

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to investigate the types of linguistic landscape that support the deep learning-based teaching and learning process, explore teachers' perceptions of the role of linguistic landscape, and examine how linguistic landscape contributes to students' engagement and understanding in elementary schools in Ponorogo Regency. Based on the findings and discussion, several conclusions can be drawn.

First, this study found that four major types of linguistic landscape support the implementation of deep learning-based teaching and learning processes in the participating schools: literacy and educational displays, motivational and character-building texts, informational and instructional texts, and multilingual linguistic resources. These linguistic landscape elements function not merely as environmental decorations but as authentic pedagogical resources that provide continuous opportunities for literacy development, contextual learning, language learning, and meaningful interaction with written language throughout the school environment.

Second, this study revealed that teachers hold positive perceptions regarding the role of linguistic landscape in supporting the deep learning-based teaching and learning process. Teachers perceive linguistic landscape as an authentic

pedagogical resource that supports classroom instruction, supports literacy development and vocabulary learning, enhances students' motivation, and provides contextual learning experiences. Furthermore, teachers believe that the continuous presence of educational and visual texts extends learning opportunities beyond formal classroom instruction and encourages students to interact actively with their learning environment.

Third, the findings indicate that linguistic landscape contributes to students' engagement and understanding during the deep learning-based teaching and learning process. Based on classroom observations, documentation, and teachers' perceptions, environmental texts provide opportunities for students to participate in learning activities by reading, observing, asking questions, discussing ideas, and connecting classroom learning with their everyday experiences. These contributions reflect the characteristics of deep learning by supporting meaningful, contextual, and student-centred learning experiences.

Overall, this study concludes that linguistic landscape functions as an authentic pedagogical resource that supports the implementation of deep learning-based teaching and learning in elementary schools. By integrating authentic written and visual texts into everyday school environments, linguistic landscape provides continuous opportunities for literacy development, contextual learning, student engagement, and meaningful learning experiences. Therefore, this study contributes to educational linguistic landscape research by demonstrating its pedagogical role in supporting deep learning within Indonesian elementary school contexts.

5.2 Suggestions

Based on the conclusions of this study, several suggestions are proposed for future practice and research regarding the use of linguistic landscape in supporting deep learning-based teaching and learning processes in elementary schools.

For schools, it is recommended to continue developing and maintaining educational linguistic landscape elements throughout the school environment. Schools should ensure that literacy displays, vocabulary posters, motivational texts, informational signs, students' work, and multilingual resources are regularly updated and aligned with students' learning needs. Schools are also encouraged to design environmental texts that are interactive, meaningful, and integrated with learning activities so that they function not only as visual decorations but also as authentic pedagogical resources that support literacy development, language awareness, student engagement, and meaningful learning experiences.

For teachers, it is recommended to integrate linguistic landscape more systematically into classroom instruction and learning activities. Environmental texts can be incorporated into literacy activities, vocabulary learning, classroom discussions, and contextual learning tasks to strengthen students' interaction with authentic written language. Teachers are also encouraged to involve students in designing and maintaining educational displays, posters, classroom agreements, and other visual resources, as this participation may enhance students' engagement, responsibility, and meaningful learning experiences.

For future researchers, it is recommended to investigate linguistic landscape in different educational contexts, educational levels, and geographical settings to obtain broader perspectives on its educational functions. Future studies may involve a larger number of schools, teachers, and students, employ longer observation periods, and utilize additional qualitative or mixed-method approaches to provide a more comprehensive understanding of how linguistic landscape supports teaching and learning processes. Researchers are also encouraged to examine the relationship between linguistic landscape and specific educational outcomes, such as literacy development, language learning, student engagement, critical thinking, and academic achievement. Furthermore, future studies may explore emerging forms of linguistic landscape, including digital displays and student-generated texts, to examine their potential contributions to deep learning in diverse educational settings.

Future research is also encouraged to investigate the relationship between linguistic landscape and specific educational outcomes, such as literacy development, language acquisition, student motivation, critical thinking, and academic achievement. In addition, researchers may examine how different types of linguistic landscape, including multilingual displays, digital displays, and student-generated texts, contribute to deep learning in various educational contexts. Comparative studies across different school levels and institutional settings may also provide deeper insights into the effectiveness of linguistic landscape as a pedagogical resource.

Furthermore, future researchers may adopt multi-perspective approaches by involving teachers, students, school leaders, and parents to obtain a more comprehensive understanding of the functions and impacts of linguistic landscape in educational environments. Longitudinal studies are also recommended to examine how sustained exposure to linguistic landscape influences students' literacy practices, language awareness, learning engagement, and understanding over time.

