatkan keterampilan menulis.	✓			
Konteks sosial dan budaya	7. Saya percaya bahwa pembelajaran menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek adalah teknik yang cocok diterapkan di sekolah menengah pertama.	✓			
Bias Kognitif	8. Saya setuju bahwa puisi bentuk melalui pembelajaran berbasis proyek memberikan dampak positif bagi kemampuan siswa untuk meningkatkan keterampilan menulis siswa.	✓			
	9. Saya berharap pembelajaran menggunakanteknik puisi bentuk melalui pembelajaran berbasis proyek dapat diterapkan kembali di masa mendatang untuk meningkatkan keterampilan menulis siswa.	✓			

Pertanyaan terbuka:

10. Selain pernyataan-pertanyaan di atas, bagaimana pendapatmu tentang teknik yang telah diterapkan yang belum ditanyakan di pernyataan di atas. Silakan jawab dengan singkat.

C. Transcript Interview

R	menurut Ibu apakah proses pembelajaran dengan menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek dapat meningkatkan keterampilan menulis siswa?
T	Ya, tentu saja dapat meningkatkan keterampilan menulisiswa karena dari hasil tes, bahkan dari keseharian siswa, anak memiliki hasil yang memuaskan. Sehingga bisa dinilai itu termasuk dapat meningkatkan keterampilan menulis.
R	Baik Ibu, selanjutnya, menurut Ibu apakah proses pembelajaran dengan menggunakan teknik shape poem melalui project-based learning merupakan teknik yang mempresentasikan pembelajaran yang otentik dan bermakna untuk meningkatkan keterampilan menulis siswa?
T	Ya, sangat setuju ya, karena teknik ini memang dapat mempresentasikan pembelajaran yang otentik. Buktinya adalah ada produk siswa yang bisa mereka lihat, yang bisa mereka sampaikan, presentasikan, ada bukti nyata yang dihasilkan siswa berupa produk. Sehingga bisa dinilai disana dia keterampilannya bagus atau tidak dilihat setelah kita lihat hasilnya seperti itu.
R	Baik Ibu, selanjutnya, apakah menurut Ibu produk puisi bentuk yang dihasilkan membantu siswa meningkatkan keterampilan menulis?
T	Menurut Ibu sangat membantu ya, kenapa ini dikatakan meningkatkan keterampilan menulis siswa, dilihat dari produk puisi yang dihasilkan oleh siswa di situ anak-anak bisa sudah menyampaikan ide nya, gagasannya, pemikirannya dia, bagaimana dia menulis tentang sesuatu. Jadi dengan puisi mereka dapat menyampaikan hal yang ingin disampaikan, jadi ya tentu saja dapat meningkatkan keterampilan menulis itu sendiri.
R	Baik Ibu, selanjutnya, apakah Ibu merasa bahwa teknik puisi bentuk melalui pembelajaran berbasis proyek meningkatkan keterampilan menulis siswa dengan objek yang relevan?

T	Ya tentu saja pembelajaran ini dapat meningkatkan dan membantu siswa untuk menulis sesuai dengan objek yang relevan. Kenapa? Karena dengan puisi kan kita sudah bisa menentukan topiknya, jadi anak sudah fokus ya mengerjakan atau membuat menyambungkan ide-ide mereka dengan topik yang sudah diberikan. Jadi sangat relevan jadinya.
R	Baik Ibu, kemudian apakah Ibu merasa bahwa anak-anak termotivasi dalam belajar bahasa Inggris dengan menggunakan teknik puisi bentuk melalui pembelajaran berbasis proyek ini?
T	Ya, sangat termotivasi, karena biasanya mereka paling membuat paragrap, itu kan sudah biasa membuat percakapan, kalau sekarang dibuat dalam bentuk puisi tentunya ini hal baru bagi mereka. Apalagi puisinya menyampaikan ide pendapat mereka, tentunya mereka anak-anak pasti menertarik ya, dilihat dari hasil produk mereka
R	apakah Ibu percaya bahwa teknik puisi bentuk melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk pelajar muda atau young learners untuk meningkatkan keterampilan menulis?
T	Ya, tentu saja sangat cocok, karena tidak semua anak dalam menyampaikan ide pendapat itu, dia mampu secara lugas menyampaikan. Jadi ini adalah salah satu cara untuk menyampaikan ide anak-anak melalui puisi. Ya, jadi bagi anak-anak yang malu, tapi kemampuan menulisnya bagus, dengan menulis puisi kita bisa lihat ya kemampuannya dia. Jadi mereka memiliki keterampilan tidak dalam menyampaikan sesuatu, jadi dalam produknya ini bisa dilihat, jadi sangat cocok sekali.
R	apakah Ibu percaya bahwa teknik puisi bentuk melalui pembelajaran berbasis proyek merupakan teknik yang cocok, yang cocok diterapkan di sekolah menengah pertama?
T	Ya, sangat cocok ya, karena anak-anak SMP itu kan termasuk yang learner, kenapa cocok di SMP? Puisi itu tidak hanya untuk orang-orang yang suka puisi, anak-anak SMP pun sekarang harus wajib diajarkan menggunakan teknik ini

	untuk menyampaikan ide mereka. Jadi tidak sebatas paragrap dan juga percakapan saja, jadi dalam puisi pun anak-anak diberikan kebebasan untuk mengungkapkan ide mereka dalam belajar.
R	Kemudian apakah Ibu berharap bahwa teknik puisi bentuk melalui pembelajaran berbasis proyek dapat meningkatkan pemahaman siswa tentang materi?
T	Ya, tentu saja harapan ke depan teknik puisi ini dapat membantu siswa untuk meningkatkan kemampuannya. Melalui tahapan ini mereka memiliki kesempatan untuk mengembangkan sebuah topik lewat puisi tersebut, sehingga mereka tentunya memahami apa yang mereka tulis, apa tujuannya fokus mereka terhadap topik itu bisa dia sampaikan secara lugas.
R	Apakah Ibu berharap puisi bentuk melalui teknik pembelajaran berbasis proyek akan diterapkan kembali di masa mendatang untuk meningkatkan keterapilan menulis siswa?
T	Ya tentu saja harapannya ke depan mungkin teknik ini akan kembali kita berikan kepada siswa. Kenapa? Dilihat dari hasil produk siswa, dimana setelah anak-anak menulis menggunakan puisi, hasil tulisan siswa menjadi jauh lebih baik, lebih bervariasi, tidak monotone, sehingga diharapkan ke depan nanti anak-anak menggunakan teknik ini kembali untuk meningkatkan keterampilan menulis seperti itu.
R	Untuk pertanyaan terakhir Ibu, selain pertanyaan-pertanyaan yang sudah saya sampaikan, bagaimana pendapat Ibu tentang teknik yang telah diterapkan yang belum ditanyakan di pertanyaan sebelumnya?
T	Dari 9 pertanyaan yang sudah diajukan semua sudah mewakili apa yang ingin diharapkan atau mengumukakan ide pendapat dari adik ya. Jadi rasanya tidak perlu lagi ada pertanyaan lain karena itu sudah menurut saya sudah cukup. Semua sudah memuat hal-hal yang sesuai dengan topik yang kita bicarakan.

| | Baik Ibu. Baik Ibu. Terima kasih untuk waktunya untuk menjawab pewan cara kali ini. |

Appendix 8. Data Analysis

A. DESCRIPTIVE ANALYSIS

Statistics

		PRE-TEST	POST-TEST
N	Valid	18	18
	Missing	0	0
Mean		60.06	79.78
Median		56.00	81.50
Mode		56	71[a]
Std. Deviation		13.357	14.174
Variance		178.408	200.889
Range		45	58
Minimum		38	41
Maximum		83	99

a. Multiple modes exist. The smallest value is shown

B. INFERENTIAL STATISTIC

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.175	18	.151	.938	18	.264
POSTTEST	.144	18	.200[*]	.924	18	.151

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

C. T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	60.0556	18	13.35696	3.14827
	Postest	79.7778	18	14.17353	3.34073

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Postest	18	.666	.003

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test - Postest	-19.72222	11.27102	2.65661	-25.32717	-14.11727	-7.424	17	.000

D. Effect Size

$$\text{Cohen's d} = \frac{\bar{d}}{s_d}$$

$$= \frac{19{,}72222}{11{,}27102}$$

$$= 1.7$$

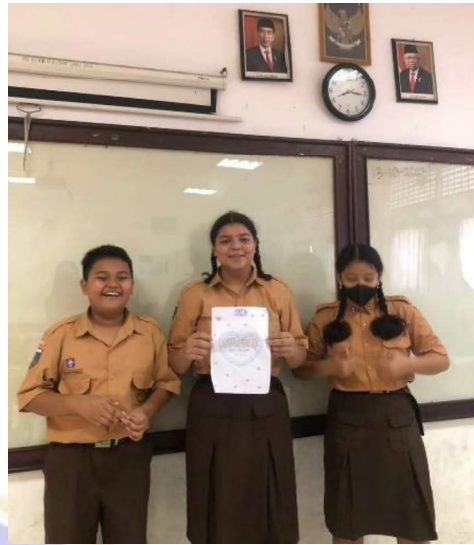d   : the average of the differences between pre-test and post-test

Sd   : the standard deviation of the differences between pre-test and post-test

Appendix 9. Documentation

A. Documentation of learning meeting

B. Documentation of student's shape poem result

Group 6
- Aisyah
- Kesya
- Eka

Miss Wik is Our English teacher, she is smart and have a good good English. She also nice and kind kind teacher, because she always help the students who have difficulty in learning. She is twenty years old and single. She is quite young, she Has a flat nose, brown eyes and thick lips, Beautiful eyes and round face. her body is rectanggular Body shape. her Favorite color is Blue she likes to sing and dance. her She loves to eat and she is a di fried rice and she ligent person her, she lives in she is a type a another village. of energic person she have why do we choose along and this shape, because Bia this shape tells about Eka Miss Wik who likes to straight dance. Miss Wik loves to d ance tradisional dance. Why Did miss Wik loves to dance tradisional dance? Because mi ss Wik loves malinese culture So thats why she loves to do nce tradisional dance. and this is it all about miss Wik

UwU UwU

Alan is kapten of class. He is 12 years old. He comes from Kintamani. He lives in Banyuning. Alan is very tall but he is slim. He has tan skin. Alan loves playing voleyball. Him faforite lesson is math and siciense. Alan likes to playing with him little sister. He don't likes english language. He loves playing mobile game and of course we loves scrolling tiktok. Alan likes watching cocomelon with him little sister. He loves to nap and Alan's faforite idol is Bagus wirata. Alan's faforite food are cat fish lalapan and instant noodle. Him faforite beverage are water. Soft drink. and ffruit tea. Alan will get angry if the class is very noisy. Alan is very wise. Alan is very kind and of course he is so very humble and helpfun.

UwU

UwU

a. Alan choose this shape because he loves talking very much

UwU

NAIA

Her name is Nadea... agni Kayan a. Her nick name is Naa.
She is a student of... Laboratorium undiksa Singaraja.
She is twelve years old. Her birthday is on the sixth of march.
She lives in banjar dinas Pabean, sagit village. She has long back
hair, black eyes, pointed nose, thin lips and a slim short figure.
Her hobbies are playing guitar, singing, reading mangas, and
watching anime. Her favorite anime is blue lock. Her favorite
color is blue. Her favorite food is nodles and favorite drink is
avocado juice.

NAIA HUSBAND
IS NAGI
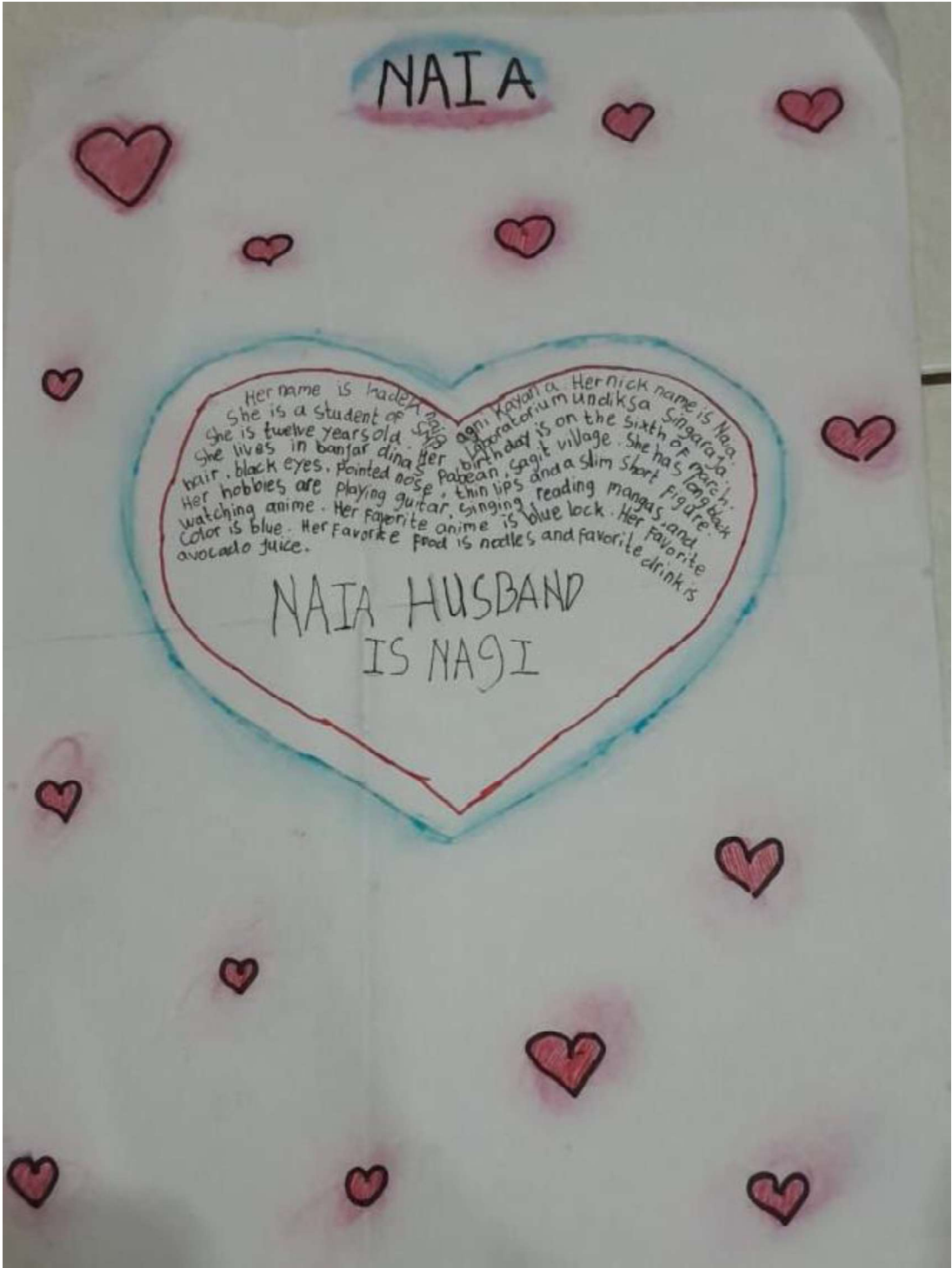
C. Documentation of student Pre-test

LEMBAR KERJA SISWA

Pre-test

Nama : Emmelyn Trudy Prawita

No. Absen : 8

Kelas : VII (7.1)

Time allocation: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

My mom has a straight hair, my mom has a black hair too, my mom also very beutyfull, She's a patient giri, my mom is short but she is very smart, she is very kind too She always teach me a math and sains, my mom also heipfuil, She's always work hard for me and my brother. My mom doesn't likes sweet, my mother likes a dark chocolate, She always like.s coffe

My mom comes from Jawa, my mom loves to make hand made, also my mom have short hare. My mom love gymnastics, she like to go exersise. My mom is a carring person. My mom likes a teddy bear. My mom like red color.

C = 27
D : 17
V : 17
L : 14
M : 4 +
79

LEMBAR KERJA SISWA

Pre-test

Nama : Aisyah kanabila P R

No. Absen : 0 2

Kelas : VII - 1

Time allocation: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

My mother is a very Beautifull woman. My mother is a very Diligent woman and she Have a kind and soft heart. My Mother not just a diligent woman but she is smart and tough woman She was a caring woman too. She have a round and Brown lovely eyes, flat nose, she's not that tall and She have a straight and long hair. She also have a thick lips and helpfull Personality

LEMBAR KERJA SISWA

Pre-test

Nama : Gede Alan Rezky Mulia

No. Absen : 10

Kelas : VII – 1

Time allocation: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

My Mother frome Singaraja, My Mother very beautiful. My mother very smart. She is angry person My mother isstrong, My mother have short hair, My mother very patient. My mother very tall, My mother' helpfull, and My mother like imprison my in bathroom

C = 20
D = 10
V = 11
L = 10
M = 2
53

C = 19
O = 12
V = 12
L = 11
M = 2 ʃ

56

LEMBAR KERJA SISWA

Pre-test

Nama   : Ekklesia Aletha Natalia

No. Absen   : 7

Kelas   : VII.1

Time allocation: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

My mother is very beatiful women in the world. My mother have a beatiful smile. My mother is very-very good at cooking. My mother is angry person. My mather have brown strenght hair. My mother is short person. My mother is pasien person

LEMBAR KERJA SISWA

Pre-test

Nama : Kadek Maia Agni Kayana

No. Absen : 18

Kelas : VII-1

Time allocation: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!

C = 22
O = 17
V = 18
L = 22
M = 4
83

My mother is a kind person, she's a patient person, and she's very beautiful. She has a black, long and curly hair She alwasy drive me to school in the morning and pick me up after school. Sometimes at night she would ask me if i had a homework and if need help to make the homework.

My mother is from tabanan, and her birthday is on 20th of January. Her heigh is around 162 cm and she's a strong person

D. Documentation of student's Post-test

POST-TEST

SHAPE POEM TECHNIQUE

C : 27
O : 19
V : 18
L : 22
M : 4

T : 90

Name	: Ekhlesia Aletha Natalia
No.	: 7
Pre-test	: Writing
Topic	: Descriptive text
Grade	: VII
Time allocation	: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense!

My father

My father is a kind person, he is tall person, he has black and traight hair.

He has thick eyebrow, he has slit-eyed ,he has flat nose.

He has white skin, he has a round face, My father is fat.

My father is a disiplin person, my father loves to play mobile gaming.

My father likes to angry at me without reason.

POST-TEST

SHAPE POEM TECHNIQUE

C = 30
O = 19
V = 20
L = 25
M = 5

Name : Aisyah kanabila Putri Rizaldi

No. : 02

T = 99

Pre-test : Writing

Topic : Descriptive text

Grade : VII

Time allocation : 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense! Let's start with my dad's physique

My dad has a brown skin, black eyes, flat nose, thick lips, he's not tall yet not short too. He has a Rectangular body shape, he's thirty seven/ eight years old, his hair is straight and black. He has a slit-eyed, that's it for my dad's physique. lets continue on my dad's personality. My dad is a type of a firm Person yet Soft, he likes to joking around, he's so kind, he loves to help her daughter (me), he always cheers me up when i upset he dont like to be angry or something similar like that he's so patient, he's so gentle, he loves to help people without hesitation. And that's it, All about my dad <3

POST-TEST

SHAPE POEM TECHNIQUE

C = 20

O = 19

V = 20

L = 24

M = 4

T = 97

Name	: Emmelyn Truly Prawita
No.	: 8
Pre-test	: Writing
Topic	: Descriptive text
Grade	: VII
Time allocation	: 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense!

My dad has a big eyes. Pointed nose, and oval face. He has short, black, and straight hair. He is very tall, strong, and handsome. He is very kind, and angry Person. Some time my dad can be lazy to do something or energetic. He is also can be hepfull, my dad is very smart to use technoogy and very wise. My dad is the best.

My dad has two children. My dad likes to make Jokes and made me and my brother laugh. he is funny and amazing dad. My dad comes From Surabaya. my dad lives at Satelit Asri 11 No.2. My dad likes to eat burger and Pasta

POST-TEST

SHAPE POEM TECHNIQUE

C = 27
O = 19
V = 15
L = 21
M = 3

T = 85

Name   : Gede Alan Rezky Mula

No.   : 10

Pre-test   : Writing

Topic   : Descriptive text

Grade   : VII

Time allocation : 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense!

I have One Father, he is a teacher, he is a ultramen.
My Father has black hair and brown skin.
He has four childrens, he is Firm, He is
tall and a volyball players. He likes to eat
everything, fathers loves their children
more than mother because my mother
likes to be angry. He is a Good father.

POST-TEST

SHAPE POEM TECHNIQUE

Name : Kadek Naia Agni Kayana

No. : 18

Pre-test : Writing

Topic : Descriptive text

Grade : VII

Time allocation : 40 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.

2. Use clear and descriptive language in your responses.

3. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your father) using the simple present tense!

My father's name is Kadek Suismaya, his age is around 43 or 44 years old My father works as a general doctor. he opens clinic on Tamblang. He has a short black hair, his face shape is oval, and he is handsome He's a strong man even if his heigh is short for man, 162.5cm He's clever and kindful sometimes he yels at everyone and being grumpy just because he is mad to one person

RIWAYAT HIDUP

Luh Wikdianti lahir di Alasangker, 3 Juni 2001. Penulis lahir dari pasangan suami istri, yakni Nyoman Sukrata dan Nyoman Sukrantini. Penulis memiliki empat kakak yaitu Gede Budi Astawa, Kadek Adi Setiawan, Komang Yudarmawan, dan Ketut Ari Setyawati. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Desa Alasangker, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 2 Alasangker pada 2014. Kemudian, penulis melanjutkan pendidikannya ke SMP Negeri 5 Singaraja dan lulus pada tahun 2017. Pada tahun 2020, penulis lulus dari SMK Negeri 2 Singaraja jurusan Perhotelan dan melanjutkan ke jenjang S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2023, tepatnya di akhir semester 7, penulis berhasil menyelesaikan skripsi dengan judul "THE APPLICATION OF SHAPE POEM TECHNIQUE TROUGH PROJECT-BASED LEARNING ON 7TH GRADE STUDENTS'WRITING SKILLS AT SMP LABORATURIUM UNDIKSHA SINGARAJA"