

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

**THESIS**



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2021**

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

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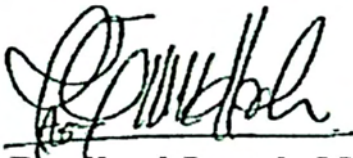


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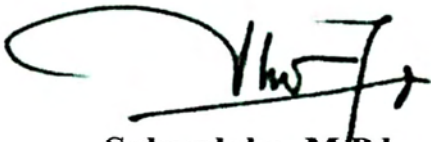
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as claimed by one of a student during the interview *“usually we got exercises from the teacher, and then we got speaking practice”*. Besides, the headmaster also claimed that *“every Wednesday we implement language day, so the students must communicate 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.

















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





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.













