

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Loss of learning is a condition in which student motivation is greatly reduced. The loss of learning really happened when the Covid-19 pandemic. It happened in March 17th 2020. The students did not go to school until January 2nd 2022. Researchers here conduct a kind of investigation of research-based support for student recovery after losses that must be paid to prolonged school closures associated with covid-19 pandemic (Hannover Research, 2020). As the Hannover study suggests, the program must go beyond the typical opportunities for improvement or enhancement contained in existing after-school or summer school programs. Hannover has produced the following report to also inform the development of learning recovery programs in member districts. In this report, Hannover shares best practices from published research, secondary sources, academic literature, advice from educational experts, and guidance from government agencies. The report also contains strategies, information, and innovative ideas from the district's renowned learning recovery programs.

Without the continued involvement of the school, English learner EL's English proficiency development can be stagnated. Although it has not been proven empirically, several researchers have proven it drawn conclusions about the impact of distance learn about learning losses based on existing ones' research. Some studies have shown that EL has a reduced vocabulary during the summer. In

addition, chronic research absenteeism that include EL show that the effects of skipping school can affect The development of English several years later; in one study, ELs who were frequently absent from kindergarten and first grade scored lower on assessments of third and second grade English proficiency than other EL students. Many ELs dropping out of school since the spring 2020 shutdown, some enter the 2020–2021 academic years with limited growth-or perhaps even a new deficiency in their skills of English. Learning loss possible mostly for Latino, Black, and low-income students, who are more likely to receive lower quality long-distance service instruction, based on their rates of low participation in online learning in the Spring 2020 (Julie Sugarman and Melissa Lazarin, 2020).

Indeed, there are some indicators of learning loss that are already manifesting in the pandemic. Due to the low student attendance rate and very high absentee rate, many students did not submit their work to Google Classroom and got low scores when they took the exam. The proof will be shown later. What factors are influencing students' English learning, and in order to reduce learning loss, factor analysis is used to determine which indicators form the most dominant factor and which factor is the most dominant. Form a meaningful variable (English learning). The main goal is to check the consistency of the indicators of the variables that make up these variables. In this section the variable used is the English language learning variable. Variable learning English has two factors: non-verbal and verbal. The researcher will use opened questionnaire and close questionnaire to the participants. The questionnaire will use google form to facilitate researcher in analysing the data.

Knowledge of English also does not affect to the ability to communicate, especially in the form of oral presentations. Further independent investigations involving longer observations are needed to solidify this notion (Eddy Haryanto, et, al, 2020). This study English lesson teaches pictures and English about everything that motivates students to study English step by step and intensively. Learning losses are ameliorated by this exposure to English. Even the Covid-19 pandemic is already over. All sides start growing again. Education is a big problem facing everyone. The Covid-19 pandemic has disrupted many aspects and parts of life. The researcher can analyse indicators of teaching and learning activities, what happened in school, what level of English is, and what the researcher are trying to do in the research. The education part becomes an important case that everyone has to solve. The pandemic has disrupted the education system for students, schools have closed and the entire educational process has moved to the virtual space (Morgan, 2020). Researchers attempt to make observations relevant to this case. As education moves online, there are many cases that students face every day.

This problem happened to both students and teachers. Therefore, innovative educational strategies begin with a growth mind set. The researcher spent time researching and coming up with better strategies for teaching the students. Create something new or adapt an existing method. The researcher repeated establishes a culture of innovation and creativity in the classrooms and encourage the students to do the same (Sam Thompson, 2009).

Teachers should strive to be technology savvy. The researcher needed to understand the platform as a medium for teaching students. Following online

workshops and sharing them with other teachers are some solutions. Also, to get the study subjects, the researcher needed to know the student's condition. Intensive visits and discussions with the student and the student's parents are a way of getting to know the student's background. Follow-up after knowing, what the status is.

The reality happened in some schools during Sidoarjo's reign, specifically in SMPN 2 Sukodono Sidoarjo: many students did not follow the learning and teaching process well enough. In the online class learning process, only some students allowed online classes and only some students submitted assignments to their teachers. These realities occurred almost school-wide when teachers shared them with other teachers from other schools. It really happened. When the teacher asked them to turn in their assignments, only a few did and recorded in Google Classroom. It happened in every class.

Schools were closed during the pandemic. There are solutions to reduce learning losses. The teacher provides study services at the student's home, the teacher makes home visits to several students, the teacher conducts offline learning, provides photocopying materials and exercises that are duplicated on paper without using a cell phone.

Covid-19 has created a major challenge in implementing a critical education system built around sports schools. According to the higher education Act No. 12 of 2012, Article 31 on distance learning is the learning process transmitted remotely using information media and various communication. What has changed with the

use of distance learning during the pandemic and the problem raised above is that these regulations put students at risk of causing learning loss.

Another previous study conducted by researcher Agus Wahyu used qualitative descriptive research in his observations. This research aims to clarify the facts, phenomena and circumstances that exist during the research process by showing what actually happens when learning activities are carried out.

English is a foreign language to develop students' linguistic communication. Ramli and his friends in Eralingua were studying the factors that influence the development of a student's L2 language. L2 acquisition is being addressed in the pandemic because this is one of the most impressive and interesting aspects of human communication skills. The teacher should also help students understand and learn languages effectively. He used descriptive quantitative studies. The sample was from his 158 students in the Department of English Language Education at his Tarakan University in Borneo. This data was collected using his online survey via Google Forms, displaying student responses about how English as a second language was acquired through their learning experience, and using factor analysis were analysed by the study found that second language development is influenced by linguistic factors such as native language structure, ability, and vocabulary enrichment to pronounce words.

In addition, non-verbal factors such as psychological aspects, cognitive styles, technology use, personality traits, and age also affected students' learning processes and outcomes. Students' personal characteristics and experiences, social

and cultural environment both in the classroom (virtual/offline meetings) and outside the classroom (online assignments / project-based / assignments), communication possibilities, verbal access, and upon written amendment were feedback and instruction from teachers. These factors are not completely under the control of teachers, but understanding these aspects can help teachers determine how effectively their students learn English and facilitate rapid knowledge growth and technological advances. It will be possible to consider how to reduce the learning loss.

This research focuses on the methodological challenges faced and seeks to understand the dynamics—and the dynamism—of the school environment. Schoolscape denotes place—a school-based environment where place meets text, whether written (graphic) or spoken—and a series of processes, due to text and place, work together to shape, reproduce, and transform the ideology of language. (Brown, 2005, 2012)

The above study differs from the current study. Researchers later use descriptive qualitative procedures and investigate using case studies. Researchers use linguistic landscape exposure when the teacher teaches at each meeting where the learning process takes place. Researchers ensure that learning loss due to English proficiency is mitigated for success.

1.2 Statements of the Problem

The background of this study was stated that, researcher proposes three statements of the research. The research topics are as follows:

- 1.2.1. How was learning loss experienced by the students in covid-19 pandemic?
- 1.2.2. How is linguistic landscape exposed in teaching learning process?
- 1.2.3. How does linguistic landscape exposure mitigate learning loss?

1.3 Objectives of the Study

This paper poses two primary objectives as follows:

- 1.3.1 To describe the learning loss experienced by the students in covid-19 pandemic.
- 1.3.2 To describe linguistic landscape is exposed in teaching learning process.
- 1.3.3 To describe how linguistic landscape exposure, mitigate learning loss.

1.4. Significances of the Study

- 1.4.1. For students

Researcher wants this study will motivate the students to explore more about English. Covid-19 pandemic wasn't obstacle for making innovation and creativity to do more. The students must build them up to learn more and left learning loss behind.

1.4.2. For teachers

Researcher hopes the study will help teachers understand the situation and condition of their students after the Covid-19 pandemic.

Teachers create designs to motivate students to study again.

1.4.2. For other researchers

This research is expected to give contribution to the developing of the science related to the quality of English learning, and the results of this research will serve as a reference for the next research.

1.5 Scope and Limitations

This study's scope is the 9th grade students of SMPN 2 Sukodono, Classes 9-A, 9-B, 9-D. There are many students are also dealing with added trauma, hunger, including economic dislocation, and mental health challenges—all of which clearly affect learning, regardless of how it takes place (LK chen, 2021). Economic, poor devices for studying, low support from environment and also low support from parents are the causes of learning loss. Motivation was not received by students from parents and the environment. This study focuses on motivation as research limitation. Motivation can be detected used questionnaire such as using Facebook is like socializing with friends, lecturers or others (M2) and to join the group (M6), reveals students' motives in using Facebook (Fadilah, E 2022).

1.6. Definition of Key Terms

1.6.1 Mitigating

Usually when hear this word, it close to disaster. In this case, the researcher tries to adopt this word. Mitigating means minimalize the loss learning when the students already had experiences in pandemic covid-19.

1.6.2 Learning loss

A student's situation happens, which determines the motivation study. Research considers learning loss become a combination of the 'learning degradation' of forgotten knowledge over time and the 'opportunity cost' of lost learning. In other words, no closure has occurred. (Coe et al., 2020) (Angrist, et al, 2021).

The students really did not care about their academic study because of pandemic. The students could not meet their friends and their teachers also made them did not care about their academic study.

1.6.3 Linguistic Landscape

The students basically are glad with something striking that is seen. Linguistic landscape takes the side of students' preferences in something that makes them interested. Linguistic landscape is made as attractive as

possible so that the result is a great stimulus to increase great motivation in English learning.

1.6.4 English Exposure

English exposure is the fact that the students experience or are affected by something because in a particular situation or place. English exposure can be displayed as images of English fonts, everything in English. The exposure can be formed as poster, picture, flayer, etc. They can be formed manually or digitally.



