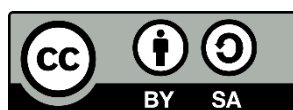


Linguistics Landscape in Project-based Learning and Its Effect on Students' Writing Skills in EFL Context

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Abstract

Writing skills, as a one of difficult skills to be mastered by students need to be concerned in English learning. Students often struggle in mastering writing skills. The teacher needs to be considered teaching method and strategy in order to give an influence on the learning results of the students. This study aims to investigate the impact of applying the linguistics landscape technique on students' writing skills, employing a quantitative design with a pre-experimental one-group pre-test post-test design. The sample includes 38 7th-grade students from SMPN 1 Singaraja. Tests were administered before and after the treatment, and shows the improvement in the test result. The t-test results indicate a significant level below the alpha level ($\alpha = 0.05$), providing additional evidence in accepted the hypothesis. The results indicated significant improvements in students' writing skills through the application of the linguistics landscape technique. In conclusion, the implementation of project-based learning with the integration of the linguistics landscape technique proves to be a significant enhancer of students' writing skills. The result of the study in combining Linguistics landscape technique and Project-based learning my give teacher with a new perspective in English teaching in form of writing.

Keywords: EFL; Project Based Learning; Linguistics Landscape; Writing Skills

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INTRODUCTION

In the twenty-first century, there is an increasing interest in innovative approaches to teaching writing skills as outlined in the 6C framework (Shabrina & Astuti, 2022). This emphasis provides new teaching approaches contributing to reconsidering how to improve students' writing skills. It is caused by the importance of writing skills in today's environment. It is shown by the growing use of digital communication. There is an increasing interest in fresh approaches to teaching writing skills, concentrate on establishing new teaching approaches has led to a rethinking of how to improve students' writing skills. Due to this challenge, students commonly experience emotions of fear or boredom when studying English.

It is affected by a lack of enthusiasm and comprehension of the material. According to [Dişlen, \(2013\)](#), classes are monotonous and assignments are complicated and the teacher does not provide clear explanations, students lose enthusiasm and do unpleasantly in school. Students need a strategy that focuses on fostering creativity based on their creations ([Rati, Kusmaryatni & Rediani, 2017](#)).

Project-Based Learning (PjBL) is a suitable model that motivates students to solve real-life problems and promotes long-term learning engagement. Using PjBL as a learning strategy can enhance language skills by encouraging students to practice simple language, build self-confidence, and use English appropriately and fluently ([Padmadewi et al., 2023](#)). Project-based learning is a student-centered approach using PjBL to teach English to teenagers, which can promote creativity and facilitate a deep understanding of the learning material. The goal of implementing project-based learning in educational settings is to improve students' basic literacy and cultivate higher thinking skills and 21st-century competencies. Conducting project-based learning studies on teenagers, especially in junior high schools, is crucial as this age group is ideal for applying English language knowledge. It is essential to tailor learning methods to suit the characteristics of junior high students.

Several studies have been undertaken on how project-based learning affects students' communication and writing abilities. According to research by [Riswandi \(2018\)](#), employing PBL in the classroom to teach speaking can improve students' speaking ability and motivation. Increases are based on students' language talents and speaking scores. Project-based Learning (PjBL) promotes students' engagement in identifying and analyzing problems, fostering creativity in the process of planning, and enhancing critical thinking and problem-solving skills, as highlighted by [Jalinus et al., \(2017\)](#). Considering empirical findings highlighting the benefits of project-based learning, incorporating linguistic landscapes alongside project-based learning in English education can provide insights into the application of linguistic environments to students' writing skills. Writing skills encompass the ability to structure thoughts and cultivate intellect to produce exceptional written communication. Writing serves as the visual expression of thoughts, emotions, and concepts, employing written language to convey specific messages or information ([Bagus et al., 2021](#)). Writing is a systematic process that involves structuring ideas into coherent statements and paragraphs to effectively communicate with readers. It serves as a means of expressing language through the conveyance of thoughts, emotions, and opinions, as highlighted by [Susanti et al., \(2020\)](#).

The linguistic landscape is a language displayed on billboards, public signs, place names, and commercial shop signs ([Landry & Bourhis, 1997](#)). According to [Al-Jarf \(2021\)](#), linguistic landscape is described as the utilization of language within the environment, manifesting in the form of words or images prominently showcased in public spaces. This includes elements such as directions, announcements, service information, and other similar displays. It can be integrated into the classroom as a project-based learning initiative. Numerous studies have explored the application of project-based learning on students' communication and writing skills. [Kurniawati, Susanto, and Munir \(2019\)](#), discovered that project-based learning significantly enhances students' communication skills, particularly their capability to convey ideas. [Praba, Artini, and Ramendra \(2018\)](#) similarly found that project-based learning has a considerable impact on students' writing skills. This teaching method

emphasizes the learner's curiosity and is oriented toward student-driven initiatives to enhance 21st-century skills (Bell, 2010). Several studies above indicate that project-based learning can improve students' communication skills and also their writing skills. However, none have combined project-based learning with linguistic landscapes in English Education. This study specifically investigated the application of the linguistics landscape technique through project-based learning to enhance students' writing skills.

Landry and Bourhis (1997) define the linguistic landscape (LL) as the visibility and importance of languages on public and commercial signage within a certain territory or region. This phrase refers to the written language used in a variety of public locations, such as road signs, billboards, street names, place names, commercial store signs, and government building signs. The LL is not restricted to immovable things; it also includes moveable objects such as bank notes and rubbish, which may be studied while evaluating the linguistic landscape. The LL performs both informational and symbolic functions by reflecting the language used in communication and identifying the relative degree of linguistic disparities. The Linguistics landscape serves as a valuable classroom resource when incorporated into a project. As demonstrated by Sayer (2009), it is used as a pedagogical tool to explore the English language used in a specific region by analyzing and providing examples of its social meanings. Teachers can engage students in a classroom-based project where they actively analyze language use, fostering a deeper understanding of linguistic nuances and social contexts.

Numerous published studies highlight the advantages of utilizing linguistic landscapes in the field of education, particularly within schools. In the field of education, leveraging linguistic landscapes has demonstrated significant potential as an effective method for language instruction (Algryani & Syahrin, 2021). This approach not only fosters multilingualism but also boosts language awareness and cultivates literacy skills (Gorter, 2018). According to Sayer (2009), the use of linguistic landscapes also contributes to an increase in students' critical thinking abilities when engaging with learning resources. The linguistic landscape, as highlighted by Widiyanto, Emzir and Muliastuti (2021), has the potential to enhance students' language awareness and foster multilingualism. Linguistic landscapes have been shown to be useful in helping students enhance their language awareness, translation skills, and critical literacy. Furthermore, linguistic landscape features provide verbal and visual information for learning a new language and may assist in the development of writing skills (Da Silva, 2023).

The post-pandemic era has brought about changes in education methods, shifting from previous approaches. Presently, learning has transitioned to offline learning. The researcher observed that project-based learning at SMPN 1 Singaraja is limited to specific media, and lacks innovation in learning activities. This research is designed to fill a gap by incorporating the linguistic landscape as a learning technique within the project-based learning method. This research aims to investigate the impact of applying the linguistic landscape Technique through Project-based Learning on 7th-grade students' writing skills at SMPN 1 Singaraja.

METHOD

Design

In this research, the researcher implemented a pre-experimental study design based on a quantitative technique to examine the impact of implementing the Linguistics Landscape technique on the writing skills of 7th-grade students at SMPN 1 Singaraja. This technique was

conducted specifically utilizing a pre-test and post-test in one group design. Pre-experimental research is a type of study design recognized by a single-group design. It is typically used at an early step in examining the prospective results of an intervention (Thyer, 2023). The research design followed a pre-experimental approach with a quantitative method, in pre-experimental designs focus on assessing the functioning of a specific group, in this case, individuals receiving social work services. In this study, a pre-test and post-test were given to the students: the pre-test was carried out prior to the application of the treatment, and the post-test was conducted after the treatment.

Method of Data Collection

This research sample comprised 38 students from the VII-A8 class at SMPN 1 Singaraja. The sample was chosen using simple random sampling because all of the classes in grade VII in SMPN 1 Singaraja have similar learning abilities as other classes. The school was chosen because the school met specific criteria, which included using English only for a weekly subject rather than daily communication. Data collection involved both pre-test and post-test assessments, employing a writing skill test as the primary quantitative tool. A writing essay test was used to evaluate students' writing skills, requiring them to produce a descriptive text. Pre-tests were conducted before introducing the linguistics landscape technique, and post-tests followed the implementation of the treatment. The linguistics were implemented in the form of pictures and signs. The students apply linguistic landscape techniques through the forms of signs and pictures. Students carry out a project involving the identification of signs they have seen around them. The collected data underwent both descriptive and inferential analyses using the SPSS 27 version

Data Analysis

The descriptive analysis involved examining the frequency distribution, mean, standard deviation, and range of scores obtained in the writing skill test. For inferential analysis, aimed at assessing the significant impact of implementing the linguistics landscape technique through Project-Based Learning on writing skills. To compare the means of the scores, the paired t-test was used. The validity of the instrument was assessed through content and construct tests, ensuring that the tool accurately measured what it intended to measure. In a quantitative study, validity pertains to the precision of measuring a concept (Heale & Twycross, 2015). It is frequently characterized as the extent to which an instrument precisely gauges what it purports to measure. Furthermore, validity entails the dependability of the instrument, as emphasized by Kimberlin and Winterstein (2008). To establish reliability, the Pearson product-moment formula was employed, confirming the consistency and dependability of the instrument used in the study.

Hypothesis

The hypothesis for this study is as follows:

H_o : N1 = N2

H_a : N1 > N2

H_o : There is no significant effect of teaching writing who were given the treatment in the experimental group and the control group (N1 = N2)

H_a : (N1 > N2) there is a significant effect on the writing skills 7th-grade students at SMP Negeri 1 Singaraja.

FINDINGS AND DISCUSSIONS

The pre-test and post-test were used to assess students' writing abilities before and after receiving treatment. A writing scoring rubric is used to evaluate student writing achievement, with five criteria such as content, organization, vocabulary, language, and writing mechanics. The pre-test was taken by 38 seventh-grade students at SMP Negeri 1 Singaraja. After collecting data using research instruments, the results offer insights into the implementation of the linguistics landscape technique through project-based learning in teaching to investigate the writing skills of 7th-grade students at SMP Negeri 1 Singaraja. This technique is designed not only to enhance their writing skills but also to establish an engaging and meaningful learning environment for students. Through this creative and authentic method, students not only develop their language skills but also experience a memorable learning process.

Table 1. Findings

	Pre-test	Post-test
Mean	56.74	74.32
Median	56.50	76
Mode	55	65
Std. Deviation	7.421	9.905
Variance	55.064	98.114
Range	28	38
Minimum	41	51
Maximum	69	89

Table 1 displays the frequency distributions of students' pre-test and post-test scores. The researcher used SPSS 27 to determine the students' essential competency scores by assessing the mean, median, mode, variance, range, and standard deviation. The pre-test had a mean score of 56.74, ranging from 41 (minimum) to 69 (maximum), while the post-test had a mean score of 74.32, ranging from 51 (minimum) to 89 (maximum). The pre-test showed a range of 28, and the post-test demonstrated a range of 38. Standard deviation values were 7.421 for the pre-test and 9.905 for the post-test, with variance values of 55.064 and 98.114, respectively. The data shows that there is an increase in the post-test scores of students from their pre-test scores. However, to confirm the significance of this improvement, a paired sample t-test was conducted, preceded by assessing the normality of the data.

Table 2. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.126	38	.136	.950	38	.089
POSTTEST	.133	38	.089	.947	38	.068

The table 2. reveals that the significance value for the pre-test was 0.136, and for the post-test, it was 0.089. It means that both pre-test and post-test data showed significance values exceeding 0.05, suggesting that they in a normal distribution.

Table 3. Paired T-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-17.579	6.773	1.099	-19.805	-15.353	-16.000	37	<.001

Following the normality and homogeneity tests, the data underwent a paired t-test using SPSS 27. This statistical analysis was conducted to evaluate the validity of the null hypothesis. The obtained p-value for the paired T-test is 0.001. In the context of hypothesis testing, this p-value is a crucial indicator of the statistical significance of the test results. Generally, if the p-value is below a predetermined level of significance, commonly set at 0.05, there is sufficient evidence to reject the null hypothesis. In this case, the recorded p-value of 0.001 is unequivocally less than 0.05, indicating a statistically significant difference between the pre-test and post-test groups. Consequently, the null hypothesis is rejected, allowing acceptance of the alternative hypothesis, which suggests that the utilization of linguistic landscape techniques through project-based learning has a significant effect on students' writing skills.

According to prior study by [Chesnut et al., \(2013\)](#), the language used in streets, businesses, and billboards can enhance proficiency in languages when employed as a tool for learning. When students study English, it enhances not just their critical thinking skills but also their international communication ability. In line with the statement, the study observed that 7th grade students at SMP Negeri 1 Singaraja had advantageous learning outcomes, particularly in writing, after being treated with the linguistics landscape technique through project-based learning. Exposing students to real-world problems has a significant impact on their language learning process. Another study by [Riadi and Warti, \(2021\)](#) found that the linguistic landscape can be used to solve learning problems such as low student engagement, low exposure of students to English, and insufficient learning resources. The researcher discovered that the Linguistics Landscape can be accessed at any time by students and serves as a focal social context. It is also related to the usage of concrete signs and pictures has had a very favorable reaction from students, as evidenced by increased desire and interest in the learning process, as evidenced by better class participation. It is shown by the enthusiasm of VII grade students at SMPN 1 Singaraja they get a new learning experience and it makes them create a creative learning environment based on their own.

The multiple advantages of shape poetry approach combined with project-based learning have additionally contributed to students become more engaged in the learning process. This is consistent with the statement of [Puspitasari et al., \(2021\)](#) that project-based learning (PjBL) is a learning strategy that places students at the center of learning, emphasizing the learning process greater than the outcome. Students are able to choose their own learning activities and collaborate on projects until they produce results. As a result, the involvement of students has a significant impact on the effectiveness of this learning. In accordance with [Shabrina and Astuti \(2022\)](#) that students will be able to create their learning, design ideas, practice independent learning, and solve problems to reach decisions by following the stages of project-based learning activities, such as include determining essential questions, designing

the project, arranging the students' schedules, monitoring students, assessing learning outcomes, reflecting and improving the students. In this situation, students indirectly improve their abilities, such as creativity, communication, teamwork, collaboration, and critical thinking.

There are numerous benefits of the linguistics landscape in the scope of Education Context, especially in English Education. It shows that there is a dynamic and inclusive environment in combining linguistics landscape and project-based learning. This combination contributes to improving students' language fluency and writing skills, also it can motivate the students. Through this research, the researcher used linguistics landscape in the form of signs and pictures in promoting meaningful educational experiences for the students. The combination of the linguistic landscape approach used in project-based learning gives the students the chance to learn through authentic media. It can develop a stronger connection to the learning topics. There was a successful implementation of the linguistic landscape through project-based learning based on the student's post-test. It is also shown in their increased passion for their everyday activities, which improves their study qualities.

The effect of implementing the linguistic landscape technique through project-based learning in improving student's writing skills in junior high school has been demonstrated through the findings of this study. From the findings, there is an increase in post-test scores compared to pre-test scores. This indicates that the application of the linguistic landscape as a learning technique can be used to improve students' writing skills. The effectiveness of employing the linguistics landscape technique through project-based learning on students' writing skills in junior high school has been demonstrated by the results of this study. The combination of the linguistics landscape Technique and Project-Based Learning proved highly suitable for students at the junior high school level. It is related to the research by [Dumanig and David \(2020\)](#), who indicated that there is an increase in vocabulary, where vocabulary is one of the elements of writing skills. The results of this study indicate that there is effective learning that affects the learning atmosphere of students through the linguistic landscape technique.

CONCLUSION

This study presents compelling evidence of a significant positive impact on students' learning outcomes, particularly in teaching writing. This is evident from the results of statistical tests, including the paired t-test, and the notable increase in average scores in the post-test compared to pre-test scores before the treatment. This study confirms the effectiveness of adopting creative instructional approaches, such as the linguistics landscape in language instruction. This learning technique enchanted students' engagement and also affected their writing skills. When combined with project-based learning, these benefits are reinforced, encouraging active student engagement, collaborative learning experiences, and the development of creative written works. The application of the linguistic landscape technique affected the strong comprehension of the students. Students obtained a better understanding by assigning tasks based on the study's methodology. They might express their knowledge and creativity in written form, such as posters, to improve their abilities.

This research found that the seventh-grade students at SMP Negeri 1 Singaraja never heard the term "linguistic landscape" especially in relation to education. This led to an

increased level of curiosity, which was further enhanced by interesting lessons combined with the project-based learning approach. As a result, learning became more effective, which raised student engagement in the classroom. The researcher wanted to use linguistic landscape as a strategy in education. It can be used in the development of writing abilities for other educators, by integrating it with project-based learning.

The study concluded that using the linguistic landscape approach in project-based learning has a considerable impact on students' English writing skills. This study suggests that employing the linguistic landscape approach in project-based learning improved students' writing skills. Students received treatment throughout the learning process. Using the linguistic landscape method in project-based learning proved extremely effective in improving students' writing skills. It also improved their learning motivation by providing an enjoyable learning environment. Future research can delve into related areas, exploring the techniques employed in this study. For future research, scholars and educators can expand on this study in investigating new educational strategies that could further enhance language learning methods.

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