A LINGUISTIC LANDSCAPE STUDY OF STATE SCHOOL AND PRIVATE SCHOOL IN SURABAYA

THESIS

Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree

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Declares that the thesis under the title *A Linguistic Landscape Study of State School and Private School in Surabaya* is my original scientific work which has been conducted as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Department, Faculty of Arts and Humanities, State Islamic University of Sunan Ampel Surabaya. Additionally, this thesis contains no material which previously published or written by other person except where due references is made in this work. If the thesis later is found as a plagiarism work, the researcher is truthfully responsible with any kind of suitable rules and consequences.

Surabaya, January 25th 2019

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ABSTRACT

Auliasari, Wahyu. (2019). *A Linguistic Landscape Study of State School and Private School in Surabaya*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

The Advisor : Dr. H. Mohammad Kurjum, M. Ag.

Key Words : Linguistic Landscape, Language Use, Educational Space, State School and Private School

This thesis examines a linguistic landscape of state school and private school in Surabaya. The aims of this study is to find out if the different status of school can affect the use of LL. There are two selected sites to conduct this study: SMPN 6 Surabaya as the representation of state school and SMP Kristen Logos as the representation of private school. The researcher applies the theory from Spolsky and Cooper to analyze the linguistic landscape according to the language used in the sign and according to the function of the signs. The researcher also conducts an interview with the headmaster of each school as the decision-maker in the school level. The researcher uses two instruments: observation and interview. Thus, the research report suggests that the different status of state school and private school is contributed in the differences of both school in using LL. There are five languages found among those selected sites. Those languages are Indonesian language, English, Arabic, Javanese, and Greek. Six types are provided to categorize the LL: direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and instructions. Furthermore, the functions of LL for students are as motivation, the form of hopes from school to students, for the media for communication, information, creating a culture, and socialization**.**

INTISARI

Auliasari, Wahyu. (2019). *A Linguistic Landscape Study of State School and Private School in Surabaya*. English Department, Faculty of Arts and Humanities. The State Islamic University of Sunan Ampel Surabaya.

Pembimbing : Dr. H. Mohammad Kurjum, M. Ag.

Kata kunci : Lanskap Linguistik, Penggunaan Bahasa, Wilayah Pendidikan, Sekolah Negeri dan Sekolah Swasta

Skripsi ini meneliti tentang lanskap linguistik dari sekolah negeri dan sekolah swasta di Surabaya. Tujuan dari penelitian ini adalah untuk mengetahui jika perbedaan status sekolah dapat mempengaruhi penggunaan lanskap linguistik. Terdapat dua lokasi terpilih untuk melaksanakan penelitian ini: SMPN 6 Surabaya sebagai perwakilan dari sekolah negeri dan SMP Kristen Logos sebagai perwakilan sekolah swasta. Peneliti menggunakan teori dari Spolsky and Cooper untuk menganalisis lanskap linguistik berdasarkan penggunaan bahasa dalam papan petunjuk serta fungsi dari penggunaan papan petunjuk. Peneliti juga mewawancarai kepala sekolah dari setiap sekolah selaku pembuat keputusan tertinggi di tingkat sekolah. Peneliti menggunakan dua instrument: observasi dan wawancara. Dengan demikian, hasil dari penelitian menyatakan bahwa perbedaan status antara sekolah negeri dan swasta berkontribusi dalam perbedaan kedua sekolah dalam menggunakan lanskap linguistik. Terdapat lima Bahasa yang ditemukan yakni Bahasa Indonesia, Bahasa Inggris, Bahasa Arab, Bahasa Jawa dan Bahasa Yunani. Enam tipe papan petunjuk disediakan untuk mengkategorikan lanskap linguistik: papan petunjuk arah, papan iklan, papan peringatan, papan nama bangunan, papan informasi, dan instruksi. Lebih jauh lagi, fungsi lanskap linguistik untuk siswa adalah sebagai motivasi, sebagai bentuk harapan dari sekolah untuk siswa, sebagai media komunikasi, informasi, menciptakan sebuah budaya, dan sosialisasi.

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

1.1 Background of the Study

The linguistic landscape (LL) has been around us for all the time. LL can be simply defined as language visibility and importance on public signs in a given area. Nowadays, with an increasing number of visual information, there are more signs than before. It is not difficult to find many signs on the streets, in the cities, in shops, at schools and other places. The number of linguistic signs has extremely increased. The LL is concerned with languages in use and how these are represented in public areas. The most widely quoted definition for LL was conceptualized by Landry and Bourhis on their study of the ethnolinguistic vitality of French in Quebec. They described LL as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings which combines to form the linguistic landscape of a given territory, region, or urban agglomeration (Landry & Bourhis, 1997).

LL studies can be included as a sub-field of both sociolinguistics and applied linguistics which focused in the written form of languages in public space (Gorter & Cenoz, 2006: 2). Furthermore, this area of linguistics develops the number of studies of language texts that are present in public spaces around the

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world. This development has been proved by the high number of publication in the *International Journal of Multilingualism* which reports on a number of case studies around the world: Israel, Thailand, Japan, the Netherlands (Friesland) and Spain (the Basque Country).

Most of the studies in LL concentrated on documenting and analyzing signs visible in the cities and public domain such as streets (Thongtong, 2016), selected towns (Fekede & Gemechu, 2015), public spaces (Ben-Rafael & Schohamy, 2006), healthcare facilities (Martinez, 2014), laboratory (Hanauer, 2010), tourist attraction areas (Yanhong & Rungruang, 2012) and university (Haynes, 2011). Within the branch of LL studies, some researchers have explored issues related to writing system mimicry (Sutherland, 2015), the role of English (Bamberger, 2016), multilingualism (Ruzaite, 2017), learning space for contextual language learning (Aladjem & Jou, 2016), minority languages (Gorter & Cenoz, 2006), public legacies (Lyons, 2015), language ideologies (Abongdia & Foncha, 2014), language for tourism (Salim, 2012), language visibility (Shibliyev, 2014) and more.

A language usage for pedagogical is an important point of information for the learners. The theoretical potential of the LL for language learning has been explored by some studies and the results suggested that the LL could be used as a source of authentic input for the development of pragmatic competence and literacy skills, as well as for raising student's language awareness (Cenoz & Gorter, 2008). Huebner (2016) argues that students' explorations of signs in the LL can contribute to increase the awareness of lexical borrowing, syntactic patterning, and phonological adaptation and rhetorical devices like alliteration, metaphor, and

personification, and can generate discussion of the purposes and effects of code switching and hybrid language. LL can also be used as a tool for raising school students' awareness of the linguistic diversity of the country so as to improve their perceptions of otherness. Bradshaw (2014) claims that LL as an educational tool engages students in authentic literacy activities that extend beyond the classroom and school walls, and thereby links learners' life in school to their community existence.

A study comes from Aladjem & Jou (2016) about the LL as a learning space for contextual language learning. Their research described an approach for contextual informal foreign language learning supported by mobile devices and social media. Three related issues came up as a result of the analysis of the exponents: the question of the boundaries of the LL, the types of exponents located and shared from the LL and the question of awareness of the LL in the context of learning. The results suggested that this approach holds the potential to increase learner awareness of language learning opportunities, thus complementing formal learning and stimulating continuous learning. The lackness of this study is that the researchers only took 65 participants from Spanish University. This amount of sample, of course, is too small and can not represent the whole student of that university.

Barrs (2016) also conducted study about LL entitled *The Typology of English in Japanese Society: Learning from the Linguistic Landscape*. In this paper, in order to facilitate the development of individual topics for a graduation thesis, Barrs involved students at his university with English in the Japanese LL. The

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students had to collect examples of English inscriptions from the LL, write descriptions about each photograph, and bring them to class. Their comments were collected and analyzed to extract themes and areas of focus which could then be exploited by the students to help them in choosing a suitable focus for their graduation research. In this way, the LL was used as a pedagogical tool to get Japanese students to engage with and analyze the English that surrounds them beyond the classroom. Yet the activity discussed in the current study was not set up for the sake of language learning itself, but to help students discovering and exploring possible areas of further linguistic research. The basic flaw of this research is that the researcher did not mention which university he took the sample from. He only stated that the sample is undergraduate students of "author's university."

In the study from Haynes (2011) under the title *Welsh Language Policy: A Study of the Linguistic Landscape at Cardiff University*, he investigated how the language policy at Cardiff University was expected to be applied compared with the application of LL in the determined area. As the results, he found that there were inconsistencies between policy intentions and policy outcome. There were only a few (under half) of all signs was written in English which means it was considered as monolingual sign. Whereas the Welsh Language Scheme initiated by the university stating that all public signage, without exception, should be bilingual. Unfortunately, the researcher only took forty-nine photographs from five separate building of the university. This amount cannot be construed as particularly representative of the linguistic landscape of the university in its entirety.

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Another study comes from Hancock (2012) with the title *Capturing the Linguistic Landscape of Edinburgh: A Pedagogical Tool to Investigate Student Teachers' Understandings of Cultural and Linguistic Diversity*. He focused on student teachers' respond to the LL by arranging them to take part in a 'camera safari' around the city. This study revealed that by drawing student's attention to LL can increase their awareness of multilingualism in the communities that schools serve. Yet, there were no clear explanation about the methodology of this research. Hancock left the reader with the unanswered questions about how many participants involved, how many data were successfully collected, were the responds taken from all participants or just some who were selected, and also about the clear limitation of the chosen area.

There have been only a few studies of LL in Indonesia in general, and even fewer LL studies which focused on Indonesia's city in particular. For instances *The Language Attitudes of Male Surabayanese Youth Toward Linguistic Landscapes Written in Indonesian, Javanese, and English* by Mahararas (2016), *Linguistic Landscape and the Use of English in Surabaya Clothing Stores* by Rima Yosita Prayitno (2016), *Public Signs in the City of Malang: A Study on the Linguistic Landscape of Indonesia* by Yannuar & Tabiati (2016) and *The Study of Signage in the Tourist Destination Place of Surabaya* by Auliasari (2017).

Furthermore, only two have looked at the role of LL in the educational spaces in Indonesia. Harbon & Halimi (2013) conducted research entitled *The Interaction of Text and Image in the Linguistic Landscape of Indonesia's Primary School Environments*. The researchers analyzed the LL of the school environment

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in two Indonesian education district contexts. The findings reported here examine the interaction of text and images created by primary school children at these 20 schools: an interaction showing the disconnect between the top-down guidance about healthy food and nutrition indicated by most texts in the school grounds, and the bottom-up responses of children as they construct their own linguistic landscapes–not always guided by a healthy food and nutrition message. Nevertheless, this study is focused with the nature of the linguistic landscape related to food and nutrition rather than with linguistic awareness.

Ulla (2017) conducted study about LL of a university in Surabaya. The study aimed to describe the LL in UINSA Surabaya as an evaluation of institute's readiness of multilingualism speech community regarding its world class community title. The study found that Indonesian is still having the highest usage of public and private sign, while English took second place and Arabic as the least used linguistic sign. It was discovered that UINSA still need to prepare many things, especially in language preparation and readiness of multilingual public landscape, in achieving the real world class university title. The basic flaw of this study is that the researcher did not put accurate information about UINSA. She stated that State Islamic University of Sunan Ampel (UINSA) Surabaya has achieved international reputation as a world class university (2017: 2). Whereas in fact, world class university is still a dream or goal of the university to achieve in its 50th years of establishment (Asrori, 2016). This wrong information, of course, leads to the inaccuracies of the study.

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These topics, turns out to be on the same ship as my approach to the same object, that is focused on LL in educational spaces. However, the researches have been conducted by Harbon & Halimi (2013) is focused with the nature of LL related to food and nutrition awareness rather than with linguistic awareness itself. Furthermore, study by Hancock (2012) is focused on student teachers' respond to the multilingualism of LL but did not show the amount of various languages found on LL displayed in the selected area. Whereas the studies of Aladjem & Jou (2016), Barrs (2016), Haynes (2011), and Ulla (2017) are focused on one site: Spanish University, Japanese University, Cardiff University, and State Islamic University of Sunan Ampel (UINSA).

This present study aims to bridge these gaps by investigating signage of educational spaces in Surabaya–the capital city of East Java Province. Surabaya is the second greatest city in Indonesia based on population growth which is estimated to be 2.843 million in 2014 (World Population Prospects, 2017). It has several major universities and institutions, including with religious or technical specialties. It becomes home of many state schools, private schools, and even international schools. Due to its big amount of educational spaces, this study wants to analyze the use of linguistic landscape of educational spaces in Surabaya.

According to Susan P. Coey in her research entitled The Condition of Education (1997), there are some differences between state school and private school and one of the most fundamental difference is their sources of support. Hendajany (2015) argues that Indonesian public junior secondary schools are more effective than private schools in term of cognitive skill as measured by

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students' national examination (UN) upon completion of junior secondary school. Furthermore, Fahmi (2009) on his research concludes that people who graduate from public school earn twenty-five percent higher than graduates from private school. This results lead the interest of the researcher to find out if the different status of state school and private school can influence the use of LL.

This study does not only take a relatively new location to address the same theory, but also use two sites to sharpen the analysis of research problems. These two sites consist of a state school and a private school in junior high school level to know the differences of both schools in using LL. These schools are chosen based on the best school in Surabaya. The best here means those schools which get the highest rank for Integrity Index of National Examination (IIUN) according to Ministry of Education and Culture (MoEC) Republic of Indonesia. They are SMPN 1 Surabaya and SMP Kristen Logos. But since SMPN 1 Surabaya is still under construction and many signs is put down, the researcher decides to choose SMPN 6 Surabaya whose score of IIUN is under SMPN 1 Surabaya.

The study does not include international school as the part of research object because international school does not implement the same regulation as state school and private school. While state school and private school use the regulation from Indonesian government, international school has its own regulation to manage the school. So that they do not have the same standard of management. Therefore, the researcher anticipates this main differences to avoid obscurity of the study.

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The researcher will categorize LL based on the theory from Spolsky and Cooper (1991). First, according to the language used in the sign and the number of languages (monolingual signs, bilingual signs, multilingual signs). Second, according to the function and use of the signs (street signs, advertising signs, warning notices and prohibitions, building names, informative signs (directions), commemorative plaques, signs labelling objects and graffiti (1991: 76). Nevertheless, if their categories do not match the data, the researcher have to define the categories as well. The signs are also limited to only outdoor (outside the room) sign since there are not clear boundaries on which signs should be included in surveys of LL, and which should not. Is a word on table a sign? How about graffiti? Is anything written in the wall a sign? Is an image part of a sign? Thus, to minimize the error in this study, the researcher only selects outdoor area of school instead of both indoor and outdoor.

Thus, there is another rationale for turning attention to this particular domain: to investigate the function of LL in educational spaces. The finding from this study can be used as a mirror to assess the current situation of language using in Indonesia especially Surabaya. Therefore, the researcher believes, there is an urgent need to conduct this study immediately.

1.2 Problems of the Study

a. What are the languages that used in the LL of state school and private school in Surabaya?

b. How are the types of LL displayed in state school and private school in Surabaya?

c. What are the functions of the LL in state school and private school in Surabaya?

1.3 Objectives of the Study

a. To investigate the languages that are used in the LL of state school and private school in Surabaya.

b. To investigate how the LL are displayed in the state school and private school in Surabaya.

c. To investigate the functions of the LL in state school and private school in Surabaya.

1.4 Significance of the Study

It is hoped that this study could give both theoretical and practical significance. Theoretical significance here is contributing scientific knowledge to the development of linguistics, especially those that are related to linguistic landscape. Moreover, it can be used as a reference for other researchers who want to conduct a further research about linguistic landscape. Practical significance meant here is filling the gaps in the series of researches in the area of linguistic

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landscape, especially in educational spaces. In addition, it is hoped that this study could enrich the knowledge of the reader and to raise language awareness in society in order to make them more attentive towards different languages.

1.5 Scope and Limitation of the Study

The study of the linguistic landscape is multidisciplinary. It can be related to different theories in sociolinguistics, language mixing, language policy, city planning, and other disciplines. Thus, this study belongs to sociolinguitics theories although the results may consist of code mixing and other elements.

On the other hand, the limitation of this study is there will be only two sites schools: a state school and a private school which get the highest rank for Integrity Index of National Examination (IIUN) 2017 according to Ministry of Education and Culture (MoEC) Republic of Indonesia. The selected sites are SMPN 6 Surabaya as the representation of state school and SMP Kristen Logos as the representation of private school. This study excludes indoor area of school (classroom, office room, etc.) to make the study more focus and to minimize the error in this study. Hence, the researcher only selects the LL in outdoor area of school.

Obviously, the findings from these places cannot be generalized to the entire schools of Surabaya. This study should therefore not be used to draw conclusions about the linguistic landscape of Surabaya's educational spaces as a whole, but it still provides an interesting perspective on literacy practices in this environment.

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1.6 Definition of Key Terms

    a. Linguistic Landscape

Linguistic landscape is defined as 'the language of public road signs, advertising billboards, place names, street names, commercial shop signs and public signs on government buildings, of a given territory, region or urban agglomeration.' (Landry and Bourhis, 1997: 25).

    b. Sign

Sign is any piece of written text within a spatially definable frame. Sign definition is rather broad, including anything from the small handwritten sticker to huge commercial billboards (Backhaus, 2007: 66).

    c. State School and Private School

The defining distinction between state school and private school are their different sources of support (Choy, 1997). State school depends primarily on government funds, while private school is usually supported by tuition payments and sometimes by funds from other non-public sources.

    d. IIUN

IIUN or Indeks Integritas Ujian Nasional is a result of the pattern analysis of student cheating in the school level, which includes the cheating conducted between students (cheating between individuals) and systemic or organized cheating (http://puspendik.kemdikbud.go.id/).

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CHAPTER II

REVIEW OF LITERATURE

This chapter provides some required theories related to the topic of this study. The aims of this chapter is to support the framework of this study and the background in the previous chapter.

2.1 Linguistic Landscape

Gorter (2006) states that according to the dictionary, 'landscape' as a noun has basically two meanings. The first definition is more literal meaning of the piece of scenery that can be seen at one time from one place. The second meaning, a picture representing such a view of natural island scenery, as distinguished from sea picture or a portrait. Both meanings are used in the studies of the linguistic landscape presented here. On the one hand, the literal study of the languages as they are used in the signs, and on the other hand also the representation of the languages, which is of particular importance because it relates to identity and cultural globalization, to the growing presence of a language and to revitalisation of minority languages.

The definition given by Landry and Bourhis (1997: 25) in this issue:

The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration.

Thus Landry and Bourhis are concerned with the use of language in its written form in the public sphere. It refers to language that is visible in a specified area (Bourhis & Landry, 2002).

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Shibliyev (2014) states that concerning the scope and the perspectives, the literature review shows that the range of objects addressed in the studies of linguistic landscapes is very diverse and the issue of linguistic landscapes has been focused from various perspectives. The most frequently taken ones are among theoretical, methodological, multidisciplinary, ideological, language awareness, globalization of English and semiotic perspectives. As language also fulfills symbolic functions, linguistic landscape analysis can provide valuable insights into how languages exercise power, cooperate or compete. Typically, this has meant studying signs, but recent attempts to widen linguistic landscape research to include mobile devices and social media have expanded its scope (Aladjem & Jou, 2016).

Gorter & Cenoz (2007) state that there are still unresolved problems found in the study of LL. For instance, the theoretical problems since LL is multidisciplinary. It can be included to some theories such as sociolinguistics, sociological, city planning, language mixing, language policy, and other disciplines. Another problem is the unit of analysis. The large number of signs creates the difficulties on deciding what each linguistic sign is. For instance, are all the linguistic items in a shop window part of 'one' language sign or should they be considered separatedly? Also about the dynamic nature of LL which some signs are fixed for many years but many others change over time.

2.2 State School and Private School

Educational space is a room or place where people go in particular time for getting education, which here belongs to school. Generally, there are two kinds of school: state school (also known as public school outside England and Wales) and private school. According to the source of funding, Indonesian schools are categorized into state school and private school. Furthermore, according to the curriculum, schools are categorized into non-religious and religious school. Mostly, the religious school are included in private school such as Christian school or Catholic school. In state school, either the funding, regulation, or standard, are controlled by Minister of Education and Culture (MoEC). Whereas private school follows the regulation from both Minister of Education and Culture and other institution or foundation which has authority of the school.

According to Susan P. Choy in her research entitled The Condition of Education (1997), there are some differences between state school and private school.

2.2.1 Based on sources of support

State school depends primarily on local, state, and federal government funds, while private school is usually supported by tuition payments and sometimes by funds from other non-public sources such as religious organizations, endowments, grants, and charitable donations.

2.2.2 Based on the teacher:

State and private school teachers have different qualifications to teach, and are compensated differently. Although many aspects of teacher qualifications to

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teach, and are difficult to measure, state school teachers appear to be more qualified than private school teachers in terms of their education and years of teaching experience. Moreover, state school teachers were also more likely to participate in professional development activities since they are facilitated by the government to update and improve their teaching skills.

2.2.3 Based on school organization and management

a. **School size:** State schools tend to have larger enrollment

b. **Class size:** Average class size is larger in state school

c. **Decision making for the school and classroom:** State schools necessarily must take some direction from State Departments of Education, local school boards, and district staff, more site-based management and local decision making are frequently advocated as a means of improving school effectiveness. While private school principals (or heads) report having more influence over curriculum than their state school counterparts.

2.3 Indeks Integritas Ujian Nasional (IIUN)

In early 2015, Minister of Education and Culture (MoEC) declared that national examination (Ujian Nasional or UN) was no longer for determining if a student can progress to the higher level of schooling (Felicia & Ramli, 2017). Instead, UN became an instrument to identify needs for educational interventions including to allocate grants and funds. Thus, MoEC-Center for Educational Evaluation (Puspendik) conducted a research and developed integrity index of national examination (IIUN or Indeks Integritas Ujian Nasional). IIUN is obtained

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from the results of the pattern analysis of student cheating in the school level, which includes the cheating conducted between students (cheating between individuals) and systemic or organized cheating. The index is reported in the range 0-100. Index 0 shows the lowest integrity of the national examination implementation, and the index of 100 indicates the highest integrity of the national examination implementation. Although incomplete, some IIUN data can be found at http://puspendik.kemdikbud.go.id/hasil-un/ website. The data is released around July-August every year and consist of the list of school rank which get the highest until the lowest score of IIUN.

Figure 2.3 The display of IIUN at http://puspendik.kemdikbud.go.id/hasil-un/

The IIUN analysis was performed with two detection methods: pairwise and cumulative methods. The pairwise method is used to compare one individual with another individual. This method can detect individual cheats such as glance at friends' answers or ask each other questions with friend. The second method, the cumulative method, is the method used for analyzing uniform patterns of answers

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within a school. This method can detect mass cheating such as teacher support, the spread of answer key, and coordinated cheating.

2.3.1 SMPN 6 Surabaya

☰ Detail Sekolah 20532564 - SMP NEGERI 6 SURABAYA			✕
Mata Pelajaran	2017	2016	2015
Bahasa Indonesia	88.34	87.16	89.26
Bahasa Inggris	78.85	84.58	88.15
Matematika	89.88	77.78	86.64
IPA	83.93	79.03	85.45
Rerata	85.25	82.14	87.38
IIUN	UNBK	UNBK	94.33

Figure 2.3.1 The IIUN of SMPN 6 Surabaya

SMPN 6 Surabaya is a state school which located in Jawa street No. 24, Surabaya, East Java. It was established in 1951 and now is led by Ahmad Sya'roni as the headmaster. Its accreditation is A. The large of the whole building is 5015m^2 and consists of three floors (http://dapo.dikdasmen.kemdikbud.go.id). The data of school shows that there are, at least, total 1054 students and total 44 teachers. The data of school shows that there are, at least, total 1054 students and total 44 teachers. Based on the result of IIUN 2017, SMPN 6 Surabaya was in the third rank in junior high school level of Surabaya. The total participant of national examination 2017 were 326 students. It got 85,25 as the average score in 2017: 88,34 for Indonesian language, 78,85 for English, 89,88 for Mathematics, and 83,93 for Sciences.

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2.3.2 SMP Kristen Logos

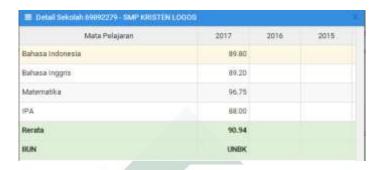| Mata Pelajaran	2017	2016	2015
Bahasa Indonesia	89.80		
Bahasa Inggris	89.20		
Matematika	96.75		
IPA	88.00		
Rerata	90.94		
IIUN	UNBK		

Figure 2.3.2 The IIUN of SMP Kristen Logos

SMP Kristen Logos is a private Christian located in Andhika Plaza C/10-11, Simpang Dukuh street No. 38-40, Surabaya, East Java. It was operated in 2014 and now is led by Andy Setiyo Budi as the headmaster. This school has not get accreditation yet. The large of the whole building is 156m^2 and consists of three floors. The data of school shows that there are, at least, total 37 students and total 8 teachers (http://dapo.dikdasmen.kemdikbud.go.id). Based on the result of IIUN 2017, SMP Kristen Logos successfully achieved the highest rank in junior high school level of Surabaya. Although only consisted of ten participants of national examination (UN) in 2017, the average of their UN score was 90,94 with the detail 89,80 for Indonesian language, 89,20 for English, 96,75 for Mathematics, and 88,00 for Sciences.

CHAPTER III

RESEARCH METHOD

The procedures of conducting this study are clearly explained in this chapter. This chapter consists of research design, research instrument, data collection, and data analysis.

3.1 Research Design

This present study used mixed methods. Mixed methods research combines quantitative and qualitative research methods in various ways, with each approach adding something to the understanding of the phenomenon (Ary et al, 2006: 559). This approach enabled both distinctive research types to be complemented by each other, so that quantitative data can be given detailed explanations to clarify the meaning of any figures collected (Dornyei, 2007:45)

The quantitative study here provided the numerical statistics about the languages that were found in the LL of state school and private school in Surabaya. The results were classified into the language used in the sign and the function and use of the signs. Whereas the qualitative aspect of the study focused on analyzing the transcript of information recorded from interviewing the headmaster of each school about the function of LL.

Comparative design will also be implemented to accommodate the analysis since the researcher took two places of schools to be analyzed and aimed at comparing the results among two taken places of schools. Thus, the differences and similarities regarding the focus of this research were served in the research report.

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3.2 Data Collection

3.2.1 Data and Data Source

The first data of this present project were in the form of word and symbol which were contained in the signage of state school and private school in Surabaya. The researcher took the photograph of the signage all over the outdoor area of school to answer the research question number one about the language used in the sign according to and the number of languages (monolingual signs, bilingual signs, multilingual signs). The photographs also helped the researcher to answer the research question number two about the classification of LL according to the function and use of the signs (direction signs, advertising signs, warning notices and prohibitions, building names, informative signs (directions), commemorative plaques, signs labelling objects and graffiti). These two categorization were based on the theory of Spolsky and Cooper (1991). Nevertheless, as their categories did not match all of the data found, the researcher had to define the categories as well by replacing street signs to be direction signs and commemorative plaques to be instructions, also omitting signs labelling objects and graffiti categories. The third data were qualitative data about the function of LL in the schools. Therefore, the data were served in the form of information which was taken from interviewing the headmaster as the decision-maker in the school level to answer the research question number three.

The sources of the data in this research were taken from a state school and a private school based on the best schools in Surabaya. The best here means those

school that get the highest score of integrity index of national examination (IIUN) according to Ministry of Education and Culture (MoEC) Republic of Indonesia. They are SMPN 6 Surabaya and SMP Kristen Logos. Also, the headmaster from each school involved as the data source.

3.2.2 Research Instrument

Two instruments were used in this research. The first instrument was observation. The researcher observed all signage in the outdoor area of school building then took photograph. One common element used by the majority of existing research on LL was its use of digital photographs of signs. Digital camera technology will make the study of LL possible at a relatively low cost (Gorter, 2006). However, the researcher used cellphone camera since it was simpler and lighter in weight. Cellphone camera also allowed the researcher to take an apparently unlimited number of pictures of the signs in the selected places.

The second instrument was interview to collect information about the function of LL in school. The type of interview was semi-structured using open questions which let the interviewee explain at length and the process was more free-flowing. The researcher interviewed the headmaster from each school in order to gain more supporting information about the function of LL according to the decision-maker of school. Recorder was used to record the information from interviewees who was the headmaster from each school.

3.2.3 Data Collection

The researcher collected the data of the schools based on integrity index of national examination (IIUN) that can be found at http://puspendik.kemdikbud.go.id/hasil-un/ website. The researcher visited all the targeted areas that were a state school and a private school in Surabaya. The researcher then took pictures of the target signs in the predetermined areas. After that, the researcher interviewed the headmaster from each school about the function of LL. After finishing collecting the data, the researcher put the representative data in a database.

3.3 Data Analysis

In order to answer research questions, all of the data that have been gained were analyzed by the following steps:

1. The researcher analyzed LL by observation data. The observation of LL was divided into some classification: a) according to the language used in the sign and the number of languages (monolingual signs, bilingual signs, multilingual signs). b) according to the function and use of the signs (direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and commemorative plaques). The researcher will input the result of observation data into a table to answer the research questions number one and two.

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SCHOOL NAME						
Monolingual			Bilingual			Multilingual
Indonesian	English	Others	Indonesian-English	Arabic-Indonesian	Others	

Table 3.3 (a) The table of the language used in the sign

SCHOOL NAME	
Categories	Number of signs
Direction signs	
Advertising signs	
Warning notices and prohibitions	
Building names	
Informative signs	
Commemorative plaques	

Table 3.3 (b) The table of the function and use of the signs

2. The researcher described the signs of each category in the form of paragraphs in order to give more detailed explanation regarding to the gained signs on the selected places.

3. The researcher listened and transcribed the interview recording by typing it into the form of words in the Microsoft Word. The researcher did not put any special transcription symbol since the data needed was the opinion of interviewee, not the way he spoke or pronounced his opinion. After that, the

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researcher decoded the data by simply highlighting the answers which

relevant with the questions given. The answers were divided into some

points according to the following questions:

a. The reason why languages a, b, c, etc. are included in the signs,

b. The plan of the addition or removal of a language in the signs and

the reason, if any,

c. The function of signs to students and visitors.

After that, the researcher formulated the results into narrative paragraphs to

be presented in the research report.

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CHAPTER IV

FINDING AND DISCUSSION

This chapter is the main section of the present study. It reports the result of the research analysis which contains two subsections: finding and discussion. The finding and discussion are presented to answer the problems of the study so that the objectives of the study can be reached.

4.1 Finding

The finding of this research are divided into two points based on the research sites: a) SMPN 6 Surabaya b) SMP Kristen Logos. Every point contains three sub-points to answer the research questions. The first sub-point counters the question about the presence of languages in the LL of targeted sites. This question is answered with the number of languages found in the sign of both schools. The researcher also categories the languages used into monolingual, bilingual, and multilingual. Monolingual is for the signs that contain only one language, bilingual is for the signs that contain two languages, and multilingual is for the signs that contain more than two languages.

The second sub-point answers the question about the type of LL in the targeted sites. There are six categories provided by the researcher to classify the type of signs: direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and instructions. The researcher limits the number of divisions by looking for similarities between the signs so that more signs could fit in one group. For example: direction, push and pull door label include into

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direction sign; events, buying and selling, job vacancies, services, and promotion include in advertising sign; warning and probation include in warning notices and prohibitions sign; every room name includes in building name sign; schedule, label, announcement, information, achievement, and commemoration include in informative sign; and procedure, instruction, also motto/slogan include in instructions.

The last sub-point answers the third question about the function of LL in the targeted sites. This part contains the results from interviewing the headmaster of each school. There are three main questions asked during the interview: a) the reason why languages a, b, c, etc. are included in the signs, b) the plan of the addition or removal of a language in the signs and the reason, if any, c) the function of signs to students and visitors. Their responds are also placed in the table to ease the analysis.

4.1.1 SMPN 6 Surabaya

SMPN Surabaya is a state school which located in Jawa street No. 24, Surabaya, East Java. It was established in 1951 and now is led by Ahmad Sya'roni as the headmaster. Its accreditation is A. The large of the whole building is 5015m^2 and consists of three floors. The data of school shows that there are, at least, total 1054 students and total 44 teachers.

4.1.1.1 Languages on Signs

In this part, the quantitative method of the study regarding the number and variety of visible languages in the linguistic landscape of SMPN 6 Surabaya are

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examined. The researcher tabulates the total of signs and categorizes them into monolingual signs, bilingual signs, and multilingual signs. The results shown in table below.

SMPN 6 SURABAYA						
Monolingual			**Bilingual**			**Multilingual**
Indonesian	English	Others	Indonesian-English	Arabic-Indonesian	Others	Indonesian-English-Javanese
177 (67,81%)	27 (10,34%)	-	55 (21,07%)	1 (0,38%)	-	1 (0,38%)
Total: 204 (78,15%)			Total: 56 (21,45%)			Total: 1 (0,38%)

Table 4.1.1.1 Variety of languages displayed in the LL of SMPN 6 Surabaya

There are total 261 signs found in SMPN 6 Surabaya. According to the table above (see Table 4.1.1.1), Indonesian language (67,81%) is the dominant language for monolingual signs. Indonesian language is found in the 177 signs from total 204 monolingual signs. Most of monolingual Indonesian language signs are about school information such as vision and mission, examination schedules, achievements, etc. Whereas monolingual signs written in English is hardly found (10,34%). Only 27 signs found is written in English which most of them are about advertisements, for instance event promotions and food selling.

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Figure 4.1.1.1.1: The examples of monolingual signs in Indonesian language

Figure 4.1.1.1.2: The examples of monolingual signs in English

On the other side, the researcher discovers that 55 from total 56 bilingual signs are written in Indonesian–English (21,07%). The signs mostly contain English for the use of popular term in society, such as reduce, reuse, and recycle. Whereas only a single bilingual sign is written in Arabic-Indonesian (0,38%). The Arabic is used to refer to a famous proverb saying that cleanliness is a part of faith.

Figure 4.1.1.1.3: The examples of Indonesian-English bilingual signs

Figure 4.1.1.1.4: The only Arabic-Indonesian bilingual signs

Figure 4.1.1.1.5: The only multilingual sign

Furthermore, only a single sign contains multilingual languages that is written in Indonesian–English-Javanese (0,38%). The Javanese is found in only a sentence states #SUROBOYOGAKWEDI which means 'Surabaya is not afraid'. This sign is in the form of framed newspaper about art, party, and life. In conclusion, there are four languages found in the LL of SMPN 6 Surabaya: Indonesian, English, Arabic, and Javanese. Indonesian is considered as the dominant language used in the LL of SMPN 6 Surabaya.

4.1.1.2 Type of Signs

The type of signs is categorized according to the function and use of the signs. There are six categories of signs presented here: direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and instructions. The results shown in table below.

SMPN 6 Surabaya	
Categories	**Number of signs**
Direction signs	22 (8,24%)
Advertising signs	25 (9,57%)
Warning notices and prohibitions	24 (9,19%)
Building names	56 (21,45%)
Informative signs	65 (24,90%)
Instructions	69 (26,43%)

Table 4.1.1.2 Type of signs in SMPN 6 Surabaya

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Table 4.1.1.2 shows that most of signs are used for displaying instructions (26, 43%). Any written sign that tells the reader what to do comprises instructive signs. There are 65 signs from 261 signs are included into instructions. In SMPN 6 Surabaya, most of instructions found are in the form of motto or slogan.

Figure 4.1.1.2.1 Instruction signs in the form of motto

Figure 4.1.1.2.2 Informative signs in the form of achievement signs

The next percentages are followed by signs for displaying information (24,90%). Various type of signs can be included in this category, such as schedule, label, announcement, any information, achievement, and commemoration sign. The type of informative signs that is frequently found is in the form of achievement signs.

Figure 4.1.1.2.3 Building names signs in the form of classroom names signs

Building names signs take the third place with total 56 signs (21,45%) found. It includes all of the room name in the building. Every classroom has room name and it can be the reason why the amount of this category is relatively high. Advertising signs are found in 25 signs (9,57%). It consists of events, buying and selling, promotion, and services. Buying and selling dominates this type since SMPN 6 Surabaya has some canteens.

Figure 4.1.1.2.4 Building names signs in the form of classroom names signs

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Warning notices and prohibitions consist of 24 signs (9,19%). As the name suggested, this category includes any kind of warning and prohibition signs.
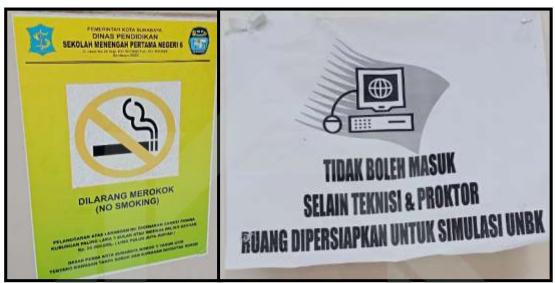

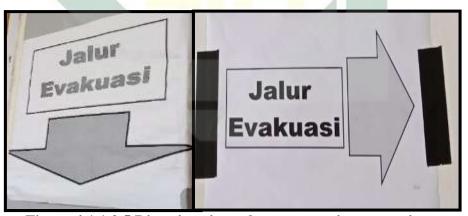**Figure 4.1.1.2.5 Warning notices and prohibitions signs**

Figure 4.1.1.2.5 Direction signs about evacuation route signs

Direction is the least type of signs found in SMPN 6 Surabaya. There are only 22 signs (8,24%) of direction are displayed. Evacuation route signs dominates the amount of direction signs. From all of categories mentioned, it is clear that the main type of LL in SMPN 6 Surabaya is instruction signs.

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4.1.1.3 Function of Signs

The researcher has interviewed the headmaster of SMPN 6 Surabaya to ask about the function of signs in that school. The researcher provides three main points of questions to be answered: a) the reason why languages a, b, c, etc. are included in the signs, b) the plan of the addition or removal of a language in the signs and the reason, if any, c) the function of signs to students and visitors. The findings are presented in the table below:

Main Focus	Respond	Quotation
The reason why languages a, b, c, etc. are included in the signs	The signs are already created long time before	Mau diganti. Itu yang bikin itu 20 tahun lalu gak diganti-ganti sampai sekarang. *(It will be replaced. Those signs were created 20 years ago and have not been changed until today)*
	The school is the former of RSBI school program	… Ini kan mantan sekolah RSBI. *(...this school is the former of RSBI school)*
The plan of the addition or removal of a language in the signs and the reason, if any	The school will update the signs and will be more focused in using Indonesian language because it is more understandable	Untuk konten-konten materi kita itu anak itu sebenernya dia sudah ngerti tapi karena terlilit oleh masalah bahasa. *(Actually, our students already understand our material contents, but they are troubled by the language matter)*
	English will be used if it is more understandable	Kalau ternyata yang simpel itu Inggrisnya, ya kenapa tidak? Yang penting masuk toh, ininya. Masuk. *(If the English is simpler, why not? The important point is, it matches)*

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The function of signs to students and visitors	As motivation for students also as the form of hopes from the school to the students	- Ini kan motivasi, toh? *(It is a motivation, isn't it?)* - …itu yang kita harapkan dari mereka. *(that is our hope for them)*
	The headmaster does not know the function of signs for visitor.	…nggak ngerti, yah *(I don't know)*

Table 4.1.1.3 The interview result with the headmaster of SMPN 6 Surabaya

The interview result shows that the languages contained in signs of SMPN 6 Surabaya, especially the use English, are the output of RSBI school status in the past. The headmaster as the decision-maker prefers to update the sign and increase the use of Indonesian language so the messages in the sign can be more understandable by the reader. For him personally, the function of LL is to motivate the students who read the signs and also as the form of hopes from the school to the students.

4.1.2 SMP Kristen Logos

SMP Kristen Logos is a private Christian located in Andhika Plaza C/10-11, Simpang Dukuh street No. 38-40, Surabaya, East Java. It was operated in 2014 and now is led by Andy Setiyo Budi as the headmaster. This school has not get accreditation yet. The large of the whole building is $156m^2$ and consists of three floors. The data of school shows that there are, at least, total 37 students and total 8 teachers.

4.1.2.1 Languages on Signs

SMP KRISTEN LOGOS						
Monolingual			**Bilingual**			**Multilingual**
Indonesian	English	Others	Indonesian-English	Greek-English	Others	Indonesian-English-Greek
72 (77,77%)	6 (6,66%)	-	8 (8,88%)	3 (3,33%)	-	1 (1,11%)
Total: 78			Total: 11			Total: 1

Table 4.1.2.1 Variety of languages displayed in the LL of SMP Kristen Logos

To show finding of the study in SMP Kristen Logos, the researcher tabulates the total of signs found and categorizes them into monolingual, bilingual, and multilingual. The use of LL in SMP Kristen Logos is almost three times less than SMPN 6 Surabaya. It is clearly showed by the total signs found in SMP Kristen Logos is only 90 signs. Indonesian language takes the first place in monolingual sign with the total 72 signs (77,77%) are found. The uses of Indonesian language are mostly about school information. Followed by English with the total of only 6 signs (6,66%) which mostly about motivational quotes.
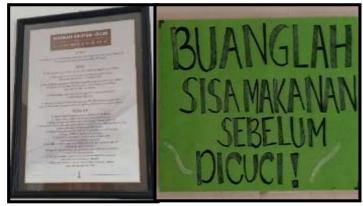

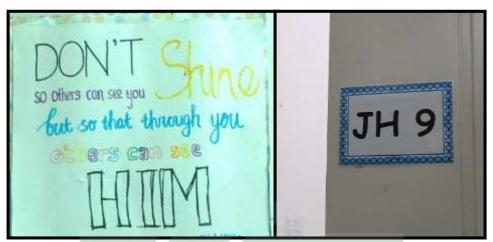**Figure 4.1.2.1 The examples of monolingual signs written in Indonesian**

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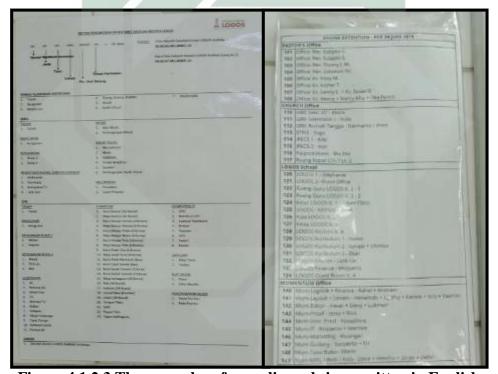**Figure 4.1.2.2 The examples of monolingual signs written in English**

Figure 4.1.2.3 The examples of monolingual signs written in English

On the other hand, 11 signs of bilingual signs are discovered containing Indonesian-English (8,88%). In the signs, English is used to mentioning some common terms, such as furniture instead of furnitur, type instead of tipe, brand instead of merek, etc.

Greek-English bilingual signs are also discovered here even in small number which ae 3 signs only (3,33%). Greek is only used in the logo of SMP Kristen Logos that is written in Greek whereas English is also the part of the official logo.

Figure 4.1.2.4 The examples of bilingual signs written in Greek-English

Furthermore, only a single multilingual signs contain Indonesian-English-Greek is found in SMP Kristen Logos. It is found in the framed Confession of Faith and Commitment in its receptionist wall. The finding suggests that there are three languages are used in the LL of SMP Kristen Logos: Indonesian, English, and Greek. Indonesian is the most used language in the LL of SMP Kristen Logos (see Table 4.1.2.1).

Figure 4.1.2.5 The only multilingual signs written in Indonesian-Greek-English

4.1.2.2 Type of Signs

According to the function and use of the signs, six categories are presented here: direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and instructions.

SMP Kristen Logos	
Categories	**Number of signs**
Direction signs	-
Advertising signs	-
Warning notices and prohibitions	4 (4,44%)
Building names	12 (13,33%)
Informative signs	62 (68,88%)
Instructions	12 (13,33%)

Table 4.1.2.2 Type of signs in SMP Kristen Logos

The table above shows that most of sign types in SMP Kristen Logos are informative signs with the total number of 62 signs (68,88%). Informative signs can include a schedule, label, announcement, any information, achievement, and commemoration sign. The use of label and school information dominate this category.

Figure 4.1.2.2.1 Informative signs in the form of label and school information

While the percentages of building signs and instructions are the same which is 13,33% for each. Building signs included classroom name, office room name, and literally every room name in a building. Besides, instructions type is the umbrella of procedure sign, motto or slogan, and any kind of instructions.

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Figure 4.1.2.2.2 Building signs in form of classroom name and building name

Figure 4.1.2.2.3 Instructions

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Furthermore, there are only 4 signs (4,44%) of warning and prohibition found in SMP Kristen Logos and even none of direction signs and advertising signs are found in this school. This finding suggests that from all categories provided, the main type of LL in SMP Kristen Logos is informative signs.

Figure 4.1.2.2.5 Warning and prohibition

4.1.2.3 Function of Signs

By interviewing the headmaster of SMP Kristen Logos, it is possible for the researcher to answer the research question number three about the function of signs in that school. There are three main points of questions to be answered: a) the reason why languages a, b, c, etc. are included in the signs, b) the plan of the addition or removal of a language in the signs and the reason, if any, c) the function of signs to students and visitors. The findings are presented in the table below:

Main Focus	Respond	Quotation
The reason why languages a, b, c, etc. are included in the signs	The concept of school is bilingual; Indonesian and English	…dari awal sekolah kita ini, kan, memang dua bahasa. Bahasa Inggris dan Bahasa Indonesia. *(From the first, our concept is already bilingual. Indonesian and English)*
	The school chooses language that is more understandable	- Bila kalimatnya memang lebih jelas seperti itu. *(If the original sentences are clearer in that way)*

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		- …karena kami anggap bahasa tersebut terminologinya lebih pas. *(because we believe that the terminology of that language is more relatable)*
The plan of the addition or removal of a language in the signs and the reason, if any	The school believes that the languages chosen are already enough	Kalau udah pentingnya ini, ya nggak usah ditambah lagi, lah. *(If these languages are already the most important, any addition is not needed)*
The function of signs to students and visitors	As the media for communication, information, creating a culture, and socialization	-…untuk komunikasi *(to communicate)* -Kalau itu bentuknya seperti pengumuman, ya informatif. *(If it is in the form of announcement, then it will be informative)* -…untuk mencetak suatu budaya tertentu. *(to create a habit)* -…untuk mensosialisasikan *(to socialization)*
	To engage the visitor	…ada *engage* apa gitu, kan. *(there will be an engange)*

Table 4.1.2.3 The interview result with the headmaster of SMP Kristen Logos

The interview result shows that the languages contained in the signs of SMP Kristen Logos are chosen because the concept of the school is bilingual (Indonesian-English). The languages are also chosen because it is more understandable so everyone can get the messages. The school believes that the use of those languages are already enough so that there is no planning in adding or removing any language. The function of LL for the students of the SMP Kristen Logos is as the media for communication, information, creating a culture, and socialization**.** While for the visitor, it is hoped that the LL can engage the visitor who comes to the school.

4.2 Discussion

This study has contributed to the study of linguistic landscape in two sites: SMPN 6 Surabaya as the representative of state school and SMP Kristen Logos as the representative of state school. The study is conducted to reach the objectives of the study: a) to investigate the languages that are used in the LL of state school and private school in Surabaya b) to investigate how the LL are displayed in the state school and private school in Surabaya c) to investigate the functions of the LL in state school and private school in Surabaya. The finding shows the number of languages in both schools, various types of signs, and different reason from each school element behind the use of LL in those sites.

SMPN 6 Surabaya has four languages that appear in the signs: Indonesian language, English, Arabic, and Javanese from total 261 signs. Indonesian language is the most used language on the signs at this school since it is a national language. English gets the second place after Indonesian language and it has role as international language. Arabic and Javanese are the least language used on the signs. Indonesian language is still dominating in the bilingual signs accompanied by the use of English. For the other languages on bilingual signs, there is a sign that use Arabic-Indonesian as the content. Arabic is showed up only once to refer to a popular proverb saying that 'cleanliness is a part of faith'. The same with Javanese which only showed up once in the multilingual sign which contains Indonesian-English-Javanese to address a slogan of Surabaya that means 'Surabaya is not afraid'.

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On the other hand, there are three languages that show up in the signs of SMP Kristen Logos: Indonesian, English, Greek from total 90 signs. Again, Indonesian is still dominating the languages used in signs whether it is monolingual, bilingual, or multilingual. Even if the school has bilingual school concept, the presence of English is hardly to find. Only a very small percentage of English is found in monolingual signs, and even smaller in the bilingual sign which English is combined with the Greek in only three signs. Moreover, the researcher only finds a single multilingual sign that is written in Indonesian-Greek-English. It is not surprising to find Greek exists three times and all of them are in the logo of school which is written in Greek. Greek is also known as the language of Christianity that we can find it on Bible. It is like the identity of SMP Kristen Logos to indicate that this school is a Christian school.

Moving to the type of signs, SMPN 6 Surabaya displays more instructions signs than other type of signs. This instructions signs are the umbrella of procedure sign, motto or slogan sign, and any kind of instruction sign. Otherwise, SMP Kristen Logos shows more informative signs than other categories. Informative signs can be in the form of schedule, label, announcement, information, achievement, and commemoration.

Further, the interview result about the function of LL in the school shows that the languages contained in signs of SMPN 6 Surabaya, especially the use English, are the output of RSBI school status in the past. RSBI school is a program from government that focused on improving schools in Indonesia to get the International Standard Schools status. Unfortunately, this program is already

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stopped long time ago because there are many unclear aspects that need to be solved. The headmaster as the decision-maker prefers to update the signs and increase the use of Indonesian so the messages in the sign can be more understandable by the reader. For him personally, the function of LL is to motivate the students who read the signs and also as the form of hopes from the school to the students.

While, the interview with the headmaster of SMP Kristen Logos shows that the languages contained in the signs of SMP Kristen Logos are chosen because the concept of the school is bilingual (Indonesian-English). Similar to SMPN 6 Surabaya, the languages are also chosen because it is more understandable so everyone can get the messages. The school believes that the use of those languages are already enough so that there is no planning in adding or removing any language. In addition, the function of LL for the students of the SMP Kristen Logos is as the media for communication, information, creating a culture, and socialization. While for the visitor, it is hoped that the LL can engage the visitor who comes to the school.

Since the very basic reason of the researcher to conduct this research is to know if the status of both school can make any differences in using LL, the researcher will explain more about it according the point of view from the researcher. After conducting research in both schools, the researcher sees that there are big discrepancies between SMPN 6 Surabaya and SMP Kristen Logos that may affect differences of both school in using LL. The status of both schools play a big role in creating this gap. SMPN 6 Surabaya as a state school gets funding from the

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government while private school gains the funding from school tuitions and other non-government institution or foundation. It gives impact to the facilitation or the building itself. SMPN 6 Surabaya was built in a $5015m^2$ land and has three floors. Contrast with SMP Kristen Logos which stand in the $156m^2$ land although it has three floors also. The very limited amount of the enrollment in SMP Kristen Logos make the school seems less-life. The small building with the small number of enrollment are in line with the small number of signs found in SMP Kristen Logos. Another point, SMPN 6 Surabaya was established in 1951, so it is not surprising that the qualities of SMPN 6 Surabaya feels like so much better than SMP Kristen Logos which was established in 2014. Briefly speaking, the different status of state school and private school is contributed in the differences of both school in using LL.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the final section of this research. It provides a brief explanation about the result of the present study and suggestion for the future research.

5.1 Conclusion

The study shows the number of various languages in both schools, identifies different types of signs, and investigates the function of LL in state school and private school. The results show that there are some similarities in the use of languages (Indonesian and English are found in both SMPN 6 Surabaya and SMP Kristen Logos), but some differences are also find in many aspects. The findings are summarized in the table below:

Dominant points	SMPN 6 Surabaya	SMP Kristen Logos
Total signs	261 signs	90 signs
The languages use	Indonesian, English, Arabic, Javanese	Indonesian, English, Greek
The type of signs	Instructions	Informative signs
Function	As the motivation for students and as the form of hopes from the school to the students	As the media for communication, information, creating a culture, and socialization for the students; to engage the visitors

Table 5.1 The summary of the finding

There are total 261 signs found in SMPN 6 Surabaya whereas only 90 signs found in SMP Kristen Logos. Indonesian language, English, Arabic, and Javanese are contained in the signs of SMPN 6 Surabaya while SMP Kristen Logos include Indonesian language, English, and Greek in their signs. Instructions sign dominates the type of sign in SMPN 6 Surabaya. On the other hand, SMP Kristen Logos mostly used informative sign to be displayed. According to the headmaster of SMPN 6 Surabaya, LL is used to motivate the students and also as the form of hope from the school to the students. The function of LL based on the headmaster of SMP Kristen Logos is as the media for communication, information, creating a new culture, and socialization for students, also to engage the visitors.

Briefly speaking, the different status of state school and private school is contributed in the differences of both school in using LL. However, the findings from these research sites cannot be generalized to the entire schools of Surabaya. This study should therefore not be used to draw conclusions about the linguistic landscape of Surabaya's educational spaces as a whole, but it still provides an interesting perspective on literacy practices in this environment.

5.2 Suggestion

The future research of LL can be developed far more from this study since the scope of LL is broad. If it belongs to a comparative study, better for the next researcher to take more than two sites so that it can be the representation for the total population. It may also be useful to focus on the making process or the reason behind the use of LL to add more point of view in the study of LL.

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