

ABSTRACT

The aim of this research is mitigating learning loss through linguistic landscape exposure of the 9th grade SMPN 2 Sukodono. The students experienced learning loss in covid-19 pandemic. The proof could be found in the past when the teacher did learning and teaching process. The students did not attend to online class. They did not submit assignment in the google classroom. The teacher also did home visit when in covid-19 pandemic. Researcher used these data to make a research. The scope of the study was in 9th grade 9-A, 9-B, and 9-D totally 100 students. This study took focus in students' motivation. The problem above made the teacher had innovation to solve it. The researcher was mitigating learning loss through Linguistic landscape exposure of the 9th grade SMPN 2 Sukodono. The research design of this study was case study, quantitative data and qualitative data. The instrument was used close questionnaire and open questionnaire in google form. Based on the data we could be found the average who experienced by the students in covid-19 pandemic. The students chose strongly sure 33,4%, the students who chose sure 46% and the students who chose not sure only 20,6%. Totally the students who really experienced in learning loss in covid-19 pandemic was 79,4%, and the students who chose not sure only 20,6%. So only 20,6% of the students did not experience learning loss in covid-19 pandemic. The other data proved the average of the students answered in google form who chose weak was 52,5%, who chose very weak 28,2% and who chose strong 19,6% students. The situation of covid-19 pandemic influenced the motivation to learn of the students. The students who did not have motivation to learn 80,4% in covid-19 pandemic. Then, the students who had strong motivation to learn only 19,6%.

Teaching learning process used observation method and discovery learning. The students used to see pictures when they study about label of products before they practiced, made and created the linguistic landscape in canva application. The researcher used instrument to do this observation. The students were so enjoyed to do all the activities.

It also proved linguistic landscape mitigated learning loss after covid-19 pandemic. The data proved that the students who answered strongly sure 41%, who answered sure 51,4%, and who answered not sure 7,6%. This average stated that learning loss could be reduced or could be mitigated by linguistic landscape. Totally there were 92,4% of the students answered linguistic landscape mitigated learning loss. From the data it could be proved that mitigating learning loss through linguistic landscape exposure in 9th grade SMPN 2 Sukodono succeed. Linguistic landscape could be mitigated learning loss by exposure it in the class.

Keywords: *Mitigating, Learning Loss, Linguistic Landscape, English Exposure*

ABSTRAK

Tujuan dari penelitian ini adalah untuk memitigasi learning loss melalui pemaparan linguistic landscape pada siswa kelas 9 SMPN 2 Sukodono. Para siswa mengalami learning loss di masa pandemi Covid-19. Buktinya dapat ditemukan pada masa lalu ketika guru melakukan proses belajar mengajar. Para siswa tidak menghadiri kelas online. Mereka tidak menyerahkan tugas di Google Classroom. Guru juga melakukan kunjungan rumah pada saat pandemi Covid-19. Peneliti menggunakan data tersebut untuk membuat penelitian. Ruang lingkup penelitian adalah kelas 9 pada kelas 9-A, 9-B, dan 9-D yang berjumlah 100 siswa. Penelitian ini memfokuskan pada motivasi siswa. Permasalahan di atas membuat guru mempunyai inovasi untuk menyelesaikannya. Peneliti melakukan mitigasi learning loss melalui paparan linguistic landscape, siswa kelas 9 SMPN 2 Sukodono. Desain penelitian ini adalah studi kasus, data kuantitatif dan data kualitatif. Instrumen yang digunakan adalah angket tertutup dan terbuka dalam google form. Berdasarkan data tersebut dapat diketahui rata-rata yang dialami siswa pada masa pandemi Covid-19. Siswa yang memilih sangat yakin 33,4%, siswa yang memilih yakin 46%, dan siswa yang memilih tidak yakin hanya 20,6%. Total siswa yang benar-benar mengalami learning loss pada masa pandemi Covid-19 sebanyak 79,4%, dan siswa yang memilih tidak yakin hanya 20,6%. Jadi hanya 20,6% siswa yang tidak mengalami learning loss di masa pandemi Covid-19. Data lain tentang motivasi membuktikan rata-rata jawaban siswa di google form memilih lemah 52,5%, memilih sangat lemah 28,2% dan memilih kuat 19,6% siswa. Situasi pandemi Covid-19 mempengaruhi motivasi belajar siswa. Siswa yang tidak mempunyai motivasi belajar 80,4% pada masa pandemi covid-19. Kemudian siswa yang memiliki motivasi belajar kuat hanya 19,6%.

Proses belajar mengajar menggunakan metode observasi, discovery learning. Para siswa terbiasa melihat gambar ketika mereka mempelajari label suatu produk sebelum mereka mempraktikkan, membuat dan menciptakan linguistic landscape dalam aplikasi canva. Peneliti menggunakan instrumen untuk melakukan observasi ini. Para siswa begitu senang melakukan semua kegiatan ini juga membuktikan linguistic landscape mengurangi kehilangan pembelajaran setelah pandemi Covid-19. Data tersebut membuktikan siswa yang menjawab sangat yakin 41%, yang menjawab yakin 51,4%, dan yang menjawab tidak yakin 7,6%. Rata-rata ini menyatakan bahwa kehilangan pembelajaran dapat dikurangi atau dimitigasi dengan linguistic landscape. Sebanyak 92,4% siswa menjawab linguistic landscape mengurangi kehilangan pembelajaran. Dari data tersebut dapat dibuktikan bahwa mitigasi learning loss melalui pemaparan linguistic landscape di kelas 9 SMPN 2 Sukodono berhasil. Linguistic landscape dapat dikurangi kerugian pembelajaran dengan memaparkannya di kelas.

Kata Kunci: Mitigating, Learning Loss, Linguistic Landscape, English Exposure