

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter shows and describes the research results or finding and the discussion in detail. It aims to provide answers to research questions (1) How learning loss was experienced by the students in covid-19 pandemic? (2) How linguistic landscape is exposed in teaching learning process? and (3) How does linguistic landscape exposure mitigate learning loss?. The process of the data collection and the data search is described in the discussion. After that, the researcher draws conclusions from the findings about mitigating learning loss through linguistic landscape exposure of the 9th grade.

4.1 Findings

The researcher did this research and got the complete data from all the research instruments, they were close questionnaire and open questionnaire. To get the objectives research, the researcher had analyzed the data accurately and systematically. The data was analyzed in order to draw conclusion about the objective of this study. Researcher described the findings in this chapter into three parts according to the previous before the researcher do the research and the statement according to the problem such (1) Students Learning Loss Experience, (2) Linguistic Landscape Exposed in Teaching Learning Process, (3) Learning Loss Mitigation through Linguistic Landscape Exposure. They would be described as follows:

4.1.1 Students Learning Loss Experience

The researcher found the studying process problem of the students when covid-19 pandemic situation happened. The students did not have motivation to study. They did not follow the lesson every day. They did not submit their work frequently. They joined the lesson rarely. When the researcher made home visit, they said they did not have enough mobile data to follow the lesson. They also said they were lazy to join the lesson because they could not meet the teachers directly. They did not get motivation from the people around of them too.

The researcher has many proofs to tell there were no motivation studies to the students when pandemic covid-19 happened. WhatsApp application was used in learning and teaching process. Only some of the students join the online class. Google Classroom was used for submitting the home work or assignment. Two kinds application could prove the activities of the students in the pass when covid-19 pandemic happened. The pictures were taken from WhatsApp application screen shot when the process teaching and learning online. This screen shot below proved that the students participated in the online class. The participation from the students looked very less.

They always had reason for not joining the online class. Some of them belittled the online teaching and learning process. Because some of their parents supported them for online learning. Not all the students did not have mobile data or internet quota. The teacher had to be patient to face the all characters of the students. One and other student had different personalities

and characters. The teacher had to know one by one the character of the students' self.

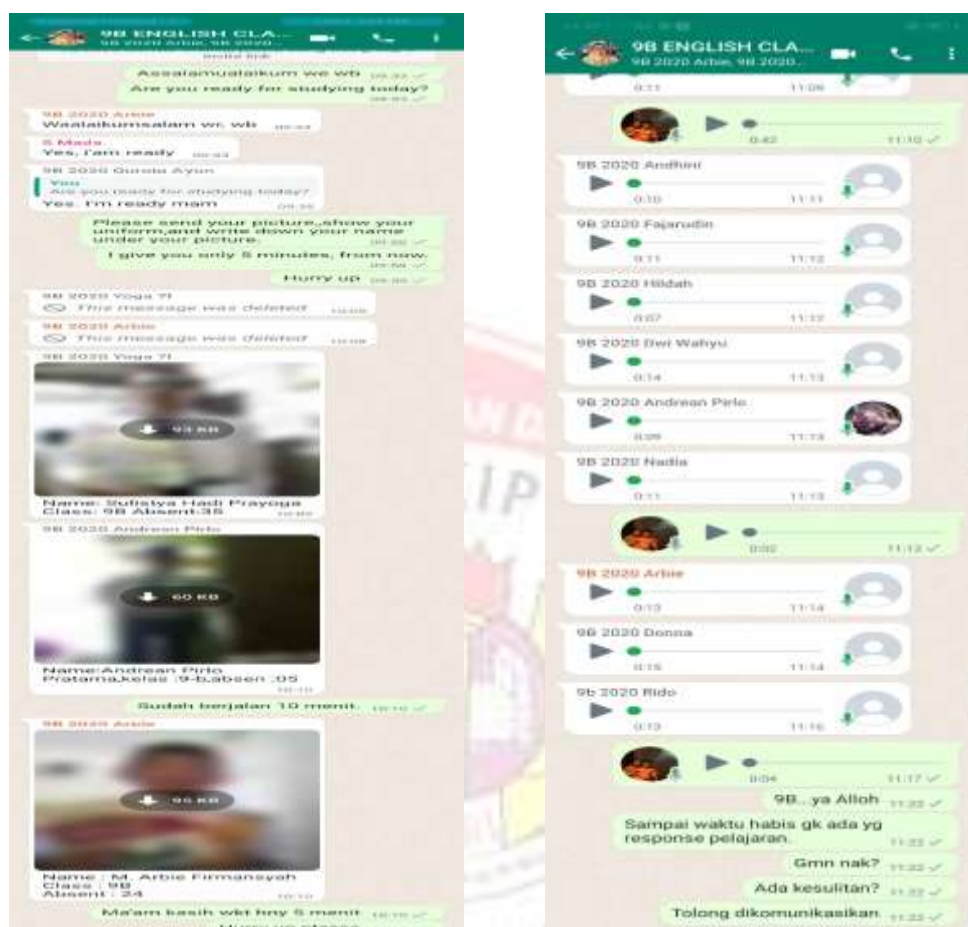


Figure 4.1
Only some of the students join the English lesson

The process teaching and learning online happened in virtual application, some of the students only joined the online process learning and teaching. When the teacher asked them to join, only some of them send their voice note. Many students did not give their response. When the teacher asked to send a picture for signing their attendance, only some of them send it, many students did not send what the teacher's asked. There were their opportunities

to skip the lesson from their teacher because of covid-19 pandemic. The communication did not run smoothly, only some of the students joined to the class online above. It showed some problems happened to almost all the students.

The teacher had to give stimulus for the students to make them joined the virtual class as soon as possible. The teacher gave limitation time to the students for sending the picture while wearing the uniform, only 3 students had sent the pictures wearing uniform in around 10 minutes. The respond was received the teacher only 2 students on time, the other students lately respond after the teacher opened the virtual class. They had to be ready to their device when the English time according to the schedule.

The screen shot of Google Classroom also showed the negative respond of the students when the process of teaching and learning in covid-19 pandemic. Many students did not submit their homework or assignment. Some students only had submitted in Google Classroom application. Google Classroom showed the proof for submitting the assignment from the students.

When the teacher gave the assignment to the class, from 36 students only 8 students had submitted the assignment. The other condition when the students in the class 35 students, only 8 students had submitted the assignment too. This conditions were so poor and apprehensive. The researcher wanted and needed the data why it happened to the students. The

pictures below showed not until a half of the students in the class had submitted the assignment.

Class	Assigned	Handed in
Class 1	28	12
Class 2	28	8
Class 3	27	8

Class	Student Name	Score
Class 1	Azzahra Kenza A.	94/100
	EKA MEITANIA PUTRI	95/100
	Gelaza Naufal	78/100
	Hanz Jr	88/100
	Hardiyanti Rachma P.	78/100
	Irtan Nuraini 78.17	78/100
Class 2	TC / 17 / Linda Kartika ...	95/100
	Fernando Farel	80/100
	Muhammad Khoirilief	80/100
	Mutiara Putri	80/100
	Nadia Iqrocia	80/100
	Nalendra Gibran	78/100
Class 3	7D 13 Fatimatuz Zahro	80/100
	Aditya Rafi	80/100
	Alea Adinda Anggun	80/100
	Anggun Salsabila	78/100
	Bunga Salsabila.10	78/100
	Melinda Lintang Ansy	75/100

Figure 4.2
The proof submission of the assignment

The researcher did not stay still. The researcher asked the teacher made home visit to prove the truth about the students' condition. The researcher got the pictures when the teacher did home visit.



Figure 4.3
The students stayed at home



Figure 4.4
The students did not stay at home

The pictures when home visit did by the teacher. There were two kinds conditions when home visit did by the teacher. The first condition, when the students stayed at home and the second condition the students did not stay at home. The pictures above showed the students stayed at home when the teacher did home visit. The students got motivation from the teacher. They did not join in online class because of economic. Their parents could not give money for buying internet quota. The school helped them to buy internet quota, but could not give every month. The school only could buy one or two months' internet quota.

The other pictures above showed that students did not stay at home. They did not study when the time of school. The information from their parents said the students still slept because of the late sleep in his friend and the other condition the students did not stay at home because he played outside with his friends. These conditions were really made the teacher concerned more about it. The researcher got these pictures from the teacher. The real

proof of the students' condition when covid-19 pandemic happened and impacted to the students.

Then the researcher also asked the teacher to contribute the next research. The researcher gave the questionnaire at May 12th 2023 in 9-A, 9-B and 9-D classes were described in this finding. The students totally were 100 students. After the researcher found the data in the pass when covid-19 pandemic happened, then the researcher knew why learning loss happened to the students in pandemic situation, why the motivation was so low when covid-19 pandemic happened. The researcher experienced this research through two kinds of questionnaires. The researcher used close questionnaire and open questionnaire. All the students answered all the questions from both of questionnaire that was distributed for them. The researcher supported the finding above with the data from Google Form. The students answer all the questions in Google form. The first data about learning loss in covid-19 pandemic.

The first question: How sure are you experiencing learning loss due to virtual learning? The first question to the students asked about the real condition of the students when they face learning loss due to virtual learning. This situation there was 37 % had strongly sure and there were 50% had sure answer. Totally were 87%. Learning loss happened in the students when the pandemic happened. Virtual learning or online learning already practiced for the students. The students were so sure about their learning loss due to the virtual learning. Only 13% students were not sure about the happening of

learning loss when the pandemic covid-19 happened. The diagram pie can be seen below.

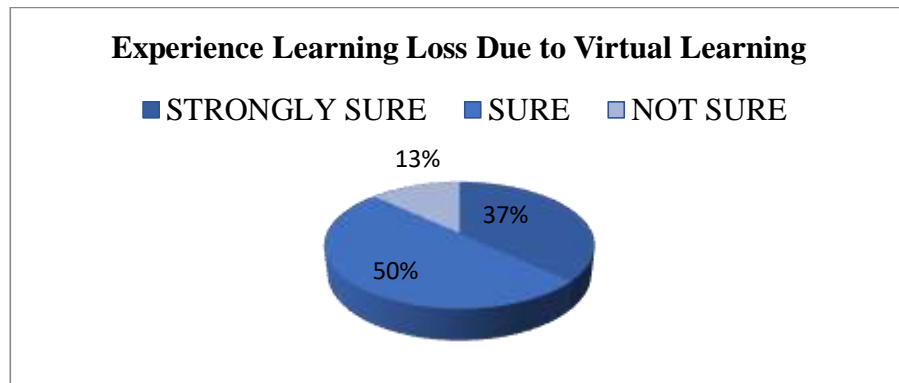


Diagram 4.1

The second question: How sure are you experiencing learning loss due to social isolation related to Covid-19? When pandemic covid-19 there was social isolation, the students experienced the isolation too. Social isolation happened and learning loss also happened in the same time. According to the data the students who choose strongly sure about 33% and who choose sure 52%. Totally the students who choose sure were for about 85%. Then, only 15% from the students choose not sure about experiencing learning loss due to social isolation related to Covid-19. The diagram can be seen below.

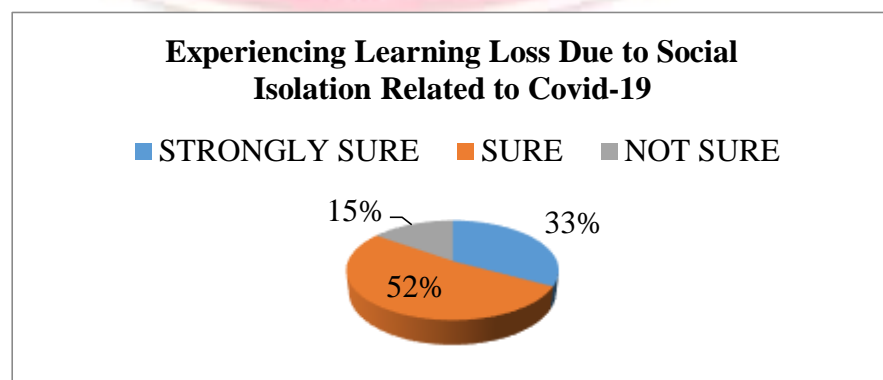


Diagram 4.2

The third question: How sure are you experiencing learning loss due to Covid-19? Pandemic Covid-19 can be the reason of learning loss happened. The researcher also asked by Google form to the students, and the answer of the Google form signed 39% of the students choose strongly sure and 46% students choose sure. Totally there were 85% choose sure and only 15% of the students choose not sure. The diagram of the result can be seen below.

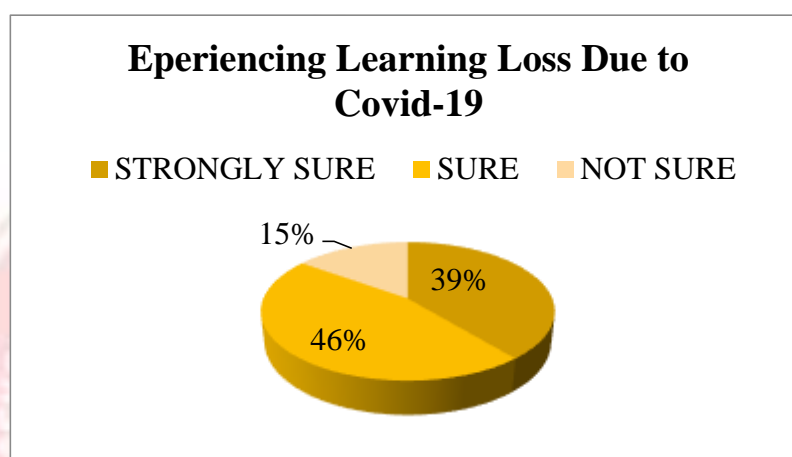


Diagram 4.3

The fourth question: How sure are you not always following online English lessons during Covid-19 pandemic? The students of this research chose strongly sure 24% , the students chose sure 48% and not sure 28% only. Totally the students who did not follow online english lesson about 72% and the students followed online english lesson about 28 % . The following online English lessons was only obligation for sending their voicenote then left the online lesson in covid-19 pandemic happened. They did not want to join online English lessons. The students didn't follow english lesson made the learning and teaching process could not run smoothly. The material could not

be received by the students. They did not know well about the material.

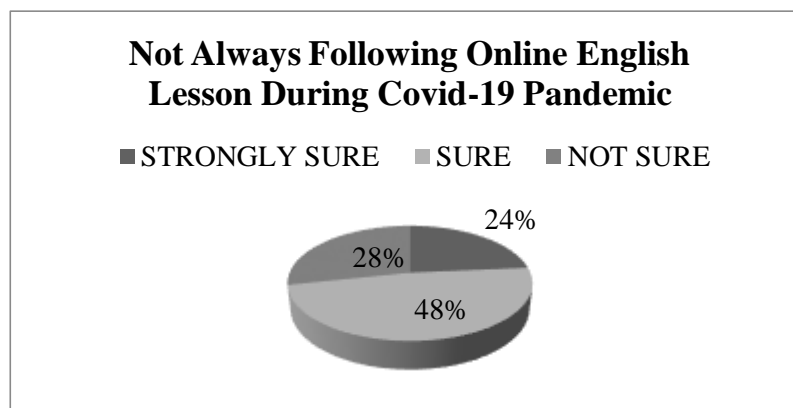


Diagram 4.4

The fifth question: How sure are you not always submit all your English assignments completely? The submissions of the assignment of the students were so low. The proof had already written in the diagram. The students chose strongly sure 34%, the students chose sure 34%, and not sure 32% to submit all the assignments from their researchers. Totally the students did not submit all English assignments completely 68% and the students who submitted 32%. It was the result based on the proof in google classroom. It was proven that there were more who did not submit assignments than those who submitted assignments. Covid-19 pandemic made the students did not care about their duties or assignment from the teacher. It had different percentage 36% between the students who always submitted the assignment and the students who not always submitted the assignment to the google classroom. The poor process teaching and learning happened. This situation made the education worse.

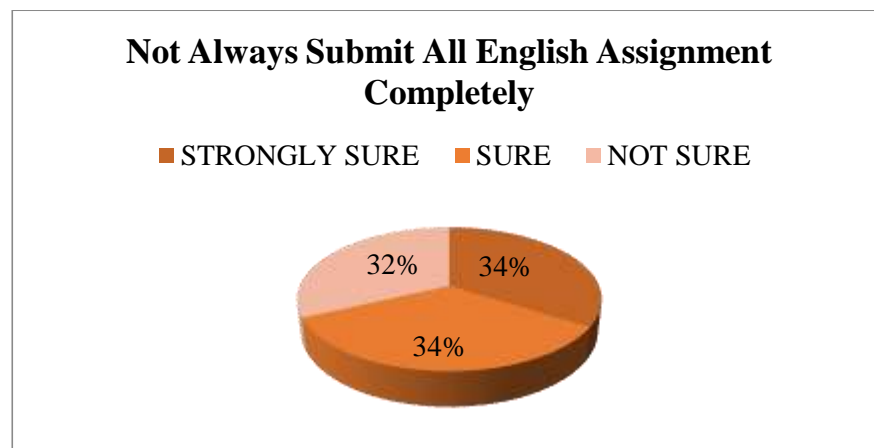


Diagram 4.5

The researcher also got the data from open questionnaire in Google Form too. The open questionnaire was given to the students in order to make the students conveyed their argument about learning loss in covid-19 pandemic happened. The question in this questionnaire had five question.

The first question, what obstacles did you face when learning English during the pandemic so you experienced learning loss? Explain! The students explained the obstacles that they face were 1) the internet network, 2) the teacher's explanation was not clear, 3) laziness of the students' self, 4) did not have enough quota or internet data, 5) difficult to understand the material, 6) enjoyed to play game, 7) economic problem. There were 7 point causes learning loss when covid-19 pandemic according to open questionnaire.

When the researcher did home visit to the students, the result had almost same result with open questionnaire here. When the researcher found the causes of learning loss most of the students said, economic, poor devices for studying, low support from environment and parents are the causes of learning

loss. There were 3 points included in the answer in open questionnaire. In open questionnaire there were 7 points, the reasons more than the results of the previous home visit.

The other data that supported the finding had been found in the Google Form in the second part question. It was about motivation. The researcher also needed to ask the students about the motivation of the students when covid-19 pandemic happened. The data really needed because the researcher wanted to know more about the real motivation study in covid-19 pandemic. The result questions that asked about motivation in question number 6 until number 10.

The sixth question: How strong was your motivation to study during Covid-19 pandemic? The motivations to learn from the students were so low. It could be seen in the diagram below. The students had 41% weak motivation and had 33% very weak motivation. The diagram shows the students were really did not have enough motivation for studying in covid-19 pandemic. There were only 26% had enough motivation to study during covid-19 pandemic.

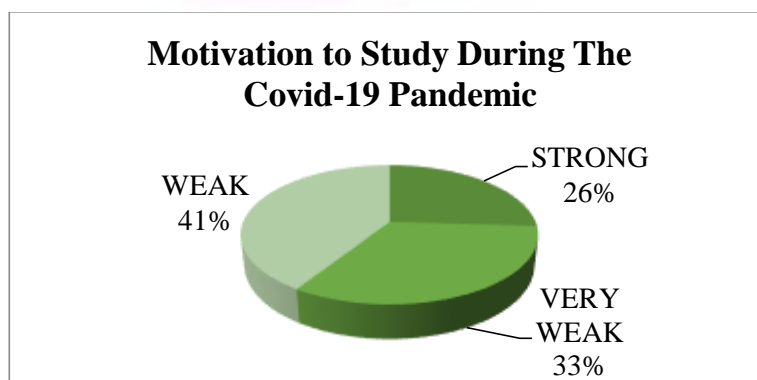


Diagram 4.6

The seventh question: How strong is the motivation given by parents to learn English during Covid-19? Parents have to give motivation to the students in every time and every situation. This situation shows the parents did not give enough motivation to the students. Many students did not receive the motivation from their parents. The diagram shows only 14% of the students received strong motivation from the parents. The other hand 44% and 42% did not receive the motivation from their parents.

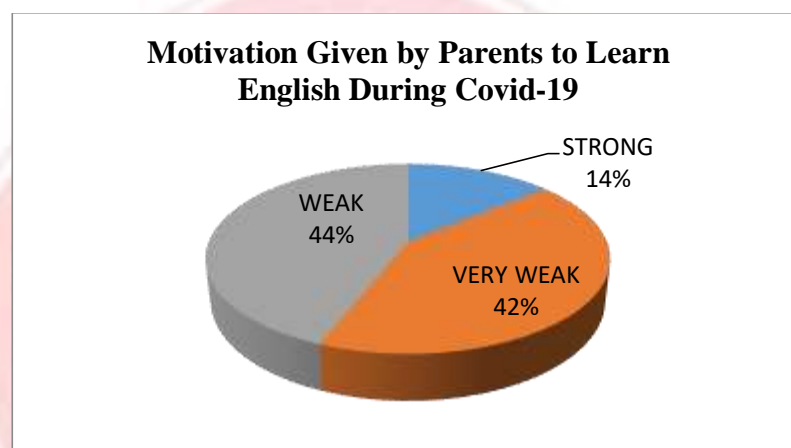


Diagram 4.7

The eighth question: How strong is the type of motivation to learn English in the form of verbal advice during Covid-19? Verbal advice did not receive by the students from around of the students. Beside the motivation from the parents, the students also did not received motivation from people around of them. The motivation of verbal advice can be received from their relative, but it did not receive when covid-19 pandemic happened. The diagram below shows 63% and 18% that the students got the weak motivation around of them. Only 19% students got verbal advice from around of the students.

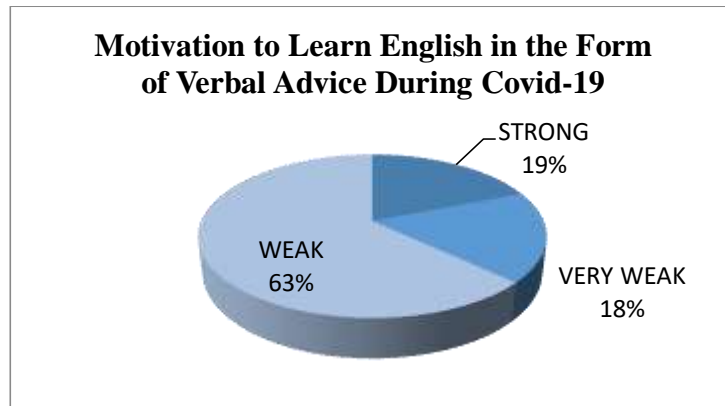


Diagram 4.8

The ninth question: How strong did you get the motivation to learn English directly from your English researcher during the pandemic? The motivation was so low too that was received the students from their teacher. Even the teacher gave full motivation, but the students did not care about the motivation that was given by the teacher. Many students confessed they received weak motivation from their teacher. The diagram shows 50% and 28% the students got weak motivation to learn English directly from English teacher during the pandemic. Then, chose strong 22% students.

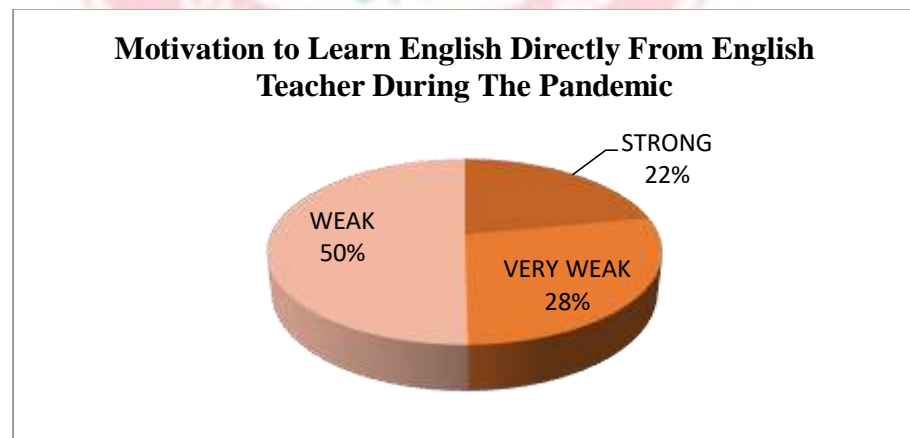


Diagram 4.9

The tenth question: How strong did you receive the motivation to learn to be used as a motor for learning English during the Covid-19 pandemic? The motivation to learn to be used as a motor for learning English was so weak. The diagram shows 63% and 20% the students said the motivation to learn was so weak when it became the motor of learning English. Only 17% had strong motivation to learn when it became the motor to study English.

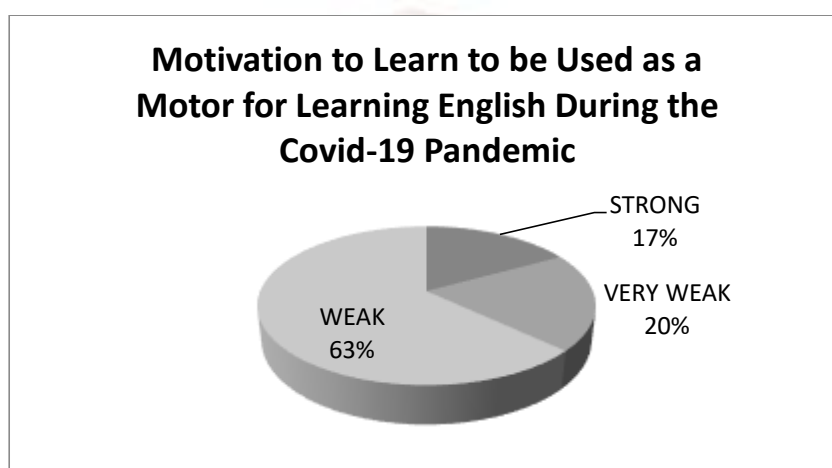


Diagram 4.10

The other data from open questionnaire about motivation had been found the researcher. The second question, who provided motivation to learn English during the pandemic? Explain! The students answered that the person who gave motivation were 1) parents, 2) teacher, 3) friends, 4) the students' self, 5) brother or sister, 6) no one. The motivation that students got there was not usually they got. Some of the students did not get the motivation from everyone, no one supported the students for studying even their parents, because their parents already confused how the member of their family could be survived in covid-19 pandemic.

The third question in open questionnaire, how important is the motivation you get to learn English during Covid-19? Explain! All the students wrote that the motivation to study English was so important. But, they did not get enough motivation from around of them. The reason, people around of them only thought about how to become survival from covid-19 in pandemic situation, and how they could be survived, could be eaten in pandemic situation. Poor situation in everywhere when pandemic happened.

4.1.2 Linguistic Landscape Exposed in Teaching Learning Process

Linguistic landscape was applied in three classes of English subject; 9-A, 9-B, and 9-D. Teaching learning process was running well, when linguistic landscape is used in teaching and learning process. The strategy of linguistic landscape is used in teaching and learning process was through smoothly in ninth grade in SMPN 2 Sukodono Sidoarjo.

The teacher choose discovery learning to create the effectiveness learning activities. The teacher took discovery learning models for students in the class, because it focused on students' activity and provides direct learning experiences for the students. The students applied knowledge in real life, students needed to be active and involved in learning. The effectiveness learning had discovered in the environment of the teaching process and can increase curiosity and exploration.

This environment was called a discovery learning environment where the students could explore all the new discoveries that were not knew yet or

similar to existing ones. With this environment, students learned well and be more creative. The students free for exploring their creativity. They free for choosing application to explore their creativity. The process teaching and learning in the classes generally could be described below.

According to Poerwanti (2008:2.26) observation is a collecting activity learning processes and outcomes can be carried out formally, namely by using an instrument deliberately designed to observe participants' work indicators and progress students, or can be done informally, namely without using instruments observation. In this research, the observation model is used to observe skills of students in English lesson. English learning content activities with the Discovery learning model Learning.

4.1.2.1 Preparation of Making Linguistic Landscape

There were three meetings to exposed teaching and learning process, before face to Linguistic Landscape. The first meeting the students learned about labeling of medicine or drugs packaging and food packaging. The students try to classified the parts of these packaging from the picture in the text book. They sorted the drugs packaging picture from what kind of drug, description, content/amount, use(s), direction to use and dosage, direction to store, expiration date in the table that they made in the students' book. The first meeting almost no problem was found. The little obstacle from the student who still confusing about classified the use(s) and the

direction to use of the product. But, after the teacher explain it again the student understood it. The teacher also made observation in this meeting. The students had discovery learning process, when the students could found the facts of the product.

The second meeting, the students continued to sort the label of food in the text book. They sorted the label food picture from the name of product, content/amount, description, ingredients, direction to use, direction to store, expiration date in the table that they made in the students' book. They did it happily. The second meeting like the first meeting, almost no problem was found. The students could do it well. The teacher instructed to the students to bring the label of medicine or drug, or food to become the source of the learning process for the next meeting.

The third meeting, the students brought the packaging product. Some of the students did not bring it, so the teacher asked them to buy the food to the school canteen to take the packaging of the product. After all the students had the packaging product, they stuck the label or packaging of the product to their book. Then they made table to classified the parts of the product depend on the label that the student brought, medicine or drug packaging or food packaging. The activity and the result of the students' activity or students' process learning could be seen below. They were so serious and enjoy when they practiced and did this learning process.



Figure 4.5

Process of stuck the picture and classify

The picture above was the process of learning. The above picture showed the students' activity when the student made the table in her book. The table depend on students' discovery when they studied and made the classification of the label in packaging. The below picture showed the activity learning process too, she stuck the packaging or label product to her book. The students stuck the label of packaging that students had.

They used to see the picture when the process of learning. If the students had medicine or drug packaging, they stuck the medicine or

drug packaging in their book. In the other hand, if the students had the food packaging, they stuck the food packaging in their book. The students stuck the label according to or depend on the students had.

On the way of the course of their learning process, the students could make the name of classification that they found in the packaging of the product by their self. They made their own conclusion name categories of their table classification. The students wrote down in their book according to their found. According to the learning model had been chosen by the teacher, it was discovery learning. The students found it all by their self. The students were so creative. They were so enjoying in their class and analyzed the packaging as the label of the product. The goal of discovery learning for the students were come true. They discovered the other ways to classify the parts of the label by their self. It was the goal of the teacher to make the students more creative.



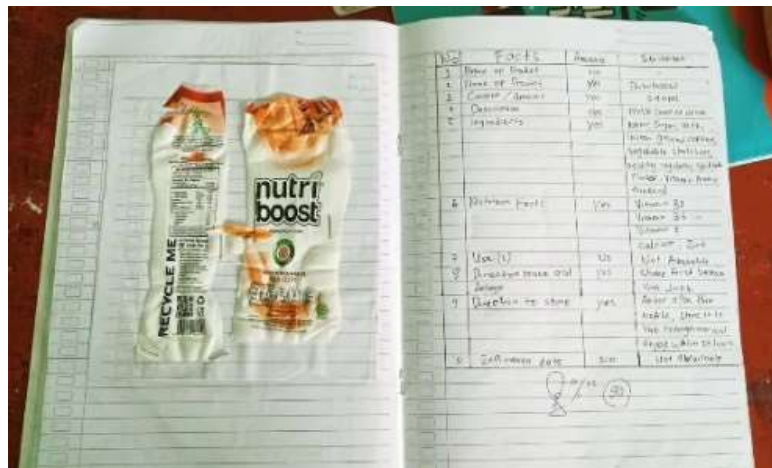


Figure 4.6

The result of the students' activity.

The activities above made the students used to see the pictures, and made the students creative to make something different for the other material.

4.1.2.2 The Process of Making Linguistic Landscape

The researcher observed the teacher to guide the students to make linguistic landscape for helping the process of learning and teaching. The teacher had three meeting to teach the students in this section. The sequence of the process learning and teaching explained below.

The first meeting, the teacher gave the material about procedure text. The teacher gave explanation about the meaning of procedure text, the function of the procedure text, the generic structure, and language feature of the procedure text. The students noticed to the explanation on YouTube trough the slide of LCD. The teacher gave the trigger question to the students too. The trigger question such as 1) What do you think about food that you ate today? 2) Who did to make it? 3) Where did to make it? 4) When did to make it? 5) Why did to make it? 6)How did to make it? The 9th grade students were asked to understand about 3 materials. They were the procedure text about how to make a kind of drink, the procedure text about how to make a kind of food, and the text about how to operate tool.

The teacher also gave stimulus so that the students thought more about procedure text. The teacher dug the students' knowledge more by gave the pictures and other way to make the students' thought opened and developed significantly. The students generated all the

knowledge. Beside the picture kind of drink, food or tool, the teacher also gave a kind of script of menu of a certain restaurant, and the recipe of drink and food. To motivated more, the teacher also gave video about procedure to make a kind of drink, food and tool. The teacher asked to the students to bring hand phone or gadget in the next meeting for the other way to learn about procedure text.

The second meeting, the students brought hand phone or gadget. They opened the android and asked them made their own innovation. The innovation made a kind of linguistic landscape. The linguistic landscape was formed according to generic structure of the procedure text like the teacher's explanation before. Linguistic landscape was formed with language styles, and styles of writing according to the students. The students found the way for exploring their creativity, as the teaching and learning process before. This situation was so interest for the students. The students explored their knowledge in their hand phone, gadget or android to create linguistic landscape. This process was so fun for all the students. The students used Canva application to make linguistic landscape. They chose Canva application because there were many templates could be found in this application. The process of making linguistic landscape can be seen below.



Figure 4.7

Pictures of the process making linguistic landscape

When the linguistic landscape had finished, they had integrated all their knowledge after and before, so they also made it printed out. They press the print out of linguistic landscape with plastic and stuck on the wall in the classroom. The result of linguistic landscape could be seen below.



Figure 4.8

The result of students' linguistic landscape

The result of linguistic landscape had finished by the students and they stuck on the wall in the class. They saw every time and every day. The teacher told to the students to continue for making linguistic landscape in advertisement material.

The third meeting, not only procedure text it could be made linguistic landscape. Advertisement was the next material for the ninth grade 9-A, 9-B, 9-D of SMPN 2 Sukodono Sidoarjo. It made to strengthen the students for making linguistic landscape. After

watching, paying attention and trying to answer the trigger questions in the middle of the explanation of the teacher, the students applied to make linguistic landscape to indicate their understanding about the entire teacher's explanation. The advertisement linguistic landscape was the same role teaching as procedure text before. The role procedure to make advertisement linguistic landscape was same as the role procedure to make procedure text linguistic landscape.

After making the procedure text linguistic landscape, the students tried to make the advertisement from the procedure text. For example, when the students made "How to make donuts" procedure text according to generic structure and language feature of the procedure text, the students continued to make advertisement linguistic landscape. The students wrote about the prize, the seller's phone number, the phrase to persuade the reader to buy the product. The result of the linguistic landscape can be seen below.



Figure 4.9

The result of linguistic landscape

The students of 9-A, 9-B, 9-D made two kinds linguistic landscape. Procedure text linguistic landscape and advertisement linguistic landscape were the shape of linguistic landscape that had made by the students. They also stuck the advertisement linguistic landscape and procedure text linguistic landscape together on the wall of their classes.

The researcher also took the data from open questionnaire about the process of making linguistic landscape to the students. The fourth question was about linguistic landscape and the exposure process, how did you create a linguistic landscape and the exposure process that occurred to you to overcome the learning loss during the pandemic? Explain! The students gave explanation when they made it, they made it with their own gadget and they chose Canva application for creating it. Canva application had many templates and it could be edited easily. After they created it according to their creativity, they printed it out and pressed it with plastic. Then, they stuck it on the wall inside the class. The students every time and every day saw and read all the linguistic landscape in the class. The process of creating until stuck the linguistic landscape, read it every time and every day made the students left learning loss. The students were really exposed of linguistic landscape from the beginning process until they read linguistic landscape on the wall.

The students explained it in Google Form the process of making

linguistic landscape and they also explained how they were enjoyed in this section.

4.1.3 Learning Loss Mitigation through Linguistic Landscape Exposure

Procedure text linguistic landscape and advertisement linguistic landscape had already made by the students of 9-A, 9-B, and 9-D. After all the linguistic landscape created by the students and already pressed with plastic, the students had to stick on the wall in their classroom. The students every day and every moment could see the linguistic landscape. One and other students would try to understand every linguistic landscape that had made by the other students.

The procedure above told how linguistic landscape could exposure mitigate learning loss. The students who experienced learning loss received the exposure of sticking linguistic landscape on the wall of the classroom. The students experienced to make linguistic landscape and day by day they also read their friends' linguistic landscape. The students were exposure linguistic landscape. Mitigating of learning loss trough linguistic landscape was already success.





Figure 4.10

The sticking linguistic landscape on the wall in the classroom

The observation in the classes had conducted and the students really enjoy to practice for making linguistic landscape. Supporting the data above, the researcher found the other data about linguistic landscape. The researcher also needed to ask the students about the useful of linguistic landscape to mitigate learning loss after covid-19 pandemic happened. The data really needed because the researcher wanted to know more about the real useful of linguistic landscape to mitigate learning loss. The result questions that asked about linguistic landscape, question number eleven until number fifteen.

The eleventh question, how sure are you that you like learning English using a linguistic landscape? The students gave the proof not only in their action they made linguistic landscape, but also in their answer when the close questionnaire was given to them. They really like when learning English using linguistic landscape. Their answers could be seen in the diagram. The diagram shows 59% and 21% the students said they like learning English using

linguistic landscape. Only 20% of the students said not sure about it. The diagram can be seen below.

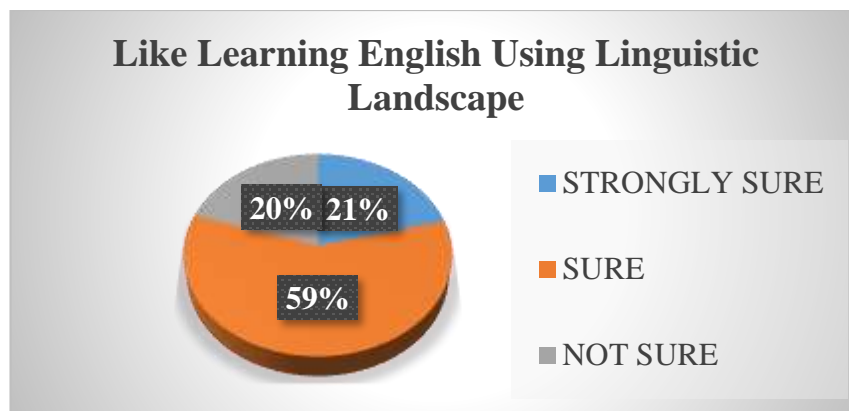


Diagram 4.11

The twelfth question, how sure do you feel that a linguistic landscape can increase your motivation to learn English? The answer of the students had significant answer. They had motivation more when they studied English using linguistic landscape. Their motivation could be increased by using linguistic landscape. The students only answered strongly sure and sure, no one chose not sure. The students answered strongly sure 40% and the students answered sure 60%. This result could be confirmed that linguistic landscape was so effective way to mitigate learning loss, because no one chose not sure here. It proved linguistic landscape really helped the students to mitigate learning loss after covid-19 pandemic. The diagram could be seen below.

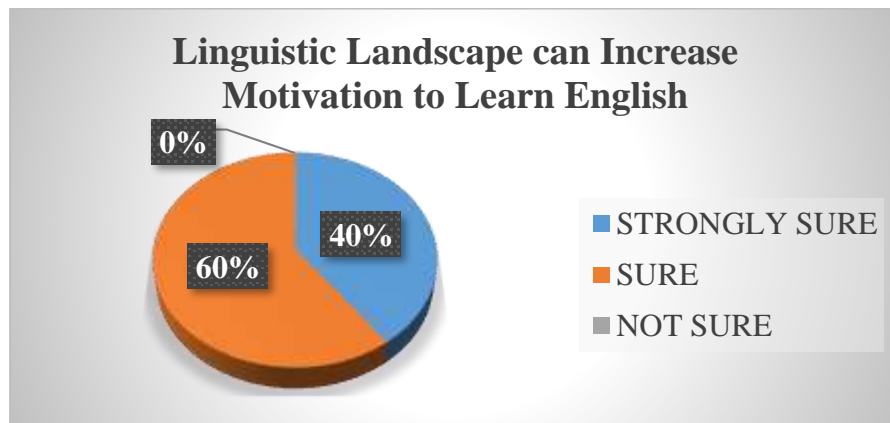


Diagram 4.12

The thirtieth question, how sure do you feel that a linguistic landscape can improve your English skills and abilities? The students could improve English skill and abilities when they face their gadget to design procedure text and advertisement through Canva application. This question also proved linguistic landscape 100% mitigate the students from learning loss after covid-19 pandemic. It also proved the students only chose strongly sure 43% and sure 57%, no one chose not sure in this question. The proof could be seen below.

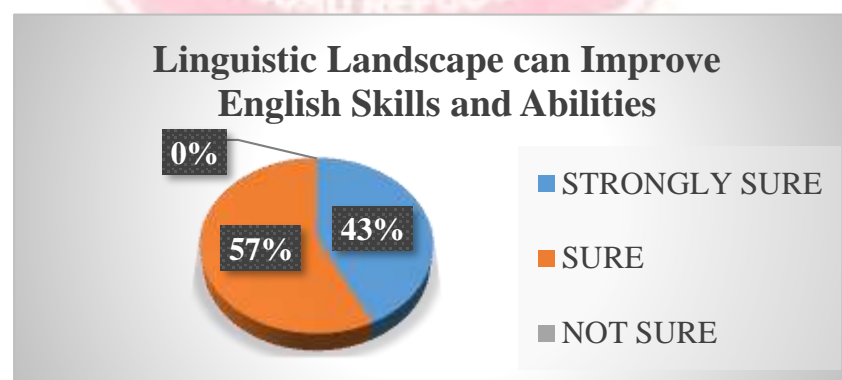


Diagram 4.13

The fourteenth question, how sure do you feel that the linguistic landscape can reduce the learning loss you experienced during Covid-19? This answered proved, linguistic landscape reduced learning loss. When compared with two questions above, it had different result. But, it wasn't significant differences. The students answered not sure only 18%, the rest of the answered strongly sure 26% and sure 56%. The students sure that linguistic landscape reduced learning loss 82% totally. It still proved that linguistic landscape mitigated learning loss after covid-19 pandemic. The proof showed in the diagram below.

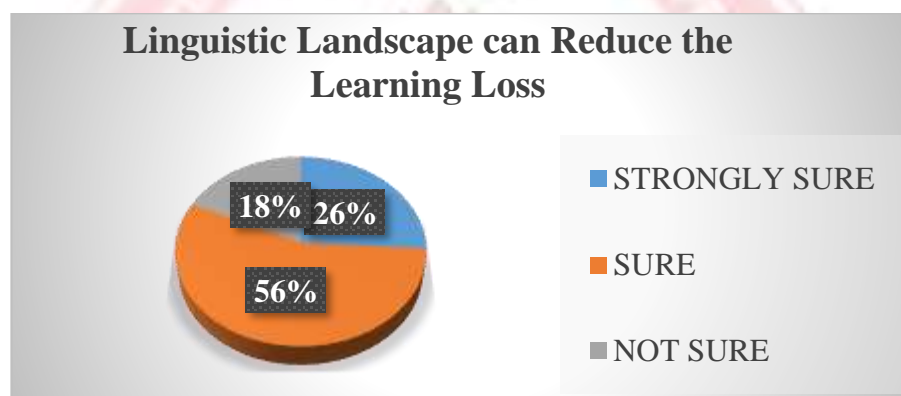


Diagram 4.14

The fifth question, how sure do you feel that using linguistic landscape makes learning English easier? The answer of this question showed no one chose not sure, it said that linguistic landscape made learning English easier for the students. From the diagram, the students answered strongly sure 37% and the students answered sure 63%, there were 100% said agreed that linguistic landscape made learning English easier. So, it proved linguistic landscape mitigated learning loss after covid-19 pandemic. This question

proved again that learning loss could be reduced or could be mitigated with linguistic landscape directly.

The students gave their own opinion about the effectiveness of linguistic landscape became the solution of learning loss after covid-19 pandemic. The diagram could be seen below.

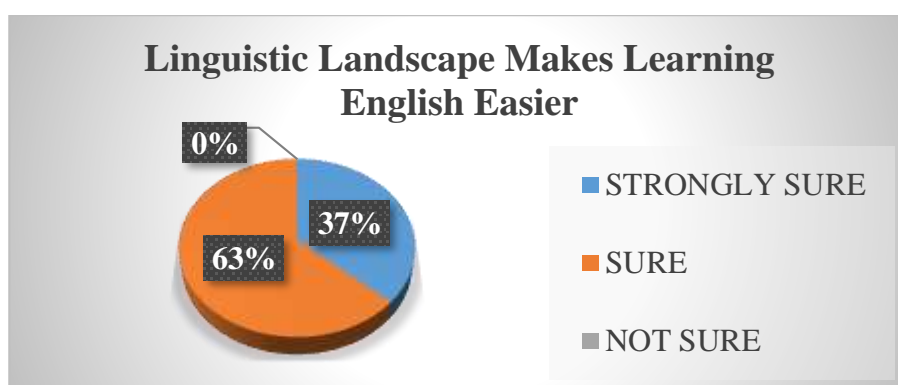


Diagram 4.15

The other data could be found in open questionnaire. The data above was supported with the explanation directly from the students' through open questionnaire in Google Form.

The fifth question, explain how important the linguistic landscape is increasing your motivation to learn English when you experience a learning loss? All the students wrote that linguistic landscape increased motivation for studying English. The process of making linguistic landscape and they tried to understand the content all the linguistic landscape on the wall made the students had more motivation to leave learning loss.

4.2 Discussion

Based on the finding of the researcher, the data took from google classroom through close questionnaire. The researcher divided this discussion into three parts, 1) Students Learning Loss Experience, 2) Linguistic Landscape Exposed in Teaching Learning Process, 3) Learning Loss Mitigation through Linguistic Landscape Exposure.

4.2.1 Students Learning Loss Experience

Learning Loss happened to the students in covid-19 pandemic when the researcher found the data from Google Form began from close questionnaire in the first question until the fifth question. The first question was answered by the students 37 % had strongly sure and there were 50% had sure answer. Only 13% students were not sure about experiencing learning loss due to virtual learning. The second question was answered by the students who chose strongly sure about 33% and who chose sure 52%. Then, only 15% from the students choose not sure about experiencing learning loss due to social isolation related to Covid-19. The third question was answered by the students, 39% of the students chose strongly sure and 46% students chose sure. Only 15% of the students chose not sure for experiencing learning loss due to Covid-19. The fourth question was answered by the students who chose strongly sure 24%, the students who chose sure 48% and not sure 28% only for not always following online English lessons during the Covid-

19 pandemic. The fifth question was answered by the students who chose strongly sure 34%, the students who chose sure 34%, and not sure 32% not always submit the assignment completely.

Based on the data above we could be found the average of the students who 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 for experienced in learning loss only 20,6%. The students who chose not sure mean they did not experience learning loss in covid-19 pandemic.

While the other observation about learning loss, this study examines the impact of the pandemic and the temporary replacement of in-class learning for 7 weeks with online teaching on writing in first grade children in Norway. First-graders tested shortly after the end of online learning showed a decline in learning, having lower scores on writing quality, handwriting fluency, and attitudes toward writing than first-graders from the same schools tested a year earlier before the start of the pandemic (Skar, 2021). This research wrote how the learning loss happened to the first grade. The writing score was lower. The researcher presented the data above, learning loss was experienced by the students of SMPN 2 Sukodono Sidoarjo in 9th grade too.

The researcher found the data from the students in google form about the degrees of motivation. The data stated in close questionnaire

from the question number six until number ten. The sixth data was answered by the students who had weak motivation 41% and had very weak motivation 33%, and there were only 26% had strong enough motivation to study during covid-19 pandemic. The seventh data stated the students had weak motivation from their parents 44%, had very weak motivation 42% and strong motivation 14%. The eighth data showed weak motivation to learn English in the form of verbal advice from around of the students 63%, very weak 18% and only 19% students got strong advice. The ninth data showed 50% of the students chose weak, 28% the students chose very weak and only 22% of the students chose strong motivation to learn English directly from English teacher during the pandemic. The tenth data stated 63% of the students chose weak motivation to learn to be used as a motor for learning English, 20% very weak. Then only 17% of the students chose strong for motivation to learn to be used as a motor for learning English.

The data above 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 learn motivation 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%.

4.2.2 Linguistic Landscape Exposed in Teaching Learning Process

The data was taken from open questionnaire about the process of making linguistic landscape to the students. The students created a linguistic landscape and the exposure process in teaching and learning. The students gave explanation about when they made it, how they made it. They made it when they studied about procedure text and advertisement material. They made it with their own gadget and they chose Canva application for creating it. They chose Canva application because it had many templates and it could be edited easily. After they created and made it according to their creativity, they print it out and pressed it with plastic. Then, they stuck it on the wall inside the class. The students every time and every day saw and read all the linguistic landscape in the class. The process of creating linguistic landscape until stuck the linguistic landscape, read it every time and every day had experienced by the students in the class. The students were really exposed of linguistic landscape from the beginning process until they read linguistic landscape on the wall.

Linguistic landscape exposed in teaching and learning process when the students did all the instruction from the teacher.

4.2.3 Learning Loss Mitigation through Linguistic Landscape Exposure

The researcher also got the data about linguistic landscape. The

data began question number eleven until fifteen. The eleventh data showed strongly sure 59% and sure 21% the students said they like learning English using linguistic landscape. Only 20% of the students said not sure about it. The twelfth data showed the students answered strongly sure 40% and the students answered sure 60%, no one chose not sure about linguistic landscape could be increased the motivation of learning for the students. The thirteenth data of the students chose only strongly sure 43% and sure 57%, no one chose not sure that linguistic landscape can increase motivation to learn English. The fourteenth data showed the students answered strongly sure 26% and sure 56%. The students who chose not sure only 18% that linguistic landscape mitigated learning loss after covid-19 pandemic. The fifteenth data of the students answered strongly sure 37% and the students answered sure 63%, there were 100% said agreed that linguistic landscape made learning English easier.

It proved linguistic landscape mitigated learning loss after covid-19 pandemic. The data above 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.

This study used the linguistic landscape exposure. It used poster, pictures noted by the students and stuck them around of the class to

mitigate learning loss. The other previous study aimed to investigate the influence of English exposure from digital media toward participants' English communicative competence with the following research questions:

1. What are the students' perspectives on digital media as language learners?
2. How do digital media influence the participant's communicative competence?

Specifically, for semi-structured interviews, of the 18 questions asked, in its implementation there were around 40 questions asked. This results in the unnecessary need for data that is not closely related to the investigation. Data that were irrelevant or less relevant to participants' perspectives on digital media, language learning strategies, or the influence of exposure to English from digital media on participants' communicative competence were all removed because they did not answer the research questions. Report the data and delete parts that don't seem appropriate. Additionally, all irrelevant redundant data is also saved, after this process; all findings pages are immediately filled with only relevant quotes and data (Eddy Haryanto, et, al, 2020).

The researcher in this study gave many pictures that were created by the students around of the class, by sticking on the wall they were

called linguistic landscape. It mitigated learning loss through linguistic landscape exposure. It proved in this research.

Linguistic landscapes as a new approach to multilingualism have not been widely explored in the Indonesian context. With regard to its significance for uncovering various aspects of language use in education, this paper focuses on sign patterns in the linguistic landscape of schools and what they represent in the context of language situations in multilingualism contexts (Erna Andriyanti, 2019). This study, linguistic landscape had been used language situation for learning material English context. This research explored the linguistic landscape as the mitigating learning loss English exposure.

This time linguistic landscapes succeed for mitigating learning loss. Learning loss that already happened to the students' day by day disappeared. They got learning motivation after covid-19 pandemic again through linguistic landscape. The students enjoyed the way process of making linguistic landscape. They experienced all the process, from the first they created the design of linguistic landscape, include the shape, the colour, the theme font, the size font. They could explore their capability of their creativity. The pictures below showed us the creativity of the students. They designed linguistic landscape by them self. No one same all the client's creativity, the linguistic landscape had different picture, designed, and colour too.