

APPENDIX 1. Letter of Acceptance

1. Thesis Supervisor Approval Letter

THESIS SUPERVISOR APPROVAL LETTER

The undersigned below:

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

NIP 196202021988032001

and

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

NIP 96407141988102001

Confirm that we approve to guide the thesis submitted by:

Name : Madhu Sri Devi

NIM : 2012021034

Class : 7B

Thesis title : "The Application of Linguistic Landscape Technique

Through Project-Based Learning On 7th Grade Student's Writing Skills at

SMP PGRI 2 Denpasar"

1st Prospective supervisor,



Prof.Dr. Ni Nyoman Padmadewi, M.A

NIP. 196202021988032001

2nd Prospective supervisor



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

NIP. 196407141988102001

2. Research permission letter from Ganesha University of Education



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 : 2588/UN48.7.1/DT/2023

15 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP PGRI 2 Denpasar
 di Denpasar

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

| | |
|----------------|---|
| Nama | : Madhu Sri Devi |
| NIM | : 2012021034 |
| 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 7TH GRADE STUDENT'S WRITING SKILLS AT SMP PGRI 2 DENPASAR |

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

3. Research permission letter from SMP PGRI 2 Denpasar



YAYASAN PEMBINA LEMBAGA PENDIDIKA
PERSATUAN GURU REPUBLIK INDONESIA
PERWAKILAN KOTA DENPASAR

SMP PGRI 2 DENPASAR

STATUS : TERAKREDITASI " A "

Alamat : Jalan Meduri 45 Denpasar – Timur Tlp. (0361)226580
e-Mail: smppgri2dps@yahoo.co.id website: www.smppgri2denpasar.seh.id

27 Juli 2023

Nomor : 027/P.5/SMP PGRI 2 DPS/VII/2023

Lamp. :-

Prihal : **Ijin Penelitian**

Yang bertanda tangan di bawah ini :

| | |
|--------------|-------------------------------------|
| Nama | : Ayu Sri Wahyuni, S.Pd |
| NIP | :- |
| Pangkat/Gol. | :- |
| Jabatan | : Kepala SMP PGRI 2 Denpasar |
| Unit Kerja | : SMP PGRI 2 Denpasar |
| Alamat | : Jln. Meduri No. 45 Denpasar Timur |

Memberikan Ijin kepada :

| | |
|---------------|--|
| Nama | : Madhu Sri Devi |
| NIM | : 201202034 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Bahasa Dan Seni Univ. Pendidikan Ganesha |

Untuk mengadakan Observasi (mencari data Penyelesaian Proposal Penelitian Skripsi) pada SMP PGRI 2 Denpasar.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMP PGRI 2 Denpasar

Ayu Sri Wahyuni, S.Pd., M.Pd.

APPENDIX 2. Sample of Students

Sample of students (including those absent from each meeting)



YAYASAN PEMBINA LEMBAGA PENDIDIKAN
 PERSATUAN GURU REPUBLIK INDONESIA KOTA DENPASAR
SMP PGRI 2 DENPASAR
 STATUS : TERAKREDITASI "A"
 Alamat : Jalan Meduri 45 Denpasar Tlp. 226580
 e-Mail: smppgr2dps@yahoo.co.id Website: www.smppgr2denpasar.sch.id

KITIR SISWA
 TAHUN PELAJARAN : 2023 / 2024

KELAS : VII.A
 Wali Kelas : NI KETUT SRI SEPTIARININGSIH, S.Pd

| NO | NIS | NISN | NAMA SISWA | L/P | AGAMA | 17/9 | 18/9 | 22/9 | 23/9 | 10/10 |
|----|-------|------------|---------------------------------------|-----|----------|------|------|------|------|-------|
| 1 | 17444 | 0106798934 | Carrisa Anggie Amelia Putri | P | ISLAM | * | * | * | * | * |
| 2 | 17445 | 0098064721 | Diah Ayu Puspita Rani | P | ISLAM | * | * | * | * | * |
| 3 | 17446 | 0104548096 | I Gede Arta Burli Esa | L | HINDU | * | * | * | * | * |
| 4 | 17447 | 0109703712 | I Gede Deva Putra Muliarta | L | HINDU | * | * | * | * | * |
| 5 | 17448 | 0118589761 | I Gusli Ngurah Alby Pradana | L | HINDU | * | * | * | * | * |
| 6 | 17449 | 0101238149 | I Kadek Adi Dharmika | L | HINDU | * | * | * | * | Λ |
| 7 | 17450 | 0106367282 | I Kadek Bagus Danurnanda | L | HINDU | * | * | * | * | * |
| 8 | 17451 | 0115057587 | I Komang Aditya Syandana Putra | L | HINDU | * | * | * | * | * |
| 9 | 17452 | 010642896 | I Komang Agus Rangga Mahardika | L | HINDU | * | * | * | * | * |
| 10 | 17453 | 0111516272 | I Komang Poldi Laksmana Putra | L | HINDU | * | * | * | * | * |
| 11 | 17454 | 0093597692 | I Made Aryadi | L | HINDU | * | * | * | * | * |
| 12 | 17455 | 0114155547 | I Putu Dema Putra | L | HINDU | * | * | * | * | * |
| 13 | 17456 | 0108607873 | I Putu Hary Restu Radika | L | HINDU | * | * | * | * | * |
| 14 | 17457 | 0107791565 | Ida Bagus Mahautama Putra | L | HINDU | Λ | * | Λ | * | * |
| 15 | 17458 | 0118465688 | Judica Kristi Berahama | P | ROTESTAN | * | * | * | * | * |
| 16 | 17459 | 0104842834 | Kadek Adelia Renata Kaniaputri | P | HINDU | * | * | * | * | * |
| 17 | 17460 | 0101533324 | Kadek Amale Widana Saputra | L | HINDU | * | * | * | * | * |
| 18 | 17461 | 0109895473 | Kadek Deva Cahyana | L | HINDU | * | * | * | * | * |
| 19 | 17462 | 0114175953 | Kadek Dwitya Ewa Pradevha | L | HINDU | * | * | * | * | * |
| 20 | 17463 | 0102360349 | Kadek Satriana | L | HINDU | * | Λ | * | * | * |
| 21 | 17464 | 0119562236 | Ketut Axa Satya Putra | L | HINDU | * | * | * | * | * |
| 22 | 17465 | 0111857564 | Khalisa Naura Amanda | P | ISLAM | * | * | * | * | * |
| 23 | 17466 | 0116127814 | Komang Bagus Aprilia Putra Wania | L | HINDU | * | * | * | * | * |
| 24 | 17467 | 0106767492 | Luh Putu Kartika Satya Putri | P | HINDU | * | S | * | * | * |
| 25 | 17468 | 0111546402 | Made Davin Pratama Wibawa | L | HINDU | * | S | S | * | * |
| 26 | 17469 | 0102968010 | Maurel Olivia | P | ISLAM | * | * | * | * | * |
| 27 | 17470 | 0108776672 | Nadia Risky Safa Indri | P | ISLAM | * | * | * | * | * |
| 28 | 17471 | 0113751488 | Ni Kadek Asya Kuman Samita | P | HINDU | * | * | * | * | * |
| 29 | 17472 | 0119016865 | Ni Kadek Somariani Putri | P | HINDU | * | * | * | * | * |
| 30 | 17473 | 0111819531 | Ni Kadek Winda Setyawati | P | HINDU | * | * | * | * | * |
| 31 | 17474 | 0112580979 | Ni Luh Putri Ayu Lina Utami | P | HINDU | * | * | * | * | * |
| 32 | 17475 | 0112596389 | Ni Luh Rayna Permata Sari | P | HINDU | * | * | * | * | * |
| 33 | 17476 | 0115840348 | Ni Putu Amelia Padma Sari | P | HINDU | * | * | * | * | * |
| 34 | 17477 | 0103073139 | Ni Putu Asih Novita Sari | P | HINDU | * | * | * | Λ | * |
| 35 | 17478 | 0109758863 | Ni Putu Widya Lisna Putri | P | HINDU | * | * | * | * | * |
| 36 | 17479 | 0104346863 | Putu Ayu Sarisha | P | HINDU | * | * | * | * | * |
| 37 | 17480 | 0103927029 | Putu Ayu Windy | P | HINDU | * | * | * | * | * |
| 38 | 17481 | 0105868690 | Putu Diah Puspita Patma Lindung Bulan | P | HINDU | * | * | * | * | * |
| 39 | 17482 | 0108263182 | Seni Ariyani | P | ISLAM | * | * | * | * | * |
| 40 | 17483 | 0109758863 | Tanaka Jagad Priangka Rasid | L | ISLAM | * | * | * | * | * |

HINDU 32
 ISLAM 7
 KATOLIK 0
 PROTESTAN 1
 BUDHA 0

L : 20
 P : 20
 JML : 40



YAYASAN PEMBINA LEMBAGA PENDIDIKAN
 PERSATUAN GURU REPUBLIK INDONESIA KOTA DENPASAR
SMP PGRI 2 DENPASAR
 STATUS : TERAKREDITASI "A"
 Alamat : Jalan Meduri 45 Denpasar Tlp. 226580
 e-Mail: smppgr2dps@yahoo.co.id Website: www.smppgr2denpasar.sch.id

KITIR SISWA
 TAHUN PELAJARAN : 2023 / 2024

KELAS : VII.A
 Wali Kelas : NI KETUT SRI SEPTIARININGSIH, S.Pd



APPENDIX 3. Lesson Plans

Meeting 1

| LESSON PLAN | | |
|---|--|-------------|
| SMP PGRI 2 Denpasar Subject: English Class/Semester: VII/1 Topic: "It's Judy Spark" Lesson/Meeting: 2/1 Time Allocation: 2 x 35 Minutes Method: Project-based learning <ul style="list-style-type: none"> - Determining question - Design the project - Arranging the schedule Technique: Linguistic Landscape <ul style="list-style-type: none"> - Introduce the LL concept - Select pictures of LL | Learning Objectives | |
| | 1. Students are capable of recognizing the appropriate usage of the verb "to be" singular. 2. Students are able to write sentences using the appropriate usage of the verb "to be" singular. | |
| | Learning Activities | Time |
| | Pre- activities 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student's attendance. 3. The teacher stimulates students by posing questions such as: <i>"Do you know what a verb is?"</i> <i>"Do you know the language displayed in public spaces?"</i> 4. The teacher effectively communicates the subjects and learning objectives to the students. | 10 minutes |
| | Core activities 1. Students pay attention to the explanation about meaning and the usage of the verb "to be" (is, am, are) in singular form. 2. Teaching introduces about the important of language used in public (<i>general instructions, posters, signs, etc.</i>) 3. Students focus on the examples of using "to be" in positive, negative, and interrogative sentences. 4. Students make sentences that use the verb "to be" in a creative context and do the discussion session. 5. Student and teacher discuss the Project Linguistic Landscape that will be carried out and the schedule. | 50 minutes |
| Post-activities | 10 minutes | |
| 1. Teacher and students conclude the learning activities. | | |

| | | | |
|--|--|---|-------------------------------|
| | 2. Teacher does reflection, feedback, and closing the learning activities. | | |
| | Assesment | | |
| | Knowledge | Skills | Assignment |
| | Students can make sentences that use verb “to be” and participate in discussion. | Students’ critical thinking and writing skills. | Writing assignments in class. |

Knowing,

Denpasar, 21 September 2023

Principal of SMP PGRI 2 Denpasar

English Practices Students

NIP:

.....

Madhu Sri Devi

NIM: 2012021034



| LESSON PLAN | | | |
|---|--|--|-------------------|
| SMP PGRI 2 Denpasar Subject: English Class/Semester: VII/1 Topic: "It's Judy Spark" Lesson/Meeting: 2/2 Time Allocation: 2 x 35 Minutes Method: Project-based learning - Monitoring Technique: Linguistic Landscape - Discuss the significant of LL - Students defined the words - Create new sentences | Learning Objectives | | |
| | 1. Students are capable of recognizing the appropriate usage of the verb "to be" singular. 2. Students are able to write sentences using the appropriate usage of the verb "to be" singular. | | |
| | Learning Activities | Time | |
| | Pre- activities 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student's attendance. 3. The teacher conducted a brainstorming session by reviewing the material given at the last meeting. | 10 minutes | |
| | Core activities 1. Students analyze significantly about Landscape Linguistic and its application. 2. Students pay attention about the material related to several countries and nationalities also provides example of sentence using verb "to be". 3. Students do the assignment to make simple sentences using the verb "to be" to describe the information. <i>Ex: "France is famous for its delicious cuisine".</i> 4. Students in pairs are asked to find information about the country in question, such as the country's name, capital city, official language, and distinctive cultural characteristics. 5. The teacher monitors the process of students working on project and giving any suggestions if needed. | 50 minutes | |
| | Post-activities 1. Teacher and students conclude the learning activities. 2. Teacher does reflection, feedback, and closing the learning activities. | 10 minutes | |
| | Assesment | | |
| | Knowledge | Skills | Assignment |
| | Students make sentence to describe the information about topic. | Students' critical thinking and writing skill. | Homework given. |

Knowing,

Denpasar, 22 September 2023

Principal of SMP PGRI 2 Denpasar

English Practices Students

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Madhu Sri Devi

NIP:

NIM: 2012021034



Meeting 3

| | |
|--------------------------------|----------------------------|
| SMP PGRI 2 Denpasar | LESSON PLAN |
| | Learning Objectives |

| | | | |
|---|--|--|-------------|
| Subject: English Class/Semester: VII/1 Topic: It's Judy Spark Lesson/Meeting: 2/3 Time Allocation: 2 x 35 Minutes Method: Project-based learning - Monitoring Technique: Linguistic Landscape - Discuss the significant of LL - Create own sentences | 1. Students are capable of recognizing the appropriate usage of the verb "to be" singular. 2. Students are able to write sentences using the appropriate usage of the verb "to be" singular. | | |
| | Learning Activities | | Time |
| | Pre- activities | | 15 minutes |
| | 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student's attendance. 3. The teacher brainstorms with a simple quiz according to the material taught in the previous meeting. | | |
| | Core activities | | 50 minutes |
| | 1. Students and the teacher discuss significant about the scope in Linguistic Landscape. 2. Student in pairs continue the homework given previous meeting: make sentences containing information about country using the verb "to be" and explain the function of the language used. 3. Students deliver presentations in front of the class and teacher give feedback. 4. The teacher monitors the process of students working on project and provides open discussion sessions if needed. | | |
| | Post-activities | | 15 minutes |
| 1. Teacher and students conclude the learning activities. 2. Teacher does reflection, feedback, and closing the learning activities. | | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students make sentences according to instructions and presentation. | Students' writing and communication skills. | Writing and presentation assignment in the class | |

Principal of SMP PGRI 2 Denpasar

English Practices Students

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Madhu Sri Devi

NIP:

NIM: 2012021034



Meeting 4

| | |
|--|--------------------|
| | LESSON PLAN |
|--|--------------------|

| | | | |
|--|--|-------------------|-------------|
| SMP PGRI 2 Denpasar Subject: English Class/Semester: VII/1 Topic: “They are a New Band” Lesson/Meeting: 3/4 Time Allocation: 2 x 35 Minutes Method: Project-based Learning - Monitoring Technique: Linguistic Landscape - Analyze text - Discussing session | Learning Objectives | | |
| | 1. Students are able to identify the use of negative and question form of verbs. 2. Students are able to utilize their their understanding of using verbs in the plural form in Linguistic Landscapes. | | |
| | Learning Activities | | Time |
| | Pre- activities | | 15 minutes |
| | 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student’s attendance. 3. The teacher stimulates students by posing questions <i>“Do you still remember about our topic previously?”</i> 4. The teacher effectively communicates the subjects and learning objectives to the students. | | |
| | Core activities | | 50 minutes |
| | 1. Student pay attention about the explanation of the verb in the plural (negative and question forms) 2. Students analyze the example Linguistic Landscape of using verb in plural (negative and question form) 3. Students make a group and do assignments to applying the verb in plural (negative and question form). 4. The teacher observing students’ progress about the project and facilitate students in each process or act as mentor. | | |
| | Post-activities | | 15 minutes |
| 1. Teacher and students conclude the learning activities. 2. Teacher does reflection, feedback, and closing the learning activities. | | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Students knowledge about verb (plural). | Students’ writing and critical thinking. | Homework given. | |

Principal of SMP PGRI 2 Denpasar

English Practices Students

.....

Madhu Sri Devi

NIP:

NIM: 2012021034

**Meeting 5**

| | |
|--------------------------------|----------------------------|
| SMP PGRI 2 Denpasar | LESSON PLAN |
| | Learning Objectives |

| | | | |
|---|--|-------------------|-------------|
| Subject: English Class/Semester: VII/1 Topic: “They’re a New Band” Lesson/Meeting: 3/5 Time Allocation: 2 x 35 Minutes Method: Project-based learning <ul style="list-style-type: none"> - Monitoring - Assessing the outcome Technique Linguistic Landscape <ul style="list-style-type: none"> - Discussion session | 1. Students are able to identify the use of the verb "be" in the plural form. 2. Students are able to utilize their understanding in projects using the verb "be" in the plural form. | | |
| | Learning Activities | | Time |
| | Pre- activities | | 10 minutes |
| | 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student’s attendance. 3. Teacher brainstorms by discussing the material taught in previous meeting. | | |
| | Core activities | | 50 minutes |
| | 1. Students discuss the activity according to the instructions in the previous meeting. 2. Teacher give feedback about the assignment. 3. Student can continue to finishing their final project. 4. The teacher monitors the learning process and give advance if needed. 5. Students collect their Linguistic Landscape project to assessed by the teacher 6. Teacher briefs the students about the activity next meeting. | | |
| | Post-activities | | 10 minutes |
| 1. Teacher and students conclude the learning activities. 2. Teacher does reflection, feedback, and closing the learning activities. | | | |
| Assesment | | | |
| Knowledge | Skills | Assignment | |
| Create a Linguistic Landscape | Students’ writing skills and creativity | Homework given | |

Principal of SMP PGRI 2 Denpasar

English Practices Students

.....

Madhu Sri Devi

NIP:

NIM: 2012021034



Meeting 6

| | |
|--|--------------------|
| | LESSON PLAN |
|--|--------------------|

| | | | |
|---|--|-------------------|-------------|
| SMP PGRI 2 Denpasar Subject: English Class/Semester: VII/1 Topic: “They’are a New Band” Lesson/Meeting: 3/6 Time Allocation: 2 x 35 Minutes Method: Project-based learning - Monitoring - Evaluating the experiment Technique: Linguistic Landscape - Teacher gives feedback - Other students give feedback | Learning Objectives | | |
| | 1. Students are able to identify the use of the verb "be" in the plural form. 2. Students are able to utilize their understanding in projects using the verb "be" in the plural form. | | |
| | Learning Activities | | Time |
| | Pre- activities | | 10 minutes |
| | 1. The teacher warmly welcomes the students in the classroom. 2. Pray together and check student’s attendance. | | |
| | Core activities | | 50 minutes |
| | 1. The teacher engages students discussion session before presentation begin. 2. Students prepare their visually captivating Linguistic Landscape and to do their presentation in front of the class. 3. The teacher allows the other students to give a comments, questions, or suggestion to their friends’ presentation. 4. The teacher gives the evaluation of the process until the result of the project. | | |
| Post-activities | | 10 minutes | |
| 1. The teacher and students conclude the learning activities. 2. The teacher does reflection, feedback, and closing the learning activities. | | | |
| Assessment | | | |
| Knowledge | Skills | Assignment | |
| Application of learned knowledge | Students’ writing skills, communication skills, and creativity. | Project result | |

Knowing,

Denpasar, 27 October 2023

Principal of SMP PGRI 2 Denpasar

English Practices Students

.....

Madhu Sri Devi

NIP:

NIM: 2012021034



APPENDIX 4. Expert Judgments

Pre-test and Post-test

Judgment 1

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

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

Singaraja, 25 Agustus 2023



Prof.Dr. Ni Nyoman Padmadewi, M.A

NIP. 196202021988032001

Pre-test and Post-test

Judgment 2

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

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

Singaraja, 25 Agustus 2023



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

NIP. 196407141988102001

Questionnaire

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 | ✓ | | |

Singaraja, 25 Agustus 2023



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

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

1. Pre-test and Post-test

Blueprint Pre-test and Post-test

| Variable | Dimension | Indicators | Question Types | Number of Items | Total Item |
|---|--|---|-------------------------------|-----------------|------------|
| <p>Students' writing skills at SMP PGRI 2 Denpasar</p> <p>According to Jacobson (2003), as cited in Durga & Rao (2018), there are several components or aspects of writing that teachers need to consider, including Content, Organization, Vocabulary, Language Use, and Mechanics.</p> | <ul style="list-style-type: none"> • Content Depth of information and includes all relevant content • Organization Use of well-structured paragraphs • Vocabulary Can express ideas in various and appropriate ways. • Language Use Correct use of tenses, pronouns, prepositions, and more. • Mechanics Basic errors such as spelling, grammar, and capitalization are addressed. | <ul style="list-style-type: none"> • Pre-test Write a short paragraph about your village using the verb-be (to be). • Post-test Write a short paragraph about your Nationality consisting of verb-be (to be). | Writing descriptive paragraph | 1 | 1 |

PRE-TEST

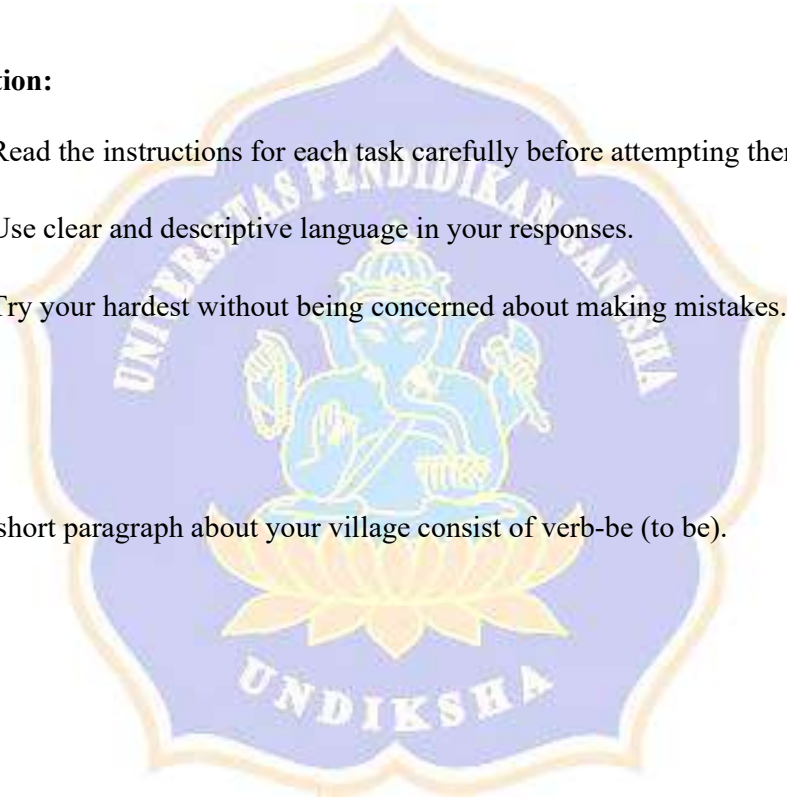
Pre-test : Writing
Topic : Descriptive text
Grade : VII
Time allocation : 70 minutes

Instruction:

1. Read the instructions for each task carefully before attempting them.
2. Use clear and descriptive language in your responses.
3. Try your hardest without being concerned about making mistakes.

Task:

Write a short paragraph about your village consist of verb-be (to be).



POST-TEST

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

Instruction:

1. Read the instructions for each task carefully before attempting them.
2. Use clear and descriptive language in your responses.
3. Try your hardest without being concerned about making mistakes.

Task:

Write a short paragraph about your Nationality consist of verb-be (to be).

2. Test Validity and Reliability

a. Content validity (Expert Judgement)

| Judge II | Judge I | |
|----------|------------|----------|
| | Irrelevant | Relevant |
| | Irrelevant | A (0) |
| Relevant | C (0) | D (1) |

$$\begin{aligned}
 \text{Content Validity} &= \frac{D}{A+B+C+D} \\
 &= \frac{1}{A+B+C+1} \\
 &= \frac{1}{1} = 1
 \end{aligned}$$

b. Reliability Test

Cronbach's Alpha

| Cronbach's Alpha | Interpretation |
|------------------|---------------------------|
| > 0.90 | Very High Reliable |
| 0.80 – 0.90 | High Reliable |
| 0.70 – 0.79 | Reliable |
| 0.60 – 0.69 | Minimally Reliable |
| < 0.60 | Unacceptable Low Reliable |

The result of the Reliability Test

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .710 | 2 |

3. Questionnaire

Blueprint Questionnaire

| Variable | Dimensions | Indicators | Number of Items | Total items |
|--|--|--|-----------------|-------------|
| Teacher perception of the linguistic landscape technique through project-based learning method implementation on students' writing skills. | Experience: the teacher will see the learning process of the students so they can give a relevant perception. | <ul style="list-style-type: none"> - The teacher believes that the learning process using linguistic landscape techniques through project-based learning can improve students' writing skills. - Teacher believes that the learning process using the linguistic landscape | 1,2 | 2 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|---|-----------------|-------------|
| | | <p>technique through project-based learning is a technique that represents authentic and meaningful learning to improve students' writing skills.</p> | | |
| | <p>Physical factor, teacher can see the product of the students so they can determent the objective answer.</p> | <p>- Teacher believes that the resulting of linguistic landscape products help students improve writing skills.</p> | 3 | 1 |
| | <p>Emotional factor, the researcher will make sure the readiness of the teacher to answer the questionnaire.</p> | <p>- Teacher feels that the linguistic landscape technique through project-based learning improves the child's ability to associate vocabulary with relevant objects. - Teacher feels that children are motivated in learning English by using the linguistic landscape technique through project-based learning.</p> | 4,5 | 2 |
| | <p>Cognitive, the teacher certainly has good knowledge about student progress in</p> | <p>- The teacher believes that the linguistic landscape technique through</p> | 6 | 1 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|--|-----------------|-------------|
| | learning, the researcher will also previously inform the teacher of writing skills indicators theory used so that the teacher can provide relevant answers. | project-based learning is a suitable technique for young learners to improve writing skills. | | |
| | 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' writing skills. | - Teacher believes that the linguistic landscape technique through project-based learning is a suitable technique to be implemented in private junior high schools. | 7 | 1 |
| | Cognitive biases are related with teacher expectation. The teacher already knows the characteristics of the students being taught, so it is hoped that the teacher can provide realistic answers). | - Teacher hopes that the linguistic landscape through project-based learning technique can improve students' ability to improve their writing skills. - Teacher hopes that the linguistic landscape through | 8,9 | 2 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|--|-----------------|-------------|
| | | project-based learning technique will be reapplied in the future to improve students' writing skills. | | |
| | Teacher personal opinion about the Linguistic landscape technique through project-based learning method implementation on students' writing skills. | - Teacher gives feedback related to the Linguistic landscape technique through project-based learning method implementation on students' writing skills. | 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 | 11. Menurut saya, penggunaan teknik lanskap linguistic dapat meningkatkan kemampuan menulis siswa. 12. Menurut saya, penggunaan teknik autentik seperti lanskap linguistik dapat berdampak positif pada pengalaman belajar siswa. | | | | | |
| Physical factor | 13. Saya percaya bahwa hasil dari implementasi teknik lanskap linguistik dapat berdampak positif pada keterampilan menulis siswa. | | | | | |
| Emotional factor | 14. Saya merasa bahwa lanskap linguistik melalui pembelajaran berbasis proyek mempengaruhi kemampuan siswa membuat paragraf dengan objek yang relevan. 15. Saya merasa siswa termotivasi dalam belajar bahasa Inggris dengan menggunakan lanskap linguistik melalui pembelajaran berbasis proyek. | | | | | |
| Cognitive | 16. Saya percaya bahwa lanskap linguistik melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk siswa sekolah menengah pertama | | | | | |
| Social and cultural context | 17. Saya percaya bahwa lanskap linguistik melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk diterapkan di sekolah menengah pertama. | | | | | |
| Cognitive biases | 18. Saya setuju bahwa lanskap linguistik melalui pembelajaran berbasis proyek memberikan dampak positif bagi kemampuan siswa untuk meningkatkan keterampilan menulis siswa. 19. Saya berharap lanskap linguistik melalui pembelajaran berbasis proyek akan diterapkan kembali di masa depan untuk meningkatkan keterampilan menulis siswa. | | | | | |
| Teacher personal opinion | 20. Bagaimana pendapat anda perihal teknik lanskap linguistik yang telah diterapkan? silakan jawab dengan singkat. | | | | | |

4. Questionnaire Validity and Reliability Content

a. Validity (Expert Judgement)

| | | |
|----------|--|---------|
| Judge II | | Judge I |
|----------|--|---------|

| | | | |
|--|------------|----------|------------|
| | | Relevant | Irrelevant |
| | Relevant | 10 | - |
| | Irrelevant | - | - |

Questionnaire Validity Result

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

b. Questionnaire Reliability

Symmetric Measures

| | | Value | Asymptotic Standard Error ^a | Approximate T ^b | Approximate Significance |
|----------------------|-------|-------|--|----------------------------|--------------------------|
| Measure of Agreement | Kappa | 1.000 | .000 | 3.162 | .002 |
| N of Valid Cases | | 10 | | | |

a. Not assuming the null hypothesis.

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

5. Interview

Blueprint Interview

| Variable | Dimensions | Indicators | Number of Items | Total items |
|--|---|--|-----------------|-------------|
| Teacher perception to the linguistic landscape technique through project-based learning method implementation on students' writing skills. | Experience , teacher will see the learning process of the students so they can give a relevant perception. | <ul style="list-style-type: none"> - Teacher believes that the learning process using linguistic landscape techniques through project-based learning can improve students' writing skills. - Teacher believes that the learning process using the linguistic | 1,2 | 2 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|---|-----------------|-------------|
| | | <p>landscape technique through project-based learning is a technique that represents authentic and meaningful learning to improve students' writing skills.</p> | | |
| | <p>Physical factor, teacher can see the product of the students so they can determent the objective answer.</p> | <p>- Teacher believes that the resulting of linguistic landscape products help students improve writing skills.</p> | 3 | 1 |
| | <p>Emotional factor, the researcher will make sure the readiness of the teacher to answer the questionnaire.</p> | <p>- Teacher feels that the linguistic landscape technique through project-based learning improves the child's ability to associate vocabulary with relevant objects. - Teacher feels that children are motivated in learning English by using the linguistic landscape technique through project-based learning.</p> | 4,5 | 2 |
| | <p>Cognitive, the teacher certainly has good knowledge about</p> | <p>- Teacher believes that the linguistic landscape technique through</p> | 6 | 1 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|--|-----------------|-------------|
| | <p>student progress in learning, the researcher will also previously inform the teacher of writing skills indicators theory used so that the teacher can provide relevant answers.</p> | <p>project-based learning is a suitable technique for young learners to improve writing skills.</p> | | |
| | <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' writing skills.</p> | <p>- The teacher believes that the linguistic landscape technique through project-based learning is a suitable technique to be implemented in private junior high schools.</p> | 7 | 1 |
| | <p>Cognitive biases are related to teacher expectations. The teacher already knows the characteristics of the students being taught, so it is hoped that the teacher can</p> | <p>- The teacher hopes that the linguistic landscape through project-based learning techniques can improve students' ability to improve their writing skills.</p> | 8,9 | 2 |

| Variable | Dimensions | Indicators | Number of Items | Total items |
|----------|---|---|-----------------|-------------|
| | provide realistic answers). | - Teacher hopes that the linguistic landscape through project-based learning technique will be reapplied in the future to improve students' writing skills. | | |
| | Teacher personal opinion about the Linguistic landscape technique through project-based learning method implementation on students' writing skills. | - Teacher gives feedback related to the Linguistic landscape technique through project-based learning method implementation on students' writing skills. | 10 | 1 |

Interview Guide

Respondent's Details :

Name :

Phone Number :

| Variable | Questions |
|-----------------|---|
| Experience | <ol style="list-style-type: none"> 1. Apakah menurut Anda proses pembelajaran menggunakan teknik lanskap linguistik melalui pembelajaran berbasis proyek dapat meningkatkan keterampilan menulis siswa? 2. Apa pendapat Anda tentang proses pembelajaran menggunakan Teknik lanskap Linguistik melalui Project Based Learning? Apakah itu teknik yang mewakili pembelajaran otentik dan bermakna untuk meningkatkan keterampilan menulis siswa? |
| Physical factor | <ol style="list-style-type: none"> 3. Apakah Anda percaya produk lanskap linguistik yang dihasilkan membantu siswa meningkatkan keterampilan menulis mereka? |

| Variable | Questions |
|-----------------------------|--|
| Emotional factor | 4. Apakah Anda merasa bahwa teknik lanskap linguistik melalui pembelajaran berbasis proyek meningkatkan kemampuan siswa untuk menulis dengan objek yang relevan? 5. Apakah Anda merasa bahwa siswa termotivasi untuk belajar bahasa Inggris menggunakan teknik lanskap linguistik melalui pembelajaran berbasis proyek? |
| Cognitive | 6. Menurut anda, apakah teknik lanskap linguistik melalui pembelajaran berbasis proyek cocok untuk pelajar muda untuk meningkatkan keterampilan menulis mereka? |
| Social and cultural context | 7. Menurut anda, apakah teknik lanskap linguistik melalui pembelajaran berbasis proyek cocok untuk diterapkan di sekolah menengah pertama? |
| Cognitive biases | 8. Apakah Anda berharap bahwa lanskap linguistik melalui teknik pembelajaran berbasis proyek dapat meningkatkan pemahaman siswa tentang materi? 9. Apakah Anda berharap bahwa lanskap linguistik melalui teknik pembelajaran berbasis proyek akan diterapkan kembali untuk meningkatkan keterampilan menulis siswa? |

10. Apakah Anda memiliki pendapat tentang penerapan teknik lanskap linguistik melalui pembelajaran berbasis proyek pada keterampilan menulis siswa kelas 7?

APPENDIX 6. Results

A. Pre-test and Post-test Result

| No | Name | Pre-test | Post-test |
|----|-------|----------|-----------|
| 1 | CAA | 56 | 89 |
| 2 | PDAPR | 58 | 82 |
| 3 | GABE | 50 | 69 |
| 4 | IGDPM | 53 | 71 |
| 5 | GNAP | 51 | 67 |
| 6 | KAD | 66 | 81 |
| 7 | KBD | 57 | 66 |
| 8 | KASP | 53 | 67 |
| 9 | KARM | 57 | 72 |
| 10 | KPLP | 57 | 88 |
| 11 | IMA | 40 | 62 |
| 12 | PDP | 60 | 72 |
| 13 | PHRR | 55 | 62 |
| 14 | IBMP | 50 | 68 |
| 15 | JKB | 58 | 70 |
| 16 | KARK | 41 | 71 |
| 17 | KAWS | 55 | 78 |
| 18 | KDC | 53 | 78 |
| 19 | KDEP | 48 | 79 |
| 20 | KS | 52 | 75 |
| 21 | KASP | 40 | 75 |
| 22 | KNA | 55 | 71 |
| 23 | KBAPW | 45 | 56 |
| 24 | LPKSP | 65 | 80 |
| 25 | MDPW | 55 | 78 |

| | | | |
|----|--------|-------|-------|
| 26 | MO | 65 | 81 |
| 27 | NRSI | 54 | 77 |
| 28 | NKAKS | 66 | 82 |
| 29 | NKSP | 43 | 66 |
| 30 | NKWS | 63 | 88 |
| 31 | NLPALU | 60 | 86 |
| 32 | NLRPS | 45 | 72 |
| 33 | NPAPS | 47 | 74 |
| 34 | NPANS | 40 | 69 |
| 35 | NPWLP | 40 | 75 |
| 36 | PAS | 53 | 87 |
| 37 | PAW | 62 | 86 |
| 38 | PDPPLB | 57 | 87 |
| 39 | SA | 60 | 84 |
| 40 | TJPR | 59 | 76 |
| | Mean | 50.28 | 74.53 |

B. Questionnaires Result

Respondent's Details

Name : Ni Wayan Sariani, S.Pd., Gr

Phone Number : 08563893660

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

| Variable | Questions | 5 | 4 | 3 | 2 | 1 |
|-----------------|--|---|---|---|---|---|
| Experience | 1. In my opinion, the use of linguistic landscape techniques can improve students' writing abilities. | 1 | 0 | 0 | 0 | 0 |
| | 2. In my opinion, the use of authentic techniques such as linguistic landscape can have a positive impact on students' learning experiences. | 0 | 1 | 0 | 0 | 0 |
| Physical factor | 3. I believe that the outcomes of implementing linguistic landscape | 1 | 0 | 0 | 0 | 0 |

| Variable | Questions | 5 | 4 | 3 | 2 | 1 |
|-----------------------------|---|---|---|---|---|---|
| | techniques can have a positive impact on students' writing skills. | | | | | |
| Emotional factor | 4. I feel that the linguistic landscape through project-based learning influences students' ability to create paragraphs with relevant content. | 1 | 0 | 0 | 0 | 0 |
| | 5. I feel that students are motivated to learn English by using linguistic landscape through project-based learning. | 1 | 0 | 0 | 0 | 0 |
| Cognitive | 6. I believe that the linguistic landscape through project-based learning is a suitable technique for middle school students. | 1 | 0 | 0 | 0 | 0 |
| Social and cultural context | 7. I believe that the linguistic landscape through project-based learning is a suitable technique to be applied in middle schools. | 1 | 0 | 0 | 0 | 0 |
| Cognitive biases | 8. I agree that the linguistic landscape through project-based learning has a positive impact on students' abilities to improve their writing skills. | 1 | 0 | 0 | 0 | 0 |
| | 9. I hope that the linguistic landscape through project-based learning will be applied again in the future to enhance students' writing skills. | 1 | 0 | 0 | 0 | 0 |
| Teacher personal opinion | 10. What is your opinion on the applied linguistic landscape technique? Please answer briefly. My opinion about the application is that to make the linguistic landscape approach more accessible to other educators, I believe it is necessary to present a simple yet extensive guide. Begin by explaining the concept and its usefulness in language learning. Collaborate with educators to plan activities that are aligned with learning objectives, providing examples and templates. Show how the linguistic landscape can be easily integrated with project-based learning to improve language skills. Establish explicit assessment standards to track student development. This simplified approach attempts to make adopting the linguistic landscape in education simple for all instructors. | | | | | |

APPENDIX 7. Data Analysis

1. Descriptive Statistic Analysis

| | | Statistics | |
|----------------|---------|------------|-----------|
| | | Pre-test | Post-test |
| N | Valid | 40 | 40 |
| | Missing | 0 | 0 |
| Mean | | 53.60 | 75.43 |
| Median | | 50.50 | 75.00 |
| Mode | | 40a | 71a |
| Std. Deviation | | 7.591 | 8.152 |
| Variance | | 57.631 | 66.456 |
| Range | | 26 | 33 |
| Minimum | | 40 | 56 |
| Maximum | | 66 | 89 |

2. Inferential Statistic

a. Normality Test

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|-------------------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre-test | .119 | 40 | .165 | .949 | 40 | .068 |
| Post-test | .088 | 40 | .200 [*] | .974 | 40 | .484 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Homogeneity Test

Tests of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|-------------|--------------------------------------|------------------|-----|--------|------|
| Data Result | Based on Mean | .649 | 1 | 78 | .423 |
| | Based on Median | .702 | 1 | 78 | .405 |
| | Based on Median and with adjusted df | .702 | 1 | 77.939 | .405 |
| | Based on trimmed mean | .683 | 1 | 78 | .411 |

ANOVA

Data Result

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|---------|------|
| Between Groups | 9293.320 | 1 | 9293.320 | 142.899 | .000 |
| Within Groups | 5072.668 | 78 | 65.034 | | |
| Total | 14365.988 | 79 | | | |

c. Paired sample T-test

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------|-------|----|----------------|-----------------|
| Pair 1 | Pre-test | 53.60 | 40 | 7.591 | 1.200 |
| | Post-test | 75.43 | 40 | 8.152 | 1.289 |

Paired Samples Correlations

| | | N | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | Pre-test & Post-test | 40 | .551 | .000 |

Paired Samples Test

| | | Paired Differences | | | | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|-----------------|---------|---|---------|----|-------|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | | | | |
| Pair 1 | Pre-test - Post-test | -21.825 | 7.473 | 1.182 | -24.215 | -19.435 | -18.472 | 39 | <.001 | |

d. Effect Size

| Pre-test | Post-test | d |
|----------|-----------|----|
| 56 | 89 | 33 |
| 58 | 82 | 24 |
| 50 | 69 | 19 |
| 53 | 71 | 18 |
| 51 | 67 | 16 |
| 66 | 81 | 15 |

| Pre-test | Post-test | d |
|----------|-----------|----|
| 57 | 66 | 9 |
| 53 | 67 | 14 |
| 57 | 72 | 15 |
| 57 | 88 | 31 |
| 40 | 62 | 22 |
| 60 | 72 | 12 |
| 55 | 62 | 7 |
| 50 | 68 | 18 |
| 58 | 70 | 12 |
| 41 | 71 | 30 |
| 55 | 78 | 23 |
| 53 | 78 | 25 |
| 48 | 79 | 31 |
| 52 | 75 | 23 |
| 40 | 75 | 35 |
| 55 | 71 | 16 |
| 45 | 56 | 11 |
| 65 | 80 | 15 |
| 55 | 78 | 23 |
| 65 | 81 | 16 |
| 54 | 77 | 23 |
| 66 | 82 | 16 |
| 43 | 66 | 23 |
| 63 | 88 | 25 |
| 60 | 86 | 26 |
| 45 | 72 | 27 |
| 47 | 74 | 27 |
| 40 | 69 | 29 |
| 40 | 75 | 35 |

| Pre-test | Post-test | d |
|----------|-----------|----|
| 53 | 87 | 34 |
| 62 | 86 | 24 |
| 57 | 87 | 30 |
| 60 | 84 | 24 |
| 59 | 76 | 17 |

$$\text{Cohen's } d = \frac{\text{Experimental Group Mean} - \text{Control Group Mean}}{\text{Standard Deviation}}$$

$$\begin{aligned} \text{Cohen's } d &= \frac{21.825}{7.472642412} \\ &= 2,920654 \end{aligned}$$



APPENDIX 8. Documentations

Pre-test Documentations



Meeting 1 – Treatment



Meeting 2 – Treatment



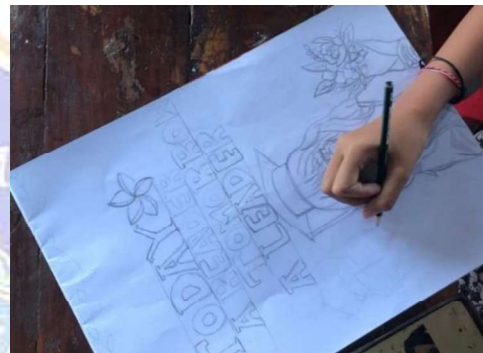
Meeting 3 - Treatment



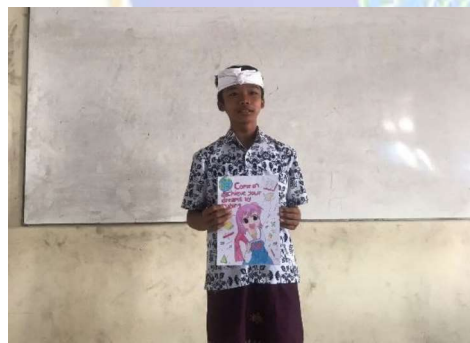
Meeting 4 - Treatment



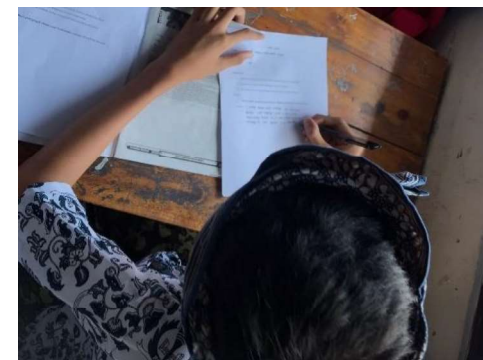
Meeting 5 - Treatment



Meeting 6 - Treatment



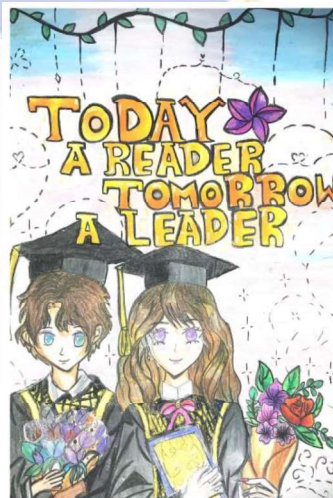
Post-test Documentations



Questionnaire and Interview Documentations



The result of the Project



RIWAYAT HIDUP



Madhu Sri Devi lahir di Denpasar pada tanggal 11 Juli 2002. Penulis lahir dari pasangan suami istri, yakni I Wayan Sura dan Ni Wayan Mahartini. Penulis memiliki satu orang kakak laki-laki bernama Vidhih Uttamam Anugrahita. Penulis berkebangsaan Indonesia dan beragama Hindu. Penulis beralamat di Jalan Dewi Sri Gang Salak 1E no 10 Batubulan, Kecamatan Sukawati, Kabupaten Gianyar, Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 2 Batubulan dan lulus pada tahun 2014. Kemudian, penulis melanjutkan pendidikannya ke SMP Negeri 3 Sukawati dan lulus pada tahun 2017. Pada tahun 2020, penulis lulus dari SMA Negeri 1 Blahbatuh jurusan Bahasa dan Sastra dan melanjutkan ke jenjang S1 Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Asing, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha. Pada tahun 2024, tepatnya di semester 7, penulis berhasil menyelesaikan skripsi dengan judul **“THE APPLICATION OF LINGUISTIC LANDSCAPE TECHNIQUE THROUGH PROJECT-BASED LEARNING ON 7TH GRADE STUDENT’S WRITING SKILLS AT SMP PGRI 2 DENPASAR”**.

