

Appendix 1 Attachment Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below

Name : Prof.Dr. Ni Nyoman Padmadewi, M.A. (as the 1st prospective supervisor)

NIP : 196202021988032001

Name : Prof.Dra. Luh Putu Artini, M.A., Ph.D. (as the 2nd prospective supervisor)

NIP : 196407141988102001

Confirm that we approve to guide the thesis submitted by:

Name : Ni Putu Lia Mahayoni

NIM : 2012021003

Class : 7A

Thesis title : "The Application of Shape Poem Technique Through Project-Based Learning on 7th Grade Students' Writing Skills at SMP Negeri 1 Singaraja"

1st Prospective supervisor,

2nd Prospective supervisor

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

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

NIP. 196202021988032001

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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA

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 Laman: fbs.undiksha.ac.id

Nomor : 962/UN48.7.1/DT/2023

29 Maret 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 1 Singaraja
 di Singaraja- Bali,

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama : Ni Putu Tia Mahayoni
 NIM : 2012021003
 Jurusan : Bahasa Asing
 Program Studi : Pendidikan Bahasa Inggris
 Jenjang : S1
 Tahun Akademik : 2022/2023

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,

Dewa Putu Ramendra
 Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
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Nomor : 2570/UN48.7.1/DT/2023

14 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Singaraja
 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 Putu Tia Mahayoni |
| NIM | : 2012021003 |
| 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 7TH GRADE STUDENTS' WRITING SKILLS AT SMP NEGERI 1 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,

 FBS

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

| NO | NAMA SISWA |
|----|--------------------------------------|
| 1 | DEWA AYU SINTIA DEVI NIDA |
| 2 | EVANDO LOKAKA |
| 3 | GEDE INDRA SURYA PRAMANA |
| 4 | GEDE WAHYU YARI KUSUMA |
| 5 | I DEWA MADE NARENDRA ARLAN ADIATMAJA |
| 6 | I GUSTI NGURAH BAGUS ABIMANYU |
| 7 | I PUTU JUSTIN BARUNA SATYA |
| 8 | KADEK BILLY LANDO |
| 9 | KADEK CHIKA MARIA TRISNA |
| 10 | KADEK FAREL BRAMANTA ARDANA |
| 11 | KADEK PEDROSA SABDA ATHAJA |
| 12 | KADEK THEYSOUN EYA PUTRA KORO |
| 13 | KADEK WIDHIARTAMA |
| 14 | KADEK WISWADWI SAVITRI |
| 15 | KETUT APRILIAN DWI |
| 16 | KETUT FEBRIANA WAHYU NINGSIH |
| 17 | KOMANG AMELIA PUTRI |
| 18 | KOMANG DITYA SAPUTRA MAYKA |
| 19 | KOMANG KRISNADITYA ARTHA NUGRAHA |
| 20 | KOMANG YENITA WULANDARI |
| 21 | KOMANG TIAS DEWI KUSUMA |
| 22 | MD CANDRA REGINA PUTRI |
| 23 | MADE KENEISHA AUDREY CLARINDO |
| 24 | MADE SUKA DARMA |
| 25 | NI LUH WIDI SASTRANI |
| 26 | NI MADE KIRANA DHANVANTARI |
| 27 | NI PUTU RAISYANAYA AVARA ASA |
| 28 | NI PUTU SARISHA ALVINA SANJAYA |
| 29 | NYOMAN ANDINI IRA TRIANI |
| 30 | PUTU ANGGY MYIESHA AYU |
| 31 | PUTU ANINDYA PUTRI |
| 32 | PUTU ANURADHA DEVICALLYSTA |
| 33 | PUTU ARYA MANIK PUTRAWAN |
| 34 | PUTU DENA TISYA KASIH SUDIRA |
| 35 | PUTU DUTA RADITYHA DHARMA |
| 36 | PUTU ECHA CHANDRA PUTRI |
| 37 | PUTU KENZIE BEATRICIA PARTA NUGRAHA |
| 38 | PUTU NGURAH RANDY AGASTYA UGRASENA |

Appendix 3 Lesson Plan

LESSON PLAN

Meeting 1

| | | | |
|--|---|---------------------|-------------|
| SMP Negeri 1 Singaraja Subject: English Class/Semester: VII/1 Topic: "Descriptive Text" Lesson/Meeting: 2/1 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Shape Poem <ul style="list-style-type: none"> Select a shape | LESSON PLAN | | |
| | Learning Objectives | | |
| | <ol style="list-style-type: none"> Students are able to identify their favorite things at home Students are able to express their favorite thing through a shape poem | | |
| | Learning Activities | | Time |
| | Pre- activities | | 15 minutes |
| | <ol style="list-style-type: none"> Teacher greets the students in the classroom Pray together and check students' attendance. Teacher stimulates students by asking, "Do you have a favorite thing at home? and "Why do you like that thing?" "What is the use of your favorite thing?" Teacher tells the learning topic and learning objectives to the students. | | |
| | Core activities | | 50 minutes |
| <ol style="list-style-type: none"> Teacher asks the students to work in a group of 4 people Teacher asks students to brainstorm and write down their favorite things Teacher introduces students to shape poem as a way to express their thought creatively Students are asked to choose their favorite thing and select the best shape that represent their favorite thing. For example, flower is their favorite thing, so they can choose the shape of flower. In the group, students collaborate to select a shape, words and phrases related to the object Teacher asks students to start crafting their shape poem using the selected things and shape | | | |
| Post-activities | | 15 minutes | |
| <ol style="list-style-type: none"> Teacher gives a homework to the students related to the descriptive text Teacher asks students to conclude the learning activities Teacher does reflection, feedback, and closing the learning activities | | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students know about the descriptive text and shape poem | Students' critical thinking and writing skills. | Homework assignment | |

knowing,

Singaraja,

2023

English Teacher of SMP Negeri 1 Singaraja

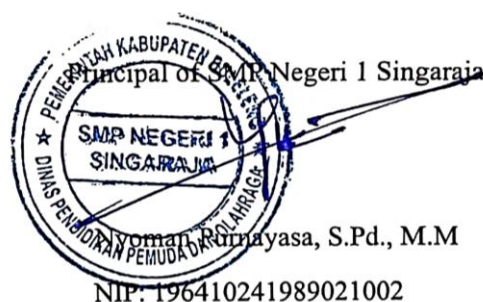
English Practices Students

Gede Putu Mahagiantara, S.Pd., M.pd

Ni Putu Tia Mahayoni

NIP: 197808042008011016

NIM: 2012021003



Meeting 2

| SMP Negeri 1 Singaraja | | LESSON PLAN | | |
|---|--|--------------------------|------------|-----------------------------|
| Subject: English Class/Semester: VII/1 Topic: "Descriptive Text" Lesson/Meeting: 2/2 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Shape Poem <ul style="list-style-type: none"> Brainstorming words and phrase | Learning Objectives | | | |
| | 1. Students are able to brainstorm relevant words and phrases of their favorite things 2. Students are able to develop their shape poems by arrange relevant words and phrases related to their favorite things | | | |
| | Learning Activities | | | Time |
| | Pre- activities | | | 15 minutes |
| | 1. Teacher greets the students in the classroom 2. Pray together and check students' attendance. 3. Teacher reviews the previous meeting activity 4. Teacher tells the learning topic and learning objectives to the students. | | | |
| | Core activities | | | 50 minutes |
| | 1. Teacher engage students to discuss the previous assignment with their group 2. Teacher leads the students to do brainstorming related to the shape that they already select by giving an example 3. Teacher asks students to list descriptions related to the things they selected, starting by words, phrases, and imagery of the thing. 4. Teacher asks students' understanding related to the task given 5. Students shares their brainstorming ideas related to words and phrases that will be used in the shape poem | | | |
| Post-activities | | | 15 minutes | |
| 1. Teacher and students conclude the learning activities 2. Teacher give feedback, and closing the learning activities | | | | |
| Assesment | | | | |
| Knowledge | | Skills | | Assignment |
| Students knows an example of brainstorming ideas for shape poem and students can create a short description about their favorite thing | | Students' writing skills | | Writing assignment in class |

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English Teacher of SMP Negeri 1 Singaraja

Singaraja,

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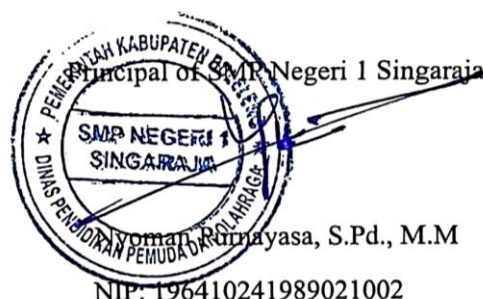
English Practices Students

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NIP: 197808042008011016

Ni Putu Tia Mahayoni

NIM: 2012021003



Principal of SMP Negeri 1 Singaraja

NIP: 196410241989021002

Meeting 3

| SMP Negeri 1 Singaraja | LESSON PLAN | | |
|--|---|-----------------------------------|-------------------|
| | Subject: English | Learning Objectives | |
| 1. Students are able to refine their drafted shape poem by using descriptive language 2. Students are able to develop their shape poem while using descriptive language | | | |
| Class/Semester: VII/1 | Learning Activities | | Time |
| | Pre- activities | | 15 minutes |
| Topic: "Descriptive Text" | 1. Teacher greets the students in the classroom 2. Pray together and check students' attendance. 3. Teacher reviews the previous meeting activity 4. Teacher tells the learning topic and learning objectives to the students. | | |
| | Core activities | | 50 minutes |
| Lesson/Meeting: 2/3 | 1. Teacher discusses with the students related to the use and importance of descriptive language 2. Students works in group to refine their rough draft by revise their work according to the knowledge of descriptive language given by the teacher 3. Teacher provides guidance and monitor students' work progress. 4. Students shares their drafted poem in front of the class and give each others feedback | | |
| | Time Allocation: 2 x 40 Minutes | | |
| Method: Project-Based Learning | Post-activities | | 15 minutes |
| | 1. Teacher gives homework related to the topic 2. Teacher asks students to conclude the learning activities 3. Teacher does reflection, feedback, and closing the learning activities | | |
| Technique: Shape Poem | Assesment | | |
| | Knowledge | Skills | Assignment |
| <ul style="list-style-type: none"> Draft the Poem | Students are able to arrange words and phrases into rough draft of shape poem. Students can arrange words and phrases into descriptive form | Students' collaboration, teamwork | Homework given |

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English Teacher of SMP Negeri 1 Singaraja

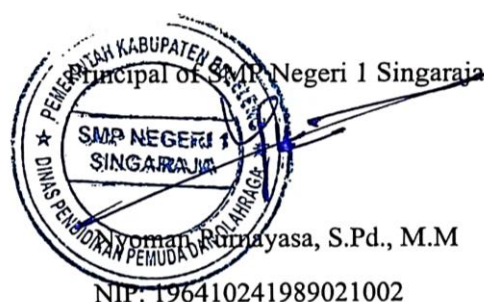
English Practices Students

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Meeting 4

| SMP Negeri 1 Singaraja Subject: English Class/Semester: VII/1 Topic: "My House Chores" Lesson/Meeting: 3/4 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Shape Poem <ul style="list-style-type: none"> Revise and Edit | LESSON PLAN | | |
|---|---|----------------|------------|
| | Learning Objectives | | |
| | 1. Students are able to describe things using simple present tense 2. Students are able to tell about things in a simple present tense | | |
| | Learning Activities | | Time |
| | Pre- activities | | 15 minutes |
| | 1. Teacher greets the students in the classroom 2. Pray together and check students' attendance. 3. Teacher reviews the previous meeting activity 4. Teacher tells the learning topic and learning objectives to the students. | | |
| | Core activities | | 50 minutes |
| | 1. Teacher open a discussion with the students about the use of simple present tense to describing thing effectively 2. Teacher asks students in a group to review their own shape poem 3. Teacher asks students to revise and edit their shape poem to be in a well structured and better form of shape poem by using the correct grammatical 4. Teacher guides and monitors the students in revise their work 5. Students share their revised shape poem in front of the class, and the other group give feedback | | |
| | Post-activities | | 15 minutes |
| | 1. Teacher gives homework related to the topic 2. Teacher asks students to conolude the learning activities 3. Teacher does reflection, feedback, and closing the learning activities | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students learn how to use simple present tense in describing things. | Students' collaboration, teamwork | Homework given | |

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English Teacher of SMP Negeri 1 Singaraja

Singaraja,

2023

English Practices Students



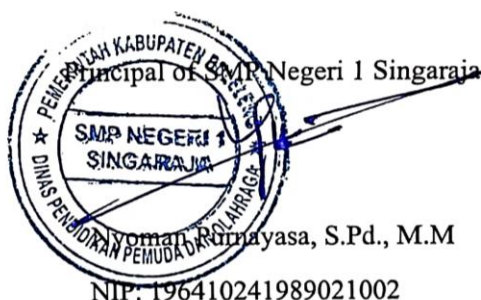
Gede Putu Mahagiantara, S.Pd., M.pd

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Ni Putu Tia Mahayoni

NIM: 2012021003



Meeting 5

| SMP Negeri 1 Singaraja Subject: English Class/Semester: VII/1 Topic: "My House Chores" Lesson/Meeting: 3/5 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Shape Poem <ul style="list-style-type: none"> Finalize the poem | LESSON PLAN | | |
|--|---|----------------|------------|
| | Learning Objectives | | |
| | 1. Students are able to understand and identify procedure text 2. Students are able to finalize their shape poem | | |
| | Learning Activities | | Time |
| | Pre- activities | | 10 minutes |
| | 1. Teacher greets the students in the classroom 2. Pray together and check students' attendance. 3. Teacher reviews the previous meeting activity 4. Teacher tells the learning topic and learning objectives to the students. | | |
| | Core activities | | 60 minutes |
| | 1. Teacher engages students to discussing the previous assignment 2. Teacher explains about procedure text and asks students to identify the procedure text given 3. Teacher asks students to finalize their shape poem in a group 4. Teacher monitors students teamwork and progress of the projects and give suggestions | | |
| | Post-activities | | 10 minutes |
| | 1. Students gives peers feedback in the form of comments, suggestion, and critic by focusing on the language use, grammatical aspect and creativity 2. Teacher gives feedback related to students' shape poem 3. Teacher does reflection, feedback, and closing the learning activities | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students learn how to use simple present tense in describing things. | Students' collaboration, teamwork | Homework given | |


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Singaraja,

2023

English Teacher of SMP Negeri 1 Singaraja

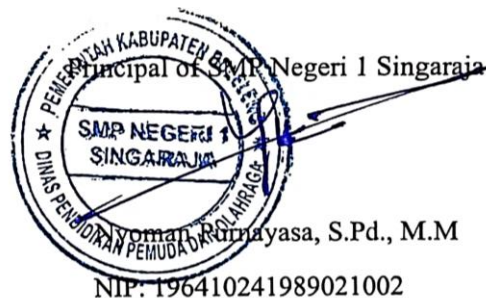
English Practices Students


 Gede Putu Mahagiantara, S.Pd., M.pd


 Ni Putu Tia Mahayoni

NIP: 197808042008011016

NIM: 2012021003



Meeting 6

| SMP Negeri 1 Singaraja | LESSON PLAN | | |
|---|--|----------------------------|-------------|
| | Subject: English Class/Semester: VII/1 Topic: "My House Chores" Lesson/Meeting: 3/6 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Shape Poem <ul style="list-style-type: none"> Share and display | Learning Objectives | |
| 1. Students are able to evaluate and reflect on their project shape poem 2. Students are able to present their shape poem in front of the class | | | |
| | Learning Activities | | Time |
| | Pre- activities | | 10 minutes |
| | 1. Teacher greets the students in the classroom 2. Pray together and check students' attendance. 3. Teacher reviews the previous meeting activity 4. Teacher tells the learning topic and learning objectives to the students. | | |
| | Core activities | | 60 minutes |
| 1. Teacher leads a discussion related to students' project experience 2. Teacher asks students to work in group preparing their presentation of the the final shape poem 3. Before doing a presentation, students are asked to evaluate their own product related to the content, creativity, word and phrases, and the final product 4. Students presents their work in front of the class 5. Students gives feedback to the presenters in the form of suggestion, critic, or praise 6. Teacher gives comment to the students work and presentation | | | |
| Post-activities | | 10 minutes | |
| 4. Teacher appreciate and gives an evaluation to the groups overall 5. Teacher facilitates class discussion related to the project's outcomes, the challenges faced, and the lesson learned throughout the project 6. Teacher does reflection, feedback, and closing the learning activities | | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students learn how to use simple present tense in describing things. | Students' collaboration, teamwork | - | |

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Singaraja,

2023

English Teacher of SMP Negeri 1 Singaraja

English Practices Students

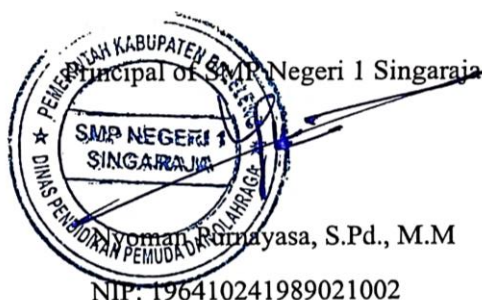



Gede Putu Mahagiantara, S.Pd., M.pd

Ni Putu Tia Mahayoni

NIP: 197808042008011016

NIM: 2012021003



Pre-test and Post-test judgement 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 judgement 2

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

| Item Number | Decision | | Suggestion |
|-------------|----------|------------|------------|
| | Relevant | Irrelevant | |
| 1 | ✓ | | |



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 judgment 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 5 Validity and Reliability Instruments

A. Pre-test and Post-test

Blueprint Pre-test and Post-test

| Variable | Dimension | Indicators | Question Types | Number of Item | Total Item |
|---|--|---|--|----------------|------------|
| <p>7th grade students' writing skills at SMP Negeri 1 Singaraja</p> <p>According to Jacobson (2003), as stated in Durga & Rao (2018), there are several components or aspects of writing that teachers must address, including Content, Organization, Vocabulary,</p> | <ul style="list-style-type: none"> • Content Depth of information and includes all relevant content • Organization Use of well-structured paragraphs • Vocabulary Can express ideas in various and appropriate ways. • Language Use Correct use of tenses, pronouns, | <ul style="list-style-type: none"> • Write a descriptive paragraph (minimum of 5 sentences) about your favorite thing at home, try to describe it as detail as possible. You can start with its physical appearance, the use of the thing or how it can be your favorite thing. • Write a descriptive paragraph (minimum of 5 sentences) about your favorite thing at school, try to describe it as detail as possible. You can start with its physical appearance, the use of the thing or how it can be your mom's favorite thing. Pay attention to the grammatical aspect and words choices. | <p>Project (Write a descriptive paragraph consists of 100-150 words)</p> | 1 | 1 |

| | | | | | |
|------------------------------|---|--|--|--|--|
| Language Use, and Mechanics. | prepositions, and more. <ul style="list-style-type: none"> • Mechanics Basic errors such as spelling, grammar, and capitalization are addressed. | | | | |
|------------------------------|---|--|--|--|--|

Pre-test : Writing
 Topic : Descriptive text
 Grade : VII
 Time Allocation : 70 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: Describe your favorite things

Write a descriptive paragraph (minimum of 5 sentences) about your favorite thing at home, try to describe it as detail as possible. You can start with its physical appearance, the use of the thing or how it can be your favorite thing.

POST TEST

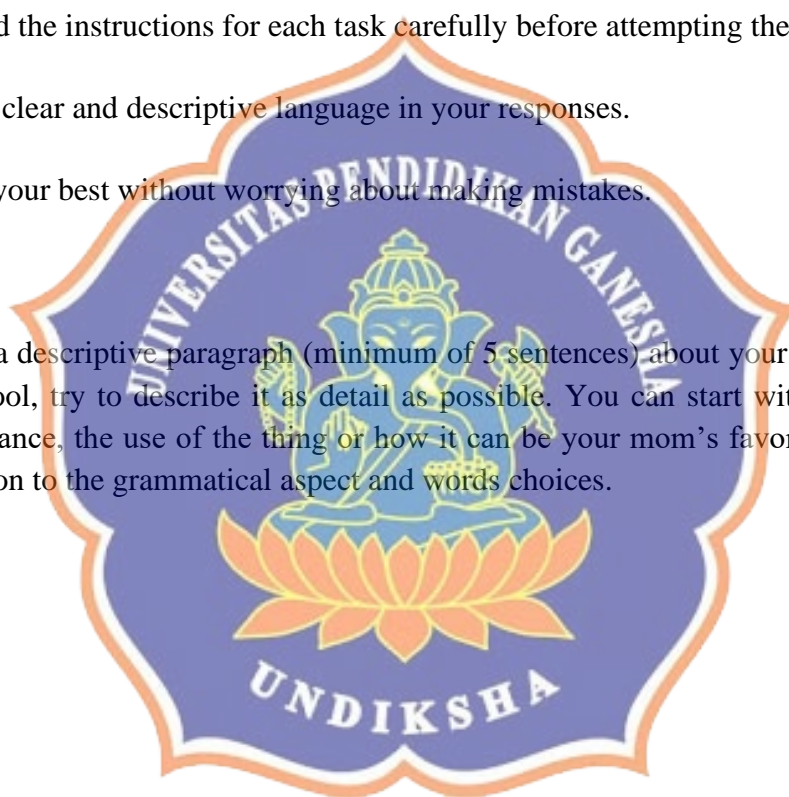
Pre-test : Writing
Topic : Descriptive text
Grade : VII
Time Allocation : 70 minutes

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 descriptive paragraph (minimum of 5 sentences) about your favorite thing at school, try to describe it as detail as possible. You can start with its physical appearance, the use of the thing or how it can be your mom's favorite thing. Pay attention to the grammatical aspect and words choices.



B. Test Validity and Reliability

a. Content validity (Expert Judgement)

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

Content Validity Result

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

b. Test Reliability

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .888 | 2 |

Blueprint Questionnaire

| Variable | Dimensions | Indicators | Number of Items | Total items |
|---|--|---|-----------------|-------------|
| Teacher perception of the Shape poem technique through project-based learning method implementation on students' writing skills | Experience , teacher will see the learning process of the students so they can give a relevant perception | <ul style="list-style-type: none"> • Teacher believe that the learning process using shape poem techniques through project-based learning can improve students' writing skills • Teacher 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' writing skills | 1,2 | 2 |
| | Physical factor , teacher can see the product of the students so they can determent the objective answer | <ul style="list-style-type: none"> • Teacher believe that the resulting of shape poem products help students improve writing skills | 3 | 1 |
| | Emotional factor , the researcher will make sure the readiness of the teacher to answer the questionnaire | <ul style="list-style-type: none"> • Teacher feel that the shape poem technique through project-based learning improves the students' ability to write with relevant objects • Teacher feel that children are motivated in learning English by using the shape poem technique through project based learning | 4,5 | 2 |

| | | | | |
|--|---|--|-----|---|
| | <p>Cognitive, the teacher certainly has good knowledge about student progress in learning, the researcher will also previously inform the teacher of writing skills indicators theory used so that the teacher can provide relevant answers.</p> | <ul style="list-style-type: none"> • Teacher believe that the shape poem technique through project based learning is a suitable technique for young learners to improve writing skills | 6 | 1 |
| | <p>Social and cultural context, 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' writing skills.</p> | <ul style="list-style-type: none"> • Teacher believe that the shape poem technique through project-based learning is a suitable technique to be implemented in junior highschools | 7 | 1 |
| | <p>Cognitive biases 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)</p> | <ul style="list-style-type: none"> • Teacher hopes that the shape poem technique through project based learning can improve students' ability to write and using words in conversation, reading, writing, and listening • Teacher hopes that the shape poem technique through project-based learning will be reapplied in the future to improve students' writing skills | 8,9 | 2 |

| | | | | |
|--|--|---|----|---|
| | Teacher personal opinion about the Shape poem technique trough project- based learning method implementation on students' writing skills | <ul style="list-style-type: none">• Teacher give a good feedback related to the Shape poem technique trough project- based learning method implementation on students' writing skills | 10 | 1 |
|--|--|---|----|---|



Questionnaire Blueprint

Respondent Details

Name :

Phone Number :

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

| No. | Questions | Answer | | | | |
|-----------|---|--------|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| A. | | | | | | |
| 1. | In my opinion, the use of shape poem technique can improve students' writing skills. | | | | | |
| 2. | In my opinion, the use of authentic techniques such as shape poem can have a positive impact on students' learning experience. | | | | | |
| 3. | I believe that the results of implementing the shape poem technique can have a positive impact on students' writing skills. | | | | | |
| 4. | I feel that shape poem through project-based learning affects students' ability to create paragraphs with relevant objects. | | | | | |
| 5. | I feel that students are motivated in learning English by using shape poem through project-based learning. | | | | | |
| 6. | I believe that learning using the shape poem technique through project-based learning is a suitable technique for students to improve writing skills. | | | | | |
| 7. | I believe that shape poem through project-based learning is a suitable technique for junior high school students. | | | | | |
| 8. | I agree that shape poem technique through project-based learning has a positive impact on students' ability to improve students' writing skills. | | | | | |
| 9. | I hope that shape poem technique through project-based learning will be applied again in the future to improve students' writing skills. | | | | | |
| B. | | | | | | |

| | | |
|----|--|--|
| 1. | Give your responses about the use of shape poem technique through project-based learning method that has not been asked in the statement above. Answer it briefly and clearly. | |
|----|--|--|

C. Questionnaire Validity and Reliability

a. Content Validity

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

Questionnaire Validity Result

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

b. Questionnaire Reliability

| | | Symmetric Measures | | | |
|--|-------|--------------------|--|----------------------------|--------------------------|
| | | Value | Asymptotic Standard Error ^a | Approximate T ^b | Approximate Significance |
| 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. | | | | | |

Blueprint Interview

| Variable | Dimensions | Indicators | Number of Items | Total items |
|--|---|--|-----------------|-------------|
| Teacher perception to the shape poem technique through project-based learning method implementation on students' writing skills. | Experience, teacher will see the learning process of the students so they can give a relevant perception | <ul style="list-style-type: none"> - Teacher believes that the learning process using shape poem technique through project-based learning can improve students' writing skills. - 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 improve students' writing skills. | 1,2 | 2 |
| | Physical factor, teacher can see the product of the students so they can determent the objective answer | <ul style="list-style-type: none"> - Teacher believes that the resulting of shape poem technique products help students improve writing skills. | 3 | 1 |
| | Emotional factor, the researcher will make sure the readiness of the teacher to answer the questionnaire | <ul style="list-style-type: none"> - Teacher feels that the shape poem technique through project-based learning improves the student's ability to make a paragraph with relevant objects. | 4,5 | 2 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|---|-----------------|-------------|
| | | <ul style="list-style-type: none"> - Teacher feels that students are motivated in learning English by using the shape poem technique through project-based learning. | | |
| | <p>Cognitive, the teacher certainly has good knowledge about student progress in learning, the researcher will also previously inform the teacher of writing skills indicators theory used so that the teacher can provide relevant answers.</p> | <ul style="list-style-type: none"> - Teacher believes that the shape poem technique through project-based learning is a suitable technique for young learners to improve writing skills. | 6 | 1 |
| | <p>Social and cultural context, 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</p> | <ul style="list-style-type: none"> - 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 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|--|--|-----------------|-------------|
| | <p>students' writing skills.</p> <p>Cognitive biases are 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)</p> | <ul style="list-style-type: none"> - Teacher hopes that the shape poem technique through project-based learning technique can improve students' ability to improve their writing skills. - Teacher hopes that the shape poem technique through project-based learning technique will be reapplied in the future to improve students' writing skills. | 8,9 | 2 |
| | <p>Teacher personal opinion about the Shape poem technique trough project-based learning method implementation on students' writing skills.</p> | <ul style="list-style-type: none"> - Teacher gives feedback related to the Shape poem technique trough project-based learning method implementation on students' writing skills. | 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' writing skills? 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' writing skills? |
| 2. | Physical factor | 3. Do you think that the resulting of shape poem products help students improve writing skills? |
| 3. | Emotional factor | 4. Do you feel that the shape poem technique through project-based learning improves the student's ability to associate writing with relevant objects? 5. Do you feel that students are motivated to learn English by using the shape poem technique through project-based learning? |
| 4. | Cognitive | 6. Do you think that the shape poem technique through project-based learning is a suitable technique for students to improve writing skills? |
| 5. | Social and cultural context | 7. Do you think that the shape poem technique through project-based learning is a suitable technique to be implemented in public junior high schools? |
| 6. | Cognitive biases | 8. Do you hope that the shape poem through project based learning technique can improve students' ability in writing 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' writing skills? |
| 7 | Teacher personal opinion | 10. Do you have an opinion regarding the application of shape poem technique through project-based leaning on grade 7 th students' writing skills? |

Appendix 6 Result

A. Pre-test and Post-test Result

| No | Subject | Pretest (X) | Posttest (Y) |
|----|---------|-------------|--------------|
| 1 | A | 65 | 75 |
| 2 | B | 60 | 70 |
| 3 | C | 68 | 76 |
| 4 | D | 69 | 75 |
| 5 | E | 68 | 77 |
| 6 | F | 70 | 80 |
| 7 | G | 71 | 82 |
| 8 | H | 66 | 75 |
| 9 | I | 78 | 85 |
| 10 | J | 65 | 69 |
| 11 | K | 61 | 78 |
| 12 | L | 61 | 80 |
| 13 | M | 82 | 87 |
| 14 | N | 66 | 72 |
| 15 | O | 63 | 71 |
| 16 | P | 75 | 87 |
| 17 | Q | 74 | 88 |
| 18 | R | 63 | 76 |
| 19 | S | 68 | 70 |
| 20 | T | 82 | 88 |
| 21 | U | 70 | 72 |
| 22 | V | 75 | 82 |

| No | Subject | Pretest (X) | Posttest (Y) |
|----|---------|-------------|--------------|
| 23 | W | 83 | 90 |
| 24 | X | 78 | 78 |
| 25 | Y | 80 | 91 |
| 26 | Z | 79 | 87 |
| 27 | A1 | 70 | 72 |
| 28 | B1 | 82 | 89 |
| 29 | C1 | 72 | 75 |
| 30 | D1 | 77 | 80 |
| 31 | E1 | 73 | 80 |
| 32 | F1 | 77 | 81 |
| 33 | G1 | 73 | 80 |
| 34 | H1 | 69 | 76 |
| 35 | I1 | 81 | 75 |
| 36 | J1 | 81 | 87 |
| 37 | K1 | 75 | 78 |
| 38 | L1 | 75 | 82 |



B. Questionnaire Result

Questionnaire

Respondent's Details :

Name : GEDE PUTU MAHASI AKTORA

Phone Number : 08523710953

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

| Variable | Questions | 5 | 4 | 3 | 2 | 1 |
|-----------------------------|---|---|---|---|---|---|
| Experience | 1. Menurut saya, penggunaan teknik shape poem dapat meningkatkan kemampuan menulis siswa. | ✓ | | | | |
| | 2. Menurut saya, penggunaan teknik autentik seperti shape poem dapat berdampak positif pada pemahaman belajar siswa. | ✓ | | | | |
| Physical factor | 3. Saya percaya bahwa hasil dari implementasi teknik shape poem dapat berdampak positif pada keterampilan menulis siswa. | ✓ | | | | |
| Emotional factor | 4. Saya merasa bahwa shape poem melalui pembelajaran berbasis proyek mempengaruhi kemampuan siswa membuat paragraf dengan objek yang relevan. | ✓ | | | | |
| | 5. Saya merasa siswa termotivasi dalam belajar bahasa Inggris dengan menggunakan shape poem melalui pembelajaran berbasis proyek. | ✓ | | | | |
| Cognitive | 6. Saya percaya bahwa shape poem melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk siswa sekolah menengah pertama | ✓ | | | | |
| Social and cultural context | 7. Saya percaya bahwa shape poem melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk diterapkan di sekolah menengah pertama | ✓ | | | | |

| | | | | | | |
|--------------------------|--|-------------------------|--|--|--|--|
| Cognitive biases | <p>8. Saya setuju bahwa shape poem melalui pembelajaran berbasis proyek memberikan dampak positif bagi kemampuan siswa untuk meningkatkan keterampilan menulis siswa.</p> <p>9. Saya berharap shape poem melalui pembelajaran berbasis proyek akan diterapkan kembali di masa depan untuk meningkatkan keterampilan menulis siswa.</p> | ✓ | | | | |
| Teacher personal opinion | 10. Bagaimana pendapat anda perihal teknik shape poem yang telah diterapkan? silakan jawab dengan singkat. | <p><i>Sebaiknya</i></p> | | | | |



Appendix 7 Data Analysis

A. Descriptive Statistic Analysis

| Statistics | | | |
|----------------|---------|----------|-----------|
| | | Pre-test | Post-test |
| N | Valid | 38 | 38 |
| | Missing | 0 | 0 |
| Mean | | 72.24 | 79.63 |
| Median | | 72.50 | 80.00 |
| Mode | | 75.00 | 80.00 |
| Std. Deviation | | 6.688 | 6.253 |
| Variance | | 44.726 | 39.104 |
| Range | | 23.00 | 22.00 |
| Minimum | | 60.00 | 69.00 |
| Maximum | | 83.00 | 91.00 |

B. Inferential Statistic

a. Normality Test

| Tests of Normality | | | | | | |
|--|---------------------------------|----|-------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| PRETES T | .081 | 38 | .200* | .960 | 38 | .188 |
| POSTTE ST | .118 | 38 | .200* | .957 | 38 | .147 |
| *. This is a lower bound of the true significance. | | | | | | |
| a. Lilliefors Significance Correction | | | | | | |

b. Homogeneity Test

| Tests of Homogeneity of Variances | | | | | |
|-----------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Data | Based on Mean | .375 | 1 | 74 | .542 |
| | Based on Median | .398 | 1 | 74 | .530 |
| | Based on Median and with adjusted df | .398 | 1 | 74.000 | .530 |
| | Based on trimmed mean | .372 | 1 | 74 | .544 |

| ANOVA | | | | | |
|----------------|----------------|----|-------------|--------|------|
| Data | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 1038.961 | 1 | 1038.961 | 24.787 | .000 |
| Within Groups | 3101.711 | 74 | 41.915 | | |
| Total | 4140.671 | 75 | | | |


c. Paired Sample T-test

| Paired Samples Statistics | | | | | |
|---------------------------|-----------|---------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | PRE-TEST | 72.2368 | 38 | 6.68776 | 1.08490 |
| | POST-TEST | 79.6316 | 38 | 6.25331 | 1.01442 |

| Paired Samples Correlations | | | | |
|-----------------------------|---------|----|-------------|------|
| | | N | Correlation | Sig. |
| Pair 1 | x1 & x2 | 38 | .800 | .000 |

| Paired Samples Test | | | | | | | | | | |
|---------------------|--------------------|--------------------|----------------|-----------------|---|----------|---------|----|-----------------|--|
| | | Paired Differences | | | | | t | df | Sig. (2-tailed) | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) | |
| | | | | | Lower | Upper | | | | |
| Pair 1 | PRETEST - POSTTEST | -7.39474 | 4.11023 | .66677 | -8.74574 | -6.04374 | -11.090 | 37 | .000 | |

d. Effect Size



| Pretest (X) | Posttest (Y) | d |
|-------------|--------------|----|
| 65 | 75 | 10 |
| 60 | 70 | 10 |
| 68 | 76 | 8 |
| 69 | 75 | 6 |
| 68 | 77 | 9 |
| 70 | 80 | 10 |
| 71 | 82 | 11 |
| 66 | 75 | 9 |
| 78 | 85 | 7 |
| 65 | 69 | 4 |
| 61 | 78 | 17 |
| 61 | 80 | 19 |
| 82 | 87 | 5 |
| 66 | 72 | 6 |
| 63 | 71 | 8 |
| 75 | 87 | 12 |

| Pretest (X) | Posttest (Y) | d |
|-------------|--------------|----|
| 74 | 88 | 14 |
| 63 | 76 | 13 |
| 68 | 70 | 2 |
| 82 | 88 | 6 |
| 70 | 72 | 2 |
| 75 | 82 | 7 |
| 83 | 90 | 7 |
| 78 | 78 | 0 |
| 80 | 91 | 11 |
| 79 | 87 | 8 |
| 70 | 72 | 2 |
| 82 | 89 | 7 |
| 72 | 75 | 3 |
| 77 | 80 | 3 |
| 73 | 80 | 7 |
| 77 | 81 | 4 |
| 73 | 80 | 7 |
| 69 | 76 | 7 |
| 81 | 75 | 4 |
| 81 | 87 | 6 |
| 75 | 78 | 3 |
| 75 | 82 | 7 |

Effect Size Result

| | |
|--------------------|-----------------------------|
| $\bar{d} =$ | 7.394737 |
| $S_d =$ | 4.110234 |
| Cohen's d = | $\frac{\bar{d}}{S_d}$ |
| | $\frac{7.394737}{4.110234}$ |
| | = |
| | 1.799104 |
| | = |
| | 1.8 |



Appendix 8 Documentation





