

CHAPTER I

RESEARCH BACKGROUND

1.1 Research Background

The term linguistic landscape pertains to how prominently and visibly languages appear on public and commercial signage within a specific area or region (Landry & Bourhis, 1997). This area of research, initiated by Landry and Bourhis (1997), highlights the fact that language used in public settings serves not just to relay information but also to mirror social identities, power relations, and the values of the community. Linguistic Landscape was defined as the language present on public signs, including road signs, billboards, street and place names, shop signs, and public announcements on government buildings, which collectively form the linguistic landscape of a particular territory, region, or urban space (Landry & Bourhis, 1997). Linguistic landscapes are the languages in public spaces that showcase social, cultural, and linguistic values, particularly in varied communities. It is a visual representation of language use in public spaces, encompassing various elements such as street signs, billboards, advertisements, and public notices. Each sign in a public area can be monolingual, bilingual, or multilingual. Investigating the linguistic landscape can be undertaken from various viewpoints and is connected to multiple fields: linguistics, communication studies, sociology, sociolinguistics, economics, social geography, landscape architecture, psychology, and education (Gorter & Cenoz, 2008).

The term “schoolscape” refers to the linguistic landscape within an educational institution. Schoolscape is a term introduced by Brown (2012) to refer to the use of visual language in educational contexts. In this context, the term schoolscape refers to the visual and spatial layout of educational environments, focusing particularly on inscriptions, images, and the configuration of furniture (Szabó, 2015). In addition, Tódor and Vančo (2024) stated that schoolscape encompasses written, printed, digital, or multimedia texts, as well as created and visual materials, regarded as both individual and collective language practices along

with their socio-emotional and educational functions and significances. Public signs in schools, including banners, posters, information boards, and classroom materials, contribute to the linguistic environment.

Currently, the linguistic landscape study has grown significantly, especially in Indonesia. Several previous linguistic landscape studies have been conducted in various contexts in public spaces. For instance, Mahayana et. al. (2023) investigated the public signs found in Candidasa tourism area indicated that English predominates the language used as monolingual signs displayed on the public signs in *Objek Wisata Candidasa* (OWC). Another study from Rastitiati (2023) examined the linguistic landscape (LL) at I Gusti Ngurah Rai International Airport (IGNRIA) and the perspectives of readers towards the LL, identifying seven language variations and emphasizing the significance of bilingual Indonesian-English signs. Dewi et. al. (2024) analyzed the signboards at three tourist locations in Banjar District, which are Brahmavihara Arama Banjar, Air Panas Banjar, and Krisna Funtastic Land, uncovering their informative, commercial, and symbolic functions while highlighting the presence of bilingual signage. These studies illustrate the diverse linguistic compositions and communicative purposes of public signs in different environments.

Several previous linguistic landscape (schoolscape) studies have been conducted in educational settings. For instance, a study from Gapur et. al. (2024) investigated public elementary schools in Medan by identifying various linguistic forms and functions, such as acronyms, words, phrases, and sentences, along with both monolingual and bilingual texts, with Indonesian being the dominant language but lacking sufficient ethnic or cultural representation. Andriyanti (2019) investigated the patterns of signs in school, language use, and their implications regarding language situations in a multilingual context in Yogyakarta found that signages in high schools categorizing into monolingual, bilingual, and multilingual patterns, with Indonesian as the primary language, Javanese marginalized, and English frequently used despite limited proficiency. Sumarlam et. al. (2021) analyzed school signage in Great Malang, highlighting themes related to social issues and character education, showing a mix of monolingual and multilingual signs in Indonesian, English, Arabic, and Javanese.

Several studies have discussed the linguistic landscape in various contexts in Indonesia. However, most studies focus on LL in urban environments or tourist areas, while studies on LL in schools are still limited. Further studies concerning public signs at Indonesian schools are relatively rare to be conducted. Not Many researchers have conducted linguistic landscape studies in schools in Bali, specifically in Semarapura. Some previous researchers have identified the syntactic units used, the themes, and the values of character education presented within public school signs, but this has been done in schools in Java and has never been discussed in schools in Bali. They commonly focused on the distribution of languages on public signs and the function of the signs. Previous studies mostly conducted research that used observational methods assisted by photography to document linguistic signs. They rarely added other methods, such as interviews to enrich the data. This opens up opportunities to explore the societal concerns presented on the public signs in educational settings, especially in schools. This research aims to fill the gaps by analyzing the linguistic landscape and societal concerns presented on public signs of schools in Semarapura. This study will analyze the linguistic landscape in two schools in Semarapura to identify languages and scripts distribution patterns, syntactic units used, themes displayed on public signs, and values of character conveyed through public signs in the school environment.

The study of linguistic landscapes is crucial for several fundamental reasons. First, this research is crucial because studies of linguistic landscapes in educational settings, such as schools in Indonesia, particularly schools in Bali, are still relatively rare to be conducted compared to those focused on urban or tourist areas. Second, linguistic landscape analysis can provide in-depth insights into the diversity of languages used within a space. This research is crucial because it is directly related to the proper use of language in educational settings, particularly by teachers as language role models who play a role in selecting and composing written messages in the school environment, ensuring that language is used in accordance with grammatical rules. Linguistic landscape research will strengthen the understanding of environmental scripts, where exposure to language plays a role in building the educational atmosphere, strengthening educational studies related to

the study program. This study also identifies the societal concern presented on public signs. The themes on public signs that address social issues in communities avoided by schools, especially for students, and the values of character education presented on public signs.

This research was conducted in two schools in Semarang, SMA Negeri 2 Semarang and SMK Negeri 1 Klungkung. These two schools were chosen as representatives of different types of educational institutions to describe the linguistic landscape in the Semarang area. These schools were chosen based on practical considerations, including permission from school authorities, accessibility for data collection, and the availability of diverse public signs within the school environment. Based on the preliminary observation, it was found that various information boards, slogans, directions, and other signs were used in these schools. This study aimed to analyze the public signs in high schools in Semarang. This study examined the distribution of languages, syntactic units, themes, and values of character education presented on these signs.

1.2 Identification of the Problem

Linguistic landscape has grown in Indonesia, reflecting the increasing interest in the visibility and use of languages on signs in public spaces. Despite the growing interest in linguistic landscape, most linguistic landscape research has focused on tourist destinations, particularly through public signs. However, there is limited research exploring the linguistic landscape in educational settings, especially in schools in Indonesia. Further studies concerning public signs at Indonesian schools are relatively rare to be conducted. In addition, while some linguistic landscape studies in schools have examined the distribution of language use and functions, there is still limited research discussing the themes and values of character education on public signs.

1.3 Limitation of the Problem

This study is limited to analyzing the linguistic landscape of public signs in high schools in Semarang, focusing on four specific aspects: the languages and scripts distribution, the syntactic units used, the themes presented on the signs, and the values of character education presented in the signs. Additionally, this study examines signs that are visible and readable at the time of data collection in public access of the school premises.

1.4 Research Questions

Based on the problem described in the previous sections, there are four research questions proposed:

1. What are the distributions of languages and scripts on the public signs in the high schools in Semarang?
2. What are the syntactic units presented on the public signs in high schools in Semarang?
3. What themes are presented on the public signs in high schools in Semarang?
4. What are the values of character education presented on the public signs in high schools in Semarang?

1.5 Purposes of the Study

The purposes of this study are:

1. To identify the distributions of languages and scripts on the public signs in high schools in Semarang.
2. To analyze the syntactic units employed on the public signs in high schools in Semarang.

3. To analyze the themes presented on the public signs in high schools in Semarang.
4. To examine the values of character education presented on the public signs in high schools in Semarang.

1.6 Significances of the Study

It is expected that this study is significant theoretically and practically:

1.6.1 Theoretical Significance

Theoretically, this study contributes to enrich the theory of linguistic landscape studies, particularly in educational settings. This will provide valuable insights into how public signs function within educational settings. This research is also expected to provide insight into the diversity of languages used in schools in the Bali region and how these languages shape the identity of schools and communities.

1.6.2 Practical Significance

Practically, the findings of this study can be empirical consideration for further studies in the same area, especially research in educational contexts. Moreover, future researchers can use the results of this study as a reference to explore similar topics in different settings, contributing to a broader understanding of linguistic landscape in schools.

1.7 Definition of Key Terms

1.7.1 Linguistic Landscape

Linguistic landscape refers to the use of language that is visible in public spaces through various forms of signs. The linguistic landscape in high schools in Semarang refers to the visible public signs and the distribution of language use in public spaces. This includes posters, banners, notice boards, classroom labels,

safety instructions, school mottos, and other signs that are visible in the high schools. In this study, the linguistic landscape is analyzed to understand how language and scripts are used in the school environment. This involves observing and interpreting existing texts to reveal the distribution of language and scripts, syntactic units, themes and values of character education conveyed in signs.

1.7.2 Languages and Scripts Distribution

Language and script distribution in the context of linguistic landscape refers to the use of languages and script writing systems in a public environment. Language distribution can be monolingual, bilingual, or multilingual. In the context of this study, languages and scripts distribution refers to how Indonesian, traditional scripts such as Balinese, and foreign languages are used in public signs at high schools in Semarang. This includes identifying the dominant languages and scripts found on public signs, whether the public signs use the national language, a foreign language, a regional language or script, or implement a combination of languages.

1.7.3 Syntactic Units in Language

Syntactic units refer to elements or structures in a sentence that form a particular meaning. Syntactic units can be words, phrases, clauses, or sentences. In this study, syntactic units refer to the sentence structures used in public signs in high schools in Semarang, including whether the message is conveyed in the form of a single word, phrase, clause or complete sentence. Syntactic units are analyzed to understand how messages are conveyed through sentence structures in the linguistic landscape.

1.7.4 Themes of Linguistic Landscape

Themes in the public signs in high schools in Semarang refer to the main categories or patterns found in the content of public signs. These themes usually reflect the communication purpose of the sign, whether to provide information, direct, warn, or convey certain values. The themes address social issues in

communities avoided by schools, especially for students to prevent students from engaging in negative behavior. This study will identify the themes that appear in public signs. Analyzing the themes in this study aims to understand the themes presented on public signs in high schools in Semarang.

1.7.5 Values of Character Education

Character education is an approach that aims to foster moral and ethical values in individuals, especially students. Character education is an important part of the education system, where moral values are not only taught through the formal curriculum, but also through the physical environment of the school, including public signage. In the context of this study, values of character education refer to moral and ethical values reflected in public signs at high schools in Semarang. Analyzing the educational character values in public signs in high schools helps to understand the educational character values contained in public signs.

