

Linguistic Landscape Study at Maitreyawira School in Medan

Ismi Novitasari Sinaga^{1*}, Eddy Setia², Deliana³, Ridwan Hanafiah⁴

^{1,2,3,4}Faculty of Cultural and Sciences, Universitas Sumatera Utara, Jl. Dr. Mansyur No. 58 kec. Medan Baru, Kota Medan, Sumatera Utara, Indonesia



Abstract – This research focuses on linguistic landscape (LL) study at Maitreyawira School Medan with the objectives to identify the various language used in terms of monolingual, bilingual and multilingual and also to describe the characteristics based on Cenoz and Gorter theory. Qualitative method was applied in this research with words, phrases, and sentences of the sign as primary data, and the contexts such as font, colors, size of text are secondary. The result shows that English, Indonesian, and Mandarin was found, those language was official language at Maitreyawira School. In terms of bilingual and multilingual, the language combination was found namely Indonesian-English, Mandarin-English, and Mandarin-English-Indonesian. The characteristics of the language analyzed by four indicators; The order of language, the size of text, the font of text, and translation in bi/multilingual sign. The result shows that English and Mandarin as language appear firstly are many found from the total of sign. The size and font of text mostly have a same value, and the type of translation is full translation.

Keywords – Linguistics landscape, Multilingual sign, Maitreyawira School.

I. INTRODUCTION

The linguistic landscape (LL) can be defined as language visibility on public signs in a given area. Nowadays, the number of linguistic signs has extremely increased especially in public area such as train station, airport, and school. LL is concerned with languages in use and how the languages are represented in those areas. LL is a relatively new which tendencies appear due to an increasing interest in multilingualism, language ecology, and globalization where languages interact in creating the global environment. LL portrays the visible signage in the public areas which have the information functions and the symbolic functions (Landry & Bourhis, 1997). LL study focuses on the investigation of the available written information on languagesigns in the certain area (Gorter&Cenoz, 2007).

Discovering LL could give a contribution to construct a sociolinguistic context. Cenoz and Gorter (2006) stated that the linguistic landscape contributes to the construction of the sociolinguistic context because people process the visual information that comes to them, and the language in which signs are written can certainly influence their perception of the status of the different languages and even affect their own linguistic behavior. It means people can have different perception of languages toward linguistic landscape (LL).

In Indonesia, LL studies are still in limited number considering LL is relatively recent. A few studies are conducted by Fakhriroh and Rohmah (2018) that analyze LL in Sidoarjo city. This study focuses on the visible languages and the proportions of top-down and bottom-up signs. The next LL research conducted by Wafa and Wijayanti (2018) that studies LL in the worship places in Surabaya focuses on the bilingual and multilingual.

More LL studies investigate the public places, such as airport, tourist destinations, train station, roads, and commercial zones. Whereas the scholars have to analyze the different place to be more understanding about the LL especially in educational environment. (Cenoz and Gorter 2008) in their article mention that more LL research in education is surely needed because LL is

available both in the school and in its environment. There is a reason behind the construction and the importance of LL in educational environment.

(Ben-Rafael et al. 2006) suggest that there are many signage issues that can be studied in the educational area where they regard that education is an institution which has opportunities to act as a powerful tool for meaningful language learning. They argue that the educational LL studies can lead to understand what happens inside schools and be relevant for education research. LL in educational environment points out how the signs can have a pedagogical value or language learning application (Gorter, 2017). It means LL can influence the students ability or attitude in learning activity. In addition, The attention to the LL in an educational environment provides a promising way to teach about language awareness and literacy practices.

A linguistic landscape studies at educational environment also might inform about the language situation at that setting, as well as other relevant elements including the conveyed meanings, the importance, the sign makers, the target readers, or even any related language policy. This kind of problem is become a concern since urban life and urban society arise in many part of the world. Urban life connects people from different background, which means they mastering more than one languages.

Being realized of language surrounding us, this research aims to investigate the linguistic landscape at Maitreyawira school in Medan city and is intended to fill the gap of school linguistic landscape research rareness in Indonesia and to raise Indonesian scholars' awareness of the significance of such a study. Known as a largest city in North Sumatera that delivers ethnic diversities, Medan is closely related to students who learn foreign languages such as English, Arabic or Mandarin since there are a large number of schools with multicultural ethnic students. Some schools in Medan is become a space where multilingual members interact each other. Due to this, the researcher needed to analyze the problem to give better understanding how sociolinguistic through linguistic landscape plays role on this area. By considering the condition, the researcher try to identify linguistic landscape at Maitreyawira school in Medan and also try to describe the characteristics based on Cenoz and Gorter theory.

II. METHODS

A. Research Design

This research was conducted by using descriptive qualitative method. Descriptive qualitative methods have been employed because the data analyses are presented by interpreting and describing the detail information about LL in schoolscape at Maitreyawira School.

B. Data and Source of Data

The data was lingual unit (word, phrase, and sentence) from the LL sign. The researcher got 77 photographs of sign in the form of words, phrases and sentence that found in that area including names on buildings and warning notice at Maitreyawira School. Photos of the signs in and outside the buildings in the school areas have been taken. The source of data was collected from all area at Maitreyawira school. The textual data are primary data while the contexts, such as picture, location, colors, and size of signs and letters are secondary. In this research one sign considered as one datum.

C. Technique of Data Collection

In this research, Observation was applied as technique of collecting data. In linguistic landscape methodology, the data should be taken based on taking photographs from the relevant sources and should be done by the naked eyes (Hult, 2009). Here, taking photos of the signs from Maitreyawira school in Medan have been collected as the data. The process of observation was used the digital camera. By observation, the data were obtained directly and has direct interaction in natural setting and the function of taking the picture is to make credible the result of observation.

D. Technique of Data Analysis

The data analysis made in several steps in line with the theory by Miles, Huberman, Saldana (2014). For the first question about the use of various languages in LL at Maitreyawira School, the steps are:

- a. Firstly, the sign have been analyzed based on the existence of languages in the textual data.
- b. Secondly, after finding the language used, the number of languages was used to categorize the signs based on the monolingual, bilingual, and multilingual. After that, the use of languages in monolingual are observed to identify which languages existed in the school and in bilingual and multilingual signs are to find the language combinations.

- c. The last, the LL signs will be presented into a table to be understood easily.

To answer the second research question about the characteristics of the signs that analyzed based on Cenoz and Gorter theory. There were some steps to answer this research questions:

- a. Firstly, the sign was analyzed based on four indicators proposed by Cenoz and Gorter theory
- b. Secondly, the explanation about the characteristics presented clearly. Some of the characteristics supported with the table to give the clear explanation and also the picture of the sign also provide.

III. FINDINGS

Maitreyawira School is a school that prioritizes character-based education. In addition, considering that this school is a Chinese school that prioritizes character education, so Mandarin has appeared in many school areas. Mandarin is also plays role as the main language in this school after English. Therefore, there are only 3 language used found in the form of Monolingual, Bilingual or Multilingual, they are; English, Indonesian, and Mandarin. The number of the language used at Maitreyawira School can be seen as follows.

Table : 1 Language used in linguistic landscape at Maitreyawira School

Maitreyawira School				
Total	Groups	Languages	Number	Percentage
77	Monolingual	English	40	52%
		Indonesian	9	12%
		Mandarin	3	3,8%
	Bilingual	Indonesian-English	4	5,1%
		Mandarin-English	8	10%
	Multilingual	Mandarin-English-Indonesia	13	17%

A. Monolingual Signs

There are 52 monolingual sign displayed at Maitreyawira School with English (52%) as the dominant followed by Indonesian (12%) and Mandarin (3,8%). Mostly english is used as slogans such as quotes about character and education, it helps students to keep remind about the importance of character based education. Therefore, quite a lot of slogans are found in building school area. it can be seen as follows.



Figure 1. English Monolingual Signs

Moreover, Indonesian and Mandarin monolingual signs also found in the form of learning media and informative signs. The informative sign uses Indonesian because it considers our native language, so that everyone understands the meaning of the information, not only students but also people who visit Maitreyawira school. While learning media was made by teachers and students as innovative media to make students interest in learning activity. It can be seen as follows.



Figure 2. Indonesian and Mandarin Monolingual Sign

In addition, English monolingual sign also found in the form of informative signs, it aims to help someone who may only understand English and also helps students to get used to understand English since English as global language and as the main language at Maitreyawira school. The data can be seen as below.



Figure 3. English as informative signs

For Indonesian monolingual signs as learning media can be seen as below.



Figure 4. Indonesian as informative signs

B. Bilingual Signs

Furthermore, Maitreyawira school has 12 bilingual sign with Mandarin-English is dominantly appear while Indonesian-English less appear at this area. The number of the signs are 4 Indonesian-English sign (5,1%) and 8 Mandarin-English sign (10%). Mostly, the bilingual sign are found in the form of building name. Building name can be as informative sign, it indicates that the main function is for information/informative function. The high of availability of English and Mandarin implies that those signs are intended for people around the school area (teachers and students) who understand English and mandarin. The bilingual signs in Maitreyawira school use translation. It means that the sign has similar text and meaning it is written in two languages. To be specific see the figures below.



Figure 5. Bilingual signs

C. Multilingual Signs

This research discovers 13 multilingual sign (17%), this is much more than bilingual sign which only got 12 signs. The multilingual sign are often found at the lobby and classroom hallway. Multilingual sign also found in the form of informative sign and slogan. The data can be seen as below.



Figure 6. Mandarin-English-Indonesian sign

Moreover, the arrangement types of multilingual sign at Maitreyawira school is by duplicating. The researcher found that the dominant type of multilingual sign is duplicating sign. It can be seen as follows.

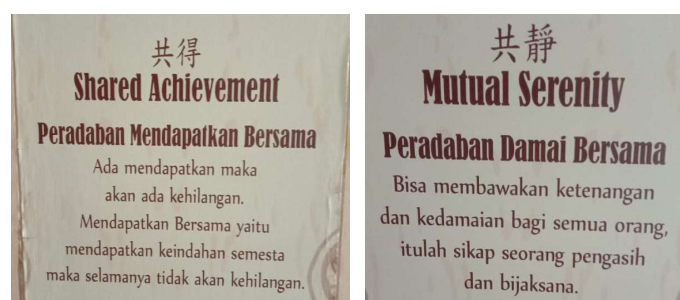


Figure 7. Duplicating in multilingual sign

The figure above is the example of duplicating sign in Mandarin, English and Indonesian by carries the similar text and information in different languages (Mandarin, English Indonesian). Through the sign, the researcher concludes that Mandarin, English, and Indonesian have the same value and the same position in Maitreyawira School.

D. The Characteristics of language

In this section the researcher will have a look at the composition of the monolingual, bilingual and multilingual signs. These signs have its own characteristics, it is not only how the languages are distributed across the area, but how it displayed by people who has authority to display them in their characteristics. The characteristics show us the relative importance given to each language. Cenoz and Gorter (2006) have four indicators to define it. The indicators are; The order of language on mono/bi/multilingual signs, size of text in mono/bi/multilingual signs, type of font on mono/bi/multilingual signs, and translation in bi/multilingual signs. These indicators are used to give a better understanding on its characteristic.

- *The order of language in bi/multilingual sign*

The order of the language needed to analyze to find the characteristics of the sign itself. What language comes first at the sign, and what follows it. In this part, monolingual are not included because there is only one language order in monolingual sign. To be specific can be seen as follows.

Table : 2 The order of language in bi/multilingual sign

Languages	Number	Percentage
Mandarin (First)	20	77%
English (First)	4	15%
Indonesian (First)	2	7,6%



Figure 8 The language order in bi/multilingual sign

From the table and figures above, Mandarin as the first language has a greater number (77%) than English (15%) and Indonesian (7,6%). Mandarin is displayed on the sign in order to show the identity of the school, considering this place is Chinese school. It just likes Arabic, which is the language of Islam and we can easily find the Arabic sign in the mosque or Islamic school. Mandarin is also used as the language whose terms are familiar in this area. However, Maitreyawira School also used Indonesian as national language and as the country where the school stands. English also appear firstly at this area considering English is a global language that should be learn by multilingual society. Few English signs are in the form of prohibition sign.

- *The size of the text in mono/bi/multilingual signs*

The results show that in the area of Maitreyawira School, the most common size of the text in bilingual and multilingual signs are same. But, in monolingual sign, the size of text mostly bigger than the other especially in warning notice and prohibition sign. In this case, the size of text seems to be bigger in order to make the sign readers understand the sign clearly. The warning notice or prohibition written to help readers recognize, understand, and avoid the potential effect related to warning notice refers. So the size in every text in the form of warning notice or prohibition have arranged in the applicable rules. The data can be seen as follows.



Figure 9. The size of the text

- **The font of the text in mono/bi/multilingual signs**

In the case of monolingual sign, the result shows that there are many kinds of font from the text. There are no specific rules for the type of font in monolingual signs. The type of font is adjusted based on the content. For example, the signs that contain important information it will use formal fonts. Vice versa if the information contains fun things it will use interesting and creative fonts (Italic,bold,capital) as below.



Figure 10. The font of the text

In addition, there are monolingual sign made by the school party related to Corona virus (Covid-19), the font choice and also the image is very unique to give the students better understanding about the corona virus (Covid-19). The sign can be seen as below



Figure 11. The font related to Corona Virus

On the other hand, Most of the sign fonts in bilingual and multilingual are same. They are written in Mandarin script with bold, strongly showing the closeness between the schools and Chinese identity. In the bilingual and multilingual signs, Mandarin is used first followed by other languages. It indicates that Mandarin is put higher in the language hierarchy at that school, here the example.

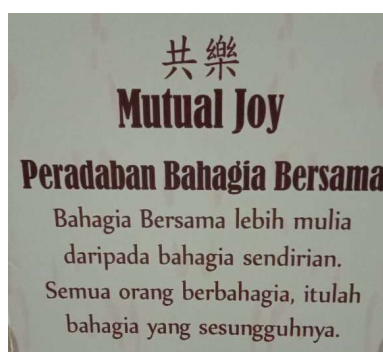


Figure 12 The font of the text

• Translation in bi/multilingual signs

The final characteristic is to compare the information given by each language on signs but focusing on the translation. This step is to analyze the data whether it has translation or not. Monolingual is not included in this part. To be specific see the table below.

Table : 3 Type of Translation

Type of Translation	Number of Sign	Percentage
Full	25	100%
Partial	-	-
No translation	-	-

The table above explained that all of bilingual and multilingual sign at Maitreyawira School use full translation. This was done for making the reader understand the meaning of the information conveyed through the same word structure of each language.

IV. DISCUSSION

This discussion is arranged based on the objectives of the research include the languages used and the language characteristics. For the language used, the researcher concludes that Maitreyawira school have language diversity among multilingual society they are Mandarin, English and Indonesian. Those language are performed in the monolingual (52 signs), bilingual (12 signs), and multilingual (13 signs). English language (52%) appears as the majority language in monolingual signs. Mandarin-English dominates in bilingual sign, and Mandarin-English-Indonesian found in multilingual sign. The multilingual type is by duplicating, where language displayed in the sign have similar information and meaning.

Regarding to the characteristics that analyzed by Cenoz and Gorter indicators, Mandarin (77%) is dominates as language that appear firstly (the order of language). For the size and font of the text, some sign have the same size and font and the rest have different size and font of the text. The size and font of the text must be in accordance with the content of the sign. The last is translation in bilingual and multilingual sign. The Full translation dominates the signs. There is no Partial translation from all of the sign. It was translating the same words into different language which means they have similar value at Maitreyawira School.

V. CONCLUSION

After analyzing the data, the researcher makes a conclusion based on research findings. The researcher discovers Mandarin, English, and Indonesian as language used at Maitreyawira school in the form of monolingual, bilingual, and multilingual sign. The multilingual sign was design by duplicating way in which they have similar information and similar meaning. Those languages have a similar value at Maitreyawira School since they have multilingual society. For the characteristics of the language sign, Mandarin many appear firstly considering this is as school identity. For the size and font of text it made very well to make readers easily conveyed the message. For the translation they have full translation clearly.

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