

## THE LEARNING OF POEM WRITING BY IMPLEMENTING PROJECT-BASED LEARNING

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**Abstract** : The purpose of this study is to describe the experiences of eighth-grade junior high school students who use Project Based Learning as a paradigm for learning to write poems. This study was also organized to see the implementation of the Project Based Learning model in learning to write poetry for eighth-grade junior high school students. This research was conducted at SMP Kristen Taraitak and was organized using an analytic descriptive approach. The participants in this study were 22 eighth-grade students from SMP Kristen Taraitak. Data were collected using methods including interviews, surveys, and testing. The percentage method was used to analyze the data. Findings from the Project Based Learning method for teaching poetry writing Students in grade VIII of SMP Kristen Taraitak were considered "competent" because their average scores were in the 80-89 percentile. Thus, the use of the Project Based Learning model is one of the right and suitable steps for teachers to improve the learning process of writing poetry, which certainly brings many benefits to students' development in learning to write, especially in terms of learning to write poetry for class VIII students of SMP Kristen Taraitak.

**Keywords** : *Writing Poem, Project-based Learning, Writing Skill*

### INTRODUCTION

Due to the inherent social nature of humans, it is impossible for them to survive in isolation. Interaction between individuals in groups is a constant occurrence. Communication between them is facilitated by language, which plays an important role in the course of human existence (Maru, et al., 2022). Indonesian becomes a facilitator in communication and interaction among ethnic groups with different socio-cultural backgrounds, creating the unity of Indonesian nationality (Halim, 1984). Therefore, it is also important to use Indonesian as the language of instruction in the realm of education (Alrajafi, 2021).

Bahasa Indonesia is a subject taught throughout all levels of education, from kindergarten to university (Kohler, 2019). Language learning enables interaction with others while reading literature helps to

shape character and understand and respect humanity. Indonesian language and literature courses are designed to improve students' verbal and written communication skills (Darmuki, *et al.*, 2017).

Language skills can be related to four aspects: listening, speaking, writing and reading. These four abilities are interrelated, where reading and listening are receptive skills, while speaking and writing are productive/expressive skills. Through oral and written expression, humans can develop functional use of the Indonesian language, conveying thoughts, emotions and facts. With proper understanding and knowledge, especially in language learning, everyone, especially language learners, can achieve success.

Writing is the most challenging of the four previously mentioned language skills (Bonzo, 2008). This is because writing is

not simply repeating what has been said, but also involves the creation and expression of ideas in a coherent form (Pabur & Liando, 2018). Writing requires the ability to convey thoughts and ideas in written form that can be understood by others (Tarigan, 1986). In Gee's view (2008), writing is about conveying language through symbols that can be understood by others.

Educators and instructors can facilitate effective learning and instruction for their students by adopting learning models that are relevant to the content being taught (Barana & Marchisio, 2016). Using a project-based learning paradigm, especially when it comes to writing poetry, can help students learn better. Writing poetry is a great complement to this learning model as it encourages the development of traits that are beneficial in solving everyday challenges and problems (Guthrie & Davis, 2003). The ability to compose poetry is not an innate skill, but rather a habit formed through regular practice (Rosenblatt, 1982). Structured pedagogical endeavors involve many interrelated components. Buildings and equipment, personnel, objectives, resources, strategies, procedures, assessment, and students are all important parts of the learning process (Ayonmike, *et al.*, 2015).

In the context of education, curriculum plays a very important role. The school curriculum is an educational framework that organizes the sequence of different courses according to the grade level of the school. The 2013 curriculum was developed and implemented by the Indonesian Ministry of Education to replace the Kurikulum Tingkat Satuan Pendidikan (KTSP) in Indonesian schools. Research also confirms that students need to develop the ability to write poetry at the secondary school level in accordance with the basic abilities that have been set previously. KD 4.8 provides a foundation

for presenting thoughts and emotions in the form of poetry texts, both written and oral, by paying attention to the elements of poetry.

## RESEARCH METHOD

In this study, descriptive analysis was used. One approach known as descriptive analytical technique, only involves describing the object under study based on the data or samples collected, without conducting analysis or drawing conclusions that can be generalized (Sugiyono 2009: 29). This study involved 22 eighth grade students at SMP Kristen Taraitak as data sources and research subjects. Data were collected using various methods such as exams, interviews, and direct observation. Direct observation was conducted at the research location to collect information which would then be analyzed. This method was used by eighth grade students at SMP Kristen Taraitak to observe the learning process of how to create poetry by applying a project-based learning strategy.

Interviews were conducted by asking instructors and students at the intended school (in this case, eighth grade students at SMP Kristen Taraitak) to obtain data on teaching poetry writing to eighth grade students. The researchers also used these interviews without interrupting classroom activities. Teachers and eighth grade students in Indonesia will be interviewed for this study. To evaluate students' progress in learning about and composing poetry using a project-based approach, data from the exams conducted will be analyzed using a percentage-based approach. Students' performance on the components of the poetry copyright assessment will be summed together.

In this study, students were given a test designed to reveal the validity of a set of procedures to improve their poetry writing skills. Poetry writing skills among students

will be evident from the findings. The evaluation of poetry copyright includes appropriateness of title, depth of concept, diction, and typography. The test of this instrument is in the form of an essay where students are given a project and asked to create a work. The essay exam is used as a proxy to assess the all students' level of mastery of the material, and the level is determined using a specific formula as follows:

$$\% \text{ (Percentage)} = \frac{n \text{ (Students' Total Score)}}{N \text{ (Number of Students)}}$$

Students' works were assessed by using the following rubric

**Table 1.** Scoring Rubric

Criteria	Description	Score	
1	Title	In line with the theme	20
		Almost in line with the theme	10
		Not in line with the theme	5
2	The depth of the idea	In line with the theme	50
		Almost in line with the theme	40
		Not in line with the theme	30
3	Diction	In line with the theme	20
		Almost in line with the theme	10
		Not in line with the theme	5
4	Typograph	In line with the theme	10
		Almost in line with the theme	7
		Not in line with the theme	3

Based on the rubric above students' score will be categorized by using the following criteria.

**Table 2.** Scoring Category

Score	Description
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Range	
90 – 100	Very Competent
80 – 89	Competent
70 – 79	Competent enough
60 – 69	Not competent

## FINDINGS AND DISCUSSION

### Learning Activities

Learning to Write Poem Through Project Based Learning Model is following the following stages:

### Research Preparation

In this step, the researchers do the following things to make sure that the learning process is carried out well:

- Conducting observation activities at the school where the research is conducted
- Researchers conducted interviews with subject teachers and informed them about the learning process of writing poetry using the project-based learning model.
- Developing lesson plans related to poetry writing material
- Prepare sheets in the form of lesson plans as well as media and tools to complement the learning process.
- Researchers prepare learning media in accordance with the material listed in the lesson plan such as learning books, stationery, and task concepts.

### Implementation of Learning

In this phase, the activities are carried out in 3 stages, as follows:

### Preliminary Activities

- Opening learning by greeting, praying, asking for news and checking students' attendance.
- Linking learning with students' experience
- Informing about basic competencies and learning objectives

- Checking students' concentration by clapping good morning, clapping good afternoon, clapping good afternoon and clapping good night.

### **Core Activities**

- The researcher played a poem entitled *Aku* by Chairil Anwar and asked students to listen to the video.
- The researcher relates students' experiences with poetry writing material and if students have experience in writing or reading poetry, then students are asked to tell their experiences.
- The researcher gave an explanation of the poetry material, including the definition of poetry which is a text or essay that expresses thoughts and feelings by prioritizing the beauty of words. The researcher also informed that through poetry we can express various things such as longing, anxiety and even our admiration by using beautiful words. The researcher also explained about the characteristics of poetry, the building blocks of poetry, as well as the aspects of assessing poetry creation and also the researcher again explained in more depth about the steps of writing poetry.
- After students understood the material, the researcher gave an individual task to write a poem with the theme of the school environment and pay attention to the assessment aspects of poetry creation. After giving the task, the students immediately made the task and the researcher monitored the students who were temporarily making or completing the project or task given.
- One student was asked to read the results of writing his poem in front of the class, then the researcher gave appreciation and asked other students to respond.
- The lesson ends with the researcher reflecting back on the learning material

of writing poetry and asking about students' feelings and experiences in this lesson.

- The researcher gives appreciation to students who have participated in the learning process.

### **Closing Activity**

- Researchers and students cite learning with prayer together then students give greetings to researchers.

### **Steps of Learning to Write Poetry Through A Project-Based Learning**

- Start with the Essential Question. At this stage, the researcher asked if the students had "ever felt happy feelings and sad feelings?" as well as researching asking "who has ever written a poem?" if anyone had written a poem, the researcher asked students to tell their experiences.
- Design a Plan for the Project. In this process, researchers and students agreed to collect projects or assignments that had been given before the end of Indonesian language lessons, researchers also guided students to work on the project or assignment creatively and researchers guided students in working on the project.
- Create a Schedule. In this process, researchers and students agree to collect projects or assignments that have been given before the end of Indonesian language lessons, researchers also guide students to work on projects or assignments creatively and researchers guide students in working on these projects.
- Monitor the Students and the Progress of the Project. The researcher monitors the students in their process of working on the project that has been given, and the researcher also becomes a mentor when students work on the project or task.

- Evaluate the Experience. Researchers and learners evaluate or reflect on activities while working on projects. And at this stage the researcher also asked students to express their experience in making projects or tasks that had been given by the researcher.

In the learning process, the researcher designs the state of the class from the beginning of the learning process to the end of the learning process. After that, researchers provide an assessment that can be used as a measure in seeing the development of student learning activities.

**Table 3.** Learning Outcomes of Writing Poetry Through Project Based Learning Model of Class VIII Students of SMP Kristen Taraitak:

Students	Scoring Criteria				Total Score
	Title	The Depth of the Idea	Diction	Typograph	
1.	20	50	10	7	87
2.	20	50	10	10	90
3.	20	50	10	7	87
4.	20	50	10	10	90
5.	20	50	20	7	97
6.	10	40	10	7	67
7.	20	40	20	7	97
8.	20	50	20	7	97
9.	20	50	10	10	90
10.	20	50	10	7	87
11.	20	50	20	10	100
12.	20	50	20	10	100
13.	10	50	10	7	77
14.	20	50	20	10	100
15.	20	50	10	7	87
16.	20	50	20	10	100
17.	20	50	10	7	87
18.	20	50	10	7	87
19.	20	50	20	10	100
20.	10	40	10	7	67
21.	5	40	10	7	62
22.	20	50	10	7	87

<b>Sum</b>	<b>1943</b>
<b>Mean Score</b>	<b>88.31</b>

After the data of eighth grade students of SMP Kristen Taraitak was entered into the formula, the result was 88.31% and this result can be categorized that eighth grade students of SMP Kristen Taraitak have understood or understood the learning of writing poetry through the project-based learning model.

Writing activities are carried out repeatedly, require improvement, and are not one-off. Students need to be given guidance and practice constantly improving their writing so that it becomes perfect. Thus, the assumption that students write to fulfill the tasks given by the teacher no longer applies, but students feel that the writing they produce is their own, such as the results of research from Wengkang & Meruntu (2021). Using the data collected from the students' written poems, the researcher divided the test takers into three groups: those with a high level of ability, defined as scores between 90 and 100 (11 out of 22), those with a medium level of ability, defined as scores between 80 and 89 (7 out of 22), and those with a low level of ability, defined as scores between 70 and 79 (1 out of 22), and those with an incapable level of ability, defined as scores between 60 and 69 (3 out of 22).

After plugging into the formula, the average result is 88.31%. There is significant variation in student learning outcomes when adopting a project-based learning paradigm, as indicated by the values found in this study. Poetry is a creative writing style that allows you to put your thoughts and feelings into words and share them with the world. Poetry is a type of literature that encourages students to tell their stories and share their emotions through the use of vivid language.

In the case of project-based learning, any of the evaluated models can serve as a source of motivation for students to create. A "constructivist" learning environment is fostered by the project-based learning methodology. Therefore, students are motivated to acquire information independently (Stivers, 2010). In addition to the positive effects on students' writing that participating in student writing activities may have, project-based learning methodologies can also help students learn to think critically and creatively as they develop their projects.

Understanding and appreciating one's role as an enabler in learning, particularly as someone who masters models, methods, and even approaches to learning writing, can help make Indonesian classes, and writing lessons in particular, more memorable, meaningful, and rewarding for students. Students will gain confidence and be more engaged in learning when given the freedom to produce their own work under the guidance of an instructor. The findings of this research and the ways in which they have been incorporated into classroom practice have been found to be very helpful, especially for instructors of Indonesian language and culture projects, then students will be more confident and students will be more active in finding out new knowledge because they will feel challenged.

## CONCLUSION

It was obtained that the achievement results of the VIII grade students of SMP Kristen Taraitak towards the learning activities of writing poetry through the project-based learning model were classified as capable, because it was seen from the criteria or aspects of the assessment, namely: (1) title suitability (2) depth of ideas (3) diction (4) typography. The use of a good project-based learning model accompanied by appropriate and suitable steps and materials will make students more creative and active in

finding out and understanding the material they need in producing a project. This learning model can also make students learn independently and creatively, although it must be accompanied by supervision and guidance from the teacher, so that this project-based learning model can be an appropriate learning model in learning to write poetry.

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