CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important communication tool for people to communicate each other. To understand each other, someone needs language as a tool of communication. As mentioned by Rabiah. (n.d), tool that used by humans in everyday life that conveying information and arguments to others is called language. Humans use language in everyday life, the language used is their first language, but it is not uncommon for people to learn other languages or foreign languages to be able to communicate in a wider scope. As it is known that people often learn English because English is a global language commonly called an international language so it is not uncommon for people to try to be fluent in English so that they can more easily find a job if they already know English. English is an international language, English is a second language for more than 1 billion people, with the majority of speakers being foreign speakers, while an estimated 380 million individuals speak English as their first language, (Clyne & Sharifian, 2008). Many people nowadays start learning English from a young age, but sometimes the learning that takes place is less authentic for students, it make students not understand the context of using the language, considering the status in Indonesia, English is not a second language; rather, it is a foreign language. As explained in the

article by Artini et al., (2018) English in the learning curriculum in Indonesia, especially at the elementary school level, is introduced as a foreign language.

Indonesia, as a country that considers English as a foreign language. According to Sharifian, (2009) English is an International language. Therefore, in Indonesia teaches English from an early age considering that English is a global language. Learning English for children is a great way for someone to be able to understand and implement the target language (English) from an early age. To learn a language, communication skills are important to be mastered and for young learners can be started from mastering vocabulary because vocabulary mastery helps students to be more fluent in speaking. Therefore, the most important aspect that affects students' English proficiency is vocabulary mastery. According to Alqahtani, (2015), English learners rely heavily on vocabulary mastery, if someone lacks of vocabulary, it would be difficult for them to speak English. Alqahtani (2015) stated that nothing can be said in English if someone does not master the vocabulary, which means that vocabulary is really important to be mastered to master the English language and can be used for communication.

Teaching vocabulary to young students is not simple because teachers need to apply a suitable teaching strategy that accordance with students' characteristics. However, there are still many students who have not optimally captured and understood the English being taught, this can be caused by the learning methods that are less attractive and less authentic, as stated in Huda, (2017), the real world or reliable sources should serve as the foundation for classroom activities in language classes, to the highest possible level could be.

Teachers do not need to ask students to memorize a list of vocabularies that contain of a thousand words, but teacher need to use some more authentic strategies that can help students to identify the meaning of the words being memorized. Beside that, teacher also make a fun learning process so they can create an enjoyable learning process. Fun learning is a learning process that uses interesting learning strategies, so it does not make students feel bored during learning. As mentioned in the article from Bukit (2023) that by using fun learning, students feel happy and enthusiastic about learning, besides that it can also make students' learning outcomes better because during the learning process students do not feel bored.

In order to conduct a conducive learning process, the teaching strategy needs to be considered in order to be more authentic for students. Linguistic landscapes can be use as a teaching strategy. Al-Jarf (2021), linguistic landscape is language phrases used in general signs that give information or directions in a public area. Linguistic landscapes can be found anywhere in students' daily lives such as in shops, at stations, in hospitals, on the street, and other public places. Students can see the real use of each English vocabulary through signs in public places so that linguistic landscape is a very authentic strategy for students to learn the language. The educational environment also contains linguistic landscapes, such as signs that provide directions, warnings, room or place names, and information. In this case, it has to do with how the utilization of this linguistic environment impacts the students' literacy levels. Beside that, Al-Jarf (2021) also stated that, students' skill levels cannot be raised by simply learning English in class from a textbook. Language must be

put into practice outside of the classroom, so students can get real-life English in authentic context. Linguistic Landscape offer students a good chance to study real English. Linguistic landscape as an authentic learning technique has a close relationship with the new learning paradigm in the Merdeka Curriculum. The Merdeka Curriculum is a learning paradigm that emphasizes learning that is contextual, student-centered, and oriented to real world needs. In this context, linguistic landscape provides the right opportunity to apply these principles in English language learning.

In addition, in conducting authentic teaching method for students, Project-Based Learning can be a good teaching method for young learner. A teaching strategy that uses project to stimulate students to learn is called project based-learning. Based on Cocco (2006), Student-centered education is provided through the teaching methodology known as project-based learning so that can achieve learning objectives because of the specific learning context, students participate actively in learning and students can interact and share their knowledge and understanding with other friends. According to Solomon (2003), in this Project-Based Learning, students can solve problems and challenges where these problems are authentic related to students' daily lives. In the process, students see the information from various sources and then analyze it to be able to solve problems and complete the projects. Here the teacher's role is to guide students not to take or assist students in working on their projects. As stated in Artini et al., (2018) that project-based learning can improve students' speaking and writing skills, besides that project-based learning can also increase students' enthusiasm, motivation, and excitement

during the project work process. Elementary students can be instructed using the project-based learning approach because in its implementation it can stimulate students to do something or take action in their learning process.

In implementing this strategy, the teacher supervises the learning process in class, therefore the teacher's perception also important to be considered because the researcher need to investigate what is the teacher perception regarding the implementation of linguistic landscape technique through Project-Based Learning for students' vocabulary mastery. Perception is the first major form or impression of someone's first thoughts on something or phenomena around them, (Efron, 1969). The aim is to know whether the teacher think that implementing linguistic landscape through Project-Based Learning is beneficial and use this strategy in their next learning process or no.

Therefore, researchers want to conduct research on the aplication of linguistic landscapes through project-based learning on students' vocabulary mastery in state elementary schools to find out whether linguistic landscapes have an effect on improving students' English skills or not and also what is the teacher perception about the aplication of linguistic landscape through Project-Based Learning. This research was conducted at SD Negeri 1   Banjar Jawa because this school already taught English and the amount of students can be used as the sample of this study, in addition, after looking at the situation at this school, the teacher used only textbook in teaching English, therefore the reasearcher choose this school as the setting of this study to implement the linguistic landscape as a teaching strategy through project based learning. The novelty that is related to the linguistics landscape itself considering that it is

very rare to find research that examines this linguistic landscape as a teaching strategy and combined with Project-Based Learning, especially at the elementary school level.

1.2 Problem Identification

While studying English, especially at the elementary school level, students often experience difficulties in learning English, considering that English itself is still a foreign language for them, and often the teaching methods used by teachers when teaching are less attractive and less authentic. According to the situation at SD Negeri 1 Banjar Jawa, Grade 5 students who learn English often have difficulty remembering vocabulary to use in making sentences for everyday conversations. The media used by the teacher is only textbooks, so that students only memorize and do not understand the real meaning of using each vocabulary in everyday life. Meanwhile, for teaching young learners, we must use teaching methods and strategies that are more authentic so that students can more easily understand the use of the language itself in everyday life. As an English teacher, we should use interesting and authentic learning methods which are of course adapted to the characteristics of students at school. Authentic learning is learning that can lead students to learn subject matter related to the real world or everyday life in order to facilitate student comprehension because of its relation to the environment around students. The linguistic landscape can be utilised in this situation as an authentic learning strategy considering that students can find a lot of vocabulary in linguistic landscapes anywhere, such as in shops, at school, on

the street, and otherin public places. In addition to linguistic landscape, teaching methods are also important in the learning process so that they can stimulate students to learn. As stated by Artini et al., (2018) that project-based learning can improve students' speaking and writing skills, besides that project-based learning can also increase students' enthusiasm, motivation, and excitement during the project work process. The project-based learning method can be implemented to teach students in elementary schools because its implementation can stimulate students to do something or take action in their learning process. Therefore, researchers want to research the application of linguistic landscapes through project-based learning on students' vocabulary mastery in state elementary schools located at SD Negeri 1 Banjar Jawa to find out whether linguistic landscapes affect improving students' English skills or not and also what is the teacher perception about the application of linguistic landscape through project-based learning. This research has a novelty that is related to the linguistic landscape itself considering that it is still very rare to find research that examines this linguistic landscape as a teaching strategy and combined with project-based learning, especially at the elementary school level.

1.3 Limitations of the Study

Considering how the problem was formulated above, the researcher wants to do research that focuses on English lessons with the sample is one group at SD Negeri 1 Banjar Jawa. This study focused to look into the impact of linguistic landscape implementation through project-based learning on 5th

Grade students' vocabulary mastery and teacher perception from the application of linguistic landscape as a teaching strategy through project-based learning as a method of learning for elementary school students at SD Negeri 1 Banjar Jawa.

1.4 Research Questions

1. Is there any significant effect of the linguistic landscape implementation through project-based learning on the 5th Grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa?

2. What is the teacher's perception of the application of Linguistic Landscape through project-based learning on 5th Grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa?

1.5 Research Objectives

1. To investigate the significant effect of the linguistic landscape implementation on the 5th Grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa

2. To analyze the teacher's perception of the application of Linguistic Landscape through project-based learning on 5th Grade students' vocabulary mastery at SD Negeri 1 Banjar Jawa.

1.6 Research Significances

The results of this study can provide high significance both theoretically and practically. This research provides a theoretical study

regarding the application of linguistic landscapes through project-based learning on students' vocabulary mastery.

Practically, the results of this study can provide benefits for several things, including the following.

1. For students

This study was hoped to provide benefits for students to feel more enjoyable when learning English considering the use of interesting and authentic learning strategies by empowering linguistic landscapes as a teaching strategy so that students can understand English vocabulary more easily because of the relationship between linguistic landscape and daily life of students and the surrounding environment.

2. For teachers

It is anticipated that this study will be able to provide information for English teachers so they can design innovative learning strategies through the application of linguistic landscapes for elementary school students' vocabulary mastery.

3. For school

The study's findings may be advantageous for the school where the research is conducted, the school can use the research results as a reference in teaching English by using innovative strategies through linguistic landscapes.

4. For other researchers

The study's findings may be advantageous for other researchers, other researchers can use the study's findings as a source for further research.

5. For Ganesha University of Education

The study's findings may enhance those already known about English language learning. Undiksha has produced many teacher graduates who educate students at school, this study can be used as a reference for the educational process at Undiksha.