CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the research study, which covers the background of the study, identification of the study, limitations of the study, statements of the problem, purpose of the study, significance of the study, and definition of critical terms.

1.1 Background of the Study

The Industrial Revolution significantly affected the industrial world and people's lifestyles. Introduction to the Revolutionary Era Industry, or what is known as the era of Transformation of Information and Technology, has brought changes and challenges in various fields, including the field of Education. Every educational institution must actively respond to these changes and challenges as an institution that has a strategic function in developing students' potential (Seftika et al., 2021). In the dynamic Landscape of Global Education, which is rapidly evolving to meet the demands of the modern world, student potential is intricately linked. The Ministry of Education is leading a transformative endeavour; the objective is to elevate the quality of educational practices by integrating 21st-century competencies into the curriculum, encapsulated within the 6C framework (Shabrina & Astuti, 2022). The 6Cs symbolize Critical Thinking, Creativity, Collaboration, Communication, Culture/Citizenship, and Character Education/Connectivity. According to Nofrion (2018), communication skills function as a link between these competencies.

Communication is interrelated with learning because the teaching and learning process involves communication. Furthermore, students must have effective practical communication skills because they must be able to assess and process many communications in their daily lives (Hidayati et al., 2021). Giving meaning, establishing knowledge, skills, and trust in others, and receiving feedback from diverse sources are all aspects of communication. However, students sometimes find it challenging to practice communication skills, so they need help to develop. Riaz Khan et al., (2015) argue that students' most significant issues stem from their inability to utilize English effectively and appropriately both in and when required outside of class. Students are generally hesitant to talk because they are bashful and not accustomed to expressing themselves publicly. In addition, various learning media such as learning videos, power points, and media images also do not have a significant effect on improving students' communication skills. Therefore, student communication skills can be developed in learning through writing skills. These abilities involve verbal and nonverbal communication approaches and are essential for successful interactions in various personal and professional circumstances. Writing and communication activities are interdependent and interconnected activities in the learning process. Susanti et al., (2020) states that acquiring writing abilities allows pupils to communicate and express their viewpoints or ideas from various perspectives.

Communication skills will improve if supported by the teacher using the appropriate method. This method can facilitate and motivate students, methods as well as increase interest in learning and students' abilities (Sahrawi, 2021).

Sari & Angreni (2018), in essence, the teaching and learning process, including the delivery of learning material, is a communication process; it is the process of conveying messages or thoughts from one person to another, using the appropriate strategy will make students able to receive the message effectively conveyed. An effective learning process will give good results; in other words, using the best teaching strategy will help students develop their skills. The project-based learning (PjBL) teaching method is expected to explore student communication skills through writing activities to support the learning process and motivate students to improve their skills.

Project-based learning (PjBL) stands as a widely embraced pedagogical approach within the realm of Education, where students actively engage in projects that not only deepen their understanding of academic content but also cultivate essential skills such as critical thinking, communication, and problem-solving (Ngadiso et al., 2021). The learning stages that start with a problem, project-based learning allows students to understand the use and acquisition of language in the context they face in real life. Furthermore, according to Seftika et al. (2021), project-based learning is a learning design that supports students' competence to communicate, think critically, and collaborate on the principle of exploring real problems. This means that what students learn in class can be directly implemented in real life through solutions or solving problems that have been encountered. This is an advantage for students because they can be more prepared to solve real-world problems rather than focus on what they did not learn in class. Apart from teaching and learning activities, project-based learning can also be implemented as English practice and develop other

essential skills such as presentation, teamwork, and critical thinking. As well as the ability to communicate, students are indirectly stimulated to develop and improve their communication skills in English through project-based learning. Seftika et al. (2021) state that project-based learning also helps students master technology, knowledge of linguistics, and writing skills. There are many benefits from using project-based learning in teaching English, which is contextual and can create an optimal environment, especially in communication. Project-based learning influences students' positive attitudes toward learning foreign languages; additionally, the findings suggest that PjBL exercises increase English language learners' communication abilities, particularly in writing. Therefore, students can also participate actively in learning and increase interest, motivation, excitement, and collaborative abilities, which are characteristics of project-based learning.

Referring to empirical findings or based on authentic objects regarding the benefits of implementing project-based learning as well as considering the characteristics of early grade junior high school students who are still in the transitional stage. As beginners in English language acquisition, these students can particularly benefit from the integration of linguistic landscape into project-based learning. Linguistic landscape, a technique gaining prominence over the last two decades, focuses on studying language usage in public spaces, encompassing signs on billboards, public road signs, place and street names, and government building signs. The concept, as proposed by Landry and Bourhis (1997) in Hidayat Widiyanto and Emzir (2021) attracts linguistic landscapes to a specific area, including a school that focuses on essential

students learning languages in academic studies. In addition to increasing students' critical thinking, linguistic landscapes can also increase language awareness (Hidayat Widiyanto & Emzir, 2021). Leveraging linguistic landscape as a technique within project-based learning not only facilitates students' engagement with real-world language usage but also promotes their language development through increased language awareness and critical thinking abilities.

The importance of project-based learning variables as a strategy for applying linguistic landscape in learning has a supporting research novelty. Project-based learning focuses on students exploring their interests and abilities in a natural learning process. In addition, project-based learning provides an opportunity to create a productive classroom atmosphere with interesting learning due to the unique nature of project-based learning that takes care of memorization but harnesses students' strengths in integrating knowledge, attitudes, and abilities in authentic learning. Meanwhile, according to Nofrion (2018), working with the linguistic landscape is supposed to allow language learners to observe different qualities of a language, to engage creatively and critically with diverse aspects of the language being studied, and to investigate crucial aspects of that language's use in context. As a result, linguistics landscape is an exciting strategy to implement at the junior high school level for students who need to gain experience with language and must be introduced to forms or signs of authentic use of language as a medium of practical communication in real life through writing.

The benefits of project-based learning in the study are very genuine. However, the application of project-based learning is mainly carried out at the upper education level, including tertiary institutions. There exists a significant gap in the utilization of project-based learning methods among children, representing a missed opportunity to cultivate essential skills, particularly in areas such as English proficiency and other fundamental competencies. At the same time, childhood is the best time to develop essential skills, especially in English, and the values of other skills. Consequently, the researcher are compelled to address this gap by investigating the implementation and efficacy of project-based learning approaches among children, recognizing the imperative to seize this formative stage for holistic skill development.

Another thing that supports this research is essential to carry out; it is the application of project-based learning, which adapts to the characteristics of students, especially at the secondary school level. The application of project-based learning can be adjusted to the learning material being taught and in accordance with the level of student development. At the secondary school level, it tends to be transitional. It brings out the characters in elementary schools who like to play, are imaginative and have patterns of thinking that range from concrete to abstract. The combination of Project-based Learning (PjBL) and Linguistic Landscape (LL) and their application on English communication skills through writing has never been done before. Therefore, this study intends to examine more deeply the application of Linguistic Landscape (LL) in project-based learning to improve students' skills in communicating English in the context of writing skills in junior high schools.

1.2 Problem Identification

Communication skills are one of the crucial skills in everyday life. Being able to communicate well provides tremendous benefits in a conversation, so there are no misunderstandings. Therefore, when communicating in English, the times are moving so fast that mastery of language skills is an important factor. However, among students, communicating in English is felt to have its difficulties and challenges. Students and educators tend not to know how to be able to advance communication skills as well as student motivation, which influences student creativity in participating in learning. Therefore, it is very important to pay attention to the methods used in learning.

Researchers in this study applied Linguistic Landscape as a project-based learning technique to determine the effect on students' English communication skills through writing activities. Linguistic Landscape as a learning strategy certainly helped students develop communication skills because it is commonly found in everyday life and is closely related to language. In addition, using project-based learning as an appropriate method indirectly helped students increase creativity, especially in completing projects in learning. Through the completion of a given project in writing activities, students progressed in improving their communication skills. The research target school, SMP PGRI 2 Denpasar, had never used this strategy or even comparable strategies in learning during the first observation procedure. This is a new foundation that must be developed further and made appealing to the targeted schools. Therefore, based on the problems raised, the researcher believes that using this general approach and design resulted in an efficient solution.

1.3 Limitations of The Study

Due to constraints in time and resources for this study, the author's focus is directed toward examining the effectiveness of project-based learning utilizing authentic Linguistic Landscape techniques in enhancing students' writing skills. It is important to note that this research is specifically targeted at the 7th-grade class of SMP PGRI 2 Denpasar. The study is limited to only one class due to practical considerations. In addition to evaluating student outcomes, the researcher is also keen on understanding the perspectives of teachers regarding the implementation of the Linguistic Landscape technique through Project-Based Learning to foster students' writing skills.

1.4 Statement of Research Question(s)

Based on the previous background exposure, the author proposes some formulation of the research problem in the following:

1) Is there any significant effect of the implementation of the Linguistic Landscape (LL) technique on the writing skills of grade 7th SMP PGRI 2 Denpasar?

2) What is the teacher's perception of the application of the Linguistic Landscape (LL) technique through project-based learning on student's writing skills at grade 7th SMP PGRI 2 Denpasar?

1.5 Objective(s) of The Study

In line with the formulation of the problem that has been described previously, the objectives of this study are as follows.

1) To investigate the effect of the linguistic landscape technique implementation through project-based learning on writing skills of 7-th grade students at SMP PGRI 2 Denpasar. The study focuses on answering how Linguistic Landscape (LL) through project-based learning can affect student's writing skills.

2) Analyze teachers' perceptions regarding the application of Linguistic Landscape (LL) through project-based learning. This study focuses on how teacher perception about the application of Linguistic Landscape through project-based learning affect student's writing skills.

1.6 Significance of the Study

This study endeavours to offer both theoretical and practical significance in the realm of English language teaching. The author hopes to make a significant addition to the area through the conduct of this research, with both theoretical and practical implications.

1) **Theoretical Significance**

The theoretical significance of this research lies in its contribution to the study of English language learning, particularly in the innovative application of Linguistic Landscape (LL) within the framework of project-based learning. The introduction of LL in a pedagogical context is noteworthy, as its conventional usage has been associated primarily with political, business, and non-educational domains. This novel application is poised to make a substantial impact, particularly in the realm of applied linguistic studies. By exploring and implementing LL

as a pedagogical tool, this research not only expands the understanding of effective language learning strategies but also opens avenues for redefining the theoretical landscape of LL in educational contexts.

2) **Practical Significance**

a. **For learners**

The application of learning with innovative strategies certainly has an impact on the implementation of learning. Learning English carried out in the classroom will be more interesting and not rigid, and various activities are, of course, adapted to the development of students so that they can also play but in a learning context.

b. **For teachers**

The results of this study will add to educators' knowledge about innovative learning techniques, especially for children. In addition, through this research, educators will indirectly add to their respective skills, especially in implementing strategies for writing activities regarding literacy and how to empower project-based learning through practicing English using Linguistic Landscape.

c. **For educational institutions**

The results of the research certainly provide benefits to the schools involved in the research. The research results described can be used by the school as a reference for teaching students, especially in learning English. In addition, the research results are also useful as material or reference for socializing new teachers who will teach English at the school concerned.

d. For Ganesha University of Education and Other Researchers

The results of this study can serve as a reference and add new findings in the field of learning English that can be disseminated. In addition, this research can be used as material in the field of society such as community service activities. As an institution that gives birth to prospective professional educators, UNDIKSHA makes a real contribution in responding to issues that take place both on and off campus. Therefore, UNDIKSHA can enrich its research results with new, up-to-date ideas.