

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language learning in elementary schools is still frequently dominated by textbook-oriented instruction and mechanical exercises that emphasize vocabulary memorization and grammatical accuracy(Andrew, 2023). In many classroom practices, language is introduced as a formal subject that is separated from students' social realities and everyday experiences(Brevik & Holm, 2023). As a consequence, students often experience difficulties in understanding how language functions in authentic communication and real social contexts(Yu et al., 2021). Learning eventually becomes less meaningful because students are not sufficiently exposed to contextual language use that reflects the environment around them(Tai & Wong, 2023). In elementary education, meaningful learning is more likely to develop when students actively engage with authentic experiences and learning resources that are closely connected to their daily life(Linh, 2024).

This condition highlights the importance of contextual learning in elementary education(Darling-Hammond et al., 2020). Sociocultural perspectives on learning emphasize that knowledge is constructed through interaction with the environment and social experiences(Wheaton et al., 2024). Elementary school students generally understand concepts more effectively when learning materials are connected to concrete situations that they encounter directly in their

surroundings(Ayotte-Beaudet et al., 2023). Therefore, the learning environment plays an important role in helping students build understanding naturally(Mourischa et al., 2024). In language learning, the environment can provide authentic language exposure that supports students' literacy development, language awareness, and participation in the learning process(Turner et al., 2023).

Given the importance of contextual learning, educators need learning resources that naturally connect language with students' everyday environments. One form of environmental language exposure that has considerable educational potential is the linguistic landscape (LL) (Gorter et al., 2021). Linguistic landscape refers to the visible display of written language in public spaces, including signs, posters, banners, labels, announcements, slogans, and other visual texts (Landry & Bourhis, 1997). Within school settings, linguistic landscapes appear in many forms, such as classroom displays, hallway posters, bulletin boards, library notices, school gates, and other public areas (Gapur et al., 2024). These written texts do not merely function as informational displays but also represent authentic language input that reflects social practices, institutional values, and cultural identities within the school community (Rohmah et al., 2024).

The presence of linguistic landscape in elementary schools potentially creates meaningful learning opportunities because students interact with these visual texts in their daily activities(Gapur et al., 2024; Gorter et al., 2021). The written language displayed throughout the school environment provides authentic examples of how language is used in real situations and meaningful contexts(Lestianingsih et al., 2023a). Through observing and interpreting these

texts, students may expand their vocabulary knowledge, understand language functions, and become more aware of the social meaning of language use (Li et al., 2023). In addition, linguistic landscape encourages students to connect classroom learning with their own experiences, making learning more relevant and engaging (Fajardo-Dack et al., 2024). For this reason, linguistic landscape should not only be viewed as decorative or administrative elements within schools, but also as contextual learning resources that can support the learning process (Wen, 2023).

Beyond serving as a contextual learning resource, the educational value of linguistic landscape can also be understood through the perspective of deep learning (Barcelona et al., 2023). Deep learning emphasizes meaningful understanding, critical thinking, reflection, and active knowledge construction rather than simple memorization (Mystakidis, 2021). Through this approach, students are encouraged to connect knowledge with authentic experiences, analyze information critically, and construct understanding through active engagement with learning materials (Kovač et al., 2025). Learning is therefore not limited to receiving information passively but also involves interpretation, reflection, and meaningful participation in the learning process (Abdulganee et al., 2025).

In this context, linguistic landscape can contribute to the realization of deep learning because it provides authentic and contextual language exposure within students' immediate environment (Wiśniewska, 2024). Activities such as observing school signs, interpreting posters, discussing slogans, and reflecting on the social functions of language encourage students to engage in interpretation,

analysis, and critical reflection (Solikhah & Budiharso, 2022). Interaction with linguistic landscapes also enables students to connect classroom learning with real-life situations, which is one of the essential characteristics of deep learning (Algryani & Syahrin, 2021). As a result, the integration of linguistic landscape into elementary education has the potential to create more engaging, reflective, and meaningful learning experiences for students (Romanowski, 2026).

In Ponorogo Regency, elementary schools are surrounded by diverse linguistic landscapes that reflect the sociocultural characteristics of the local community (Bernardo-Hinesley, 2022). Various written texts displayed in school environments use Indonesian, Javanese, Arabic, and, in some cases English (Sumarlam et al., 2021). This linguistic diversity reflects the interaction between local cultural identity and broader educational influences within the school environment (Rafael et al., 2024). The existence of multilingual written texts potentially provides rich language exposure for students and may serve as a meaningful learning resource that supports contextual language learning (Riadi & Warti, 2021). Through interaction with these linguistic elements, students are not only exposed to language forms, but also to cultural values, social meanings, and local identities represented through language use (Yelenevskaya & Protassova, 2021).

Despite this potential, the pedagogical use of linguistic landscape in Indonesian elementary schools remains relatively limited, particularly in rural and semi-urban contexts (Gapur et al., 2024). In many schools, written texts displayed in public spaces are still treated mainly as informational or decorative elements

rather than as learning resources integrated into classroom activities (Bernardo-Hinesley, 2022). Teachers may not yet fully recognize the contribution of linguistic landscape to meaningful learning processes or may still face difficulties in utilizing school environments as contextual learning resources. Consequently, the potential of linguistic landscape to support student engagement and deep learning has not been fully explored in elementary education practices (Da Silva, 2023).

Previous studies have examined linguistic landscape in various educational contexts and have demonstrated its educational potential. Gapur et al. (2024) investigated linguistic landscapes in Indonesian elementary schools and found that written texts displayed throughout school environments functioned not only as informational media but also as representations of social and cultural practices within the school community. Similarly, Padmadewi et al. (2023) reported that linguistic landscape could facilitate students' language practice and engagement when integrated into Project-Based Learning activities. Taken together, these studies indicate that linguistic landscape provides authentic language exposure and creates meaningful opportunities for language learning beyond conventional classroom instruction.

Research on deep learning has likewise highlighted the importance of contextual and meaningful learning experiences in elementary education. Karman et al. (2025) demonstrated that deep learning approaches encouraged students' active participation and promoted meaningful understanding during classroom learning. Likewise, Aryanto et al. (2025) found that learning experiences closely connected to students' everyday lives significantly enhanced students' engagement

and facilitated deeper conceptual understanding. Taken together, these findings suggest that meaningful and context-based learning environments play an essential role in promoting active participation, critical thinking, and deeper understanding among elementary school students.

Although previous studies have established the educational value of linguistic landscape and the effectiveness of deep learning as separate areas of research, several important gaps remain. First, little research has explicitly integrated linguistic landscape and deep learning within a single educational framework to examine how environmental texts can support meaningful learning processes. Second, most linguistic landscape studies have primarily focused on describing language forms, multilingual practices, or sociocultural functions rather than investigating how linguistic landscape contributes to students' learning experiences. Third, studies on deep learning have largely emphasized instructional approaches and learning outcomes without considering how the school linguistic landscape may serve as an authentic learning resource to support deep learning. Fourth, only limited research has explored students' perceptions of linguistic landscape and their engagement with environmental texts as part of everyday learning experiences. Finally, empirical studies integrating linguistic landscape and deep learning in Indonesian elementary schools, particularly in semi-urban contexts such as Ponorogo Regency, remain scarce. Addressing these gaps is important for understanding how school linguistic landscapes can be utilized as contextual learning resources that promote meaningful learning, student engagement, and deeper understanding.

Based on these considerations, this study aims to explore how linguistic landscape supports deep learning-based teaching and learning processes in elementary schools in Ponorogo Regency. Specifically, the study seeks to identify the types of linguistic landscape available within school environments, examine students' perceptions of these linguistic resources, and analyze how linguistic landscape contributes to students' engagement and understanding in deep learning practices. This study is expected to contribute both theoretically and practically by providing empirical evidence on the integration of linguistic landscape into elementary education as a contextual learning resource that promotes meaningful learning, language awareness, and student engagement.

1.2 Statement of the Problem

The problems with statements in this study are:

1. What kind of linguistic landscape to support the deep learning-based teaching and learning process in Ponorogo Regency Elementary School?
2. What are teachers' perceptions of the role of linguistic landscape in supporting the deep learning-based teaching and learning process in Ponorogo Regency Elementary Schools?
3. How does the linguistic landscape contribute to student engagement and understanding during deep learning in Ponorogo District Elementary School?

1.3 Purpose of the Study

The objectives of this research are:

1. To find out the types of linguistic landscapes to support the teaching and learning process based on deep learning in elementary schools in Ponorogo Regency.
2. To explore teachers' perceptions of the role of linguistic landscape in supporting deep learning-based teaching and learning processes.
3. To explain the linguistic landscape contributes to student engagement and understanding during deep learning in Ponorogo Regency Elementary School.

1.4 Significance of the Study

The results of the study are expected to provide several significant to:

1. Teachers

This study provides insights into teachers' perceptions regarding the role of linguistic landscape in supporting deep learning-based teaching and learning processes. The findings may help teachers recognize the educational potential of posters, signs, slogans, information boards, and other visual texts as contextual learning resources. Furthermore, the study encourages teachers to integrate linguistic landscape into classroom practices to promote student engagement, meaningful understanding, critical thinking, and active participation in learning activities.

2. Schools

This study highlights the importance of utilizing school environments as learning resources. Various texts displayed within the school environment, such as motivational posters, vocabulary displays, information boards, and classroom agreements, can be intentionally designed to support students' learning experiences. By maximizing the educational function of linguistic landscape, schools can create more meaningful, engaging, and context-rich learning environments.

3. Future Researchers

This study may serve as a reference for future researchers interested in investigating linguistic landscape, deep learning, contextual learning, and language education. The findings may also contribute to further studies exploring the role of linguistic landscape in different educational contexts and levels.

1.5 Scope and Limitations

This study examines the use of written language present in the school environment such as signs, posters, labels, and banners as part of the teaching and learning process in elementary schools. The focus of the research was directed at several selected schools in Ponorogo Regency, an area dominated by the use of Indonesian and Javanese in school public spaces. This study explores how students interact with these various linguistic elements, as well as how teachers use them as a means of supporting learning. In line with the spirit of the Merdeka Learning

policy, this research emphasizes the importance of learning experiences that are contextual, local environment-based, and meaningful for students.

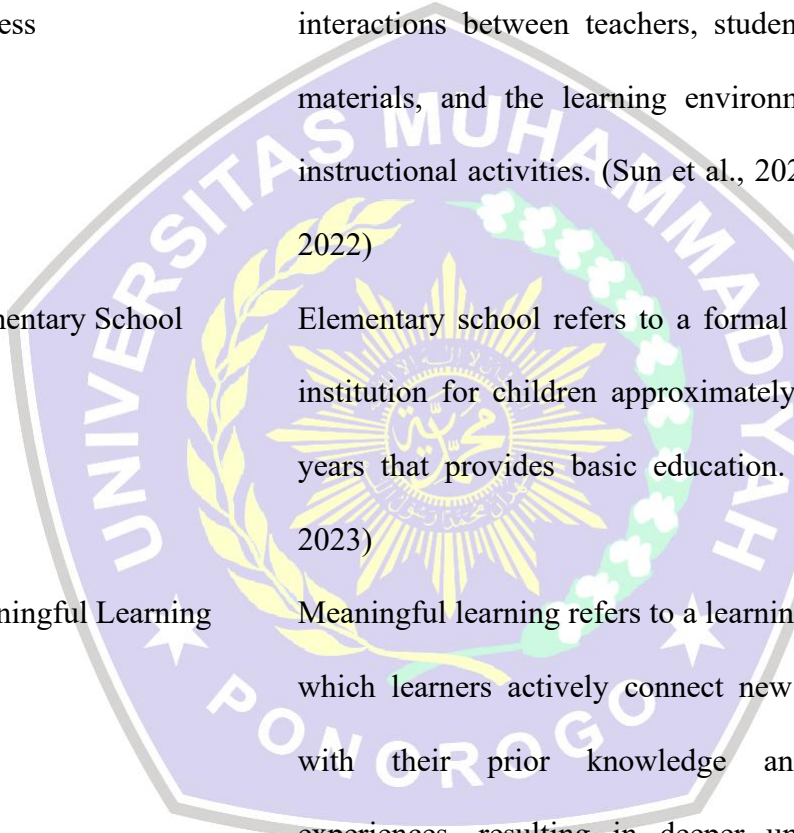
A qualitative approach is used through observation, interviews, and documentation activities to gain a deep understanding of the role of the linguistic landscape in supporting literacy, learning engagement, and the development of critical thinking in basic education.

This research has a number of limitations that need to be considered. The scope of the study only covers a limited number of schools in one specific region, so the results cannot be generalized to all primary schools.

The data collected is qualitative and not accompanied by quantitative measurement of learning outcomes. Factors such as students' backgrounds, literacy levels, and intensity of language exposure have the potential to influence the finding, but were not the main focus of this study. In addition, the presence of researchers in the field can affect the natural behavior of the research subjects. This research has also not touched the digital linguistic landscape and has not applied a comprehensive deep learning model, so it is positioned more as a starting point for further exploration and research.

1.6 Definition of Key Terms

Linguistic Landscape	Linguistic landscape refers to the visible display of written language in public spaces such as signs, posters, banners, labels, and announcements within the school environment (Landry & Bourhis, 1997).
----------------------	--



Deep Learning	Deep learning refers to a learning approach that emphasizes meaningful understanding, critical thinking, reflection, and the connection between knowledge and real-life experiences (Fullan, Quinn, & McEachen, 2020).
Teaching and Learning Process	Teaching and learning process refers to the interactions between teachers, students, learning materials, and the learning environment during instructional activities. (Sun et al., 2022; Li et al., 2022)
Elementary School	Elementary school refers to a formal educational institution for children approximately aged 6–12 years that provides basic education. (UNESCO, 2023)
Meaningful Learning	Meaningful learning refers to a learning process in which learners actively connect new knowledge with their prior knowledge and real-life experiences, resulting in deeper understanding rather than rote memorization (Ausubel, 1968).