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UTILIZING LINGUISTICS LANDSCAPE IN PROJECT-BASED LEARNING IN TEACHING WRITING IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study investigates the effectiveness of the Linguistic Landscape (LL) Technique through Project-Based Learning (PjBL) on seventh-grade students' writing skills at SMP PGRI 2 Denpasar. Industry 4.0's influence on education underscores the need for innovative strategies aligning with the 6C framework. Communication, a vital skill, is often challenging for students, prompting a focus on writing skills as a remedy. Project-Based Learning, particularly when incorporating Linguistic Landscape, emerges as a promising approach. This study employs a mixed-methods approach that utilizes a pre-experimental design involving tests, questionnaires, and interviews for data collection. Paired sample t-test was used for the quantitative data analysis. It is shown that using Linguistic Landscape through Project-Based Learning significantly affects students' writing skills (sig. = .000 < α = .05). As a result, the study demonstrates the positive impact of integrating Project-Based Learning (PjBL) and Linguistic Landscape (LL) on enhancing the writing skills of seventh-grade students at SMP PGRI 2 Denpasar. The findings emphasize the importance of innovative pedagogical approaches in preparing students for the demands of the evolving educational landscape.

Keywords: Project Based Learning, Linguistic Landscape Technique, Writing Skills, Teacher Perception, Young Learners

INTRODUCTION

The development of Industry 4.0, defined by the widespread transformation of information and technology, has brought about substantial changes in various industries, including education. Educational institutions must respond proactively to these transformations, considering their essential function in cultivating students'

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potential (Seftika et al., 2021). The Ministry of Education is spearheading this revolutionary endeavour, which aims to improve educational methods by incorporating 21st-century competencies into the curriculum. This integration is incorporated under the 6C framework, which includes critical thinking, creativity, collaboration, communication, culture/citizenship, and character education/connection (Shabrina & Astuti, 2022).

Communication is interrelated with learning because the teaching and learning process involves communication. However, students frequently experience obstacles in improving their communication abilities, especially in effectively using English both within and outside the classroom (Riaz Khan et al., 2015). Traditional learning media, such as videos and PowerPoint presentations, have shown limited effectiveness in improving communication skills. As a remedy, focusing on writing skills is a valuable avenue for developing communication skills, as Susanti et al. (2020) asserted.

The effectiveness of the learning process hinges on the chosen teaching strategy, with project-based learning (PjBL) emerging as a method garnering widespread popularity in education. PjBL encourages collaborative learning through student-driven inquiry and projects (Ngadiso et al., 2021). Within the realm of English language acquisition, the integration of Linguistic Landscape (LL) into Project-based Learning (PjBL) assumes a heightened significance. LL, as elucidated by Nofrion (2018), delves into the examination of language utilisation in public spaces, encompassing elements like signs on billboards, road signs, and governmental structures. This unique approach gives language learners a distinctive perspective, fostering a deeper understanding of language in real-world contexts.

The tangible advantages of incorporating project-based learning into educational settings are widely acknowledged, predominantly at higher levels of education, such as tertiary institutions. Surprisingly, there is a shortage of research focusing on applying project-based learning in the context of younger students, despite the crucial developmental stage of childhood is an opportune time to cultivate fundamental skills, particularly in English, and instil core values. Recognising this gap, researchers are motivated to undertake this study.

Another compelling rationale for this research stems from the need to tailor project-based learning to the distinct characteristics of secondary school students. This pedagogical approach will be finely tuned to the learning materials and aligned with students' developmental stages. The transitional nature of secondary school education often brings forth traits inherited from elementary school, where students exhibit a penchant for play, imagination, and a progression in thinking from concrete to abstract.

An innovative aspect of this research is the amalgamation of Project-based Learning (PjBL) with Linguistic Landscape (LL) and their application to enhance English communication skills through writing. Remarkably, this combination has not been explored previously. Consequently, this study aims to delve deeper into the integration of Linguistic Landscape in project-based learning, specifically in

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junior high schools, focusing on improving students' English communication skills, particularly in the context of writing.

THEORETICAL FRAMEWORK

A study by Hidayat Widiyanto and Emzir (2021) explores the social functions, structure, and language features of advertising texts within the linguistic landscapes of schools. The research focuses on the functional system linguistic theory, highlighting the limitation of linguistic landscapes, particularly in written language use within educational settings. The school's linguistic landscape is seen as an ideal support for education and the learning process, functioning as a valuable tool for students. The study, based at a junior high school in Jakarta, emphasizes that linguistic landscapes can enhance students' critical thinking in learning and serve as a means to boost literacy skills through practical application. Furthermore, the research indicates that linguistic landscapes contribute to heightened language awareness and influence language usage patterns and competence among students in the school environment, particularly through communication patterns. The article emphasizes that the linguistic landscape, predominantly in the form of advertising, serves not only to convey messages but also as valuable learning material within the classroom. In conclusion, the study underscores the multifaceted role of linguistic landscapes in the school environment, encompassing both communicative functions and educational utility.

In Bernardo-Hinesley's study on "Linguistic Landscape in Educational Space," the focus is on educational institutions as not only learning environments but also preservers of ideologies related to language, politics, culture, and society. The linguistic landscape, viewed as a dynamic process influenced by language use in public signs, plays a crucial role in shaping the educational space. The research centres on language practices observed in signs within educational settings in the United States. The study concludes that the school landscape significantly perpetuates ideology, particularly in language, emphasizing the importance of intentional sign usage. Documenting signage in educational spaces is deemed critical to address the diverse language backgrounds of students and ensure their needs are met.

The study's discussion Hu, J (2022), "A Review of Linguistic Landscape Research Perspectives," the discussion centres on the significance of studying multilingual linguistic landscapes, with a specific emphasis on English as a crucial factor in global communication and cultural exchange. The article explores the role of linguistic landscapes in education, highlighting them as tools and sources of language input during the teaching and language acquisition process. The research suggests that teachers can enhance language learning by incorporating multi-level

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linguistic landscape teaching activities, aiding students in understanding and mastering the language.

Auliasari's (2019) study delves into a Linguistic Landscape analysis of state and private schools in Surabaya, utilizing Spolsky and Cooper's theory. The research investigates language usage in signs, considering both the number of languages and the functions of the signs. In the school environment, the study identifies three languages—Indonesian, English, and Greek—displayed across a total of 90 signs, with Indonesian being the predominant language. The prevalent sign type is informative, serving as a communication medium and information source. Additionally, these signs contribute to cultural creation, student socialization, and visitor engagement, aligning with various functions within the school's linguistic landscape.

In a study by Praba' et al.(2018), the research explores the effectiveness of Project-Based Learning (PBL) in engaging students in the learning process. The focus is on assessing the impact of PBL on the writing skills of 9th-grade students at SMPN 3 Kuta Selatan. The study, utilizing an embedded mixed-method design, primarily relies on quantitative data obtained through guided interviews, observations, and writing tests. The analysis, using paired sample t-tests, reveals a significant positive influence of Project-Based Learning on students' English writing skills. Additionally, the findings suggest that PBL not only improves writing proficiency but also cultivates critical thinking, communication, and creativity through collaborative efforts. In essence, Project-Based Learning proves to be a substantial factor in advancing English writing skills among junior high school students.

The study titled "Effects of Project-Based Learning on Students' Motivation and Self-efficacy" by Shin (2018) explores the impact of project-based learning (PBL) on students' motivation and self-efficacy. Project-based learning, recognized as an effective instructional technique, empowers students to actively engage in their learning process, fostering knowledge construction and reflective learning. In this study involving 79 students, the project centred around video production. The findings support the notion that project-based learning positively influences students' motivation and enhances their cooperation skills. The study suggests the need for further research to examine the effects of project-based learning on motivation and self-efficacy across various levels, grades, or age groups.

The theoretical framework encompasses the dynamic interplay between linguistic landscapes, educational spaces, and pedagogical approaches like Project-Based Learning. It underscores the importance of recognizing language in its visual and ideological forms within schools, emphasizing its role in shaping language awareness, communication patterns, and overall language competence among students. Therefore, this research fills a gap by focusing on Linguistic Landscape

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as an English practice technique for junior high school students, especially during the transition from elementary school. The study also explores the under-discussed application of Linguistic Landscape within real project-based learning. This unique approach aims to provide innovative language acquisition strategies for junior high school education.

METHOD

In conducting this study, the researcher employed a comprehensive mixed-methods approach, seamlessly integrating both quantitative research and qualitative analysis to provide a holistic understanding of the impact of implementing the Linguistic Landscape technique through project-based learning in an educational setting. The research design adopted was pre-experimental, specifically utilizing a one-group pre-test and post-test design, and the study was conducted at SMP PGRI 2 Denpasar, involving the entire student population with a focused sample drawn from a single class in grade 7. Notably, English teachers at SMP PGRI 2 Denpasar actively participated as research subjects, bringing valuable perspectives to the investigation.

The suite of research instruments comprised teaching scenarios as guiding frameworks, tests designed to quantitatively measure the substantial influence of applying the linguistic landscape in project-based learning, and supplementary questionnaires and interviews aimed at elucidating teachers' perceptions regarding the efficacy of these techniques on students' mastery and understanding. Rigorous validation and reliability tests were conducted on the instruments, employing both content and construct tests to ensure the robustness of the data collection tools.

The analytical framework employed encompassed multiple methodologies. Initially, descriptive-analytical methods were applied to comprehend the data, employing statistical measures such as mean, median, mode, range, variance, and standard deviation. Following this, inferential statistical methods were implemented to gauge and ascertain the existence of significant differences and quantify the extent of the effects of the intervention objectively and numerically. The third method involved a qualitative descriptive approach, wherein qualitative analysis through interviews and questionnaires was undertaken to gain nuanced insights into how teachers perceived the effects of implementing the Linguistic Landscape technique through project-based learning. The interviews, in particular, provided a platform for in-depth conversations with teachers, enriching the study with qualitative perspectives.

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Procedure of Data Collection

The steps in the data collection process that the author completed are as follows:

1. Prepared the instrument have been consulted and approved by the authorized supervisors.
2. Submit the research permission letter and ask the school principal for permission to conduct the research.
3. Choose one class of seventh-grade students at SMP PGRI 2 Denpasar.
4. Giving the pre-test assignment to the students.
5. Conducting teaching activities for six meetings with the linguistics landscape technique through a project-based learning method.
6. Giving the post-test assignment to the students.
7. Giving the questionnaire to the teacher.
8. Conducting the interview with the English teacher in seventh grade.
9. Analyzing the data.

FINDING AND DISCUSSION

1. The Result of the Test

During this pre-experimental study, students actively participated by undertaking both pre-test and post-test assessments specifically designed to evaluate and measure the progression of their writing skills. The initial pre-test was strategically crafted to gauge their existing knowledge, centring on their familiarity with and understanding of their respective villages. Subsequently, following six treatment sessions aimed at refining and enhancing their writing capabilities, the post-test was administered, prompting students to articulate their thoughts and perspectives on the broader theme of their nationality. The evaluation process involved a meticulous analysis utilizing a comprehensive writing assessment rubric, encompassing five distinct rating categories to scrutinise and appraise content, organizational structure, vocabulary selection, language usage proficiency, and the mechanics of writing. The overarching objective of the study was to discern and quantify the discernible impact of the implemented treatment on students' writing skills, thereby facilitating a comparative analysis between the pre-test and post-test results to illuminate the efficacy of the intervention in fostering skill development.

Table 1. Experimental Pre-test and Post-test Statistics

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

The tabulated data reveals compelling insights into the outcomes of the research, clearly illustrating a noteworthy advancement in students' writing skills after the implementation of the linguistic landscape technique through project-based learning. The statistical measures, including mean, median, mode, standard deviation, variance, range, and minimum and maximum values, collectively indicate a substantial positive shift in the post-test scores compared to their corresponding pre-test counterparts.

The data indicates a substantial improvement in students' writing skills post-intervention. The mean post-test score of 75.43 significantly exceeds the pre-test mean of 53.60, showcasing overall performance enhancement. The median post-test score was 75.00 and pre-test score was 50.50, indicating consistent individual improvement. Notably, the mode of the post-test scores at 71a highlights concentrated proficiency, contrasting with the pre-test mode at 40a. Examining dispersion, post-test standard deviation (8.152) and variance (66.456) are slightly higher than pre-test values (7.591 and 57.631), suggesting a broader spectrum of performance improvements in the post-test across students. The range, representing progress extent, is visibly increased in the post-test (33) compared to the pre-test (26), affirming the intervention's significant contribution to improvement across a diverse student population.

Therefore, the research indicates a significant improvement in students' writing skills after applying the linguistic landscape technique through project-based learning. The post-test scores consistently surpassed pre-test scores, affirming a positive impact on writing skills.

Table 2. Normality Test

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Tests of Normality

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

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

a. Lilliefors Significance Correction

The SPSS output suggests that both pre-test and post-test data exhibit normal distribution characteristics. The significance values for both pre-test (0.06) and post-test (0.48) exceed the threshold of 0.05, indicating acceptance of the null hypothesis (H0) and rejection of the alternative hypothesis (H1) for both tests. This implies that the data follows a normal distribution for both pre-test and post-test scores.

Table 3. Homogeneity Test

Tests of Homogeneity of Variances

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

The outcomes of the homogeneity test, where the significance value registers at 0.41, clearly demonstrate a substantial deviation from the established criterion of 0.05. This notably high significance value strongly indicates that the collected data exhibits a level of homogeneity that confidently surpasses the conventional threshold, reinforcing the conclusion that the data can robustly be classified as homogeneous.

Table 4. Paired T-test

Paired Samples Test

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

The paired T-test resulted in a p-value of 0.001, indicating statistical significance in hypothesis testing. When the p-value is below the standard significance level

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(usually 0.05), there is sufficient evidence to reject the null hypothesis. With a p-value of 0.001, well below 0.05, it confirms a statistically significant difference between the pre-test and post-test groups. Consequently, we reject the null hypothesis and accept the alternative hypothesis, signifying that the application of linguistic landscape techniques through project-based learning has a substantial impact on students' writing skills at SMP PGRI 2 Denpasar.

Table 5. Effect Size Score

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

$$\text{Cohen's } d = \frac{21.825}{7.472642412}$$

$$= 2{,}920654$$

The outcome of the effect size test, yielding a result of 2.93, serves to categorize the effectiveness of the combined application of the linguistic landscape technique with project-based learning as having a significant or strong effect. This numerical representation underscores a substantial impact on the measured outcome or dependent variable, thereby accentuating the considerable influence derived from the integration of these teaching methods.

2. Results of Questionnaires and Interviews

Within the framework of this study, a precisely created questionnaire served as the primary tool, ingeniously designed to elicit detailed replies from teachers. The overarching goal of this survey instrument was to systematically collect and evaluate teachers' perspectives on the application and efficacy of the Linguistic Landscape technique in the context of project-based learning, providing valuable insights into their perceptions and experiences in the classroom. The well-crafted questionnaire sought to delve into the nuances of teachers' perspectives. It provides a thorough knowledge of how Linguistic Landscape's incorporation into project-based learning aligned with their teaching approaches and the larger educational environment.

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Table 6. Teacher Result for the Questionnaires
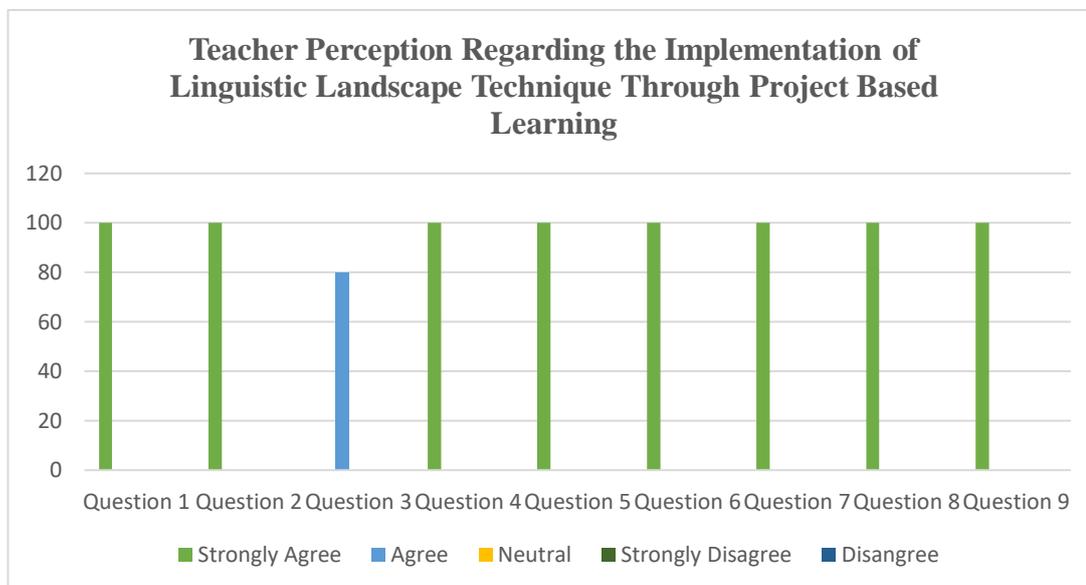
From the table analysis, it can be inferred that the teachers positively assessed this research, as evidenced by the abundance of statements in agreement recorded in the questionnaire. In addition to completing the questionnaire, the researcher also conducted interviews as part of the methodology, aiming to reinforce the data obtained from the questionnaire and provide additional dimensions to the understanding and perceptions of teachers regarding the implementation of the Linguistic Landscape technique in project-based learning.

Table 7. Teacher Interviews Result

Questions	Answers
1. Do you believe that the learning process using linguistic landscape techniques through project-based learning can enhance students' writing skills?	*"I believe that implementing the linguistic landscape technique through project-based learning in 7A class has shown positive results. This is evident from the pre-test and post-test outcomes, where students initially faced difficulties but, over time and through the learning process, were able to develop their writing potential. This method appears to be effective in enhancing students' writing skills."*
2. What is your opinion on the learning process using Linguistic Landscape Technique through Project-Based Learning? Is it a technique	

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representing authentic and meaningful learning to improve students' writing skills?	*"In my opinion, upon reviewing the results of the pre-test and post-test for 7A class students, it can be said that the implementation of the linguistic landscape technique through project-based learning has contributed quite positively to enhancing students' writing skills. Initially, many students faced difficulties, but through a continuous learning process, they were able to develop their potential in the context of writing."*
3. Do you believe that the linguistic landscape products produced help students improve their writing skills?	*"In connection to the linguistic landscape through project-based learning, it is one meaningful and efficient project, in my opinion, observing how students comprehend the structural aspects and steps of writing. This assists students in guiding themselves through the writing process. Usually, writing skills can be challenging due to a lack of vocabulary and understanding or exploration of concepts. Thus, the linguistic landscape can ease students, making it highly suitable as a project-based learning approach. The project itself is periodic, not an immediate outcome, involving a process within."*
4. Do you feel that the linguistic landscape technique through project-based learning enhances students' ability to write with relevant objects? 5. Do you believe that students are motivated to learn English using the linguistic landscape technique through project-based learning?	*"In my opinion, regardless of the pre-test and post-test scores of the students, I observe that some students have already discovered their potential in writing. Therefore, using linguistic landscape has produced positive outcomes and has assisted students in improving their writing skills."* *"In my opinion, based on testimonials from students, as I had the opportunity to conduct reflections with them, they expressed that they have felt significant*

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		motivation in learning English through the linguistic landscape technique. Previously, they struggled with their writing abilities."
6.	In your opinion, is the linguistic landscape technique through project-based learning suitable for young learners to enhance their writing skills?	*"In my opinion, this method is certainly suitable, especially when we consider the learning objectives and relate them to the students' proficiency levels. It can also be applied to other educational levels, provided that it is done with appropriate stages and materials to enhance students' writing skills."*
7.	In your opinion, is the linguistic landscape technique through project-based learning suitable to be implemented in junior high schools?	*"Certainly fitting, especially as children at this stage begin to explore new things and show interest in more complex readings. Having good reading skills, they should also have the willingness and interest to practice their writing skills. This is because they encounter new vocabulary and language during the learning process."*
8.	Do you hope that the linguistic landscape through project-based learning techniques can enhance students' understanding of the material?	*"Certainly. I find the linguistic landscape technique through project-based learning suitable, especially because, as a teacher, I sometimes struggle to determine the methodology or teaching strategy, particularly in writing lessons. However, with the presence of authentic techniques like linguistic landscape that have been tried, I see that this method, especially through project-based learning, can enhance students' understanding of the material more easily."*
9.	Do you hope that the linguistic landscape through project-based learning techniques will be applied to improve students' writing skills?	*"Yes, certainly. I might also apply it in classes 8 and 9 because this is a new idea in our school, and I am interested in trying it."*

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Open Question:

10. Do you have an opinion on the implementation of the linguistic landscape technique through project-based learning on the writing skills of 7th-grade students?

   "Another perspective involves the emergence of a new methodology for learning at the 7th-grade level, which can be implemented straightforwardly. This provides opportunities for other teachers to easily adopt the approach, paving the way for innovation and updates in the teaching process."

Throughout the questionnaire and interview implementation, coupled with the provided opinions, it became evident that the application of the linguistic landscape technique through project-based learning in class 7A had a positive impact on students' writing skills. The insights derived from both surveys and interviews emphasized the constructive influence of this study on both students and English educators. Educators noted an elevated level of engagement and motivation during the learning process, attributing it to the implementation of linguistic landscape techniques. The teacher responded positively to this approach, acknowledging its potential to enhance writing skills and language comprehension. Furthermore, the feedback underlines the importance of incorporating innovative methods like project-based learning to cultivate an enjoyable and interactive classroom atmosphere.

In the realm of English education, the acquisition of proficient writing skills is paramount. The integration of the Linguistic Landscape technique through Project-based Learning is accentuated as an effective strategy to elevate language proficiency. Teachers play a pivotal role in choosing suitable methods to inspire students and foster a positive learning environment. The study conducted at SMP PGRI 2 Denpasar demonstrates a significant positive impact on seventh-grade students' writing skills through applying Linguistic Landscape via Project-based Learning. The method proves beneficial in nurturing creativity, motivation, and vocabulary development. Therefore, the research supports the notion that integrating authentic methodologies, such as Linguistic Landscape with Project-based Learning, significantly influences students' writing abilities.

This study highlights the substantial impact of incorporating linguistic landscape through project-based learning on the writing skills of seventh-grade students at SMP PGRI 2 Denpasar. The test results demonstrate a significant improvement in writing skills following the implementation of this method. The findings are consistent with the research of Hidayat Widiyanto and Emzir (2021), emphasizing the dual role of linguistic landscape in conveying messages and serving as valuable learning material in the classroom. The positive response

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observed in seventh-grade students at SMP PGRI 7 Denpasar further supports the efficacy of this approach. The questionnaire and interview conducted with the English teacher underscore the enhanced writing skills facilitated by linguistic landscape through project-based learning, with materials designed for easy comprehension. The innovative nature of this approach proves highly beneficial in the classroom, particularly in the writing process. Additionally, the study aligns with prior research, highlighting the significant impact of linguistic landscape techniques through project-based learning on the writing outcomes of 7th-grade students at SMP PGRI 2 Denpasar.

CONCLUSION

The practical implementation of linguistic landscape through project-based learning brought about a significant improvement in the writing skills of seventh-grade students at SMP PGRI 2 Denpasar. The tangible progress observed in both pre-test and post-test results serves as clear evidence of enhanced writing proficiency, indicating the students' adept understanding of linguistic landscape techniques. The inclusion of project-based activities, particularly the creation of posters, not only facilitated deeper comprehension but also fuelled creativity, making substantial contributions to the heightened language proficiency of the students. The valuable feedback collected from English teachers through a thorough combination of questionnaires and interviews strongly supports the positive impact on students' writing skills. Both educators and students testified to the noticeable enhancements in writing proficiency, accompanied by a palpable increase in motivation to engage with the English language. The well-structured meeting processes played a crucial role in sustaining the evident enthusiasm among students for the intricacies of language learning. The remarkable success of this research project not only positions it as an innovative model but also as a guiding light for future language education initiatives. The robust recommendation to expand the application of this inventive approach to other classes and higher grade levels emphasizes its adaptability and potential applicability in more advanced educational settings. In summary, the overwhelmingly positive outcomes underscore the replicable and advantageous nature of this approach across a variety of educational contexts.

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