



## The Effect of Landscape Linguistics on Students' Vocabulary

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### *Abstract*

This research was motivated by the researcher's interest in the use of linguistics landscape in English at SMAN 10. This research aims to determine the effect of linguistics landscape on students' vocabulary. In this study, the researcher used quantitative research, with a sample of 100 students from grades 10, 11, and 12 of SMA N 10 Padang. The sampling technique in this study used the Random Sampling method. Data collection was carried out using a questionnaire with the Guttman Scale. The analytical method used in this study is a simple regression analysis method with the SPSS Version 22.0 application. Based on the research results, in general, Landscape Linguistics affects vocabulary, although there are still a small number of LL in SMA Negeri 10 Padang City that do not affect student vocabulary. The results of this study are not intended for all linguistics landscapes in public places because the LL test in this study was only in one school.

*Keywords:* Effect Linguistics Landscape, Vocabulary

### INTRODUCTION

The linguistic landscape includes all language items used in public spaces. If we observe the linguistic landscape around us, there will be many objects displaying various languages. When we enter a new country or city, the first form of contact we have with the language and script of that place is a billboard, signs, advertisements or public signs because they represent the language of the country or city we are visiting. If the country is multilingual, each instance of language choice and presentation on public signage transmits a symbolic message regarding the legitimacy, centrality, and relevance of the particular languages and the people they represent. Ashleigh Brito (2013) suggests that signs in the context of social space tell us a lot about users of space, how users interact with signs, and how users influence and are influenced by them.

In the world of education, LL also relates to signs in public spaces that can motivate readers to learn the language. Gorter and Conez (2007) in their article note that it is important to increase LL research in education because LL exists in schools and universities. According to Shohamy and Waksman (2009), there are many signage problems that can be studied in the field of education where they consider that education is an institution that has the opportunity to act as a powerful tool for meaningful language learning. They also argue that the study of LL in education can lead to understanding what happens in schools and is relevant for educational research. LL in an educational setting is also able to show how signs can have pedagogical value or language learning applications (Gorter, 2017).

In learning a language, vocabulary is the most important thing vocabulary mastery between one person and another is not the same. Vocabulary that is mastered by someone is increasing in line with the development of that person. Tarigan (2011) states that the quality of a person's language depends on the quality of his vocabulary. This explains that vocabulary is an important role in language, both orally and in writing. Roekhan and Martutik (1991:51) also stated the more one reads, the more vocabulary a person increased.

Vocabulary is an important key for anyone who wants to master certain languages, in this case, English. While the alphabet and spelling are the basic foundation of vocabulary. Without mastery of good vocabulary, anyone will have difficulty listening, speaking, reading, and writing. The proverb also says that the "King of Language is vocabulary". Several factors influence the mastery of vocabulary, namely first, internal factors, including age, child's ability, and motivation. Second, external factors, including the family environment and school environment. The use of media also affects student vocabulary learning, where it is intended that students can see an example directly from the original world of language used (Ahmed, 2017).

## **METHOD**

In this study researchers used quantitative methods by taking samples through random sampling in this case for this study researchers used questionnaires to obtain data. Population and Sample Students from SMAN 10 Padang. From 1000 population researcher took 100 students to participate in this research. A random sampling technique has been used for data collection. In collecting data, researchers carry out two steps of data collection, namely by questionnaire and documentation. Because this study used random sampling, the first thing the researcher did was to randomly give questionnaires to students at SMA 10 Padang. The questionnaire given in this study aimed to find out to what extent the linguistic landscape influences students' vocabulary. Questionnaires help researchers in the process of getting information that researchers want to know.

## **RESULTS AND DISCUSSION**

### **Findings**

Data analysis in this study is the validity test using the Pearson correlation technique which shows the value of If the correlation coefficient  $r$  is 0.195 more then the item is declared valid, and If the correlation coefficient  $r$  is 0.195 less then the item is declared invalid it can be seen that the vocabulary of SMA N 10 Padang students still has a value below 0.195, which means that it has an invalid value according to the questionnaire data table owned by the researcher, but it is different from the LL of SMA N 10 Kota students. Padang which has a value above 0.195 indicates that the data is valid. In question 1 regarding the Principal's room, the results of the LL validity test were 0.731 and the vocabulary was 0.394. This shows that the data has a valid correlation because the value is above 0.195 which means that the respondent knows the meaning of the principal's room, namely "Ruang Kepala Sekolah" from LL in SMAN 10 Padang.

### **Discussion**

Landscape Linguistics in SMA N 10 Padang City has an effect on vocabulary because, in the questionnaire given by the researcher, most of the respondents know the meaning of the writing on the LL through the LL itself. However, there are several vocabularies that are not affected by LL in schools which are determinants or instructions for a particular room according to its function and use, as is the case with LL which reads Social Classroom, computer laboratory, No Smoking Area, and Library. Most students of SMA N 10 Padang City know the meaning of LL from seeing it in the hospital, watching it in the cinema, knowing it from studying English at school, during environmental introductions, from friends, during English lessons, seeing it in public places,

knowing it from the dictionary, from the internet, books, watching movies and listening to music. Therefore, the use of LL did not significantly affect students' vocabulary in the 4 locations.

LL research continues to expand and guess how language is displayed in many places around the world, scientists are testing how to utilize LL research (results) to improve pedagogical approaches in language teaching and learning (Rowland, 2012; Thornbury, 2012; Sayer, 2010; Cenoz & Gorter, 2008). The influence of the presence of LL besides helping from the spontaneous level of students when asked to go to a location at SMA N 10 Kota Padang can be found easily with the help of the school's LL. Although still using bilingual language (Indonesian and English). To maximize LL in English at school, it would be better to use only one language, namely English, which in turn will make students more accustomed to and familiar with adapting English in the school environment.

After the data was collected, the researcher then analyzed through the theory proposed by Arikunto (2010:278). In this step, the researcher used questionnaires to collect data. The first instrument was a questionnaire adopted from Guttman; the questionnaire consisted of 40 items. It can be seen that the vocabulary of SMA N 10 Padang city students still has a value below 0.195, which means that it has an invalid value according to the table which corresponds to the questionnaire data owned by the researcher, but it is different from the linguistic landscape of the students. SMA N 10 Padang City which has a value above 0.195 indicates that the data is valid.

The level of reliability of a variable can be seen from the results of the Cronbach Alpha statistical test. A variable can be said to be reliable when the Cronbach Alpha value is greater than 0.6 which indicates that the data is more reliable. The results of reliability testing can be seen. The level of reliability of a variable can be seen from the results of the Cronbach Alpha statistical test. A variable can be said to be reliable when the Cronbach Alpha value is greater than 0.6 which indicates that the data is more reliable.

In this study, there are several vocabularies that are not affected by LL in schools which are determinants or instructions for a particular room according to its function and use. As is the case with LL which reads Social Classroom, Computer Laboratory, No Smoking Area, and Library. Most students of SMA N 10 Padang City know the meaning of LL from lessons at school, from tutoring places, and even from social media. Therefore, the use of LL did not significantly affect students' vocabulary in the 4 locations.

LL research continues to expand and guess how language is displayed in many places around the world, scientists are testing how to utilize LL research (results) to improve pedagogical approaches in language teaching and learning (Rowland, 2012; Thornbury, 2012; Sayer, 2010; Cenoz & Gorter, 2008). With LL in the school environment, of course, this directly affects the reflexes of students at the school in seeing LL in their school and understanding its meaning directly. Not a few of the students of SMA N 10 Padang City know the meaning of the LL from the LL itself because they are used to seeing it as one of the main factors.

## Table

**Table 1.** Reliability Test

Cronbach's Alpha	Number of Items	Information
.935	40	Reliable

**Table 2.** Validity Test

Pertanyaan	Pearson Correlation	Status	Pertanyaan	Pearson Correlation	Status
Vocabulary			Landscape Linguistic		
X1	0,394	Valid	Y1	0,731	Valid
X2	0,647	Valid	Y2	0,644	Valid
X3	0,168	Tidak Valid	Y3	0,810	Valid
X4	1,00	Valid	Y4	0,825	Valid
X5	0,455	Valid	Y5	0,826	Valid
X6	0,551	Valid	Y6	0,594	Valid
X7	1,00	Valid	Y7	0,823	Valid
X8	0,091	Tidak Valid	Y8	0,902	Valid
X9	0,130	Tidak Valid	Y9	0,716	Valid
X10	0,377	Valid	Y10	0,724	Valid
X11	0,805	Valid	Y11	0,779	Valid
X12	1,00	Valid	Y12	0,791	Valid
X13	0,596	Valid	Y13	0,752	Valid
X14	0,427	Valid	Y14	0,750	Valid
X15	0,320	Valid	Y15	0,825	Valid
X16	0,622	Valid	Y16	0,820	Valid
X17	1,00	Valid	Y17	0,932	Valid
X18	0,168	Tidak Valid	Y18	0,790	Valid
X19	0,690	Valid	Y19	0,766	Valid
X20	0,251	Valid	Y20	0,890	Valid
Total	1,00	Valid	Total	1,00	Valid

## CONCLUSION

Based on the findings of the researchers in the previous chapter, the researchers drew conclusions from the data obtained by the researchers through a questionnaire, which the researchers distributed to 100 students at SMA N10 Padang randomly. Broadly speaking, LL has an effect on vocabulary, although there is still a small proportion of LL at SMA Negeri 10 Padang City which has no effect on student vocabulary. Furthermore, LL is important because it can be a source of learning and add to the vocabulary of SMA N 10 Padang City students. The results of this study are not intended for all LL, because LL in this study is not necessarily used in schools in the city of Padang using English. Finally, this research had a good influence, especially on students of SMA N 10 Padang City because this research was conducted at SMA N 10 Padang City.

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