

## 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 1<sup>st</sup> prospective supervisor)  
NIP : 196202021988032001

and

Name : Prof.Dra. Luh Putu Artini, M.a., Ph.D. (as the 2<sup>nd</sup> prospective supervisor)  
NIP : 196407141988102001

Confirm that we approve to guide the thesis submitted by:

Name : Anom Cynthia Maheswari

NIM : 2012021039

Class : 7B

Thesis title : "The Application of Linguistic Landscape Technique Through Project-Based Learning on 7<sup>th</sup> Grade Students' Writing Skills at SMP Negeri 1 Singaraja"

1<sup>st</sup> Prospective supervisor,



Prof.Dr. Ni Nyoman Padmadewi, M.A

NIP. 196202021988032001

2<sup>nd</sup> Prospective supervisor



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

NIP. 196407141988102001

## 2. Research Observation 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 : 1173/UN48.7.1/DT/2023

17 April 2023

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 2 Singaraja

di Jl. Sudirman, Banyuasri, Kec. Buleleng, Kab. Buleleng.

Dalam rangka pengumpulan data untuk menyelesaikan proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Anom Cynthia Maheswari
NIM	: 2012021039
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023

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,

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

### 3. 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 : 2569/UN48.7.1/DT/2023

14 Agustus 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Singaraja  
 di Singaraja

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

Nama	: Anom Cynthia Maheswari
NIM	: 2012021039
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: THE APPLICATION OF LINGUISTICS LANDSCAPE TECHNIQUE TROUGH PROJECT-BASED LEARNING ON 7TH GRADE STUDENTS' WRITING SKILLS AT SMP NEGERI 1 SINGARAJA

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

## Appendix 2 Sample of Study

No	NAMA SISWA KELAS VII A8
1	ASSIFA MAULIDIA
2	BARRAQ LANANG BUDIMAN
3	DEWA AYU MIRA SARASTYA PUTRI
4	DEWA KOMANG RENOV ARIWIGUNA
5	FAYLINN ANDREA SUSILO
6	FENDER SATRIYANI SURATMAJA
7	GDE ARYA MANGGALA
8	GEDE ANGGA DINATHA PUTRA
9	GEDE RISKY ADITIA
10	GEDE WIRA DARMA OKA
11	GRACELIA TRIANANDA WINARTI
12	I GEDE ANTIKA YUDISTIRA PUTRA
13	I GUSTI AYU AGUNG PRINCESSA WEDACWARI
14	I GUSTI AYU DIAH CANDRA SRI GAYATRI
15	I GUSTI AYU DINDA SURYA DEWI
16	I KOMANG ARTHA WIGUNA NUGRAHA
17	IDA AYU FEBINA SANTIANI PUTRI
18	IDA AYU PUTU DIKA DIVYA DEWI
19	JASON TANTRAWAN
20	JOCELYN ANGELICA WIJAYA
21	KADEK HERVINA PURNAMA YANTI
22	KADEK LYRA PRASETIA OKAMIWAN
23	KADEK PUTRI SEJATI
24	KADEK RESA DWI PERMANA
25	KADEK VIDYA ALEyna RESANTI
26	KOMANG ADITYA CASSANOVA ADIPHTA
27	KOMANG PANDE PUTRA ARTAWAN
28	LAURA SABRINA AFRILIA
29	MADE GUSDIA BAWA
30	MADE OWEN ANDIKA SURYA
31	MADE RUDI HERMAWAN
32	MUHAMMAD RASYA FERDINAN
33	NI KETUT KHEIRA PRASTITA DEWI
34	NI MADE RYANTI DIWANTARI
35	PUTU ADI SUSILA DARMA YOGA
36	PUTU ADI YOGA PERMANA
37	PUTU ALVIN SURYADHA PRATAMA
38	PUTU SHEIRA SUKMADEWI

## Appendix 3 Teaching Scenario

Meeting 1		
SMP Negeri 1 Sugarcija Subject: English Class/Semester: VII/1 Topic: Simple present tense Lesson/Meeting: 1/1 Time Allocation: 3 x 40 Minutes Method: Project-Based Learning <ul style="list-style-type: none"> <li>• Determining question</li> </ul> Technique: Linguistics Landscape Technique <ul style="list-style-type: none"> <li>• Introduce LL concept</li> </ul>	<b>LESSON PLAN</b>	
	<b>Learning Objectives</b>	
	<ol style="list-style-type: none"> <li>1. Students are able to understand the concept of simple present tense</li> <li>2. Students are able to design the project themselves</li> </ol>	
	<b>Learning Activities</b>	
	<b>Pre- activities</b>	15 minutes
	<ol style="list-style-type: none"> <li>1. Teacher greets the students, prays, and checks students' attendance.</li> <li>2. Teacher stimulates students by asking, "Have you heard about simple present tense?"</li> <li>3. Teacher tells the learning topic and learning objectives to the students.</li> </ol>	
	<b>Core activities</b>	90 minutes
<ol style="list-style-type: none"> <li>1. Students observe the concept of simple present tense</li> <li>2. Students analyze the example of a sentence using simple present tense</li> <li>3. Teacher asks the students to write the sentence using simple present tense</li> <li>4. Representative of students explain about their idol/actress/hobbies and other students give feedback of the presentation.</li> <li>5. Teacher ask about "Do you know the linguistics landscape?"</li> <li>6. Students observe the concept of the linguistic landscape and find an example of the linguistic landscape using simple present tense.</li> <li>7. Students analyze the example of linguistics landscape to find the meaning and discuss the meaning with their pairs.</li> <li>8. Students present their discussion</li> </ol>		
<b>Post-activities</b>	15 minutes	
<ol style="list-style-type: none"> <li>1. Teacher give a feedback and conclude the learning activities</li> <li>2. Teacher does reflection and closes the learning activities</li> </ol>		

Assessment		
Knowledge	Skills	Assignment
Students answer the question "What is the simple present tense?"	Students' writing skills	In class assignment

knowing,  
English Teacher of SMP Negeri 1 Singaraja

Singaraja, 2023  
English Practices Students



Gede Putu Mahagiantara, S.Pd., M.Pd  
NIP: 197806042008011016



Anem Cyrtia Maheswari  
NIM: 2012021039



## Meeting 2

LESSON PLAN		
SMP Negeri 1 Singaraja  Subject: English  Class/Semester: VII/1  Topic: Language facts (simple present tense)  Lesson/Meeting: 1/2  Time Allocation: 3+ 40 Minutes  Method: Project- Based Learning <ul style="list-style-type: none"> <li>• Design the project</li> <li>• Arranging the schedule</li> </ul> Technique: Linguistics Landscape Technique <ul style="list-style-type: none"> <li>• Select the linguistics landscape</li> </ul>	<b>Learning Objectives</b>	
	<ol style="list-style-type: none"> <li>1. Students are able to understand the concept of simple present tense.</li> <li>2. Students are able to write how simple present tense conveys the information.</li> </ol>	
	<b>Literary Subjects</b>	
	<b>Pre-activities</b>	15 minutes
	<ol style="list-style-type: none"> <li>1. Teacher greets the students, prays, and checks students' attendance.</li> <li>2. Teacher stimulates students by asking, "Do you still remember what is the simple present tense?"</li> <li>3. Teacher tells the learning topic and learning objectives to the students.</li> </ol>	
	<b>Core activities</b>	50 minutes
	<ol style="list-style-type: none"> <li>1. Observe the concepts of simple present tense.</li> <li>2. Students answer the question "How is the present simple tense used in linguistics landscape around us?"</li> <li>3. Students work in a small group to find the example of linguistics landscape to analyze the different uses of the present simple tense they found and how it conveys information.</li> <li>4. Teacher monitoring their work</li> <li>5. Students present their analyze and the other group will give a feedback based on the presentation</li> <li>6. Teacher give feedback related to their presentation.</li> <li>7. Teacher set the project schedule</li> <li>8. Students start to design their project planning by selecting the linguistics landscape</li> </ol>	
<b>Post-activities</b>	15 minutes	
<ol style="list-style-type: none"> <li>1. Teacher evaluates students' projects.</li> <li>2. Teacher and students conclude the learning activities.</li> </ol>		

Assessment		
Knowledge	Skills	Assignment
Students know about simple present tense.	Students' critical thinking	Writing assignments in class

knowing,  
English Teacher of SMP Negeri 1 Singaraja

Singaraja, 2023  
English Practices Students



Gede Putu Mahagiantara, S.Pd., M.pd  
NIP: 197808042008011016



Anom Cynthia Maheswari  
NIM: 2012021039

Principal of SMP Negeri 1 Singaraja  
  
 Ningsih Purnayasa, S.Pd., M.M  
 NIP: 196410241989021002



## Meeting 3

LESSON PLAN		
SMP Negeri 1 Singaraja  Subject: English  Class/Semester: VIII  Topic: Describing Daily Activities  Lesson/Meeting: 1/3  Time Allocation: 3 x 40 Minutes  Method: Project-Based Learning <ul style="list-style-type: none"> <li>Monitoring</li> </ul> Technique: Linguistics Landscape Technique <ul style="list-style-type: none"> <li>Write the sentence based on the linguistics landscape</li> <li>Make the project of linguistics landscape</li> </ul>	<b>Learning Objectives</b> <ol style="list-style-type: none"> <li>Students are able to describe their daily activities with correct English sentences.</li> <li>Students are able to recognize vocabulary related to the theme "Describing Daily Activities."</li> </ol>	
	<b>Learning Activities</b> <b>Pre- activities</b> <ol style="list-style-type: none"> <li>Teacher greets the students, prays, and checks students' attendance.</li> <li>Teacher stimulates students by asking, "what they usually do every day when they wake up?"</li> <li>Teacher tells the learning topic and learning objectives to the students.</li> </ol>	15 minutes
	<b>Core activities</b> <ol style="list-style-type: none"> <li>The teacher distributes pictures of daily activities to students.</li> <li>Students discuss pairs to identify the activities based on the linguistics landscape and try to compose simple sentences in English that describe these activities.</li> <li>Students are asked to work in pair.</li> <li>Each pair describe the daily activities</li> <li>Each pair of students presents their work to the entire class and other students are given the opportunity to ask questions or provide feedback</li> <li>Teacher give a feedback related to their presentation.</li> <li>The students create their linguistics landscape project</li> <li>Teacher monitoring their progress.</li> </ol>	90 minutes
	<b>Post-activities</b> <ol style="list-style-type: none"> <li>Teacher evaluates students' projects</li> <li>Teacher and students conclude the learning activities</li> </ol>	15 minutes

Assessment		
Knowledge	Skills	Assignment
Students answer the question, "What is an object pronoun?"	Students' critical thinking and communication.	Assignment in class

knowing,

English Teacher of SMP Negeri 1 Singaraja



Gede Putu Mahagiantara, S.Pd., M.pd

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Singaraja,

2023

English Practices Students



Anom Cynthia Maheswari

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## Meeting 4

LESSON PLAN		
SMP Negeri 1 Singaraja Subject: English Class/Semester: VII/1 Topic: Expression of asking and giving information about someone's favorite food. Lesson/Meeting: 2/1 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning • Monitoring Technique: Linguistics Landscape Technique • Make the project of linguistics landscape	<b>Learning Objectives</b> 1. Students are able to use interrogative sentences and provide information about their own and others' favorite foods correctly. 2. Students are able to participate in English language interactions related to the topic of favorite foods.	
	<b>Learning Activities</b>	
	<b>Pre-activities</b> 1. Teacher greets the students, prays, and checks students' attendance. 2. The teacher starts the lesson by showing pictures of different favorite foods and asks students if they recognize these foods. 3. The teacher motivates students by saying they will learn how to ask and provide information about favorite foods. 4. Teacher tells the learning topic and learning objectives to the students.	15 minutes
	<b>Core activities</b> 1. Students practice asking favorite foods using the provided interrogative sentences with their pair. 2. Students work on small group and each group selects one favorite food to present to the class. 3. Students plan how they will describe the food by providing the picture and its explanation 4. Each group presents their favorite food using the expressions they have learned. 5. Other students have the opportunity to ask questions to the presenting groups about their favorite food. 6. The teacher concludes the lesson by summarizing the key points covered during the class. 7. The teacher provides positive feedback to students and having the written form of feedback 8. Students continue to make their linguistics landscape project. 9. Teacher monitoring their progress	90 minutes
<b>Post-activities</b> 1. Teacher evaluates students' projects 2. Teacher and students conclude the learning activities	15 minutes	
<b>Assessment</b>		

	Knowledge	Skills	Assignment
	Students answer the question, "What is an object pronoun?"	Students' critical thinking and communication	Assignment in class

knowing,

English Teacher of SMP Negeri 1 Singaraja



Gede Putu Mahagiantara, S.Pd., M.pd

NIP: 197808042008011016

Singaraja,

2023

English Practices Students



Anom Cynthia Maheswari

NIM: 2012021039



## Meeting 5

LESSON PLAN	
SMP Negeri 1 Singaraja Subject: English Class/ Semester: VII/1 Topic: Exploring Singular Nouns (a and an) Lesson/Meeting: 2/2 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Linguistics Landscape Technique	<b>Learning Objectives</b>
	<ol style="list-style-type: none"> <li>1. Students are able to understand the concept of singular nouns and how they refer to one person, place, thing, or idea.</li> <li>2. Students are able to write the significance of singular noun.</li> </ol>
	<b>Learning Activities</b>
	<b>Pre-activities</b>
	<ol style="list-style-type: none"> <li>1. Teacher greets the students, prays, and checks students' attendance.</li> <li>2. Teacher stimulates students by asking, "Do you know the singular nouns?"</li> <li>3. Teacher tells the learning topic and learning objectives to the students.</li> </ol>
	<b>Core activities</b>
	<ol style="list-style-type: none"> <li>1. Students observe the concept of singular noun example of a linguistics landscape containing a singular noun</li> <li>2. Students discuss nouns, their role in sentences, and the concept of singular nouns.</li> <li>3. Students share real-life examples of singular nouns in different contexts and places</li> <li>4. Students reflect on the significance of singular nouns in communication.</li> <li>5. Students write a short paragraph using a singular noun</li> <li>6. Ask students to find another example of the linguistics landscape with the singular noun in their surroundings or internet.</li> <li>7. Students analyze linguistics landscape to find the types of singular nouns they found and how they are used.</li> <li>8. Students write their analysis in a short paragraph</li> <li>9. Students present their findings in front of the class.</li> <li>10. Encourage questions and discussions after each presentation</li> <li>11. Students reflect on their presentation and teacher gives feedback related to their presentation.</li> <li>12. Students continue their linguistics landscape project</li> </ol>
	<b>Post-activities</b>
	<ol style="list-style-type: none"> <li>1. Teacher and students conclude the learning activities</li> <li>2. Teacher gives feedback and closes the learning activities</li> </ol>
	<b>Time</b>
15 minutes	
90 minutes	
15 minutes	

Assessment			
	Knowledge	Skills	Assignment
	Students know about the singular pronoun (a and an)	Students' writing skills.	In class assignment

knowing.

English Teacher of SMP Negeri 1 Singaraja



Gede Putu Mahagiantara, S.Pd., M.pd

NIP: 197808042008011016

Singaraja,

2023

English Practices Students



Anom Cynthia Maheswari

NIM: 2012021039



## Meeting 6

LESSON PLAN		
SMP Negeri 1 Singaraja Subject: English Class/Semester: VII/1 Topic: Procedure Text Lesson/Meeting: 2/3 Time Allocation: 2 x 40 Minutes Method: Project-Based Learning Technique: Linguistics Landscape Technique	<b>Learning Objectives</b> 1. Students are able to identify the characteristics of a procedure text. 2. Students are able to compose a simple procedure text correctly.	
	<b>Learning Activities</b>	
	<b>Pre- activities</b>	
	1. Teacher greets the students, prays, and checks students' attendance. 2. Teacher stimulates students by asking, "Do you know what is procedure text?" 3. Teacher tells the learning topic and learning objectives to the students.	15 minutes
	<b>Core activities</b>	90 minutes
	1. Students analyze example of a procedure text and they tell the teacher their familiarity of procedure text 2. Students find the other example of procedure text. 3. Students work in small groups to identify the characteristics of procedure texts. 4. Students are given the task to create a simple procedure text on how to make their favorite food in detail. 5. Students listen to the teacher guideline of the task. 6. Students present their procedure texts to the class. 7. Other students can ask questions or provide feedback after the presentations. 8. The teacher concludes the lesson by summarizing the characteristics of procedure texts that have been learned. 9. The teacher provides positive feedback to students on the procedure texts they have composed. 10. The students finishing their linguistics landscape project 11. The students present their project in front of the class.	
	<b>Post-activities</b>	15 minutes
	<b>Assessment</b>	

	Knowledge	Skills	Assignment
	Students can answer, "What is the linguistics landscape"	Students' writing skills	Project in class

knowing,

English Teacher of SMP Negeri 1 Singaraja



Gede Putu Mahagiantara, S.Pd., M.pd

NIP: 197808042008011016

Singaraja,

2023

English Practices Students



Anom Cynthia Maheswari

NIM: 2012021039





#### Appendix 4. Expert Judgement

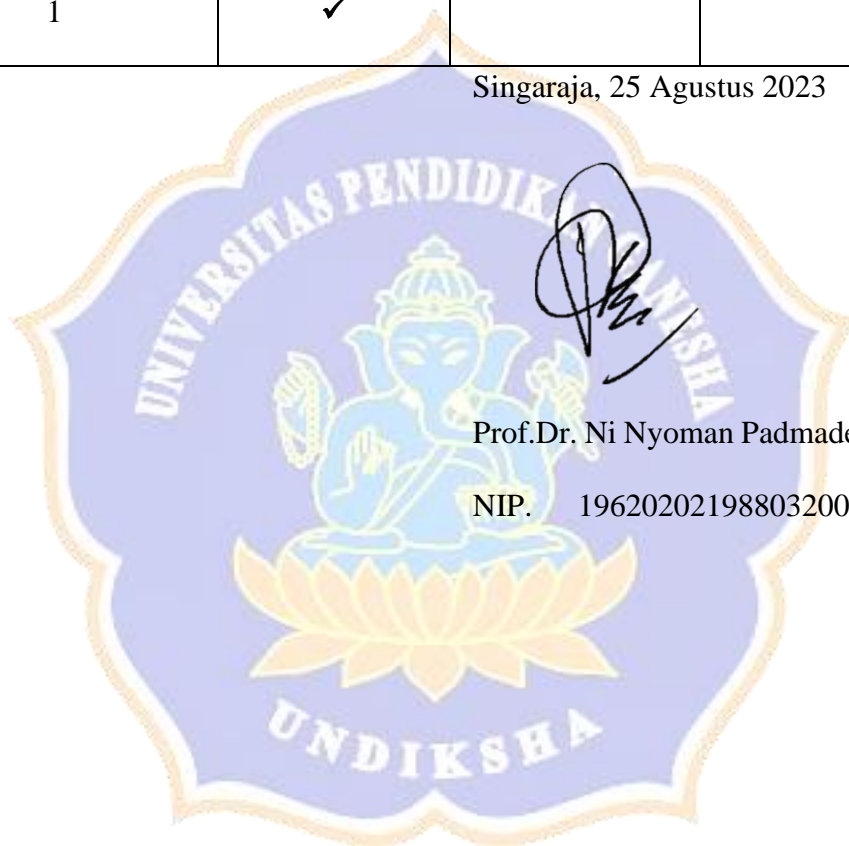
##### Pre-test and Post-test

Judgement 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

## Judgement 2

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

Item Number	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		

Singaraja, 25 Agustus 2023



### 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

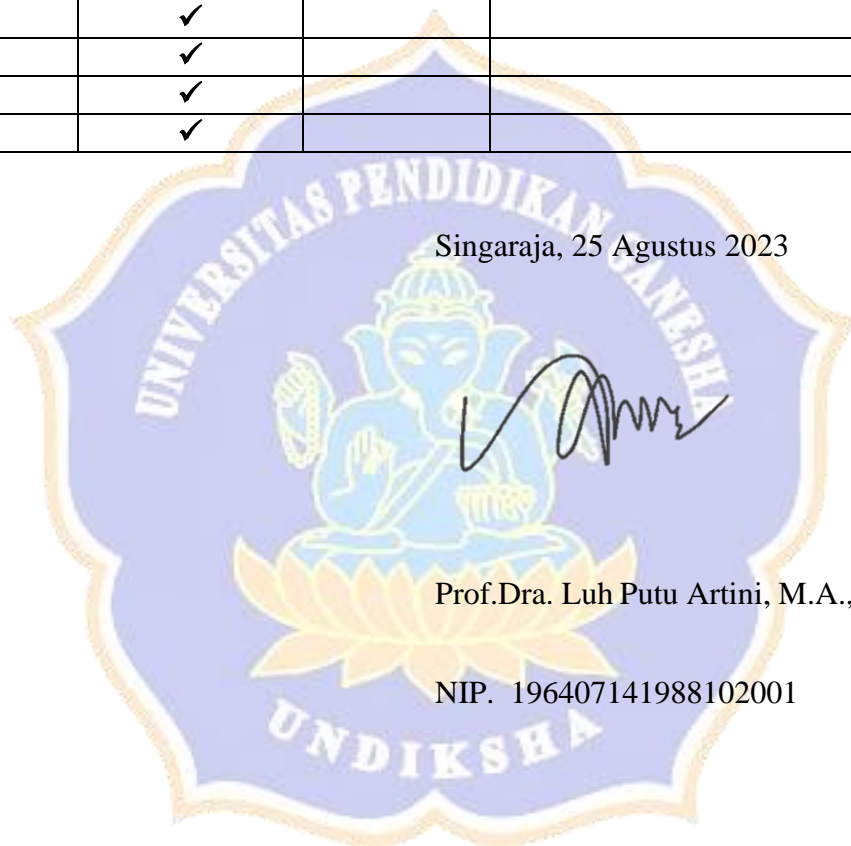
NIP. 196202021988032001

**Judgement****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 Instrument

### 1. Pre-test and Post-test

#### Blue print of Pre-test and Post test

Variable	Dimension	Indicators	Question Types	Number of Item	Total Item
<p><b>Students' writing skills at SMP Negeri 1 Singaraja</b></p> <p>According to Jacobson (2003) as cited in (S. S. Durga &amp; 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"> <li>• <b>Content</b> Depth of information and includes all relevant content</li> <li>• <b>Organization</b> Use of well-structured paragraphs</li> <li>• <b>Vocabulary</b> Can express ideas in various and appropriate ways.</li> <li>• <b>Language Use</b> Correct use of tenses, pronouns, prepositions, and more.</li> <li>• <b>Mechanics</b> Basic errors such as spelling, grammar, and capitalization are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short paragraph (minimum 5 sentences) about descriptive text (describing people) using the simple present tense.</li> <li>• Write a short paragraph (minimum 5 sentences) about descriptive text (describing daily activities) using the simple present tense.</li> </ul>	Writing descriptive paragraph	1	1

**PRE-TEST**  
**LINGUISTICS LANDSCAPE**

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. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe about your mother) using the simple present tense!



**POST-TEST**  
**LINGUISTICS LANDSCAPE**

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. Do your best without worrying about making mistakes.

Task:

Write a short paragraph (minimum 5 sentences) about descriptive text (describe your chair mate) using the simple present tense!



### Validity and Reliability Pre-test Post-Test

#### a. Content validity (Expert Judgement)

Judge II		Judge I	
		Relevant	Irrelevant
	Relevant	1	-
	Irrelevant	-	-

#### Content Validity Result

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

#### 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 Reliability Test

#### Reliability Statistics

Cronbach's Alpha	N of Items
,824	2



## 2. Questionnaire

### Blue Print of Questionnaire

Variable	Dimensions	Indicators	Number of Items
Teacher perception to the linguistic landscape technique through project-based learning method implementation on students' writing skills.	<b>Experience</b> , teacher will see the learning process of the students so they can give a relevant perception.	<ul style="list-style-type: none"> <li>- Teacher believes that the learning process using linguistic landscape techniques through project-based learning can improve students' writing skills.</li> <li>- Teacher believes 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' writing skills.</li> </ul>	1,2
	<b>Physical factor</b> , teacher can see the product of the students so they can determent the objective answer.	<ul style="list-style-type: none"> <li>- Teacher believes that the resulting of linguistic landscape products help students improve writing skills.</li> </ul>	3
	<b>Emotional factor</b> , the researcher will make sure the readiness of the teacher to answer the questionnaire.	<ul style="list-style-type: none"> <li>- Teacher feels that the linguistic landscape technique through project-based learning improves the child's ability to associate</li> </ul>	4,5

		<p>vocabulary with relevant objects.</p> <ul style="list-style-type: none"> <li>- Teacher feels that children are motivated in learning English by using the linguistic landscape technique through project-based learning.</li> </ul>	
	<p><b>Cognitive</b>, the teacher certainly has good knowledge about 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>	<ul style="list-style-type: none"> <li>- Teacher believes that the linguistic landscape technique through project-based learning is a suitable technique for young learners to improve writing skills.</li> </ul>	6
	<p><b>Social and cultural context</b>, 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>	<ul style="list-style-type: none"> <li>- Teacher believes that the linguistic landscape technique through project-based learning is a suitable technique to be implemented in private junior high schools.</li> </ul>	7
	<p><b>Cognitive biases</b> 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</p>	<ul style="list-style-type: none"> <li>- Teacher hopes that the linguistic landscape through project-based learning technique can improve students' ability to improve their writing skills.</li> </ul>	8,9

	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



## Questionnaire

Responder's details

Name :

Phone Number :

Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
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Variable	Questions	5	4	3	2	1
Experience	1. Menurut saya, penggunaan teknik lanskap linguistic dapat meningkatkan kemampuan menulis siswa. 2. Menurut saya, penggunaan teknik autentik seperti lanskap linguistik dapat berdampak positif pada pengalaman belajar siswa.					
Physical factor	3. Saya percaya bahwa hasil dari implementasi teknik lanskap linguistik dapat berdampak positif pada keterampilan menulis siswa.					
Emotional factor	4. Saya merasa bahwa lanskap linguistik melalui pembelajaran berbasis proyek mempengaruhi kemampuan siswa membuat paragraf dengan objek yang relevan. 5. Saya merasa siswa termotivasi dalam belajar bahasa Inggris dengan menggunakan lanskap linguistik melalui pembelajaran berbasis proyek.					
Cognitive	6. Saya percaya bahwa lanskap linguistik melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk siswa sekolah menengah pertama					
Social and cultural context	7. Saya percaya bahwa lanskap linguistik melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk diterapkan di sekolah menengah pertama.					
Cognitive biases	8. Saya setuju bahwa lanskap linguistik melalui pembelajaran berbasis proyek memberikan dampak positif bagi kemampuan siswa untuk meningkatkan keterampilan menulis siswa. 9. Saya berharap lanskap linguistik melalui pembelajaran berbasis proyek akan diterapkan					

	kembali di masa depan untuk meningkatkan keterampilan menulis siswa.					
Teacher personal opinion	10. Bagaimana pendapat anda perihal teknik lanskap linguistik yang telah diterapkan? silakan jawab dengan singkat.					



## Validity and Reliability Pre-test Post-Test

### a. Content validity (Expert Judgement)

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

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

Questionnaire Validity Result

### b. Questionnaire Reliability

Value of Kappa	Level of Agreement
0-0,2	None
0,21-0,39	Minimal
0,40-0,59	Weak
0,60-0,79	Moderate
0,80-0,90	Strong
>0,90	Almost Perfect

### Symmetric Measures

		Value	Asymptotic Standard Error <sup>a</sup>	Approximate T <sup>b</sup>	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.

### 3. Interview

#### Blue Print Interview

Variable	Dimensions	Indicators	Number of Items	Total items
Teacher perception of the Shape poem technique through project-based learning method implementation on students' writing skills	<b>Experience</b> , teacher will see the learning process of the students so they can give a relevant perception	<ul style="list-style-type: none"> <li>Teacher believe that the learning process using shape poem techniques through project-based learning can improve students' writing skills</li> <li>Teacher believe that the learning process using the Shape Poem Technique through Project Based Learning is a technique that represents authentic and meaningful learning to improve students' writing skills</li> </ul>	1,2	2
	<b>Physical factor</b> , teacher can see the product of the students so they can determent the objective answer	<ul style="list-style-type: none"> <li>Teacher believe that the resulting of shape poem products help students improve writing skills</li> </ul>	3	1
	<b>Emotional factor</b> , the researcher will	<ul style="list-style-type: none"> <li>Teacher feel that the shape poem technique through project-based</li> </ul>	4,5	2

	<p>make sure the readiness of the teacher to answer the questionnaire</p>	<p>learning improves the students' ability to write with relevant objects</p> <ul style="list-style-type: none"> <li>• Teacher feel that children are motivated in learning English by using the shape poem technique through project based learning</li> </ul>		
	<p><b>Cognitive</b>, the teacher certainly has good knowledge about 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>	<ul style="list-style-type: none"> <li>• Teacher believe that the shape poem technique through project based learning is a suitable technique for young learners to improve writing skills</li> </ul>	6	1
	<p><b>Social and cultural context</b>, the teacher already knows the condition of the school environment, so after applying the shape poem technique, the teacher will know the changes that occur in the learning</p>	<ul style="list-style-type: none"> <li>• Teacher believe that the shape poem technique through project- based learning is a suitable technique to be implemented in junior highschools</li> </ul>	7	1



	environment which are closely related to students' writing skills.			
	<p><b>Cognitive biases</b> 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"> <li>• Teacher hopes that the shape poem technique through project based learning can improve students' ability to write and using words in conversation, reading, writing, and listening</li> <li>• Teacher hopes that the shape poem technique through project-based learning will be reapplied in the future to improve students' writing skills</li> </ul>	8,9	2
	Teacher personal opinion about the Shape poem technique trough project-based learning method implementation on students' writing skills	<ul style="list-style-type: none"> <li>• Teacher give a good feedback related to the Shape poem technique trough project- based learning method implementation on students' writing skills</li> </ul>	10	1

### Interview Guide

Responder's detail

Name :

Phone Number :

Variable	Questions
Experience	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?
Physicalfactor	3. Apakah Anda percaya produk lanskap linguistik yang dihasilkan membantu siswa meningkatkan keterampilan menulis mereka?
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	7. Menurut anda, apakah teknik lanskap linguistik melalui pembelajaran berbasis proyek cocok untuk pelajar muda untuk meningkatkan keterampilan menulis mereka?
Social and cultural context	8. Menurut anda, apakah teknik lanskap linguistik melalui pembelajaran berbasis proyek cocok untuk diterapkan di sekolah menengah pertama?

Cognitive biases	<ol style="list-style-type: none"><li>9. Apakah Anda berharap bahwa lanskap linguistik melalui teknik pembelajaran berbasis proyek dapat meningkatkan pemahaman siswa tentang materi?</li><li>10. Apakah Anda berharap bahwa lanskap linguistik melalui teknik pembelajaran berbasis proyek akan diterapkan kembali untuk meningkatkan keterampilan menulis siswa?</li><li>11. Apakah Anda memiliki pendapat tentang penerapan teknik lanskap linguistik melalui pembelajaran berbasis proyek pada keterampilan menulis siswa kelas 7?</li></ol>
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**Appendix 6. Result****a. Pre-test and Post-test Result**

Subject	Pre-test (X)	Post-test (Y)
A	60	72
B	66	76
C	41	51
D	64	82
E	53	77
F	64	84
G	56	75
H	55	65
I	41	51
J	60	75
K	44	54
L	56	67
M	45	62
N	55	66
O	65	86
P	48	69
Q	53	77
R	57	81
S	55	65
T	53	75
U	68	89
V	65	85

Subject	Pre-test (X)	Post-test (Y)
W	58	65
X	69	80
Y	64	87
Z	65	78
A1	65	78
B1	53	86
C1	59	76
D1	64	78
E1	57	86
F1	55	72
G1	57	89
H1	54	69
I1	45	76
J1	55	68
K1	62	82
L1	50	70



## b. Questionnaire Result

## Questionnaire

Respondent's Details :

Name : *REDE PUTUMAHADIANATA*Phone Number : *085229109553*

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

Variable	Questions	5	4	3	2	1
Experience	1. Menurut saya, penggunaan teknik lanskap linguistic dapat meningkatkan kemampuan menulis siswa.	✓				
	2. Menurut saya, penggunaan teknik autentik seperti lanskap linguistic dapat berdampak positif pada pengalaman belajar siswa	✓				
Physical factor	3. Saya percaya bahwa hasil dari implementasi teknik lanskap linguistic dapat berdampak positif pada keterampilan menulis siswa.	✓				
Emotional factor	4. Saya merasa bahwa lanskap linguistic melalui pembelajaran berbasis proyek mempengaruhi kemampuan siswa membuat paragraf dengan objek yang relevan.		✓			
	5. Saya merasa siswa termotivasi dalam belajar bahasa Inggris dengan menggunakan lanskap linguistic melalui pembelajaran berbasis proyek.	✓				
Cognitive	6. Saya percaya bahwa lanskap linguistic melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk siswa sekolah menengah pertama	✓				
Social and cultural context	7. Saya percaya bahwa lanskap linguistic melalui pembelajaran berbasis proyek adalah teknik yang cocok untuk diterapkan di sekolah menengah pertama	✓				

Cognitive biases	<p>8. Saya setuju bahwa lanskap linguistik melalui pembelajaran berbasis proyek memberikan dampak positif bagi kemampuan siswa untuk meningkatkan keterampilan menulis siswa.</p> <p>9. Saya berharap lanskap linguistik melalui pembelajaran berbasis proyek akan diterapkan kembali di masa depan untuk meningkatkan keterampilan menulis siswa.</p>	✓				
Teacher personal opinion	10. Bagaimana pendapat anda perihal teknik lanskap linguistik yang telah diterapkan? silakan jawab dengan singkat.					

\* Teknik lanskap linguistik sangat membantu pembelajaran di kelas terutama untuk anak-anak kelas 7. Dengan teknik ini kemampuan menulis (writing skill) siswa dapat meningkat.

  
 Ed. A. Maheswari

## Appendix 7. Data Analysis

### 1. Descriptive Statistic Analysis

		Statistics	
		pretest	posttest
N	Valid	38	38
	Missing	0	0
Mean		56,74	74,32
Std. Error of Mean		1,204	1,607
Median		56,50	76,00
Mode		55	65 <sup>a</sup>
Std. Deviation		7,421	9,905
Variance		55,064	98,114
Range		28	38
Minimum		41	51
Maximum		69	89
Sum		2156	2824

a. Multiple modes exist. The smallest value is shown

### 2. Inferential Statistic

#### a. Normality Test

		Tests of Normality						
		pretest	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		posttest	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	1		,126	38	,136	,950	38	,089
siswa	2		,133	38	,089	,947	38	,068

a. Lilliefors Significance Correction



### b. T-Test

#### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	56,74	38	7,421	1,204
	posttest	74,32	38	9,905	1,607

#### Paired Samples Correlations

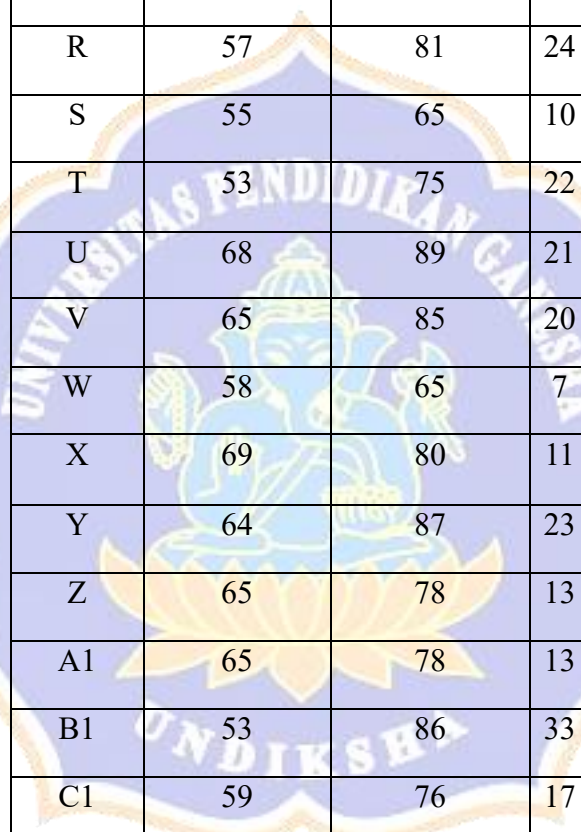
		N	Correlation	Sig.
Pair 1	pretest & posttest	38	,730	,000

#### Paired Samples Test

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	pretest - posttest	-17,579	6,773	-19,805	-15,353	-16,000	37	<,001

### c. Effect Size

Subject	Pre-test (X)	Post-test (Y)	d
A	60	72	12
B	66	76	10
C	41	51	10
D	64	82	18
E	53	77	24
F	64	84	20
G	56	75	19
H	55	65	10
I	41	51	10
J	60	75	15



K	44	54	10
L	56	67	11
M	45	62	17
N	55	66	11
O	65	86	21
P	48	69	21
Q	53	77	24
R	57	81	24
S	55	65	10
T	53	75	22
U	68	89	21
V	65	85	20
W	58	65	7
X	69	80	11
Y	64	87	23
Z	65	78	13
A1	65	78	13
B1	53	86	33
C1	59	76	17
D1	64	78	14
E1	57	86	29
F1	55	72	17
G1	57	89	32
H1	54	69	15
I1	45	76	31

J1	55	68	13
K1	62	82	20
L1	50	70	20

$$\text{Cohen's } d = \frac{\bar{d}}{\text{Standard Deviation}}$$

$$\text{Cohen's } d = \frac{17.58}{6.773}$$

$$= 2.59560018$$



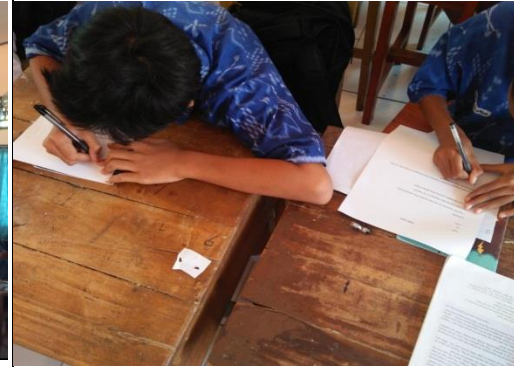
### Appendix 8. Documentation

<p><b>Pre-test Documentations</b></p> 	<p><b>Meeting 1 – Treatment</b></p> 
<p><b>Meeting 2 - Treatment</b></p> 	<p><b>Meeting 3 - Treatment</b></p> 
<p><b>Meeting 4 - Treatment</b></p> 	<p><b>Meeting 5 - Treatment</b></p> 

**Meeting 6 - Treatment**



**Post-test Documentations**



**Interview Documentations**



**Fill in the questionnaire**



**Making the Project**



**Present the Project**



**The result of The Project**



**The result of The Project**



**The result of The Project**



**The result of The Project**



## Appendix 9. Biography

### RIWAYAT HIDUP



Anom Cynthia Maheswari lahir di Denpasar pada tanggal 27 Desember 2002. Penulis lahir dari pasangan suami istri, yakni I Wayan Suarjana Tangkas dan Ayu Wahyuniyathi. Penulis memiliki satu orang adik laki-laki bernama Rai Bhaskara Agastya Nendra dan satu orang adik perempuan bernama Alit Kencana Dewi. Penulis berkebangsaan Indonesia dan beragama Hindu.

Penulis beralamat di Jalan Nangka Utara Perumahan Nangka Permai Blok C.3, Denpasar, Bali. Penulis menyelesaikan pendidikan sekolah dasar di SD Negeri 1 Tonja dan lulus pada tahun 2014. Kemudian, penulis melanjutkan pendidikannya ke SMP Negeri 4 Denpasar dan lulus pada tahun 2017. Pada tahun 2020, penulis lulus dari SMA Negeri 7 Denpasar jurusan Ilmu Pengetahuan Alam 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 7<sup>TH</sup> GRADE STUDENT’S WRITING SKILLS AT SMP NEGERI 1 SINGARAJA”**.

## Appendix 10. Authenticity of The Writing Statement

### SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa karya tulis yang berjudul **“THE APPLICATION OF LINGUISTIC LANDSCAPE TECHNIQUE THROUGH PROJECT-BASED LEARNING ON 7<sup>TH</sup> GRADE STUDENTS’ WRITING SKILLS AT SMP 1 SINGARAJA”** beserta seluruh isinya, merupakan benar-benar karya sendiri dan tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung sanksi yang dijatuhkan kepada saya apabila kemudian hari ditemukannya pelanggaran atas etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya tulis ini.

Singaraja, 5 Februari 2024

Yang membuat Pernyataan,



Anom Cyathia Maheswari  
NIM. 2012021039