

CHAPTER 1

INTRODUCTION

1.1 Research Background

The education in the modern era has undergone a significant transformation, characterized by technological progress, globalization, and a reevaluation of the educational process (Timotheou et al., 2023). In the 21st century, there's a growing fascination with innovative approaches to teaching writing skills. This focus on developing new teaching methods has prompted a reconsideration of how to enhance students' writing proficiency. Writing abilities now have more significant applications in this modern world, further demonstrated by the increasing usage of digital communication. Therefore, the scope of digital communication has thus expanded the dimensions of writing skills in the modern era. Related to this context, it's crucial for educators to acknowledge the fundamental theories of teaching writing to ensure they employ the most impactful methods. The students need an approach that focuses on creating creativity based on their own in making meaningful learning (Wayan Rati et al., 2017).

The student's creativity can be motivated by using a learning model that can make them solve their problems, one of which is project-based learning. In this model, students are responsible for searching, processing, and constructing their knowledge to solve the learning problem (Jusita, 2019). PjBL is an innovative learning method that can be used for students to develop their products and present them with complex activities during the learning session (Almulla,

2020). Many academics researcher employ PjBL in their learning research, including English, because of the numerous benefits of applying PjBL as a learning approach. Therefore, PjBL encourages students to discover their problems, identify and analyze them, and develop creativity in planning, critical thinking, and problem-solving (NURIL MUKHLIFIDA, 2021) For educational purposes, the students can use the PjBL learning model to practice their language use in English for their project.

According to (Fitri et al., 2018) using PjBL can give the students the best experience because the students are responsible for creating the project framework. They can solve the problem with critical thinking, search for information, and evaluate the project (Wayan Rati et al., 2017). PjBL, as a learning model, also emphasizes the long-term learning process. It means that the students are involved with their everyday problems and how to solve them. PjBL can stimulate students to increase their language skills. PjBL can stimulate students by having them practice simple language, increasing their self-confidence, and allowing them to use English appropriately and fluently (Sahrawi, 2021)

Learning English for teenagers can develop their creativity and is student-centered. It makes the students more accessible to understand the material. This is due to the fact that children are curious about their talents and require media that helps in their development (Duke et al., 2021). PjBL study on teenagers, particularly in junior high schools, is essential since teenagers are an excellent era for learners to begin implementing what they have learned about English. Learning methods must also be adjusted to the characteristics of junior high

students. Relating to empirical findings regarding the benefits of PjBL, it is advantageous to use linguistic landscapes in conjunction with PjBL in learning English to investigate the effect of the linguistics landscape through PjBL on students' writing skills. Teaching students to write has been considered a difficult task. Zheng, as cited in (Solhi & Eğinli, 2020) stated that developing ability to write in a second language is perceived as more difficult than other language skills. Writing necessitates cognitive strategies and an understanding of the target culture, encouraging educators to teach various elements to students. Furthermore, the writing process consists of several stages that require the writer to produce a coherent, and informative written expression (Yüce & Ataç, 2019).

Project-Based Learning (PBL) has demonstrated its effectiveness in actively involving students in the writing process and enhancing their writing abilities. In the other hand, linguistic landscapes, denoting the languages visible in public settings, have emerged as valuable assets for cultivating language awareness and literacy competencies (Da Silva, 2023). The integration of these dual approaches presents a promising path to nurturing students' language proficiency, critical analysis, and cultural consciousness. The linguistic landscape is the language used in billboards, public signs, place names, and commercial shop signs (Landry & Bourhis, 1997a). The Linguistics landscape can be used in the form of a classroom-based project. (Sayer, 2009) used linguistics landscape as a pedagogical resource to find out the English language used in Oaxaca by analyzing and giving the example of the social meaning in English. Using the linguistic landscape as a template for project-based learning can be used by teachers as an innovative way to engage students in analyzing social language use

to investigate students' writing skills. The significance of the PjBL variable as a method for applying the linguistic landscape to English learning has a high research novelty. This research investigate the use of linguistics landscape technique through project-based learning on student's writing skills. Project-based learning focuses on the learner's curiosity or is student-driven in increasing 21st-century skills (Bell, 2010). PjBL allows students to learn through their process. The students can describe themselves when they listen to and accept the opinions of others, work on projects, and evaluate the projects. The discussions and feedback students receive and give to their pair will raise their level of critical thinking.

Several research studies have been conducted on using project-based learning affect the students' communication and writing skills. Research by (Riswandi, 2018) shows that using PBL in the classroom to teach speaking can increase students' speaking abilities and motivation. The increases are founded on the students' speaking abilities and the speaking score. In addition, a project-based learning method has also been implemented by (Ratna et al., 2019) which can improve students' communication with their pairs. (Kurniawati et al., 2019) found that project-Based Learning is extremely useful since it gives the significant effect on students' communication skills, particularly their capacity to communicate ideas. According to the research conducted by (Praba' et al., 2018) project Based Learning considerably impacts students' writing skills. The significant effect on students' writing skills following the implementation Project-Based Learning demonstrates the considerable influence. They are considering that there is also a study gap, where the researcher has not identified the application of project-based

learning combined with the linguistics landscape, particularly the implementation for VII grade students at SMPN 1 Singaraja.

Combining the linguistics landscape with the project-based learning method is essential because it is expected to give students writing skills significance. These skills and methods are hoped to help achieve learning objectives and have significant effects on students' writing skills.

1.2 Problem Identification

Education changed from the previous method in the post-pandemic period. Currently, learning takes place offline. The researcher discovered that the project-based learning in SMPN 1 Singaraja only combined with restricted media. As a result, there needs to be more innovation in learning activities. The researcher conducted this research to apply the linguistics landscape as a learning technique through project-based learning methods to investigate the significant effect on students' writing skills in English courses. Using linguistic landscapes as a learning technique can get the student's attention because the discovery of linguistic landscapes is very familiar to students' daily lives. Therefore, using project-based learning can help students increase their creativity while designing the framework of the project. Due to that fact, the researcher believes that this method can become an effective solution to overcome the problem.

1.3 Limitations of The Study

The researcher limits this study to the application of Project Based Learning using the Linguistics landscape technique through project-based learning on 7th-grade students at SMPN 1 Singaraja and what is the teacher's perception

regarding the application of project-based learning using the linguistics landscape technique on 7th-grade students' writing skill at SMPN 1 Singaraja. This study focuses on the effect of applying the linguistic landscape technique in project-based learning on student writing skills in English courses.

1.4 Research Question

Based on identifying the previously mentioned problems, researchers were conducted the research about the application of linguistic landscapes through project-based learning on students' writing skills. The following is a formulation of the research question:

1. Is there any significant effect of Linguistics Landscape technique implementation through project-based learning on students' writing skills in grade 7th of SMPN 1 Singaraja?
2. What are the teacher's perceptions related to the application of the linguistic landscape technique through project-based learning on students' writing skills at SMPN 1 Singaraja?

1.5 The Objective of The Study

In accordance with the research question, the objectives of this study are as follows:

1. To investigate the effect of Linguistics Landscape technique implementation on students' writing skills in grade 7th of SMPN 1 Singaraja.
2. To analyze the teachers' perception of the application of linguistic landscape techniques in project-based learning.

1.6 Significance of The Study

This research provides some benefits, as follows:

1. Theoretical Significance

This study contributed to research in English learning, precisely the PjBL approach for teaching English, by applying innovative strategies in the form of a linguistic landscape as a setting for junior high school students to practice language learning. There are no empirical research results for the Technique's use when combined with project-based learning in the linguistic landscape. Thus, this study's findings significantly contribute to the study of applied Linguistics, as they have previously been exploited for political, business, and other non-educational purposes.

2. Practical Significance

a. For Learners

Using this innovative technique can make learning English more interesting, more flexible, and full of activities relevant to the development of students so that it seems less complicated because learning can be done while playing with peers and used in a real-world setting.

b. For English Teacher

The findings of this study develop greater insights to the teacher that can effectively enhance students' language proficiency, enabling the implementation of these technique in the classroom to provide students with an optimal English learning experience. This

research help teachers to enable PjBL so that students can practice utilizing English throughout the linguistic landscape.

c. For educational institutions

The study outcomes also assist the schools where the research is conducted. The research findings can be utilized as a reference in teaching English to students at the school and as material for outreach to new English instructors.

d. For Ganesha University of Education

The findings of this study contributed to the existing knowledge in the field of English language acquisition for children, which were shared with stakeholders as material for community service activities. With this study, Universitas Pendidikan Ganesha was able to supplement its research findings with contemporary concerns suitable for public dissemination.

e. For Other Researchers

This research is expected to reference the work of other researchers on a related topic. This research also attempts to provide empirical evidence that can be used to support studies conducted by other researchers.