

# ENHANCING STUDENTS' SPEAKING SKILL THROUGH LINGUISTIC LANDSCAPE-BASED PEDAGOGICAL MODEL: AN EXPERIMENTAL STUDY ON THE FIFTH SEMESTER OF EFL STUDENTS

Harjuli Surya Putra  
STBA-PIA, Medan, Indonesia  
[harjuli82@gmail.com](mailto:harjuli82@gmail.com)

## ABSTRACT

Linguistic Landscape-Based Pedagogical Model is a fruitful material for language teaching in real-life situations in L2 speaking class. The use of various city signs and urban symbols in a broader social context in language teaching engages the students into a productive learning situation. This study is an attempt to investigate how Linguistic Landscape improve students' speaking skill on the fifth semester students of English Study at STBA-PIA Medan. To achieve the objectives of the current study, this study applies experimental design using quasi-experimental design. By using the data obtained, it was found that there was significant improvement for the experimental group in the post-test. There are 40% of students belonging to excellent category, 30% students belonging to good category, and 30% students belonging to fair category. Further, this research revealed three significant benefits of using Linguistic Landscape for language teaching. First, using Linguistic Landscape as a teaching resource in the classroom, the students will be more aware of their Linguistic Landscape. Second, the students will perceive the use of LLs in the classroom positively improved their language skills. Third, LLs will provide the students with the best opportunity to increase their creativity, critical thinking, and literacy skills.

*Keywords: EFL students, language teaching, linguistic landscape, signs, speaking skill*

## 1. Introduction

English teaching and learning process do not only occur in the classroom. It may occur even within the student community. Language as a means of communication cannot be separated from environmental situation, social images, cultural signs, and things surrounding us. English, together with the official language in a certain country, appear in the public spaces on every occasion, such as in advertisements, shops, vehicles, restaurants, offices, markets, and streets (Wiśniewska, 2020). The presence of language in public spaces, with the combination of words and images, can easily be accessible to many people. Language use

enlivens in public spaces inside and outside the educational settings. It produces conspicuous words and images on public signage around us. These are collectively called Linguistic Landscapes (LLs) (Landry & Bourhis, 1997; Gorter & Cenoz, 2008; Gorter, 2017).

Linguistic Landscape (LL) provides good material for language teaching in real-life situations in a classroom. Moreover, limited attention has been paid to publicly displayed texts as city signs and urban symbols sources for English language teaching. The use of these city signs and urban symbols in a broader social context connects to language teaching at university level, especially for speaking skill. Speaking is very important skill for the students to communicate in the global network. In teaching speaking, teachers should be able to engage the students into a productive learning situation by using a good pedagogical lesson model. Therefore, the teacher can engage LLs into L2 speaking skill context.

However, there is a gap in this study on the use of LLs in teaching speaking skill. LLs are used to engage not only students' linguistic competence but also students' linguistic performance and language awareness in the English as a Foreign Language context in the university level. Therefore, this study is an attempt to utilize Linguistic Landscape-Based Pedagogical Model into L2 speaking class for undergraduate students. Therefore, the teacher can use this English lesson model to integrate LLs to develop students' linguistic competence, performance, and language awareness as well.

The rationale for engaging the students' linguistic competence, linguistic performance, and language awareness using LLs is to encourage the students in the teaching and learning speaking skills by using the current pedagogical resource in the multilayered and superdiverse multilingual contexts of late modern society. Therefore, to engage the potential role LLs can play in language teaching, this study addresses the main research question: Does Linguistic Landscape improve students' speaking skill on the fifth semester students of English Study at STBA-PIA Medan?

## 2. Related Literature Review

### 2.1. Linguistic Landscape

In this globalized era and techno-scientific development, LLs are found in every place around us. The main attention of LLs is the language in the environment, words and images displayed and exposed in public signs. Landry and Bourhis (1997) first introduced the term LL about the vitality perceptions and language behaviors of French-Canadian minorities about public signs across Canada. Linguistic Landscape is classified as the language of public road signs, billboards, street and place names, commercial signs, and public signs in government buildings in each territory or urban agglomeration (Landry & Bourhis, 1997, p. 25). Further, Gorter (2006) stated that LL refers to the social context in which more than one language is present. It implies the use in speech or writing of more than one language or multilingualism. Gorter (2012) highlights that people live in visual times and it is difficult to walk down a shopping street in almost any city around in the world and not notice the abundant use of commercial signage. Therefore, this condition has demonstrated how LLs can be used as an arena where social, economic, and political struggle takes place. Landry and Bourhis (1997, 34) stated that “the linguistic landscape may be the most visible marker of the linguistic vitality of the various ethnolinguistic groups living within a particular administrative or territorial enclave”. Therefore, the emergence of linguistic and cultural diversity within the cities is a common sight. Cities are places where different cultures, languages and identities interact; they are also places where this interaction can be observed (Barni & Bagna, 2010).

Moreover, the field of LLs provides publicly displayed written language surrounding us in forms of words and images, including commercial shop signs, government warnings and notices, hand-scrawled graffiti, advertising flyers or billboards in public spaces. Today, the field of LLs is further developing and expanding not only written texts displayed in public spaces but also new definitions of languages like tattoos, colors, and texts in clothes. Therefore, Linguistic Landscape (LL) research can help us get insight into aspects of linguistic diversity that typify the multilayered and superdiverse multilingual contexts of late modern society. Research on LLs has mainly focused not only on multilingual but also multiethnic urban areas as city signs.

City signs present an easy visual and obvious way to promote language and culture (Dumanig and David, 2019). Therefore, some LL research have been focused primarily on analyzing the digitally photographed signs on people's relationships with LLs, the issues related to the perception of signs, and the experience of being in a particular LL (Landry & Bourhis, 1997; Shohamy & Waksman, 2012; Maligkoudi & Gogonas, 2019). Furthermore, some scholars further observe how to use the LLs to elevate the pedagogical approaches in language teaching and learning context.

## **2.2. Linguistic Landscape as Pedagogical Context**

LLs have mainly focused on multilingual and multiethnic urban areas as public signs. Many photos of the signs are part of a linguistic and cultural media that can be used as language teaching materials, especially to teach English as a second language. The teachers in the classroom can implement the use of city signs as a means of English teaching material. There is a strong opinion for the use of LLs as an educational tool in multilingual and multidialectal contexts. This is primarily because of public expressions of concerns about students' levels of literacy in English. Therefore, it is needed to develop language teaching methodologies that promote the acquisition of English (Bradshaw, 2014). The use of city signs in public areas places literacy in a broader social context. Therefore, teachers can explore the potential role that LLs can play in the educational context.

Gorter (2017) points out that "the LL in an educational context gives a good way to teach about languages, multilingualism, language awareness, and literacy practices." Many studies have observed the use of LL as teaching and learning material (Cenoz & Gorter, 2008; Bullock, 2020; Algryani & Syahrin, 2021; Gulten, 2021; Bozan, R. 2021; Hewitt-Bradshaw, 2014; Hancock, 2012). In a study conducted by Bullock (2020), this research aims at involving students in linguistic landscape research at their own schools to motivate them to initiate positive changes to those linguistic landscapes. The aim of this research is also to help students learn to analyze their linguistic surroundings more closely. A study also recently conducted by Gulten (2021). It aims to share a series of activities conducted for the purpose of teaching classroom rules to 4th graders through linguistic landscapes. By giving some rules in every part of children's lives including school rules, traffic rules, Covid-19 rules, and

other public rules, LLs were identified as a suitable way to introduce rules inside and outside the classroom. Hewitt-Bradshaw (2014), in her study states that LL provides the social context both language learning and language use. By using LLs as a pedagogical tool, students are promoted in literacy activities outside classroom contexts.

Moreover, Hancock (2012) investigates how students and teachers respond to the linguistic landscape (LL) in the city of Edinburgh. It describes how students at the beginning of their Initial Teacher Education (ITE) program took part in a 'camera safari' to engage in thinking about the multilingual communities that schools serve. Bernardo-Hinesley (2020) studied the growing interest in the study of the LL in educational spaces, also known as schoolscape. He stated that school represents a deliberate and planned environment where learners are subjected to powerful messages about language from local and national authorities. Therefore, in my view, using LLs as teaching material, students are engaged in literacy activities not only inside the classroom but also outside classroom contexts.

More recently, Solmaz (2021) contributed to the potential of L2 learner-based research in LL. He described a literacies-based Linguistic Landscape-inclusive second language teaching and learning pedagogy to maximize the potential of LL for critical language awareness, literacy development, and translingual and transcultural competencies. Therefore, the concept of LLs is essential to signify the language around the students in the forms of words, images, city signs, and urban symbols in public spaces on LLs in second language teaching contexts, especially in teaching speaking skill.

### **2.3. Teaching Speaking through the Linguistic Landscapes**

Speaking is the most important skill in learning a language. Every student must have good speaking skills. By speaking properly and correctly, the other person will easily understand the meaning and purpose of the information conveyed. Fulcher (2003) states that speaking is a verbal use of language to communicate with others. Therefore, the ability to use the language as a means of communication becomes one of the indicators of speaking skill. Moreover, Nunan (1991), points that speaking is the activity to express oneself in a certain situation. This activity aims to converse or to

express a sequence of ideas fluently. On other hand, speaking is the way to show the feeling in responding to a certain activity.

Regarding to develop students' speaking ability, LLs concept will be integrated as a tool for the English language teacher to teach speaking in the classroom. The purpose is to combine LLs with the topics in the curriculum to improve students' creativity skills in speaking. Various categories of LLs (public road signs, billboards, street and place names, commercial signs, tattoos, texts in clothes, hand-scrawled graffiti, and government warnings and notices) were introduced to students as part of a linguistic landscape-based pedagogical model. This lesson model aims to engage the students to brainstorm about LLs displayed and exposed in public spaces. They can also evaluate and explain what they see in a detailed way. Furthermore, this lesson model is expected to attract their attention and increase their participation in speaking up in the classroom. By bringing and representing a small part of everyday life symbols and signs in the classroom context, teachers can explore the potential role that LLs can play in the speaking context. As a result, LLs can be used as an effective tool to practice grammatical structures while doing speaking activities by developing more self-condense and motivation to progress their English mastery.

#### **2.4. The Benefits of Linguistic Landscapes in Education**

The development of LLs as an English lesson model can be such great benefits for teachers and students. Teachers can carry out studies of the LLs in the context of teaching and learning L2 speaking skill. Teachers can take city signs and urban symbols from the public space into classroom to use them as language teaching materials. Language teachers need to actively respond to such challenges by bringing issues around the city signs and urban symbols in LL into language classes (Przymus and Solmaz, 2021). The use of LLs as a resource in language teaching recognizes the social context of language learning. LL offers teachers many opportunities to create a meaningful teaching-learning process for students (Bradshaw, 2014).

A study related to a pedagogical tool in teaching and learning English in Oman carried out by Dumanig and David (2019). They stated that LL can help the students be familiar with English. The point is what the students learn in the classroom is enhanced by what they see in LL and eventually makes them more familiar with the

language. The factor that helps them learn the language is the frequency of exposure to the LL of the city. Using the English LL within the students' community allows them to relate the language that they learn to their daily experiences. Therefore, LL can be authentic and practical teaching materials that enhance the students' understanding of the language.

Moreover, a study carried out by Gorter and Cenoz (2008) explored the role of LL as a source of input for second and foreign language acquisition. They identified five areas of learning as potential pedagogical benefits of discussing and using LLs. These are incidental learning, pragmatic competence, multimodal literacy skills, multicompetence, and language's symbolic and emotional power. Bradshaw (2014) also studied the benefits of utilizing LL texts as an educational tool for developing learners' literacy in Caribbean Creole environments. The study shows that the use of public texts in classroom settings not only develops students' language awareness and communicative competence but also renders the process of language learning more exciting and appealing.

More recently, Wiśniewska (2020) observed about the relationship between LL, murals, and language learning and found out that. The result shows that "the LL provides verbal and visual input for language learning" (p.429). Wiśniewska also noticed that the use of LL materials provides students with opportunities to improve their language skills and promotes discussing and thinking about such materials within their socio-cultural contexts (p. 441). Moreover, the linguistic landscape has been seen as "a site of language and literacy learning" (Malinowski, 2020, p. 95). Malinowski stated that LL could be an educational tool to help learners develop language awareness, understanding, and communicative competencies. Additionally, when LL is used as a language teaching resource, students can improve awareness of the existence of different languages in a public area. The teachers also can indigenize materials for language and literacy teaching and learning. Therefore, students will experience how to analyze information from city signs and urban symbols sources critically.

### **3. Methodology**

#### **3.1. The Context of the Study**

The site of the research is the city of Medan. Medan is the capital city of North Sumatera, Indonesia. Medan is chosen as the context for the study for some reasons, namely, first, Medan is the third largest city in Indonesia which is the LL in this city has not been widely used as research material, especially in the context of education. Second, as one of the biggest cities in Sumatera Island, Medan comprises a lot of LLs which are visible in the public domain displayed on commercial shop signs, government warnings and notices, hand-scrawled graffiti, advertising flyers or billboards. Third, being one of the business centers in Indonesia, Medan becomes the most visited city for expatriate labor from Singapore, China, and Australia who speak English as a lingua franca. Therefore, the city's linguistic landscapes have been significantly increasing in city of Medan. Consequently, any LL can be used as the teaching material. Thus, the purpose of this research is to integrate LLs which can be found in Medan into L2 Teaching and Learning Contexts.

#### **3.2. Design of the experiment**

This research was conducted as an experimental design using quasi-experimental design.

Gass (2013) stated that experimental research is a way of determining the effect of something on something else. A researcher begins with an idea of why something happens and manipulates at least one variable, controls others, to determine the effect on some other variable. Therefore, this research used two groups as samples, namely experimental group and control group. They had different treatments in the research; the experimental group received linguistic landscape-based pedagogical model in teaching speaking skill as treatment. The topic of LL model is adapted to the university syllabus and curriculum. While the control group had learned speaking skill by using any topics as the speaking theme given by the teacher from the handbook.

#### **Subjects**

The research was conducted at Asian International Friendship Foreign Language College (STBA Persahabatan Internasional Asia) in the city of Medan, North Sumatera. The population was twenty 5th semester students at STBA-PIA. They were

divided into two classes, ten students as the control class and ten students as the experimental class. The sample was chosen by random sampling technique.

### **Material**

The material used in the study was a factual report about covid 19 by WHO (2020). It is a factual report published in online media [kompas.com](https://www.kompas.com).

### **Procedure**

The factual report was divided into two meaningful parts. Each part was taught every other day in one 60-minute session. The two groups were taught by different teachers. I trained the teacher who taught the experimental group to teach speaking by using LLs. In each session, as a pre-speaking activity, the students were asked to read the factual report first. Next, the teacher asked them to read that part aloud and summarize the report using their own sentences. The teacher then asked the students several comprehension questions about the factual report. After that, the teacher asked the students to speak up in front of the class about the factual report given. The same procedure was conducted with the control group, except that the teacher only used the topics taken from the teachers' handbook as the teaching material.

### **Tests**

Two tests were used to measure the effect of LLs. The tests were divided into pre-test and post-test. Pre-test aims to seek out the initial scores or capability of the students who have similar level of speaking competence. Pre-test was conducted with both experimental and control group. The post-test was conducted in the end to both groups after they received the treatment. After that, the result of the post-test was compared with the result of the pre-test to be analyzed to prove LLs can improve students' speaking skill on the fifth semester students of English Study at STBA-PIA Medan. The form of pre-test and post-test is an impromptu speech. Therefore, the test was focused on oral test. The test activities can be shown as follows:

- a. The researcher explained generally about the test
- b. The students were given a theme for the speaking test, namely:  
COVID-19: What you should know and how to protect yourself and your family.
- c. The students were given 5 minutes to explore the idea about the topic they have chosen

d. Each student was given 3-7 minutes to make impromptu speech about the topic given

### **Scoring**

In the pre-test and post-test, the students' score of speaking skill is analyzed by examining for its average score of each aspect of speaking competence. The researcher used scale to measure the students' speaking skills based on the score grading of Toefl IBT integrated speaking rubrics as seen in Appendix 1. The rubric is used on the grounds that at the end of their studies, students are required to obtain an IBT TOEFL score as a requirement for their graduation.

## **4. Analysis and Discussion**

### **4.1. Pre-test**

The pre-test was conducted to the students before the treatment to know the students' prior speaking skill. From the statistical data, the pre-test scores of experimental and control groups are divided into four categories, namely excellent, good, poor, and very poor. The category can be seen as follows.

Table 1. The category of test scores

<b>No</b>	<b>Interval</b>	<b>Category</b>
<b>1.</b>	0-4 points	Weak
<b>2.</b>	5-8 points	Fair
<b>3.</b>	9-12 points	Good
<b>4.</b>	13-16 points	Excellent

The pre-test was held on 27 December 2021 to both control and experimental group. Both groups performed impromptu speech via zoom meeting. Meanwhile, the researcher took the video recorded to support the data collection process. The students' pre-test score for the control group can be seen in the following tables.

Table 2. The Students' Pre- Test Score of Control Group

No	Student ID	CRITERIA				Total Score	Category
		General Description	Delivery	Language Use	Topic Development		
1.	A	3	2	2	1	8	Fair
2.	B	2	1	1	2	6	Fair
3.	C	3	4	2	2	11	Good
4.	D	1	2	2	1	6	Fair
5.	E	2	1	3	2	8	Fair
6.	F	2	1	3	4	10	Good
7.	G	2	1	1	1	5	Fair
8.	H	3	4	3	3	13	Excellent
9.	I	3	1	1	2	7	Fair
10.	J	2	1	1	2	6	Fair

The descriptive data analysis of pre-test in control group showed that the score was 5 to 13. From the data frequency distribution of the pre-test in control group above, the lowest score of the students is 5 (fair) and the highest score is 13 (excellent). In other words, there are no students who have scored 0-4 (weak), there are 7 students who have score 5-8 (fair), 2 students who have score 9-12 (good), and 1 student who has score 13-16 (excellent). Therefore, it can be concluded that most of the students in the control group belonged to a fair category (70%), good category (20%), excellent category (10%), and weak category (0%) in the pre-test.

While the students' pre-test score for the experimental group can be seen in the following tables.

Table 3. The Students' Pre- Test Score of Experimental Group

No	Student ID	CRITERIA				Total Score	Category
		General Description	Delivery	Language Use	Topic Development		
1.	A	1	2	3	1	7	Fair
2.	B	1	1	1	1	4	Weak
3.	C	2	4	2	3	11	Good
4.	D	2	2	2	1	7	Fair
5.	E	4	4	3	3	14	Excellent

No	Student ID	CRITERIA				Total Score	Category
		General Description	Delivery	Language Use	Topic Development		
6.	F	1	1	2	2	6	Fair
7.	G	2	3	3	2	10	Good
8.	H	1	1	2	1	5	Fair
9.	I	3	3	3	4	13	Excellent
10.	J	2	3	1	2	8	Fair

The descriptive data analysis of pre-test in experimental group showed that the score was 4 to 14. From the data frequency distribution of the pre-test in experimental group above, the lowest score of the students is 4 (weak) and the highest score is 14 (excellent). In other words, there are 1 student who has score 0-4 (weak), 5 students who have score 5-8 (fair), 2 students who have score 9-12 (good), and 2 students who have score 13-16 (excellent). Therefore, it can be concluded that most of the students in the experimental group belonged to a fair category (50%), good category (20%), excellent category (20%), and weak category (10%) in the pre-test.

Moreover, the means for the two groups on pre-tests are presented in Table 4. A comparison of the pre-test means revealed no significant differences between the two groups on the impromptu speech test, namely 8 points (fair) for control group and 8,5 points (fair) for experimental group. This confirms that the two groups were essentially equivalent.

Table 4. Pre-test means (M) and standard deviations (SD)

Test	Experimental Group (n = 10)		Control Group (n = 10)	
	M	SD	M	SD
impromptu speech	8,5	3.3	8	2,6

## 4.2. Treatment

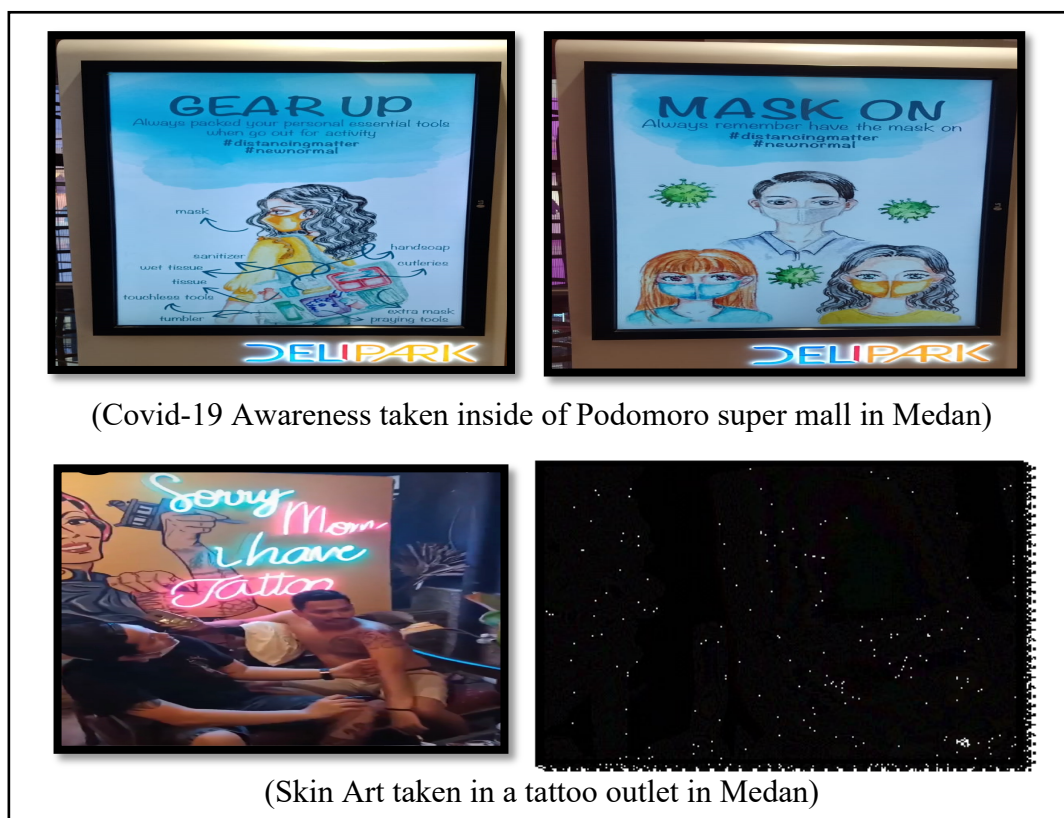
The treatments for control and experimental group were conducted after the pre-test. The researcher conducted the treatment for experimental and control group via zoom meeting. The treatment of the experimental and control group was held on 28<sup>th</sup>

December 2021. The same treatments as control group were followed with the experimental group, except I trained the teacher who taught the experimental group to teach speaking by using LLs. The researcher designed linguistic landscape-based pedagogical model for L2 speaking class. To get a comprehensive LLs data, there are three activities of data collection conducted in this stage, namely:

1. Collecting the data from Linguistic Landscapes around the city of Medan
2. Choosing the appropriate LLs to be used for the lesson model.
3. Designing the LLs lesson model

Firstly, the researcher will collect the data by taking pictures in forms of words and images on commercial shop signs, government warnings and notices, hand-scrawled graffiti, advertising flyers or billboards. In collecting the data, the writer focused on the collection of 50 pictures of LLs around city of Medan in November 2021. Secondly, after collecting the pictures of LLs, the writer has chosen the appropriate LLs to be used for the lesson model, yet only 12 pictures of LLs were used in the study as they have already shown the up-to-date topics on the language use as seen in picture 2.

Picture 2. Linguistic Landscape Images



(Covid-19 Awareness taken inside of Podomoro super mall in Medan)

(Skin Art taken in a tattoo outlet in Medan)



Thirdly, after choosing 12 LLs as the lesson model, the researcher formulated the LLs lesson model. There are three phases of formulating the LLs lesson model, namely: (1). Formulating the learning objectives, (2). Listing the related vocabularies builder, (3). Formulating questions related to the LL pictures. The first phase is formulating the

learning objectives. In this phase, the researcher chose six topics related to the LLs. The chosen topics are adapted from the university syllabus and curriculum. Formulating the learning objectives is the most important phase. It will show what the lecturers want to achieve in teaching-learning process. The learning objectives can be seen as follows:

Table 5. The Topics of LLs

Lesson	Topic	Learning objectives
1	Covid-19 Awareness	<ol style="list-style-type: none"> <li>1. Understand about Covid 19</li> <li>2. Raise awareness about the covid-19 pandemic</li> <li>3. Understand the cause of the spread of covid 19</li> <li>4. How to prevent the spread of covid 19</li> </ol>
2	Skin Art	<ol style="list-style-type: none"> <li>1. Understand about skin art</li> <li>2. Identify social functions, text structures, and linguistic elements on skin art</li> <li>3. Raise awareness about tattoos</li> <li>4. Compose simple oral and written descriptive texts about skin art</li> </ol>
3	The Art of Murals	<ol style="list-style-type: none"> <li>1. Understand the murals around us in everyday life.</li> <li>2. Encourage students to define the meaning of murals</li> <li>3. Create a mural for the expression of different ideas and art</li> </ol>
4	Shop Notice	<ol style="list-style-type: none"> <li>1. Understand the notice in the entrance shop</li> <li>2. Identify social functions, text structures, and linguistic elements on how to describe the notice</li> <li>3. Compose simple oral and written descriptive texts about the notice</li> </ol>
5	Airport Sign	<ol style="list-style-type: none"> <li>1. Understand the airport sign and the images within</li> <li>2. Identify social functions, text structures, and linguistic elements on how to describe the place</li> <li>3. Understand how to give direction in a particular place</li> <li>4. Compose simple oral and written descriptive texts about the place and people</li> </ol>
6	Ticket Talk	<ol style="list-style-type: none"> <li>1. Understand the language on the ticket</li> </ol>

- 
2. Ask the students to bring their tickets from any place.
  3. Compose simple oral and written descriptive texts about the ticket
- 

After making the learning objective, the second phase is listing the vocabularies builder related to the LLs pictures. The researcher listed some vocabulary related to the topic. It aims to enrich the students' vocabulary related to the topics of chosen LLs. These vocabularies also help the students in speaking activities. They can use a variety of different vocabulary in speaking process. The lists of vocabularies can be seen in the following table.

Table 6. Vocabulary Builder

Lesson	Topic	Vocabularies
1	Covid-19 Awareness	<ol style="list-style-type: none"> <li>1. COVID-19 (N) :The name of the illness caused by the coronavirus disease 2019</li> <li>2. Pandemic (N) :A disease that exists in almost all of an area or in almost all of a group of people and animals</li> <li>3. Quarantine (N) :Quarantines keep people away from each other to prevent the spread of disease.</li> <li>4. Social distancing (N) : It means always putting space between yourself and other people.</li> <li>5. Vaccine (N) : A special substance containing a virus or bacterium</li> </ol>
2	Skin Art	<ol style="list-style-type: none"> <li>1. Tattoo (N/V) :A picture or design that is marked permanently on a person's skin by making small holes in the skin with a needle and filling them with colored ink</li> <li>2. Bruise (V): To damage the skin of (fruit), in an analogous way.</li> <li>3. Piercing (N) : A hole made in the body</li> <li>4. Needle (N) : A long, thin, sharp implement usually for piercing such as sewing, or knitting, acupuncture, tattooing, body piercing.</li> <li>5. Tattooist (N) : A person who draws tattoos on people's skin, as a job</li> </ol>
3	The art of Murals	<ol style="list-style-type: none"> <li>1. Artwork (N) : Pictures and photographs prepared for books, magazines, etc.</li> </ol>

Lesson	Topic	Vocabularies
		2. Mural (Adj) : (of a painting) large and done on a wall, sometimes on an outside wall of a building 3. Canvas (N) : A strong heavy rough material used for making tents, sails, etc. and by artists for painting on 4. Avant-garde (N) : New and very modern ideas in art, music or literature that are sometimes surprising or shock people 5. Cityscape (N) : The appearance of a city or urban area, especially in a picture; a picture of a city
4	Shop Notice	1. Spread (V) : To affect or make something affect, be known by, or be used by more people 2. Prevent (V) : To stop somebody from doing something; to stop something from happening 3. Stand apart (V) : To be obviously take distance from others 4. Obey (V) : To do what you are told or expected to do
5	Airport Sign	1. Airport (N) : A place where planes land and take off. 2. Airline (N) : The name of the company that owns the airplane 3. Arrivals (N) : T plane arrives at the airport, 4. Boarding pass (N) : Entry ticket into the plane 5. Check-in (V/N) : Notify your flight to the airline counter 6. Gate (noun) : The door from which people get on/off to/from an airplane 7. Fragile (Adj) : Things that are delicate or easily broken
6	Ticket Talk	1. Ticket holder (N) : A person who has a ticket 2. Admission fee (N) : price to enter a place or to join an institution or organization 3. Visiting hour (N) : Limited time to visit 4. Voucher (N) : a printed piece of paper or an electronic code that can be used instead of money to pay for something, or that allows you to pay less than the usual price of something

The third phase is formulating questions related to the LL pictures. In this phase, the researcher encourages the students' performance and awareness in English by asking some questions related to the images. The students are trained to speak up by expressing their ideas and opinions about the images. The list of questions can be seen in table 7.

Table 7. The Questions for Pictures

Lesson	Topic	Questions for pictures
1	Covid-19 Awareness	<ol style="list-style-type: none"> <li>1. What do you know about COVID-19?</li> <li>2. What is the signboard about?</li> <li>3. What is 'social distancing'?</li> <li>4. Do you think social distancing can protect us against COVID-19?</li> <li>5. Where do you think this picture was taken?</li> <li>6. Do you understand the meaning of the small images below?</li> </ol>
2	Skin Art	<ol style="list-style-type: none"> <li>1. Have you ever been to a tattoo outlet?</li> <li>2. What have you done there?</li> <li>3. Have you ever seen someone's tattoo? What do you think</li> <li>4. Do you think tattoos are an art or something bad?</li> <li>5. why does the owner mention "mom" as a slogan?</li> </ol>
3	The art of Murals	<ol style="list-style-type: none"> <li>1. What do you know about murals?</li> <li>2. What is the mural about?</li> <li>3. What is the message of the mural?</li> <li>4. What does the word "WTF Diet" mean in this mural?</li> <li>5. How is the mural related to the bakery?</li> </ol>
4	Shop Notice	<ol style="list-style-type: none"> <li>1. What is the noticeboard about?</li> <li>2. Do you think that you should obey the notice?</li> <li>3. Why did the shop make this notice?</li> <li>4. Do you understand the meaning of the small images in this notice?</li> <li>5. What happened if you didn't obey the notice?</li> </ol>
5	Airport Sign	<ol style="list-style-type: none"> <li>1. Have you ever been to an airport before?</li> <li>2. What have you done there?</li> <li>3. Have you ever seen airport signs there?</li> </ol>

Lesson	Topic	Questions for pictures
		4. What sign is it? 5. Is it hard for you to understand the signs at the airport? 6. Do you think the small images represent what is written there?
<b>6</b>	Ticket Talk	1. Have you ever been to a tourist destination? Do you need to buy an entrance ticket? 2. Do you understand the language of the ticket? 3. What happens if you come before the visiting hour? 4. Do you think the price of the entrance ticket is the same for all ages?

Finally, the researcher combined all the activities in these phases into linguistic landscapes-based pedagogical model. These lesson models were used as the treatment tool for the experimental group. The linguistic landscapes-based pedagogical model as follows:

## Covid-19 Awareness

### A. Learning objectives:

1. Understand about Covid 19
2. Raise awareness about the covid-19 pandemic
3. Understand the cause of the spread of covid 19
4. How to prevent the spread of covid 19

### B. Vocabulary Builder

1. COVID-19 (N) :The name of the illness caused by the coronavirus disease 2019
2. Pandemic (N) :A disease that exists in almost all of an area or in almost all of a group of people and animals
3. Quarantine (N) :Quarantines keep people away from each other to prevent the spread of disease.
4. Social distancing (N) :It means putting space between yourself and other people at all times.
5. Vaccine (N) : A special substance containing a virus or bacterium



(Covid-19 Awareness taken inside of Podomoro super mall in Medan)

### C. Questions

1. What do you know about COVID-19?
2. What is the signboard about?
3. What is "social distancing"?
4. Do you think social distancing can protect us against COVID-19?

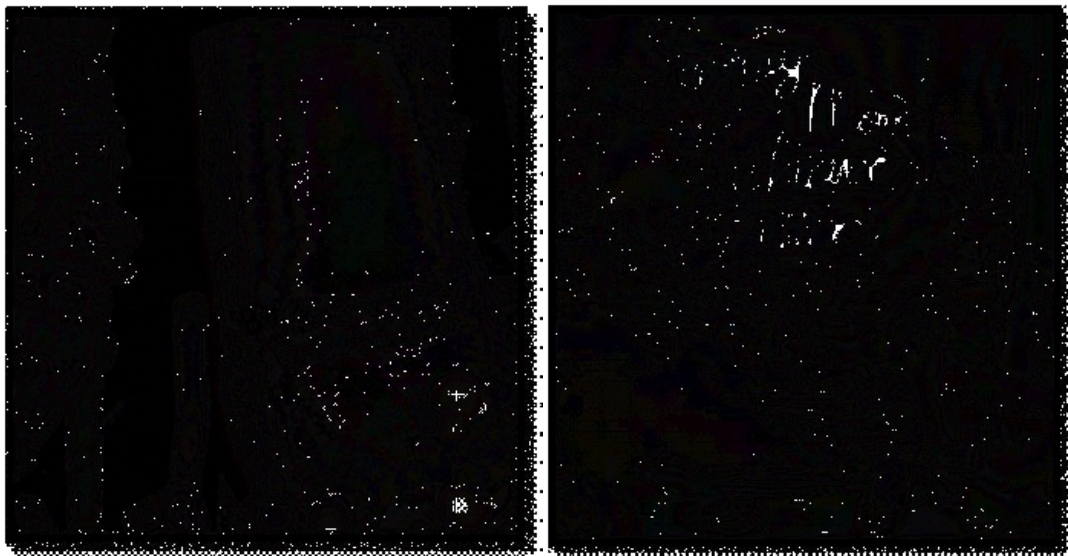
## Skin Art

### A. Learning objectives:

1. Understand about skin art
2. Identify social functions, text structures, and linguistic elements on skin art
3. Raise awareness about tattoo
4. Compose simple oral and written descriptive texts about skin art

### B. Vocabulary Builder

1. Tattoo (N/V) :A picture or design that is marked permanently on a person's skin by making small holes in the skin with a needle and filling them with colored ink
2. Bruise (V): To damage the skin of (fruit), in an analogous way.
3. Piercing (N) : A hole made in the body
4. Needle (N) : A long, thin, sharp implement usually for piercing such as sewing, or knitting, acupuncture, tattooing, body piercing.
5. Tattooist (N) : A person who draws tattoos on people's skin, as a job



(Skin Art taken in a tattoo outlet in Medan)

### C. Questions

1. Have you ever been to a tattoo outlet?
2. What have you done there?
3. Have you ever seen someone's tattoo? What do you think
4. Do you think tattoo is an art or something bad?
5. Why does the owner mention "mom" as a slogan?

## The Art of Murals

### A. Learning objectives:

1. Understand the murals around us in everyday life.
2. Encourage students to define the meaning of murals
3. Create a mural for the expression of different ideas and art

### B. Vocabulary Builder

1. Artwork (N) : Pictures and photographs prepared for books, magazines, etc.
2. Mural (Adj) : (of a painting) large and done on a wall, sometimes on an outside wall of a building
3. Canvas (N) : A strong heavy rough material used for making tents, sails, etc. and by artists for painting on
4. Avant-garde (N) : New and very modern ideas in art, music or literature that are sometimes surprising or shock people
5. Cityscape (N) : The appearance of a city or urban area, especially in a picture; a picture of a city



(The Art of Murals inside of Suan's Bakery in Medan)

### C. Questions

1. What do you know about murals?
2. What is the mural about?
3. What is the message of the mural?
4. What does the word "WTF Diet" mean in this mural?
5. How is the mural related to the bakery?

## Shop Notice

### A. Learning objectives:

1. Understand the notice in the entrance shop
2. Identify social functions, text structures, and linguistic elements on how to describe the notice
3. Compose simple oral and written descriptive texts about the notice

### B. Vocabulary Builder

1. Spread (V) : To affect or make something affect, be known by, or be used by more people
2. Prevent (V) : To stop somebody from doing something; to stop something from happening
3. Stand apart (V) : To be obviously take distance from others
4. Obey (V) : To do what you are told or expected to do



(Shop notices taken in the entrance of stores inside of super mall in Medan)

### C. Questions

1. What is the notice board about?
2. Do you think that you should obey the notice?
3. Why did the shop make this notice?
4. Do you understand the meaning of the small images in this notice?
5. What happened if you don't obey the notice?

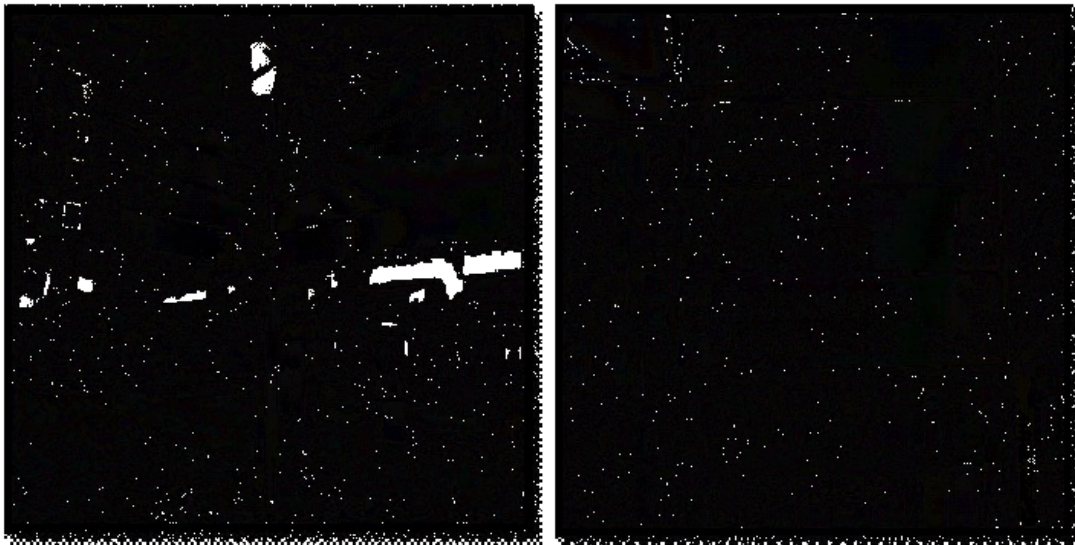
## Airport Sign

### A. Learning objectives:

1. Understand the airport sign and the images within
2. Identify social functions, text structures, and linguistic elements on how to describe the place
3. Understand how to give direction in a particular place
4. Compose simple oral and written descriptive texts about the place and people

### B. Vocabulary Builder

1. Airport (N) : A place where planes land and take off.
2. Airline (N) : The name of the company that owns the airplane
3. Arrivals (N) : T plane arrives at the airport,
4. Boarding pass (N) : Entry ticket into the plane
5. Check-in (V/N) : Notify your flight to the airline counter
6. Gate (noun) : The door from which people get on/off to/from an airplane
7. Fragile (Adj) : Things that are delicate or easily broken



(Airport Signs taken in Kuala Namu International Airport in Medan)

### C. Questions

1. Have you ever been to an airport before?
2. What have you done there?
3. Have you ever seen airport signs there?
4. What sign is it?
5. Is it hard for you to understand the signs at the airport?
6. Do you think the small images represent what is written there?

## Ticket Talk

### A. Learning objectives:

1. Understand the language on the ticket
2. Ask the students to bring their tickets from any places
3. Compose simple oral and written descriptive texts about the ticket

### B. Vocabulary Builder

1. Ticket holder (N) : A person who has a ticket
2. Admission fee (N) : price to enter a place or to join an institution or organization
3. Visiting hour (N) : Limited time to visit
4. Voucher (N) : a printed piece of paper or an electronic code that can be used instead of money to pay for something, or that allows you to pay less than the usual price of something



(The entrance ticket to Tjong A Fie Mansion and Maimoon Palace in Medan)

### C. Questions

1. Have you ever been to a tourist destination? Do you need to buy an entrance ticket?
2. Do you understand the language of the ticket?
3. What happened if you come before the visiting hour?
4. Do you think the price of the entrance ticket is the same for all ages?

### 4.3. Post-test

Post-test was conducted after the treatments to both experimental and control group. The same procedure as pre-test was followed. The post-test was conducted to know the progress of the students' speaking skill after conducting the treatment. The post-test for the experimental and control group was held on 3<sup>rd</sup> January 2022 via zoom meeting. The interval between pre-testing and post-testing is about one week. It was expected to be long enough to control any short-term memory effects. The form of the post-test is the same as pre-test. The test was focused on oral tests in the form of an impromptu speech. The students' post-test score for the control group can be seen in the following tables.

Table 8. The Students' Post-Test Score of Control Group

No	Student ID	CRITERIA				Total Score	Category
		General Description	Delivery	Language Use	Topic Development		
1.	A	3	2	3	1	8	Fair
2.	B	2	2	2	2	8	Fair
3.	C	3	4	3	3	13	Excellent
4.	D	2	1	2	1	6	Fair
5.	E	2	2	2	2	8	Fair
6.	F	2	2	3	4	11	Good
7.	G	2	2	2	2	8	Fair
8.	H	3	4	4	3	14	Excellent
9.	I	3	1	1	2	7	Fair
10.	J	2	1	1	2	6	Fair

The descriptive data analysis of post-test in control group showed that the score was 6 to 14. From the data frequency distribution of the post-test in control group above, the lowest score of the students increased to 6 (fair) and the highest score increased to 14 (excellent). In other words, there are no students who have scored 0-4 (weak), there are 7 students who have scored 5-8 (fair), 1 student who have scored 9-12 (good), and 2 students who have scored 13-16 (excellent). Therefore, it can be concluded that most of the students in the control group belonged to a fair category

(70%), good category (10%), excellent category (20%), and weak category (0%). As a result, there was an improvement from pre-test to post-test of the scoring categorization as shown in the following table.

Table 9. Students' Achievement in Pre-test and Post-test for Control Group

No	Category	Activities	
		Pre-test	Post-Test
1.	Weak	none	none
2.	Fair	7 students	6 students
3.	Good	2 students	2 students
4.	Excellent	1 student	2 students

From the table above, it can be concluded that 1 student increased from fair to good category (10%) and 1 student increased from good to excellent category (10%). It means that the students' speaking skill of the control group improved after being treated using textbook.

While the students' post-test score for the experimental group can be seen in the following tables.

Table 10. The Students' Post-Test Score of Experimental Group

No	Student ID	CRITERIA				Total Score	Category
		General Description	Delivery	Language Use	Topic Development		
1.	A	2	2	3	2	9	Good
2.	B	2	1	2	1	6	Fair
3.	C	3	4	3	3	13	Excellent
4.	D	2	3	2	2	9	Good
5.	E	4	4	4	3	15	Excellent
6.	F	2	2	2	1	7	Fair
7.	G	3	4	3	3	13	Excellent
8.	H	1	2	2	1	6	Fair
9.	I	3	3	3	4	13	Excellent

---

10.	J	3	3	2	2	10	Good
-----	---	---	---	---	---	----	------

---

The descriptive data analysis of post-test in experimental group showed that the score was 6 to 15. From the data frequency distribution of the post-test in experimental group above, the lowest score of the students increased to 6 (fair) and the highest score increased to 15 (excellent). In other words, there are no students who have scored 0-4 (weak), 3 students who have scored 5-8 (fair), 3 students who have scored 9-12 (good), and 4 students who have scored 13-16 (excellent). Therefore, it can be concluded that most of the students in the experimental group belonged to a fair category (30%), good category (30%), excellent category (40%), and weak category (0%). As a result, there was a significant improvement from pre-test to post-test of the scoring categorization as shown in the following table.

Table 11. Students' Achievement in Pre-test and Post-test for Experimental Group

No	Category	Activities	
		Pre-test	Post-Test
1.	Weak	1 student	none
2.	Fair	5 students	3 students
3.	Good	2 students	3 students
4.	Excellent	2 students	4 students

From the table above, it can be concluded that 1 student increased from weak to fair category (10%), 2 students increased from fair to good category (20%), and 2 students increased from good to excellent category (20%). It means that the students' speaking skill of the experimental group improved significantly after being treated using linguistic landscapes-based pedagogical model.

Moreover, the means for the two groups on post-test are presented in Table 12. It shows the post-test means for the two groups. An analysis comparison of these means showed that the experimental group outperformed the control group on post-

test, namely 8,9 points (fair) for control group and 10,1 points (Good) for experimental group.

Table 12. Post-test means (M) and standard deviations (SD)

Test	Experimental Group (n = 10)		Control Group (n = 10)	
	M	SD	M	SD
<b>impromptu speech</b>	10,1	3.5	8,9	2,8

The results indicate that students had better deliver their speech on the speaking comprehension on the use of LLs as teaching materials than on the use of the topics within the teacher’s handbook. Linguistic landscape-based pedagogical model may help EFL students to engage the students’ environment city signs around their community

### **Conclusion**

Teachers can meet the challenges of educating and engaging the students in the classroom. Teachers are transforming education, experiences, and opportunities for their students. Therefore, teachers can use many city signs and urban symbols from many sources as teaching material. It will make the landscape used around the students become ideal educational tools to develop students’ speaking competence, performance, and awareness. Teachers can use linguistic landscapes around the community to integrate interesting lesson models in the classroom. Moreover, students might find literacy resources more motivating and engaging since LLs reflect authentic language use in diverse, familiar ways.

Students’ achievement in speaking skill was measured quantitatively increased. It was known through pre-test and post-test. Before the treatment, the researcher conducted pre-test for experimental and control group. After the pre-test, the researcher conducted the treatment. For the experimental group, the treatment used linguistic landscapes pedagogical model and for the control group used the students’ textbook. After the treatment, the researcher conducted the post-test. It showed that there was significant improvement for the experimental group in the post-

test. There are 40% students belonging to excellent category, 30% students belonging to good category, and 30% of students belonging to fair category. The improvement could be seen from their improvement of vocabulary, the use of complex grammatical structures, and active involvement during the speaking test. While it also showed that there was improvement for the control group. There are 60% students belonging to a fair category, 20% students belonging to good category, and 20% students belonging to excellent category.

This research revealed three significant benefits of using LLs for language teaching. First, using LLs as a teaching resource in the classroom, the students will be more aware of their LLs. Second, the students will perceive the use of LLs in the classroom positively improved their language skills. Third, LLs will provide the students with the best opportunity to increase their creativity, critical thinking, and literacy skills. In addition, the use of LLs as part of language teaching material enabled teachers to develop their awareness by using the public signage in their environments as relevant teaching materials. In other words, the use of LLs can increase teachers' creativity to motivate and extend student learning.

Some suggestions are addressed to the students, particularly to the students who are still weak in sentence structure and grammar. They should practice more how to use English in different tenses. One of the ways to easily practice is to have more topics in various fields. They can choose interesting topics which encourage them to speak and not to be afraid of making mistakes. Finally, the researcher realizes that this research makes little contribution to speaking skill. So, further research is required to use LLs to improve other skills by exploring the landscape around the students' environment.

## References

- Algryani, Ali and Syahrin, Syerina. (2021). Utilizing Learners' Linguistic Landscape as a Pedagogical Resource in the Translation Classroom: A case study in the Sultanate of Oman. *Arab World English Journal (AWEJ)* Volume 12.Number 1 March 2021.
- Barni, M & Bagna, C. (2010). Linguistic Landscape and Language Vitality. <https://www.researchgate.net/publication/326841840>

- Bashir. (2014). Bahasa Inggris, Student book. Menteri Pendidikan dan Kebudayaan RI.
- Bernardo-Hinesley, S. (2020). Linguistic Landscape in Educational Spaces, *Journal of Culture and Values in Education*, 3(2),13-23. doi.org/10.46303/jcve.2020.10.
- Bozan, R. (2021). From Space to the Ground: Linguistic Landscapes as a Tool for Teaching English. <https://www.linelproject.com/>
- Bradshaw, Iris Hewitt. (2014). Linguistic Landscape as a language learning and literacy resource in Caribbean Creole Context. *Caribbean Curriculum Vol. 22*, 2014, 157–173.
- Bullock, Suzanne, R, B. (2020). Teaching and Learning about Linguistic Landscapes in schools: A Student-Involved Research and Analysis Curriculum for English Language Learners in Middle School. Thesis. Hamline University Saint Paul, Minnesota.
- Chesnut, M., Lee, V., & Schulte, J. (2013). The language lessons around us: Undergraduate English pedagogy and linguistic landscape research. *English Teaching: Practice and Critique* September, 2013, Volume 12, Number 2. pp. 102-120.  
<http://education.waikato.ac.nz/research/files/etpc/files/2013v12n2art6>
- Dumanig, Francisco and David, Maya. (2019). Linguistic Landscape as a Pedagogical Tool in Teaching and Learning English in Oman. *Modern Journal of Studies in English Language Teaching and Literature* Volume 1 December 2019.
- Fulcher, G & Davidson, F. (2007). *Language Testing and Assessment*. Britain: Routledge.
- Gass, S. (2013). *Research Methods in Applied Linguistics: A Practical Resource*. Edited by Brian Paltridge and Aek Phakiti. Bloomsbury Academic.
- Gorter, D. (2017). Linguistic landscapes and trends in the study of schoolsapes. *Linguistics and Education*, 44, 80–85. <https://coek.info/pdf-linguistic-landscapes-and-trends-in-the-study-of-schoolsapes-.html>.
- Gorter, D. (2012). *Linguistic Landscapes, Multilingualism and Social Change*. Christine Hélot / Monica Barni / Rudi Janssens / Carla Bagna (eds.). Peter Lang. Frankfurt.
- Gorter, D. & Cenoz, J. (2008). The linguistic Landscape as an additional source of input in second language acquisition. DOI 10.1515/IRAL.2008.012.

- Gorter, D. (2006). Introduction: The Study of the Linguistic Landscape as a New Approach to Multilingualism. *International Journal of Multilingualism* Vol. 3, No. 1, 2006.
- Gulten, A. (2021). Teaching Classroom Rules to Young Learners through Linguistic Landscapes. Istanbul. Turkey. <https://www.linelproject.com/>.
- Hancock, A. (2012). Capturing the Linguistic Landscape of Edinburgh: A pedagogical tool to investigate student teachers' understandings of cultural and linguistic diversity. in *Linguistic Landscapes, Multilingualism and Social Change*. Christine Hélot / Monica Barni / Rudi Janssens / Carla Bagna (eds.). Peter Lang. Frankfurt.
- Landry, R. & Bourhis, R. (1997). Linguistic Landscape and Ethnolinguistic Vitality: An Empirical Study. *Journal of Language and Social Psychology* 16 (1), 23–49.
- Maligkoudi, C & Gogonas, N. (2019). Translanguaging Instances in the Greek Linguistic Landscape in Times of Crisis. *Journal of Applied Linguistics* 32 (2019), doi: <https://doi.org/10.26262/jal.v0i32.7528>,
- Malinowski et al. I. (2020). Language Teaching in The Linguistic Landscape. <https://doi.org/10.1007/978/-3-030-55761-4>.
- Nunan, David. (1996). *Research Methods in Language Learning*. New York: Cambridge University Press.
- Shohamy, E & Waksman, S. (2012). Talking back to the Tel Aviv Centennial: LL responses to top-down agendas. in *Linguistic Landscapes, Multilingualism and Social Change*. Christine Hélot / Monica Barni / Rudi Janssens / Carla Bagna (eds.). Peter Lang. Frankfurt.
- Solmaz, O. (2021). A Literacies-Based Pedagogical Model to Integrate Linguistic Landscapes into L2 Teaching and Learning Contexts.
- Solmaz, O., & Przymus, S. (Eds.) (2021). *Linguistic Landscapes in English Language Teaching: A Pedagogical Guidebook*. Available from <https://www.linelproject.com/>
- Wiśniewska, D. (2020). *Linguistic landscape, murals, and language learning*. Göttingen: Vandenhoeck&Ruprecht Publishers.
- Toefl Speaking Guide 2020. <https://www.accioibis.com/complete-toefl-speaking-guide-2020/>
- <https://www.kompas.com/skola/read/2020/12/14/194629969/contoh-factual-report-tentang-covid-19?page=all>

Appendix 1. Scoring Rubrics

**TOEFL iBT® Test**  
**Integrated Speaking Rubrics**

SCORE	GENERAL DESCRIPTION	DELIVERY	LANGUAGE USE	TOPIC DEVELOPMENT
<b>4</b>	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Speech is generally clear, fluid, and sustained. It may include minor lapses or minor difficulties with pronunciation or intonation. Pace may vary at times as the speaker attempts to recall information. Overall intelligibility remains high.	The response demonstrates good control of basic and complex grammatical structures that allow for coherent, efficient (automatic) expression of relevant ideas. Contains generally effective word choice. Though some minor (or systematic) errors or imprecise use may be noticeable, they do not require listener effort (or obscure meaning).	The response presents a clear progression of ideas and conveys the relevant information required by the task. It includes appropriate detail, though it may have minor errors or minor omissions.
<b>3</b>	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression, though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following:	Speech is generally clear, with some fluidity of expression, but it exhibits minor difficulties with pronunciation, intonation, or pacing and may require some listener effort at times. Overall intelligibility remains good, however.	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. Such limitations do not seriously interfere with the communication of the message.	The response is sustained and conveys relevant information required by the task. However, it exhibits some incompleteness, inaccuracy, lack of specificity with respect to content, or choppiness in the progression of ideas.
<b>2</b>	The response is connected to the task, though it may be missing some relevant information or contain inaccuracies. It contains some intelligible speech, but at times problems with intelligibility and/or overall coherence may obscure meaning. A response at this level is characterized by at least two of the following:	Speech is clear at times, though it exhibits problems with pronunciation, intonation, or pacing and so may require significant listener effort. Speech may not be sustained at a consistent level throughout. Problems with intelligibility may obscure meaning in places (but not throughout).	The response is limited in the range and control of vocabulary and grammar demonstrated (some complex structures may be used, but typically contain errors). This results in limited or vague expression of relevant ideas and imprecise or inaccurate connections. Automaticity of expression may only be evident at the phrasal level.	The response conveys some relevant information but is clearly incomplete or inaccurate. It is incomplete if it omits key ideas, makes vague reference to key ideas, or demonstrates limited development of important information. An inaccurate response demonstrates misunderstanding of key ideas from the stimulus. Typically, ideas expressed may not be well connected or cohesive so that familiarity with the stimulus is necessary to follow what is being discussed.
<b>1</b>	The response is very limited in content or coherence or is only minimally connected to the task. Speech may be largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation and intonation problems cause considerable listener effort and frequently obscure meaning. Delivery is choppy, fragmented, or telegraphic. Speech contains frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some very low-level responses may rely on isolated words or short utterances to communicate ideas.	The response fails to provide much relevant content. Ideas that are expressed are often inaccurate, limited to vague utterances, or repetitions (including repetition of prompt).
<b>0</b>	Speaker makes no attempt to respond OR response is unrelated to the topic.			

Taken from Toefl Speaking Guide 2020