CAPTURING THE LINGUISTIC LANDSCAPE OF TWO ISLAMIC UNIVERSITIES IN EAST JAVA: UIN SUNAN AMPEL SURABAYA AND UIN MAULANA MALIK IBRAHIM MALANG

THESIS



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CAPTURING THE LINGUISTIC LANDSCAPE OF TWO ISLAMIC UNIVERSITIES IN EAST JAVA: UIN SUNAN AMPEL SURABAYA AND UIN MAULANA MALIK IBRAHIM MALANG

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ABSTRACT

Ulla, L. (2019). Capturing the Linguistic Landscape of Two Islamic Universities in East Java: UIN Sunan Ampel Surabaya and UIN Maulana Malik Ibrahim Malang. English Department, UIN Sunan Ampel Surabaya. Advisor: Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Keywords: linguistic landscape, top-down, bottom-up

This research analyzed the linguistic landscape of two islamic universities in East Java; UIN Sunan Ampel and UIN Maulana Malik Ibrahim. By using the concept of space by Lafebre (1991), the language environment will be examined through three dimensions they are; political dimension, physical dimension and experiential dimension. The study was conducted to answer three aspects of linguistic landscape in the universities: what the most appeared language in topdown and bottom-up sign is, how the process of creating public sign in both universities is, and how the students' attitude as sign reader toward language-use in public signage is.

Quantitative and qualitative content analysis was chosen to investigate the data. Taking photograph, interviewing, and handing out questionnaire were the steps of data collection. Then, in processing the data analysis the general steps taken are classifying, transcribing and calculating the data. The last step required is drawing conclusion.

The result shows that both UIN Sunan Ampel and UIN Maulana Malik Ibrahim have similarity in the most appeared language in the top-down and bottom-up signage. Bahasa Indonesia is placed as the most appeared language, English comes up as the second and the least appeared in public signage is Arabic. It implies that there is no discrepancy between the official and unofficial sign in both universities. Meanwhile, in the process of creating the public sign UIN Maulana Malik seems to be stricter in conducting the policy of creating public signs. Apparently, UIN Sunan Ampel does not have clear instruction to manage the multilingual signs in the campus. Lastly, the Likert Scale calculation of sign readers' attitude toward public signs in UIN Sunan Ampel and UIN Maulana Malik Ibrahim also shows an average percentage >70% in responding the foreign language used in public signs. It confirms that the students of both universities have positive attitude toward the foreign language used in the campus public sign.

ABSTRAK

Ulla, L. (2019) Menangkap Linguistik Landskap di Dua Universitas Islam di Jawa Timur: Sunan Ampel Surabaya dan UIN Maulana Maling Ibrahim Malang. Program Studi Sastra Inggris, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: (1) Prof. Dr. Hj. Zuliati Rohmah, M.Pd.

Kata Kunci: linguistik landskap, top-down, bottom-up

Penelitian ini menganalisa linguistik landskap dari dua universitas islam di Jawa Timur yakni UIN Sunan Ampel dan UIN Maulana Malik Ibrahim. Menggunakan konsep ruang oleh Lafebre (1991), lingkungan kebahasaan akan dianalisa melalui tiga sisi konsep yakni sisi politis, sisi fisik, dan sis empiris. Studi ini dilakukan untuk menjawab tiga aspek dari linguistik landskap di universitas: bahasa apa yang paling sering muncul dipapan resmi dan tidak resmi, bagaimana kebijakan dalam membuat papan informasi di universitas, dan bagaimana perilaku siswa sebagai pembaca terhadap papan informasi kampus.

Analisa data kualitatif dan kuantitatif dipilih untuk menginvestigasi data penelitian. Langkah-langkah pengumpulan data dilakukan dengan proses pengambilan foto, interview, dan penyebaran kuisioner. Kemudian, proses menganalisa data secara garis besar dilakukan dengan pengklasifikasian, pembuatan transkrip dan perhitungan data. Langkah terakhir adalah menarik kesimpulan.

Hasil penelitian menunjukkan bahwa diantara UIN Sunan Ampel dan UIN Maulana Malik Ibrahim memiliki kesamaan dalam pilihan bahasa yang paling sering muncul di papan resmi dan tidak resmi. Bahasa Indonesia menempati sebagai bahasa yang paling sering muncul, diikuti Bahasa Inggris dan terakhir dengan paling sedikit muncul adalah bahasa Arab. Hal ini menjelaskan bahwa tidak ada perbedaan dalam pemilihan bahasa di papan informasi resmi mau pun tidak resmi. Sementara itu, dalam proses pembuatan papan informasi UIN Maulana Malik Ibrahim terlihat lebih ketat dalam penataan kebijakan. UIN Sunan Ampel tidak memiliki instruksi kebijakan yang jelas untuk mengelola papan multibahasa di kampus. Terakhir, perhitungan skala Likert mengenai perilaku pembaca terhadap papan petunjuk umum di kampus UIN Sunan Ampel dan UIN Maulana Malik Ibrahim menunjukkan rata-rata presentase >70% dalam merespon penggunaan bahasa asing dipapan petunjuk umum. Hal ini mengonfirmasi bahwa mahasiswa dari kedua kampus memiliki perilaku positif terhadap penggunaan bahasa asing dipapan petunjuk umum kampus.

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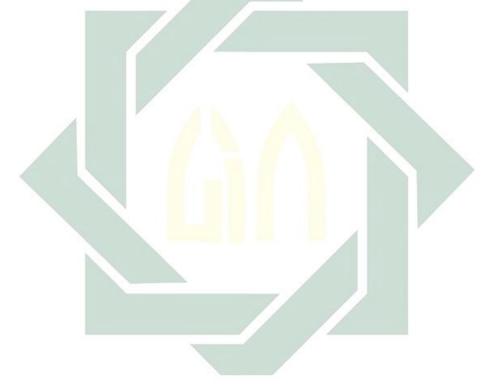
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CHAPTER I

INTRODUCTION

This chapter provides the explanation of background of the study, objective of the study, significance of the study and the definition of key terms.

1.1 Background of the Study

Linguistic landscape or LL is often defined as the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings and how they combine to form the linguistic landscape of a given territory, region or urban agglomeration (Landry and Bourhis, 1997: 25). Since Landry and Bourhis introduces the term, this subfields from sociolinguistics has gained interests by many linguist researchers. Troughout the decades, several attempts have been done by many researchers in investigating the linguistic landscape in order to develop its potential as language of society. Thereupon, the scope of linguistic landscapestarts to expandfrom multilingualism (Laundry and Bourhis, 1997; Gorter, 2007; Bakchaus, 2006; Lawrence, 2012) to bussines & tourism (Moriarty, 2015; Schlik, 2003, Cenoz and Gorter; 2008, Kallen, 2009), even minor and major language (Lawrence, 2012), also variant of English (Huebner, 2006), as well as semiotic (Jaworski, 2010; Pennycook, 2009; Poveda, 2012), and typology (Reh, 2004).

The taken site for the study is also enhanced started from public places such as town-centers (Schlick, 2003), market, street (Lawrence, 2012), airport (Sole, 2007), to education site such as schools (Dagenais, D., Moore, D., Sabatier, C., Lamarre, P., & Armand, F..; 2014) and universities (Haynes, 2012). Cenoz and Gorter (2008) have pointed the role of linguistic landscape as language input device of second language acquisition to pupil. They find out potential usage of linguistic landscape through the functions of English language on commercial signs. Since then, several studies start their focus on pedagogical applications of linguistic landscape.

With the increasing interest in public places signage, the research about linguistic landscape is also easily found in many part of the world. Some regions where the researches have conducted linguistic study are, for instances, in Asia (Wang, 2015; Backhaus, 2006; Rowland, 2013; Curtin, 2014, Lawrence, 2012), Europe (Calvet, 1990; Shohamy, 2010; Trumper, 2009; Lanza, 2009; Leung, 2012; Poveda, 2012), and Southeast Asia (Tan, 2014; Tang, 2016; Huebner, 2016; Siricharoen, 2016; Shang, 2017; Coluzzi, 2017).

In Indonesia, there have been also some researches of linguistic landscape studies conducted by some researchers. Unfortunately, the main focuses of the previous researches are dominated by the context of tourism and cityscape only. The study of LL that investigates educational area is still considered to be very rare in Indonesia.

Places such as school, boarding school, and university should also be investigated. Education places have a big role in enhancing students' language awareness and perception toward globalization. Siricharoen (2016) states that raising language awareness can be done by letting the students to be exposed to authentic contexts in foreign language and make them conscious of linguistic strategies of their landscape. Therefore, by this study, the researcher wants to follow Siricharoen's suggestion in conducting linguistic landscape in education settings.

In Indonesia, the number of the official published research of LL in educational setting in Indonesia is only two titles that can be found at the moments. They are conducted by Auliasari (2019) and Firdausiyah (2019).

The recent study of LL conducted in education settings have been done by Auliasari (2019). The researcher investigates the LL of private and state school of Surabaya by applying the theory of Spolsky and Cooper. The study analyzes the linguistic landscape according to the language used in the sign and the function of the sign. The instrument observation and interview are used in the research. The results of the research show that the kinds of the languages that is used in the school, the types of LL categorization sign and the function of the LL in the school. However, the researcher is only focused on the physical and the political dimension of LL.

The other study of LL held in educational area has been done by Firdausiyah (2019). The study takes place in Pondok Pesantren Putri Mambaus Sholihin Gresik. The research explores three research questions about how the languages are displayed, what are the categories of the sign and how the signs are constructed. The research concludes that the displayed languages in the sites are English, Indonesia, and Javanese. There are six kinds of signs in the area and the function of the sign is not only as pedagogical tool but also to remind the students, to build language environment and to create aesthetic values. Neverthless, the clear distinction of the sign maker either top-down or bottom-up from the sign is vague.

The present study tries to fill in the gaps of the previous LL research in educational settings area by taking different site. Therefore, to enrich the perspective of LL in educational context in Indonesia the researcher chooses different angle in exploring the LL related to education area. The chosen site of the study will be university.

Universities have a big role as institutes settings which applying the functioning society that should be valued (Haynes, 2012). Universities are educational institutions that have both educational and occupational perspectives, they are where knowledge is invented, exchange and disseminated, and are workplaces for staff and students. University setting is an important area due to its influence roles on society (Yavari, 2012) and employment (Shohany and Abu Ghazaleh Mahajneh, 2012). Furthermore, the research of linguistic landscape conducted in Indonesia by focusing educational sites or pedagogy potential is still relatively rare.

The present study take an analysis in research construction that has not been investigated by other linguistic landscape researchers in Indonesia. First, the researcher will use comparative design to explore the language environment of two Islamic campus in Indonesia asrepresentatives. Second, the theory that will be used is three-dimensional theory which means the policy, the signage, as well as the sign-reader's feedback will be investigated. Comparing two sites of university and analyzing three aspects of linguistic landscape in one research is never done by Indonesian previous linguistic landscape researchers in Indonesia.

Comparing two universities' linguistic landscape has been done by Sonia Yavari in her thesis entitled *Linguistic Landscape and Language Policies: A Comparative Study of Lingkoping University and ETH Zurich.* She chooses the mentioned universities because both of them are the house of many international students; it is likely that the national languages are not the only languages found in the linguistic landscape. Therefore, the multilingualism and students background is rich by diversity. From the study, it is found out that at both universities, the dominant language is the national language (Swedish at LiU and German at ZTH), and English has the second position. Yavari concludes that defining a unified policy from both campus from different country, Switzerland and Germany, even its university is not possible. However, the study is only investigated around the relationship between linguistic landscape (LL) and language policy in both campuses.

Analyzing by using three-dimensional space design in Kyushu University's linguistic landscape has been conducted by Jing-Jing Wang in 2015report entitled *Linguistic Landscape on Campus in Japan*—*A Case Study of Signs in Kyushu University*. He investigates Ito campus of Kyushu University from its language policy, language sign, and language perception by students. The investigation to analyzed the campus language policy is done by compelling document or formal written book that governs language policy in campus. The language sign was divided through the types of the multilingualism to monolingualism of the public board, and the perception is collected by questionnaire. Japan eventhough does not have regulation or law written in governing language in public, the government –starts from entertainment to education side, has pushed a great effort to potray internationalization in Japan landscape. It is found out that on Ito campus of Kyushu University, bilingual Japanese-English signs compose the majority of the formation of campus signs, with Japanesse language used as the dominant language. The results from the questionnaire is known that in academic life, students value bilingual ability a lot; in the daily life, students maintain multilingual contact to a certain degree.

However, Wang only focuses on public sign (top-down) as the reference for Trumper-Hecht's theory in physical dimension and neglects the private sign (bottom-up). Szabo et al (2012) in Yavari (2012) states that even though a distinction is usually made between top-down and bottom-up signs, both play their part together in making the overall image of LL. Therefore, to evaluate the manifestation of certain policy, bottom-up signage should not be ignored since the sign also plays particular part in linguistic landscape phenomena.

The present study aims at filling in the gaps by previous researches in Indonesia by investigating the aspects of linguistic landscape in educational site particularly in university area. The theory of three-dimensional study would also be differentiated from Wang's (2015) study. Since Wang has neglected the bottom-up sign in the previous research, the present research will try to potray the landscape of top-down and bottom-up signage as well. As Szabo et al (2012) has said that even though a distinction is made between top-down and bottom-up signs, both play their part together in making the overall image of LL. In other words, LL is a "gestalt", Ben Rafael defines gestalt as items-appearing-together, and all the items are seen as one whole (2009).

In this research, the researcher will compare the linguistic landscape of two Islamic Universities in East Java, they are UINMaulana Malik Ibrahim in Malangand UIN Sunan Ampel in Surabaya. The comparison is used in order to know the language environment and the language attitude from the students. This report will try its best to describe the language phenomena in Islamic university in by conducting researh inUIN Maulana Malik Ibrahim, and UIN Sunan Ampel Surabaya.

The reason for conducting the study of LL in the two Islamic universities is because Islamic universities have certain absolute similarities in language rather than public universities. Arabic, English, and Indonesia are the most certain language expected to be found when one encounters the Islamic university sites. The multilingualism expectation is clear and more certain be constructed in such strong multiculture site. Therefore, the researcher chooses Islamic Universities.

1.2 RESEARCH QUESTION

- 1. What is the most appeared language in top-down and bottom-up signage in UIN Sunan Ampel and UIN Maulana Malik Ibrahim?
- 2. How is the policy in creating public sign inUIN Sunan Ampeland UIN Maulana Malik Ibrahim?
- 3. How is the students' attitude as sign-reader toward the language-sign inUIN Sunan Ampeland UIN Maulana Malik Ibrahim?

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1.3 RESEARCH OBJECTIVES

- 1. To describe what is the most appeared language in top-down and bottom-up signage in UIN Sunan Ampel and UIN Maulana Malik Ibrahim
- To describe the policy in creating public sign in UIN Sunan Ampel and UIN Maulana Malik Ibrahim
- 3. To describe the students' attitude as sign-reader toward the language-sign inUIN Sunan Ampel and UIN Maulana Malik Ibrahim

1.4 SIGNIFICANCE OF THE STUDY

This study will be conducted in reaching its two main significance goals, theoritically and practically. In theoritical significance, the researcher wants to enrich the scope study of linguistic landscape. This research also will add more references in linguistic landscape study by using three-dimensional theory.

Practically, the researcher wants this study to contribute in Islamic Universities in Indonesia especially in raisinng language awareness and developing language-making in education site. Thereupon, this research can be a guide to start the better international atmosphere in education area particularly through contructing its education setting's language environment.

1.5 SCOPE AND LIMITATION

In order to make the discussion not going all over the place, the scope and limitiation are made. The line scope of the research is bordered by the notion of three-dimensional theory by Trumper-Hecht (2010) developed from Lefebre's (1991) notion of space.

The research will analyze three dimensions, they are; political dimension, physical dimension, and experiental dimension. The political dimension only covers the process of creating the public signs, the physical dimension only covers the official and unofficial sign in certain faculties that have been chosen by the researcher and the experiential dimension only covers the experience of the students in two universities.

1.6 DEFINITION OF KEY-TERMS

- Linguistic landscape: the language that is written in any sign displayed in certain areas, it could be public sign such as street names, buildings name, etc. or private sign such as graffiti, sticker, or flyer created by locals.
- ii. Top-down signs : top-down sign is also refer to public sign. It refers to any sign that is created by the official head or staff from the government / institutes that regulates the territory.
- iii. Bottom-up signs : bottom-up is also called as private sign refers to any sign or announcement paper or writings created by locals that can be seen easily in public places

CHAPTER II

THEORITICAL FRAMEWORK

This chapter describes the theory that the researcher uses to conduct the research. The theory that is described in the following paragraphs is linguistic landscape theory.

2.1 LINGUISTIC LANDSCAPE

Gorter (2006) in Yavari (2012) defines linguistic landscape (LL) as a developing field of sociolinguistics and applied linguistics which concerns the written-form of languages in public space. Landry and Bourhis define linguistic landscape as the language of public road signs, advertising billboards, sreet names, place names, commercial shop signs, and public signs on government building (1997). However, more recent studies point out the necessity to go beyond the definition, Shohamy (2011) states as cited in Aladjem et al (2016) that linguistic landscape also include images, sounds, drawings and movement, in line with current theories about multimodality. But Wang (2015) limits the definition by arguing that the term depends on how the researchers collect the signs as their data.

Linguistic landscape as public signage conveys more than what it writes. Notion such as ideology, power, awareness and attitudecan be linked as the message that can be learnt from the landscape of public-private sign.Many linguistic landscape researches have focused primarily on analyzing collections of digitally photographed signs, and relationship between language and particular linguistic landscapes (Backhaus, 2007; Rafael et al, 2006; Laundry and Bourhis, 1997), other researchers have focused on people's relationships with linguistic landscapes, examining issues related to the creation of signs, the perception of signs, and the experience of being in a particular landscape (Wang, 2015).

Exploring linguistic landscape in educational setting is as important as exploring linguistic landscape in certain town. Since the language-sign can convey many complicated things from a hidden agenda to a language awareness, the results can also significantly contribute to an evaluation of certain area in the aspect of multilingualism and globalization. As Haynes (2012) has stated on his thesis, that the linguistic landscape study should be conducted wholly in order to know the language environment deeply.

2.2 SIGN MAKER

Identifying the sign maker is one of important aspect in LL. By identifying the sign-maker reseacher will be able to indirectly reveal many things between different sign-makers (Huebner, 2009). Apparently, there are many terms used to differentiate the sign maker based on previous researchers but mostly they are distinguished between two categories, "private & public" (Shohamy, Ben-Rafael &Barni, 2010), "top-down & bottom-up" (Ben-Rafael, Shohamy, Trumper Hect, 2006), "official & non-official" (Backhaus, 2006), or "private & public" (Landry and Bourhis, 1997). In this thesis, the author will use the categorization LL sign maker by Ben-Rafael that is top-down and bottom-up.

2.2.1TOP-DOWN SIGN

Top-down signs is also referred as "public signs" (Shohamy, Ben-Rafael, Laundry & Borhis, 1997), or "official signs" (Backhaus, 2006). Despite of many terms refer to the top-down signs, previous researchers share similar concept and scope of top-down signs. Top-down signs refer to "signs issued by public authorities (like government, municipalities or public agencies" (Ben Rafael, 2006). Therefore, any public signs that is released by the authorities of the place is considered to be top-down sign. In this thesis, top-down sign refers to any publi sign, announcement, flyer or etc. that is published by the official office of university's head and staff.



Figures 2.1Examples of Top-down Signin UINSA

2.2.2 BOTTOM-UP SIGN

Bottom-up signs is also having many terms, such as "private signs" (Landry and Borhis, 1997), or "non-official signs" (Backhaus, 2006). Regardless

of many terms to mention bottom-up signs, previous researcher also shared the similar concept and scope of bottom-up signs.

The basic definition that makes bottom-up sign different from top-down sign is the maker and its policy. Bottom-up sign preferably created by private or individuals that is free to decide any language or any sign to be added in the sign (Ben-Rafael, 2006). Bottom-up signs is considered to be the reality sign where the regulations about language from official authorities such as government are accepted or not (Puzey, 2012), or whether the citizens have other language preference that is stronger than the language policy maker's preferences (Shohamy, 2006).

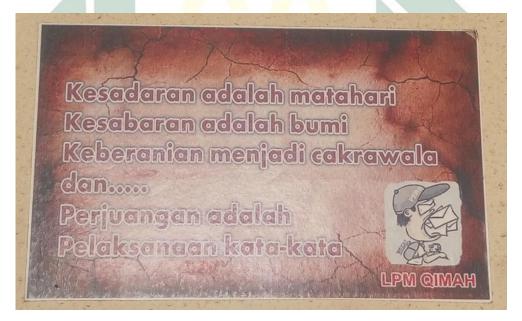


Figure 2.2 Examples of bottom-up sign in UINSA

2.3A THREE DIMENSIONAL STUDY

Trumper-Hecht (2010) expands Lefebvre's (1991) idea of 'space' and sees linguistic landscape as a sociolinguistic-spatial phenomenon. Lefebvre refers

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landscape to the visual aspect of space that may change in different social context accordingly with the features of that society (Trumper-Hecht, 2010). The study brings linguistic landscape research into the field of multilingual campuses to see the stimulation of globalization (Wang, 2015).

Trumper-Hecht (2010) develops three dimension of space proffered by Lefebvre *in The Production of Space* (1991) and explains that the spatial-practice can be seen as: political dimension, physical dimension, and experiential dimension.This theory covers the entire aspect of what and who is involved in language environment in certain settings.

2.3.1 PHYSICAL DIMENSION

Spatial-practice or be seen as physical dimension of language space is the one sign the demonstrates the actual distribution of languages used on signs (Trumper-Hecht, 2010). The physical sign in linguistic landscape is divided as public sign (top-down) and private sign (bottom-up) (Rafael, 2006).

Shohamy states that top-down and bottom-up are differentiated by the used languages in the public places (2006). Top-down signages links with the authorities of languages preference, bottom-up signs shows whether the preference is accepted and implemented by general population (Puzey, 2012). Ben Rafael (2009) puts the distinction between top-down and bottom-up in clear way, that they are differentiated by the actor who makes it. Top-down signs serve official policies meanwhile bottom-up signs are designed much more freely (Rafael, 2009).

2.3.2 POLITICAL DIMENSION

Political dimension or be called as conceived space by Trumper-Hecht's (2010) theory means the policy that reflects views and ideologies held by different policy makers whose policies mold the linguistic landscape. The policy that will be examined through is the policy in creating the public sign. Even though the language policy plays the big role in creating tool to promote the foreign and national language, the researcher will separate the policy in general language management and the process of creating public sign.

2.3.3 EXPERENTIAL DIMENSION

The lived-space theory or often be called as experiential dimension explained by Trumper-Hecht as the dimension that presents the attitudes of inhabitants (2010). This means that experential dimension is any feedback from the sign-reader to the signage, it could be attitude or perception. Here, the research focuses on the feedback in form of attitude.

Allport (1935) in Garret (2010) claims that attitude is the most indispensable concept in social psychology. Thurstone (1931) in Garret (2010) defines an attitude as affect for or against a psychological object. It deals with the condition of what people think, feel and like to do toward a person or an object in certain situations. Since 1996, the work on attitudes has become the core concept of sociolinguistics. It is marked by Labov's research about language changes by the prestige and the stigma or "language attitude" afforded by speech community. Language attitudes are distinguished from other forms of attitudes due to the fact that they are precisely about attitude toward language. Richard (1992) defines language attitude as the attitude which speakers of different languages or language varieties have toward each others' language or to their own language. Language attitude people's belief in a language and language object, which make people react in a certain way; positive attitude or negative attitude.

A positive attitude is defined as the attitude of enthusiasm for the use of language (Garin & Mathiot, 1986 in Chaer & Agustina, 2004). Moreover, Garvin and & Mathiot (1968) aslo states that positive attitude toward particular languages are said to work as language loyalty, language pride, and awareness of language norms. Language loyalty triggers and encourages the society to maintain the existence of their language. Language pride influences the community to develop the language and to use it as their identity and unity of society. Awareness of language norms motivate the society to use the language appropriately and correctly.

Conversely, negative attitude toward a language can be defined as a rejection, indignity, and unawareness toward the language. Related to the characterisitc proposed by Garvin and Mathiot (1968), negative attitude is characterized as the absence of language loyalty, language pride as well as awareness of language norms.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the methodology or the research is explained. The chapter delivers the detail information about the research design, how to get and analyze the data of the research.

3.1 RESEARCH DESIGN

The researcher used the mixture of two methods; qualitative and quantitative. This method gave many benefits to the research as Donyei (2007) has stated that one principal benefits of using such approach for the research wouldcomplement the research data.

Besides using qualitative and quantitative approach, the comparative research design was also used. The research aimed to strike the data differences as and similarities from the two universities in the capacity of the signage, the sign policy, and the sign-reader's perception.

3.2 DATA AND DATA SOURCE

In this research, there were three kinds of data. The first data was the photograph of linguistic landscape in universities. Shohamy (2011) stated as cited in Aladjem et al (2016) that linguistic landscape also included images, sounds, drawings and movement, in line with current theories about multimodality. But Wang (2015) limited the definition by arguing that the term depends on how the researchers collect the signs as their data. The signage included students' notice, students' event, infographic, etc. However, in this research the data was limited to

signs that have written form only. The researcher captured any sign in the universities both public-signage (the signs which are created by official staff of the campus, such as; building name, road sign, etc) and private-signage (the signs which are created by the students of the campus, such as; event flyer, poetry hung in magazine wall, etc) by mobile phone camera. Therefore, the data were stored in .jpg formats.

The second data were qualitative data. Therefore, the data were served in form of words. The researcher looked forsome informations in regard to universities' regulation that has the authority to manage the public signage. The researcher did interview to some people that has authority in creating public sign in both universities.

The third data were taken from the questionnaires filled by the respondents. The data answered the third research question which is about students' languagein-sign attitude. The data were served in numeric data and charts since the data were considered to be quantitative. There are two kinds of questic

The source of data that was taken for this research were some buildings and area inUIN Maulana Malik Ibrahim and UIN Sunan Ampel. According to Haynes (2012) the selected building for linguistic landscape appropitely taken from buildings with different purpose. In addition, Yavari (2012) conducted the research by selecting the campus area that has bigger number of students in scale. In the present research, the researcher combined both method from Yavari (2012) and Haynes(2012). The researcher selected the campus areaof UIN Maulana Malik Ibrahim and UIN Sunan Ampelforthe undergraduatestudents. Then, the data source were shrinken into some buildings only as Haynes (2012) has suggested to purposefully pick buildings with different purposes. Therefore, the present research purposefully picked the following department buildings; Arts and Humanities Faculty, Tarbiyah Faculty, Sharia and Law Faculty, Science and Technology Faculty, and Economic Faculty.

The reason arts humanities, tarbiyah, sharia, science, and economics faculty are chosen by the researcher to shrink the different buildings between UIN Maulana Malik Ibrahim and UIN Sunan Ampel. The chosen faculties listed above are the faculty buildings which both universities have in common. The students of mentioned departement are more pushed to be able to adapt and to involve in such multi-race and multi-culture setting.

3.3 RESEARCH INSTRUMENT

In conducting the research, there were three instruments used to answer different research questions. The first instrument was observation. The researcher observed the public and private signage in the campus and take photograph as data. As Hult (2009) states that linguistic landscape study is based on taking photographs from the relevant source. Observation was needed to know whether the language-maker's policy is accepted by the whole population, or there will be another notion of language-policy by different actors.

The second instrument was interview. The researcher didsemi-structured interview to several islamic university authorities in order to know the universities' policy of language. When doing the structured-interview, the researcher also did audio-recording as main instrument and field-note as secondary instrument. To

make the intervew run smoothly, the interviewee will be interviewed in Bahasa Indonesia (for more detail check interview guidelines in appendix 1).

The third instrument that was used is questionnaire. The questionnaire wasadapted from Wang (2015) to see readers' attitude toward the sign. The section of the questionnaire was formed in Likert scale. The respondents were served several questions regarding the language appears in public sign then, the respondents were asked to pick the range from 1 (notimportant at all) to 5 (very important). The second section is appeared in qualitative form. The researcher asked either the respondent has further comment toward language public sign issues or not. Therefore, the questionnaire that was used in this research is an open-ended questionnaire.

3.4 DATA COLLECTION

In collecting the data, the researcher did in several procedures. The procedures were divided into three categories they are interview, obsevation, and collecting questionnaire. The first one was observation. In linguistic landscape methodology, it is known that the data collection is based on taking photographs from the relevant sources (Hult:2009). Here, the researcher gathered the data photograph by using mobile-phone camera.

1. The researcher went to the chosen buildings (see table 1) to capture several signs that can be seen. The researcher only considered the sign in a specific area. Hult (2009) suggests to photograph the signs which are visible at street level with the naked eye. Therefore, the data that were taken is the sign that

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can be seen easily. The taken data was based on the following criteria; hung in notice-boards-signs, direction signs, and warning signs.

- 2. Categorizing the data that had been collected. When collecting the data, the problem of LL usually arises in categorizing numerous gathered signs (Yavari, 2012). The sign thatn was taken should be identified who the actor post the signs, top-down means the sign is posted by university staffs and bottom-up means the sign is posted by student.
- Capturing the sign. The researcher gathered the data photograph by using mobile-phone camera. One picture aimed at one sign.

The second one was interview. The researcher conducted a structured interview to know the basic language-environment idea in the university. The interview guidelines is attached in the appendix.

- 1. The researcher met the chairperson that has authorities to regulate the language policy in regard universities
- Recording. The interviewee and interviewer's conversation were recorded by using mobile phone. Audio recorder was chosen to record the interview session.
- 3. Field note taking. Besides recording the audio, the interviewer also noted down any vital information that was given by the interviewee.

The third methodology wasconducting questionnaire. However, the questionnaire was spread along with the same time and place where the researcher held observation for physical landscape. The reason why these two actions take at

the same time and place is to make the methodology efficient. Questionnaire were handed-out to the students of UIN Maulana Malik Ibrahim and UIN Sunan Ampel.

The chosen criteria for the respondents was the respondent must be an undergraduate students in regarded universities. However, the total number of the undergraduate students in those three universities is too large. The official websites state that there are 15.484 students of UIN Maulana Malik Ibrahimand 9.217 students of UIN Sunan Ampel. Therefore, in order to make the reseach conducted effectively and efficiently the researcher minimalized the respondents by using convenience sampling.

Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of non-probability or non-random sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate (Donyei:2007). It is also referred to the searching subjects of the population that are easily accessible to the researcher.

The researcher spreaded the questionnaire to the undergraduate students who were available at the same building where the researcher takes observation method. The questionnaire wasspread to 50 respondents in everyuniversities. Hence, the total for both universities respondents were 100 respondents.

3.5 DATA ANALYSIS

In analyzing the data, the researcher did in several procedures to answer each research questions. For the first question about language-sign was analyzed by observation data.

- 1. The researcher moved the file data from phone to laptop
- The researcher classified the pictures into each folder. There wasone folder for each buildings.

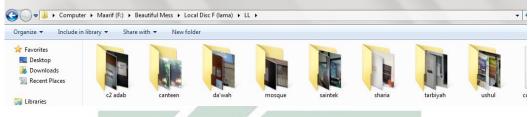


Figure 3.1 Folder for each building

3. The observation of language sign were divided into two big groups they are

top-down and bottom-up.

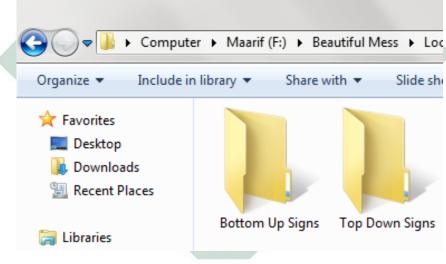


Figure 3.2Grouping

4. Then, researcher counted both big groups into smaller groups sign, they are multilingual sign, bilingual sign, and monolingual sign.

	F7	- (•	f _x	
	А	В	С	D
1	UIN MALIK IBRAHIM			
2	DA'WAH FACULTY BUILDING			
3		Top Down Signs	Bottom Up Signs	
4	Unilingual	10	5	
5	Bilingual	8	15	
6	Multilingual	3	6	
7	TOTAL	21	21	
8				

Figure 3.3Counting each number of signs

5. Next, the result was displayed in the form of percentage in charts or table.

	TOP DOWN	BOTTOM UP	
Unilingual	48%	24%	
Bilingual	38%	71%	
Multilingual	14%	29%	
Total	100%	100%	
			5

Figure 3.4 Table of LL Physical Dimension Percentage

The second analysis was answering the policy in creating the public sign, the researcher explained and interpreted the data based on the topic of the information by the following procedures

1. Transcribing the audio. The researcher transcribed the audio that records the interview conversation with the interviewee.

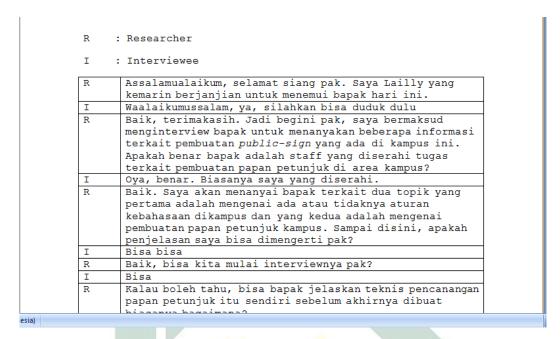


Figure 3.5 Example of transcribing the data

In transcribing the audio, the researcher only transcribed the forms of words and the narrator of the dialouge (which line is being spoken by the interviewee and which line is being spoken by interviewer). However, the minutes and the seconds of audio were neglected since the purpose of the interview was only to dig several informations. Therefore, the time when the line was being spoken in neglected.

- Coding. The researcher gave several code to divide the data based on the topic in the transcribe text.
 - LP : language-making process
 - SP : sign-policy

	1	karena saya lebih tahu.
	R	Kalau pakai bahasa inggris takut salah gitu ya pak
	I	Iya. Kan tidak bisa asal menerjemahkan. Perlu
		orang yang benar-benar paham. Nah itu yang ribet.
	R	Ribet untuk mencari orang yang bisa bahasa
		inggris?
	I	Tepat sekali. Jadi untuk menghindari kesalahan-
		kesalahan ejaan dan terjemah, saya pakai bahasa
		Indonesia saja
L.	R	Apakah pihak kampus tidak menyediakan orang khusus
ΓW		terkait pengelolaan 'bahasa' di papan petunjuk
		pak?
	I	Untuk saat ini belum mbak.
	R	Menurut bapak, perlu disediakan orang khusus yang
		bertanggung jawab terkait penggunaan bahasa di
		papan petunjuk area kampus tidak pak?
	I	Wah, kalau disediakan pastinya malah makin bagus.
		Karena uin kan ada tiga bahasa mbak. Akan semakin
		ideal kalau papan petunjuknya menggunakan tiga
		bahasa
	R	Sampai saat ini, apakah pihak kampus punya aturan
		khusus mengenai kebahasaan di papan petunjuk?
E	I	Belum mbak, belum ada. Ya hanya asal dibuat
П		seperti yang tadi saya terangkan.
	R	Jadi peraturan-peraturan bahasa belum ada ya pak?
	I	Belum mbak

Figure 3.6 Coding in the transcribe text

In the picture above, the researcher gave code to the texts based on the topics of interview they are LM (language making process) and LP (language policy). The technique in doing coding, the researcher inserted left table and merge the interview lines to add collect them as one topic.

3. Highlighting. The researcher highlighted the main information spoken by the interviewee. This technique helped the researcher to pick quotation that relates to the topic to be added in the findings.

Tuble off Color Coung	
	sign-making process
	sign-policy
	additional information

Table 3.1 Color Coding

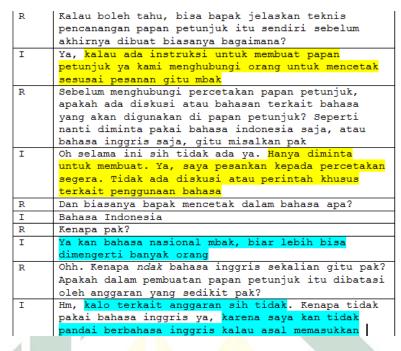


Figure 3.7 Highlighting

The researcher highlighted the several information stated by the interviewee. The highlightwas based on the color table 2 above. For example, in the picture 3 the yellow highlighter is used to indicate the language making process and the tosca highlighter is used to indicate the additional informations given by the interviewee.

 Interpreting. The researcher interpreted the qualitative data in form of dialogue into narrative text.

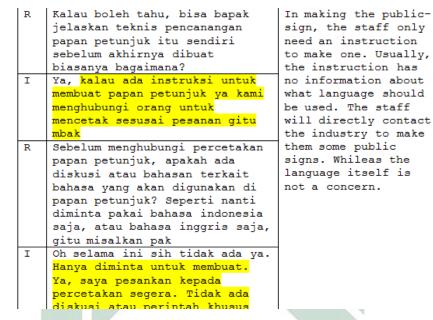


Figure 3.8 Interpreting

When doing the interpretation, the interpretation was done based on the same topics and was gathered into one table to make the information easier to be understood.

The last analysis was sign-attitude analysis. To analyze the questionnaire from the students, the researcher did the following steps by using all methods on Microsoft Exel

1. Sorting. The researcher sorted the questionnare. The researcher made one sheet for each university. Then, the researcher started to sort the questionnaire.

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88	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Ages	Meergly Agess				
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-	Strongly Agrees	Strongly Agree	Stringly Agree			Disagree	Diagree	Agree	Strongly Agree	Strongly Agene				

Figure 3.9Sorting the questionnaire

2. Measuring the types of the answer. The researcher counted the 'strongly agree, agree, neutral, disagree, strongly disagree' in the questionnaires. The researcher used the following formula to count the category

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Figure 3.10 Counting the Likert Scale category

3. Calculating the percentage in each number of question in respondents. The

researcher used the following formula

=RANGE/COLUMN\$RANGE

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49				
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52	Neutral		10	
53	Disagree		30	
54	Strongly Disagree		10	
55	TOTAL		120	
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58	Agree (%)		Ī	
59	Neutral (%)			
60	Disagree (%)			
61	Strongly Disagree (%)			
62	TOTAL			
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Figure 3.11Calculating the percentage

4. After sorting and calculating percentage, the researcher tabulated the result

from each questionnaire.

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	Question 3	-	40	68%	33%	0%	1000	1							
5	Question 4	-	40	38%	48%	15%									
	Question 5	-	40	58%	15%	28%									
	Question 6	-	40	70%	18%	13%									
	Question 7	-	40	63%	23%	15%		2000							
	Question 8	-	40	53%	15%	20%									
	Question 9	-	40	55%	33%	13%									
11	Question 10	13	40	68%	20%	13%	0%	100%							
12															
13															
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16															
17															

Figure 3.12 Tabulating the percentage

5. After measuring each questionnaire. The researcher calculated the general percentage from all answers. The scale was designed in a way that scale 1 for the negative attitude and scale 5 for positive attitude. Strongly agree (5

points), agree (4 points), neutral (3 points), disagree (2 points), and strongly disagree (1 point). Here is the table percentage for the score.

In measuring and calculating, the researcher used the following criteria to know the dominan answer from all of the questions.

Answer	
0% - 19.99%	Strongly disagree (unimportant at all)
20% - 39.99%	Disagree (not important)
40% - 59.99%	Neutral (fair)
60% - 79.99%	Agree (important)
80% - 100%	Strongly agree (very important)

to calculate the percentage score, the writerused the following formula

$$\% = \frac{\sum score}{Y \ x \ 100}$$

 $\sum score = total score$

Y = highest score Likert scale x total respondents

After setting the scale, the writer was able to reveal about the respondents'

attitude toward the language in their linguistic environment.

6. Drawing conclusion. Lastly, the writer made a conclusion from the analysis.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the analysis of the present study. It reports the results of the research analysis which appear in two subsections; those are findings and discussion. The findings and the discussion are provided in order to answer the problem of the study so that the research objective can be achieved.

4.1 Findings

The findings are provided to elaborate the analysis of the data to answer the problem of the study. There are three big sections to respond the three research question in this study. The three sections are further specified to detailed points based on the three dimension theory of Linguistic Landscape. The first part attempts to explain the physical appearance in top-down and bottom-up form of the signs in UIN Sunan Ampel and UIN Maulana Malik Ibrahim. The first point deals with the top-down and bottom-up in UINSA. The second point deals with the top-down and bottom-up signs in UIN Maulana Malik Ibrahim. The second section tries to counter the language policy in both universities. The first point will explain the language policy and process of creating public sign in UIN Sunan Ampel and the second point will elucidate the policy and process in UIN Maulana Malik Ibrahim. The third section responds the sign reader attitude toward public sign. The section is further broken down into UIN Sunan Ampel and UIN Maulana Malik Ibrahim.

4.1.1 Top-Down and Bottom-Up Signs

Linguistic Landscape three-dimensional theory consists of three parts; physical dimension, political dimension, and experiential dimension. The first dimension to be discussed is the physical dimension. The physical dimension is defined by the presence of top-down and bottom-up sign. The top-down sign is referred to the public signage that is created by the campus authorities, meanwhile, bottom-up sign (also referred to as private signage) is created by the lower authorities or the students. Later, each sign from each authority is divided based on monolingual, bilingual and multilingual appearances.

4.1.1.1 UIN SUNAN AMPEL

In the following part, the elaboration will cover the first dimension of UIN Sunan Ampel linguistic landscape's physical dimension. There are two kinds of signs that will be investigated they are; top-down signs which are created by campus authorities and bottom-up signs which are created by the university students.

4.1.1.1.1 Top- Down Sign in UINSA

In this part, the quantitative dimension of the study regarding the number and variety of visible language in the linguistic landscape of UINSA will be examined. There are many categories to classify the signs, but the present research will limit the characteristics based on the monolingual, bilingual and multilingual form of the signage.

The language distribution is seen through the monolingual, bilingual, and multilingual signs can be found in the surveyed area. The researcher took five Faculty buildings to be investigated as campus' top-down signage. The chosen buildings are; Arts and Humanities Faculty (FAH), Tarbiyah Faculty (FTK), Sharia Faculty, Islamic Economy Faculty (FEBI), and Technological Science Faculty.

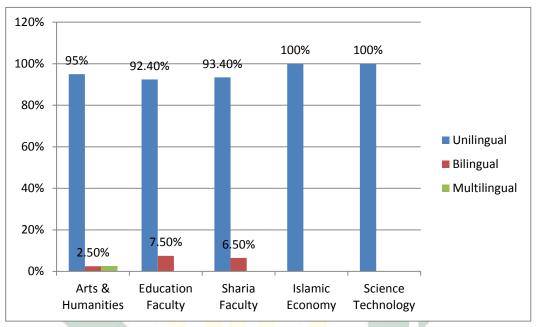


Figure 4.1 Appearances of Top-Down Sign in UINSA

The type of sign whether they appear as monolingual, bilingual, or multilingual visual shows the language's use of its people in its area. As it can be seen from the surveyed areas that have been investigated by the researcher mostly the five faculties still use monolingual sign as the percentage has the highest chart among another form of appearances. Mostly, the percentage of the monolingual signs appears more than 90%. Unfortunately, the existence of language-use combination is barely noticed within five faculties that have been investigated. Arts Humanities Faculty whose Departments consist of English and Arabic Department has tied percentage of bilingual and multilingual signs (2.50%-2.50%), Education Faculty has the highest percentage of bilingual signs' existence (7.50%), followed by Sharia Faculty (6.50%). However, the Islamic Economy Faculty and Science-Technology Faculty have the least presence of bilingual and multilingual signage (0%).

However, to examine the most used language in public sign by UINSA the research has classified the above charts based on each type of sign specifically.

Monolingual		Bilingual		Multilingual	
Indonesia	240 (88.9%)	ID+EN	9 (3.3%)		
English	13 (4.8%)	ID+AR	0	ID+EN+AR	1 (0.3%)
Arabic	2 (0.7%)	EN+AR	5 (1.8%)		

 Table 4.1Indonesia, English and Arabic in UINSA Public Signs

The monolingual signs were further classified into three groups: (1) Indonesia (88.9%), (2) English (4.8%), and (3) Arabic (0.7%). The bilingual sign is also sorted into three groups; (1) Indonesia-English (3.3%), (2) Indonesia-Arabic (0%), and (3) Arabic-English (1.8%). In the area, there are very rare to find a multilingual sign. Therefore in UINSA, based on surveyed area, only a single type of multilingual sign; Indonesia-English-Arabic with the percentage (0.3%).



Figure 4.2 Top Down Multilingual Sign in UINSA

It is quite clear that among the three languages, Indonesia (88.9%) language still sets on the most frequent language to be seen in public sign in many faculties building. The second language that appears most in public sign is English (4.8%). In addition, the comparison number of the photographed sign is quite far 240:13. Meanwhile, Arabic placed in the third position with the very least signage to be found in monolingual Arabic sign (0.7%).

It shows that in every faculty, the monolingual sign mostly used is Indonesia. This phenomenon could be happening because of the lack of language policy does not set in the area. Therefore, the language-in-use found is also merely using Indonesia because the aim of public signage for the students, lecturer, and staff is only based on clarity rather than expanding the globalizing the campus landscape.

When entering a language Department, one may expect to see many guidance, instruction, newsletter, or etc to be written in English/Arabic, particularly in UINSA where *ilahiyat* and human/natural sciences are taught. The globalized environment is expected to be sensed by students whose university aims to have a position in the international academic community. However, seen by the small landscape of Arts and Humanities Department, where the English Department and Arabic Department take place, the instructions are still mostly written in monolingual form, mainly in Indonesia language.

4.1.1.1.2 Bottom-Up Sign in UINSA

In the following paragraphs, the quantitative findings from bottom-up signage analysis will be examined. The creation of signage within a certain space

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is created by two authorities; the public bureaucracies and the personal institutions (Rafael, 2006). The public sign created by the public authorities such as government is called top-down.

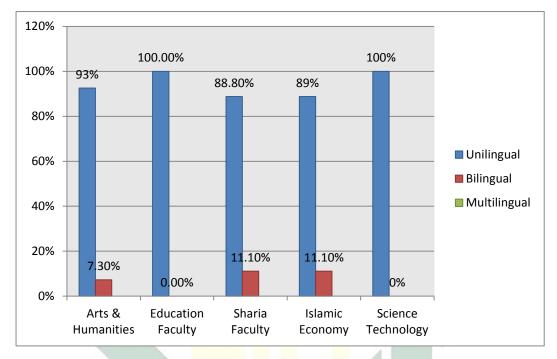


Figure 4.3 Appearances of Bottom-Up Sign in UINSA

Meanwhile, the private sign created by personal institutions such as shop, company, etc is called bottom-up. In the present research of Islamic Universities' Linguistic Landscape, the unofficial signs may be in form wall magazine, department students association's event brochure or notice, etc. To highlight precisely, the signs must be noticed as the notion products of the university students toward the campus audience.

Roughly, the percentage of multilingual sign (0%) does not exist among the five faculties. There has not been any flyer or brochure written by students union by using three languages. Meanwhile, the appearances of bilingual signs are also quite rare to be found. Among the five faculties, there are only 29.50% bilingual signs produced by the students within the five buildings that have been examined. However, the monolingual signs produced by the students are dominant. Education Faculty and Science Technology Faculty are two buildings whose signs written only in monolingual visual (100%). Meanwhile, the monolingual sign percentage in other faculties are quite varying (93%) in Arts and Humanities, (88.8%) in Sharia Faculty, and in Islamic Economic Faculty (89%). It can be concluded that mostly the student's unions are producing the sign within monolingual form either in the single language of Indonesia, English or Arabic only.

However, it is also important to examine further about which language among Indonesia, English, and Arabic have the dominant usage within students' bottom-up signs. Therefore, the specific information of figure 2 is presented in the following table:

Monolingual		Bilingual	7/ /	Multilingual	
Indonesia	84 (71.1%)	ID+EN	5 (4.23%)		
English	23 (19.4%)	ID+AR	1 (0.84)	ID+EN+AR	0 (0%)
Arabic	5 (4.23%)	EN+AR	0 (0%)		

Table 4.2 Indonesia, English and Arabic in UINSA Private Signs

The total of the compiled signs referred to as bottom-up sign in UINSA is 118 including the monolingual, bilingual and multilingual signs. According to the table, it is clear to mention that multilingual sign does not exist in bottom-up signs (0%). Meanwhile, among the signs, the bilingual signs take part in 6 out of 118 with the dominant appearance of Indonesia and English combination (4.23%), followed by Indonesia-Arabic combination (0.84%) and have zero sign in English-Arabic combination (0%).

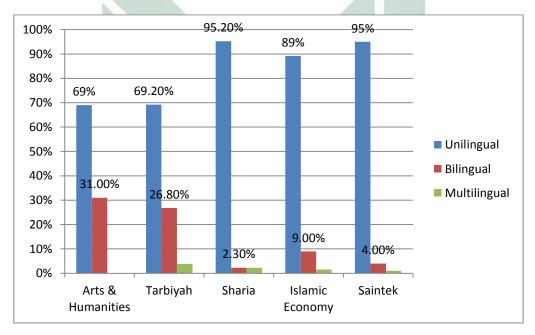
It shows that combining two languages in UINSA bottom-up signage is not quite popular. Despite the combination of Indonesia-English sign takes the highest number within bilingual signs (4.23%), the comparison signs between bilingual sign and monolingual sign are quite significant (112 signs to 6 signs). Therefore, in bottom-up signage, the monolingual signs still become the dominant sign produced by the lower authorities of campus.

Among the total number of bottom-up signage, the monolingual signs produced by the students are strongly dominant. The five faculties (Arts and Humanities, Education Faculty, Sharia, Science and Technology, and Islamic Economics) gathered 118 total numbers of bottom-up signs and 112 out of 118 depict the appearance of monolingual signs. In addition, the table also shows the popularity in using language within monolingual signs either in Indonesia, Arabic or English. Indonesia as monolingual signs are still dominating the list with 84 signs (71.1%), followed by English with 23 signs (19.4%) and the least is Arabic with 5 signs (4.23%).

To see Bahasa Indonesia still takes the dominant position in top-down and bottom-up signage is understandable since many parties consider the aims of the sign to reach clarity. Indonesia is mainly used in official and unofficial signs on the campus as the mother language. The usage of Bahasa Indonesia language will deliver the intention of the message more precisely rather than in another language. However, considering the aim of UINSA in gaining *world-class university* title and the increasing number of involving the campus within international competence, the language environment of campus must be set to be more ready in receiving further multilingual cooperation. Therefore, the existence of English and Arabic notices and signs are supposedly being supported by all campus authorities.

4.1.1.2 UIN MALIKI

In the following part, the elaboration will cover the first dimension of UIN Maulana Malik Ibrahim'sLL physical dimension. There are two kinds of signs that will be investigated they are; top-down signs which are created by campus authorities and bottom-up signs which are created by the university students.



4.1.1.2.1 Top-Down Sign in UIN MALIKI

Figure 4.4 Appearances of Top-Down Sign in UINMALIKI

Referring to the chart, the appearance of monolingual signs among five buildings is still dominating. The percentages of monolingual signs are varying from the least (62%) in Arts and Humanities Faculty to the most (95.20%) in Shariah Faculty. Meanwhile, the presence of bilingual signs is quite impressive within the taken five buildings considering the high percentage in Arts and Humanities the bilingual signs reached (31.00%). Meanwhile, in Tarbiyah Faculty they are (26.80%), followed by Islamic Economics in (9%) percentage, Science Technology in (4%) percentage, and Sharia Faculty with the least appearance of bilingual signs in (2.40%) percentage.

It is interesting to note that Arts and Humanities Faculty in UIN Maulana Malik Ibrahim Malang has the least percentage of monolingual signs (69%) and the highest chart in bilingual signs (31%) but has no multilingual signs at all among the five faculties. Meanwhile, in other faculties, the multilingual signs are still able to find even though the percentage of signs are quite low.

Even though the percentage is showing in a maximum score of one hundred percent, the raw data taken from a photograph of each Faculty is varying in number. Arts and Humanities have 58 data, the Education Department has 26 data, Sharia has 42 data, Islamic Economy has 65 data, and Science Technology has 335 data. The difference can happen because the width of the faculty area is different from one to another. Science and Technology Faculty and Arts and Humanity Faculty have the whole building as their own Faculty. Meanwhile, Economics, Sharia, and Tarbiyah share the same single building. To see the allotment of language use in monolingual, bilingual and multilingual signage from UIN MALIKI seems to have no big difference to UINSA. Both of the universities have few numbers in the existence of multilingual and bilingual signage. However, when the language distribution is broken down into Indonesia, English and Arabic language the differences are noticed.

Monolingual		Bilingual		Multilingual	
Indonesia	367 (68.3%)	ID+EN	14 (2.6%)		
English	96 (17.8%)	ID+AR	6 (1.1%)	ID+EN+AR	10 (1.8%)
	×				
Arabic	17 (3.1%)	EN+AR	27 (5%)		

Table 4.3 Indonesia, English and Arabic in UIN MALIKI Public Signs

The monolingual signs were further classified into three groups: (1) Indonesia 68.3%, (2) English 17.8%, and (3) Arabic 3.1%. The bilingual sign is also sorted into three groups; (1) Indonesia-English 2.6%, (2) Indonesia-Arabic 1.1%, and (3) Arabic-English 5%. In the area, multilingual sign is found. The multilingual sign produced by campus authority is founded 10 1.8% in total.

4.1.1.2.2 Bottom-Up Sign in UIN MALIKI

The figure below shows the percentage as monolingual, bilingual and multilingual signs. The monolingual data are represented in blue, bilingual in red and the multilingual in green. However, it is clear to see that the multilingual signs produced by the lower authorities of campus are not seen in the charts. It shows that the multilingual signs are not being produced at all by the students union.

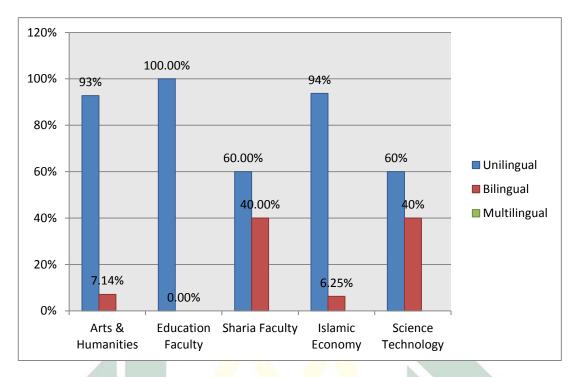


Figure 4.5 Bottom-Up Sign in UIN Maulana Malik Ibrahim

On the other hand, the monolingual signs are still dominant among another form of signs in bottom-up data. As seen in the charts, Education Faculty stands as the Faculty which has (100%) data as monolingual signs. Meanwhile, Science and Technology Faculty (60%) has the least number of monolingual signs along with Sharia Faculty (60%). Then, the Islamic Economy Faculty (94%) and Arts and Humanities Faculty (93%) share a very slight difference number of monolingual signs.

Furthermore, the bilingual signs are also revealed in the chart. Education Faculty which has all monolingual data shows no appearance in red charts color which stands for a bilingual sign. Similar to monolingual signs data, Sharia Faculty and Science and Technology Faculty share the same number of data in term of bilingual signs (40%). Meanwhile, Arts and Humanities Faculty has (7.14%) data as the bilingual signs leave the Islamic Economy Faculty with percentage (6.25%) of bilingual signs.

After knowing monolingual, bilingual and multilingual signs in the five faculties, it is also important to examine further the single popular language used in bottom-up signs. To see how the language is specifically distributed in the signs is explained in the following table:

Monolingual		Bilingual		Multilingual	
Indonesia	44 (51.1%)	ID+EN	12 (13.9%)		
English	14 (16.2%)	ID+AR	8 (9.3%)	ID+EN+AR	0 (0%)
Arabic	4 (4.65%)	EN+AR	1 (1.16%)		

Table 4.4 Indonesia, English and Arabic in UIN MALIKI Private Signs

In the monolingual category, it is clear to see that Bahasa Indonesia (51.1%) is placed as the first language mostly appeared in bottom-up signage in UIN Maulana Malik Ibrahim. Later, the list is followed by English as the second most used language in monolingual signs with percentage of 16.2%. Lastly, Arabic as the foreign language catches up as the least used language in private signs as many as 4 signs 4.65%.

In the students' notice boards, the most popular language to be used in their monolingual sign is Bahasa Indonesia. Dominantly, other departments (except Arabic and English Department) prefer to visualize the sign in Bahasa Indonesia. Meanwhile, the existence of monolingual sign appeared in English or Arabic is very rare.



Figure 4.6 Bottom-Up Signs in UIN MALIKI

Similar to monolingual signage, the most popular bilingual signage produced by the students union are the signs which listed Indonesia in its combination. From the table, the combination of English-Arabic signs placed the last with 1 sign datum 1.16%. The second and the first mostly appeared bilingual signs can be found are the combination of Indonesia-Arabic sign 9.3% and Indonesia-English 13.9%. Nevertheless, the multilingual signs are cannot be found.

To sum up, both of the Islamic universities have varying signs appearance either in monolingual, bilingual, and multilingual. Monolingual signs are the dominant public and private signs to be found. UINSA and UINMA mainly use Indonesia as their first language in sign, the second is English and the third is Arabic. However, the difference top-down signs between two campuses are revealed in their bilingual signs. In the top-down signage, UINSA tends to show Indonesia and English in the bilingual signs. Out of 14 data, 9 of them appear as Indonesia-English. Meanwhile, UINMA bilingual signs are dominated by foreign language combination that is English and Arabic. Out of 47 data, 27 of them show English-Arabic combination. Furthermore, the dissimilarity of signs are discovered through the findings of multilingual signs. UINSA only has 1 multilingual signage. Meanwhile, UINMALIKI has 10 multilingual signs where Indonesia, English, and Arabic are displayed in one sign.

The big aspects that contribute to its differentiation number is that UIN Maulana Malik Ibrahim is consistent putting building name in three languages; Indonesia, Arabic, and English. For example in mentioning the faculties, the university includes the three languages.



Figure 4.7 Top-Down Multilingual in UIN MALIKI

Therefore, the name of the Faculty adds 5 multilingual signs within universities. Meanwhile, the other 5 multilingual signs are founded in the official name of certain rooms such as Dean, Laboratory, and etc. The campus authorities in UIN MALIKI have a strong will in showing the multilingualism within their public signs. However, the characteristics of signage are unavailable in UINSA.

4.1.2 Process of Creating Public Sign

The second dimension in linguistic landscape three-dimensional theory is the policy in creating the public sign. This dimension covers he process and the management of the public sign.

4.1.2.1 UINSA

In the following points, the researcher will try to unfold the language policy and the process of creating a public sign in UIN Sunan Ampel Surabaya. It is known that the related Department in UINSA does not create any specific language policy on campus (or yet). It implies that the language ideology in the term formal language policy is still lacking. The researcher then moved the attention to the process of creating public sign by campus officer in order to investigate further about the language policy in its public sign process. Since the language policymaker does not have any policy, the responsibility of organizing language environment then directly given upon the staff who organizes the public sign.

Public-sign is defined as 'an inscribed surface displayed in public space in order to convey a message of wider concern to a non-specified group of readers' (Backhaus 2007: 5). He classified government-related signs as 'top-down signs and all others as 'bottom-up'.

In UINSA, the Department that has a responsibility in creating public sign is located in Twin Tower A, 6th floor namely General Office. The process of creating a public sign is quite simple. Only the officers do need to recognize the number of places that are needed to give any sign. Then, the process of creating a public sign is started. There are two kinds of sign that is the general sign and the specific sign. The general sign covers common sign that is easily found with the same phrases in another area such as EXIT, or etc. In creating this type of sign, the officer does not need request specific design. Meanwhile the specific sign contains a logo or other languages that are not common in other public places area. The officer requests specific design, logo, or languages to be added on the sign.

The knowledge about sign also needs 'the reason' of using or placing that kind of sign. In campus scope, organizing and creating the public sign only consider the clarity and simplicity for the reader in understanding the sign. Assuming that in UINSA there are majorly Indonesian students, the process of proposing language sign is merely agreed without multilingualism consideration.

From the discussion above, it can be concluded that UINSA still has less complex policy and process in managing the language-in-use at campus, upon the term linguistic landscape. The process of creating the sign only based on the clarity to deliver to the audience excluding the audience with different background of nation. It implies that the campusrate of awareness still needs to be raised to acknowledge the importance of language policy and linguistic landscape. Linguistic landscape indicates one's place of language ideology. How linguistic landscape is shaped indicates in what ways the community understands the importance of different countries and background can interact (Wang, 2015: 121).

4.1.2.2 UIN MAULANA MALIK IBRAHIM

In the following points provided the explanation about the language policy applied in UIN Maulana Malik Ibrahim Malang. The researcher tries to unfold the policy based on the curriculum applied and the process of creating the public sign in UIN Maulana Malik Ibrahim Malang.

The process of creating a public sign is one of the most important dimensions to get investigated in linguistic landscape three-dimensional theory.

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The process of creating public sign shows the empirical language policy within the campus. To get further knowledge about the public sign creating process, the researcher interviewed the chief of General Subdivision in UIN Maulana Malik Ibrahim Malang who manages the process of creating the public sign.

In UIN Maulana Malik Ibrahim Malang, the multilingual signs are quite easy to be found. Judging by the whole faculties building, they are all written in multilingual sign. However, the advancement of these public signs management is started when the title of a *world-class university* is desired. The head of the university has directly made a policy to raise the language environment on campus starts from upgrading the public signage. This regulation also can be found in university documents related to aiming the *world-class university* policies. Therefore, UIN Maulana Malik Ibrahim has the formal written policy in regulating the language used in public signs.

In the process of creating the public sign, the General Subdivision team is responsible to manage the whole process in creating the public sign. Since the command has been received by the chief of General Subdivision, the whole public signs production on the campus is centered to General Subdivision. General Subdivision team will create and decide the sign, later the sign will be distributed to each Faculty.

Even though the regulation of language used in public sign in UIN Maulana Malik Ibrahim is centered to General Subdivision's guardpost, the faculties still have the privilege to develop the signage in their area. For example, adding additional information related to departments' policy, events, etc. are still acceptable.

To sum up, the process of creating a public sign in UIN Maulana Malik Ibrahim is centered to General Subdivision's management. In the process of distributing the sign, the General Subdivision will create, manage, and design the sign. Later, the created sign will be distributed to other faculties. However, the faculties still have the privilege to create a further sign to announce further notice related to the department's events, lecturing class, and etc.

Briefly speaking, both UIN Sunan Ampel and UIN Maulana Malik Ibrahim put effort in training their students' language competence. It is shown that both universities have the same policy in necessitating their students to follow the intensive language training and requiring language proficiency test as graduate qualifications. However, the systems applied in both campuses are different UIN Maulana Malik Ibrahim is rather strict to their students language training schedule. Furthermore, they have specific language day where the students and the staff are obligated to speak in the agreed language. On Tuesday and Wednesday the students and the staffs must try to speak in English meanwhile on Thursday and Friday is Arabic. Furthermore, UIN Maulana Malik Ibrahim also has other foreign language recently added in the university class that is Mandarin.

The other difference part is the process of creating public sign. Both campus have different method in managing their public signs. In UIN Sunan Ampel, the environment of campus is handled by the General Subdivision. Meanwhile in smaller scope, the faculty staffs are freely given the rights to control their signage. The General Subdivision team does not deal with the faculty public sign policy.

On the other hand, the public signs creation policy is UIN Maulana Malik Ibrahim is rather centered. The General Subdivision team is responsible for the whole public sign creating process including the faculty. The faculty staffs are also demanded to show certain signs based on the General Subdivision command. For example, in Figure 4.8as top down signs contains information about the etiquette in dressing around the campus and the etiquette in texting the lecturer. This sign is provided in the whole department buildings or floor. This sign is policed by the General Subdivision who responsible for the whole public signs management in UIN Maulana Malik Ibrahim. Later, the sign is handed out to the faculty staff to be put in the building. Therefore, UINSA and UIN Maulana Malik Ibrahim have significant different in controlling their public sign management.



Figure 4.8 Top Down Signs in UIN Maulana Malik Ibrahim Malang

4.1.3 Sign-Reader Attitude toward Language Signage

Sign-reader attitude is the third dimension in linguistic landscape threedimensional theory. The theory is trying to convey the reactions of the sign reader toward the created sign. However, in this research, the sign reader attitude toward language signage is only limited to the public sign created by the official UIN Sunan Ampel's and UIN Maulana Malik Ibrahim's authority.

4.1.3.1 UIN Sunan Ampel Surabaya

The conducted survey was done in November 2018. By using convenience and purposeful sampling, the gathered responses were comprised of 50 data. Although the identity of the respondents was excluded from the questionnaire, the researcher did ensure that the respondents are the students of UINSA.

The sections below investigated the students' attitudes toward the languages and language sign on the campus of UINSA.

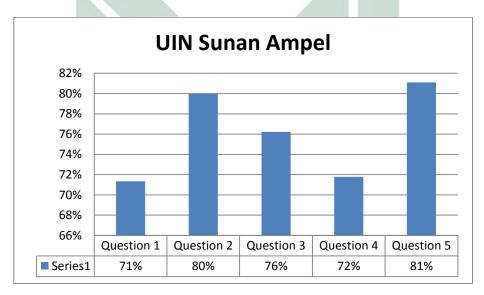


Figure 4.9 Sign-Reader's Attitude in UINSA

The first question asked in the questionnaire was whether the respondents put attention to any public signs shown in UINSA. According to the interval score of Likert Scale, 60%-79.9% is considered as 'important'. Therefore, based on the context from Q1 it shows that mostly the students 'aware' the presence of language signs.

Meanwhile, in the Q2, the question is heavily weighted on the students' ideas about the importance of adding multilingualism signage. The results of the response (80%) show the strong agreement of the respondents in regard to multilingualism signage. In the next following question of the questionnaire, the researcher asked specifically about the student's perception toward particular foreign languages commonly used in Islamic Universities area. Therefore, the Q3 and Q4 asked their agreement in adding English and Arabic to the campus signage. The charts show a decent agreement toward both languages.

When asking the students' attitude toward the English language added in public signage (Q3) the respondent's responses in (76%) agreement, meanwhile toward the Arabic language (71%). As the results show, the students put great willingness in seeing multilingualism signage on the campus. The strongly agree responses can be seen in the last question (Q5) in asking the importance of setting the public signage in the multilingual sign.

In conclusion, it is clear to imply that the students of UIN Sunan Ampel Surabaya have a high awareness of the importance of multilingual signage to put in the campus. From all provided questions, the responses gathered are mostly agreed to strongly agree related to the idea of putting foreign languages in public signage. Particularly when the question is specified into English and Arabic language, the dominant responses have a positive attitude toward the language. However, the students do not only aware of multilingualism demand but also the importance to conserve Indonesia as the mother language despite the necessity to learn a foreign language on the campus.

At the end of the questionnaire section, the researcher added an openended question to ask whether the respondent has further comments in regard to the public signage on the campus. However, the section is freely decided to be filled or not. There are variant responses getting from the students in expressing their thoughts. Most of them are supporting the multilingual signs to welcome the globalization environment. But there is also one of the responses expressing the concerns related to preserving Indonesia language dignity;

'The existence of foreign language in public places is quite important, especially in UINSA, a campus where the international students or guests are welcomed. But, maintaining the Indonesian language in public places is important as well. Therefore, cultural and nationalism value will not disappear due to the existence of foreign language usage. '

4.1.3.2 UIN Maulana Malik Ibrahim

In this part, the research tries to portray the students' attitude as sign reader toward language used in top-down signage in UIN Maulana Malik Ibrahim.

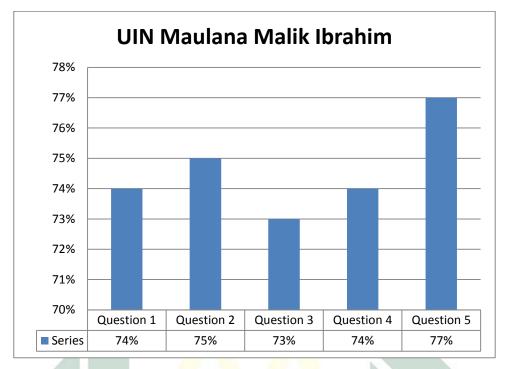


Figure 4.10 Sign-Reader's Attitude in UIN MALIKI

The questionnaire consists of 50 data in total. The eligible respondents are those who are registered as active students in UIN Maulana Malik Ibrahim Malang. The questionnaire consists of five questions in the Likert scale and an open ending question to ask either the respondents have a further opinion about campus signage.

The first question is asking about the students' awareness of campus signage. It shows that about 74% of respondents are aware of campus signage. In the Likert Scale, percentage of about 60%-79.99% is considered as agreed.

The second question is asking about the students' opinion about adding foreign language on public signage. The charts illustrate 75% of respondents consider it is important to add foreign language on campus signs. Imply, the students agree and aware of the importance of adding foreign language in campus environment sign. The third question is asking the students perception toward English to be used as public signage. The bar demonstrates 73% of students agree to use English in campus signage. Having 73% in agree terms depicts the positive attitude of the students toward English signage.

Next, the fourth question is raising the question about students' perception toward the Arabic language put on public signage. The chart shows that more than 50% of the students agree to use Arabic in public signage. It implies the students have a positive attitude toward public signage using the Arabic language.

The fifth question is requesting the students' opinion about campus signage whose more than one language. The result confirms the students' positive attitude about the multilingual sign. The percentage shows the highest number 77% among other questions responses.

Last, the open-ended question was given in the last paragraph of the questionnaire. The question asks whether the students have a further opinion about multilingual signs. However, the question is free decided to be filled or not by the respondents. From the gathered responses, the students are showing support in improving the number and the variant of existent multilingual signs by adding other translation and placing them in more specific area. The students are also showing eagerness in learning the language through written environment.

To sum up, both of the campuses public signs are receiving positive responses from the students. The overall responses in percentage appear above than 60% which implies an agree response toward the question given. The students are aware the importance and the benefits in multilingual public signs, therefore the campus authority should consider the response to develop more bilingual or multilingual signage within the areas to provide a better international language environment.

4.2 Discussion

In the following subchapter, the findings of the research are further discussed. As the title suggests, the present research is made to explain the linguistic landscape of two Islamic universities in East Java, UIN Sunan Ampel and UIN Maulana Malik Ibrahim, through three-dimensional theory. The following discussions paragraphs are provided to explain the universities' language environment based on three perspectives: the first perspective mentions about the most dominant language used in top-down and bottom-up signs, the second perspective talks about the process of creating public signs in universities, and the third perspective points out the responses of university students toward language used in the campus official signage. Lastly, the researcher will try to end the discussion by adding several insights about universities' LL related to universities' globalization and multilingualism to get the disclosure of campus' readiness toward international and multicultural education society.

The first analysis to be discussed is the most dominant language that appears in the physical signs of both universities. From the findings of the data, it shows that UIN Sunan Ampel and UIN Maulana Malik Ibrahim have similarities in the dominant language used in top-down signs. In top-down signs, UIN Sunan Ampel has Bahasa Indonesia as the most appeared language shows in percentage 88.9 % as well was UIN Maulana Malik Ibrahim has 68.3 %. It is interesting to note that both universities have similar order of language preference. UIN Maulana Malik Ibrahim and UIN Sunan Ampel have Bahasa Indonesia as the most used language in signage, English is placed at the second place and the last rank is placed Arabic. Therefore, according to the data, the dominant language choice that is chosen by the campus is pointed to Bahasa Indonesia.

Moreover, this result goes along with Miller (2000)'s statement said that the language and identity are inseparable. Bahasa Indonesia comes up as the most used language in sign proves that both universities desire to show the identity as Indonesian rather than shows other identities through foreign language. This result is also relevant to the previous research by Gorter (2013), that LL preserves to have multitude information including language choices, powerful and powerless ideology and etc from a merely visual sign appears within the territory. Thus, by investigating the UIN Sunan Ampel's and UIN Maulana Malik Ibrahim's dominants language-use in top-down signs, one can evoke the language preference of the campus authorities

The next first point that we need to discuss is the bottom-up sign version of both campuses. The results of the research show that the bottom-up signs of both universities show similarities in prioritizing Bahasa Indonesia in the signage. Thus, Bahasa Indonesia comes up as the most dominant language. Seeing by the percentage, it shows that UIN Sunan Ampel has 71.1% percentage of Bahasa Indonesia signage and UIN Maulana Malik Ibrahim has 51.1%. The order of the language appeared in bottom-up sign is also similar to the top-down sign. In the previous signage, it shows that top-down signage has Bahasa Indonesia as the first, English as the second and Arabic as the third most appear language in signage.

However, the bottom-up sign also has the language rank order that is English as the second and Arabic as the third. It shows that official and unofficial signs have no discrepancy toward the most dominant language used. The higher authorities and the lower authorities of both campuses show correspondence on their own sign products.Despite both campuses have the potential of becoming a rich multilingualism community, it shows that both universities are still far beyond from facing a multilingualism situation as what Landry and Bourhis (1997) has explained. Landry and Bourhis (1997) stated that the discrepancies situation of linguistic landscape top-down and bottom-up sign can occur in multilingual environments in which the competion presenting most dominant languages happened.

Nonetheless, despite having both sign producers have no discrepancy in the language choice order in their physical signs, the amount of English and Arabic appearances in UIN Sunan Ampel and UIN Maulana Malik Ibrahim need to be further noticed. The comparison of the signs presented between Indonesia and English is 3:1 in UIN Maulana Malik Ibrahim meanwhile in UINSA is 22:1. English is placed in the second place as the most appeared language and Arabic is placed the last. Arabic's presence in signalways appears lower than English. Kayam (2012) explains that LL also became the tool to see how certain language and community are put in state such as in inclusion or exclusion, in alienation or welcome, claim or loss in particular territory. By seeing English and Arabic have low visual percentage implies that foreign language information in UINSA and UIN Maulana Malik Ibrahim is rather exclusive because ones who have least fluency of Bahasa Indonesia cannot expect to be able to obtain information and/or services in English or Arabic language.

The second point worth to mention is the political perspective of linguistic landscape. In the present research it shows that generally UINSA and UIN Maulana Malik Ibrahim have similar goal expected to be aimed by their students in mastering the foreign languages: English and Arabic. Both universities policy demand the students to pass certain language proficiency test. However, UINSA and UIN Maulana Malik Ibrahim have different policies to manage the language environment. UINSA has no explicit rule in managing the language presentation in the public sign. Meanwhile, UIN Maulana Malik Ibrahim has received the instruction to prepare the community environment to welcome the multilingual society symbolized through the appearances of public signs. Therefore, different language policy comes out different language environment.

When we look up into the result of the total number multilingual signs, UIN Sunan Ampel rather has less multilingual sign than UIN Maulana Malik Ibrahim. From the chosen buildings to be observed, UINSA has only 1 multilingual sign but UIN Maulana Malik Ibrahim has 10 signs. This fact goes along with the matter of language policy management. As the matter of fact, UIN Maulana Malik Ibrahim has more complex and prepared language environment policy rather than UINSA. To sum up, the present study result goes along with the theory stated by Landry and Bourhis (1997) related to the power of language policy maker has in addressing language either to promote or to maintain them. The results of the study is also relevant to Shohamy (2006)'s statement that LL is the evidence of language policy. LL in both areas is significantly shows how the language policy in universities is treated.

The last point to be addressed from the objective of the research is portraying the attitudes of sign-reader in both universities. Out of five likert scale questions delivered to the respondents, all of the answer show rather positive response to receive Bahasa Indonesia, English and Arabic to be presented in the campus public official signage. When the students are being asked about their thoughts to multilingual sign, the data shows a high agreement response percentage (77%-81%).

It shows that despite the lack percentage of multilingual sign in the universities area, the students seems to be enthusiast in having their approximate public signs developed in various language signages. Garvin and Mathiot (1968) stated that a positive attitude toward a language is also defined in the attitude of showing enthusiasm for the language use. As it can be implied, the students of both campuses are anticipating the development of the public sign appearance mostly in its language-use.

The students are not only showing positive attitudes to multilingual signage, but also showing their awareness in the importance maintaining the mother language, Bahasa Indonesia. The sixth research question was asking about the students further thoughts about multilingual sign, the responses shows positive attitudes such as expecting the public signs to be more developed and emphasizing the importance to conserve Bahasa Indonesia despite the demand to adapt in international and multicultural society.

Since the three dimensional study is conducted to see the solid frame of language environment in both universities, the research is also investigated to see the campus readiness and preparations to multilingualism society. Both UIN Sunan Ampel and UIN Maulana Malik Ibrahim share the similar goal to achieve World Class University title. However, after the research is conducted the result shows that most likely UIN Maulana Malik Ibrahim has further preparations than UINSA. It is an interesting fact to know that initially both universities were originated from the same institution under East Java Religion Department. Originally, the building in Malang was belong to UINSA as its Tarbiyah Faculty. However, in 1997 the Tarbiyah Faculty of Malang changed its status to (STAIN) along with other 33 Islamic Institutions (STAIN) in Indonesia. Since the process, Tarbiyah Faculty of Malang became an independent institution.

It is interesting point to note that based on history, both universities have the similar time range to prepare the insights of providing international atmosphere to the students. However, UIN Maulana Malik Ibrahim rather has more developed progress than UIN Sunan Ampel. One of possibilities to create such differences is that UIN Maulana Malik Ibrahim has earlier thought to change its institution status from STAIN to Unviersity title. In 2004, after being built as a Tarbiyah Faculty of Malang then to STAIN Malang, the institution success to change its name to University of Islamic State Malang. Meanwhile the decision of Sharia Faculty Surabaya to change its institution to University of Islamic State 'Sunan Ampel' Surabaya was occured in 2013. Therefore, it is possible that such different language environment may happen because of the different decision that was taken by the campus authority.

It is worth to mention that the possible core differences of both education institutes is occurred due to the language policy management. Landry and Bourhis (1997) also mentioned that the language policy makers have bigger chance to make effort in promoting certain language maintenance so that it can be fully addressed in the society. Both universities should be preparing the readiness to international community by improving the campus policies, including language policy. As the present research have addressed the way of the students' attitude in expecting richer language used in the practical life, it implies that students supports the campus to grow more international atmosphere within universities.



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 research and suggestion for the future study.

5.1 CONCLUSION

The aims of the present research are identifying the most dominant language used in top-down and bottom-up signs, investigating the language policy, and discovering the responses of the students toward campus public signs in UIN Sunan Ampel and UIN Maulana Malik Ibrahim Malang. The results show that there are considerable differences between the two campuses of linguistic landscape from the three-dimensional aspects.

The first dimension is the physical dimension. From both universities, it shows that monolingual, bilingual and multilingual signs are existing within topdown and bottom-up signs. However, the appearance of the most dominated signs is monolingual signs in both universities. Bahasa Indonesia comes out as the most featured language, followed by English and lastly by Arabic whether in top-down or bottom-up signs.

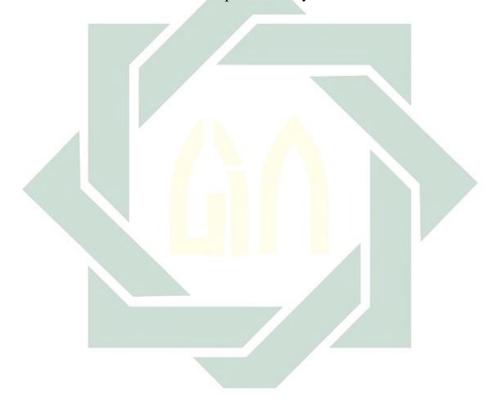
The second dimension is political dimension. In the process of creating public signs is also dissimilar for both universities. UIN Maulana Malik Ibrahim has the General Subdivision as the central policy to manage the campus and faculties public signs. Whereas in UIN Sunan Ampel the campus public signs management is handled by the General Subdivision and the faculty public signs is controlled by the authorized faculty staff.

The third dimension is the experiential dimension. From the gathered responses, it is known that both of the universities students are sharing the same opinions about public multilingual signs. The compiled data generally shows a percentage above 60% which implies an agree response. However, there are also some students express their further idea toward campus public sign including in supporting to improve campus public sign by adding more foreign language, showing eager to learn a foreign language by the written environment, also concerning Bahasa Indonesia status as the mother language despite the globalization demand in the campus.

5.2 SUGGESTION

The present research provides the explanation of LL in two universities; UIN Sunan Ampel and UIN Maulana Malik Ibrahim. The study tries to show the solid condition of the language environment through three lenses of data in LL. The investigation is not only capturing the signs but also the language policy as well as the responses of the sign reader. The study is dedicated to contributing to the development process in building educational institutions in Indonesia. However, the study is only limited to certain scopes.

The researcher suggests for the future researcher to have interest in exploring the feedback, the multilingualism pattern, and the language policy from the two universities (or other sites). One of interesting area that couldn't be investigated within the present study is the analysis about how the international students' attitude toward Islamic campus signage. The aim of the present research to achieve the solid frame of LL in two Islamic Universities is still incomplete without engaging the international students' feedback, the categories of type in multilingualism signage and the detailed description of language policy. Therefore, the researcher hopes the future researcher will be able to explore the untouched board of LL that is missed from this present study.



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