



Linguistic Landscape for Indonesian Learning: An Explorative Study from the Bahasa Indonesia course for international students

M. Isnaini^{1*}, Setya Yuwana², Dianita Indrawati³

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ABSTRACT

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The objective of this study was to examine the utilisation of Linguistic Landscape (LL) as a means of exposing international students to Bahasa Indonesia in the context of a Bahasa Indonesia course. In addition, this study also investigated the international students' perspective on utilising LL as a supplementary educational tool. The study was carried out in a Bahasa Indonesia course specifically designed for international students at a private university in Indonesia. This research featured a total of eight international students and one teacher who were enrolled in the Bahasa Indonesia course. In

addition, a mixed-methods strategy was used to collect data, which involved doing classroom observations, administering questionnaires, and conducting interviews. The research revealed that LL was utilised in several ways in the Bahasa Indonesia course for international students. For instance, LL was employed to provide realistic learning materials in the classroom, and it was also integrated into project-based activities for the students. In addition, with regards to the students' opinion of utilising LL as their learning resources, they typically reported a positive outcome in terms of their perceptions, attitudes, and utilisation of LL. The findings also emphasised the potential benefits of utilising LL in future language education, leading to additional recommendations.

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¹ Language and Literature Education, Universitas Negeri Surabaya / Universitas Muhammadiyah Malang, Indonesia, Email: m.isnaini.21024@mhs.unesa.ac.id, ORCID: <https://orcid.org/0009-0000-0463-6709>

² Universitas Negeri Surabaya, Indonesia, Email: setyayuwana@unesa.ac.id

³ Universitas Negeri Surabaya, Indonesia, Email: dianitaindrawati@unesa.ac.id

Introduction

In recent times, there has been a notable upsurge in scholarly attention towards the examination of linguistic landscapes (LL) within the domains of sociolinguistics and applied linguistics (Lai, 2013). Numerous research endeavours and scholarly publications have indicated a burgeoning inclination within the field of applied linguistics towards the examination of written texts in urban environments, with a specific focus on bilingual and multilingual contexts. In the context of multilingual settings, it is noteworthy to mention that Indonesia possesses a designated national language, namely Bahasa Indonesia, which serves as a unifying force amidst the nation's rich cultural diversity. The inception of Bahasa Indonesia (the Indonesian language) can be traced back to the auspicious date of October 28, 1928. The Indonesian language was officially designated as the national language in the same year. Subsequently, on the 18th of August 1945, the Indonesian language was officially proclaimed as the designated state language. The Indonesian language, serving as the official national language, encompasses various functions: 1) unifying Indonesian society. The Indonesian language is used as a language to communicate between Indonesians who come from various tribes and cultures, 2) as a national identity, the Indonesian language is the everyday language used and is a characteristic of the Indonesian state, and 3) the Indonesian language pride of the Indonesian nation.

In the realm of internationalising the Indonesian language, the Indonesian government offers scholarships for the purpose of pursuing direct study of the Indonesian language within the borders of Indonesia. The Bureau of Foreign Cooperation Planning (BPKLN), a governmental entity, offers one of the available scholarships. The Developing Countries Partnership (KNB) programme offers a valuable opportunity for students from developing nations to engage in undergraduate, graduate, and doctoral studies. Moreover, it is imperative for the recipients of this scholarship, who are international students, to actively engage in the Programme Bahasa Indonesia bagi Penutur Asing (BIPA) for a duration of one year, with the primary objective of acquiring proficiency in the Indonesian language as a non-native speaker (Setyaningrum & Pangesti, 2020). Consequently, it is anticipated that the students will possess the ability to engage in communication utilising Bahasa Indonesia within their routine endeavours. Indeed, certain students have encountered difficulties in acquiring proficiency in the Indonesian language (Gusnawaty & Nurwati, 2019; Widiyanto, 2021).

Insufficient exposure to the target language poses a significant challenge in the process of teaching and learning a foreign language. The customisation of teaching methods and strategies to suit individual learners is essential to enhance their learning experience. One potential approach involves incorporating authentic materials, such as LL, into the classroom setting. Encountering individuals who speak different foreign languages and belong to diverse cultures in natural environments, commonly known as the "Linguistic landscape," is a relatively common occurrence. The utilisation of the linguistic landscape as an instructional setting has the potential to enhance the process of language acquisition. The instruction of Indonesian as a foreign or additional language can leverage the linguistic environment. Hence, it is unsurprising that Language Learning (LL) strategies have been incorporated into foreign or second language courses, both for instructional purposes and for the development of extracurricular field trip projects.

Moreover, the utilisation of LLs for educational and cultural awareness objectives is not a new idea. The use of the LL as a pedagogical tool has become prominent in multilingual educational settings. Dumanig and David (2019) employ LLs in both L2 and L3 classrooms. For instance, Ma (2018) found that employing LL can effectively facilitate the acquisition of Spanish among learners. Moreover, the utilisation of LL for educational and cultural awareness objectives is not a new idea. She posited that incorporating LL as a supplementary method to traditional teaching can effectively enhance students' learning experiences beyond the confines of the classroom. The students were able to learn new vocabulary incidentally. Bagna, Gallina, and Machetti (2018) utilised the linguistic landscape as an instructional tool in a course designed for international students studying Italian as a second language. The authors contended that employing the linguistic landscape promotes active reading practices, thereby enhancing language proficiency.

Hewitt-Bradshaw (2014) asserts that linguistics encompasses various aspects, such as the societal use of language, oral and written communication, and language representation and display. When looking at signs from a linguistic landscape perspective, we may observe how language, cultural values, authority, and political dynamics function within both tangible and conceptual environments. Research on sign languages (LL) investigates various aspects, including the comparative prominence and importance of languages in the environment, the process of creating written works, and the consequences for policy (Nash, 2016). As evidenced by the subsequent explanation.

The linguistic landscape of a certain area, such as a territory, region, or urban area, is created by the combination of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signage on government buildings. Landry and Bourhis (1997: 25) cited in Gorter (2006).

The linguistic landscape (LL) is a sociolinguistic concept that examines power dynamics and identity construction in the linguistic representation of urban space, specifically viewing the city as a text (Ivkovic & Lotherington, 2009). The linguistic landscape can elucidate power dynamics between dominant and subordinate groups. Consequently, LL is deeply embedded within the physical geography of the cityscape.

The differentiation between official and nonofficial signs is a crucial qualitative distinction within the field of linguistic landscaping (Backhaus, 2006). All signs installed by governmental organisations are considered official. Various sources, including regional offices, local governments, and national government agencies such as the ministry of land, infrastructure, and transport, provide official signs. Even when under the purview of private enterprises, signs associated with public transportation are acknowledged as official indicators. Moreover, within the realm of research focused on linguistic and city landscapes, diverse terminologies pertaining to sign categorizations have been established, encompassing concepts such as bottom-up and top-down linguistic landscapes (Ardhian & Fajar, 2017), distinctions between private and public signs (Ben-Rafael et al., 2006), as well as the differentiation between official and nonofficial signs (Backhaus, 2006; Taylor-Leech, 2012). Other categorizations include the delineation of 'monolingual,' 'bilingual,' and 'multilingual' signs (Lai, 2013), as well as the classification of signs into govern and non-govern categories (Huebner, 2006).

Employing Linguistic Landscape (LL) as instructional materials is posited to yield manifold advantages for enhancing language learners' comprehension. [Hewitt-Bradshaw \(2014\)](#) delves into the application of LL as extracurricular texts to nurture critical language awareness and enhance communicative competence among students within educational contexts. The results indicate that the incorporation of additional environmental images into language and literacy lessons may heighten the motivation and interest of Caribbean students in language learning. Furthermore, [Floralde and Valdez \(2017\)](#) conducted qualitative research investigating the use of Linguistic Landscape in a rural community in the Philippines. In the context of English as a Foreign Language (EFL) instruction in the respective country, the incorporation of Linguistic Landscape (LL) is anticipated to offer genuine teaching and learning materials. The utilization of distinct languages within linguistic landscapes can furnish language educators with insights into the pragmatic and tangible manifestations of sociolinguistic identities embedded in public signs. These manifestations convey nuanced notions related to language-in-education policies, particularly the execution of language teaching and learning practices.

Young language learners should aim to develop an understanding of how to effectively use the linguistic resources they encounter. This understanding will inform them about the language they need to learn to become proficient and contribute to social interactions ([Floralde & Valdez, 2017](#)). [Dumanig and David \(2019\)](#) examine learners' viewpoints regarding the utilisation of LL in the translation classroom. The students' feedback was collected through open-ended questions in an online survey. The students emphasised that incorporating LL into their translation project yielded several advantages. These included connecting theoretical concepts with practical application in the field of translation studies, enhancing their language learning abilities, and fostering a greater sense of community engagement. LL serves to enhance both language proficiency and cultural awareness among students.

Therefore, it was hypothesised that LL could be applied in different classroom environments, drawing on the pedagogical advantages identified in previous research on second and foreign language learning. [Huebner \(2016\)](#) has noted that there is a growing research interest in the intersection of language learning (LL) and education, particularly in the context of language teaching and learning. Researchers in Indonesia have conducted numerous studies on the linguistic landscape ([Anggeria, Suryawardhani, & Sartini, 2018](#); [Ardhian & Fajar, 2017](#); [Azmillah & Muttaqin, 2020](#); [Hasni et al., 2022](#); [Iwana & Sudarwati, 2021](#); [Sakhiyya & Martin-Anatias, 2023](#); [Sianipar, 2021](#)). Previous research has primarily concentrated on the linguistic dimension of language loss in specific regions of Indonesia. Previous research primarily focused on public spaces, urban landscapes, food literacy, and tourism literacy. However, there is a lack of research on the implementation of LL in Bahasa Indonesia classrooms. This research aimed to contribute to the pedagogical literature on the use of LL as instructional material, specifically for learners of Bahasa Indonesia (Indonesian). Hence, two research questions were formulated as follows:

1. How is the implementation of using LL in Bahasa Indonesia classes for foreign students? and
2. How is the foreign students' perception regarding the use of LL to help their learning Bahasa Indonesia?

Methodology

Research Design

The study follows the principles of an exploratory mixed-method design, which is a type of research approach that combines quantitative and qualitative data collection and analysis methods to gain insights into a research problem (Creswell, 2013; Richards, Ross, & Seedhouse, 2012). A mixed-method study is a research approach that integrates qualitative and quantitative elements (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques). The primary objective of this approach, as described by Johnson, Onwuegbuzie, and Turner (2007), is to achieve a comprehensive and in-depth understanding of a phenomenon while also corroborating findings. The research utilised primary data obtained through classroom observation and teacher interviews. During this phase, the primary purpose of the data was to address the initial research question. In the subsequent phase, a questionnaire was distributed to foreign students, and they were invited to participate in a focus group discussion (FGD) to address the second research question. The data collected includes both quantitative and qualitative information. The entire research design of the study is presented in the following figure:

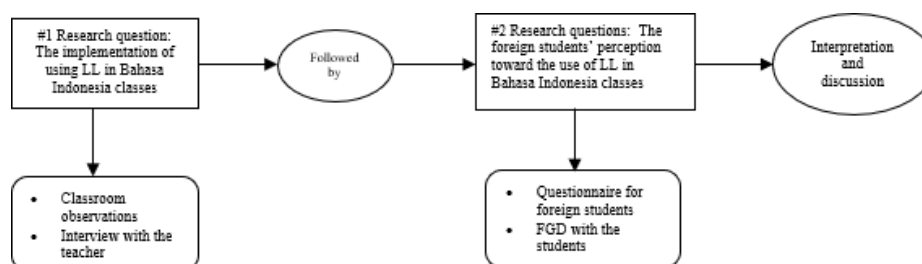


Figure 1. Flowchart of the Research Design Adopted in This Research (Exploratory Mixed-Method Design)

Research Setting and Participants

A private university in Indonesia conducted this research. This university offers a programme for foreign students to learn Bahasa Indonesia, as it is a requirement for recipients of the Indonesian government scholarship. The scholarship recipients are required to participate in the Programme Bahasa Indonesia bagi Penutur Asing (BIPA) for one year to learn Indonesian as a foreign language. Furthermore, we obtained the data from a language course specifically designed for non-native speakers of Bahasa Indonesia. All students in this class are international. The students in this class study Indonesian as their second foreign language, following English. Indonesian can be considered the third language for individuals residing in Indonesia. To effectively engage in their studies, students are required to possess a minimum level of C1 proficiency in the Indonesian language. This study included one language teacher and eight international students. All participants were required to complete a participant consent form to indicate their voluntary participation in this study, in accordance with research ethics. In addition, the subsequent table presented the participant's details.

Table 1.*The Background Information of The Participants*

No.	Initials	Age	Nationality	Additional Information	How Long Have You Been Studying Bahasa Indonesia?
1	S1	23	Malian	Bambara (L1) and French (L2)	7 months
2	S2	25 years	Pakistani	Balochi (L1) and English (L2)	Last 8 months
3	S3	22	Yemeni	Arabic (L1) and English (L2)	6 months
4	S4	22	Yemen	Arabic (L1) and English (L2)	7 months
5	S5	25	Yemen	Arabic (L1) and English (L2)	7 months
6	S6	22	Uzbek	Uzbek (L1), Russia and English (L2)	3 years
7	S7	25	Uzbek	Uzbek (L1) and tajik (L2)	3 years
8	S8	26	Colombian	Spanish (L1) and English (L2)	6 months
9	T1	35	Indonesian	Bahasa Indonesia (L1), English (L2)	Teaching Bahasa Indonesia for foreign students <u>for the last 5 years</u>

Data Collection

The initial phase of the study involved classroom observation and an interview with the teacher, as depicted in [Figure 1](#). An exploratory mixed-method design was employed in this study. The research design is illustrated in a provided flowchart. The classroom observation consisted of three sessions, comprising two sessions in a classroom setting and one session during a field trip activity. To validate the data obtained from the classroom observation, the researchers conducted semi-structured interviews with the teacher to gather additional information regarding the implementation of using LL in her classes. For the second phase of data collection, the researchers surveyed eight foreign students using an online questionnaire to examine their perception of using a LL approach to enhance their language proficiency. This survey aimed to collect data on students' perspectives on using LL for learning Bahasa Indonesia, which can be applied to a wider population. The questionnaire items were derived from the study conducted by [Qi, Zhang, and Sorokina \(2020\)](#). The questionnaire consisted of three sections. The initial section pertains to the demographic information of the participants. The second section comprises ten closed-ended questions that utilise a 5-point Likert scale. These questions aim to assess the students' perceptions, attitudes, and practices regarding the use of LL for their Bahasa Indonesia learning. Finally, the students were asked an open-ended question regarding their experiences utilising LL to enhance their vocabulary. To gain additional insight into the students' perceptions, a Focus Group Discussion (FGD) was conducted to provide further clarification on their responses.

Analysing the Data

Thematic analysis (TA) is a systematic approach used to identify, organise, and gain insight into patterns of meaning, known as themes, within a dataset ([Alhojailan, 2012](#); [Creswell, 2013](#)). Thematic Analysis is widely regarded as the most suitable approach for

studies aiming to uncover meaning through interpretive methods. It introduces a systematic component to the process of analysing data. This allows the researcher to correlate the frequency analysis of a theme with the entirety of the content. Researchers believe that this practice enhances the overall significance of the research by ensuring accuracy and incorporating complexity. The present study utilised the six steps of thematic analysis in educational research as outlined by [Elo and Kyngäs \(2008\)](#). These steps include data familiarisation, code generation, theme search, theme review, theme definition, and report production. During the final stage, the researchers collectively engaged in a discussion to review the data and verify the ultimate findings.

Findings and Discussions

RQ 1: The Implementation of Using Linguistic Landscape (LL) For Bahasa Indonesia Learning in A Bahasa Indonesia Course for International Students

Bringing The LL Into the Classroom as Authentic Teaching Materials

During the classroom observation, T1 presented a genuine photograph of a public sign to the students. The classroom observation consisted of three phases: pre-teaching activity, whilst-teaching activity, and post-teaching activity. As part of the pre-teaching activity, the international students were asked about their initial experiences upon arriving in Indonesia. Foreign students have previously expressed their interest in participating in a field trip aimed at analysing public signs. The teacher subsequently instructed the students to form groups and capture photographs of signs in the selected area that use the Bahasa Indonesia language. Subsequently, students have the option to select specific signs for analysis, focusing on both their explicit and implicit connotations. Following the field trip, T1 initiated the class by inquiring about the students' participation and impressions of the excursion. The details can be illustrated from the following excerpt:

Teacher starts the class by brainstorming. Teacher asks the students "where have you visited around?", then the students answer by their experiences.

The teacher asked about walking. "Where have you gone?" Then, the students answer by their experiences.

The teacher gives some places to go for holiday or vacation in Indonesia and at Malang.

Teacher explained in detail about the material "Public Signal" in Bahasa Indonesia and the meaning of public signal.

Then, to check the students' understanding, the teacher directly asks students to give an example about a public signal.

T1 : "Tanda sarana umum yang pernah dilihat kamu lihat?" (*What is the public signal that you have seen?*)

S1 : "Dilarang mengambil gambar" (*No camera*)

T1 : "Di mana kamu melihat itu?" (*Where did you see it?*)

S1 : "Saya melihatnya di malioboro, Yogyakarta." (*I saw it at malioboro, Yogyakarta*)

T1 : "Bagaimana dengan mu? Tanda sarana umum yang pernah dilihat kamu lihat?" (*How about other students? What kind of public sign have you ever seen around you?*)

In the excerpt, T1 aimed to prompt students to discuss the significance of public signs they observed in various locations. For instance, Student 1 provided a comprehensive account of their visit to a city in Indonesia. He could provide a description of public signs that he deemed significant for visitors.



Figure 2. *The Language Teacher Used LL In Public Places Around the City for Teaching Bahasa Indonesia*

After completing a pre-teaching activity, the teacher presented a selection of public signs (both official and non-official LL) to the students. During the primary instructional session, students engaged in a discussion regarding the significance of the exemplary LL and its role in public spaces. The students presented their findings in Bahasa Indonesia after engaging in peer discussions.



Figure 3. *One of International Students was Describing the LL Using Bahasa Indonesia*

It was seemed that the students were immensely enthusiastic to discuss about the meaning of the LL as it was described in the following excerpt.

- S5 : “Saya pernah lihat ini di dekat pusat perbelanjaan” (I have seen this sign next to the supermarket)
 S3 : “Yeah, itu logo untuk kota Malang” (yeah, it is a logo for Malang city)
 Meanwhile, other students eagerly to explain their experience in seeing the public sign.
 S2 : “Saya pernah melihat tanda batas suci, alas kaki harap dilepas” (I have seen the holy limit sign, please footwear remove)
 T1 : ““Di mana kamu melihat itu?” (Where did you see it?)
 S2 : “Saya melihatnya di masjid” (I saw it at mosque)
 T1 : “Bagaimana dengan mu? Tanda sarana umum yang pernah dilihat kamu lihat?” (How about you? What is the public signal that you have seen?)
 L3 : “Saya pernah melihat tanda jangan merokok” (I have seen the don’t smoke sign)
 T1 : ““Di mana kamu melihat itu?” (Where did you see it?)
 L3 : “... Aku lupa, aku hanya ingat dengan tulisannya” (I forgot it, I just remember its writing in Bahasa Indonesia)

The teacher individually assesses each student's comprehension to ensure understanding. The teachers employed a strategy of verbally identifying students by name to assess their comprehension and maintain their focus. Afterward, the teachers divided the class into multiple smaller groups. Each group presents a public sign or other form of linguistic landscape that they discovered within the urban environment. One group displayed a public sign in the local language, as depicted in [Figure 1](#).



Figure 4. An Exemplary of Public Sign Using Local Language and Bahasa Indonesia

Figure 4 illustrates the use of Bahasa Walikan, a local language, in a public sign. Bahasa Walikan is a youth language originating from Malang, East Java. The term "Walikan" in Javanese refers to the practice of word reversal, which is the most notable characteristic of the Javanese language. During the student's presentation, T1 prompted the students to interpret the meaning of a public sign in Bahasa Walikan, as depicted in the provided excerpt.

- S4 : "Saya lihat papan nama ini di dekat alun-alun kota" (*I have seen this sign near the city square*)
- T1 : "Apa artinya? Kamu sudah tahu artinya?" (*What does it mean? Have you known? its meaning?*)
- S5 : "Saya tahu, itu adalah Bahasa anak muda, Bahasa Walikan". (*Ah I know, it's the language of youth in Malang, Bahasa Walikan*)
- T1 : "Betul, apakah Anda Tahu?" (*Yes, that's right. Did you know it?*)
- S4 : "Itu memakai bahasa Jawa ya? Apa artinya?" (*Does it use Javanese language? What does it mean?*)
- T1 : "Betul, Bahasa Walikan banyak dipakai di Kota Malang. Dari gambar tersebut, misalnya, Ngalam Ipak Ilakes, artinya Malang bagus sekali. Ngalam adalah Malang, Bahasa kebalikannya Malang. Kipa itu Bahasa Jawa dari kata apik, kemudian dibalik. Ilakes adalah Bahasa Indonesia, sekali artinya sangat. Malang bagus sekali, atau malang sangat bagus?" (*Yes, the Walikan language is widely used in Malang. From the picture, for example, Ngalam Ipak Ilakes, means that Malang is very good. Ngalam is Malang, the reverse language is Malang. Kipa is the Javanese word for apik, then reversed. Ilakes is Indonesian, once means very. Malang is very good*)

According to the expert, students learned about the local language mixed in public signs (LL). The LL served as an example of authentic materials. Zyzik and Polio (2017) defined authentic materials as "those created for a real-world purpose other than language learning and frequently, but not always, provided by native speakers to native speakers." The use of authentic materials among the participating students resulted in the cultivation of cultural awareness as a shared benefit. Authentic texts enhance understanding of the target culture. Additionally, the utilisation of authentic materials is anticipated to enhance students' motivation to acquire the target language (Guo, 2012). In this study, the presence of the local language was found to encourage international students to learn the local culture associated with the language spoken by teenagers, known as Bahasa Walikan. Students not only improved their Bahasa Indonesia skills but also developed their understanding of the local culture using LL as authentic learning material. According to Przymus and Kohler (2018), their research supports the idea that LL incorporates cultural influences found in contemporary linguistic messages within our physical environment.

Integrating Project-Based Learning Approach to Investigate the LL In Public Places.

The integration of LL into project-based learning was implemented in Indonesian language classes for foreign students. The project was designed as a field trip to provide students with real-life situations and authentic language input. A field trip provides students with the opportunity to gain first-hand experience of life beyond the confines of the classroom. During the observation, T1 divided the field trip into two phases. T1 invited international students to visit various public locations in the city, including museums, government offices, and tourist attractions, during the initial phase. The students had to identify public signs. Next, the T1 facilitated the students' translation and comprehension of the text (Zhou, 2022).



Figure 5. *The Foreign Students Were Joining Field Trip to Public Places*

Prior to commencing the project, the teacher formulated a rubric to provide students with a structured framework for navigating the field trip procedure. The teacher instructed the students to inquire with residents about the significance of a nearby public sign, as shown in the accompanying figure. In the second phase, foreign students were invited to participate in a car-free day event organised by the local government on Mondays. During the event, T1 facilitated the students' observation of public announcements and street signs. The students captured a photograph and subsequently conducted an analysis of its significance (Yong, Owen, & Hoseana, 2022).



Figure 6. *The Students Were Asked to Investigate the Meaning of The LL They Found by Asking the Locals*

Project-based learning during field trips is an effective teaching method that offers students the opportunity to gain valuable experience and engage in adventurous activities. Hughes and Moore (2014) argue that field trips enhance students' ability to recall and relate learned material, thereby fostering their motivation to learn. This study examines the use of LL in language learning, specifically focusing on students' enthusiasm in learning about public signs. Both teachers and foreign students benefit from an effective and engaging learning process.

The findings were consistent with prior research (Barrs, 2020; Burwell & Lenters, 2015; Nielsen et al., 2020). The authors suggested that project-based learning is a viable alternative for effectively investigating the LL. In project-based learning, students actively interacted with and critically analysed the linguistic landscapes (LL) of foreign languages. As a result, students developed a comprehensive understanding of how foreign languages are used in public settings, considering the social and cultural environment. The activity demonstrates how to effectively utilise the linguistic landscape that learners are immersed in (Hewitt-Bradshaw, 2014). This holds true not only in terms of linguistic analysis conducted by language learners in Bahasa Indonesia, but also in terms of learners positioning themselves as researchers who can engage with Bahasa Indonesia as sociolinguists. They can critically examine the forms and functions of Bahasa Indonesia in their environment.

RQ 2: The International Students' Perception Regarding the Use of LL In Learning Bahasa Indonesia

Studying the perceptions of foreign students regarding LL in the context of learning Bahasa Indonesia was essential for understanding effective practices in education. The result was elaborated as follows:

Table 2.

The Result of Questionnaire Regarding the Students' General Perception on The Use of LL In Learning Bahasa Indonesia

No.	Topics	Statements	Mean
1	Perception	I often see the LL (signages, road names, shop names, posters, notice, etc.) around	3,88
2		I read the Indonesian language more than other languages.	3,50
3		I read the English language more than other languages.	3,50

Based on the findings presented in Table 2, it can be deduced that Bahasa Indonesia is a language characterised by a high level of comprehensibility. International students studying in Indonesia, particularly in Malang, demonstrate a keen interest in and hold a positive perception of the Indonesian language. This study examines the perspectives of international students regarding LL in the Indonesian context. LL is notable for its ability to effectively provide necessary information, such as rules, street names, and announcements, in a highly comprehensible manner, as demonstrated by the achieved outcomes. Table 2 displays data pertaining to the prevalence of LL among international students, particularly those who exhibit exceptionally high results (Mean = 3.88). A higher frequency of LL was observed in Indonesian compared to other languages (M = 3.50). In contrast, their English reading proficiency percentage (M = 3.50) surpasses that of other languages. The students further corroborated the findings through their testimony. The students further elucidated the information in the subsequent excerpt.

"I think that Bahasa Indonesia is easy language. I used to see the public sign [LL] in Bahasa Indonesia, so I can learn new vocabulary" (Student 7_FGDtranscript)

"Bahasa Indonesia is simple. Like me, I don't speak fluent in English, I am still learning English though. But when I compared to English, Bahasa Indonesia does not have specific grammar or verbs in various form like in English ya. so, I can remember it and learn it fast" (Student1_FGDtranscript)

The LL can lead students to recognise that the interpretation of a sign can vary among readers due to their cultural, social, and linguistic backgrounds (da Silva, 2018). Regarding Bahasa Indonesia, students find it easy to comprehend the meaning of LL since the language does not necessitate complex grammar rules. International students in LL demonstrated a positive attitude towards learning Bahasa Indonesia. The following findings supported it:

Table 3.

The Result of Questionnaire Regarding the Students' Attitude on The Use of LL In Learning Bahasa Indonesia

No.	Topics	Statements	Mean
4		When I see public sign, I think long and complicated Indonesian LL waste my time.	2,88
5	Attitude	I think long and complicated Indonesian LL is difficult for me to understand.	1,88
6		I think the Indonesian language on the LL is an authentic input to enhance my Indonesian learning.	4,50

Table 3 displays the diverse perspectives of international students regarding the local language in their surroundings. In general, international students exhibit a favourable disposition towards the utilisation of LL in the acquisition of Bahasa Indonesia. They disagreed with the notion that spending time watching long and complex language learning videos in Indonesian would be a worthwhile use of their time ($M = 2.88$). Therefore, they held a differing opinion regarding the claim that the LL in Indonesian was challenging to comprehend. The participants perceived the level of difficulty in understanding LL in Indonesian to be relatively low ($M = 1.88$). International students believe that Bahasa Indonesia in LL can enhance their proficiency in the Indonesian language. According to Ardhan and Fajar (2017), Cenoz and Gorter (2006), Gorter (2006), and da Silva (2018), this is in line with the definition of LL. Consequently, LL can be used as instructional material for teaching Bahasa Indonesia to foreign students. Additionally, the table below provides an explanation of the practicality of utilising LL in the process of learning Bahasa Indonesia.

Table 4.

The Result of Questionnaire Regarding the Students' Practice on The Use of LL In Learning Bahasa Indonesia

No.	Topics	Statements	Mean
7		I spontaneously use the Indonesian language on the LL to practice my pronunciation of Bahasa Indonesia when I see it.	4,13
8	Practice	I spontaneously use the Indonesian language on the LL to enrich my vocabulary of Bahasa Indonesia when I see it.	4,13
9		I read the LL in Bahasa Indonesia to get information.	4,25
10		I use an electronic dictionary or translation apps to help me understand the information.	4,25

The application of LL significantly improves the Indonesian language skills of international students, as indicated by the high results in Table 4. The participants expressed their ability to acquire and improve their Indonesian pronunciation upon observing LL (Mean = 4.13). LL can serve as a valuable method for enhancing the vocabulary of international students (Mean = 4.13). Participants in the study reported a mean score of 4.25, indicating that they typically obtain information using the Indonesian language. International students use electronic dictionaries to verify and ensure the accuracy of the information they comprehend (Mean = 4,25).

Conclusion

This study examined the use of LL in a classroom setting, specifically in the instruction of Bahasa Indonesia to international students. The findings suggest that international students benefited from the field trip by acquiring new vocabulary through LL. The students in the class presented the LL, which highlights how Bahasa Indonesia Street signs may inadvertently contribute to the promotion of local culture. The use of authentic materials, such as LL, helps students understand both the literal and figurative meanings of public signs. Therefore, individuals can utilise and retain the vocabulary for their daily tasks. This study also examined the Indonesian language learning environment for a specific group of international students. LL can be a valuable resource for Indonesian language learning among students. International students considered the LL as a reliable source of information, confirming this perception.

This study has a limited scope, as it involved a small number of international students who were available for participation. This research supports previous studies on the use of LL in language learning, contributing to its theoretical application. Therefore, future research should consider replicating the study in various learning environments and with a larger sample size.

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