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THE IMPLEMENTATION OF PROJECT-BASED LEARNING THAT UTILIZES SHAPE POEM TECHNIQUE IN TEACHING VOCABULARY IN ELEMENTARY SCHOOL

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ABSTRACT

In the 21st century, the evolving educational landscape demands innovative approaches to foster skills beyond mere understanding. Project-based learning, emphasizing authentic experiences and the development of 6C skills, emerges as a fitting model. This study explores the impact and teachers' perception of project-based learning by utilizing the shape poem technique on vocabulary mastery among fifth-grade students at SD Laboratorium Undiksha Singaraja, a school aspiring to bilingual status. Theoretical frameworks draw on the aesthetic appreciation of poem, emphasizing its visual representation. Insights from various studies underscore the effectiveness of project-based learning in improving academic achievement and attitudes, particularly in language acquisition. The shape poem technique, a subset of concrete poetry, aligns with young learners' preferences for creative and enjoyable approaches. The research methodology employs a mixed-method design involving quantitative assessments and qualitative insights. Statistical analyses reveal significant improvements in vocabulary mastery through pre-and post-tests, supporting the efficacy of project-based learning with the shape poem technique. Teachers' perspectives, as elucidated through questionnaires and interviews, emphasize the positive impact on students' vocabulary mastery. They express confidence in its suitability for young learners, fostering motivation, creativity, and real-world language application. The teachers envision sustained benefits and anticipate continued application in the future, reinforcing the belief that students will experience lasting growth and development through enjoyable, authentic, and meaningful learning. In

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conclusion, the implementation of project-based learning by utilizing shape poem technique proves to significantly enhance students' vocabulary mastery. Teachers' perceptions affirm its effectiveness and potential for future applications, heralding a positive shift in language education paradigms.

Keywords: Project Based Learning, Shape Poem Technique, Vocabulary Mastery, Teacher Perception

INTRODUCTION

In the 21st century, the need for education is increasing along with the complexity and dynamics of the world that continues to grow. The focus of education has shifted to creating students who not only understand, but are also ready to face the challenges and changes that occur rapidly. In this context, the learning process is expected to be able to create an authentic and meaningful atmosphere, while prioritizing the development of the 6C skills, namely communication, collaboration, critical thinking, creative thinking, computational thinking, and compassion skills (Kembara et al., 2022).

One learning approach that is considered suitable to meet educational demands in the 21st century is project-based learning. This model places students at the center of learning and emphasizes authentic learning experiences, based on real-life problem solving. In this case, project-based learning focuses on student involvement in activities that are relevant and oriented towards clear goals (Kokotsaki et al., 2016) This method encourages students to think critically, with the final result being a product or project that reflects their understanding. The project-based learning process can be described in four main components: goal identification, planning, implementation, and assessment (Nilgün TOSUN, 2011) Through implementing this method, students have the opportunity to learn independently, build self-confidence, and collaborate in producing their projects.

In the context of language learning, especially in learning foreign languages such as English, a project-based learning approach opens up opportunities for students to develop language skills that are more related to everyday life. The effectiveness of this method lies in the active involvement of students in learning activities, which increases their motivation to achieve more meaningful learning goals (Nilgün TOSUN, 2011). Additionally, project-based learning can increase student participation in class, facilitate understanding through social interactions, and stimulate the exploration of language skills in different contexts.



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By referring to empirical findings and considering the characteristics of young learners, there is a project-based learning technique that can be adopted, namely shape poem technique. Shape poem is a creative learning technique that teaches students to create poem with interesting shapes or images (Newlyn, 2021). The advantage of this technique lies in its ability to adapt to the preferences of young learners, who tend to learn more effectively through creative and fun approaches. Shape poem, as a subset of concrete poetry, provides students with opportunities to engage in artistic activities that strengthen language and social skills. In language learning, poetry can help students hone effective communication skills, expand vocabulary, and improve written and spoken language skills. Thus, this technique not only provides a creative learning experience, but also supports the overall development of students' language skills.

This research aims to find out whether there is a significant effect from implementing project based learning by utilizing the shape poetry technique in teaching students' vocabulary. Apart from this, the researcher also wants to know what teachers perception about implementing project based learning using the shape poem technique on students' vocabulary abilities. This research will be conducted at one of the private schools which has high motivation to become a bilingual school, namely SD Laboratorium Undiksha Singaraja.

THEORITICAL FRAMEWORK S

In the research entitled "Interpretation of Poetry is an Art or a Subject: In a True Present Sense" by Dr. Abha Singh, published in 2021, this research is in-depth about the appreciation of poetry as an aesthetic art form. The main focus of this research is on understanding poetry form as part of concrete poetry, where poetry is considered as a visual representation whose form can be seen and felt. This research also explains the advantages and disadvantages of form poetry techniques, highlighting that the visualization presented by form poetry can attract readers, but conversely, mistakes in creating form can have a negative impact on readers' understanding. The conclusion of this research emphasizes the importance of appreciating poetry as art, especially form poetry, because it can encourage exploration and give appreciation to the visual and sensual beauty of poetry (Singh, 2021).

In the research entitled "Poetry and Place: Word Form" by Lorimer in 2008, this research highlights the relationship between poetry and place in word form. Lorimer emphasized that the effectiveness of a poem does not only depend on the number of words used, but also on the poet's ability to describe objects or phenomena well. The concept of form poetry is also introduced, where the poem shapes itself like the object it describes. Objects or phenomena can be visualized well by readers. Lorimer points



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out that the success of a poem depends not only on the number of words, but also on the poet's ability to describe something well. This article provides interesting insights into how word form influences the visual representation of objects or phenomena in poetry (Lorimer, 2008).

Furthermore, in research entitled "Transition From XX Century Concrete Poetry to XXI Century Digital Poetry as a New Step in Genre Evolution" written by Lukianets in 2020, this research describes the evolution of the poetry genre from 20 century concrete to 20 century digital poetry. 21 as a new step in the development of the genre. Lukianets explains the history of the poetic form, where the poetic form first appeared in the Ancient Greek tradition and was revived in the 20th century by German, Swedish, and Brazilian poets. Poets not only focus on typography and text layout, but also try to include textual and visual fashion concepts in their works. This article notes the influence of avant-garde artistic movements such as Futurism, Dadaism, and Surrealism in their emphasis on structure over content. The form of poetry is seen as an intermediary between art and literature, where the poet must be able to combine words into an attractive aesthetic art form. This article shows that the challenge in the future for poets is to create aesthetic visual forms using words, thereby directing the reader's perspective and interpretation of poetry (Helmie, 2018). The main purpose of the poetic form is not only to convey the poet's feelings or ideas, but also to provide readers with the opportunity to experience interesting experiences in poetry through the textual and visual modes presented by the poet. This article provides interesting insights into the shift from concrete to digital poetry as a new step in the evolution of the poetic genre (Lukianets, 2020).

In the research entitled "Investigation of the Effect of Project-Based Learning on Students' Academic Achievement and Attitudes towards English Lessons" written by Gökhan Baş, an empirical study was conducted to evaluate the impact of project-based learning on students' academic achievement and attitudes towards English lessons. Research findings show that students who receive education using a project-based learning approach tend to achieve better academic results and have a more positive attitude towards learning compared to students who receive learning based on conventional textbooks. The project-based learning method provides students with the opportunity to be involved in real projects that are relevant to the subject matter, allowing them to develop cognitive skills, creativity, collaboration and holistic problem solving. Apart from that, project-based learning also encourages students' intrinsic motivation and strengthens the connection between subject matter and everyday life. In the context of learning English, this approach helps students to improve practical communication skills and increases their interest in the language. Therefore, based on the findings of this research, it can be interpreted that the project-based learning



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approach has significant potential in improving students' academic achievement and attitudes towards English language lessons (Baş & Beyhan, 2010).

In the research entitled "The Effectiveness of Project-Based Learning in the Acquisition of English as a Foreign Language" written by Olga Supe, research was conducted to test the effectiveness of project-based learning in the acquisition of English as a foreign language. Research findings show that project-based learning on various topics can generate motivation to learn English. By using project work, language is used concretely and actively in class, keeping students' attention, and making the learning process more interesting. Activities like this can also improve students' communicative, cooperative and creative abilities. Students feel safe and can communicate with each other in a positive atmosphere. From the summary of existing data, it can be concluded that the more students like learning English through projects, they also think that they learn better during projects. Project-based learning also increases students' motivation to learn English and arouses students' interest in mastering the language. These findings indicate that the project-based learning approach is effective in helping students acquire English as a foreign language (Supe & Kaupuzs, 2015).

In the research entitled "The Effects Of Project-Based Learning On Students' English Language Ability" written by Abigail Melad Essien, project-based learning is recognized as an approach that allows students to use English in real-life contexts. This research states that the project approach provides students with opportunities to engage in meaningful projects, restores students' joy of learning, and helps the development of critical thinking skills and speaking and presentation skills in English. This article argues that English language learning should not always focus on syntactic accuracy or grammatical skills, but should provide opportunities for students to use English as much as possible in real-life contexts. Thus, project-based learning is considered a better approach in providing students with the opportunity and motivation to use language with an emphasis on communicative purposes in real-world situations, rather than focusing solely on accuracy as in traditional teaching. The data from this research provides sufficient evidence for educators and policy makers to start implementing a project-based learning approach in schools (Essien, 2018).

METHOD

This research uses a pre-experimental design with a mixed method design approach which combines qualitative and quantitative elements to gain a comprehensive understanding of the research topic (Timulak, 2017). The research was conducted at SD Laboratorium Undiksha Singaraja, involving a population of students

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and samples from grade 5 SD SD Laboraturium Undiksha, and involving English teachers at SD SD Laboraturium Undiksha Singaraja as research subjects.

The research instruments include teaching scenarios as a guide, tests to measure the significant influence of applying poetic forms through project-based learning, as well as questionnaires and interviews to listen to teachers' perceptions of the application of techniques on students' mastery of understanding. The validity of the instrument was tested using content and construct tests, while reliability was tested using Cohen's kappa to ensure the accuracy of the instrument used (Patten & Newhart, 2017).

In data analysis, researchers used three methods. First, descriptive analytical methods are used to gain a detailed understanding of the data, including mean, median, mode, standard deviation, and other parameters. Next, researchers apply inferential statistical methods to measure and disseminate treatment results objectively and numerically. The use of paired tests was carried out to determine the significance of the effectiveness of implementing project-based learning using the poetry form technique. The third method applied is the qualitative descriptive method, allowing the presentation of data with explanations that are easy to understand (Rinehart, 2012).

FINDING AND DISCUSSION

Vocabulary mastery plays a central role in a person's communication skills, especially in English. To improve vocabulary mastery, one learning method that is considered very effective is project based learning. The foundation of this concept is rooted in previous views showing that project-based learning creates an authentic and meaningful learning environment (ALQAHTANI, 2015).

The importance of teaching vocabulary at an early age, especially in elementary school, is widely recognized. However, challenges arise as times continue to change. Teachers need to update and adapt their teaching techniques. One innovation that can be used in conjunction with project based learning is the shape poetry technique. This technique is very suitable because it can be well integrated into students' learning characteristics (Pustika, 2021).

After collecting data using predetermined instruments, the results provide an overview of the implementation of project based learning which utilizes shape poem techniques as a medium for teaching vocabulary for grade 5 students at SD Laboraturium Undiksha Singaraja. This technique aims not only to improve mastery of English vocabulary, but also to create an interesting and meaningful learning environment for students. Through this creative and authentic method, students not



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only gain strong language skills, but also enjoy a more enjoyable and memorable learning process.

Statistics

		Pretest	Posttest
N	Valid	33	33
	Missing	0	0
Mean		79.39	87.42
Median		80.00	90.00
Mode		80	90
Std. Deviation		9.079	7.718
Variance		82.434	59.564
Range		35	30
Minimum		65	70
Maximum		100	100

The result of descriptive quantitative based on students' pre test and post test

The mean or average value describes the middle value of the data as a whole. In this example, the average pre-test score for grade 5 students is 79.39, while the average post-test score is 87.42. This difference shows an overall improvement from pre-test to post-test. The median, which is the middle value of the sorted data, shows that the pre-test median is 80.00, while the post-test median is 90.00, indicating that the average post-test score is higher than the pre-test. The mode, which is the value that appears most frequently, shows that the pre-test mode is 80, while the post-test mode is 90, indicating that the score that appears most frequently in the post-test is higher than in the pre-test. Standard deviation, which measures the distribution of data, shows that the pre-test standard deviation is 9.079 and the post-test is 7.718. The smaller the post-test standard deviation indicates that the data tends to be closer to the mean compared to the pre-test. Variance, which measures the squared deviation from the mean, shows that the variance in the pre-test was 82.434, while in the post-test it was 59.564. Smaller variance in the post-test indicates that the data shines more brightly around the mean compared to the pre-test. Range, which is the difference between the highest and lowest scores, shows that the range of scores on the pre-test (65 to 100) is



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35, while on the post-test (70 to 100) is 30. This indicates that the variation in scores on the pre-test greater than the post-test.

Paired Samples Test

Pair	The result of pre test - post test	Mean	Std. Deviation	Paired Differences		T	Df	Sig. (2-tailed)
				Mean	Std. Error			
1		8.03030	3.73735	.65059	-9.35551	-6.70510	12.343	.000

The results of the paired test reveal a significance value (sig. 2-tailed) of 0.000, which is much smaller than the standard alpha level of 0.05. This low significance value shows that there is a very significant difference between students' pre-test and post-test results after applying project based learning with shape poem. In this context, it can be concluded that the implementation of project based learning by utilizes shape poem technique has had a significant impact on increasing students' vocabulary mastery at the Undiksha Singaraja Laboratory Elementary School. This positive influence shows that the learning techniques used are not only effective in improving vocabulary mastery, but also successful in achieving real differences in students' understanding in the educational environment.

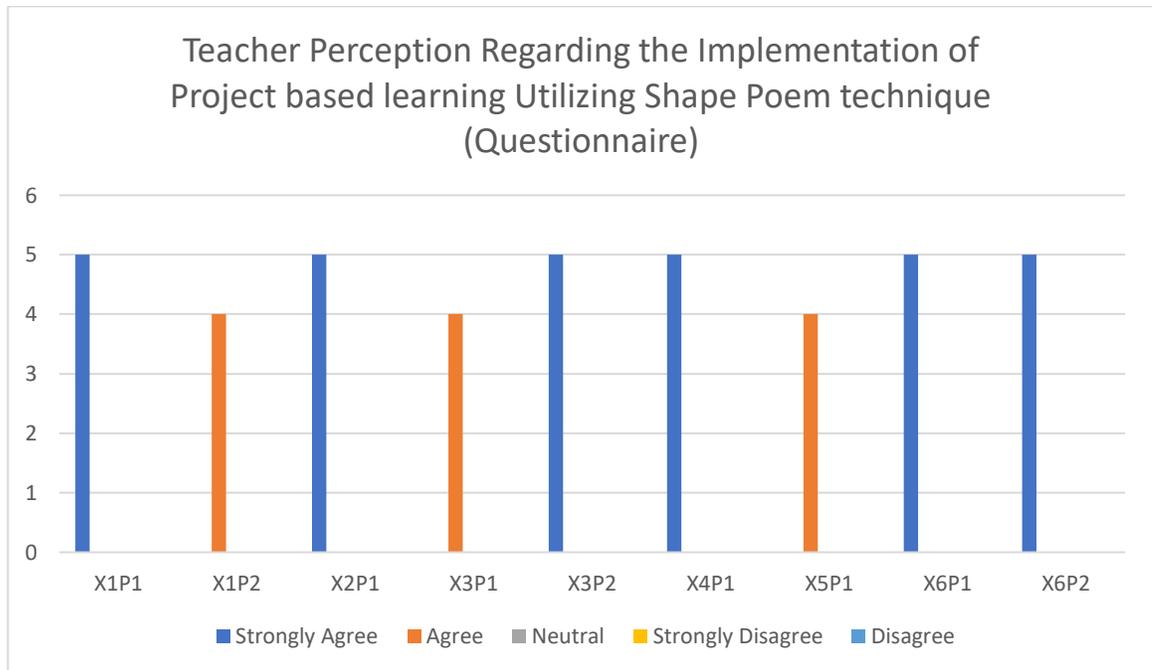
These results strengthen the argument that a project-based learning approach, especially through the use of shape poem techniques, is able to make a positive contribution to students' progress in understanding and mastering vocabulary. With the emphasis of authentic and meaningful learning, this technique not only creates a dynamic learning environment but also strengthens understanding concepts in relevant contexts. These findings not only impact students' academic levels, but also provide a basis for the development of innovative and effective learning methods in the future.

On the other hand, researchers also want to know how teachers perspective related to the implementation of project based learning which uses shape poem as a



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learning technique that suits student characteristics. The following are the results of questionnaire data and also interviews from English teachers,



Apart from filling out the questionnaire, the researcher also provided interviews which could strengthen the questionnaire data above

1. Do you believe that the learning process using project based learning by utilizing shape poem technique can improve students' vocabulary mastery?

Answer:

Yes, I strongly believe that the learning process using project based learning by utilizing the shape poem technique has a positive impact on improving students' vocabulary mastery. The combination of hands-on projects and creative expression through shape poems engages students actively in the learning process.

2. Do you believe that the learning process using the project based learning by utilizing shape poem technique that represents authentic and meaningful learning to improve students' vocabulary mastery?

Answer:

Absolutely, I believe that the project based learning approach, especially when incorporating the shape poem technique, provides an authentic and meaningful



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learning experience. It allows students to connect with the language in a real-world context, making the learning process more effective and enjoyable.

3. Do you believe that the resulting of shape poem products help students improve vocabulary mastery?

Answer:

Yes, the resulting shape poem products serve as valuable tools for enhancing students' vocabulary mastery. Creating these visual representations helps students not only remember words better but also understand the contextual meanings, making the learning experience more comprehensive.

4. Do you feel that the project based learning by utilizing shape poem technique improves the child's ability to associate vocabulary with relevant objects?

Answer:

Yes, the project based learning by utilizing the shape poem technique significantly improves the child's ability to associate vocabulary with relevant objects. The visual and creative aspects of shape poems create a strong connection between words and their meanings, aiding in better retention.

5. Do you feel that children are motivated in learning English by using project based learning by utilizing shape poem technique?

Answer:

Absolutely, children show remarkable motivation in learning English when engaged in project based learning with the shape poem technique. The interactive and creative nature of this approach captures their interest and enthusiasm, making the language learning experience more enjoyable.

6. Do you believe that the project based learning by utilizing shape poem technique is a suitable technique for young learners to improve vocabulary mastery?

Answer:

Yes, I firmly believe that project based learning by utilizing the shape poem technique is a suitable and effective method for young learners, particularly in improving vocabulary mastery. The creative and visual elements cater to their learning preferences and developmental stages.

7. Do you believe that project based learning by utilizing shape poem technique is a suitable technique to be implemented in private elementary schools?

Answer:

Yes, project based learning by utilizing shape poem technique is a suitable technique to be implemented in private elementary schools. The versatility and adaptability of this approach make it applicable across various educational settings, ensuring a meaningful learning experience.



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8. Do you hope that the project based learning by utilizing shape poem technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening?

Answer:

Certainly, I hope that the project based learning by utilizing shape poem technique enhances students' abilities to understand the meaning of vocabulary and use words effectively in conversation, reading, writing, and listening. The multi-dimensional approach of this technique contributes to a holistic language development.

9. Do you hope that the project based learning by utilizing shape poem technique will be reapplied in the future to improve students' vocabulary mastery?

Answer:

Yes, I hope that the project based learning by utilizing shape poem technique will be reapplied in the future to continually improve students' vocabulary mastery. The positive outcomes observed from its implementation support the idea of its ongoing use for sustained benefits.

10. Do you have an opinion regarding the application of project based learning by utilizing shape poem technique on grade 5th students' vocabulary mastery?

Answer:

In my opinion, the application of project based learning by utilizing shape poem technique on grade 5th students' vocabulary mastery has been highly effective. The combination of creativity, hands-on projects, and linguistic engagement contributes to a well-rounded and impactful learning experience.

From the responses given by teacher through questionnaire and interview, it can be seen that enthusiasm does not only come from students, but also from teacher who are very enthusiastic about adopting and applying shape poem techniques in the learning process. This belief is rooted in the understanding that the use of poem can significantly increase students' vocabulary mastery, as it is carried out in a relevant and meaningful context.

Teacher with firm conviction, see the project based learning utilizing shape poem technique not only as a method of learning English, but also as an effective tool for opening students' horizons to the use of English in everyday life. Through a project-based learning approach, they believe that students can apply their language skills in simpler contextual situations. This not only helps improve language mastery, but also encourages students to use English as a communication tool that can be applied in various life contexts.

In addition, the teachers' optimistic view of the future of using project based learning utilizing shape poem technique not only includes current successes, but also hopes that these techniques remain relevant and can continue to be applied in synchronization in



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the future. Their confidence was further strengthened by the positive experiences seen, especially in the 5th grade environment at the Laboraturium Undiksha Singaraja Elementary School.

The teachers hope that the creativity that arises from the application project based learning utilizing shape poem technique will not only enrich the current teaching and learning process, but will also have a long-term impact by forming a strong and sustainable understanding of language in students. Therefore, the teachers' belief is that children at Undiksha Singaraja Laboraturium Elementary School will continue to experience positive growth and development through fun, authentic and meaningful learning.

CONCLUSION

From the research objectives that have been explained, there are two conclusions that can be drawn. Firstly, the implementation of project based learning which utilizes shape poetry as a learning technique has been proven to have a significant positive effect in teaching vocabulary to students. This can be seen from the results of statistical tests through the paired t test and also the average of the Post test which increases significantly if compared with the pre-test scores before the students were given treatment. The second is related to the teacher's perception, seen from the questionnaire data which is supported by interview data, the teacher assesses that the application of project based learning using the shape poetry technique really has a significant effect on students' vocabulary abilities. Teachers also hope that this innovation can continue to be developed and implemented in the future.

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