

**LINGUISTIC LANDSCAPE IN FEMALE STUDENT
DORMITORIES OF STATE UNIVERSITIES IN EAST JAVA**

THESIS



**BY:
SITI RAMLAH
REG. NUMBER: A73216088**

**ENGLISH DEPARTMENT
FACULTY OF ARTS AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL
SURABAYA
2020**

APPROVAL SHEET

LINGUISTIC LANDSCAPE IN FEMALE STUDENT DORMITORIES OF
STATE UNIVERSITIES IN EAST JAVA

by
Siti Ramlah
Reg. Number: A73216088

Approved to be examined by the Board of Examiners, English Department,
Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya

Surabaya, May 17th, 2020

Thesis Advisor



Prof. Dr. Hj. Zuliati Rohmah, M.Pd.
NIP.197303032000032001

Acknowledged by:
The Head of English Department



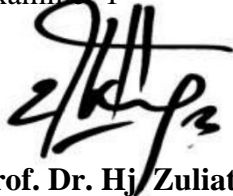
Dr. Wahyu Kusumajanti, M.Hum
NIP.197002051999032002

EXAMINER SHEET

This thesis has been approved and accepted by the Board of Examiners, English Department, Faculty of Arts and Humanities, UIN Sunan Ampel Surabaya on June 30th, 2020.

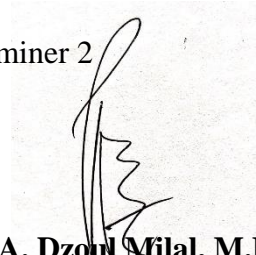
The Board of Examiners are:

Examiner 1



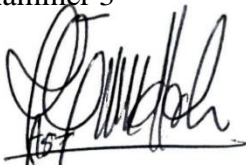
Prof. Dr. Hj. Zuliati Rohmah, M.Pd
NIP.197303032000032001

Examiner 2



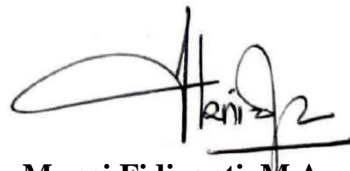
Dr. A. Dzoul Milal, M.Pd
NIP.196005152000031002

Examiner 3



Raudlotul Jannah, M.App.Ling
NIP.197810062005012004

Examiner 4



Murni Fidiyanti, M.A
NIP.198305302011012011

Acknowledged by:

The Dean of Faculty of Arts and Humanities

UIN Sunan Ampel Surabaya



Dr. H. Agus Aditoni, M. Ag.
NIP. 196210021992031001

DECLARATION

I am the undersigned below:

Name : Siti Ramlah

NIM : A73216088

Department : English

Faculty : Arts and Humanities

University : UIN Sunan Ampel Surabaya

truly state that the thesis I wrote is really my original work, and not a plagiarism/fabrication in part or a whole.

If in the future it is proven that this thesis results from plagiarism/fabrication, either in part or in full, then I am willing to accept sanctions for such actions in accordance with the applicable provisions.

Sumenep, May 13th, 2020

Who makes the statement



Siti Ramlah



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA

PERPUSTAKAAN

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : SITI RAMLAH
NIM : A73216088
Fakultas/Jurusan : ADAB DAN HUMANIORA/SASTRA INGGRIS
E-mail address : sitiramlah05041998@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

LINGUISTIC LANDSCAPE IN FEMALE STUDENT DORMITORIES

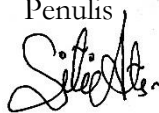
OF STATE UNIVERSITIES IN EAST JAVA

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 04 Agustus 2020

Penulis

(Siti Ramlah)

geographical regions, which play a role in displaying language identity. When identity developed, the linguistic landscape also has grown.

Based on Gorter & Cenoz (2006), linguistic landscape studies focus on the form of written language in public spaces, as well as the sociolinguistic sub-field. Thus, people will get brief, reliable information on the meaning and provide a clear direction. It will certainly help and make it easier for many people when they are somewhere.

Gorter (2007) states that multilingualism and bilingualism influence language diversity in LL. It is a common phenomenon in language life. Language diversity and the vitality of different languages have significant associations for each society, commonly and individually and in them.

Also, language is a vital factor in distinguishing the cultural closeness, culture, community identity, nation, and the impact of the transformation of new global symbols with traditional. According to Gade (2003), the linguistic landscape is a vital part of nations as the influence of globalization throughout the world, hierarchical relations, and cultural diversity. The position of language is proven to be able to reveal a specific identity from diverse groups and cultures from various parts of the world.

As stated by Gorter & Cenoz (2007), the linguistic landscape also used as an authentic source of input to increase student language awareness and develop pragmatic competence and develop literacy skills. Huebner (2016) argues that LL used as a tool to increase the awareness of school students to improve their perceptions of the differences and diversity of state languages. Bradshaw (2014)

claims that LL is an educational tool that connects the lives of students in the schools to the existence of their community and involves students in authentic literacy activities that go beyond the classroom and walls of the school. As stated by Gorter (2017), the study of the linguistic landscape aims to add knowledge to societal multilingualism by focusing on language choices, hierarchies of languages, contact phenomena, regulations, and aspects of literacy.

Many studies have examined LL in certain cities and countries around the world to investigate the linguistic landscape to show the importance of LL. Some examples include such a study from Aladjem & Jou (2016), which discusses the role of LL for contextual language learning as a learning space. Mobile devices and social media support this research. Their research describes an approach to informal, foreign language learning. Problems raised include LL awareness questions in the context of learning, the type of exponents from LL, and questions about LL limits. The results of this study can motivate continuous learning and show that this approach has the advantage of developing students' awareness of language learning opportunities. Nevertheless, this study only took 65 participants from the University of Spain. The number of samples is, of course, too little and cannot represent all students in the university.

Barrs (2016) also examined about LL. The title of his study is *The Typology of English in Japanese Society: Learning from the Linguistic Landscape*. Here Barrs involves students at his university in Japanese LL. Barrs told the students to collect LL examples about English inscriptions, write descriptions of each photo, and bring it to class. The opinions of all students were

collected and analyzed according to the theme and focus area. Then it can be used by students to help them to choose the appropriate focus for their graduation research later. Besides that, LL is also used as a pedagogical tool to get Japanese students involved and analyze English around them outside the classroom. The matter discussed in this study is to help students discover and explore possible fields of further linguistic research, not for the sake of language learning itself.

Another study of LL was from Said and Rohmah (2018), who investigated Arabic in LL Andalusia by focusing on repression and linguistic endurance. They found that the official language in Andalusia was Spanish. Furthermore, the apparent use of Arabic there is intended to establish a collective identity among Muslim communities and because of economic reasons.

LL studies in Indonesia are still limited in number. There are only a few studies about LL in general. For example, *Public Signs in the City of Malang: A Study on the Linguistic Landscape of Indonesia* by Yannuar & Tabiati (2016), and *Linguistic Landscape and the Use of English in Surabaya Clothing Stores* by Rima Yosita Prayitno (2016). The research of Wafa and Wijayanti (2018) and Fakhroh and Rohmah (2018) are examples of other studies of LL in Indonesia.

Linguistic landscape research by Fakhroh and Rohmah (2018) investigated LL in the city of Sidoarjo. Fakhroh and Rohmah accomplish that the Indonesian language dominated LL in Sidoarjo city. Javanese, which is a Mother Language, is rarely found in their research. Their research focuses on the proportion of top-down and bottom-up signs and the visible language in the city of Sidoarjo. They point out that the function of signs in the city of Sidoarjo is the

research in the education space must be needed because LL is available both in its environment and in the school area. There are so many problems with LL in education that require research. LL's research in education can help to understand what is happening in the school and is a very relevant topic in the research of education because education is an institution that has the prospect to become a powerful tool for language learning. LL in the educational environment shows how signs can have language learning applications and pedagogical values. Gorter (2017) shows differences in the characteristics of LL in the educational space and public areas. For example, such production of signs is often less professional because students make most signs, or the number of multilingual and monolingualism is different.

There are only a few researchers who see the role of the linguistic landscape in the education space in Indonesia. Among them is a study conducted by Harbon & Halimi (2013). The title is *The Interaction of Text and Image in the Linguistic Landscape of Indonesia's Primary School Environments*. This study only focuses on linguistic landscape properties related to food and nutrition rather than linguistic awareness, namely testing the interaction of texts and images made by elementary school children in 20 schools. The results obtained from this study include interactions that show a disconnect between top-down guidelines about most texts on the schoolyard indicate nutrition and healthy food. While from the bottom up is about the response of children when they build their linguistic landscape where messages of nutrition and healthy food do not always guide them.

Then in the research of Hancock (2012) entitled *Capturing the Linguistic Landscape of Edinburgh: A Pedagogical Tool for Investigating Student Teachers' Understandings of Cultural and Linguistic Diversity*, he intensively examined student teacher responses to LL by taking part in around the city. This study confirms that attracting students in LL can increase their awareness of multilingualism in the school community. Unfortunately, here there is no detail explanation of the research methodology that he conducted. Hancock made readers wonder how much data was collected, how many participants were involved, the boundaries of the area chosen, and whether responses taken from all participants or only a selected number.

Another research on LL in education was carried out by Haynes (2011) researched with the title *Welsh Language Policy: A Study of Linguistic Landscape in Cardiff University*. His research is about how the application of LL in certain areas and language policies at Cardiff University were applied and compared. So, he found that there was an inconsistency between the policy intentions and the results of policy. This study only took forty-nine photos from five separate university buildings outdoor. It is certainly still not so detailed to know in detail because it also did not take in the interior of the building. The number of photos taken cannot be interpreted and cannot represent the linguistic landscape of the university.

The university was also the target of linguistic landscape research as part of the educational environment. For example, the research investigated by Yavari (2012) compared two universities. They are Linkoping University and ETH

Zurich. This study analyzes the language displayed and language policy and investigated the linguistic landscape and language policy. However, this research is not complete because it has not sought out the reasons and objectives of the languages used in the two universities.

Ulla (2017) also researched LL at a university. This study focuses on describing LL in UINSA Surabaya as an investigation to know deeply about the institution readiness that will be a multilingual community and World Class University. Indonesian is the most domination in public and private signs from the results of this study. Whereas English occupies the second position and the Arabic-language signs are the least domination. UINSA still must prepare more things to achieve the target of becoming a World Class University, specially prepared in the field of multilingual language in the public landscape. Accurate information about UINSA that has achieved an international reputation is still not detailed in this study. Moreover, she conducted LL research from the outside only. She did not focus on researching one of the faculties, libraries, or at the dormitory in preparing the quality to go to World Class University.

Then research on LL in the educational environment is conducted by Dressler (2015), he investigated LL in a German-English bilingual elementary school in Alberta, Canada, which included the signs displayed, the production process, and the provisions of these signs. He stated that the majority used were signs that express English, and the teachers were responsible for making bottom-up signs and placements. Furthermore, in analyzing this research, she used the perspective of nexus analysis.

Furthermore, research on the linguistic landscape in the educational environment by Auliasari (2019) surveyed the linguistic landscape of state schools and private schools in Surabaya. This study aimed to find out if differences in school status possibly will affect the use of LL. There were two selected locations to carry out this research: SMPN 6 Surabaya as a representative of the state school and SMP Kristen Logos as a private school representative. The researcher analyzed the linguistic landscape based on language use and sign functions. The researcher also interviewed the principal of each school as the highest decision-maker at the school level. The researcher used two instruments: observation and interview. Thus, the results of the study state that differences in status between state and private schools contribute to using the linguistic landscape. There are five languages found, namely Indonesian, English, Arabic, Javanese, and Greek. The function of the linguistic landscape for students is as motivation, a form of hope from school to students, as a medium of communication, information, creating a culture, and socialization. However, the researcher only assessed LL's function from the school principal's point of view. She did not try to extract information from the students themselves. Not only that, but she also has not investigated LL that displayed in the classroom (indoor). It certainly has a weakness in this study to know the function of LL as a learning medium that is more done in the classroom.

Moreover, of the many researchers, who examined LL in the scope of education, especially in the pesantren environment, there was only one, namely conducted by Firdausiyah (2019). She examined about LL at the Pondok

Pesantren Putri Mambaus Sholihin Gresik. This study focuses on research on languages used of signs, signs categories, and the construction of signs. The total of signs used as data in this thesis is 164 signs. The results of the data analysis presented that the languages found were English, Arabic, and Indonesian.

Languages in the linguistic landscape have an information and symbolic function that Pondok Pesantren Putri Mambaus Sholihin is a *Pondok Bahasa*. Based on information from interviewees, the formation of signs in the linguistic landscape of Pondok Pesantren Putri Mambaus Sholihin has several procedures, namely discussion (deliberation), vocabulary collection, and checking vocabulary & grammar (*tashih*). However, in this study, only to find out the function of the head of the pesantren organization. The researcher did not try to dig up information and opinions from the *santri* about the helpfulness and influence of LL for the *santri*. Then, the researcher only takes the data from one pesantren without comparing it with another pesantren or other educational sites to find out the differences and advantages of LL in two different places.

These topics turned out to be in the same area as the researcher's approach to the same field to focus on LL in the educational environment. However, many previous pieces of research that have been analyzed LL in public places, such as Arabic LL in Andalusia conducted by Said and Rohmah (2018), LL in Sidoarjo city by Fakhroh and Rohmah (2018), and LL in the place of worship in Surabaya by Wafa and Wijayanti (2018). Furthermore, a study about LL in educational spaces such as conducted by Harbon & Halimi (2013) focused on the nature of LL related to food and nutrition awareness rather than with linguistic awareness itself.

Then, research by Hancock (2012) does not show the number of various languages found on LL displayed in the selected area. Furthermore, Dresseler (2015) only focused on analyzing the LL of German-English bilinguals. In contrast, the studies of Haynes (2011), Barrs (2016), Aladjem & Jou (2016), and Ulla (2017) only focused on one site: Cardiff University, Japanese University, Spanish University, and UIN Sunan Ampel Surabaya. In the other research, Yavari (2012) and Auliasari (2019) compared two educational institutions: Linkoping University & ETH Zurich and SMPN 6 Surabaya & SMP Kristen Logos Surabaya, but they are not in *pesantren* environment. Then, Firdausiyah (2019) analyzed LL in the *pesantren* environment. It is Pondok Pesantren Putri Mambaus Sholihin Gresik. She focused on one *pesantren* only without compared to LL in other *pesantren*.

This present study attempts to identify LL studies in several student dormitories or *pesantren* under the auspices of the State Islamic Religious Higher Education (PTKIN) and Public Higher Education (PTN) in East Java, namely at UIN Sunan Ampel Surabaya, UIN Maulana Malik Ibrahim Malang, University of Brawijaya Malang, and University of Airlangga Surabaya. This study aims to see whether LL is also found in campus *pesantren* or student dormitories as part of an educational scope or scope for which no researcher has ever been studied.

However, this present study also aims to fill the gap by finding out the function of the language used. This present research entitled "*Linguistic Landscape in Female Student Dormitories of State Universities in East Java*" examines three

research questions, including what the language used, how the categories of signs are displayed, and how the function of the LL.

East Java Province is the region in Java Island that has the second most higher education institutions after West Java based on 2010 statistical data [http://www.psp.kemdiknas.go.id/uploads/StatistikPendidikan/0910/indexpt\(1\)0910.pdf](http://www.psp.kemdiknas.go.id/uploads/StatistikPendidikan/0910/indexpt(1)0910.pdf) and statistical data in 2017 <http://kopertis3.or.id/v5/wp-content/uploads/Buku-Statistik-Pendidikan-Tinggi-2017.pdf>. Many types of colleges in East Java; there are universities, institutes, high schools, colleges, and polytechnics. These types are still distinguished again into the category of Public Higher Education (PTN), State Islamic Religious Higher Education (PTKIN), Private Higher Education (PTS), and Private Islamic Higher Education (PTIS). Because of the large amount of education space in East Java, the researcher wants to research the scope of education by analyzing the use of the linguistic landscape.

Not all universities have student dormitory facilities on the campus. Besides, there are also differences between dormitories at Islamic Higher Education and dormitories at General Higher Education. The difference is in terms of procedures, management, functions, and occupants. In this present study, the researcher will focus on researching dormitories under the auspices of PTKIN, namely Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, as well as female student dormitory under the auspices of PTN, namely at Airlangga and Brawijaya University Dormitory. Furthermore, the researcher will also focus on conducting this present research in the female student dormitories only. This result leads to

the interest of the researcher to find out whether the differences in PTKIN and PTN dormitories status can affect the LL use.

The researcher uses some campus *pesantren*/student dormitory as the data source for various reasons. The main reason is that the students who live in the dormitory are not only studying in the classroom but are far more learning and doing assignments in the dormitory.

Furthermore, the reason for the researcher to choose a dormitory at PTKIN is because the dormitory here in *pesantren* based. While the *pesantren* itself has traditionally known to be an institution that has Islamic values and is more study in religion, however, *pesantren* in the current era have developed. The application of the education system in *pesantren* adopted from foreign education and formal education. So, this *pesantren* is called the "*Pesantren Modern*." Then its existence developed and managed by the campus. There are many *pesantren* which require all students to master many languages, as well as a dormitory on campus.

Thus, the researcher is interested in taking campus dormitory in *pesantren* based as a source of data in this study. While the reason for the researcher to choose the dormitory at PTN to be used as a comparison of LL research related to the PTKIN student dormitory, where PTN student dormitory is not in *pesantren* based.

rank and also as the first rank of PTKIN, and UIN Sunan Ampel Surabaya is the ninth rank and as the second rank in the PTKIN category in East Java.

Besides, a female student of Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya becomes the second winner and a female student of Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang becomes the first winner in the speech competition in national level, the participants are from the *rusunawa*/dormitories in Indonesia

<https://www.facebook.com/groups/1677976855752739/permalink/2320534830270/?app=fblm>. This achievements also becomes the reason why the researcher interest to conduct a research in the female student dormitory.

The researcher categorized LL based on theories from Spolsky and Cooper (1991). First, according to the language used in the sign and number of languages (monolingual sign, bilingual sign, and multilingual sign). Second, according to their functions. Then Landry and Bourhis's (1997) theories that discuss LL definition and function, Reh's (2004) theory which discusses the types of multilingual signs, and the theory of Gorter (2017) which discusses LL as a media of education.

In this present study, the researcher investigated how many languages used in each female student dormitory LL to develop student language learning. The category of signs that displayed is essential to know the variation. Then the function of the signs examined to find out the difference in usability between the public campus and the Islamic campus.

the researcher hopes that readers can understand more about the linguistic landscape and can fill gaps in a series of studies in the field of language, especially in the field of campus dormitory/campus *pesantren*. Therefore, with this research, the researcher hopes to help increase language awareness and enrich reader knowledge so that they pay more attention to the types of language. The researcher also hopes that this research can help people who are in the student dormitory/campus *pesantren* to facilitate their processes and make others know their identity or symbols, individually in each student dormitory.

1.4 Scope and Limitation

Sociolinguistics is the scope of this research about the study of linguistic landscapes. Then, the limitation of this study is that there are only four student dormitories locations. They are two student dormitories in PTKIN, which were ranked first and second in the PTKIN scope in East Java and two student dormitories at PTN, which ranked first and second based on UniRank/4ICU selection in East Java. So, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim and Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya represented as a dormitory at PTKIN. While Brawijaya and Airlangga University student dormitory as a representation of dormitories in PTN. This research included outdoor and indoor.

The findings in this student dormitory cannot be generalized to all student dormitories in East Java. Thus, it is not permissible to make conclusions about the linguistic landscape in all student dormitories in East Java.

has become a necessary implication for every individual and society for differences in language vitality and language diversity, according to Gorter (2007).

Landry and Bourhis (1997) suggest that LL has two functions: namely informative and symbolic. In the informational function, the meaning of the marker distinguishes the area of a group that gives language to the name of the place. In other words, language functions as a marker of the area of the speakers and differentiators from other regions with different languages. In symbolic function, it closely related to the representation of values, status, and identity of a particular group. The evidence presented in this LL study is a communication pattern of people represented through written language. Then, such as language policy, language knowledge, language awareness, and language attitudes, can also be influenced by LL studies.

The intended objects and problems in linguistic landscape studies are very diverse and focused on various perspectives based on a literature review expressed by Shibliyev (2014) about the scope and perspectives of LL. Usually, the most frequently discussed is about language awareness, theoretical, multidisciplinary, and methodological. Linguistic landscape analysis can broaden insight into how languages can provide power, work together, and compete. It is because the language has a symbolic function. More recently, Aladjem & Jou (2016) state to expand the scope of research into linguistic landscapes, mobile devices and social media are also included in studying signs.

Gorter (2017) says that LL studies can function as pedagogical tools or language learning and be of functional relevance between students and teachers. Therefore, in the context of LL, education has a vital role in teaching about language, language awareness, practical literacy, and multilingualism. LL studies in education have an important role in examining the links between foreign languages, official languages, and mother tongues.

LL in public spaces and the educational environment certainly has different characteristics. As Gorter (2017) said that students generally make the production of monolingualism and multilingual signs in an educational environment, this is what distinguishes the signs in a more professional public space. Besides, Gorter and Cenoz (2007) add that the characteristics of the signs made by students become more applicable because students can stick advertisements or notifications and such on the board according to their ideas so that in the educational environment, there is more language control used.

2.2 Sign

Signs are vital and essential objects in linguistic landscape research. Signs are pieces of written text that contain specific information and intentions in certain places. Backhaus (2007) provides a definition that the sign is part of written text, ranging from small handwritten stickers to including anything mounted on lamp posts or large commercial billboards outside apartment buildings and shops. He stated that such messages of public interest, instructions, information, prohibitions, warnings, directives, topography, and the like are functions of signs.

When research on landscapes is increasing and broader, naturally, there will be a categorization of signs. Many researchers categorize the signs in different groups or taxonomies. As stated by Gorter (2006) that "the size of the font used, how language displayed on the sign, the importance of a particular language, location on the sign, language order on the multilingual sign, whether the text has been translated either in part or whole, the number of languages in the sign, and the like." All of these are different elements considered in grouping signs.

2.2.1 Categories of Sign

As for Spolsky and Cooper (1991), they divide the signs into different categories to indicate the taxonomies of sign language. They divide into three possible taxonomies, namely a). Based on the function and use of signs, such as informative signs, advertising signs, road signs, warning notifications, warning placards, graffiti, building names, and object labelling signs. b). Based on the material used in signs or on their physical forms, such as stone, tiles, metal, wood, and posters. c). Based on language and the number of languages used in signs, such as monolingual, bilingual, and multilingual.

On the other hand, based on data from Linkoping University and Zurich, Yavari (2012) divides many types of signs into different categories. Among them are information, instructions, signs, advertisements, jokes, and services.

There are three types of language used in signs based on their numbers. Namely, monolingual, bilingual, and multilingual. Monolingual means to have the ability to communicate in only one language. Meanwhile, bilingual means having

2.3 Perguruan Tinggi Keagamaan Islam Negeri (PTKIN) Female Student Dormitory

PTKIN female student dormitory is a pesantren-based college dormitory, and those who occupy the dormitory are female students from all Muslims. The PTKIN female student dormitories in this present study are Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Malulana Malik Ibrahim Malang.

2.3.1 Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya

Ma'had Al-Jami'ah Putri UIN Sunan Ampel is an institution established under the auspices of UIN Sunan Ampel Surabaya (UINSA) as a means for developing Arabic and English as well as developing Islamic materials through the study of classic books (Kitab Kuning), as well as centers development of superior and competitive religious competencies.

Ma'had Al-Jami'ah UIN Sunan Ampel located on Jl. General A. Yani No. 117 Wonocolo Surabaya. The dormitory for male and female students is separated and far apart. There are two dormitories for female students, named Pesmi 1 and Pesmi 2. The Pesmi 1 building contains around 200 students, while the Pesmi 2 building contains around 60 students.

Besides, the existence of the student *pesantren* is not only to fulfill exact needs but also to preserve culture, spread religious ethics, and morality. No wonder when mahasantri, which is under the auspices of the student *pesantren*, is directed to understand better the application forms of the theories of religious sciences that they learn from classic books. So that from a blend between the

which built-in 2016. UB dormitory considered the best dormitory in Indonesia because of its quality. *Rusunawa* Commitment Making Officials PUPR SNVT East Java Province Housing Provision Diah Kusumaningrum explained, starting from the design, material, adjustment, and selection of contractors, UB *Rusunawa* was declared the best. Inside the room, there are four beds, four study tables, four cabinets, and two bathrooms. This dormitory facilitates students with free 24-hour Wi-Fi, clean water, prayer rooms, 24-hour security, and cleaning services.

Griya Brawijaya University itself manages this Brawijaya University Student Dormitory. Griya Brawijaya is an inn in the middle of the Brawijaya University that provides dormitory accommodation and housing for students. Comfortable and affordable hostel facilities for students, parents of students, and the general public who want to live in the academic atmosphere of Brawijaya University. Griya Brawijaya also equipped with a minimarket and cafeteria with internet access and meeting rooms to support various needs of guests and students while staying at Griya Brawijaya.

3.2.2 Data Source

The data source in this research were the pictures of the sign and *musyrifah/murabbiah* in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, while in Brawijaya and Airlangga University female dormitory were also the pictures of the sign and the manager of the dormitory as the data source that answered the research question number three.

The researcher came to the office of PTKIN and PTN female student dormitory and met with *musyrifah/murabbiah*/manager of the dormitory. There, the researcher did the interview related to the functions of LL in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, as well as Brawijaya and Airlangga University female dormitory.

3.2.3 Research Subjects

The research subjects in this research were *musyrifah/murabbiah* and dormitory coordinator in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, while in Brawijaya and Airlangga University female dormitory is the manager and dormitory staff. The researcher interviewed the functions of LL in each dormitory.

3.2.4 Instruments

There were two instruments for collecting the data and answer the research questions in this study. The first instrument was an observation. This instrument collected the data in the form of words and the pictures that answered the research questions number one and two. The researcher observed and photographed the signs at Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, as well as female student dormitories at Brawijaya and Airlangga University. Because as stated by Hult (2009), the linguistic landscape studies based on taking photographs from relevant sources. As stated by Gorter (2006), the digital camera technology-enabled LL studies at a relatively low cost. However, mobile phone cameras were used by the researcher because they were more comfortable, simpler, and lighter. As well as being very useful for taking pictures that seemed to be numerous and were not limited to the signs in the chosen place. For this reason, mobile phone cameras made it possible to help the researcher. The researcher did the observation to determine the number and condition of signs in the linguistic landscape of PTKIN and PTN student dormitories in East Java.

The second instrument was an interview that collected the data in the form of opinions and answered the research question number three. The interview guide and the result attached in appendix 1. The researcher did interview related to the function of signs and other questions such as the reason, the importance, and the purpose included to help the researcher to investigate the function of LL many more with *musyrifah/murabbiyah* and manager. When the researcher did the

Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, Brawijaya and Airlangga University female student dormitory. Then the researcher took the sign's photos.

- c. Then, the researcher checked all the sign's photos to categorized to the monolingual, bilingual, and multilingual for the first research question. Next, the researcher categorized the signs to the building name, informative sign, direction sign, prohibition and order sign, advertising sign, slogan, and learning media for the second research questions.

The second one was an interview. This interview process answered the research question number three. The researcher interviewed about the function of the linguistic landscape in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, as well as Brawijaya and Airlangga University female student dormitory. The interview guide attached in appendix 1. The steps of the interview conducted by the researcher are as follows:

- a. The researcher came to the office of Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, as well as Brawijaya and Airlangga University female student dormitory and did the interview related to the function of signs in the current and in the addition plan with *musyrifah/murabbiyah*/manager in four female dormitory by using audio recording and the field note.

The second major point answers the second research question about the categories of sign found in the four dormitories based on the taxonomy of the Spolsky and Cooper's sign. There are seven categories provided by the researcher to classify the categories of signs, including building names, informative sign, direction signs, advertising sign, prohibition & orders, slogans, and learning media.

The third major point answers the research question about the vital function of the signs displayed in the four female dormitories that discovered through the interview process with the manager *or musyrifah/murabbiyah/muwajjihah* (dormitory supervisor) and the dormitory coordinator.

4.1.1 Languages Displayed

Here, the researcher present and describe the results about the language used in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, female student dormitory of Airlangga University, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, and female student dormitory of Brawijaya University, as well as the comparison of language used in the four female dormitories.

4.1.1.1 Languages Displayed in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya

Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya is a female student dormitory under the auspices of UIN Sunan Ampel, which located in Jenderal A. Yani street No. 117 Wonocolo Surabaya. There are two buildings of a dormitory for female students: Pesmi 1 (Pesantren Mahasiswi) consists of five floors, and Pesmi 2 consists of two floors. The number of *mahasantri* (students) in both of the building more or less is 223 in the 2019-2020 academic periods.

The researcher found the linguistic landscape in Ma'had Al-Jami'ah Putri UIN Sunan Ampel by direct observation. Here there are 130 signs found. The signs collected for this study included pictures that are displayed outside the building as well as in every part of the building's interior, where the photographs accompanied and assisted by the supervisor.

The total of signs found is classified by the researcher into monolingual, bilingual, and multilingual categories to demonstrate the existence of the language displayed at Ma'had Al-Jami'ah Putri UIN Sunan Ampel. The detailed results served in the following table below.

4.1.1.3 Languages Displayed in Ma'had Sunan Ampel Al-Aly Putri UIN

Maulana Malik Ibrahim Malang

Ma'had Sunan Ampel Aly Putri is a campus *pesantren* (boarding school) inside the UIN Maulana Malik Ibrahim Malang located on Jl. Gajayana No. 50 Malang City. Ma'had Sunan Ampel Al-Aly Putri owns four dormitory buildings called *Mabna*. Namely *Mabna Fatimah Az-Zahra* (consisting of 3 floors, 60 rooms, and 570 students), *Mabna Khadijah Al-Kubro* (consisting of 3 floors, 48 rooms, and 373 students), *Mabna Asma' Binti Abi Bakar* (consisting of 4 floors, 64 rooms, and 548 students), and *Mabna Ummu Salamah* (consisting of 4 floors, 64 rooms, and 567 students). In total, two thousand more students are living in the four dormitories for the 2019/2020 academic period.

After the researcher conducted observations both outside and inside the building of Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, 482 signs found displayed in all four dormitory buildings. Retrieval of data in the form of picture signs in this dormitory using a handphone camera accompanied by one of the *musyrifah* (dormitory supervisor). Moreover, after obtaining the data, the researcher classified the total signs found in the four dormitory buildings into three categories (seen from the language used in the signs): monolingual, bilingual, and multilingual. The researcher presents the detailed results in the table below.

(43,98%) is the second most sign (it consists of Arabic, English, Indonesia, Javanese, and Thai). In contrast, a multilingual sign (4,56%) is the least sign of its existence (it consists of Arabic-English-Indonesia and English-Indonesia-Javanese). Moreover, based on the table above, there are 13 types of language used on the sign displayed at Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang. Monolingual signs in the Indonesian language are the most numerous, namely 106 signs (21,99%). The second highest is the bilingual sign using Arabic-English as many as 101 signs (20,95%). In the third place is monolingual sign in English with 99 signs (20,54%). Of the overall signs, the existence of bilingual signs dominates this dormitory, which found as many as 248 signs (51,45%).

4.1.1.3.1 Monolingual Sign

Based on the results of observations, the existence of monolingual signs in this dormitory is in the second-highest position, with a total of 212 signs. Monolingual signs displayed at Ma'had Sunan Ampel Al-Aly UIN Maulana Malik Ibrahim consist of 5 types of languages, including Arabic, English, Indonesian, Javanese, and Thai. Monolingual signs in Indonesian are the most numerous among other signs. One hundred six monolingual placards are using Indonesian in this dormitory.

Indonesian signs are found in many places, especially in front of student rooms, dormitory lobbies, and in the outside the dormitory building. Most widely used for information sign types. Then the signs in the form of prohibitions, orders,

4.1.1.4 Languages Displayed in Female Student Dormitory of Brawijaya University Malang (Griya Brawijaya)

Female Student Dormitory of Brawijaya University Malang (Griya Brawijaya) is a dormitory (which is not *pesantren* based) on the campus of Brawijaya University for students who study here. The location is on Jl. Veteran 6B Lowokwaru, Ketawanggede, Malang. The Female Student Dormitory of Brawijaya University consists of 4 buildings, namely buildings A, B, C, and D. Building A has 70 rooms, building B has 60 rooms, building C has 20 rooms (specifically for international students), and the building D has 75 rooms. The number of students living in this dormitory is approximately four hundred students for the 2019/2020 academic period.

The researcher has observed the existence of LL starting from the A-D building in the Female Student Dormitory of Brawijaya University Malang (Griya Brawijaya). The result, the researcher found a total of 47 signs from the four dormitory buildings. The data in the form of sign images are taken by the researcher using a mobile camera accompanied and greatly assisted by one of the administrative staff as a tour guide.

The researcher then classifies all signs image data obtained from the Female Student Dormitory of Brawijaya University Malang (Griya Brawijaya) into three categories based on the use of language types on the signs displayed. Namely the monolingual, bilingual, and multilingual categories. For more details, the researcher shows in the table below.

Next, about the second-highest language use from the four dormitories. If at UINSA dormitory, is bilingual in English-Indonesian, at UNAIR dormitory is monolingual in English and bilingual in English-Indonesian, at UIN MMI dormitory is bilingual in Arabic-English, and in UB dormitory is bilingual in English-Indonesian. So, in the four dormitories, many use Indonesian and English on the signs. While languages other than Indonesian and English such as Arabic, Korean, Thai, and Javanese, are rarely used, except the UIN MMI dormitory still uses a lot of Arabic on the signs. However, it is used in bilingual, especially in Arabic-English, during the use of very little monolingual in Arabic.

Then the existence of this type of multilingual language only exists in the UINSA dormitory and the UIN MMI dormitory. Whereas in the UNAIR dormitory and the UB dormitory, there is no use of multilingual signs, the researcher only found monolingual and bilingual.

Furthermore, from the graphic images above, the use of Arabic in the signs in the four dormitories is also only found in the UINSA dormitory and UIN MMI dormitory. While in the UNAIR dormitory and the UB dormitory, there is no use of Arabic or any other language such as Javanese or Thai. In UNAIR dormitory and UB dormitory only use two types of language on the signs displayed there, namely Indonesian and English.

Those are all the comparison of language use on signs at the four East Java State Universities Female Student Dormitory. Including Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, Female Student Dormitory of Airlangga University, Ma'had Sunan Ampel Al- Aly Putri UIN Maulana Malik Ibrahim Malang, and

and UB dormitory. Whereas at UIN MMI dormitory, which occupies the most positions in the category of building name signs, not prohibition & order signs.

Then occupying the second highest is the informative signs category in UINSA dormitory, UNAIR dormitory, and in UB dormitory. In contrast, the second-highest category of signs at UIN MMI dormitory is the slogan sign category.

Moreover, the category of signs that occupies the third-highest position is building names signs in the UINSA dormitory, UNAIR dormitory, and UB dormitory. Whereas in the UIN MMI dormitory, which occupies the third-highest position is the informative signs category.

Next is the sign category, which occupies the fourth position. In the UNAIR dormitory and the UB dormitory is a direction sign. Whereas at UINSA dormitory is a slogan sign, because here the direction signs are in the fifth position. Furthermore, at UIN MMI dormitory is a prohibition & order signs, while the direction signs here occupies the sixth position. As for the UNAIR dormitory in the fifth position is the advertising sign category while in the UIN MMI, the dormitory is learning media signs. Unlike in the UINSA dormitory, the advertising signs category is in the sixth position. Moreover, in the seventh position, if at UINSA dormitory is the media learning sign category, while at UIN MMI, dormitory is the category of advertising signs. Such is the difference concerning the existence of 7 sign categories in the four dormitories.

4.1.3 Function of Sign

In this subpoint, the researcher present and describe the results about the functions of sign in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, female student dormitory of Airlangga University, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, and female student dormitory of Brawijaya University, as well as the comparison of the sign functions in the four female dormitories.

4.1.3.1 Function of Sign in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya

The researcher conducts interviews to investigate and find out more about the existence of LL in Ma'had Al-Jami'ah UIN Sunan Ampel Surabaya. Especially about the essential functions of LL, which are displayed in the UINSA female dormitory with Ustadz Bahtiyar Rifa'i M.Pd as the coordinator of the student *Pesantren* (Islamic Boarding School) of Pusat Ma'had Al-Jami'ah UIN Sunan Ampel. And also with Ustadzah Siti Fatimah, S.E.Sy as *muwajjihah* in the UINSA female dormitory.

After conducting the interview, the researcher transcribes the results of the interview and highlights the results of answers that are very related and provide information related to the essential functions of LL in the UINSA female dormitory. Then, the researcher analyzes and describes the information. The explanations regarding the LL function are below.

For the function of signs displayed in the current, there is a similarity in four female student dormitories. Like the function of sign to educate a student (see the yellow column in the picture above) at UINSA dormitory is the same as the function of a sign displayed at UNAIR dormitory, which also functions to remind and educate students. Likewise, with the function of sign to provide information (see the pink column in the picture above), all of the student dormitories functioned in part of the signs displayed as a means of information. As for those who have the function of signs to add knowledge and develop student foreign language skills (see the orange column in the picture above) are only at UINSA dormitory and at UNAIR dormitory.

As for the different functions (see the gray column in the picture above), each student dormitory has a different and distinctive function, both function of the sign currently displayed there, as well as the function of sign that is still in the addition plan for display.

Those are all the comparison of the sign functions in four female student dormitories in East Java State Universities. Each dormitory functionates the signs to provide information and rules to the students. Nevertheless, in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang more than that, the signs as the learning media and motivate daily student activity.

4.2 Discussion

This present study identifies three critical findings related to the linguistic landscape in four female student dormitories at state universities in East Java (Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, Female Student Dormitory of Airlangga University, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, and Female Student Dormitory of Brawijaya University).

The results of the first research question above show that language use of the LL in four female student dormitories at state universities in East Java has a variety of language use. LL in Ma'had Al-Jami'ah Putri UIN Sunan Ampel uses Arabic, English, Indonesian and Javanese. LL in Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim uses Arabic, English, Indonesian, Javanese, Thai and Korean. While LL in the female student dormitory of Airlangga and Brawijaya University uses English and Indonesian only, this is quite different from the research results of Firdausiyah (2019) reporting that only Indonesia, English, and Arabic language displayed in the female dormitory of Mambaus Sholihin Gresik. The most language use from the four dormitories in this present research is the Indonesia language as the official language of the nation. It shows that the existence of the Indonesian language becomes the nation's identity. Besides, the abovementioned result of language use in four dormitories shows that the Arabic language exists in the dormitory of *pesantren* based.

The results of the present research are also consistent with what has been stated by Gorter (2007) that multilingualism and bilingualism influence language

diversity in LL. Therefore the researcher classifies all of the types of language in the results of present research in monolingual, bilingual, and multilingual languages. Based on the results of language use in each dormitory, the female student dormitory of Airlangga and Brawijaya University are bilingual environment. Only Indonesia and the English language used in both dormitories. While in Ma'had Al-Jami'ah Putri UIN Sunan Ampel and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang are multilingual environment. Not only Indonesia and the English language used in both dormitories. However, Javanese, Arabic, Korean, and Thai exist as the representative of language diversity. This is comprehensible to the Gorter (2017) report that the study of the linguistic landscape aims to add knowledge to societal multilingualism by focusing on language choices, hierarchies of languages, contact phenomena, regulations, and aspects of literacy. So, the researcher concludes that the variety of language use in the four dormitories reflects the identity of each dormitory.

The results of the second research question are about the sign category of the present research. There are seven categories of sign in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang. They are building names, information, instructions, prohibitions & order, advertisements, slogans, and learning media. Furthermore, there are five categories of signs in the female student dormitory of Airlangga University. They are building names, information, instructions, prohibitions & order, and advertisements. Moreover, there are four categories of signs in the student dormitory of Brawijaya University. They are building names,

information, instruction, and prohibition and order. This results in present research coherent to what has been stated by Landry and Bourhis (1997) that the linguistic landscape portrays the visible signages in the public areas which have the information functions and the symbolic functions. Besides, the prohibition and order category become the highest position in Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya, female student dormitory of Airlangga and Brawijaya university. It shows that the existence of LL supports the policy of the institution. The reason might be consistent with what has been Yavari (2012) argued that the linguistic landscape empowers language policy in the institution. While in Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang, building name category becomes the highest position. This result in line with Landry & Bourhis (1997) that describe the linguistic landscape as the language used in place names. The researcher concludes that the sign category maintenances the rule and the program in the four dormitories of this present research.

Next, the results, as mentioned above of the last or third research question, indicates the function of the signs displayed in the four female student dormitories. The results of interviews about the LL function in four dormitories of this present research with the dormitory coordinator and supervisor gave a detailed explanation related to the LL function currently displayed and addition plan. For the current function, Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya functionates the LL to promote safety, to educate students, to provide information, and add knowledge & develop student foreign language skills. In contrast, Ma'had Sunan Ampel Al-Aly Putri functionates the LL to beautify the

dormitory, to facilitate students looking for classes, to add knowledge & develop student foreign language skills to provide information, to motivate students, to sharpen students creativity, and give directions. The female student dormitory of Airlangga university functionates the LL as a means of information as well as to remind and educate students. Then, the female student dormitory of Brawijaya university functionates the LL to provide information as well as to facilitate students and visitors looking for places. Based on the abovementioned results, four dormitories in this present research functionate the existence of LL to provide information. This is reliable to what has been stated by Gorter & Cenoz (2007) that the LL study focuses on the investigation of available written information on language signs in a particular area.

Then, Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and the female student dormitory have the same function of LL to educate students. This is following Bradshaw's (2014) statement that LL is an educational tool that connects the lives of students in the schools to the existence of their community and involves students in authentic literacy activities that go beyond the classroom and walls of the school.

Moreover, Ma'had Al-Jami'ah Putri UIN Sunan Ampel Surabaya and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang have the same function to add knowledge and develop student foreign language skill. This is in a row with Gorter & Cenoz's (2007) statement that the linguistic landscape also used as an authentic source of input to increase student language awareness and develop pragmatic competence and develop literacy skills. Also, this is in

harmony with Huebner's (2016) argument that LL used as a tool to increase the awareness of school students to improve their perceptions of the differences and diversity of state languages. Therefore, the existence of the learning media sign category in both dormitories becomes a tool of language learning to develop student foreign language skills.

Furthermore, the results of the function of signs in the addition plan at four dormitories are different. Ma'had Al-Jami'ah UIN Sunan Ampel Surabaya will functionate the addition of LL to educate more students about moral and fiqh, to practice student independence, to beautify the dormitory, to motivate students, and preserve local wisdom. In contrast, Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim Malang will functionate the addition of LL to develop more student foreign language skills and maintain the dormitory cleanliness. Then, the female student dormitory of Airlangga university will functionate the addition of LL to educate students more. Moreover, the female student dormitory of Brawijaya university will functionate the addition of LL to provide more information. This reason might base on the Gorter & Cenoz (2006) statement that the linguistic landscape as the sub-field of sociolinguistic in the written language form. All the results of this present research indicate that language used, sign category, and the function of the sign has an essential relation for many aspects in the language awareness learning in four dormitories.

Sunan Ampel and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim have monolingual, bilingual, and multilingual signs.

Next, the second, the sign categories discovered in Ma'had Al-Jami'ah Putri UIN Sunan Ampel and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim are the building names, slogan, learning media, prohibition & order, advertisement, direction, and informative signs. In female student dormitory of Airlangga University only found building names, prohibition & order, advertisement, direction, and informative signs. While in the female student dormitory of Brawijaya University, the researcher only found building names, prohibition & order, direction, and informative signs. Informative of sign dominates the sign categories in Ma'had Al-Jami'ah Putri UIN Sunan Ampel, female student dormitory of Airlangga University, and female student dormitory of Brawijaya University. While the sign category that dominates in Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim is building names.

The last is about the function of signs. The researcher presents the function of signs to the current and addition plan. In the current, the four dormitories functionate the sign displayed to provide information. Ma'had Al-Jami'ah Putri UIN Sunan Ampel and the female student dormitory of Airlangga University also functionate the sign displayed to educate students. Then, Ma'had Al-Jami'ah Putri UIN Sunan Ampel and Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim also functionate the sign displayed to add knowledge and develop student's foreign language skill. Not only that, in the current, Ma'had Al-Jami'ah Putri UIN Sunan Ampel also functionate the sign displayed to promote dormitory

safety. Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim also functionates to beautify the dormitory, to facilitate students for looking places, to motivate, to sharpen students creativity, and give direction. While female student dormitory of Brawijaya University also functionates to facilitate students and visitors for looking at places. In the addition plan, the function of signs in Ma'had Al-Jami'ah Putri UIN Sunan Ampel is to educate more about morals and fiqh, to practice student independence, to beautify the dormitory, to motivate, and to preserve local wisdom. Ma'had Sunan Ampel Al-Aly Putri UIN Maulana Malik Ibrahim will functionate the signs to develop more the student's foreign language skills and to maintain dormitory cleanliness. On the other hand, the female student dormitory of Airlangga University will use the signs in the addition plan to more control and educate the student. Moreover, the female student dormitory of Brawijaya University will functionate the signs to provide more information in the addition plan.

Overall, the different statuses of a dormitory under the auspices of the Islamic-based state public university and dormitory under the auspices of state universities give a contribution to similarities and differences in using LL. Nevertheless, the results of this study cannot be simplified to all of the dormitories in East Java as the whole, but it still serves a unique perspective on literacy practice in this space.

- Firdausiyah, H. (2019). *A linguistic landscape study in pondok pesantren putri Mambaus Sholihin Gresik*. Unpublished Thesis. Surabaya: UIN Sunan Ampel.
- Gade, D. W. (2003). Society language, identity, and the scriptorial landscape in Québec and Catalonia. *American Geographical Society*, 93(4), 429-448.
- Gorter, D. & Cenoz, J. (2006). Linguistic landscape and minority languages, *International Journal of Multilingualism* (special issue), 3, 67-80.
- Gorter, D. (2006). *Linguistic landscape: A new approach to multilingualism*. Further possibilities for linguistic landscape research. Toronto: Multilingual Matters.
- Gorter, D. (2007). *The linguistic landscape in Rome: Aspects of multilingualism and diversity*. Working paper of the IPRS (Istituto Psicoanalitico Perle Recherche Sociale), Roma, February 2007.
- Gorter, D. & Cenoz, J. (2007). Knowledge about language and linguistic landscape. In N.H. Hornberger (Chief Ed.). *Encyclopedia of Language and Education, 2nd revised edition*, (pp. 1-13). Berlin: Springer Science.
- Gorter, D. (2017). Linguistic landscape and trends in the study of schoolsapes. *Linguistic and Education*, 10(6).
- Hancock, A. (2012). Capturing the linguistic landscape of Edinburgh: A pedagogical tool to investigate student teachers' understandings of cultural and linguistic diversity. *Linguistic Landscapes, Multilingualism and Social Change*. Peter Lang Publishing Group, 249-266.
- Harbon, L. & Halimi, S. (2013). The interaction of text and image in the linguistic landscape of Indonesia's primary school environments. *International Journal Articles*, 2. Retrieved on 13 March 2019 from <https://www.worldcat.org/title/autobiographical-metaphors-the-interaction-of-text-and-image-in-the-works-of-greg-curnoe/oclc/1044110789>
- Haynes, P. (2011). *Welsh language policy: A study of the linguistic landscape at Cardiff University*. Dissertation. Birmingham: School of Humanities of the University of Birmingham. Retrieved on 13 March 2019 from <https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/appliedlinguistics/MACDCCDissertationPhilipHaynes.pdf>
- Huebner, T. (2016). Linguistics landscape: History, trajectory and pedagogy. *MANUSYA: Journal of Humanities (special issue)*, (22), 1-11.

- Hult, F. M. (2009). A framework for the linguistic analysis of linguistic landscapes. In E. Shohamy & D. Gorter (Eds). *Linguistic landscape: Expanding the scenery* (pp.88-104). London, U: ROUTLEDGE. Retrieved on 13 March 2019 from <https://www.taylorfrancis.com/books/e/9780203930960/chapters/10.4324/9780203930960-11>
- Landry, R. & Bourhis, R. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 1 (1), 23-49. Retrieved on 14 March 2019 from <http://journals.aiac.org.au/index.php/IJALEL/article/view/3171>
- Reh, M. (2004). Multilingual writing: A reader oriented typology with examples from lira municipality (Uganda). *International Journal of the Sociology of Language*, (170). Retrieved on 14 March 2019 from <https://www.deepdyve.com/lp/de-gruyter/introduction-wMSaBNMjxb>
- Rohma, Z. & Said, I. G. (2018). Contesting linguistic repression and endurance: Arabic in the Andalusian linguistic landscape. *Pertanika Journal of Social, Science, and Humanities*, 26(3), 1865-1881.
- Shibliyev, J. (2014). Linguistic landscape approach to language visibility in post-Soviet. *Bilig Autumn*, 71, 205-232.
- Spolsky, B. & Cooper, R.L. (1991). *The languages of Jerusalem*. Oxford: Clarendon Press.
- Ulla, L. (2017). *Linguistic landscape of UINSA: An evaluation to (WCU) World Class University Language Environment*. Unpublished Journal. Surabaya: UIN Sunan Ampel.
- Wafa, A. & Wijayanti, S. (2018). Signs of multilingualism at religious places in Surabaya: A linguistic landscape study. *Advances in Social Science, Education, and Humanities Research (ASSEHR)*, 228. 34-42.
- Wray, A. & Bloomer, A. (2006) *Projects in linguistics: A practical guide to researching language*. Madison Avenue, New York: Oxford University Press Inc.
- Yannuar, N. & Tabiati, S.E. (2016). Public signs in the city of Malang: A study on the linguistic landscape of Indonesia. *The Changing Face of Language Pedagogy: Exploring Linguistics and Literature*, 123-138. Retrieved on 14 March 2019 from <https://faizum.com/product-photoshoot/>

Jawaban: Kalau ini tadi sih mau pasang kayak running text di depan. Jadi kayak orang jadi tahu kalau ini Griya Brawijaya. Tapi di depan sana. Kayak yang di hotel-hotel biasanya kan ada ini hotel apa, terus ratingnya berapa, yang kayak gitu. Jadi kalau orang luar umum bisa tahu kalau di sini ada penginapan, ada asrama, gitu aja sih.

- g) Dan apakah ada plakat-plakat yang ingin diganti atau tidak akan dipajang lagi?

Jawaban: Masih belum tahu, karena ini kan masih baru semua. Kayaknya sih mungkin banyak penambahan ya, kayak tulisan musholla kan di situ kan masih belum ada, di sini kan soalnya barusan jadi. Sudah ada sih tulisan musholla, cuman kan dari depan kan orang nggak tahu kalau di sini ada musholla. Mungkin lebih banyak penambahan kayaknya dari pada pengurangan. Mungkin kalau perbaikan, yang lama-lama diperbaiki, mungkin ada rusaknya, itu mungkin diperbaiki. Tapi kalau pengurangan tidak.

- h) Apakah dengan adanya plakat-plakat di asrama ini juga memberikan kemajuan terhadap lembaga?

Jawaban: Iya. Jadi kan, kalau di sini ada tulisan guest only, ini khusus untuk tamu penginapan, jadi kan anak-anak asrama kan nggak boleh menduduki beberapa kursi yang ada tulisan itunya. Karena kan anak asrama yang di sini biasanya kan menerima tamunya juga di bawah. Jadi mereka tahu kalau yang ini untuk tamu penginapan, dan yang untuk mereka yang sebelah kanan.

Appendix 3

SURAT IZIN PENELITIAN

 <p>UIN SUNAN AMPEL SURABAYA</p>	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA FAKULTAS ADAB DAN HUMANIORA</p> <p>Jl. A. Yani 117 Surabaya 60237 Telp. 031-8410298 Fax. 031-8413300 email fahum@uinsby.ac.id</p>
---	--

Nomor : B-1986/Uin.07/06/TU/TL.00/11/2019 Surabaya, 26 November 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth,
Pesantren Mahasiswi Pusat Ma'had Al-Jami'ah UIN Sunan Ampel Surabaya
Jl. Jenderal A. Yani No. 117 Wonocolo
Di Surabaya

Assalamu'alaikum Wr. Wb.

Sehubungan dengan program peningkatan kompetensi dan ketrampilan mahasiswa pada Fakultas Adab dan Humaniora Universitas Islam Negeri Sunan Ampel Surabaya Bidang Penelitian, bersama ini Dekan menyampaikan bahwa mahasiswa dengan identitas sebagai berikut:

Nama : Siti Ramlah
NIM : A73216088
Semester/Prodi : 7/Sastra Inggris

bermaksud melakukan penelitian pada tanggal 28 November 2019 dengan judul "**A Linguistic Landscape Study of Language Learning in Java State Universities Female Student Dormitory**". Oleh karena itu, kami mohon kepada Pesantren Mahasiswi Pusat Ma'had Al-Jami'ah UIN Sunan Ampel Surabaya berkenan memberikan izin, demi kelancaran penelitian yang bersangkutan.

Demikian permohonan izin ini, atas kerjasamanya kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Kabupaten Usaha


Risa Sahuri, M.Pd.I
NIP. 196208101988031002

CS Scanned with CamScanner

Also, the writer loves the education environment. She was chosen as one of six delegations of AMBISI UINSA in Bina Desa Season 5 to teach in Gunung Rancak Village, Robatal, Sampang. Furthermore, since semester 5, the writer has taught in TPQ Hidayatullah Jagir, Wonokromo, Surabaya.

During her undergraduate study, she has obtained several awards. Among the awards is The 2nd Winner of Murottal Al-Qur'an Competition in University Level held by IQMA UINSA (2016), The 2nd Winner of Poetry Writing Competition in National Level in Competition of Cendekia (COC) event "Karya Pemuda untuk Indonesia" held by FKIP Sriwijaya University South Sumatera (2016), The 3rd Winner of Kitab Reciting Competition held by Pesantren Mahasiswi UINSA (2017), The Best Mahasantri of Pesantren Mahasiswi UINSA (2017), The 1st Winner of Islamic Poetry Writing and Reciting Competition in National Level in ISEF (Islamic Science and Technology Fair) event held by FST Airlangga University Surabaya (2019), The 2nd Winner of Poetry Writing Competition in National Level in Santri Day event held by Pondok Pesantren Al-Masyhad Mambaul Falah "Wali Sampang" Pekalongan (2019), and The 3rd Winner of Poetry Writing Competition in National Level held by Tulis.me (2019).