

CHAPTER I

INTRODUCTION

1.1 Research Background

Writing is one of students' most crucial English skill in the digital era. According to Natalia et al., (2018), by being proficient in writing, students may express and communicate ideas or thoughts from various perspectives effectively. Writing skills are not only the ability to write sentences but include the ability to associate words into a meaningful series that can be understood by readers. This skill is not only includes the ability to communicate but also critical thinking and creativity in expressing ideas. This makes writing skill one of the most difficult skills for students to master. Especially for students who use English as a foreign language. Due to this situation, the education sector is expected to be able to provide authentic and meaningful learning to help students master the writing skills.

One of the learning models that can fulfill the student's needs is project-based learning. Project-based learning is student-centered learning that emphasizes authentic and meaningful learning experiences through projects. This learning method involves students in the teaching and learning process, where students are given the opportunity to solve 'real problems' (Guo et al., 2020) which trains creativity and critical thinking as well as collaboration through group discussions to produce products. So that, what has been studied in the class can also be implemented in a real-world situation. By giving students to be the center of the learning process itself, it is intended to increase their participation in class through

interaction and enjoyable learning experiences. As a result of Project-based learning, student learning engagement is improved, especially regarding responsibility, collaboration, strategic learning, and motivation (Bakar et al., 2019)

Some of the researchers who conduct studies using project-based learning are Kurniawati et al., (2019) investigate how project-based learning can improve students' ability to communicate ideas. Rochmahwati (2015) that study about the influence of project-based learning on students' speaking ability and how to implement it effectively. Hakimah (2023) that examine the effectiveness of project-based learning on students' writing skills. Numerous research endeavors exploring the application of project-based learning demonstrate positive student performance outcomes. Project-based Learning (PjBL) can be a highly effective approach for enhancing students' English proficiency.

From the empirical findings related to the project-based learning and also considering the characteristics of early grade of junior high school students, one of the technique that would be beneficial for students is Shape Poem technique. Shape poems, or concrete poems (Singh, 2021), are a type of poetry that uses visual imagery to enhance the meaning and emotional impact of the poem. Concrete poetry can be conceptualized as a constellation of words that visualize the object being described as well as a text to read to the reader. Shape poem allows students to be creative and innovative. By arranging words and forms, students can practice their vocabulary and communicate their thoughts effectively by using the poem's shape. Using shape poem as a teaching technique is considered as fun activity because students are encouraged to shape their poem around familiar objects that resonate with them (Saeed, 2021), which can encourage them to explore new ways

of thinking and communicating. Young learners is visual learners, so that information that given visually is captured better in students' minds (Williams, 2009). Through shape poem, students can develop visual thinking to process and link their ideas by making visual shape.

The numerous benefits of using project-based learning and exciting learning experiences using shape poem in learning English align with theory of constructivism by Jean Piaget (1964) that stated “human creates knowledge through the interaction between their experiences and ideas.” In project-based learning students are working on real-world projects that require them to apply their knowledge and skills to solve authentic problems or create meaningful products. Supported by the shape poem that offers an exciting and creative way for students to explore language and express themselves. By shaping their poems around visual representations of their ideas, students are actively involved in constructing meaning through the visual arrangement of words.

It is very important to implement the suitable method and teaching technique, because a well-chosen teaching method or medium will significantly impact students' learning outcomes (Rohman et al., 2020). In this research the use of shape poem technique through project-based learning will be adapted to the characteristics of young learners who like fun and new experience in learning process. SMP Negeri 1 Singaraja is one of the junior high school in Singaraja that in the English learning process of grade 7th, the teacher is already familiar in using the project-based learning but only combine it with limited media or technique such textbooks or students worksheets only. From the observation that have been made, the learning process is tend to be teacher centered, where teacher still has to explain

the material or still dominate the teaching and learning process. As an outcomes, students tends to be passive and less initiative in answering questions and participated in the learning process. It is align with Agustiana (2017) that stated students frequently feel nervous or bored because of the rigid learning situation which results in a lack of motivation and comprehension of the subject matter.

Many research related to the Project-based learning and Shape poem technique has been conducted, but combining the use of project-based learning as the learning model and using shape poem technique as the teaching technique is rarely done, especially in 7th grade students at SMPN 1 Singaraja. As a result, based on the gaps that occur, the researcher is interested in conducting this study. In the other hand, this research is important to carry out because the implementation of shape poem technique through project-based learning will be adjusted to the learning material being taught to be suitable for students at secondary level. Therefore this study seeks to explore the effect of shape poem technique application through project-based learning on 7th-grade students' writing skills at SMPN 1 Singaraja. This study employs the PjBL framework developed by Padmadewi et al. (2022) as a project platform for implementing the Shape Poem Technique in teaching English in junior high school.

1.2 Problem Identification

The researcher carried out this research based on the background of the phenomenon in the English learning process. Based on the observation at SMP Negeri 1 Singaraja, in English learning process particularly in writing, students tend to be passive when being asked questions related to the subject matter. Students shows low motivation and interest in the learning process, which indicated by the

low participation during the class. 7th grade students are classified into transitional period from the elementary school which is young learners. The needs of suitable method that paying attention to the characteristics of young learners is needed. One characteristics that can be observed is that young learner is a visual learner. So that visually appealing teaching technique will be very beneficial for students in this level. PjBL can be used as an instructional method to gain students' motivation through students centered learning process, collaborative learning through group discussion, critical thinking and creativity during the project assignment. Shape Poem Technique encourage visual learners to learn better by the shape of the poem which is considered fun, attractive, eye-catching, creative, and something new to students. Through Shape poems, students can easily collaborate their thoughts and creativity, especially in vocabulary that supports students' writing skills. Additionally, the researcher found that SMPN 1 Singaraja English learning is already familiar with using Project-based learning, but the implementation tends to use limited media/techniques. Therefore, the researcher conducted this research to apply the shape poem technique as a learning technique combined with project-based learning as a new learning experience for students learning English writing.

1.3 Limitation of the Study

The researcher limits the study to the application of Project-based learning using the Shape Poem Technique on 7th-grade students' writing skill at SMPN 1 Singaraja and how teacher's perception regarding the application of Project-based learning using the Shape Poem Technique on 7th-grade students' writing skill at SMPN 1 Singaraja. This research focuses on the effect of the application Shape

Poem technique through Project-based learning on students' writing skills in English course.

1.4 Research Questions

Based on the research background, the research questions from this study are, as follows:

- 1) Is there any significant effect of the Shape Poem technique implementation through project-based learning on students' writing skills in grade 7th of SMPN 1 Singaraja?
- 2) What is the teacher's perceptions regarding the application of the Shape Poem technique through project-based learning on students' writing skills of grade 7th of SMPN 1 Singaraja?

1.5 Research Objectives

Following the formulation of the problem that has previously been described, the objectives of this research are as follows:

- 1) To investigate the effect of the shape poem technique implementation on the students' writing skills mastery of grade 7th of SMP Negeri 1 Singaraja
- 2) To analyze the teacher's perception of the implementation of the shape poem technique through project-based learning

1.6 Significance of Research

1.6.1 Theoretical Significant

The results of this study are highly significant due to its enormous theoretical and practical benefits. Theoretically, this study will contribute to research on learning English. Particularly in relation to the PjBL strategy, which involves teaching English using cutting-edge methods like the Shape Poem Technique as a platform for practicing language learning for junior highschool students. No research findings yet support using the Shape Poem Technique for young learners. It is empirically tested primarily with adult students. Therefore, this study's findings will have a significant impact on TEYL in terms of innovative strategies for teaching vocabulary and literacy.

1.6.2 Practical Significant

Practically, the result of this study will be beneficial in some aspects:

1) For students

The result of the study will affect student experience in learning English, rather than only using limited sources, students will have a new experience through innovative strategies which is more interesting, creative, and fun. Learning will be exciting and more accessible because the activity lets students learn in real situations with their pairs.

2) For teachers

This study's result will also benefit teachers' knowledge of using innovative strategies to teach English. Through the findings of this result, teachers will have more information on what strategies can

significantly improve students' language skills and be implemented in the class to give students better experience in learning English.

3) For educational institutions

The result will also be beneficial for the school itself. The school can utilize this research as additional resources in teaching English. As a result, the school can receive a reliable source related to the needs of the students and what strategies give the best understanding to the students in the school due to learning English.

4) For Ganesha University of Education

The result of this study will be beneficial to support reliable sources that are available in Undiksha itself in terms of English learning. As an educational institution, this study will enrich Undiksha's study results with the current condition and broader range of research.

5) For Other Researchers

This research is expected to be references for related topic such Project-based learning and Shape Poem Technique. This research also aims to provide empirical evidence that can support studies conducted by other researchers

