

APPENDICES
Appendix 1 Attachment Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 2596/UN48.7.1/DT/2023

15 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SD Negeri 1 Banjar Jawa
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 Kadek Priska Ayu Widyawati
NIM	: 2012021005
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: The Application of Linguistic Landscape Technique Through Project Based Learning On 5th Grade Students' Vocabulary Mastery At Sd Negeri 1 Banjar Jawa

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,


Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



SURAT KETERANGAN
Nomor : 045.2/19//SDN1BRJW/2023

Yang bertanda tangan di bawah ini

Nama : Gusti Nyoman Reniasih, S.Pd. M.Si
NIP. : 19670321 199007 2 002
Jabatan : Kepala SDN 1 Banjar Jawa

Menerangkan bahwa :

Nama : Ni Kadek Priska Ayu Widyawati
Nim : 2012021005
Jurusan : Bahasa Asing
Fakultas : Bahasa dan Seni

Memang benar mahasiswa tersebut diatas telah melaksanakan Observasi , untuk melengkapi syarat-syarat mata kuliah **Skripsi** di SDN 1 Banjar Jawa.

Demikian Surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 4 Desember 2023
Kepala SD N 1 Banjar Jawa



Gusti Nyoman Reniasih, S.Pd. M.Si
NIP. 19670321 199007 2 002

Appendix 2 Sample of the Study

NO	NAMA SISWA
1	GEDE ANANDA SATYA DHARMA
2	GEDE DYON ARTA JAYA
3	GEDE RANGGA PANDI RAJASA
4	GUSTI NGURAH AGUNG ABHYPRAYA DEWANGGA
5	I DEWA AYU AIRA PRADNYA HARIYADI
6	I GEDE PANDYA PRAYATHA
7	I GUSTI AYU PUTRI SATYA NINGRUM
8	I KETUT KARISMA ADHYAKSA
9	I MADE SHINO ADI PERMANA
10	I NYOMAN ERWIN PRANATA SANGGING
11	I PUTU PUTRA DARMAYASA
12	IDA AYU KADE NADYA PUTRI WINANDA
13	KADEK GALANG PRATAMA
14	KADEK INDY MULYA ADRIANI
15	KADEK JUNA RADITYA SAPUTRA
16	KADEK MISCHEL JASMINE CHRISDIARTA
17	KADEK RICHESA CAHYANI PUTRI
18	KETUT BHADRA WISTARA
19	KETUT RENITA DEIRATIH
20	KETUT TRISNA NOVI WIDIASTARI
21	KOMANG AYU KARIDUHITA SAVITRI
22	KOMANG BAYU CHESAR MANTARA
23	KOMANG GEDE SURYA ADHI WIRAWAN
24	KOMANG KENSHO SURYA SINDIVA
25	KOMANG KRISNANDA SRI ANANTAWIJAYA
26	KOMANG TRIANA YUNITASARI
27	LUH ESHA SULASTRINI SARMA
28	LUH GEDE SAPHIRA SANJIWANI
29	NI LUH PUTU NADILA MEISYA PUTRI
30	MADE NARENDRA ANANDA PUTRA
31	NI KADEK CARISA FEBRIANA DEWI
32	NI PUTU SHAMITA ADI PUTRI
33	NYOMAN KENZIE YUARTA
34	NYOMAN YUANDA FEBRIYANTI PUTRI
35	PUTU INDRA ARIWIDIASA
36	PUTU JENNY VIONA ANGELIA PUTRI
37	PUTU NADYA BHAKTIVEDANTA
38	PUTU RAISA ARINDRA SWARI

Appendix 3 Lesson Plan

LESSON PLAN	
Meeting 1	
SDN 1 Banjar Jawa Subject: English Class/Semester: V B/1 Topic: "I Want An Ice Cream Cone" Lesson/Meeting: 2/1 Time Allocation: 2 x 35 Minutes Teaching Method : Project Based Learning <ul style="list-style-type: none"> • Determining question Teaching Technique: Linguistic Landscape	LESSON PLAN
Learning Objectives	
<ol style="list-style-type: none"> 1. Students are able to quantify foods and drinks using quantifying nouns 2. Students are able to make sentences using vocabulary of foods and drinks and their quantifying nouns. 	
Learning Activities	
Pre- activities	
<ol style="list-style-type: none"> 1. Teacher and students enter the classroom 2. Pray together and check students' attendance. 3. Teacher stimulate students by giving questions related to the "I Want An Ice Cream" <ul style="list-style-type: none"> • Who likes ice cream here? • Why do you like ice cream? 4. Teacher tell the learning topic and learning objectives. 	
Time	
10 minutes	
Core activities	
<ol style="list-style-type: none"> 1. Teacher engage students to watch YouTube video about "I Want An Ice Cream Cone" (quantifying nouns) 2. Teacher provide some picture about food and ask students to guess the quantifying nouns for each foods and drinks. 3. Teacher introduce Linguistic Landscape through picture 4. Teacher ask students to select an example of linguistic landscape in their surrounding as the first step of doing their project. 	
Time	
50 minutes	
Post-activities	
<ol style="list-style-type: none"> 1. Teacher gives the homework (make a simple 	
Time	
10 minutes	

<ul style="list-style-type: none"> Select a linguistic landscape 	sentences) for students related to the food and drink. 2. Teacher and students conclude the learning activities 3. Teacher does reflection, feedback, and closing the learning activities							
	Assesment							
	<table border="1"> <thead> <tr> <th>Knowledge</th> <th>Skills</th> <th>Assignment</th> </tr> </thead> <tbody> <tr> <td>Students answer the question about "I Want An Ice Cream Cone"</td> <td>Students' pronouciation</td> <td>Homework given</td> </tr> </tbody> </table>	Knowledge	Skills	Assignment	Students answer the question about "I Want An Ice Cream Cone"	Students' pronouciation	Homework given	
Knowledge	Skills	Assignment						
Students answer the question about "I Want An Ice Cream Cone"	Students' pronouciation	Homework given						

Knowing,

Singaraja, 29 Agustus 2023

English Teacher of SDN 1 Banjar Jawa

English Practices Students

Ni Made Intan Melina Kristy, S.Pd

Ni Kadek Priska Ayu Widyawati
NIM: 2012021005

Principal of SDN 1 Banjar Jawa

Gusti Nyoman Keniasih, S.Pd., M.Si
NIP. 196701211990072002

Meeting 2

SDN 1 Banjar		LESSON PLAN		
Jawa	Subject: English	Learning Objectives		
		<ol style="list-style-type: none"> 1. Students are able to quantify foods and drinks using quantifying nouns 2. Students are able to make sentences using vocabulary of foods and drinks and their quantifying nouns. 		
Class/Semester: V B/1	Topic: "I Want An Ice Cream Cone"	Learning Activities		
		Pre- activities	Time	
Lesson/Meeting: 2/2	Time Allocation: 2 x 35 Minutes	<ol style="list-style-type: none"> 1. Teacher and students enter the classroom 2. Pray together and check students' attendance. 3. Teacher brainstorms by discussing the material taught in previous meeting. 		10 minutes
		Core activities <ol style="list-style-type: none"> 1. Teacher engage students to discussing the previous assignment. 2. Teacher ask the students to write and present about the vocabularies that they get and understand in the example of linguistic landscape choosen. 3. Teacher continue the learning process by discussing a poster related to the foods and drinks. 4. Teacher ask students to make group that consist of 3-4 students 5. Teacher discusses with all groups about the design and schedule of their linguistic landscape project 		50 minutes
Teaching Method : Project Based Learning	<ul style="list-style-type: none"> • Design the project • Arrange the schedule 	Post-activities		10 minutes
Teaching Technique:		<ol style="list-style-type: none"> 1. Teacher gives the homework (make a simple sentences) for students related to the food and 		

Linguistic Landscape <ul style="list-style-type: none"> • Students write their new vocabularies • Tell their new vocabularies gotten from the example of LL chosen 	drink. 2. Teacher and students conclude the learning activities 3. Teacher does reflection, feedback, and closing the learning activities		
	Assesment		
	Knowledge	Skills	Assignment
Students answer the question about foods and drinks	Students' pronouciation	Homework given	

Knowing,

Singaraja, 29 Agustus2023

English Teacher of SDN 1 Banjar Jawa

English Practices Students




Ni Made Inan Melina Kristy, S.Pd

Ni Kadek Priska Ayu Widyawati
NIM: 2012021005

Principal of SDN 1 Banjar Jawa



Gusti Nyoman Reniasih, S.Pd., M.Si
NIP: 196703211990072002

Meeting 3

SDN 1 Banjar		LESSON PLAN		
Jawa	Subject: English	Learning Objectives		
		<ol style="list-style-type: none"> 1. Students are able to quantify foods and drinks using quantifying nouns 2. Students are able to make sentences using vocabulary of foods and drinks and their quantifying nouns. 		
Class/Semester: V B/1	Topic: "I Want An Ice Cream Cone"	Learning Activities		Time
		Pre- activities		10 minutes
Lesson/Meeting: 2/3	Time Allocation: 2 x 35 Minutes	<ol style="list-style-type: none"> 1. Teacher and students enter the classroom 2. Pray together and check students' attendance. 3. Teacher brainstorms by discussing the material taught in previous meeting. 		
		Core activities		50 minutes
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape	<ol style="list-style-type: none"> 1. Teacher engage students to discussing the previous assignment. 2. Teacher continue the learning process by discussing about food and drink. 3. Teacher monitor the students' process of doing the project and giving any suggestions if needed. 		
		Post-activities		10 minutes
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape	<ol style="list-style-type: none"> 4. Teacher gives a homework (making a simple sentences) for students related to the foods and drinks 5. Teacher and students conclude the learning activities 6. Teacher does reflection, feedback, and closing the learning activities 		
		Assesment		
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape	Knowledge	Skills	Assignment
		Students answer the question about food and	Students' pronouciation	Homework given
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape	<ul style="list-style-type: none"> • Start doing their LL project 		

	drinks		
--	--------	--	--

Knowing,

Singaraja, 20 Agustus 2023

English Teacher of SDN 1 Banjar Jawa

English Practices Students



Ni Made Intan Melina Kristy, S.Pd



Ni Kadek Priska Ayu Widyawati
NIM: 2012021005

Principal of SDN 1 Banjar Jawa



Gusti Nyoman Reniasih, S.Pd., M.Si
NIP. 196703211990072002

Meeting 4

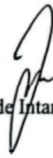
SDN 1 Banjar		LESSON PLAN	
Jawa Subject: English Class/Semester: V B/1 Topic: "How much is it?" Lesson/Meeting: 3/4 Time Allocation: 2 x 35 Minutes Teaching Method : Project Based Learning <ul style="list-style-type: none"> Monitoring Teaching Technique: Linguistic Landscape <ul style="list-style-type: none"> Revising their LL project 		Learning Objectives	
		<ol style="list-style-type: none"> Students are able to use words about foods and drinks related to price Students are able to tell prices of food and drinks. Students are able to make sentences to tell prices of foods and drinks Students are able to create poster about a restaurant menu 	
		Learning Activities	Time
		Pre- activities	10 minutes
		<ol style="list-style-type: none"> Teacher and students enter the classroom Pray together and check students' attendance. Teacher ask a question to the students <ul style="list-style-type: none"> Have you ever bought foods or drinks? How do you ask the prices? Teacher tell the material and learning objectives. 	
		Core activities	50 minutes
		<ol style="list-style-type: none"> Teacher engage students to discussing the previous assignment. Teacher continue the learning process by engage students to watch YouTube video about "how much is it?" Teacher ask students to sit with their groups and continue their project and adding vocabulary about food and drink prices. Teacher monitor the students' process of doing the project and giving any suggestions if needed. Teacher continue the learning process by giving the students an interesting game related to the foods and drinks 	

	Post-activities		10 minutes
	<ol style="list-style-type: none"> 1. Teacher gives a homework related to the foods and drinks prices 2. Teacher and students conclude the learning activities 3. Teacher does reflection, feedback, and closing the learning activities 		
	Assesment		
	Knowledge	Skills	Assignment
Students answer the question about "how much is it?"	Students' pronouciation	Homework given	

Knowing,

English Teacher of SDN 1 Banjar Jawa

Ni Made Intan Melina Kristy, S.Pd



Singaraja, 29 Agustus 2023

English Practices Students

Ni Kadek Priska Ayu Widyawati

NIM: 2012021005



Principal of SDN 1 Banjar Jawa



Gusti Nyoman Reniasih, S.Pd., M.Si
NIP: 1967032 1990072002

Meeting 5

SDN 1 Banjar		LESSON PLAN	
Jawa	Subject: English	Learning Objectives	
		<ol style="list-style-type: none"> 1. Students are able to use words about foods and drinks related to price 2. Students are able to tell prices of food and drinks. 3. Students are able to make sentences to tell prices of foods and drinks 4. Students are able to create poster about a restaurant menu 	
Class/Semester: V B/1	Topic: "how much is it?"	Learning Activities	
		Pre- activities	Time
Lesson/Meeting: 3/5	Time Allocation: 2 x 35 Minutes	<ol style="list-style-type: none"> 1. Teacher and students enter the classroom 2. Pray together and check students' attendance. 3. Teacher brainstorms by discussing the material taught in previous meeting. 	10 minutes
		Core activities <ol style="list-style-type: none"> 1. Teacher engage students to discussing the previous assignment. 2. Teacher ask students to sit with their groups and finalize their project 3. Teacher monitor the students' process of doing the project and giving any suggestions if needed 4. Teacher continue the learning process by giving an interesting quiz related to the foods and drinks prices 5. Teacher ask students to collect their project to assessed by the teacher 6. Teacher brief the students to do a presentation about their project in the next meeting 	50 minutes
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape	Post-activities	
<ul style="list-style-type: none"> • Monitoring • Assessing the outcome 		<ol style="list-style-type: none"> 5. Teacher gives a homework to the students related to the foods and drinks prices 6. Teacher and students conclude the learning 	10 minutes
Teaching Method : Project Based Learning	Teaching Technique: Linguistic Landscape		
<ul style="list-style-type: none"> • Finalize the LL project 			

Meeting 6

SDN 1 Banjar		LESSON PLAN	
Jawa Subject: English Class/Semester: V B/1 Topic: "how much is it?" Lesson/Meeting: 3/6 Time Allocation: 2 x 35 Minutes Teaching Method : Project Based Learning <ul style="list-style-type: none"> Monitoring Evaluating the experiment Teaching Technique: Linguistic Landscape <ul style="list-style-type: none"> Students 		Learning Objectives	
		<ol style="list-style-type: none"> Students are able to use words about foods and drinks related to price Students are able to tell prices of food and drinks. Students are able to make sentences to tell prices of foods and drinks Students are able to create poster about a restaurant menu 	
		Learning Activities	Time
		Pre- activities	10 minutes
		<ol style="list-style-type: none"> Teacher and students enter the classroom Pray together and check students' attendance. Teacher brainstorms by discussing the material taught in previous meeting. 	
		Core activities	50 minutes
		<ol style="list-style-type: none"> Teacher engage students to discussing the previous assignment. Teacher ask students to sit with their groups and prepare their presentation Teacher ask students to do the presentation of each groups Teacher allows students to give comments and questions to their friends presentation 	
		Post-activities	10 minutes
		<ol style="list-style-type: none"> Teacher give the evaluation about the process until the result of the project Teacher and students conclude the learning activities does reflection, feedback, and closing the learning activities 	
		Assesment	

presenting the LL project	Knowledge	Skills	Assignment
<ul style="list-style-type: none"> Teacher give feedback 	Students answer the question from their friends.	Students' pronouciation	Project result

Knowing,

English Teacher of SDN 1 Banjar Jawa

Ni Made Injan Melina Kristy, S.Pd

Singaraja, ~~29~~ Agustus2023

English Practices Students

Ni Kadek Priska Ayu Widyawati

NIM: 2012021005

Principal of SDN 1 Banjar Jawa

Gusti Nyoman Reniasih, S.Pd., M.Si
NIP: 196703211990072002

Appendix 4 Expert Judgement
Pre-test and Post-test judgment 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	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		

Singaraja, 25 Agustus 2023



Prof.Dr. Ni Nyoman Padmadewi, M.A
NIP. 196202021988032001



Pre-test and Post-test 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	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		

Singaraja, 25 Agustus 2023



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

NIP. 196407141988102001



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

Appendix 5. Validity and Reliability Instrument

A. Pre-test and Post test

Blueprint Pre-test and Post-test

Variable	Indicators	Question Types	Number of Item	Total Item
<p>Students' vocabulary mastery at SD Negeri 1 Banjar Jawa</p> <p>According to Vitasmoro in 2019, Vocabulary mastery involves understanding the meaning of words, the ability to associate words with relevant concepts or objects, and skills in using these words in conversation, reading, writing, and listening (Vitasmoro et al., 2019). Vocabulary is the words of everything in a language that must be mastered to be able to master the language and use that in communication.</p>	Identifying the meaning of words related to the food and drink and use it to complete the sentences	Multiple choice and fill in the blank	1, 2, 3, 4, 5, 6, 7, 8, 9, 10.	10

Post Test Students' Vocabulary Mastery (Linguistic Landscape)

Read the questions and choose an appropriate answer below! (*Bacalah soal dengan teliti kemudian pilihlah jawaban yang paling tepat di bawah ini!*)

1. Please choose the correct sentence based on the picture!

- a. A cup of ice cream
- b. A bowl of cream cream
- c. A scoop of ice cream



d. A piece of ice cream

2. Please choose the correct sentence based on the picture!

- a. A cup of coffee
- b. A cone of coffee
- c. A scoop of coffee
- d. A glass of coffee



3. Please choose the correct sentence based on the picture!

- a. A piece of grilled sausage
- b. A plate of grilled sausage
- c. A grain of grilled sausage
- d. A plate of grilled sausage



4. Please choose the correct sentence based on the picture!

- a. A piece of cake
- b. A slice of cake
- c. A plate of cake
- d. A grain of cake



5. Can you name this picture?

- a. Passion fruit
- b. Tamarind
- c. Pomegranate
- d. Chasew



6. Can you name this picture?

- a. Passion fruit
- b. Tamarind
- c. Pomegranate
- d. Chasew



7. Can you name this picture?

- a. Passion fruit
- b. Pomegranate
- c. Pumpkins
- d. Turmeric



Read the following texts to answer the questions number 8-12!

Vina love eating (8)..... Every morning she always eat a hand of (9).....
 Usually, her mother also bring her lunch with a slice of (10)..... . She really like
 that because the taste is sweet and very watery. But her favourite fruits is
 avocado. She also love eating a spicy food, usually she breakfast with a (11)
 of spicy fried rice and a(12) of milk.

8. Choose the correct word to complete the teks above!

- a. Fruits
- b. Grape
- c. Milk
- d. Fried rice

9. Choose the correct word to complete the teks above!

- a. Cake
- b. Chese
- c. Banana
- d. Milk

10. Choose the correct word to complete the teks above!

- a. Banana
- b. Pizza
- c. Pomegranate
- d. Watermelon

11. Choose the correct word to complete the teks above!

- a. Bowl
- b. Plate
- c. Cone
- d. Piece

12. Choose the correct word to complete the teks above!

- a. Scoop
- b. Spoon
- c. Cone
- d. Glass



13. Choose the correct sentence based on the picture!

- a. It is one hundred thousand and ninety eight rupiah
- b. It is one hundred thousand and ninety eight thousand rupiah
- c. It is one hundred and ninety eight thousand rupiah
- d. It is one hundred thousand ninety eight rupiah



14. Choose the correct sentence based on the picture!

- a. It is one hundred and eighty five thousand rupiah
- b. It is one hundred and eight five thousand rupiah
- c. It is one hundred thousand and eight five thousand rupiah
- d. It is one hundred thousand and eighty five thousand rupiah



15. Ani: how much is the shoes? Is it one hundred thousand rupiah?

Ana: no, it is one hundred and fifty nine thousand rupiah.

How much is the shoes?

- a. Rp 100.000
- b. Rp 159.000
- c. Rp 110.000
- d. Rp 169.000

16. Please match the picture with the correct answer!



A F It is fifty thousand rupiah



B G It is five thousand rupiah



C H It is seven thousand rupiah



D I It is twenty five thousand rupiah



E J It is fifteen thousand rupiah

- a. A to I, B to F, C to J, and D to G
- b. A to I, B to F, C to F, and D to H
- c. A to I, B to F, C to J, and D to H
- d. A to I, B to F, C to G, and D to H

17. Please match the picture with the correct answer!

	A	F	It is ten thousand rupiah
Rp8000			
	B	G	It is sixty five thousand rupiah
Rp5000			
	C	H	It is ninety thousand rupiah
Rp10.000			
	D	I	It is eight thousand rupiah
Rp90.000			
	E	J	It is five thousand rupiah
Rp65.000			

- E to G, C to F, A to H, D to I, and B to J
- E to G, C to F, A to I, D to J, and B to H
- E to G, C to I, A to F, D to H, and B to J
- E to G, C to F, A to I, D to H, and B to J

18. Sinta goes to the stationery store and buy 3 pencils for Rp 5.000/pcs, an eraser for Rp 3.000/pcs, and 2 pens for Rp 6.000/pcs. How much is Sinta spend?
- Fourteen thousand rupiah
 - Eighteen thousand rupiah
 - Thirty thousand rupiah
 - Twenty thousand rupiah
19. Wisti has one thousand rupiah of money, she goes to the mall and buy a T-shirt for fifty thousand rupiah, she also buy a hat for sixteen thousand rupiah and socks for seven thousand rupiah. How much wisti have to pay?
- Rp 53.000
 - Rp 63.000
 - Rp 73.000
 - Rp 83.000
20. Wisti has one thousand rupiah of money, she goes to the mall and buy a T-shirt for fifty thousand rupiah, she also buy a hat for sixteen thousand rupiah and socks for seven thousand rupiah. How much should wisti get change?
- Rp 17.000
 - Rp 27.000
 - Rp 37.000
 - Rp 47.000

Post test students' vocabulary mastery (Linguistic Landscape)

Read the questions and choose an appropriate answer below! *(Bacalah soal dengan teliti kemudian pilihlah jawaban yang paling tepat di bawah ini!)*

1. Please choose the correct sentence based on the picture!

- a. A slice of martabak
- b. A piece of martabak
- c. Four slices of martabak
- d. Four pieces of martabak



2. Please choose the correct sentence based on the picture!

- a. A cone of ice cream
- b. A stick of ice cream
- c. Four cones of ice cream
- d. Four sticks of ice cream



3. Please choose the correct sentence based on the picture!

- a. A piece of chocolate
- b. A plate of chocolate
- c. A bowl of chocolate
- d. A bar of chocolate



4. Please choose the correct sentence based on the picture!

- a. A piece of cheese
- b. A slice of cheese
- c. A plate of cheese
- d. A grain of cheese



5. Can you name this picture?

- a. Passion fruit
- b. Pomegranate
- c. Mangosteen
- d. Snake fruit



6. Can you name this picture?

- a. Passion fruit
- b. Pomegranate



- c. Mangosteen
 - d. Snake fruit
7. Can you name this picture?
- a. Passion fruit
 - b. Pomegranate
 - c. Mangosteen
 - d. Snake fruit



Read the following texts to answer the questions number 8-12!

Tika love eating cheese. Every morning she always eat a (8) of bread with a (9) of cheese. Every weekend, she always goes to the market and buy 5 (10) of cheese. She loves to cook a cheese cake. Tika usually eat the cheese cake with a (11) tea with a (12) of sugar because she likes a sweet tea.

8. *Choose the correct word to complete the teks above!*
- a. *Slice*
 - b. *Piece*
 - c. *Loaf*
 - d. *Plate*
9. *Choose the correct word to complete the teks above!*
- a. *Slice*
 - b. *Piece*
 - c. *Loaf*
 - d. *Plate*
10. *Choose the correct word to complete the teks above!*
- a. *Slice*
 - b. *Piece*
 - c. *Loaf*
 - d. *Plate*
11. *Choose the correct word to complete the teks above!*
- a. *Bowl*

- b. *Cup*
- c. *Cone*
- d. *Glass*

12. Choose the correct word to complete the teks above!

- a. *Scoop*
- b. *Spoon*
- c. *Cone*
- d. *Glass*

13. Choose the correct sentence based on the picture!

- a. It is one hundred thousand and ninety eight rupiah
- b. It is one hundred thousand and ninety eight thousand rupiah
- c. It is one hundred and ninety eight thousand rupiah
- d. It is one hundred thousand ninety eight rupiah



14. Choose the correct sentence based on the picture!

- a. It is one hundred and eighty five thousand rupiah
- b. It is one hundred and eight five thousand rupiah
- c. It is one hundred thousand and eight five thousand rupiah
- d. It is one hundred thousand and eighty five thousand rupiah



15. Ani: how much is the bag? Is it one hundred and fifty thousand rupiah?

Ana: no, it is one hundred and fifty nine thousand rupiah.

How much is the shoes?

- a. Rp 100.000
- b. Rp 159.000
- c. Rp 150.000
- d. Rp 169.000

16. Please match the picture with the correct answer!



Rp25.000

A F It is fifty thousand rupiah



Rp50.000

B G It is five thousand rupiah



Rp15.000

C H It is seven thousand rupiah



D I It is twenty five thousand

- a. A to I, B to F, C to J, and D to G
- b. A to I, B to F, C to F, and D to H
- c. A to I, B to F, C to J, and D to H
- d. A to I, B to F, C to G, and D to H

17. Please match the picture with the correct answer!

	A	F	It is ten thousand rupiah
Rp8000			
	B	G	It is sixty five thousand rupiah
Rp5000			
	C	H	It is ninety thousand rupiah
Rp10.000			
	D	I	It is eight thousand rupiah
Rp90.000			
	E	J	It is five thousand rupiah
Rp65.000			

- E to G, C to F, A to H, D to I, and B to J
- E to G, C to F, A to I, D to J, and B to H
- E to G, C to I, A to F, D to H, and B to J
- E to G, C to F, A to I, D to H, and B to J

18. Sinta goes to the stationery store and buy 2 books for Rp 4.000/pcs, 2 ruler for Rp 2.000/pcs, and a pencil case for Rp 25.000/pcs. How much is Sinta spend?
- Fourteen thousand rupiah
 - Eighteen thousand rupiah
 - Thirty seven thousand rupiah
 - Twenty seven thousand rupiah
19. Wisti has two hundred thousand rupiah of money, she goes to the mall and buy a T-shirt for fifty five thousand rupiah, she also buy 2 hats for twenty thousand rupiah and socks for eight thousand rupiah. How much wisti have to pay?
- Rp 95.000
 - Rp 93.000
 - Rp 105.000
 - Rp 103.000
20. Wisti has two hundred thousand rupiah of money, she goes to the mall and buy a T-shirt for fifty five thousand rupiah, she also buy 2 hats for twenty thousand rupiah and socks for eight thousand rupiah. How much should wisti get change?
- Rp 67.000
 - Rp 77.000
 - Rp 87.000
 - Rp 97.000

B. Test Validity and Reliability

a. Content validity (Expert Judgement)

Judge II		Judge I	
		Relevant	Irrelevant
	Relevant	20	-
	Irrelevant	-	-

Content Validity Result

$$\text{Content Validity} = \frac{20}{0+0+0+20} = 1$$

The test validation used expert judges in order to assess the feasibility of the questions that used to screen students' score and it's analyzed using Gregory Formula because content validity is measured by expert judges. There were 20 relevant items had assessed by the expert judges. Then the result was tested by using the Gregory's formula. After being tested using Gregory's formula, the results showed that 20 items are relevant, therefore the content validity is 1 which is very high.

b. Test Reliability

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	1,000	,000	4,472	,000
N of Valid Cases		20			

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement Kappa	1,000	,000	4,472	,000
N of Valid Cases	20			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

After being tested using Cohen's Kappa, the result shows that the value is 1.000 which is higher than 0.90, therefore it can be conclude that the test is reliable.

Blueprint Questionnaire

Variable	Dimensions	Indicators	Number of Items	Total items
Teacher perception to the linguistic landscape technique trough project-based learning method implementati on on students' vocabulary mastery	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 linguistic landscape techniques through project-based learning can improve students' vocabulary mastery Teacher believe that the learning process using the Linguistic landscape Technique through Project-Based Learning is a technique that 	1,2	2

		represents authentic and meaningful learning to improve students' vocabulary mastery		
	Physical factor , teacher can see the product of the students so they can determine the objective answer	<ul style="list-style-type: none"> Teacher believe that the resulting of linguistic landscape products help students improve vocabulary mastery 	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 linguistic landscape technique through project-based learning improves the child's ability to associate vocabulary with relevant objects Teacher feel that children are motivated in learning English by using the linguistic landscape 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 vocabulary mastery indicators theory used so that the teacher can provide relevant answers.</p>	<ul style="list-style-type: none"> • Teacher believe that the linguistic landscape technique through Project-Based Learning is a suitable technique for young learners to improve vocabulary mastery 	6	1
	<p>Social and cultural context, the teacher already knows the condition of the school environment, so after applying the linguistic landscape technique, the teacher will know the changes that occur in the learning environment which are closely related to students' vocabulary mastery.</p>	<ul style="list-style-type: none"> • Teacher believe that the linguistic landscape technique through project-based learning is a suitable technique to be implemented in private elementary schools 	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 linguistic landscape through Project-Based Learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, 	8,9	2

		<p>reading, writing, and listening</p> <ul style="list-style-type: none"> • Teacher hopes that the linguistic landscape through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery 		
	<p>Teacher personal opinion about the Linguistic landscape technique through project-based learning method implementation on students' vocabulary mastery</p>	<ul style="list-style-type: none"> • Teacher give a good feedback related to the Linguistic landscape technique through project-based learning method implementation on students' vocabulary mastery 	10	1

Questionnaire

Respondent's Details:

Name :

Phone Number:

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

Variable	Questions	5	4	3	2	1
Experience	<ol style="list-style-type: none"> 1. I think linguistic landscape technique enhances students' vocabulary mastery. 2. I think using authentic techniques like linguistic landscape positively impacts 					

	students' learning experience.					
Physical factor	3. I believe that the result of the linguistic landscape project gives positive impact for students' vocabulary mastery					
Emotional factor	4. I feel that the linguistic landscape through Project-Based Learning affect the students ability to associate vocabulary with relevant object 5. I feel that students are motivated in learning English by using the linguistic landscape through Project-Based Learning					
Cognitive	6. I believe that the linguistic landscape through Project-Based Learning is a suitable technique for young learners					
Social and cultural context	7. I believe that linguistic landscape through Project-Based Learning is a suitable technique to be implemented in state elementary school					
Cognitive biases	8. I hope that linguistic landscape through Project-Based Learning gives positive impact for students ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening. 9. I hope that the linguistic landscape through Project-Based Learning will reapplied in the future to improve students' vocabulary mastery					
Teacher personal opinion	10. In your opinion, are there any questions that have not been asked in this questionnaire? if there is, please write below then give your feedback.					

C. Questionnaire Validity and Reliability

a. Content Validity

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

Questionnaire Validity Result

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

After being tested using the Gregory formula, the results showed that all items were relevant and content validity was 1. This means that the content validity is very high. This material is also suitable for testing with English teachers at SD Negeri 1 Banjar Jawa.

Symmetric Measures

	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	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.

b. Questionnaire Reliability

After being tested using Cohen's Kappa, the result shows that the value is 1.000 which is higher than 0.90, therefore it can be conclude that the questionnaire is reliable.

Blueprint Interview

Variable	Dimensions	Indicators	Number of Items	Total items
Teacher perception to the linguistic landscape technique through project-based learning	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 linguistic landscape techniques through project-based 	1,2	2

<p>method implementation on students' vocabulary mastery</p>		<p>learning can improve students' vocabulary mastery</p> <ul style="list-style-type: none"> • Teacher believe that the learning process using the Linguistic landscape Technique through Project-Based Learning is a technique that represents authentic and meaningful learning to improve students' vocabulary mastery 		
	<p>Physical factor, teacher can see the product of the students so they can determine the objective answer</p>	<ul style="list-style-type: none"> • Teacher believe that the resulting of linguistic landscape products help students improve vocabulary mastery 	3	1
	<p>Emotional factor, the researcher will make sure the readiness of the teacher to answer the questionnaire</p>	<ul style="list-style-type: none"> • Teacher feel that the linguistic landscape technique through project-based learning improves the child's ability to associate vocabulary 	4,5	2

		<p>with relevant objects</p> <ul style="list-style-type: none"> • Teacher feel that children are motivated in learning English by using the linguistic landscape 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 vocabulary mastery indicators theory used so that the teacher can provide relevant answers.</p>	<ul style="list-style-type: none"> • Teacher believe that the linguistic landscape technique through Project-Based Learning is a suitable technique for young learners to improve vocabulary mastery 	6	1
	<p>Social and cultural context, the teacher already knows the condition of the school environment, so after applying the linguistic landscape technique, the teacher will know the changes that occur in the learning environment which are closely related to students' vocabulary mastery.</p>	<ul style="list-style-type: none"> • Teacher believe that the linguistic landscape technique through project- based learning is a suitable technique to be implemented in private elementary schools 	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 linguistic landscape through Project-Based Learning technique can improve students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening • Teacher hopes that the linguistic landscape through project-based learning technique will be reapplied in the future to improve students' vocabulary mastery 	8,9	2
	<p>Teacher personal opinion about the Linguistic landscape technique through project-based learning method implementation on students' vocabulary mastery</p>	<ul style="list-style-type: none"> • Teacher give a good feedback related to the Linguistic landscape technique through project-based learning method implementation on students' vocabulary mastery 	10	1

Interview Guide

Respondent's Details:

Name :

Phone Number:

Variable	Questions
Experience	<ol style="list-style-type: none"> 1. Do you think that linguistic landscape technique enhances students' vocabulary mastery. 2. Do you think using authentic techniques like linguistic landscape positively impacts students' learning experience.
Physical factor	<ol style="list-style-type: none"> 3. Do you believe that the result of the linguistic landscape project gives positive impact for students' vocabulary mastery
Emotional factor	<ol style="list-style-type: none"> 4. Do you feel that the linguistic landscape through Project-Based Learning affect the students ability to associate vocabulary with relevant object 5. Do you feel that students are motivated in learning English by using the linguistic landscape through Project-Based Learning
Cognitive	<ol style="list-style-type: none"> 6. Do you believe that the linguistic landscape through Project-Based Learning is a suitable technique for young learners
Social and cultural context	<ol style="list-style-type: none"> 7. Do you believe that linguistic landscape through Project-Based Learning is a suitable technique to be implemented in state elementary school
Cognitive biases	<ol style="list-style-type: none"> 8. Do you hope that linguistic landscape through Project-Based Learning gives positive impact for students ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening. 9. Do you hope that the linguistic landscape through Project-Based Learning will reapplied in the future to improve students' vocabulary mastery
Teacher personal opinion	<ol style="list-style-type: none"> 10. In your opinion, are there any questions that have not been asked before? And please give your feedback.

Appendix 6 Result

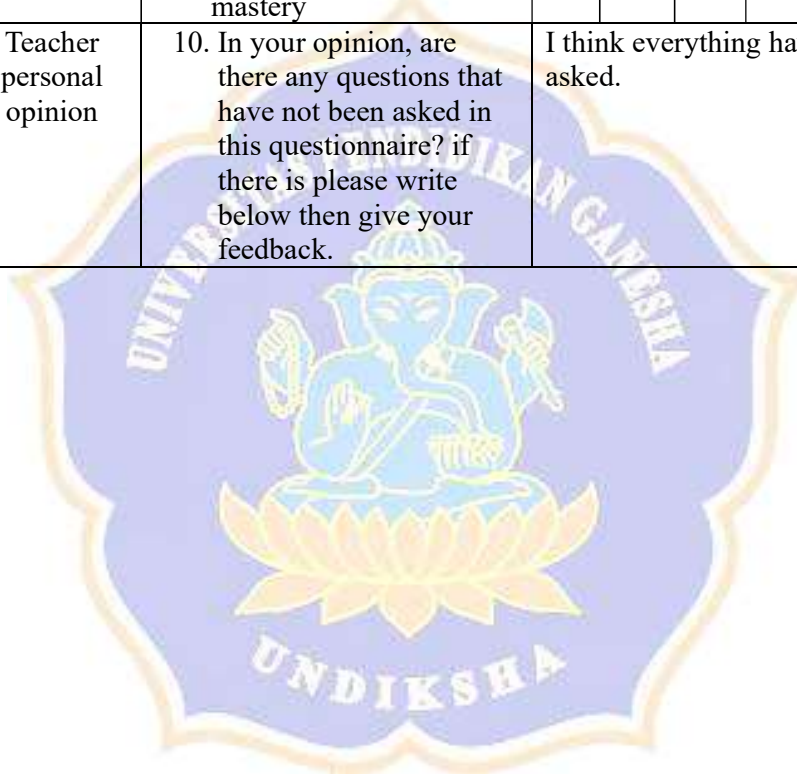
A. Pre-test and Post-test Result

No	Subject	Pre-test	Post-test
1.	Student 1	60	75
2.	Student 2	60	80
3.	Student 3	75	95
4.	Student 4	70	85
5.	Student 5	70	90
6.	Student 6	65	85
7.	Student 7	70	90
8.	Student 8	75	95
9.	Student 9	65	85
10.	Student 10	60	85
11.	Student 11	75	90
12.	Student 12	60	80
13.	Student 13	70	85
14.	Student 14	65	85
15.	Student 15	55	75
16.	Student 16	50	70
17.	Student 17	50	75
18.	Student 18	55	80
19.	Student 19	55	75
20.	Student 20	80	100
21.	Student 21	55	75
22.	Student 22	50	75
23.	Student 23	65	80
24.	Student 24	75	90
25.	Student 25	65	80
26.	Student 26	70	95
27.	Student 27	60	90
28.	Student 28	70	90
29.	Student 29	60	80
30.	Student 30	85	100
31.	Student 31	70	90
32.	Student 32	80	100
33.	Student 33	60	85
34.	Student 34	50	70
35.	Student 35	65	95
36.	Student 36	70	90
37.	Student 37	80	100
38.	Student 38	75	85

B. Questionnaire Result

Variable	Questions	5	4	3	2	1
Experience	<p>1. I think linguistic landscape technique enhances students' vocabulary mastery.</p> <p>2. I think using authentic techniques like linguistic landscape positively impacts students' learning experience.</p>		✓ ✓			
Physical factor	<p>3. I believe that the result of the linguistic landscape project gives positive impact for students' vocabulary mastery</p>		✓			
Emotional factor	<p>4. I feel that the linguistic landscape through project-based learning affect the students ability to associate vocabulary with relevant object</p> <p>5. I feel that students are motivated in learning English by using the linguistic landscape through project-based learning</p>		✓ ✓			
Cognitive	<p>6. I believe that the linguistic landscape through project-based learning is a suitable technique for young learners</p>	✓				
Social and cultural context	<p>7. I believe that linguistic landscape through project-based learning is a suitable technique to be implemented in state elementary school</p>	✓				
Cognitive biases	<p>8. I hope that linguistic landscape through project-based learning</p>	✓				

	<p>gives positive impact for students' ability to understand the meaning of vocabulary and using words in conversation, reading, writing, and listening.</p> <p>9. I hope that the linguistic landscape through project-based learning will be reapplied in the future to improve students' vocabulary mastery</p>	✓				
Teacher personal opinion	<p>10. In your opinion, are there any questions that have not been asked in this questionnaire? if there is please write below then give your feedback.</p>	I think everything have asked.				



Appendix 7 Data Analysis

A. Descriptive Statistic Analysis

		Statistics	
		Pre-test	Post-test
N	Valid	38	38
	Missing	0	0
Mean		65.53	85.53
Median		65.00	85.00
Mode		70.00	85.00
Std. Deviation		9.36	8.52
Variance		87.55	72.69
Range		35.00	30.00
Minimum		50.00	70.00
Maximum		85.00	100.00

B. Inferential Statistic

a. Normality Test

EXAMINE VARIABLES=Pretest Posttest
 /PLOT BOXPLOT STEMLEAF NPLOT
 /COMPARE GROUPS
 /STATISTICS DESCRIPTIVES
 /CINTERVAL 95
 /MISSING LISTWISE
 /NOTOTAL.

Explore

[DataSet0]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre test	38	100,0%	0	,0%	38	100,0%
Post test	38	100,0%	0	,0%	38	100,0%

Descriptives

		Statistic	Std. Error	
Pre test	Mean	65,5263	1,51790	
	95% Confidence Interval for Mean	Lower Bound	62,4507	
		Upper Bound	68,6019	
	5% Trimmed Mean	65,4386		
	Median	65,0000		
	Variance	87,553		
	Std. Deviation	9,35699		
	Minimum	50,00		
	Maximum	85,00		
	Range	35,00		
	Interquartile Range	11,25		
	Skewness	,022	,383	
	Kurtosis	-,742	,750	
	Post test	Mean	85,5263	1,38306
95% Confidence Interval for Mean		Lower Bound	82,7240	
		Upper Bound	88,3287	
5% Trimmed Mean		85,5848		
Median		85,0000		
Variance		72,688		
Std. Deviation		8,52575		
Minimum		70,00		
Maximum		100,00		
Range		30,00		
Interquartile Range		10,00		
Skewness		,034	,383	
Kurtosis		-,814	,750	

b. Homogeneity Test

ONEWAY Score BY Test
/STATISTICS HOMOGENEITY
/MISSING ANALYSIS.

Oneway

[DataSet0]

Test of Homogeneity of Variances

Students' Score

Levene Statistic	df1	df2	Sig.

Pre-test - Post-test	- 20,0000	4,19137	,67993	- 21,37767	- 18,62233	- 29,415	37	,000
----------------------	-----------	---------	--------	------------	------------	----------	----	------

d. Effect Size

Cohen's Effect Size

Effect size (d)	Level
0 – 0.2	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
> 1.00	Strong Effect

Effect Size Result

$$\begin{aligned} \text{Cohen's } d &= \frac{d}{Sd} \\ &= \frac{19,74}{4,18} \\ &= 4,72 \end{aligned}$$

d : the average of the differences between pre-test and post-test

Sd : the standard deviation of the differences between pre-test and post-test

Appendix 8 Dokumentation

Pre-test



Meeting 1



Meeting 2



Meeting 3



Meeting 4



Meeting 5



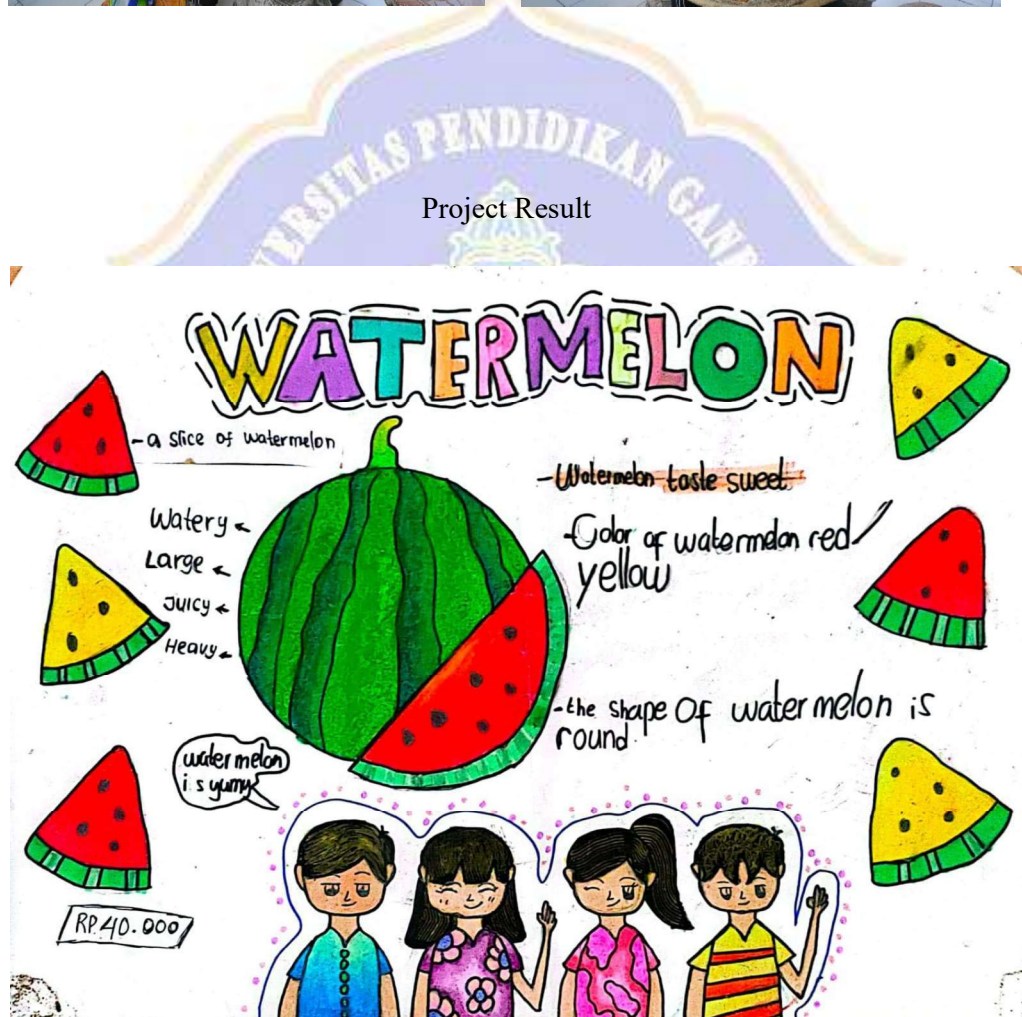
Meeting 6



Post-test



Giving Questionnaire and Interview

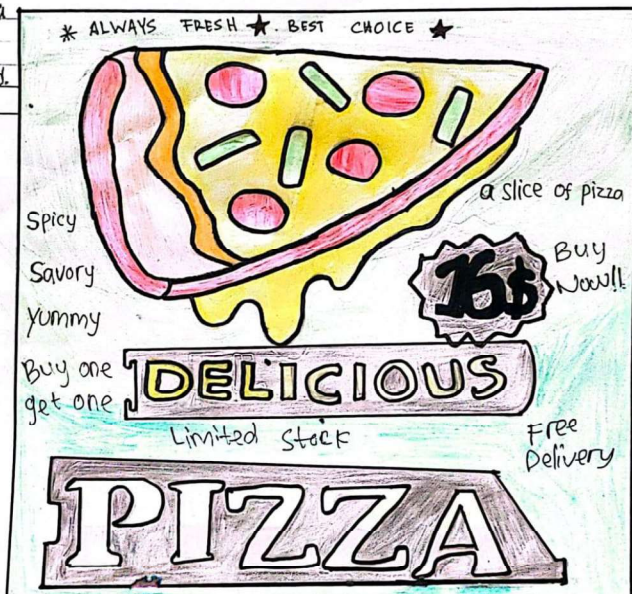




KELOMPOK: PIZZA DELICIOUS

GD. Guranda Styadharma


KD. Galang Pratama
kt. bhadrta wisnara
nyoman Kenzie yuarta
Zin asang abdul Pratik d.
Ib. Pandya Prayatha



Dipindai dengan CamScanner



KEMIPAK: ICE CREAM IS SWEET

The TASTE IS SWEET 

Delicious
Smooth
Creamy



My ice cream sweet 

THE COLOR OF ICE CREAM ARE PINK AND BLUE

a SCOOP OF ICE CREAM

orange

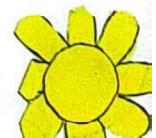
BUY NOW!

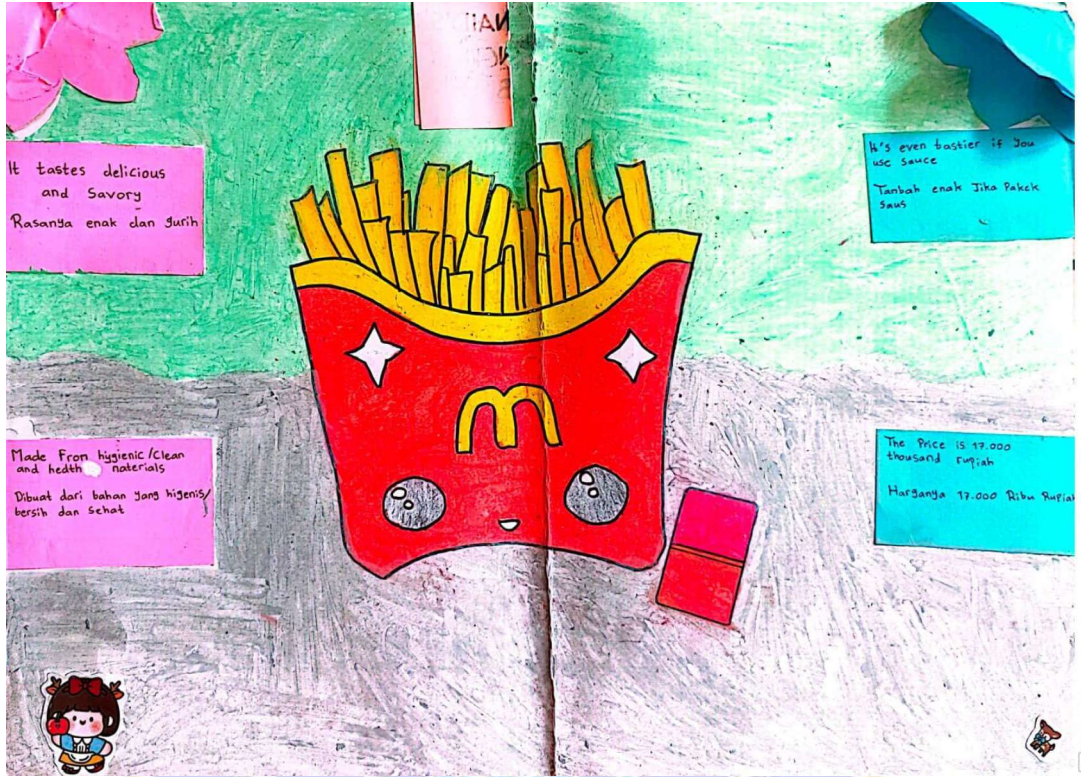
RP.14.000

ICE CREAM CONE

ICE Cream enjoy happy

Sweet of The Day





Riwayat Hidup



Ni Kadek Priska Ayu Widyawati lahir di desa Batukandik, Nusa Penida, Klungkung dari pasangan I Wayan Serman dan Ni Wayan Sunariati. Penulis berkebangsaan Indonesia dan beragama Hindu. Saat ini penulis tinggal di Batukandik, Nusa Penida, Klungkung. Penulis mengawali Pendidikan di jenjang Taman Kanak-kanak pada tahun 2007 dan lulus pada tahun 2008.

Melanjutkan ke jenjang Sekolah dasar pada tahun 2008 dan lulus pada tahun 2014. Kemudian penulis melanjutkan ke jenjang Sekolah Menengah Pertama pada tahun 2014 hingga lulus tahun 2017. Selanjutnya, penulis melanjutkan ke jenjang Sekolah Menengah Atas pada tahun 2017 hingga lulus pada tahun 2020.

Dalam pelaksanaan perkuliahan penulis di Universitas Pendidikan Ganesha, penulis memilih untuk mengikuti kegiatan organisasi yaitu menjadi pengurus Himpunan Mahasiswa Jurusan Bahasa Asing selama dua periode. Penulis berharap pengalaman tersebut mampu memberikan kontribusi terhadap bangsa Indonesia, salah satu kontribusi penulis adalah menyelesaikan karya tulis berjudul “The Application of Linguistic Landscape through Project Based-Learning on Students’ vocabulary Mastery at SD Negeri 1 Banjar Jawa”.

