# LINGUISTIC LANDSCAPE IN SENIOR HIGH SCHOOLS AS REPRESENTATION OF LANGUAGE SITUATION IN YOGYAKARTA'S MULTILINGUAL CONTEXT

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ABSTRACT

**Abstract**

This study on linguistic landscape aims to 1) describe the lingual patterns in linguistic signs found in Yogyakarta's senior high schools; 2) explain the meanings or messages communicated through the linguistic signs; 3) explore the language situation represented by the linguistic landscape in relation with Yogyakarta's multilingual context.

This *mixed-methods* research applied a qualitative approach by observing linguistic signs in five sample senior high schools to collect the data. A quantitative approach was used to quantify data related to lingual patterns and meanings or messages. The main data were the the lingual signs, consisting of 912 signs. The non-lingual contexts in the signs were the supporting data, which were significant especially to discuss the meanings or messages conveyed in the signs. Data collection was conducted from April to June 2017. The emergence of lingual patterns, language use, and themes related to meanings or messages were recorded.  The results were then analysed through SPSS 22 to count frequencies of each lingual pattern, language use, and theme as well as cross-tabulation with other variables. The analysis of the lingual patterns and the uses of languages and the semiotic analysis of meanings or messages were conducted afterwards. Interpretation with regard to language situation was based on multilingualism and linguistic landscape theories. Triangulation of data and analysis was done through three types, namely by research, theory, and methodology.

The research findings show that the senior high school landscape has three lingual sign patterns: monolingual (751 data or 82.3%), bilingual (122 data or 13.4%), and multilingual (17 data or 1.9%). The monolingual and bilingual signs were found in all five schools while the multilingual ones in three schools: Schools A1, A2, and A4. Languages used in the signs –ordered from the highest in frequency- are Bahasa Indonesia, English, Arabic, Javanese, French, Sanskrit, and Latin. Only Bahasa Indonesia, English, and Arabic were found in all three patterns. Javanese and French were used in monolingual and multilingual patterns. Latin and Sanskrit were found only in monolingual pattern. The meanings or messages in the linguistic landscape were classified into eight major themes: 1) location or place direction, 2) morality and religion, 3) environment and energy, 4) school identity and information, 5) academic and non-academic activities, 6) science and knowledge, 7) how to comport oneself, and 8) rules, regulations, and acts; and seven minor themes: 1) motivation, 2) health, 3) tools, products or objects, 4) safety, 5) achievement, 6) national symbols and figures, and 7) advertisement. The lingual patterns of language use in the signs as well as the meanings or messages indicate that multilingualism in written form exist, but not in balance, in the studied five schools. The studied school linguistic landscape reflects which languages are locally relevant to school environments and how they are positioned. Bahasa Indonesia is dominant while Javanese is marginalised. The use of English in LL signs is frequent but indicates the sign makers' less capability of the language. The use of Arabic is related to schools' Islamic identity. Javanese is used as a cultural symbol. French, Sanskrit, and Latin are in very limited sphere. As a means of communication, the signage is both informative and symbolic.

Kata Kunci: *linguistic landscape, representation, multilingualism*