LINGUISTIC LANDSCAPE AS LANGUAGE LEARNING MEDIA IN SMA UNGGULAN BPPT AL-FATTAH

THESIS



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ABSTRACT

Purwandini, (2021). Linguistic Landscape as Language Learning Media at SMA Unggulan BPPT Al-Fattah. Thesis. English Department. Faculty of Arts and Humanities. UIN Sunan Ampel Surabaya. Advisor: Raudlotul Jannah, M. App. Ling

Keywords: sign, linguistic landscape, pedagogical tool, language learning

This study represents the linguistic landscape (LL) in SMA Unggulan BPPT Al-Fattah. This study mainly focuses on the languages being learned and displayed in the sign precisely the LL role that is purposed as pedagogic tool and student's attitude toward the existence of LL as pedagogical tools. The data in this thesis were collected from the signs at SMA Unggulan BPPT Al-Fattah by observation and interviews the informants. The theoretical frameworks used in this thesis are Bourhis's theory which provides LL definition and LL function, Gorter and Cenoz's theory for linguistic landscape as pedagogical tools, Ellis's 1985 theory for student's attitude.

In this analysis, the researcher utilized descriptive-qualitative in collecting the data, then classifying the data, analyzing the data, and interpreting the data. The data analysis shows that the languages displayed at SMA Unggulan BPPT Al-Fattah are English, Arabic, Japanese, Mandarin, and Indonesia. The result shows that the languages mostly used at this school is bahasa Indonesia as official language that takes 58% of languages used and followed by English for about 21%. The using Arabic at the sign take the third position for about 13% languages used and the last followed by Mandarin and Japanese for about 4% which both of the languages are the least used in the sign. Besides, the purpose of LL exists at this school is as pedagogical tool at SMA Unggulan BPPT Al-Fattah which are found that the pedagogical role of LL at this school among others as decoration, raising awareness of the language, collective events, classroom management, and teaching values. In addition the existence of LL at this school also purposed as SLA media that is expected to give the language exposure toward the students. Besides, from the student's interview result shows that all students accepted the existence of foreign languages at their school. The students also admitted that they get the motivation and moral values implied in the sign. The students at this school admitted that linguistic landscape around the school increase their vocabulary toward the target language. Moreover, the student's interview result shows most of them aware the function of linguistic landscape as pedagogical tool at the school.

ABSTRAK

Purwandini, (2021). *Lanskap Linguistik sebagai alat pembelajaran bahasa SMA Unggulan BPPT Al-Fattah*. Program Studi Sastra Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Raudlotul Jannah, M. App. Ling Kata Kunci: linguistik landskap, tanda, alat pedagogis, pembelajaran bahasa

Penelitian ini merepresentasikan lanskap linguistik (LL) di SMA Unggulan BPPT Al-Fattah. Studi ini berfokus pada bahasa yang dipelajari dan ditampilkan dalam papan informasi tepatnya peran LL sebagai alat pedagogik dan sikap siswa terhadap keberadaan LL yang ditujukan sebagai alat pedagogis. Data dalam skripsi ini dikumpulkan dari papan informasi di SMA Unggulan BPPT Al-Fattah melalui observasi dan wawancara kepada informan. Kerangka teori yang digunakan dalam tesis ini adalah teori Bourhis yang memberikan definisi LL dan fungsi LL, teori Gorter dan Cenoz untuk lanskap linguistik sebagai alat pedagogis, teori Ellis 1985 untuk sikap siswa.

Dalam analisis ini, peneliti menggunakan pendekatan deskriptif kualitatif dalam mengumpulkan data, kemudian mengelompokkan data, menganalisis data, dan menginterpretasikan data. Analisis data menunjukkan bahwa bahasa yang ditampilkan di SMA Unggulan BPPT Al-Fattah adalah bahasa Inggris, Arab, Jepang, Mandarin, dan Indonesia. Hasil penelitian menunjukkan bahwa bahasa yang paling banyak digunak<mark>an di sekolah ini</mark> adala<mark>h b</mark>ahasa Indonesia sebagai bahasa resmi yakni sebanyak 58% dari keseluruh bahasa yang digunakan dan diikuti oleh bahasa Inggris sekitar 21%. Penggunaan bahasa Arab pada tanda menempati posisi ketiga sekitar 13% dari bahasa digunakan dan yang terakhir diikuti oleh bahasa Mandarin dan Jepang untuk sekitar 4% dimana kedua bahasa tersebut paling sedikit digunakan dalam papan informasi. Disamping itu, tujuan LL di sekolah ini adalah sebagai sarana pedagogis di SMA Unggulan BPPT Al-Fattah yang mana ditemukan bahwa peran pedagogis LL di sekolah ini antara lain sebagai penghias, meningkatkat kesadaran bahasa, acara kolektif, pengelolaan kelas, dan nilai-nilai pengajaran. Selain itu keberadaan LL di sekolah ini juga bertujuan sebagai media pemerolehan bahasa kedua yang diharapkan dapat memberikan paparan bahasa kepada siswa. Selain itu, dari hasil wawancara siswa menunjukkan bahwa semua siswa menerima keberadaan bahasa asing disekolah mereka. Para siswa juga mengaku mendapatkan motivasi dan nilai moral yang tersirat dalam rambu tersebut. Siswa-siswa di sekolah ini mengakui bahwa lanskap kebahasaan di sekitar sekolah meningkatkan perbendaharaan kata mereka terhadap bahasa sasaran. Selain itu, hasil wawancara siswa menunjukkan sebagian besar dari mereka menyadari fungsi lanskap bahasa sebagai alat pedagogis disekolah.

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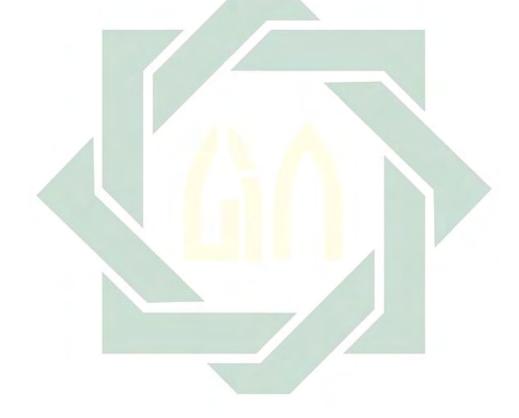
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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the objective of the study, the significance of the study, the scope and limitation of the study he and the definition of key terms

1.1. Background of the Study

In this present era, foreign languages can be learned in various ways, both formal and informal. Formally, it can be obtained by attending school or getting private course whereas informal way, it can be obtained by watching videos, watching local television, following social media that educate the language, or by attending the country that uses the target language, etc. the absorption of target language nowadays is very easy to get. We also can learn it from the smallest thing in the environment especially from the linguistic sign or commonly known as linguistic landscape. LL is a sign that spreads in the environment that contains some languages that are used by the society in the form of words and images and established by Landry and Bourhis (1997) for the first time. Shohamy and Gorter (2009, p.1) stated that linguistic landscape is an exposure of language to the environment rapidly, such as words, and images seen and exposed in public space that become the object of attention

Linguistic landscape nowadays also functioning as a pedagogical tool in the term of language acquisition. The students who look at the linguistic symbol that using the target language usually will pay attention to the symbol and read them. This way at least give a little absorption of the language. Unconsciously, some students become language investigators and try to search what is the meaning of the text that is written in the linguistic symbol. In the pedagogical field linguistic landscape can lead to a better understanding of what goes on inside the school, also becomes a powerful learning tool as argued by Shomy and Waksman (2002, p.326) that the linguistic landscape is a powerful tool for education, meaningful language learning toward activism. Gorter and Cenoz (2015, p.3) state that an application of the linguistic landscape as a pedagogical tool can be a great relation to educators and students. The linguistic landscape that is applied in the educational environment is considered able to stimulate the students for mastering a certain language. As stated by Gorter (2006) the linguistic landscape in the educational environment is an important purpose to teach the languages, multilingualism, language awareness, and practical literacy. Since the students learn about certain languages, they will act as the language investigator by applying what they know about that language and try to understand what the sign means. This way leads the students to think critically about the language that they learned.

The study of linguistic landscape recently becomes an interesting topic to be investigated. In this modern era, the linguistic landscape is used for various purposes depending on where the linguistic sign is located. For certain places like in a school and Pondok pesantren, a sign is used as the direction and to support the learning process. Also, to facilitate the absorption of language being learned by the students at the school. As stated by (Cenoz & Gorter 2008; Gorter &

Cenoz 2007) that in learning second languages, the language shown in public space can also be useful media as they concluded in a study of possibilities of signage for SLA. In recent years linguistic landscape is commonly studied about bilingual and multilingual that is applied in the school. There have been many studies of LL (Gorter&Cenoz, 2015; Rowland, 2012; Tafoya, 2002; Brown, 2012; Sayer 2010) that investigated LL in educational place and pedagogical aspect. However, in Indonesia study about LL in school and Pondok pesantren still a few. The studies of LL have been conducted in educational space by undergraduate students of UINSA Surabaya. Auliasari (2019), Firdausiyah (2019), Ulla (2017). Auliasari (2019)'s examined LL on a state school and a private school in Surabaya. The study compares the LL between private and state schools. The study analyzed the linguistic landscape according to the language used in the sign and the function of the sign by using Spolsky and Cooper theory. Firdausiyah (2019) conducted a LL study in Pondok pesantren putri Mambaus Sholihin Gresik, which focuses on the language displayed, the sign categories, and the sign construction. The last Ulla (2019) study investigated the LL using Lafebre's (1991) definition of space, the study was analyzed in three dimensions; political dimension, physical dimension, and experiential dimension. The outcome demonstrated that both UIN Sunan Ampel and UIN Maulana Malik Ibrahim have parallels in the top-down and bottom-up signage in the most common language.

However, even though the previous studies have been investigated and explained in detail about linguistic landscape in educational place, but in Indonesia, there are still little in number study done by examining LL as learning

language media at school. Also, none of them have been done examining the student's response toward linguistic as learning language media at school. To respond to the deficiency in those previous studies, this present study concern to conduct a LL study in SMA Unggulan BPPT al-Fattah Lamongan. The researcher examined LL as learning language media and student responses toward the linguistic sign.

SMA Unggulan BPPT AL-Fattah is from the foundation of Yayasan Pondok Pesantren Al-Fattah Siman located in remote area Sekaran precisely 28 km from Lamongan city. Thus, the location of SMA unggulan adjacent to the pondok pesantren Al-Fattah 2 is also used as a boarding school for the student. BPPT itself is a technology study and application agency which task is to carry out government duties in the field of technology assessment and application. In 1998 our third president Mr. BJ Habibie run a program with ICMI (Indonesian Muslim scholar association) founded a school based on the study and application of technology and collaborated with several schools, one of them was SMA Unggulan Al-Fattah. This program purposed to make the school that was established in Islamic boarding schools have a balanced knowledge between technology and religion or science and technology (IPTEK) as well as faith and piety (IMTAK) and this program gave selected schools training in scientific writing and further knowledge and practice regarding technology. This school is one of the top-performing schools in the Regency of Lamongan because of the achievements of the students both in the National or International arena in the fields of the Olympics, Youth writings, and in terms of language, also they apply four foreign languages in their daily communication such as Arabic, English,
Mandarin, Japanese and Indonesian. The multilingual languages that are learned
in this school influence the use of language in the linguistic sign around this
school. There are various signs symbol with different languages that bring a
unique meaning in each linguistic sign. These reasons are considered worthy and
interesting to be analyzed especially in the language and linguistic landscape field

This present study aimed to investigate the purpose of using the 4 foreign languages taught in this school as the language listed in the linguistic sign also to investigate how the students respond to the linguistic sign at their school and find out whether the purpose of making this linguistic sign is conveyed to the students or vice versa. Since this school applying and learning some different languages in their educational environment, and using those languages in the linguistic sign at the school which some of the languages are not their first language or official language.

1.2 Research Question

- 1. What languages are used in the public signs at SMA Unggulan BPPT AL-FATTAH?
- 2. Why the languages are used in the signs at SMA Unggulan BPPT AL-FATTAH?
- 3. How useful the signs at the school for the students as learning language media at SMA Unggulan BPPT AL-FATTAH?

1.3 Significance of the Study

It is hoped that both theoretical and practical meaning will be given by this thesis. Theoretical here is to contribute to the growth of linguistic study, especially those related to the linguistic landscape and also become a guide for other researchers who want to carry out further linguistic landscape study. Besides that, practically, the researcher hopes this study can give more knowledge of the linguistic landscape and helps the reader to develop their understanding of the linguistic landscape especially in the educational environment and Pondok pesantren. Besides, this study is expected to complete the previous study about the linguistic landscape.

1.4 Scope and limitation of the study

The scope and limitation of this study conducted only in a multilingual school located in the remote area particularly in SMA Unggulan BPPT Al-Fattah. The focus of this study is to analyze the language that is used in the sign and how the student's response about the signs exist in SMA Unggulan BPPT Al-Fattah as their educational environment.

1.5 Definition of Key Terms

- a) Linguistic Landscape: Study of the representation of language that is written in the picture or any sign displayed in the public place.
- b) Sign: A piece of written text displayed as media information, direction, or warning in certain places.
- c) SMA Unggulan Bppt Al-Fattah: SMA Unggulan BPPT Al-Fattah is a high school located at Siman Village, Sekaran Subdistrict, Lamongan Regency, is one of the schools under the auspices of the Yayasan Bilfath Lamongan.
- d) Language Learning Media: A mass communication tool to support the learning language process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theory that is used to conduct the study. The theory that is described in the following paragraph is linguistic landscape theory as pedagogical tools, second language acquisition, learning language motivation, learning language media, and attitudes in language learning

2.1 Linguistic Landscape

The concept of linguistic landscape (LL) was discovered by Landry and Bourhis for the first time in 1997 in their seminar work on ethnolinguistic vitality and signage in Canada as visibility of languages on objects that marked the public space in a certain territory. According to Landry and Bourhis (1997), the linguistic landscape is:

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

Linguistic landscape involves all written information in the signs at a certain area. This study focus on analyzing the written information at certain territory as stated by (Gorter & Cenoz, 2008) that the study of linguistic landscape focuses on the analysis of the written information that is available on language signs in a specific area.

There have been many studies that reveal that the languages used in the billboard, street, shop, advertisement displayed in a certain territory are useful for enhancing language learning in both foreign language or second language.

Therefore LL can be used as a tool in language teaching and learning. The LL's existence makes learning language easy and continent. Using LL as a learning tool can prove that language learning materials are not found in the classroom, but a lot of such materials are available outside the class.

Exploring LL in an educational setting is so important in teaching languages. LL educational context can also become a pedagogical tool to support the learning and teaching process. Gorter and Cenoz (2015, p.3) state that an application of linguistic landscape as a pedagogical tool can be of great relevance to educators and students. Linguistic landscape applied in the educational environment can stimulate the students for mastering a certain language. As stated by Gorter (2006) the linguistic landscape in an educational context is so important to teach the languages, multilingualism, language awareness, and practical literacy.

According to (Cenoz & Gorter 2008) Languages displayed in public spaces can also useful for learning second languages as concluded in a study of the possibilities of signage for SLA. Since the students are in the process of learning the target language, they will act as the language investigator by applying what they know about that language and try to understand what the sign means. This way leads the students to think critically about the language they learned. The linguistic landscape has its function according to where the place is. At school as a public place to educate students, the LL automatically functioning as learning media. The sign that contains information or words at school unconsciously becomes language exposure to the students who learn a foreign

language and give them moral values implied in the words. This means the LL in the school has a function as a pedagogical tool. The following section is the outline of the linguistic landscape as pedagogical tools.

2.1.1 Linguistic Landscape as Pedagogical Tools

The application of the linguistic landscape as a pedagogical tool can be relevant to educators and students. According to Shohamy and Waksman, (2009, p.326) linguistic landscape can be a "Rich context for learning about how meaning is constructed and manipulated using various kinds of tools". They clearly show that the linguistic landscape item in the public space has an educational function. According to Sayer (2010) in his study was found that the linguistic landscape is a pedagogical resource in EFL where he used public signs to analyze the social meaning of English where student activities connect the language on the streets with the language in the classroom. He looks into the purpose of the sign, focused on the audience and the different meanings of the sign. He argued that the linguistic landscape project allows students to think creatively and critically about language. According to Gorter and Cenoz (2015), there are 9 different functions of sign in the linguistic landscape as pedagogical tools as follows:

1. LL as teaching and learning aid

The linguistic landscape at the school has the function of teaching and learning aid. The use of the sign inside a classroom can be part of a lesson plan and will be used as teaching support media by a teacher. Such as the

existence of part of speech or other material that will be taught by teachers. Maps are an example of a learning aid for geography that can be used for localizing a place. The existence of written text or other signs is produced as learning materials usually displayed on the wall. Thus, the students can see the materials anytime. This way helps the students to remember the materials at the class.

2. Classroom management

The objective of classroom management is to provide facilities for learning activities and organizing the class. The existence of the LL in the classroom aimed to organize certain things in the class. Usually, the written information about classroom management is displayed on the wall. Such as the student's organization in the class like a homeroom teacher, class leader, secretary, treasurer, the setting of where the student's and teacher sit, class picket schedule, etc. These kinds of structures will manage the class to be clean, organized and the completeness of learning tools such as the marker, eraser, and other support tools in the learning process is maintained. The regulation that made by the class leaders or others about do and don't at class also become one of important part to keep the class discipline.

3. School management

School management means running the school by following the desired educational policies. The existence of signs at school assisting in naming

each room at the school. Some signs inform their readers, students, teachers, or visitors about certain locations at the school. Such as the name of each room like mushola, library, staff office, etc. besides, sign at the school also help to maintain the discipline and enforce the rule. The information signs related to the rule at the school and the applicable regulation at the school must be obeyed by all school members. This way assists the school to achieve their certain goals. Another function of LL as school management is to remind the students about how to behave towards their fellow students. These signs are intended to inform the students about the things that should be done and should not be done at school and established rules of etiquette in the school which applied to all school members. Unconsciously, these written rules and policies at the school assist to enforce the existing policies in school and achieve the school's goals.

4. Teaching values

Another function of the sign at school is teaching values. This function comes when the sign at the wall brings a pedagogical message across to the students especially about moral values such as the invitation to do something good, and motivate the students to develop themself to be more passionate about learning. Such as the words "Annadhafatu minal iman" these words are written in Arabic which the meaning is "kebersihan adalah sebagian dari iman" and tacked on the wall. This sign purposed to invite the students to always maintain the cleanliness at the school also as the remainder of moral value that if you are someone with "iman", then you

should throw away the trash in the trash can and maintain the cleanliness. So that is the existence of the teaching values at the sign.

5. Developing intercultural awareness

Intercultural awareness is, simply having an understanding of the similarities or differences between each other's culture. The different cultures may be in terms of values, beliefs, or behavior. The linguistic landscape as developing intercultural awareness is usually related to the presence of immigrant children in the school. The presence of the different words on the signs is a daily reminder for all the children of the diversity among the school population. The idea is to contribute to greater intercultural understanding among the children, and probably the teachers.

6. Raising Awareness of the Language

Raising awareness activity aims to make learners more aware of language and thus improve their understanding. Raising awareness is often considered the first stage of learning a new language. The existence of signs at school also aimed to raise awareness of the position of the minority language or to protect the language. Simply, this kind of sign at the school intends to keep the students remember about the existence of the foreign languages at the school and then the students expected to speak by those languages being learned.

7. Announcing collective events (non-commercial)

The signs as announcing collective events at the school marked by the existence of sign that contains the information about the student's activities such as the election of the student council leader, the contest or other events that will be held. The aim is to give announcement to the students and remind them to participate in activities or events that will be held in the school.

8. Provision of commercial information

A small number of signs were related to commercial information from outside organizations or businesses. Those signs are examples of advertising similar to what one can find in public space. However, the advertisements found inside the schools are not the same types or with the same diversity as in shopping streets, because all are related to education. Usually, commercial information appears at the school such as promotion of courses or tutoring

9. Decoration

The appearance of LL as decoration at the school is usually found in the form of signs that contain some words with interesting decoration. The purpose is perhaps to be more aesthetic and eye-catching. So that attracts the student's attention to read it. Decorative signs can also provide some insight or values implied in the sign. Sometimes it is reproductions of famous paintings or museum announcements, but to the student, the

learning materials are usually used for decorative purposes, but furthermore can be used by the teacher for instructional purposes.

2.1.2 Sign

The collected signs from a certain place can be considered as linguistic landscape. Thus, the most crucial part of the linguistic landscape is the sign itself. A Sign is described as any piece of written text, including everything from a small sticker affixed to a lamppost to a large commercial billboard outside a department store or public place. (Backhaus, 2007 p.5) reveals that the purpose of the sign is to transmit messages of general public interest, such as topography, data, direction, alerts, instruction, etc. A sign may inform us about the location of the place or the kinds of products that can be bought at the location. In an advertisement, signs contain a message to convince the consumer to buy a product. In some products usually provide a sign as the instruction about how to use it. Signs are also used as a warning signal to inform society to be more careful of something. In another way, a sign is used as a direction in the street to make society easier to find a certain place. In general, a sign can be classified into top-down and button up as follows:

1. Top down sign

The Top-down sign is a similar concept as "public sign" and "official sign". Yet, the term "public sign" was founded by (Shomy, Ben-Rafael, Landry & Borhis 1997) whereas the "official sign" term was founded by (Backhaus, 2006). The publisher of these similar signs is the one who has authorities or official staff

such as signs issued by public authorities (like government, municipalities or public agencies" (Ben Rafael, 2006). Therefore, the top-down sign is considered as each public sign that is released by the authorities of the place. In this study, a top-down sign refers to any public sign, announcement, flyer, etc. that is published by the official office of the university head and staff.

2. Bottom up sign

Bottom-up signs also have the similar concept of "private sign" and "nonofficial sign" where the private sign was founded by (Landry & Borhis, 1997)
whereas non-official sign was founded by (Backhaus, 2006). Even though the
founder is different, but both concepts are similar and classified as a bottom-up
sign. The bottom-up sign is created by private or individuals that are free to decide
any language or any sign to be added to the sign (Ben-Rafael, 2006). The bottomup sign is regarded as the symbol of a reality where official authority such as
government regulations on language is not required (Puzey, 2012), or whether the
citizens have other language preference that is stronger than the language policy
maker's preferences (Shohamy, 2006).

2.2 Second language Acquisition

Second language acquisition (SLA) is the process by which people learning an additional language to their first language or native language. Second language acquisition (SLA) is simply the process of acquiring a second language. In Longman Dictionary of Applied Linguistics, Richards, et al. (1985, p.252) states that second language acquisition is, "the process by which people develop

proficiency in a second or foreign language." Therefore, another language besides the first language is called second, third, fourth language, or target language. There are many ways to acquire a second language, it can be by watching the movie that using the target language, come to the original language country, following the course, etc. According to Dulay and Krashen (1982) the frequency of occurrence of a structure refers to the number of times a learner hears a given structure. This means the success of learners in acquiring the structure of a language depend on the frequency of the language appeared in daily life.

At SMA Unggulan BPPT AL-FATTAH the students suggested mastering some foreign languages being learned at this school such as English, Arabic, Mandarin, and Japanese. The process of acquiring those foreign languages at this school is considered a second language acquisition process since those are not their native language. But they are given the language exposure almost every day from the school environment both in the class and outside the class.

However, in mastering the target language process, there are different ways to acquire the foreign language. This can be formally or informally. When it is formally done in a classroom and school environment and an informal way is done such as when students pick up the language by becoming active participants in community culture. This can be done by attending the target language's country, watching local television, listening to the radio, or reading newspapers from the target language. Learners used to continually in contact with the target language by regular everyday activities and becoming actively involved in the communication in such environment. The following subsections are some general

factors that influence second language learning such as age, learning style, aptitude, attitudes, and motivation (Ellis, 1985).

1. Motivation

Motivation is one of the most important factors in second language acquisition. Richards (1985, p. 185) believes motivation is a factor that determines a person's desire to do something. In general, motivation is the internal or inner encouragement of a person that evokes and directs behavior which is represented by physiological conditions, interests, attitudes, and aspirations to move towards or away from a certain situation. This term also pointed out by Wade and Tavris (1998) that, "Motivation is an inferred process within a person, which cause that organism to move toward a goal or away from an unpleasant situation". In acquiring a second language there must be something that learner needs to achieve or obtained as stated by Gardner (1985), for learners to be motivated, they need to have something to be achieved. According to (Ellis 1985, p. 117; Patsy Lightbownat. al, 2000, p. 56), motivation can be distinguished into two categories as follows:

- a) Integrative motivation: a learner who studies a language because he is interested in the people and culture of the target language or to communicate with people of another culture who speak it.
- b) Instrumental motivation: a learner's goals for learning the second language are functional and useful, for example, they need the language to get a better job, to pass tests, to enable him to read the foreign newspaper, etc. The language ability of each learner can be influenced by both types of motivation. Motivation can be

also distinguished into intrinsic and extrinsic. "Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself.

Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination" (Edward Deci, 1975, as cited in Brown, 1994, p. 155). Extrinsically motivated behaviors expect a reward, for example, money, praise, or positive feedback.

Maslow (1970) and other researchers claim that intrinsic motivation leads to greater success in learning a foreign language, especially in a long run (Brown 1994).

1. Attitude

Ellis (1985, p. 292) explains that attitudes are a set of beliefs about factors over target language culture. Language attitude is the attitude of the speakers from different languages towards other languages or their language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, importance, social status, etc. (Richards, 1985, p. 155). Gardner and Lambert have investigated several different attitudes, which were classified by Stern (1983, p. 376-7) into three types. Attitudes towards the community and people who speak L2, Attitudes towards learning and language concerned, Attitudes towards languages and language learning in general. Certain personality characteristics and general interests in foreign language learners can affect them positively or negatively. It is also important how they feel about learning a particular language in a particular

course and from a particular teacher. It is clear that students who have a positive attitude learn more, but also students who learn well obtain a positive attitude.

2. Age

Age is one of the factors that influence second language learning. It is generally believed that children are better at language acquisition than adults. According to critical period theory, children learn languages more easily because the plasticity of their developing brains lets them use both hemispheres in language acquisition. While in most adults, language is lateralized to one hemisphere, usually the left one. Cognitive explanations draw attention to the older learners who can apply linguistic rules when they use the language (Richards, 1985, p. 68). People who learned a second language in adulthood exhibit less emotional bias and a more rational approach when confronting problems in the second language than in their native one. While learning language in childhood may give them a more holistic grasp of its social and emotional context. For children, language is a tool for expressing meaning and they cannot respond to it as a form. This means adults learn faster, whereas children are more motivated because they want to be accepted by peers. Simply, younger age is better at language acquisition, but adults are better at learning language rules and systems.

3. Aptitude

Aptitude refers to the specific ability a learner has for learning a second language (Ellis, 1986, p. 293). Richards (1985, p. 154) explains that aptitude is the natural ability to learn a language. Moreover, he adds that language aptitude

is thought to be a combination of various abilities, such as the ability to identify a sound pattern in a new language, the ability to recognize the difference of grammatical functions of words in sentences, etc. Students need an aptitude for some specific abilities, which are responsible for learning languages.

4. Learning styles

Keefe (1979, as cited in Ellis 1994, p. 499) described learning styles as "the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Students' learning styles can be influenced by many factors among which are their genetic background, their culture, and previous learning experience. It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the learning language process. In acquiring a second language, each learner may have a different style of learning languages. According to Reid (1987), there are four learning modalities:

- Visual (seeing): the learner will get the materials better if they are provided by picture. They may prefer learning language from the picture, wall displays, videos, etc.
- 2. Auditor (listening): the learner study through listening. They prefer verbal instruction or sound and rhythms as memory aids. Some learners may want an explanation for the grammatical rule.

- 3. Kinesthetic (moving): they learn something by moving and doing. They may feel better learning when they are active.
- 4. Tactile (touching): the learner who learns through touching. Some of them may remember the materials better when learning while writing and drawing.

2.3 Language Learning Media

Brown (2000, p.7) notes that the process of directing and encouraging learning is teaching. Teaching also encourages students to learn and to set the condition for learning. This indicates that teaching should not be distinguished from learning. In other terms, the idea of teaching is interpreted the same as the concept of learning

In teaching language, some media are used in the learning process to facilitate the students and teacher to get an effective learning process. The reason why using teaching media is needed because it is a tool for students to make them easier learning the language. Media materials can provide authenticity to classroom situations, strengthen students' cognitive abilities about the direct relationship between the language class and the outside world. Because of the ways, students' learning different, media provides us the ways to meet student visual and auditory needs. The role of media in language learning is very essential, with the presence of media in the classroom, a teacher can expose their students to various sources of knowledge and information. Media can help students understand existing schemes and maximize the use of previous background knowledge in the language learning process. The media also plays a

role in helping teachers to present material efficiently and structurally. There are two types of media:

1. Non-technical Media

Examples of Non-technical Media such as blackboard, whiteboard, Pegboard, Flashcard, Poster, Photo, Cartoon, Object, Newspaper, Magazine, sign, etc. The advantages of the non-technical media category are in a setting where electricity is unreliable, technical resources are scarce, funding is limited, low cost, availability, accessibility, and user-friendliness.

2. Technical media

The example of technical media is like Record Player, CD player, Television, Telephone, OHP, Film Projector, Computer Language Lab, Multimedia Lab, Etc. The advantages of these forms are costlier and less user-friendly than nontechnical media, however, they carry with them a larger degree of "psychological reality" in that they can bring the outside world in all its complexities into the classroom.

2.4 SMA Unggulan Bppt Al-Fattah

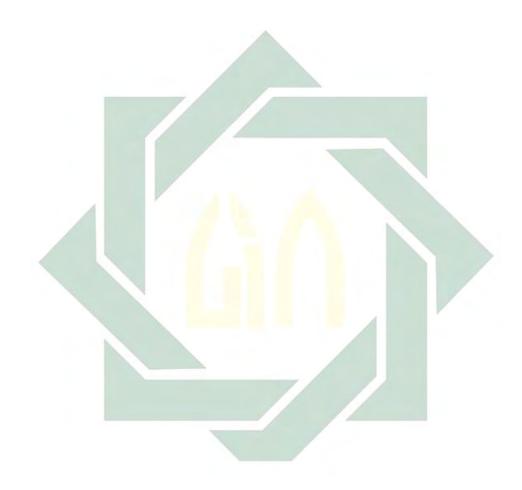
The High School BPPT Al-Fattah was established on 19th July 1999 in the village of Siman, Sekaran Subdistrict, Lamongan Regency. This school is organized under the auspices of the Al Fattah Siman Islamic Boarding School Foundation. This school is one of the schools that is selected by the government to be a pilot school-based on technology because technology-oriented human resources and the IMTAQ are needed to continue the ideals of the nation's

ambition. After 21 years, the school already has an A accreditation, even becoming one of the Favorite Schools in Lamongan district, this school has superior facilities, one of them is the school library, the library has a collection of more than 1500 book titles from 500 authors and many other books produced by the students from the school literacy program, another advantage is the library already has printing rights or ISBN which was inaugurated by the Indonesian Library. This library also got A accreditation and becomes one of the best libraries in the Lamongan district, with the first-place winners in all districts of Lamongan and third place in East Java.

Besides advantages, this school also has complete facilities ranging from the Science Lab, Language Lab, and Multimedia Lab, this school also has advantages in both Academic and non-academic fields. Where in the academic field the students of the SMA Unggulan BPPT Al-Fattah High School graduates more than 90% of them are accepted in the State Universities in Indonesia either through the Invitation or the Independent route. In the non-academic Field, this school competent at the National Level compete through its teenage writing, hundreds of champion awards have been won from the District, Provincial and National Levels.

The curriculum of Unggulan BPPT Al-Fattah High School follows the Ministry of Education and Culture curriculum, the K13 curriculum which is aligned with the Pesantren Curriculum. With the number of class X 30 students, class XI 57 students, and class XII 76 students, in addition to the High School

BPPT Al-Fattah teaches 5 languages in the curriculum namely Arabic, Mandarin, Japanese, English, and Javanese, English.



CHAPTER III

RESEARCH METHOD

This chapter presents how the study was conducted through a particular method. This chapter consists of research design, data source, data collection, and data analysis techniques.

3.1 Research Design

The researcher used a descriptive qualitative method that is considered able to describe the findings obtained based on the research problem. The qualitative method of this study is used by the researcher to collect the data by observation and interview. The study used to examine the student's perceptions and observe the sign around the school can be defined as qualitative research. Since qualitative research is the research that investigates an issue by looking at phenomena. It is focused on the participant's perspective, asking a question, and collecting the data that consist mainly of words from the participants, describing and analyzing those words for themes, and conducting the inquiry in a subjective manner (Clark & Creswell, p. 54, 2015).

This study intends to investigate LL's role as learning media and investigate how far its role as learning media according to the students. To design the study, the researcher did observation of all sign at this school and interview the headmaster to obtain the purpose and reason of using these languages in the sign. Also interview the students to obtain how their response toward the languages displayed in the sign is.

3.2 Data Collection

This study took two kinds of data, the first data was in the form of photographs of LL signs that are found in SMA Unggulan BPPT Al-Fattah. The linguistic sign that is analyzed involves all kinds of signs such as public signs like building name, direction sign, attention sign, etc. which are created by the official staff of the school staff, and the private sign such as poetry, announcement, event flyer that are displayed in the wall magazine, etc. which are created by the students in the school. Therefore, the data stored in .jpg formats.

The second data was in the form of an interview result that is transcribed and served in the form of words. This study interviewed the headmaster of the school who have authority in creating the sign in their educational environment to gain information in-depth about the purpose and reason of using those languages in linguistic signs at the school. The Interview is also used to get the third data about the student's response toward the linguistic sign in their school and to know how far the languages in the sign assist them in learning a foreign language. Then, the data from the interview served in the form of a description. The source of data in this study was taken from the headmaster and the students also the environment of both SMA and Pondok indoors and outdoors area that involve all buildings in SMA Unggulan Bppt Al-Fattah.

3.2.1 Research Data

The data of this study is classified into two forms. The first one is the image that is taken from the signs at the school to obtain the number of languages used at the school. Besides, the data from the words by interviewing the

headmaster to obtain the purpose and reason why the school applied those languages. And also the words from student's interview result to know how far the LL as learning media influenced them in acquiring foreign language being learned at the school.

3.2.2 Research Subject

The subjects of this study that were used by researcher to examine this study are the headmaster, and students selected in SMA Unggulan BPPT AL-FATTAH. This study took the data by observing the sign displayed at the school. The data also taken by interviewing the headmaster to obtain the information related to the purpose and reason of using those languages in the sign. The researcher also did interview to the students from grade 11 and 12 both male and female to obtain how far the LL's role at the school. The students were selected based on purposive sampling. That was significant as the same meaning qualitative research. According to Etikan, et al. (2016), purposing sampling also called judging sampling was a personal interpretation. The researcher decides what needs to be known sets out to find people who can and willing to provide information by virtue of knowledge or experience. Thus, the selected participants be taken from the students that mostly giving positive responses because they already know their school environment well. Then the sample is taken from 10 students because to get in-depth and more intense information.

3.2.3 Research Instrument

In conducting the study, the researcher used two instruments to answer each question of the study. The first instrument was the researcher herself. In this study, the researcher acts as a planner, analyzing data, and interpreting data, conclude the conclusion of this study, and the end researcher who is a reporter from the result of this study. The second instrument was a mobile phone to take the picture of the sign and to record the conversation with the students and headmaster during the interview.

3.2.4 Data Collection Technique

The researcher did several procedures when collecting the data that were classified into two methods such as observation and interview. The first step of collecting data was observation. In this process, the researcher observed in all building at the school and pondok pesantren. So that, the researcher knows what kind of sign that will be taken. In linguistic landscape methodology, the data was taken based on taking photographs from the relevant source (Hult, 2009). Thus, the data were taken from the subject research in the form of a photograph. The researcher took all kinds of sign both from top-down and bottom-up sign by mobile phone camera.

Besides, the researcher also collect the data by interview. In this part, the researcher have received the permission from the school the school to conduct the research at this school. Researcher interview the headmaster and students selected of the school. The researcher took 2 days to interview the participants. At the first day, the researcher interview the headmaster related the reason of learning

languages at the school and the purpose of using these foreign languages at the sign. The researcher conducted the semi-structured interview and using the phone recorder during the interview to record the conversation. The next day, the researcher conducted the interview with the 10 students from grades 11 and 12 both female and male. This process done to obtain the student's response toward the foreign languages learning at the school and also their response toward the languages used in the sign. The selection of students is based on purposive sampling or the researcher choose the participants based on the researcher's perception. In this part, the researcher already receive the permission from the headmaster and the students to interview them and have the result of interview as research data. Then, the researcher start to interview them one by one. During the conversation, the researcher used the phone recorder to record the conversation.

3.3 Data Analysis

In analyzing the data, the researcher did several procedures to answer each research question. For the first question was about language-sign that is analyzed by following steps:

- 1. The researcher moved the file data from phone to laptop
- 2. The researcher classified the data into different folder depend on non-official signs and official signs
- 3. And then from each folder, researcher classified the languages depend on what languages used in the sign.

4. After that the researcher made the percentage of each language that are used.
To find out the percentage of each language the following formula is used by the researcher.

 $P = {}^{n}/_{N} x 100\%$

P = Presentation of language

n = Many languages that are found

N =the total languages in all signs

5. The researcher made a table of the languages to show what languages are mostly used from the whole signs at SMA Unggulan BPPT AL-FATTAH.

The second analysis answered the purpose and reason of creating the sign, the researcher explained and interpreted the data based on the topic of the information from the headmaster by the following procedures.

- Transcribing the audio. The researcher transcribe the audio recorded of the interview conversation. The researcher transcribed the qualitative data in the form of dialogue into narrative text.
- 2. Highlighting. The researcher highlighted the main information spoken by the interviewee. This technique helped the researcher to pick the quotation that relates to the topic to be added in the findings.
- Classifying. The researcher classified the transcribed dialog from interview into purpose and reason of using these languages in the sign.

The last analysis was about the student's response. To analyze the student's response the researcher did the following steps.

- Transcribing the audio. The researcher transcribed the audio recorded of the interview conversation into words.
- 2. Highlighting. The researcher highlighted the main information spoken by the interviewee. This technique helped the researcher to pick the quotation that relates to the topic to be added in the findings.
- 3. The researcher classified the responses from the language attitude and turned them into positive response and negative response descriptively.
- 4. Concluding the result of the student's response toward the languages learning at the school and the languages used in the sign.

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the finding and the discussion of the study. It focuses to identify and discuss the data and answer the three research questions.

4.1 Findings

The findings served the data analysis that aimed to answer the problems of the study. There are three major data found to answer the problem of the study. The first data are from observation in SMA Unggulan BPPT AL-Fattah. This part shows the result of the signs that appear at the school, next are collected data from the interview of the headmaster of the school. This part served the data related to the purpose and reason of using languages in the sign and the role of the LL sign itself at the school. The last data are from student's responses related to the language being learned and language listed in the sign.

4.1.1 The Languages Used at SMA Unggulan BPPT Al-Fattah

The researcher has found that some foreign languages are learned in this school, those are English, Japanese, Arabic, Mandarin as a foreign language, and Bahasa Indonesia as their official language. The languages learned at this school influenced the use of the languages in the sign. Thus, in this school there are so many signs that used foreign language especially Arabic, mandarin, Japanese, and English, as follows:



Figure 4.1 the Foreign Language Used in the Sign

The figure above shows the existence of foreign language use in the sign.

There are some foreign languages that are used such as Arabic, English,

Mandarin, and Japanese. These signs were scattered all over the school premises

4.1.1.1 Languages Used at Top-Down Sign

The top-down sign is similar to the official sign where the publisher is the one who has the authority or official staff. At this school, the top-down signs are created by the office staff or from the headmaster that purposed to announce something or motivate the students. The table follows is the result of the language used in the sign at SMA Unggulan BPPT Al-Fattah from the top-down sign.

Table 4.1 Top-down sign

Language	Percentage	Total
Arabic	12%	10
English	21%	18
Mandarin	5%	4
Japanese	5%	4
Indonesia	68%	56

The table above shows 82 top-down signs are founded from top-down sign at SMA Unggulan BPPT Al-Fattah. The researcher concluded that the languages

used by the top-down sign created by the authorities owner is dominated by bahasa Indonesia as much as (68%) and then followed by English (21%) next followed by Arabic for (12%) and Mandarin and Japanese take the language that is least used in the sign, which is as much as (4%).

4.1.1.2 Languages Used at Bottom-Up Sign

The bottom-up sign is similar to the non-official sign. The concept of the non-official sign is made by the citizen of a place. The bottom-up sign is created by individuals that are free to decide any language to be added to the sign. The bottom-up sign does not need the government/official authority regulation in creating symbols or language. The table follows is the result of the language used in the sign at SMA Unggulan BPPT Al-Fattah from the bottom-up sign.

Table 4.2 Bottom-up sign

Labic 4.2 Doctom-	oic 4.2 Dottom-up sign			
Language	Percentage	Total		
Arabic	22%	4		
English	28%	5		
Mandarin	6%	1		
Indonesia	44%	8		

From the table above the researcher found 18 linguistic signs created by the students at SMA Unggulan BPPT Al-Fattah. It concluded that the language used by the bottom-up sign or the sign that is created by the students is dominated by Bahasa Indonesia (44%) and then followed by English (28%) the next is followed by Mandarin the language that is least used in the sign, which is as much as (6%). In bottom-up sign was not founded the sign that used Japanese thus from the bottom-up sign, Japanese is the only one unused language in the sign.

From the percentage of bottom-up sign and to-down sign, the researcher concluded that the use of languages in the sign at SMA Unggulan BPPT Al-Fattah are as diagram follows:

Table 4.3 Percentage of all sign

Language	Percentage (%)	Total
Arabic	13%	14
English	21%	23
Mandarin	4%	5
Indonesia	58%	64
Japanese	4%	4
Total from all Languages	100%	110

There are 110 linguistic signs collected from SMA Unggulan BPPT Al-Fattah and Pondok pesantren. The researcher found some foreign languages such as Arabic, English, Mandarin, and Japanese. Bahasa Indonesia as the official language at this school the sign found dominantly rather than other languages in the sign. About 58% of Bahasa Indonesia is used at the sign around of the school. It indicated the domination of Bahasa Indonesia over other languages. Bahasa Indonesia as the official languages at the school dominated the languages used in the sign as much 58% and followed by English for 21% used in the sign and the third languages mostly used is Arabic for 13% and followed by mandarin for 4% as similar as Japanese, both languages are the rarest language that is used in the sign at SMA Unggulan BPPT Al-Fattah.

4.1.2 The Purpose and Reason of Using Foreign Languages in the Sign

Languages that appear in the sign at SMA Unggulan BPPT Al-Fattah must come with purpose and reason. Especially, the languages in the signs have an educated motivation. It means that the linguistic landscape in the school has a pedagogic function. In this part, the researcher outlines the purpose and reason for using a foreign language in the sign. From the collected data during the interview with the headmaster, it found some reason and purposes of the LL at this school that related to the pedagogic function and the used of LL as learning language media.

4.1.2.1 The reason of using foreign languages in the sign

During collecting the data by interviewing with the headmaster of the school, the researcher found that 6 languages are learned by the students in this school such as English, Arabic, Mandarin, Japanese, Javanese, and Indonesia, but only 5 languages are used in the sign at this school those are Mandarin, Arabic, Japanese, English, and Indonesia. The languages being learned and used in the sign must have purpose and reason. In this part, the researcher shows the reason for the headmaster using those languages.

1. The Reason for Using English Language



Figure 4.2 Sign that Using English in SMA Unggulan BPPT Al-Fattah

English has been spoken by people around the world. English becomes a tool for communicate with people from different countries. When they do not know the language of each other, people will use English to communicate. This way made English an international language or lingua franca. At SMA Unggulan BPPT Al-Fattah, the authority applied the English language to be learned by the students to achieve the school prospect as an international school as stated by the headmaster during the interview that "one of the reason why this school applied English to be learned is because we want to be an international school". This school intends their alumni able to continue their study abroad. Besides, English is also used as a national examination. That is why the English language is learned at this school. Besides, English language at the signs contains some pattern such as the name of a certain room like the library and headmaster office, dormitory, etc., also reminders to keep the cleanliness like to keep the school clean and green, to wash the hands properly. And also wise words and also motivation such as; "open your mind before opening your mouth" and other wise words. This kind of word purposes to build the student's soul to be a wise person. So that, English becomes

necessary at this school to become an international school. The use of the English language as a subject learning at this school influenced in creating linguistic sign at this school for about 21% of the languages used.

2. The Reason for Using Arabic Language



Figure 4.3 the Sign That Using Arabic in SMA Unggulan BPPT Al-Fattah

This school is based on an Islamic boarding school. In general, Islamic boarding schools are identic with Islam and Arabic. Arabic as a whole can be accepted in Islamic boarding schools, therefore LL in Arabic often appears in this boarding school because many subjects at Islamic boarding school use Arabic also it is a language of worship in Islam and Arabic is the language that is used by the Holy Scriptures Al-Qur'an. That is why in Indonesia as the Islam religion majority country, Arabic has been commonly learned in the Islamic-based school or Pondok pesantren. However, the authorities of this school have their reason for why they applied Arabic to be learned. During the interview the headmaster claimed that "this school applied Arabic as the major is because of our school based on Islamic school and to help the students in learning the scriptures also the java education office required Arabic as a major for local content" From the result of the interview above, we can conclude that this school applied Arabic to be learned is because two reasons. First is because Arabic is a language of Al-

Qur'an and supports the learning system of students in pesantren. The second reason is that the east java education office required Arabic as a major for local content. So that the use of Arabic at this school seen from the LL is about 13% which is the content of the signs in Arabic are like name of the room at the dormitory, Islamic motivation, and wise words that contain moral values such as the words "الطَّهُورُ شَطْرُ الإيمان," means that the cleanliness in part of faith and "العَيْنُ في الْجِسْم السَيَّائِيمُ في الْجِسْم السَيَائِيمُ في الْجِسْم السَيْمُ اللَّهُ الْعَلَيْمُ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمُ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمَ الْعَلَيْمُ وَلَيْمُ الْعِلْمُ وَلِيْمُ الْعَلَيْمُ وَلَيْمَ وَلَيْمُ وَلِيْمُ الْعَلِيْمُ وَلِيْمُ السَيْلِيْمُ وَلِيْمُ الْعَلَيْمُ وَلِيْمُ الْعِسْمُ السَيْلِيْمُ وَلِيْمُ الْعَلَيْمُ وَلِيْمُ الْعِلْمُ الْعَلِيْمُ وَلِيْمُ الْعِلْمُ الْعَلِيْمُ وَلِيْمُ الْعَلَيْمُ وَلِيْمُ الْعَلَيْمُ وَلِيْمُ الْعِلْمُ الْعَلِيْمُ وَلِيْمُ وَلِيْ

3. The Reason for Using Mandarin and Japanese



Figure 4.4 the Sign that Using Mandarin in SMA Unggulan BPPT Al-Fattah

Mandarin is a dialect of Chinese spoken throughout the north and southwest of the Republic of china's people. Nevertheless, in Indonesia mandarin speak mandarin. Whereas Japanese is an official language in japan but in Indonesia just a few people able to speak Japanese. According to students the mandarin and Japanese are a bit hard to be learned. That is why the use of mandarin and Japanese languages is not much as English in Indonesia. Yet, some schools in Indonesia still applied mandarin and Japanese as a subject included SMA Unggulan BPPT Al-Fattah. The use of Mandarin and Japanese at this school

has the same reason it is because this school has collaborated with one of a university in China and Japan as stated by the headmaster during interview, he said that "our school have collaborated with one of university in China and Japan..." Every year they send some students there. The use of mandarin and Japanese as subjects learned influenced the language used in the sign at this school. The use of mandarin in the sign is about 4% whereas the use of Japanese at this school takes the lowest part because of the sign in Japanese just from non-official signs for about 5%. The pattern that using Japanese and mandarin in the signs are like worldly-wise words and invitation to keep learning.

4. The Reason for Using Bahasa Indonesia



Figure 4.5 the sign in Bahasa Indonesia at SMA Unggulan BPPT Al-Fattah

Bahasa Indonesia is needed for this school because it is their official language. The use of Bahasa Indonesia whether in the class or in creating the sign takes the highest percentage of language used at this school because almost all students knew and understand Bahasa Indonesia properly. Thus, the use of Bahasa Indonesia in the sign assists the students to understand the direction or attention conveyed by the sign maker as stated by the headmaster during the interview

"bahasa Indonesia is the language that mostly used by the students, so it helps the students to understand what is conveyed by the school". The use of Bahasa Indonesia influenced the use of language in the sign. It takes 58% language used in the sign which means the most frequent language spoken. There are found the various patterns of using Bahasa Indonesia in the sign such as the name of a certain room like, the rule that is applied at the school, the information such as the data of teacher, the school staff structure, and vision and mission of the school, also announcement, and invitation to behave well. From those patterns, Bahasa Indonesia is mostly used as an information tool for visitors and students.

4.1.2.2 The Purpose of Using Foreign Language in the Sign

1. Linguistic Landscape as Pedagogical tool

The sign tacked on the environment of a certain place that contains some words or motivation is also known as linguistic landscape. In an educational place like in school, LL has the pedagogical function besides its main function as a direction. According to Gorter and Cenos (2015), there are 9 different functions of sign in the linguistic landscape as pedagogical tools those are teaching content or language, classroom management, school management, school management, teaching values, developing intercultural awareness, raising awareness about the language, announcing collective events, and provision of commercial information. Yet, this school as the object of study, the researcher found the pedagogical function of the LL at this place among others are decoration, classroom management, teaching values, rising and awareness about the language that is outlined as follows:

1. Classroom management.

In SMA Unggulan BPPT Al-Fattah founded the sign that functioning as informative that inform the students about how to behave toward their fellow students intended to inform the children about the do and do not at school. They established rules of etiquette. The picture follows is the example of the functions



Figure 4.6 the etiquette rule from headmaster



Figure 4.7 the warning sign of what should not do at school



Figure 4.8 the sign of what should do at school

The figure 4.6 above shows a regulation from the headmaster about behaving guidelines of santri pondok pesantren al-fattah and students of SMA Unggulan BPPT Al-Fattah which contains about rule etiquette at school. The next

picture, figure 4.7 contains a reminder of what should not do at the school that said "stop bullying" is like a warning to not do bullying toward their fellow students. The last picture, figure 4.8 informs the behavior that must be obeyed when the students use the toilet. Thus, these pictures above established as set etiquette rules at school and inform students about what should and should not be done in the school.

2. Teaching values.

There are signs founded at the school that is used to bring a pedagogical message across to the students about values. Almost in each side of school appear motivation words and values as the following picture:



Figure 4.9 the signs that teaching values

In that picture shows some values that motivated the students to have good behavior also the picture contains some motivation that raised the student's desire to do valuable activities and useful for their moral development. It is also proven by the headmaster during the interview that these signs intended to build the student's behavior to be a good personality.

3. Announcing collective events (non-commercial).

Announcing collective events also appear in some posters in the wall magazine at this school. This is functioning to give an announcement to the students about the activities or events that will be held in the school as picture follows:



Figure 4.10 the sign as announcing event from student's council

The picture shows the announcement of the election for student's council
leader and the next picture shows the announcement about the school talent show

that was held by the student's council at the school

4. Raising awareness about the language.

At SMA Unggulan BPPT Al-Fattah founded some foreign languages used in the sign intended to mark the position of the language minority and to raise awareness of the position of a minority or to protect the language. The languages minority such as mandarin, Arabic, Japanese, and English as the picture follows:







Figure 4.11 the sign as raising awareness about target language

The figure above shows the existence of foreign languages being learned at the school. The use of foreign languages in the sign at this school is actually to protect the minority language to the students still aware of the existence of those languages in the school also triggered the students to speak the minority language that is learned in their school.

5. Decoration

The appearance of the sign at this school is also functioning as decoration.

The purpose perhaps to make the building more aesthetic than informational or symbolic as picture follows:



Figure 4.12 the sign as decoration

The figure above shows the signs contain wise-words in Japanese with decorative shape. When the sign contains a motivation in aesthetic shape, it will more eye-catching than other signs. Decorative signs can also provide some insight into an implied and indirect message through pedagogical devices thus learning can be activated. This way attracts the student's attention and unconsciously, the students will read and take the values implied in the sign.

2. LL as Learning Language Media

Brown (2000, p.7) stated that teaching cannot be separated from learning, in other words, the concept of teaching is interpreted in line with the concept of learning. In the learning process the students and teacher need media to make the process of learning and teaching easier, media also able to stimulate student's sense of something. In learning a second language, students need to stimulate that language from their environment. Thus, the linguistic landscape that using foreign language able to give the language exposure toward the students.

According to Widiyanto (2010), there are two types of teaching media, they are technical media and non-technical media. The example of non-technical media such as blackboard, whiteboard, photo, poster, sign, magazine, newspaper, cartoon, etc. whereas technical media is like a record player, film projector, CD player, etc. Furthermore, In SMA Unggulan BPPT Al-Fattah, the linguistic landscape in that school also become learning language media that included in non-technical media. This is proven by the claim from the headmaster during the interview that stated "the written texts displayed on the wall are used to help the students in learning the foreign languages easier by looking at the words in their environment". The existence of the foreign language in the sign is expected able to stimulate the student's sense of the target language. By seeing the words in a different language at this school aimed to make the student get the language exposure from the environment also hoped the students easier learn that language or at least it adds the student's vocabulary of the language.

4.1.3 Linguistic Landscape Influences the Students in Learning Language

In figuring out how far the Linguistic Landscape useful for learning the language at this school, the researcher conducts interviews with 10 students from grades 11 and 12 to know how far LL at this school helps them in learning a foreign language. The students selected to be interviewed are considered worthy to obtain the data because they are from grades 11 and 12 that already know about the language used at the sign and languages being learned at the school well.

Thus, the researcher examined how LL influenced the SLA of the students since they are learning a foreign language at this school. The researcher also examined the motivation of the students in learning those foreign languages and then checked the student's attitude toward the languages used in the sign. The researcher outlined the data of interviews with the students purposed to figure out how far the LL helps them in learning the language that outlined as follows.

4.1.3.1 Second Language Acquisition of Students at SMA Unggulan BPPT Al-Fattah

In SMA Unggulan BPPT Al-Fattah the official language that mostly spoken by the students and teachers are Javanese and Indonesia, whereas some foreign languages that have to be learned at this school such as Mandarin, Japanese, Arabic, and English. Technically, the process of acquiring these second languages is formal because the students learn them from the school and the students at this school acquire those foreign languages with the teacher who teaches them to learn the subject. The students are given the language skills and essential practice that influence the learner to communicate to the target language

as claimed by one of a student during the interview "usually we got exercises from the teacher, and then we got speaking practice". Besides, the headmaster also claimed that "every Wednesday we implement language day, so the students must communicate using the foreign language". Thus, the researcher concluded that the students acquire the language skill and essential practice from this school whether inside or outside the classroom. Besides, the official staff set the school environment to support language learning by applying the LL that using foreign languages places out of the class and school environment. The office staff tries to give the language exposure around this school by presenting LL that contains some words and information that using the target language. Furthermore, there is also some factor that influences the success in obtaining second language acquisition according to (Ellis, 1985) such as motivation, attitude, age, intelligence, and aptitude. The students who are learning a foreign language at this school have passed the age of puberty with average students aged of 16 to 17 years old. At this age, students considered as not faster as children in obtaining the language, but they can apply the linguistic rule when they use the language. That is why this school applying the formal way from the class to teach the students of the language rule. This way is considered as effective to students in acquiring the target language. In the next subsection, the researcher outlined how the student's motivation and student's attitude in learning the second language.

4.1.3.2 Students Motivation in Learning Language at SMA Unggulan BPPT Al-Fattah

In learning foreign languages, motivation is an essential part to obtain the maximum result in acquiring the target language. The motivation in learning a language is considered into two kinds. They are integrative motivation and instrumental motivation. Integrative motivation relates to the inner feelings of each person or in other words it such a desire to learn something that purely out of one's eagerness or they just like the language itself without any reason. Whereas instrumental motivation refers to the desire to learn something that comes from environmental encouragement or the desire to learn something that is purposed to attain their goals.

After the researcher did an interview with the headmaster and knowing the purpose and reason of using a foreign language in the sign, the researcher interviewed the students to obtain how the student's motivation in learning a foreign language and the student's attitude toward the linguistic landscape at their school. The researcher selected 5 students from grade 11 and 5 students from grade 12. The students selected consider as the students that already know the school environment well. The result from the interview shows that 2 students are interested in two languages, Arabic and English with integrative or intrinsic motivation as stated by one of student "Arabic and English are easier to be learned because the dialect and the vocabulary is familiar". They admitted that both languages easy to be learned and also because Arabic is the language of Al-Qur'an and the language of heaven. But, one student is interested in English with

instrumental motivation where he likes English to attain his goals of getting a certain job. These result considered as integrative and intrinsic motivation. Next, 2 students are interested in the English language with instrumental motivation. During interview they claimed that "because English is an international language, and to get friends from abroad". So, it shows that both students like English because it is the international language and their parents suggest them to learn it to get a job or because they want to get friends from abroad. The result also shows that 2 students are interested in Arabic with integrative or intrinsic motivation. From both students, one said that "I like Arabic because it is easy to be learned and the accent is interesting". One other said that "I like Arabic because I already familiar with the language". For the other result shows that 4 students are interested in Japanese which is all of them have integrative or intrinsic motivation. They said that "the Japanese language is easy to understand also it has been familiar because I know a lot of the vocabulary and also the way of pronunciation and writing is not much different". It shows that the students more interest to learn Japanese because they have known a lot of vocabulary in Japanese and the language has been familiar to them. This considered as integrative or intrinsic motivation because the desire of learning the language comes from internal aspect.

The result above indicated the motivation from the student's related learning language, mostly have integrative or intrinsic motivation which the desire of learning the foreign language they like comes from their inner feeling. There shows that 9 of 10 students have integrative or intrinsic motivation. They just like

to learn that language without any external encouragement. This kind of motivation is considered will give the maximum result for the students in acquiring the target language.

4.1.3.3 Students Attitude toward Languages and LL at SMA Unggulan BPPT Al-Fattah

The student's attitude toward the languages used in the sign becomes a standard measure of how useful the linguistic landscape as learning media at SMA Unggulan BPPT Al-Fattah. According to Richards (1985), there are two kinds of language attitude. Those are positive and negative language attitudes. A positive language attitude is like an acceptance of the languages that are learned whereas a negative attitude is such a denial toward learning the language in-depth. Usually, the student with a positive attitude, they learning language only to fulfill the material needs and never have interest with anything about the target language.

After collecting the data by interviewing students of SMA Unggulan BPPT Al-Fattah, the researcher found the student's attitude toward the languages being learned. The interview data show that 10 of 10 students accepted the foreign languages in their school event some of them sometimes feel tired of studying them. Besides 10 of 10 students admit that they are happy to learn those foreign languages at their school. They even have their motivation and goals in learning the target language.

These attitudes are considered as a positive attitude because they accepted the existence of the foreign languages at their school where with this attitude the students will attain a great result from their effort of learning the language. This

positive attitude is also proven by the student's attitude toward the languages used in the sign. During the interview, the researcher found that the students aware of the languages in the sign as stated by one of student "I think the functions are as decoration and motivation..." The data from the interview show that 9 from 10 students are aware of the function of the linguistic landscape at SMA Unggulan BPPT Al-Fattah.

The student's recognitions show that most of the students realized the function of the linguistic landscape in their school environment as purposed by the sign maker. According to the students, the sign at their school environment have the function such as to give motivation, spreads good values, to remind good things also as decoration. This indicated that the purpose of LL at their school as stated by the headmaster has been conveyed to the students. Also, the positive attitude toward the languages in sign at SMA Unggulan BPPT Al-Fattah also proven by the student's claims about their opinion related to the values implied in the linguistic landscape at their school

The data from the interview pointed out the 10 of 10 students admit that they got the motivation implied in the sign at their school as they stated "the written text in the sign encourages me to read more and more". They also agree that the words in the sign contain the motivation to have good behavior and also almost every sign contains good values. Besides, since the students look at the motivational words in the sign almost every day, the students stated that they were triggered to have good behavior and applied moral values in their daily lives.

Unconsciously, this way shaped the mindset of the students to be nice people.

The last proven of student's positive attitude toward the foreign languages being learned and the languages used in the sign are in the student's opinion regarding the linguistic landscape's benefits in learn the target languages. During the interview process, the researcher found out 10 of 10 students admitted that the linguistic landscape in their school environment assists them in learning the target language "the language in the sign add my vocabulary of the language". The students said that the words or phrases in the sign give them new insight whether in vocabularies or the rule of the language. From the result, the researcher concluded that the linguistic landscape at SMA Unggulan BPPT Al-Fattah helps the students in learning the target language by adding their vocabulary.

4.2 Discussion

In the following subsections are the findings of this study that contains further discussion about the role of linguistic landscape as learning media at SMA Unggulan BPPT Al-Fattah. The discussions are arranged based on the three problems of the study. Regarding the first objective about languages used in the sign at SMA Unggulan BPPT Al-Fattah, the researcher found some languages used in the sign that spread around the school or also known as linguistic landscape. According to Landry and Bourhis's theory, LL is the language used in a public place. This school was a public place to educate the students, the researcher found that this school applied some foreign languages to be learned and it influenced the languages used at the sign. Since this school prospected to be an international school, the authorities applied some foreign languages such as Arabic, Mandarin, Japanese, and English. These languages become the language

used in the sign aside from Bahasa Indonesia as the official language. The application of these languages at the sign is expected to give language exposure to the students toward the target language. After collecting data for the first objectives of the study, the researcher found that the language mostly used at SMA Unggulan BPPT Al-Fattah is Bahasa Indonesia as the official language for about 58% of total signs are found. There also found the most frequent foreign language used in the sign, it is English as the international language for about 21% then followed by Arabic as Al-Qur'an language for about 13% used in the sign, then the next foreign language mostly used is mandarin that take for 4% language used at the sign as well as Japanese which also take about 4% from the total languages used in the sign.

The second point has outlined the reason of using foreign languages at the sign and learning at this school. After interviewed with the headmaster, the researcher concluded that the use of each language at the sign has its reason. The use of Arabic at SMA Unggulan BPPT Al-Fattah, according to the headmaster is first because this school is based on Islamic boarding school also Arabic is the language of Al-Qur'an and to support the learning system of students in pesantren. The second reason is that the east java education office required Arabic as a major for local content. The reason for applying English is because English an International language and has been spoken by people around the world or lingua franca. The authority applied the English language to be learned by the students to achieve the school prospect as an international school. With English, SMA Unggulan BPPT Al-Fattah intends their alumni able to continue their study

English at this school is expected able to help the students to pass through the national examination easily also, to be a bridge for their alumni who wants to continue the study abroad. Besides, the existence of Mandarin and Japanese at this school have a similar reason. The used of Mandarin and Japanese at SMA Unggulan BPPT Al-Fattah, among other are because this school has collaborated with one of the university in china and japan also every year they send some students from SMA Unggulan BPPT Al-Fattah to the universities in China and Japan. To be able to communicate with such language, this school gives their students ability in Japanese and Mandarin. Besides, the use of Bahasa Indonesia at this school take an essential role. Bahasa Indonesia is the official language at this school, this language is spoken by almost all students at this school. Bahasa Indonesia at this school is used to give the students information with the language they understand properly.

Moreover, the last point about LL as pedagogical tools at SMA Unggulan BPPT Al-Fattah. After interviewing, the researcher also obtains the purpose of using those languages at the sign. According to Sayer (2010) in his research was found that the linguistic landscape is a pedagogical resource in EFL where he uses public signs to analyze the social meaning of English. Thus, at SMA Unggulan BPPT Al-Fattah the linguistic landscape around the school was purposed as a pedagogical role. According to Gorter and Cenos (2015), there are 9 different functions of signs in the linguistic landscape as pedagogical tools but at SMA Unggulan BPPT Al-Fattah found just 5 pedagogical functions of the sign. Among

others are classroom management, teaching values, announcing collective events, raising awareness about the language and decoration. The sign that found as classroom management shows a regulation from the headmaster about behaving guidelines of santri pondok pesantren al-fattah and SMA Unggulan BPPT Al-Fattah which contains about rule etiquette at school, the picture founded as classroom management established as set etiquettes rules at school and inform students about should and should not be done in the school. The teaching values signs were founded in the form of words motivation that brings a pedagogical message across to the students about values. There also found some signs that purposed as announcing collective events. At SMA Unggulan BPPT Al-Fattah the announcing collective event signs are usually created by the students especially the students council to inform their fellow students about an event that will be held. The sign that was purposed as rising awareness about language was also founded at SMA unggulan BPPT Al-Fattah. Some foreign languages used in the sign are done to mark the position of the minority language and to raise awareness that purposed to protect the minority language exist at the school. The minority languages such as mandarin, Arabic, Japanese, and English purposed to the students still aware of the existing those foreign languages in the school and triggered the students to speak the minority language that is learned in their school. The last purpose of the sign found at this school is as decoration. The creation of values words that are decorated to be more aesthetic and eye-catching considered as decoration function. This way purposed to make the students

interesting to read the values implied in the picture and expected they will apply the moral values in their daily life.

Moreover, the existence of the signs around the school is purposed as a tool to help the students in learning the target language or as language learning media. According to Widiyanto (2010), there are two types of teaching media, they are technical media and non-technical media. Thus, the LL around the school in the form of pictures, posters, signs, symbols, etc. included as non-technical media. From the claim stated by the headmaster during the interview, the researcher concluded that the linguistic landscape at that school also purposed as learning language media especially non-technical learning media. The existence of the foreign language in the sign is expected able to stimulate the student's sense of that language. Also by seeing the words in a different language at this school aimed to make the student obtain the language exposure from the environment and hoped the students easier learn that language. This expected at least it adds the student's vocabulary of the language.

Talking about how the linguistic landscape at SMA Unggulan BPPT ALFattah influence the students in learning a foreign language, the researcher
examined how far LL gives the pedagogical aspect and influences the students in
learning a foreign language by interview 10 students and the headmaster of SMA
Unggulan BPPT Al-Fattah. The result of the interview indicated that the
headmaster has another purpose of the LL around the school. It is to give the
language exposure to the students through the environment at school. In acquiring
the second, third, or fourth languages the students need language exposure from

their environment. Thus, the authorities at school provide LL that mostly using the target language. According to the headmaster, students at this school acquire those foreign languages by communicative language approach and cognitive approach. The communicative language approach here is obtained by following the subject at the class which the teacher gives them the language skills and essential practice that influence the learner to communicate to the target language. As claimed by one of a student during the interview that they usually have exercises from the teacher, and also they have given speaking practice.

Moreover, from the result of interviewed the students about student's motivation in learning the target language, the researcher found that the student's motivation toward the LL around their school shows that 9 of 10 students have integrative or intrinsic motivation or the desire that comes from their feeling and just 1 student have extrinsic (artificial) motivation. It shows the desire that they have in learning target languages is influenced by an external factor or environmental encouragement. Besides, the student's attitude also becomes the standard measure as evidence of how useful the linguistic landscape as learning media at SMA Unggulan BPPT Al-Fattah. The result of the interview shows that 10 of 10 students accept the existence of foreign languages in their school. This positive attitude was also proved by the student's attitude toward the languages used in the sign. During the interview, the researcher found that the students aware of the languages in the sign. The data from the interview show that 9 from 10 students are aware of the function of the linguistic landscape at SMA Unggulan BPPT Al-Fattah as they claimed before. They also recognize that the function of

the linguistic landscape at their school environment such as to give motivation, spreads good values, to remind good things also as decoration. Also, the data from the interview point out that 10 of 10 students admit that they get the motivation implied in the linguistic sign at their school. They also agree that the words in the sign contain the motivation to behave good and also almost every sign contains good values. The last proven of student's positive attitude toward the foreign languages being learned and the languages used in the sign are the student's opinion regarding the linguistic landscape's benefits for them in learning the target languages. During the interview process, the researcher found out that 10 of 10 students admitted that the linguistic landscape at their school environment helps them in learning the target language, at least the existence of LL at their school increases their vocabulary of the target language.

CHAPTER IV CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and the suggestion for future studies.

5.1 Conclusion

After analyzing the data, the researcher concluded the findings of the study. The result from the first objective of this study discovered that SMA Unggulan BPPT Al-Fattah applied some foreign language at this school among others are Arabic, Japanese, Mandarin, and English. These languages being learned at the school influenced the languages used at the sign. The researcher found that the language mostly used at this school is Bahasa Indonesia as the official language that takes 58% of languages used and followed by English for about 21%. The using Arabic at the sign take the third position for about 13% of languages used and the last followed by Mandarin and Japanese for about 4%

The second objective discovered the result of the reason for learning these languages at the school and the purpose of the existence of LL at the school. The researcher concluded that the reason for using Arabic is because this school is an Islamic boarding school based also to help the students in understanding the scriptures. Besides, the reason for learning English at this school is because English is the international language, and this school prospected to be an international school whereas the applying of mandarin and Japanese at this school

have a similar reason, it is because this school already collaborated with one of a university in china and japan, thus the school equips students with such languages.

There also founded the purpose of LL at this school is as a pedagogical tool. At SMA Unggulan BPPT AL-FATTAH found that the pedagogical role of LL at this school among others is as decoration, raising awareness of the language, collective events, classroom management, and teaching values. Furthermore, the existence of LL at this school is also purposed as SLA media that is expected to give the language exposure toward the students.

The last objective of this study was to find out the student's attitude toward languages being learned and languages used at the sign. The finding shows that the student's motivation in learning languages considered as positive motivation. Both intrinsic and extrinsic motivation of the students shows that they have the desire to learn these languages. Besides, the student's attitude toward the foreign languages at their school is considered a positive attitude. The data shows 10 of 10 students accepted the foreign language at their school and 9 of 10 students are aware of the function of LL at the school. Also, 10 of 10 students admitted that they got the motivation and moral values implied in the sign. The last proven of the positive attitude of the students at this school is 10 of 10 students recognized that LL around the school increase their vocabulary toward the target language which means the purpose and the role of LL at SMA Unggulan BPPT AL-FATTAH as pedagogical tools has been conveyed to the students.

5.2. Suggestion

The present study explains the role of LL as a pedagogical tool at SMA Unggulan BPPT Al-Fattah. The study tries to examine the pedagogical function of LL for students at school. The study is dedicated to contributing to the development process in building educational institutions in Indonesia. The researcher suggest that the teacher or official staff can enrich the linguistic sign at the school in the form of learning material. The researcher suggest to change the written text in the sign periodically to give more exposure to the target language so that, it will enrich the student's vocabularies.

The researcher suggests for the future researcher to interest in exploring the comparison of student's responses about using LL in an international school and state school. 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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