

LINGUISTIC LANDSCAPE AT PONDOK PESANTREN (PUTRA)

DARUL AMANAH SUKORE JO KENDAL

A GRADUATING PAPER

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Degree in English Literature



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Atas perhatiannya, kami mengucapkan terima kasih.

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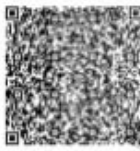
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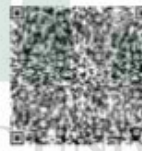
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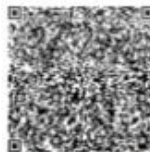
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MOTTO

Believe you can and you're halfway there

-Theodore Roosevelt



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DEDICATION

I dedicate this graduation paper to:

Suyono and Nurtiyah, the joy of my life,

My dear brothers and sisters

My bestfriends, and you, My lovely prospective spouse



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I hope this graduating paper can be useful for the readers.

Yogyakarta, 2023



Ulil Mafut



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LINGUISTIC LANDSCAPES AT PONDOK PESANTREN (PUTRA) DARUL AMANAH SUKOREJO KENDAL

By Ulil Mafut

ABSTRACT

This research is titled “*Linguistic Landscape Study at Pondok Pesantren (Putra) Darul Amanah Sukorejo Kendal*”. The primary data in this thesis deals with linguistic landscapes (words, phrases, and sentences of the sign) at Pondok Pesantren (Putra) Darul Amanah, which mainly focuses on the language displayed and linguistic landscape characteristics (font, colors, size of text, and translation). The secondary data about the uses of specific languages on the LL at Pondok Pesantren (Putra) Darul Amanah were gathered from field notes and interviews with two informants. 178 signage make up the entire set of data from this study. Cenoz and Gorter's theory for sign characteristics and Spolsky and Cooper's theory for the number of languages (monolingual, bilingual, and multilingual) were both used in this study. By gathering the data, classifying the data, analyzing the data, and then interpreting the data, the researcher combined qualitative and quantitative methods in this thesis analysis. According to data analysis, English, Arabic, and Indonesian are exhibited at Pondok Pesantren (Putra) Darul Amanah. Those are the official languages at Pondok Pesantren Darul Amanah as the modern and *Salafi* Pondok Pesantren. The researcher also found the number of languages displayed at Pondok Pesantren (Putra) Darul Amanah, including 92 Monolingual signs which consist of 58 Indonesian (32.5%), 23 English (12.9%), 11 Arabic (6%), 76 Bilingual signs which consist of 43 Arabic-English (24%), 3 English-Indonesian (1.6%), 30 Arabic-Indonesian (16.8%), and 10 Multilingual signs which consist of 10 Indonesian-Arabic-English (5.6%). The order of the languages, the size and font of the text, and the translation in bilingual and multilingual signs are four indicators that evaluate the language's characteristics. The outcome reveals that out of 178 signs, Arabic and Indonesian languages are most frequently discovered. The translation is complete, and the text size and font are largely the same. Regarding the purposes of using particular languages, an interview was conducted by interviewing two informants from Pondok Pesantren (Putra) Darul Amanah. The result shows that the purposes of creating the sign at Pondok Pesantren (Putra) Darul Amanah besides as a pedagogical tool are to realize the language environment, making students learn how to write and easily remember vocabulary in the pesantren environment, and motivate them.

Keyword: *Linguistic Landscape, Sign, Pondok Pesantren, Pondok Pesantren (Putra) Darul Amanah*

LINGUISTIC LANDSCAPES AT PONDOK PESANTREN (PUTRA) DARUL AMANAH SUKOREJO KENDAL

By Ulil Mafut

ABSTRAK

Penelitian ini berjudul “Studi Lanskap Linguistik di Pondok Pesantren (Putra) Darul Amanah Sukorejo Kendal”. Data primer dalam tesis ini berkaitan dengan lanskap linguistik (kata, frase, dan kalimat tanda) di Pondok Pesantren (Putra) Darul Amanah, yang terutama berfokus pada bahasa yang ditampilkan dan karakteristik lanskap linguistik (font, warna, ukuran teks, dan terjemahan). Data sekunder tentang tujuan penggunaan bahasa tertentu pada Lanskap Linguistik di Pondok Pesantren (Putra) Darul Amanah dikumpulkan dari catatan lapangan dan wawancara dengan dua informan. 178 tanda membentuk seluruh rangkaian data dari penelitian ini. Teori Cenoz dan Gorter untuk karakteristik tanda serta teori Spolsky dan Cooper untuk jumlah bahasa (monolingual, bilingual, dan multilingual) digunakan dalam penelitian ini. Dengan mengumpulkan data, mengklasifikasikan data, menganalisis data, dan kemudian menginterpretasikan data, peneliti menggabungkan metode kualitatif dan kuantitatif dalam analisis tesis ini. Menurut analisis data, bahasa Inggris, Arab, dan Indonesia dipamerkan di Pondok Pesantren (Putra) Darul Amanah. Itulah bahasa resmi di Pondok Pesantren Darul Amanah sebagai Pondok Pesantren modern dan Salafi. Peneliti juga menemukan jumlah bahasa yang ditampilkan di Pondok Pesantren (Putra) Darul Amanah adalah; 92 tanda Monolingual yang terdiri dari 58 bahasa Indonesia (32,5%), 23 bahasa Inggris (12,9%), 11 bahasa Arab (6%), 76 tanda dwibahasa yang terdiri dari 43 bahasa Arab-Inggris (24%), 3 bahasa Inggris-Indonesia (1,6%), 30 Arab-Indonesia (16,8%), dan 10 tanda Multilingual yang terdiri dari 10 Indonesia-Arab-Inggris (5,6%). Urutan bahasa, ukuran dan jenis huruf teks, serta terjemahan tanda bilingual dan multilingual merupakan empat indikator yang menilai karakteristik bahasa. Hasilnya menunjukkan bahwa dari 178 tanda, bahasa Arab dan bahasa Indonesia paling banyak ditemukan. Terjemahan penuh, dan ukuran teks serta font sebagian besar sama. Mengenai tujuan penggunaan bahasa tertentu, wawancara dilakukan dengan mewawancarai dua orang informan dari Pondok Pesantren (Putra) Darul Amanah. Hasil penelitian menunjukkan bahwa tujuan pembuatan tanda di Pondok Pesantren (Putra) Darul Amanah selain sebagai alat pedagogis pembelajaran bahasa adalah untuk mewujudkan lingkungan bahasa, membuat santri belajar menulis dan mudah mengingat kosa kata di lingkungan pesantren, dan memotivasi mereka.

Kata Kunci: Lanskap Linguistik, Tanda, Pondok Pesantren, Pondok Pesantren (Putra) Darul Amanah

CHAPTER I

INTRODUCTION

1.1 Background of Study

Many researchers have been interested in exploring the linguistic landscape. Therefore, numerous publications about the linguistic landscape exist, particularly in Indonesia. Indonesia has a huge area and is a multilingual and multicultural country. Thus, it is possible that there would be a lot of language interaction in a public area. As a result, many studies in Indonesia have examined the use of language in public spaces. Of course, there are many things that linguistic landscape research can explore and investigate in all of Indonesia.

An example of linguistic landscapes research in Indonesia is the research conducted by Erikha (2018), with the title “Konsep Lanskap Linguistik Pada Papan Nama Jalan Kerajaan (*Rajamarga*): Studi Kasus Kota Yogyakarta.” The focus of the research is how to describe the situation of the linguistic landscape on *Rajamarga* street names in the city of Yogyakarta and how Yogyakarta Palace will convey the message as the authority over the landscape. The author concludes that road signs or street names as linguistic facts are not merely a sign of identification of a place but also contain discourses created by the dominant party (Yogyakarta Palace) in its social space. The palace uses its authority to attach Javanese identity and emphasizes the Javanese language (Hanacaraka script) choice for street names. In addition, those street names, as part of culture and

historicity, are also used as an economic commodity that can attract tourists to visit the place. The street names with unique forms and differences from other places can attract tourists to make LL part of a personal experience not found elsewhere. Then research by Indarti (2019) titled "Linguistic Landscape as A Social Identity Construction of the Public Space: The Case of Batu District." The purpose of this study's focus discussion is to determine how the community of Batu District constructed its social identity using LL analysis. The objective of the quantitative approach used in this study is to identify the dominant language from 200 LL data. Eight languages, including Indonesian, Javanese, English, Mandarin, Japanese, Arabic, Korean, and French, are used in LL, according to Indarti. These results show that the language with a dominant identity in Batu Regency is Indonesian, followed by English and Javanese, and the rest of the other languages.

The writing of Landry and Bourhis (1997, p. 23) provides the most widely used definition of the linguistic landscape. They define it as "the visibility and salience of languages on public and commercial signs." Landry and Bourhis (1997, p. 25) also provided the most widely quoted definition in the literature: "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."

According to the two definitions above, the second definition is quite interesting because it has general goods related to textual signs in public spaces. Landry and Bourhis (1997, p. 25) define a linguistic landscape as a catalog of six

types of signs. Therefore, adding other types of signs, such as building names and office names to the second definition is possible. On that basis, Gorter (2006, p. 2) summarizes and provides another abbreviated definition for LL: "the use of language in written form in public spaces." Language permeates both the public and private spheres in this society. There is no denying that we always perceive words as text. This language is used more specifically and overtly in store names, grocery store items, structures, menus, graffiti, airports, public transit, shopping malls, announcements, advertising posters, and billboards. The use of language in this public area is the focus of Linguistic Landscape (LL) studies.

Public space serves as a location for accommodating community activities, both separately and collectively, and the arrangement and makeup of the building masses greatly influence its design. (Rustam Hakim, 1987) Space as a container must provide a conducive environment for fulfilling interaction requirements, namely, opportunities for social contact and communication. In this study, Pondok Pesantren Darul Amanah (Putra) is included in the definition of public space because this Islamic boarding school has a conducive environment for social interaction and communication. Moreover, Pondok Pesantren Darul Amanah is a modern Islamic boarding school.

Ziemek (1986) divides Pesantren into six types. First, Islamic boarding schools are entirely carried out traditionally, with facilities usually limited to mosques and Kyai's houses. Second, traditional Islamic boarding schools have physical facilities, such as; mosques, Kyai houses, Pondok, or dormitories for the students. Third, Pesantren Salafi is adding to school institutions. Fourth, Pesantren

Modern is open to the public. They are using a classical system where students study in classrooms. Fifth, Pesantren does not have formal educational institutions but provides opportunities for students to learn formal education outside the pesantren. This fifth type, at a glance, is similar to traditional Islamic boarding schools. Still, the students are not inside the Islamic boarding school 24 hours a day, so the access for students outside the Islamic boarding school is more flexible. Finally, Ma'had 'Aly, this type, usually exists in religious colleges or colleges with a religious pattern. This facility is like a boarding college but focuses on Islamic religious education. Darul Amanah Islamic Boarding School is a modern type of Islamic boarding school open to the public according to Ziemek's definition. Therefore the authors include this Islamic boarding school in the definition by Landry and Bourhis (1997, p. 23), who define the linguistic landscape as "the visibility and salience of language on your public, commercial sign."

In Indonesia, much research about the linguistic landscape has been held. Still, most linguistic landscape research is about common places, such as tourist destinations (Wulansari, 2020), malls, street names (Erikha, 2018), restaurant advertisements (Purwanto & Filia, 2020), city (Sahril et al., 2019), shop signs (Mubarak & Abdul Muthalib, 2021), and museum (Widiyanto, 2019). Therefore research studies must select different places to give the more interesting topic and enrich the research in the field of the linguistic landscape, such as in the educational environment.

Education is mentioned by Shohamy & Waksman (2009, p. 326) as a potential social institution for more promising linguistic landscape study. They argue for using linguistic landscape “as a powerful tool for education, meaningful language learning.” The study of the linguistic landscapes in places where more than one language is taught and used raises many fascinating problems to which the field of education should be given more attention. Studies of educational institutions' signage can advance knowledge of what occurs inside the schools and contribute to the area of education study. It can be helpful for teachers and pupils to use the linguistic landscape as a pedagogical tool. For Shohamy & Waksman (2009, p. 326), the linguistic landscape can be a “rich context for learning how meanings are constructed and manipulated using various devices.” Furthermore, linguistic landscape research in education is needed because it can be useful for language learners. Cenoz and Gorter (2008) stated, “Some years ago, we started from the general assumption that languages displayed in public space can be useful for language learners.”

An example of linguistic landscape study in an educational environment comes from Wahyu Auliasari (2019), entitled *A Linguistic Landscape Study of State School and Private School in Surabaya*. He focuses on determining whether different school statuses can influence the language used, the types of signs, and the function of the linguistic landscape. Two locations were selected to carry out this study: SMPN 6 Surabaya as a representation of a public school and SMP Christian Logos as a private school representative. Five languages were identified by this research among the chosen sites. Those languages are Indonesian

Language, English, Arabic, Javanese, and Greek. The author offers six categories—direction signs, advertising signs, warning notices and prohibitions, building names, informative signs, and instructions—to classify the LL among those chosen locations. Additionally, he asserts that the purposes of LL for students include motivating them, providing optimism to them from the school, and the media to communicate, gather information, foster culture and socialization.

Studies on linguistic landscapes have also looked at universities as learning environments. The study by Nills Legge (2015), *A Survey of the Linguistic Landscape of Stockholm University*, is an example of LL university research. Using the data gathered, he examined the linguistic landscape of Stockholm University, the relationship between top-down and bottom-up signs, and the relationship between language use and language policy. Data was obtained from signs posted in various locations on two consecutive occasions to analyze and debate these categories. The first and second data sets were collected between February and March 2013 and October 2015. The data exhibits patterns, particularly when compared across time comparisons. The majority language in the linguistic landscape of Sweden is typically the lowest instance at Stockholm University, which is just over 70%. However, this prevalence indicates a slight decline from 2013 to 2015 and an increase in English and mixed-language items.

Additionally, compared to top-down signs, bottom-up signage tends to have more mixed and English elements. Locally, from 2013 to 2015, these English and varied signs rose or declined. In addition, there was a local anomaly

wherein one location had more bottom-up signs than top-down signs. Given the exploratory character of this survey, it is challenging to draw any definite conclusions from the discussion points. Nevertheless, there seems to be a discrepancy between language usage and the university's language policy documents. However, it seems that the communications policy is more accurate. Additionally, it appears that in this university, Swedish is the language of power.

The two studies above investigate LL in educational environments such as state schools, private schools, and universities. In comparison, scholars have to investigate the different places to know the linguistic landscape deeper and more prosperous, such as in Pondok Pesantren. In this research, the researcher investigates the linguistic landscape in educational institutions, especially in Pondok Pesantren (Islamic Boarding School areas). Kalekin-Fishman (2004) described educational institutions in Bernardo-Hinesley (2020) as a location where students from various linguistic and cultural backgrounds can come together. In addition to playing a crucial part in an individual's development, educational institutions serve as venues and learning settings that, among other things, promote distinct beliefs about languages, politics, cultures, and society.

Regarding language ideology, Stroud and Mpendukana (2009) in Bernardo-Hinesley (2020) explain the concept of linguistic landscape as a new field of study. This new study allows sociolinguists to examine how space is shaped through the language used in public signs. Signs enable a dynamic process in which the language used in these signs and the individuals who travel through them interact to shape the social environment. Therefore, this research seeks to

identify LL at Darul Amanah Islamic Boarding School (Putra), including what languages are displayed in the linguistic landscape, the characteristics of the language used in signs, and the purpose of their use—specific language at LL at Darul Amanah.

In addition, the researcher chooses Pondok Pesantren (hence referred to as Ponpes) as the data source for several reasons. First, Pondok Pesantren has evolved, and education has become more structured and contemporary. Then, Pondok Pesantren accepted the formal education and abroad education systems for their application of the educational system. "Pondok Pesantren Modern" is the name of this Pondok Pesantren Darul Amanah. There are numerous Pondok Pesantrens that demands that all of the pupils (santri) become multilingual. Thus, the researcher is interested in taking Islamic boarding schools as the data source in this study because this research is related to language. The researcher needs to analyze the problem to understand how sociolinguistics through linguistic landscape plays a role in this area. The study was conducted at the Islamic Boarding School, where the author had previously attended, which is the second reason. There will not be any challenges in finding the data during the study. The third reason is the research on Linguistic Landscape has not been found in the English Department of UIN Sunan Kalijaga.

The researcher only takes Ponpes Darul Amanah Putra (Male) and the outdoor areas in this study. This study excludes Pondok Pesantren Putri (Female) to make the study more focused, and the indoor areas of the school (office room, classroom, etc.) because indoor areas (sign) were considered to be the effective

ways to communicate something to the public. Hence, the researcher only selects the LL at Pondok Pesantren (Putra) and the school's outdoor areas. In addition, the data from LL studies is lingual units taken from the sign/language display. Linguistic units can be words, phrases, or sentences. This research data was carried out on LL at Ponpes Darul Amanah Putra.

Consider the following example:



The example of the sign

The signs above use bilingual information to inform people who can understand either all languages or one of each language. Regarding linguistic

units, picture 1 refers to linguistic units of the word, picture 2 refers to the phrase, and picture 3 refers to sentences. One can learn more about what goes on in classrooms by noticing these LL signs. and how Islamic Boarding Schools' linguistic landscape is applied.

1.2 Research Questions

This research aims to find out the answers to the following questions:

1. What languages were displayed on the linguistic landscape at Pondok Pesantren (Putra) Darul Amanah?
2. What are the characteristics of the languages used on LL at Pondok Pesantren (Putra) Darul Amanah?
3. What is the purpose(s) in the use of particular language(s) on the linguistic landscape at Pondok Pesantren (Putra) Darul Amanah?

1.3 Objectives of Study

The objectives of the study can be described as follows:

1. To investigate what languages are displayed on the linguistic landscape in Pondok Pesantren (Putra) Darul Amanah.
2. To describe the characteristics of the languages used on LL at Pondok Pesantren (Putra) Darul Amanah.
3. To find out the purpose(s) in the use of particular language(s) on the linguistic landscape at Pondok Pesantren (Putra) Darul Amanah.

1.4 Significances of Study

This study aims to make theoretical and applied advances to linguistics and sociolinguistics, particularly regarding linguistic landscape study.

Theoretically, this study can contribute to the area of linguistic landscape studies. Students who want to conduct research, particularly about the language environment, can also use this study as a further resource. Practically speaking, the researcher hopes that the learner and reader will learn more about the linguistic landscape and increase language awareness, particularly in the Pondok Pesantren setting.

1.5 Literature Review

Many researchers find the linguistic landscape to be a fascinating subject. Therefore, a study of LL has been conducted over the years. There are some relevant studies related to this research.

The first study, written by Firdausiyah (2019), was done on the linguistic landscape (LL) in Pondok Pesantren (Ponpes) Putri Mambaus Sholihin Gresik. It mainly focuses on the languages displayed, the sign categories, and the sign's construction. This research gathered information from two informant interviews, field notes, and signs in Ponpes Putri Mambaus Sholihin. The data analysis reveals that English, Arabic, and Indonesian are the languages presented in Ponpes Putri Mambaus Sholihin LL. Those languages are the official languages there. Ponpes Putri Mambaus Sholihin's sign types include learning media, order & prohibition, informative, building name, and slogan signs. In addition to each sign's inherent purpose, those sign categories are a pedagogical tool for students to learn languages. (santri). In addition, the researcher declares that sign creation is a pedagogical tool to build a language environment, remind the students, and create aesthetic value in Ponpes Putri Mambaus Sholihin LL.

The second research was written by Ismi Novitasari Sinaga (2020), a University of Sumatera Utara student, entitled "A Linguistic Landscape Study at International Schools in Medan," published in 2020. The linguistic landscape (LL) at Sekolah Highscope Indonesia, Yayasan Pendidikan Shafiyatul Amaliyah, and Maitreyawira School is the subject of this study, which primarily focuses on the language used, LL characteristics, and language construction (language policy) using Cenoz and Gorter theory for the sign characteristics. The qualitative technique is the researcher's chosen methodology. By collecting 267 images of signage, the applied methodology has assisted the researcher in achieving the study's goals. The study's findings demonstrate that each institution uses a different sign language. This region contained Arabic, English, French, Mandarin, Indonesian, Sanskrit, and Latin texts in Arabic, English, French, Mandarin, Indonesian, Sanskrit, and Latin. These languages are displayed in monolingual, bilingual, or multilingual signs. Then this research also finds out the characteristic of sign and language construction. The sign's characteristic was analyzed based on four indicators; the language order, the text size, the text font, and translation in bi/multilingual sign. The first indicator result shows that English, Indonesian, and Mandarin as the first language appear quite a lot from the total 267 signs. Sekolah Highscope Indonesia has English (24%) and Indonesian (76%). Yayasan Pendidikan Shafiyatul Amaliyah has Arabic (66%), English (5,5%) and Indonesian (27%). Maitreyawira School has Mandarin (77%), English (15%), and Indonesian (7,6%). The following indicators are that the size and font of text are mostly the same, but, in other cases, the size and font are

different, especially in Arabic. The last indicator is a translation in bi/multilingual that shows that all bilingual and multilingual information is translated fully, not partially. The latest is about language construction. The results show that Sekolah Hightscope Indonesia and Maitreyawira school have written language policies, and language construction must be followed the language policy. In contrast, Yayasan Pendidikan Shafiyatul Amaliyah has an unwritten language policy. The bilingual language used at each school reflects the bilingual system from school and also as a school identity marker. Arabic is suitable for Islamic identity, and Mandarin is suitable for Chinese identity.

The third research was written by Wahyu Auliasari (2019), a UIN Sunan Ampel Surabaya student, entitled " A Linguistic Landscape Study of State School And Private Shool In Surabaya," published in 2019. This research aims to ascertain whether or not school status can influence how LL is used. To evaluate the linguistic landscape concerning the language used in the signs and in relation to the functions of the signs, the researcher uses the theory from Spolsky and Cooper. There are two selected sites to conduct this study: SMP Kristen Logos, which will serve as the private school's representative, and SMPN 6 Surabaya, which will serve as the state school's representative. According to the findings, there are some linguistic parallels. (Indonesian and English are found in SMPN 6 Surabaya and SMP Kristen Logos). In many areas, there are, however, some variations.

In contrast to SMP Kristen Logos, where only 90 signs were discovered, SMPN 6 Surabaya contained 261 signs. The signs of SMPN 6 Surabaya included

Indonesian, English, Arabic, and Javanese, whereas the signs of SMP Kristen included Indonesian, English, and Greek. The most common sign in SMPN 6 Surabaya is an instruction sign. On the other hand, SMP Kristen Logos mainly used an educational sign to be exhibited. The headmaster of SMPN 6 Surabaya claims that LL serves as a means of school hope and motivation for the pupils. According to the headmaster of SMP Kristen Logos, the role of LL is to serve as a medium for communication, knowledge, the development of new cultures, socialization of students, and engagement of visitors. The distinctions between public and private schools' legal statuses determine how the two schools use LL. The researcher notes that it is impossible to generalize the results from these study locations to all of Surabaya's schools.

The fourth research was written by Annisa Pertiwi and Mulyono (2021) in the Journal of Applied Studies in Language, Politeknik Negeri Bali, entitled "Representation of Jombang as a 'Santri' City (Landscape Linguistic Study) and published in 2021. The basic theory from Landry and Bourhis (1997) concentrates on the study of linguistic landscape and references information and symbolic functions. The method employed for this study is qualitative descriptive research. The findings indicated that there were five different methods to identify Jombang as a santri city, including (1) using Arabic, which was written using Latin letters, to name businesses, buildings, and community organizations, and (2) using names to identify streets, alleys, and institutions. Family or the founder of the Islamic boarding school, (3) representation through imparting specific information to boarders, (4) representation through the promotion of Islamic boarding school-

based schools, and (5) representation through other objects. Road signs, advertising or promotional signs, warning signs, building names, information signs, and objects are among the six categories of language signs in public places where the representation methods are divided. A few factors, including (1) being close to the boarding school area, (2) following the trend that is done by other subjects around the boarding school, (3) the necessity of an institution, and (4) information facilities for the general public, affected the presence of language signs in public spaces that represented Jombang as a santri city. The researcher concludes that Jombang's name as a Santri City has been reflected in terms of language use in public settings. Consider it instead from the perspective of how its presence in public areas, the quantity, the size of writing, and its aesthetic components appear. In that case, its present state still requires development for Jombang to become a religious tourism destination and earn the title of Santri City.

The fifth research was written by Kamal Yusuf, Ica Oktaviana, Nisrina Aulia Nisa, and Nurjannah (2022) in *Notion: Journal of Linguistic, Literature, and Culture*, entitled "Exploring Linguistic Landscapes of Pesantren: Their Patterns and Functions" published in 2022. This research aims to look into the linguistic landscape's patterns of language use and determine how language is used in the pesantren environment. The researcher used a technique known as the descriptive qualitative method for this study. This study was conducted at Pondok Pesantren Bahrul Ulum Tambakberas Jombang and Pondok Pesantren Nurul Falah Surabaya, two Islamic boarding institutions. The choice presupposes that the two

pesantren have their own distinct traits, one of which serves as an urban pesantren (Pesantren Nurul Falah Surabaya) and the other as a semi-modern pesantren (Pesantren Bahrul Ulum, Tambakberas, Jombang). The researcher reached the following conclusions. Three language forms—monolingual, bilingual, and multilingual—represent the language patterns used in pesantren. In pesantren, Arabic, Indonesian, and English are spoken. The two pesantren reveal linguistic signs that serve both symbolic and informational purposes. Indonesian is used the most frequently. The author believes that speaking Indonesian makes the material more readily accepted. As a consequence, the informative function of language is given precedence over the symbolic function in pesantren. Future research can investigate the complexity of identity and materiality of the linguistic signs used in pesantren.

According to the abovementioned study, most earlier studies show the linguistic environment in educational settings. The researcher compares this study with earlier studies based on similarities and differences. The similarity is that this study is conducted in educational environments, according to researchers. However, only two scholars have examined the function of LL in the Indonesian Islamic Boarding School (Pondok Pesantren). It will be an interesting topic for further research in the Islamic Boarding School region, even though the differences in this study point to the characteristics of the languages on signs (the order of languages, the font size, the font type, and the translation in bilingual and multilingual). The current study aims to examine the linguistic environment at Pondok Pesantren in Indonesia and close the gap created by the rarity of linguistic

landscape research on Islamic schools in Indonesia, which will help Indonesian scholars understand the importance of such a study. Additionally, the English Department's UIN Sunan Kalijaga thesis on the linguistic landscape has not yet been researched.

1.6 Theoretical Approach

In the linguistic landscape study, Spolsky and Cooper developed eight sign taxonomies that could be used as data in LL research: street signs, advertising signs, warnings or prohibitions, warning signs (commemorative plaques), building names, information signs (instructions, opening hours), information signs (common signs), warning signs (common objects), and graffiti. In order to address the first and third research questions, this study examines language sign boards at Pondok Pesantren (Putra) Darul Amanah using this theory. Three possible taxonomies are provided by Spolsky and Cooper (1991), and they are as follows:

- The taxonomies of the sign are founded on how they are used and what they do. (such as street signs, advertising signs, warning notices, building names, informative signs, commemorative plaques, signs labeling objects, and graffiti)
- The taxonomies of the signs are founded on the components or the physical characteristics of the signs. (such as metal, tile, poster, wood, or stone).
- The taxonomies of the signs are determined by the number of languages they comprise and the languages they use. (such as monolingual signs, multilingual signs, and bilingual signs)

Then, to evaluate the LL characteristic at Pondok Pesantren (Putra) Darul Amanah and provide a response to the second research question, the researcher used Cenoz and Gorter's sign characteristics theory. By examining the linguistic landscape study at Pondok Pesantren (Putra) Darul Amanah Sukorejo Kendal, both approaches to the linguistic landscape are implemented.

1.7. Methods of Research

1.7.1. Type of Research

The analysis of the signs was done by using mixed methods. According to Creswell (2015, p. 1088), mixed methods research design is a procedure used to collect, analyze, and combine quantitative and qualitative methods in a study. The mixed method is a useful strategy to understand research problems and questions at a procedural level, such as explaining quantitative results with a qualitative follow-up data collection and analysis (Creswell & Creswell, 2018, p. 341). This study uses an explanatory sequential design. This design has two stages. The first stage is collecting and analyzing quantitative data, followed by collecting and analyzing qualitative data based on the results of quantitative data (Creswell, 2015, p. 1102). The reason for choosing this approach is that these types of research reinforce and complement each other so that research results will be obtained that are not only objective, structured, and measurable but will also achieve in-depth and factual research results. The first stage of this research was to collect and analyze quantitative data to answer the first and second research problems regarding the number of signs, the number of languages used, and their percentages. Then followed by collecting and analyzing qualitative data

based on the transcript of information recorded from interviewing the head of the Language section and language department at Pondok Pesantren (Putra) Darul Amanah in answering the third research problem regarding what is the purpose(s) of the use of particular language(s) on the linguistic landscape.

1.7.2. Data Sources

The first data of this present project is in the form of language units (words, phrases, sentences) contained in the language sign board or language display at Pondok Pesantren (Putra) Darul Amanah. This study's data source is a picture taken on sign board languages. The researcher took pictures of sign boards throughout Pondok Pesantren (Putra) Darul Amanah outdoor area to answer research question one about what languages are displayed on signs board according to the number of languages (monolingual, bilingual, and multilingual signs). The pictures also helped the researcher to answer research question number two about the characteristic of LL according to the order of language on bi/multilingual signs, size of the text in mono/bi/multilingual signs, type of font in mono/bi/multilingual, and translation in bi/multilingual sign. These characteristics were based on the indicators by Cenoz and Gorter (2006). The data is also obtained by interviewing relevant individuals from the schools: the head of the language section and the head of the language department of Pondok Pesantren (Putra) Darul Amanah Sukorejo Kendal to answer research question number three about the purpose(s) in the use of particular language(s) on the linguistic landscape.

1.7.3. Data Collection Technique

Linguistic landscape researchers generally categorize various forms of language as a 'sign' displayed in a public space as a starting point for investigation. Five methods of gathering data are available. These include triangulation, observation, questionnaire, documentation, and interview. As a result of the research's goal of obtaining data, the data collection method is a crucial stage in the process. Two types of data collection methods were used in this study. The methods in question were the ones for observation and interview.

a. Observation

The first procedure was an observation. Space (place), actors, activities, objects, actions, events or events, time, and emotions are some of the information gleaned from the findings of observations. In linguistic landscape methodology, observational data are in the form of objects (photos of the signs). Yendra and Artawa (2020, p. 31) say in their book that, in general, LL researchers make various forms of language categorized as 'signs' displayed in public space as the starting point of the investigation. Therefore, in this research, the researchers visited Pondok Pesantren (Putra) Darul Amanah to observe and tour to take photos of the language signboards as the data. According to Yendra and Artawa (2020, p. 36), one of the distinguishing characteristics of the LL study was the use of photography to analyze language signs in public spaces. Furthermore, the researcher used a digital camera as an observation tool for this research. This photography has become a research technique characteristic of many LL studies.

b. Interview

The interview is a method of collecting data through communication through conversations conducted by two parties: the interviewer (interviewer) who asks questions and the interviewee (interviewee) who answers the question. (Murdiyanto, 2020, p. 59). The researcher interviewed to know the reason and the function of LL at Pondok Pesantren (Putra) Darul Amanah.

The conclusions and the attachment will display the full interview's findings. At Pondok Pesantren (Putra) Darul Amanah, the researcher spoke with the director of the language department and the head of the language section. The researcher used a field note as a backup instrument and an audio clip as the primary instrument.

1.7.4. Data Analysis Technique

Data analysis of this study applies the interactive model by Miles and Huberman (1994). Miles and Huberman (1994, p. 10) define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. These activities will be elaborated as follows.

1. Data Reduction

According to Miles and Huberman (1994, p. 10), data reduction refers to selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The researcher concentrates on the data by reducing the amount of data. The scholar may find it simple to keep gathering data.

Selecting

Selecting means highlighting an object or data to choose the best or most suitable data. In this research, the data were selected based on the linguistic landscape concept that contains textual data.

Focusing

Focusing means paying special attention to the appropriate data. This research focuses on the linguistic unit (Word, phrase, sentence) on the LL sign at Pondok Pesantren (Putra) Darul Amanah Sukorejo Kendal.

Simplifying

Simplification is related to data simplification. Simplification aims to create data that becomes easier to analyze.

Abstracting

Data abstraction reduces a particular body of data to a simplified representation of the whole data. In this research, the researcher only used data based on the existing theories about the linguistic landscape.

Transforming

In this process, the researcher transformed the sign into (monolingual, bilingual, and multilingual groups) based on Spolsky and Cooper's theory and analyzed the characteristics of LL based on Cenoz and Gorter's theory.

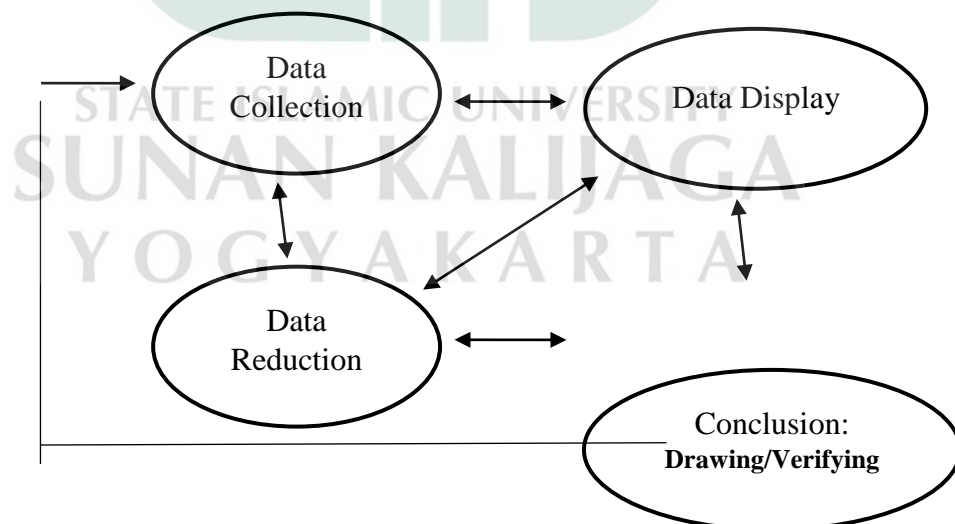
2. Data Display

The display of data represents the second major flow of analysis work. According to Miles and Huberman (1994, p. 11), a display is generally considered an organized, condensed information collection that allows for

conclusion-making and action. Observing exhibits enables us to make sense of what is happening and take action by conducting additional research or acting immediately in response to what we have learned. In this phase, the data authors choose through the reduction of, and the author will present the data of the research questions into a design that will be done in the form of a table, picture, and words systematic narrative. Hence, it is easy to be concluded.

3. Conclusion: Drawing and Verifying

Miles and Huberman (1994, p. 11) stated that the last stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analyst begins to decide what things mean by noting patterns, explanations, casual flows, and propositions. In this phase, the research will be concluded. A conclusion is a form of thick description. The conclusion is the answer to the research problems that have been formulated.



Interactive Model Analysis by Miles and Huberman

The researcher divided the data analysis into several steps to address each research question. For the first question about what languages are displayed at Pondok Pesantren (Putra) Darul Amanah. The steps were conducted by (Sinaga, 2020, p. 25)

- a. First, the researcher looked at the language in the textual information to assess the sign.
- b. Next, the total number of languages utilized was determined after determining the language used. Sort the indications into relevant groupings (monolingual, bilingual, and multilingual).
- c. To determine which languages were displayed in the school LL, the showing of languages in monolingual, bilingual, and multilingual signs is monitored.
- d. The researcher counted the percentage of using English, Indonesia, and Arabic in the linguistic landscape in Pondok Pesantren (Putra) Darul Amanah by manual technique
(frequency of usenumber of items $\times 100 = \dots \%$).
- e. To facilitate understanding, the researcher organized the LL signals into a table.

Total	Groups	Languages	Number	Percentage
	Monolingual%
	%

	%
	Bilingual%
	%
	%
	Multilingual%

- f. In the end, the researcher used the dominant language at Pondok Pesantren (Putra) Darul Amanah LL to analyze, interpret, and describe the languages used in monolingual, bilingual, and multilingual signs.

The Cenoz and Gorter theory has been used to study the characteristics of the sign in order to respond to the second research question regarding the characteristic of the signs. The following actions were taken to respond to this research topic,

- a. The Cenoz and Gorter theory analyses the sign in the beginning.
- b. The second was a clear explanation of the characteristics. In order to provide a clear explanation and a picture of the sign, several characteristics are supplemented by a table.

Interviewing relevant school individuals is the first stage in analyzing the third research question. Based on the findings of the interviews, the data was examined using Vivo code. According to Saldana (2013), the Vivo code consists of sentences that were taken directly from the interviewee and then placed in quotation marks. Consequently, what the participant says must be directly coded

after transcribed and put in quotation marks. The following steps are required in data analysis: The transcript of the interview's results was first completed. In addition, it is necessary to match the data information between the field note and the recording.

- a. The data were then coded using Vivo coding.
- b. After that, try to code directly what the interviewee says before highlighting the key points.
- c. Finally, the researcher writes the interview's findings in a report describing the data.

1.8. Paper Organization

There are five parts to this paper. The first chapter introduces the research, covering the information, including the primary problem and the motivation behind the researcher's desire to study it. The theoretical background is covered in the second part. It describes each theory that the researcher employed. The results and discussion are covered in the third chapter. In this chapter, the researcher discusses the results of Linguistic Landscapes at Pondok Pesantren (Putra) Darul Amanah, highlighting the languages used, their characteristics, and their intended uses. The final part provides a conclusion to the overall analysis of this research and recommendations for future researchers.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1. Conclusion

After looking into and analyzing the data, the researcher draws conclusions based on the research results. The first question concerns the language displayed on the LL sign at Pondok Pesantren (Putra) Darul Amanah. The result shows various sign language languages (Indonesian, Arabic, and English). Those languages are displayed in monolingual, bilingual, and multilingual signs. Regarding bilinguals, the language combination consists of Arabic – English, English– Indonesian, and Arabic – Indonesian. In terms of multilingual, the language combination is Indonesian-Arabic-English. The whole Indonesian language is dominantly used and found by monolinguals. While in the bilingual signs, Arabic – English dominates the linguistic landscape. The languages displayed in Pondok Pesantren (Putra) Darul Amanah have informative and symbolic functions. English, Arabic, and Indonesian languages inform and symbolize that Darul Amanah Islamic Boarding School is a Language Boarding School (Pondok Bahasa) and Modern Islamic Boarding School.

The second question is about the characteristic of the sign. Four indicators were used to examine it: the order of the languages, the size and font of the text,

and the translation in the bi/multilingual sign. The first indicator result shows that mostly Arabic (41,5%) appears first from the total 178 signs, followed by other languages with the number; English has 6 (3, 3%), and Indonesian has 2 (1%). That is due to the boarding school applying Arabic as the vital Language for Islamic studies and English as a global language. The second indicator is text size and font, which are often the same but sometimes differ, especially in Arabic. The final indicator is the translation in bilingual and multilingual, which demonstrates that all bilingual and multilingual information is full, not partially translated.

The third and final is the purpose of using particular languages in the linguistic landscape at Pondok Pesantren Darul Amanah. There are some objectives as a result of the analysis. They are realizing the language environment, making students learn how to write and easily remember vocabulary in the Pesantren environment, and motivating them.

4.2. Suggestion

Based on the research's results, researchers have suggested several additional areas for study. Researchers interested in the phenomenon of linguistic landscape and wish to find out the most current state of a language in a particular region can learn more. The linguistic landscape tool also has a value that affects how students and the general public who see the signs perceive and react to them. Future research on the linguistic environment will be more attractive if it looks at students' attitudes toward or perceptions of language.

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