



Project-Based Learning-Based Scramble Text Media to Improve Learning Outcomes in Writing Romantic Poetry

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ABSTRACT

This study aims to describe the improvement of students' abilities in writing romantic poetry and students' responses to learning to write romantic poetry. The research was conducted at SMA Negeri 1 Cianjur in April 2025. The class X students who were used as the research population were 434 students with a research sample of 35 students. Experimental method one group pretest posttest design with the data collection technique used is a test technique in the form of a test sheet and a non-test technique in the form of a questionnaire sheet. The data analysis tool used is the use of the SPSS application to process test result data and matrix tabulation to present student response questionnaire data. The findings obtained that the average class value in the pretest was 73 with a Classical Absorption Capacity (DSK) of 60% with a sufficient increase category while the average class value in the posttest was 96 with a DSK of 94% with a very good increase category. In this study, a Wilcoxon hypothesis test was carried out because the sample data was not normally distributed with the results of the hypothesis test obtained an Asymp.Sig value (2-tailed) of 0.000 < 0.05, then H₀ was rejected, H₁ was accepted which means that learning using scramble text PjBL-based learning can improve students' ability in writing romantic poetry with the results of the N-Gain test obtaining an average score of 0.8805 in the high category with a percentage of 88% in the effective category, which means that the media scramble text The PjBL model is effectively used in learning to write romantic poetry. The overall student response, both to the media and the learning model used, showed a positive response, meaning that students liked, enjoyed, and found it easy for them to create/write romantic poetry.

Keyword: project based learning, scramble text media, writing romance poetry

Media Scramble Text Berbasis Project Based Learning untuk Meningkatkan Hasil Belajar dalam Menulis Puisi Romansa

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan peningkatan kemampuan siswa dalam menulis puisi romansa dan respons siswa terhadap pembelajaran menulis puisi romansa. Penelitian dilakukan di SMA Negeri 1 Cianjur pada April 2025. Siswa kelas X yang dijadikan populasi penelitian sebanyak 434 siswa dengan sampel penelitian 35 siswa. Metode eksperimen *one group pretest posttest design* dengan teknik pengumpulan data yang digunakan ialah teknik tes berupa lembar tes dan teknik nontes berupa lembar angke. Alat analisis data yang digunakan ialah penggunaan aplikasi SPSS untuk mengolah data hasil tes dan tabulasi matriks untuk menyajikan data hasil angket respons siswa. Diperoleh temuan bahwa nilai rata-rata kelas pada pretes 73 dengan Daya Serap Klasikal (DSK) 60% dengan kategori peningkatan cukup sedangkan nilai rata-rata kelas pada postes 96 dengan DSK sebesar 94% dengan kategori peningkatan sangat baik. Dalam penelitian ini dilakukan uji hipotesis wilcoxon dikarenakan data sampel tidak berdistribusi normal dengan hasil uji hipotesis diperolehnya nilai *Asymp.Sig* (2-tailed) 0.000 < 0,05, maka H₀ ditolak, H₁ diterima yang artinya pembelajaran dengan menggunakan *scramble text* berbasis PjBL dapat meningkatkan kemampuan siswa dalam menulis puisi romansa dengan hasil uji N-Gain diperoleh skor rata-rata 0,8805 berkategori tinggi dengan persentase 88% dengan kategori efektif yang artinya media *scramble text* bermodel PjBL efektif digunakan dalam pembelajaran menulis puisi romansa. Respons siswa secara keseluruhan, baik terhadap media dan model pembelajaran yang digunakan menunjukkan respons positif yang bermakna siswa menyukai, menyenangkan, dan memudahkan mereka dalam membuat/menulis puisi romansa.

Kata kunci: media scramble text, project based learning, menulis puisi romansa

Submitted
19/06/2025

Accepted
29/09/2025

Published
30/09/2025

Citation	Erdlanda, P. M. C., & Rosmiati, T. (2025). Project-Based Learning-Based Scramble Text Media to Improve Learning Outcomes in Writing Romantic Poetry. <i>Jurnal Pembelajaran Bahasa dan Sastra</i> , Volume 4, Nomor 5, September 2025, 1381-1392. DOI: https://doi.org/10.55909/jpbs.v4i5.779
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Publisher
Raja Zulkarnain Education Foundation

INTRODUCTION

Education is crucial. It provides a platform for students to learn, improve their abilities or skills, and develop their talents and knowledge. Through education, students can grow and develop in their knowledge, attitudes, and character. Education generally involves students and teachers or educators in the learning process. "Learning can lead to change and improvement in students' knowledge, character, and attitudes. Teachers can implement many things in the learning process to achieve learning objectives. One such approach is improving students' language skills, such as writing, reading, listening, and speaking.

Language skills, particularly writing, are highly valued by students today. Students can use writing to express their thoughts and ideas and develop their talents and imagination. Writing skills can be seen in various materials, such as short stories, scientific articles, poetry, and so on. "Writing is a complex skill, as Wicaksana & Rachman (2018) defined it as a language skill used to communicate indirectly, not face-to-face, with others. Writing is a productive and expressive activity. In this activity, the writer must be skilled in utilising graphology, language structure, and vocabulary.

One type of writing skill familiar to students is writing poetry. This aligns with the opinion of (Oktavia, 2019), who stated that "writing poetry is a language skill needed to improve the quality of learning." Dibia (R. F. Dewi et al., 2020) also stated that poetry is a form of literature that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating on all the power of language, namely by concentrating on physical structure and inner structure.

Students have been learning to write poetry since 10th grade in high school, and there are numerous genres and themes in poetry that students can explore. Every educator hopes that, through poetry-writing lessons, students can expand their vocabulary, express their imagination, ideas, and thoughts, and enhance their creativity.

However, in reality, many students are not yet proficient in writing. Based on a preliminary study of student writing skills across several classes at a high school in Cianjur, it was found that many students used GPT or AI chatbots when assigned to write essays. This indicates that students' writing skills are still very low. Furthermore, a report from detik.com found that Indonesia ranked 100th out of 208 countries with the lowest writing skills.

Adolph (2016) also stated that students struggle to develop ideas in written language and often encounter deadlocks. Fitria and Kurniawan (2021) in (Adolph, 2016) also noted that students struggle to write poetry, particularly in determining the title/idea or theme of their poems, and in creating imaginative sentences.

Based on the research results (Fitriani & Huda, 2022) entitled "Factors Causing Low Student Interest in Poetry in Indonesian Language Lessons at Banjaran State Schools," students' difficulty writing poetry is due to the use of uninteresting media, monotonous learning, shyness, boredom, and difficulty concentrating. This research suggests that efforts are needed to ensure students perceive poetry writing as a less difficult task.

To encourage students to enjoy writing poetry, romantic poetry was chosen for this study. This romance genre was chosen because, for the research subjects, high school students, stories of love or experiences in relationships are very familiar to them. Furthermore, a preliminary study involving 10 high school students was conducted to determine their preferred poetry genres, and 7 out of 10 students responded that romantic poetry is more enjoyable to write.

Students' low writing ability can also be attributed to less engaging or inappropriate learning media. Media that can stimulate students' imagination in poetry writing activities are needed. In this study, scrambled text was chosen as a medium to overcome students' difficulties in writing poetry.

Scrambled text is a game-like medium where students compete for a piece of paper containing



words that will become the title of their poem. The words found in this scrambled text will enhance students' imagination and hopefully help them create beautiful sentences that will lead to compelling poetry. Besides the words, the paper also contains images related to the words, which can stimulate students' imagination.

With scrambled text, students can more easily organize their diction and quickly generate ideas. Nafiah (2016) studied scrambled text in her study, "Improving Beginning Reading Skills Through the Sentence Scramble Method of Second-Grade Students at SDN 1 Sedayu." The results showed that scrambled text can improve students' reading skills. Furthermore, Ernis & Wahyuni (2022) experimented on two classes using two different media and found that scrambled text in poetry writing lessons produced better results than conventional methods.

In addition to engaging media, an effective learning model is also necessary to help students overcome their difficulties with poetry writing. The Project-Based Learning (PBL) model is highly suitable for teaching writing romantic poetry because it encourages students to be more interactive and can increase student creativity, as this learning model requires students to create a tangible product or result from what they have learned. In the material on writing romantic poetry, this Project-Based Learning (PBL) model will help students produce interesting romantic poetry.

In a study (Septiyenni & Sukenti, 2023), entitled "The Effect of the Project-Based Learning Method on Short Story Writing," the PjBL learning model can shape students' minds to be more enthusiastic about creating works. This learning model can also foster student motivation.

Suwito (2021), in his study entitled "Application of the Project-Based Learning Model to Improve Student Activity and Learning Outcomes in the Basic Competence of Action and Reaction Style at SMK Negeri 7 Surabaya," stated that the benefits of using the Project-Based Learning (PjBL) method are that students become active and

interactive learners and that it provides students with opportunities to manage their own assignment completion activities, thus fostering greater independence. Furthermore, the analysis showed that the students studied were able to write poetry using the project-based learning model.

Many studies have used scrambled text and the PjBL model in learning to write romantic poetry, but illustrated scrambled text is still rarely used. Therefore, to update or differentiate from previous research, in this study, the researchers used an illustrated scrambled text medium, which had not previously existed. This medium-sized scrambled paper contains a word and a corresponding image. The combination of words and images adds to the media's appeal and uniqueness.

The research questions in this article are:

- 1) How does the learning process using scrambled text media, based on project-based learning, improve students' ability to write romantic poetry?
- 2) How do 10th-grade students at SMAN 1 Cianjur respond to learning to write romantic poetry using scrambled text media, based on project-based learning?

The purpose of this study is to describe the improvement in students' ability to write romantic poetry and to describe the responses of 10th-grade students at SMAN 1 Cianjur to learning to write romantic poetry using scrambled text media, based on project-based learning.

The results of this study can provide several benefits. First, the theoretical benefit is a scientific contribution to the development of learning media and models, particularly in language and literature instruction. Second, the practical benefit is for teachers, providing additional insight into learning to write poetry using scrambled text media, based on project-based learning. For students, it can strengthen their motivation to learn and develop skills in writing romantic poetry.

METHOD

According to Adolph (2016), a research method is a scientific method used to obtain data

for a specific purpose and purpose. In this study, the approach used was quantitative. (Eviota & Liangco, 2020) argue that a quantitative approach is research based on random sampling, data collection using instruments, and statistical data analysis. The method used is experimental. (Sugiyono, 2020) states that the experimental method is a teaching and learning method that involves students experiencing, testing, and proving the process and results of an experiment for themselves. There are several types of experimental research, including pre-experimental, pure experiments, quasi-experiments, and single-subject experiments.

In this study, the researchers employed a pre-experimental design with a one-group pretest-posttest approach. This research design was measured using a pretest administered before the treatment and a posttest administered after the treatment for each learning series.

In this study, the population sampled was all 434 students in grade X of SMAN 1 Cianjur. (Pradana & Reventiary, 2016) state that a sample is a subset of the population's size and characteristics. Therefore, the sample consisted of 35 students in grades X-8 from the 2024-2025 academic year, selected using random sampling techniques. Sampling can be done randomly, namely selecting sample individuals and locations to be used randomly to represent the population and region as a whole. This aligns with Sugiyono (2012). Simple random sampling is a method used to select samples from a population in a random manner, ensuring that each member of the population has an equal chance of being selected.

The data collection instruments used were test sheets and questionnaires. The test sheet is given during the pretest and then ends with a posttest. The initial test (pretest) is the initial test given to students before the learning begins and before the learning media is used in learning to write romantic poetry. The initial test is carried out with the aim of seeing the students' initial abilities. The final test (posttest) is the final test that students do after receiving the learning and after the learning

media is taught. This test aims to see the extent of the success of the learning and the media used by looking at the differences between the initial and final tests. The scoring technique for processing test results is scoring. Scoring is the process of producing numbers from the answers to the test questions that have been done. Next, the numbers will be converted into values with certain stages by comparing the results of student work with the criteria that have been prepared in the form of figures of speech, stanzas, and poetry themes, each of which is developed into three indicators by paying attention to the minimum number of figures of speech that must be present, the minimum number of stanzas that must be present, and relevance to the predetermined theme. Each indicator is given a score with a total score varying, namely a maximum of 40 points for the figure of speech criteria, a maximum of 30 points for the stanza criteria, and a maximum of 30 points for the poetry theme criteria. Then the test results for each student are determined by the Student Absorption Capacity (DSS), the average class value, and the Classical Absorption Capacity (DSK) in the form of a percentage of students' overall mastery of poetry writing skills. To answer the hypothesis, an analysis technique using SPSS is used with the data normality test stage, the results are continued with a hypothesis test through the Wilcoxon test (because the data is not normally distributed) and ends with the N-Gain Score test to see the N-Gain value and the level of effectiveness of the model and media used in learning to write romantic poetry.

A closed-ended questionnaire was used to collect data assessing students' responses to poetry writing, utilizing scrambled text as a project-based learning medium. The questionnaire consisted of statements that students had to choose from based on their preferences. The criteria measured in the questionnaire relate to two aspects: student responses to the PBL learning model and student responses to the scrambled text learning medium. Positive statements received a score of 4 (SS), 3 (S), 2 (TS), and 1 (STS), and negative state-

ments received a score of 1 (SS), 2 (S), 3 (TS), and 4 (STS). The scores were then calculated, and the frequency of responses was determined. This ultimately determined the percentage of student responses to each of these two aspects, yielding the overall rate of student responses to the poetry writing learning process using the model and medium. The questionnaire was analyzed to determine the rate of student responses using the formula $P = f/n \times 100\%$, where P = percentage; f = frequency; n = ideal score/highest score, the result multiplied by 100%.

RESULT

This section will present the findings of the study, which examines the improvement in students' ability to write romantic poetry and the responses of tenth-grade students at SMAN 1 Cianjur to learning to write romantic poetry using scrambled text media based on project-based learning.

1. Pretest Results Findings

This study was conducted in 35 students in grade X-8 of SMA Negeri 1 Cianjur. In the first meeting, the researcher administered a pretest to assess students' romantic poetry writing skills before using scrambled text media and the PJBL model.

Of the 35 students who completed the pretest, There are three assessment aspects: figurative language (figure of speech) with a maximum score of 40, theme (highest score of 30), and stanza (highest score of 30). Student scores varied, with the lowest score being 50 and the highest being 80, with an average of 73. The total score obtained was 2,580 with a Classical Absorption Capacity (CAC) of 60%. This means that out of 35 students, 21 students have achieved minimal mastery and can be declared complete in the teaching material on writing romantic poetry, but still need further improvement in the posttest. These findings indicate that students have difficulties or inability to write romantic poetry. To visually understand these findings, the following graph illustrates this.

Table 1
 Descriptive Statistics of Pretest Results

	Values
N	35
Minimum	50
Maximum	70
Mean	73,71
Std. Deviation	8,774

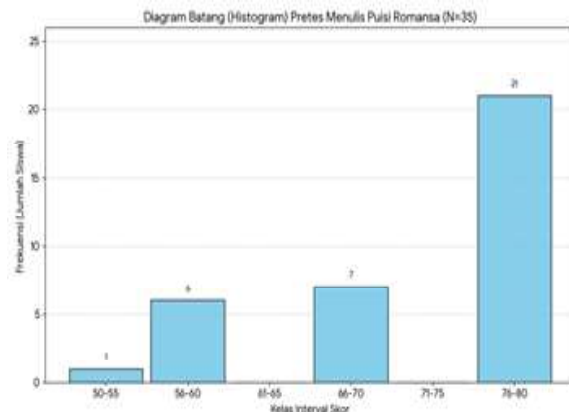


Figure 1
 Descriptive Statistics Diagram of Pretest Results

The bar chart above visualizes the distribution of pretest scores for writing romantic poetry before using media from 35 students in grade X-8 of SMA Negeri 1 Cianjur. The chart shows a highly negatively skewed distribution, meaning that most students scored high. The majority of students (21 students, or approximately 60%) were in the highest score interval (76-80). There were two score gaps (61-65 and 71-75 intervals) where no students were present, indicating discontinuity in the test results.

Based on the results of the classical absorption power, it can be described that the CAC from the initial test (pretest) is 60%, which means that out of 35 students, 21 students have achieved the minimum completion criteria and can be declared to have completed their learning in the teaching material on writing romantic poetry and still need to be improved in the posttest.

2. Post-test Findings

In the second meeting, a final post-test was administered to students. This final test aimed to determine students' romantic poetry writing skills after learning poetry using scrambled text based on PjBL. This post-test was administered to the same sample as the pre-test: class X-8 of SMAN 1 Cianjur, with 35 students.

Tabel 2
 Descriptive Statistics of Post-test Results

	Values
N	35
Minimum	70
Maximum	100
Mean	96,57
Std. Deviation	8,023

There 35 students took the post-test, or final test, on writing romantic poetry using scrambled text based on project-based learning. Three assessment aspects were assessed: figurative language, theme, and stanza. Student scores varied widely, with a lowest score of 70, a highest score of 100, and an average score of 96. The overall score was 3,380, with a Classical Absorption Capacity (CAC) of 94%.

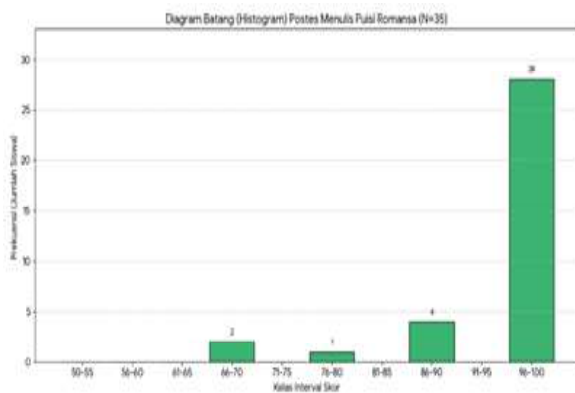


Figure 2
 Descriptive Statistics Diagram of Posttest Results

The bar chart above visualizes the distribution of posttest scores. This chart shows a very significant increase in scores compared to the pre-

test (when compared to the previous data). The distribution of posttest scores is highly negatively skewed and highly concentrated in the highest interval. A total of 28 students (80% of the total) managed to achieve the highest score in the 96-100 interval. There were several low scores, namely 2 students in the 66-70 interval and 1 student in the 76-80 interval. There are many gaps in scores (frequency 0), indicating that only a small number of students scored between 65 and 95.

Based on the results of the classical absorption capacity, the DSK for this initial test was 94%. This means that out of 35 students, 33, or almost all, had achieved minimal mastery and could be considered to have completed the romantic poetry writing course with a very good level of proficiency.

Compared to the results of the initial test, this final test clearly showed a significant improvement in students' poetry writing skills, indicating that students no longer had difficulty writing romantic poetry.

The next step is to implement scrambled text in free-themed poetry writing, prose and drama, or language learning to create enjoyable learning activities and enhance student creativity, thereby achieving the stated learning objectives.

The pretest and posttest data have different ranges of scores for the ability to write romantic poetry (pretest: 50-80 while posttest: 66-100). The double diagram is shown below.

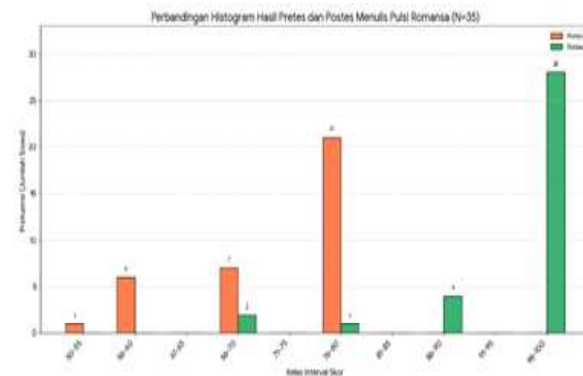


Figure 2
 Comparison of Pretest and Posttest data on Writing romantic Poetry



Comparison between Pretest and Posttest Results

The following is a visualization comparing pretest and posttest results showing significant improvements in student scores after the intervention (learning/treatment). **Pretest Score Concentration:** Before the intervention, student scores were distributed in the lower to middle range. The highest frequency peak (21 students) was in the 76-80 range, which was the highest possible score achieved on the pretest. **Posttest Score Shift:** After the intervention, the entire distribution shifted to the right (higher scores). The highest frequency peak moved significantly to the 96-100 range, with 28 students achieving scores in this range. **Evidence of Increase:** The frequency in the low to middle range of scores on the pretest (50-70) almost completely disappeared on the posttest, indicating that students previously in the 50-70 and 76-80 ranges had moved to the higher ranges (86-90 and 96-100).

Table 3
 Comparison between Pretest and Posttest Results

	Pretest	Post-test
N	35	35
Minimum	50	70
Maximum	70	100
Mean	73,71	96,57
Std. Deviation	8,774	8,023

Based on the table above, it can be concluded that the two scores differ. The average pretest score was 73, while the average posttest score was 96. The difference can also be seen in the highest score on the pretest, which was 80, while the final test score was 100.

These results were obtained because the students' pretest and final tests were different: the pretest without treatment and the final test with treatment, which used scrambled text media and the project-based learning model. The impact of this difference is that students' abilities have improved. The next step is to review the results of the data normality test.

Data Normality Test

After determining the average value for each variable, the next step is to test the data for normality. This test uses the Shapiro-Wilk test because the sample size is <50 , with a significance level of 0.05. The test criteria for normal data are if the significance value is $= 0.05$.

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,363	35	0,055	0,721	35	0,000
Post-test	0,465	35	0,053	0,491	35	0,000

Figure 3
 Data Normality Test

Based on the table above, the results of the data normality test can be seen from the Shapiro-Wilk test for students' romantic poetry writing skills using scrambled text media based on project-based learning. This is based on the results of the data normality test, where the pretest results obtained a significance value of $0.000 = 0.05$ and a posttest significance value of $0.000 = 0.05$, so it can be concluded that the data came from a population that was not normally distributed. This theory is explained in the journal (R. K. Dewi & Wardani, 2020) that data can be declared normally distributed if the significance value is > 0.05 , whereas if the significance value is < 0.05 , the data is not normally distributed.

Because the data in this study were not normally distributed, the next step was to conduct a non-parametric test of the hypothesis. In this study, the researchers used the Wilcoxon test because the data came from the same sample group. Hwang (in Rahmad, 2017) argues that nonparametric statistics are used when parametric statistics cannot be used. Therefore, nonparametric statistics are considered an alternative in solving problems when parametric statistics cannot be used.

Wilcoxon Test as a Hypothesis Test

The Wilcoxon test is used as an alternative to the paired sample t-test. The Wilcoxon test is used to test the difference in the means of two sets of data. Before conducting a hypothesis test, it is important to first understand the basis for the Wilcoxon test. The hypotheses in this article are as follows:

- Ha : Learning using scrambled text media based on Project-Based Learning can improve students' ability to write romantic poetry.
 H0 : Learning using scrambled text media based on Project-Based Learning cannot improve students' ability to write romantic poetry.

The following are the results of the Wilcoxon statistical test for the hypotheses.

Uji Wilcoxon

	N	Mean Rank	Sum of Ranks
Posttest -Negative Ranks 0 ^a		.00	.00
Pretest Positive Ranks 34 ^b		17.50	595.00
Ties 1 ^c			
Total	35		

- a. Posttest < Pretest
 b. Posttest > Pretest
 c. Posttest = Pretest

Figure 3
 Wilcoxon Result Test

Based on the table above, the Negative Rank, or negative difference between the pretest and posttest, is 0, along with the Mean Rank and Sum of Rank. This value of 0 indicates no decrease (reduction) from the pretest score to the posttest score. The Positive Rank, or positive difference (difference) between the pretest and posttest scores is 34 out of 35 students. This means that these 34 students showed an increase of 17.50, and the sum of the ranks is 595.00. There is one tie in this data, meaning that one student received the same score on both the pretest and posttest. This demonstrates an improvement after the treatment was administered on the posttest.

	Posttest - Pretest
Z	-5.202 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

Figure 5
 Wilcoxon Hypothesis Test

From the results of the Wilcoxon hypothesis test above, it can be concluded that the use of scrambled text media based on project-based learning can overcome the difficulty of writing romantic poetry in grade X-8 students at SMA Negeri 1 Cianjur. This is proven by the Asym.Sig. (2-tailed) value of 0.000 = 0.05. In short, H0 is rejected and Ha is accepted. Therefore, it can be concluded that there was an increase in the romantic poetry writing ability of grade X-8 students at SMA Negeri 1 Cianjur after using scrambled text media based on project-based learning. According to (Windi et al., 2022), effectiveness can be considered if the Asymp.Sig. (2-tailed) Wilcoxon test result is less than 0.05.

N-Gain Score Test

This test is used to assess the effectiveness of a media or method in improving students' romantic poetry writing ability using scrambled text media based on project-based learning.

The N-Gain score categories in percentage form can be seen in the table below.

	N	Mini mum	Maxi mum	Mean	Std. Deviation
N-Gain Skor	35	.00	1.00	.8805	.25916
N-Gain Persen	35	.00	100.00	88.0476	25.91617
Valid N (listwise)	35				

Figure 6
 N-Gain Test Results



Table-4
N-Gain Score Category

<u>NGain Vaues</u>	<u>Category</u>
$g > 0,7$	high
$0,3 \leq g \leq 0,7$	middle
$g < 0,3$	lower

Table-5
N-Gain Effectiveness Category

<u>Percent (%)</u>	<u>Interpretation</u>
≤ 40	very not effective
40-55	not effective
56-75	eEffective
≥ 76	very effective

Based on the table above, an N-Gain score of 0.8 is categorized as high, with an average value of 0.8805 (88%) categorized as effective. Based on the N-Gain interpretation, the 88% value falls into the effective category. It can be concluded that the use of scrambled text media based on project-based learning is effective in improving the romantic poetry writing skills of grade X-8 students at SMA Negeri 1 Cianjur.

Questionnaire Findings

Based on the questionnaire data, the overall frequency of negative student responses was 0 with an average of 0. The percentage of negative student responses was 0 with an average of 0. Furthermore, the overall percentage of positive student responses was 100% with an average of 100%. All sample members participated in the romantic poetry writing lesson using scrambled text media based on Project-Based Learning (PjBL). A positive attitude means that students enjoyed and enjoyed learning to write romantic poetry using scrambled text media based on project-based learning (PjBL).

DISCUSSION

1. Discussion of Test Findings

Based on the pretest findings, the average score was 73, with the lowest score being 50 and

the highest being 80, representing only 60% of the Classical Absorption Capacity. The school's Minimum Competency (KKM) was 80, with an average student score of 73, which is still below the KKM. In fact, the highest score achieved by students barely met the KKM, not exceeding it. "This is likely due to a lack of ideas, imagination, and writing ability, as well as the teacher's inadequate use of media and learning models, which makes writing romantic poetry difficult for students and leads to a lack of motivation to learn. In line with this, Hanifa & Ida (2023), in their article entitled "Improving Poetry Writing Skills with the LMS Application," stated that the factors contributing to students' failure to achieve poetry writing success are low student interest and motivation in poetry learning, as well as the underutilization of media.

The impact of these low scores is that the desired competency standards for poetry writing are not achieved. In line with this, Husain (Jannah et al., 2022), in his article entitled "Analysis of Difficulties in Writing Poetry Texts for Fourth Grade Students at SDN 1 Dasan Baru in the 2020/2021 Academic Year," states that students tend to avoid poetry writing lessons and consider it difficult, which leads to students' dislike and low poetry writing ability.

Further efforts can be made to increase students' motivation to write poetry, stimulate their imagination in sentence formation, and use relevant and enjoyable media. In line with this, Audie (2019) suggests in his article, "The Role of Learning Media in Improving Learning Outcomes," that the use of learning media can help increase student learning motivation. In addition to media use, learning models also play a crucial role in achieving learning outcomes, one of which is the Project-Based Learning model. In line with this, Yunia (in Chaniago & Febriana, 2024), in her article entitled "The Effect of the Project-Based Learning (PJBL) Model on the Motivation and Indonesian Language Learning Outcomes of Fifth-Grade Elementary School Students," states that the Project-Based Learning Model can increase creativity,

motivation, and enthusiasm for learning in students. Based on this opinion, it can be concluded that the PjBL model can enhance student creativity.

Based on the results of this post-test, an average score of 96 was obtained, with a maximum score of 100 and a minimum score of 70. The Classical Absorption Capacity (CS) was 94%, meaning 33 students scored equal to or above 80 (=80), the Minimum Minimum Competency (KKM) at the school where the study was conducted. This percentage of post-test scores is considered very good.

Compared to the results of the initial test (pre-test), the final test (post-test) clearly showed a significant difference, namely an increase in students' poetry writing skills. This indicates that students no longer have difficulty and are able to write romantic poetry.

This high score was achieved because students learned poetry writing using scrambled text and the project-based learning model. Scrambled text can enhance students' poetry writing skills by expanding their imagination, developing vocabulary and sentence structure, and facilitating their writing. As stated in a study (Rika Widianita, 2023b), in her article entitled "Application of the Scrambled Learning Model in Persuasive Text Writing Skills for VIII-Grade Students of SMP Islamiyah Ciputat in the 2022/2023 Academic Year," it concluded that there was a significant influence on the effectiveness of scrambled text in writing for VIII-2 grade students of SMP Islamiyah Ciputat.

The impact of this high score is increased student understanding, improved student abilities, and a perceived sense of successful learning, as well as the achievement of competencies or learning objectives. These impacts were achieved through the use of the project-based learning model. With PjBL, students became more active and creative. This aligns with (Adolph, 2016) in his article entitled "Difficulties in Learning to Write Poetry for Grade X Students of SMAN 2 Natar," which concluded that the results of this study indicate the influence of the project-based learning (PjBL) model on students' higher-order thinking skills in

writing poetry texts for Grade X students at SMAN 2 Tapung Hilir.

Future efforts include implementing scrambled text media and the project-based learning model in poetry writing lessons and other Indonesian language lessons to create enjoyable learning activities and enhance student creativity, ultimately leading to the achievement of learning competency standards.

2. Discussion of Questionnaire Findings

The questionnaire results are presented in three sections: student responses to the scrambled text media, student responses to the Project-Based Learning model, and overall student responses. In the questionnaire regarding learning media, all students responded positively, selecting "agree" and "strongly agree." None responded "disagree" or "strongly disagree." The number of statements is six, and they obtained a frequency of 600 with an average of 100% across all criteria. This perfect criterion was achieved because students felt helped by the scrambled text media in writing poetry; students also considered the scrambled text media fun and suitable for pairing with poetry writing learning. This is in line with (Wahyuni et al., 2022) in their article entitled "Application of the Scramble Learning Model to Editorial Text Writing Skills" concluded that based on the results of student responses to the application of the Scramble model in learning news texts for grade VII students at SMP Negeri 2 Seririt by teachers, the Scramble learning model is very interesting and helps students understand the news text material. Student responses to this method are very positive. In addition, students also like Indonesian lessons because they are easy to understand.

The total number of student responses regarding the project-based learning model was 800, comprising 8 questions, with an average of 100% meeting all criteria. This ideal criterion was achieved because students found the project-based learning model to be helpful. This model is suitable for pairing with poetry writing and scrambled text learning, and also makes learning more enjoyable by stimulating students' creativity. Susanti's thesis



(in Chaniago & Febriana, 2024), entitled "The Effect of the Project-Based Learning (PJBL) Model on the Motivation and Indonesian Language Learning Outcomes of Fifth Grade Elementary School Students," concluded that compared to conventional learning, the STEM (Science, Technology, Engineering, and Math) Integrated Project-Based Learning (PJBL) model is more effective in improving or stimulating students' adaptability, collaboration, and communication skills in groups.

The results of the responses above showed an average positive student response of 100%. This indicates a positive student response to learning to write romantic poetry using scrambled text, a project-based learning approach.

The impact of this positive student response is increased student ability, the successful implementation of scrambled text and project-based learning, and the beneficial impact of this PJBL learning model.

The next step is to apply scrambled text and the project-based learning model to other lessons or materials to support positive student responses and achieve active, creative, and enjoyable learning.

CONCLUSION

Based on the research and discussion conducted on the romantic poetry writing skills of 10th-grade students at SMA Negeri 1 Cianjur, scrambled text and the project-based learning model can improve students' romantic poetry writing skills. This is evidenced by the post-test results, which improved compared to the pre-test results. In the pre-test, the average student score was 73 with a classical absorption capacity (CS) of 60%. This suggests that students' abilities remain low. In the post-test, the average student score was 96 with a classical absorption capacity (CS) of 94%. The post-test results demonstrate that scrambled text and the project-based learning model can enhance students' skills in writing romantic poetry. In addition, a statistical test was conducted on the hypothesis by obtaining a significance value of $0.000 = 0.05$ in the Wilcoxon

test with the decision H_0 being rejected while H_a was accepted with an average in the N-Gain test of 88% in the effective category so that it can be concluded that the media and learning models used are effective in improving students' romantic poetry writing skills.

Based on the findings of the questionnaire regarding student responses to the media and models used in learning to write romantic poetry, it can be concluded that 35 students (100%) found the teaching and learning process very enjoyable. They felt helped in writing poetry using the media and models used. They were enthusiastic about the media and models used, indicating that the scrambled text media and project-based learning model were appropriate for use in learning to write romantic poetry.

ACKNOWLEDGMENTS

Thanks are due to all parties involved, who supported, and assisted in ensuring the successful and smooth implementation of this study. Special thanks go to the principal of SMAN 1 Cianjur, the teachers, and the students for their unwavering dedication. May this work be rewarded with the best reward from Almighty God.

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