
Arabic Language Practice in Islamic Boarding Schools: (a Linguistic Landscape Study)

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Abstrak : Pesantren Mambaus Sholihin Putri menerapkan kebijakan bilingual, yaitu bahasa Arab dan Inggris, dalam kehidupan sehari-hari para santri. Penelitian ini bertujuan menganalisis pengaruh lanskap linguistik (LL) terhadap praktik berbicara bahasa Arab di pesantren tersebut. Lanskap linguistik di pesantren ini terdiri dari tiga bahasa utama, yaitu bahasa Indonesia, Arab, dan Inggris, namun penelitian ini secara khusus memfokuskan pada peran bahasa Arab dalam LL terhadap pembiasaan berbicara bahasa Arab di kalangan santri. Pendekatan kualitatif digunakan untuk mengumpulkan data berupa foto tanda-tanda visual di lingkungan pesantren, baik berupa informasi infrastruktural maupun larangan regulatif. Analisis dilakukan berdasarkan jenis bahasa yang digunakan, distribusi bahasa Arab, dan bagaimana konfigurasi posisional tanda tersebut mendukung praktik bahasa Arab. Hasil penelitian menunjukkan bahwa keberadaan tanda berbahasa Arab yang dominan dalam lanskap pesantren, baik secara monolingual maupun bilingual, menciptakan lingkungan yang memadai untuk memotivasi santri berbicara bahasa Arab. Bahasa Arab sering ditempatkan lebih tinggi secara posisional, menunjukkan prioritasnya dalam budaya pesantren. Keselarasan antara kebijakan bilingual dan lanskap linguistik yang mendukung memfasilitasi pembelajaran bahasa secara alami dan kontekstual. Penelitian ini memberikan implikasi bahwa praktik penggunaan bahasa di pesantren dapat diintegrasikan sebagai bahan ajar untuk mendukung pembelajaran bahasa Arab secara kontekstual, bermakna beserta integrasinya terhadap metode pengajaran bahasa untuk memperkuat kompetensi berbicara santri.

Kata kunci : Lanskap linguistik, praktik berbicara bahasa Arab, pesantren, kebijakan bilingual, pembelajaran kontekstual.

Abstract

The female Mambaus Sholihin Boarding School implements a bilingual policy, namely Arabic and English, in the daily life of the santri. This study aims to analyze the influence of the linguistic landscape (LL) on the practice of speaking Arabic in the pesantren. The linguistic landscape in this pesantren encompasses three main languages, namely Indonesian, Arabic, and English, with a specific focus on the role of Arabic in LL and its impact on the habit of speaking Arabic among the santri. A qualitative approach was used to collect data in the form of photographs of visual signs in the pesantren environment, both in the form of infrastructural information and regulative restrictions. The analysis was conducted based on the type of language used, the distribution of Arabic, and how the positional configuration of the sign supports the practice of Arabic. The results show that the dominant presence of Arabic signs in the pesantren landscape, both monolingual and bilingual, creates an adequate environment to motivate santri to speak Arabic. Arabic is often placed positionally higher, indicating its priority in pesantren culture. The alignment between the bilingual policy and the supportive linguistic landscape facilitates natural and contextualized language learning. This study provides implications that language use practices in pesantren can be integrated as teaching materials to support contextualized, meaningful learning of Arabic along with its integration into language teaching methods to strengthen students' speaking competence.

Kata kunci : Linguistic Landscape; Arabic Speaking Practice; Pesantren; Bilingual Policy; Contextualized Learning

INTRODUCTION

Language use in public spaces, including educational environments, has become a focus of study in the field of linguistic landscape (LL). Reveal that LL studies are not only relevant for understanding language use patterns in public spaces¹, but also an important part in educational contexts to support language learning². The linguistic landscape in educational settings, known as the schoolscape, plays a significant role in shaping students' language habits and preferences.³

In recent decades, the study of linguistic landscape (LL) has gained widespread attention, especially in exploring how language is visually displayed in public spaces. Landry and Bourhis (1997)⁴ first introduced the concept of LL as the visual representation of language through signage, information signs, posters, and other media in public spaces. LL research has evolved into an interdisciplinary study that links language to public policy, social hierarchy, and cultural dynamics.⁵ The emphasis on LL in educational contexts, known as schoolscape, provides a new perspective on how visual representations of language can contribute to students' language learning.

In an educational environment, LL or schoolscape plays an important role as a support tool for passive and active language learning. Gorter (2018)⁶ explains that visual elements in educational spaces, such as room signage, motivational slogans, or regulative signs, can strengthen students' exposure to the target language. Brown⁷ also found that the presence of language in visual signs in educational environments can increase students' motivation to learn the language, especially if the language is used consistently in school policies. In another study, schoolscape can reflect the ideological orientation and language policies of educational institutions, which directly affect students' language behaviour.⁸

Pesantren, religious institutions, often focus on foreign language learning, particularly Arabic and English. Pesantren Mambaus Sholihin implements a bilingual policy, requiring students to speak in Arabic and English daily. This policy enhances language competence, prepares students for global challenges, and strengthens their religious identity. Arabic plays a special role in religious education and understanding Quran and classical texts. The linguistic

¹ Bernard Spolsky, "Linguistic Landscape," *Linguistic Landscape. An International Journal* 6, no. 1 (March 16, 2020): 2–15, <https://doi.org/10.1075/ll.00015.spo>.

² Gunawan Widiyanto, "PEMAKAIAN BAHASA DI MADRASAH: KAJIAN LANSKAP LINGUISTIK SEKOLAH," *Prosiding Konferensi Linguistik Tahunan Atma Jaya (KOLITA)* 22, no. Prosiding KOLITA 22 (October 1, 2024): 171–80, <https://doi.org/10.25170/kolita.22.6006>.

³ Ruthi Aladjem and Bibiana Jou, "The Linguistic Landscape as a Learning Space for Contextual Language Learning," *Journal of Learning Spaces*, vol. 5, 2016.

⁴ Rodrigue Landry and Richard Y. Bourhis, "Linguistic Landscape and Ethnolinguistic Vitality," *Journal of Language and Social Psychology* 16, no. 1 (March 26, 1997): 23–49, <https://doi.org/10.1177/0261927X970161002>.

⁵ Luk Van Mensel, Mieke Vandenbroucke, and Robert Blackwood, "Linguistic Landscapes," 2016, 423–49.

⁶ Durk Gorter, "Linguistic Landscape as an Additional Source of Input in Second Language Acquisition," *IRAL - International Review of Applied Linguistics in Language Teaching* 46 (October 27, 2008): 257–76, <https://doi.org/10.1515/IRAL.2008.012>.

⁷ H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: San Francisco State University, 2007).

⁸ Shohamy, Ben Rafael, Monica Barni, *Introduction: An Approach to an Ordered Disorder Linguistic Landscape in the City* (Canada: Multilingual Matters, 2010).

landscape (LL) within the pesantren environment, including Arabic, English, and Indonesian, encourages Arabic practice among students.

Although LL studies have been extensively conducted, most research focuses on formal environments, such as public schools, universities, or other public spaces, such as stations and museums. Research on the role of LL in the context of pesantren is still very limited, despite the unique dynamics of pesantren. Unlike formal schools, pesantren emphasize language learning that is integrated into daily life, not just in the classroom. This research aims to fill that gap by exploring how LL at Pesantren Mambaus Sholihin supports the habituation of speaking Arabic.

This research is interesting because it offers novelty in the study of LL, particularly by exploring the role of LL in the context of religious-based education in pesantren. Theoretically, this research expands the scope of LL by examining its role in fostering Arabic language habits integrated with religious values. Practically, this research is relevant for the development of language policies in pesantren and similar institutions, especially in utilizing LL as a supportive tool for language learning.

This research explores the role of Language Learning (LL) in supporting bilingual policy at Pesantren Mambaus Sholihin, focusing on habituating Arabic speaking. It also explores how LL can be integrated into meaningful Arabic language teaching methods to enhance students' speaking competence. The research aims to answer key questions about the languages used in LL, the distribution and configuration of Arabic in LL, and how LL supports Arabic speaking among students and its integration into Arabic language teaching methods.

By answering these questions, this research not only contributes theoretically to the development of LL studies but also offers practical solutions to improve Arabic language learning in pesantren through the integration of LL into teaching methods. This research is ultimately expected to strengthen the speaking competence of students, make Arabic language learning more meaningful, and support the systematic development of language policies in pesantren.

METHOD

This research uses a qualitative approach with a descriptive-analytical method based on case studies to explore the role of the linguistic landscape (LL) ⁹ in supporting bilingual policies at Pesantren Mambaus Sholihin, particularly the habituation of speaking Arabic. The research was conducted at Pesantren Mambaus Sholihin (New Building for junior high school and excellent programs), Gresik, East Java.

The data for this research were collected through observation, in-depth interviews, and documentation. ¹⁰ Observations were conducted non-participatively to record elements of the linguistic landscape (LL) in the environment of Pesantren Mambaus Sholihin, such as visual

⁹ Yvonna S. Denzin, Norman K. Lincoln, *Handbook of Qualitative Research* (London : Sage Publications, 1994).

¹⁰ John W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches*, Edisi Keem (SAGE Publication, 2014).

signs, religious slogans, and information boards, with a focus on the use, distribution, and configuration of languages (Arabic, English, or Indonesian).

In-depth interviews involve Arabic language teachers, students, and pesantren administrators to explore their perceptions of the role of LL in supporting Arabic speaking practice and its integration into teaching methods.¹¹ Documentation includes files and images of LL design elements, authorized directly by the pesantren language expert team, language policies, and teaching materials to complement data from observations and interviews. This approach¹² ensures comprehensive data to analyze the contribution of LL to the pesantren's bilingual policy.

RESULT AND DISCUSSION

Language Used in the Linguistic Landscape at Mambaus Sholihin Boarding School

Observation results show that LL in this pesantren is dominated by Arabic, English, and in some cases, Indonesian. The use of Arabic was found on various signboards, slogans, banners, and other visual media scattered throughout the pesantren environment. Indonesian is used as a companion to provide understanding to students who have not fully mastered Arabic and English, and it is also used for some Linguistic Landscapes that are used for announcement boards in areas accessible to guests or outsiders of the pesantren¹³, who are not all capable of using Arabic and English.

This distribution shows that Arabic and English are prioritized to create a modern learning atmosphere, in line with the view that contextual foreign language learning can enhance memory and understanding.¹⁴ Arabic and English serve as the main elements in supporting the creation of a conducive environment for sustainable learning.¹⁵ Conversely, Indonesian is used to ensure information accessibility for all students, considering that this pesantren also serves students with varying levels of proficiency in Arabic.¹⁶

¹¹ Sari Knopp Bogdan, Robert, C. dan Biklen, *Qualitative Research for Education: An Introduction to Theory and Methods* (London: Allyn and Bacon, Inc., 1982).

¹² Peter Charles Taylor, "Contemporary Qualitative Research," in *Handbook of Research on Science Education, Volume II* (Routledge, n.d.), <https://doi.org/10.4324/9780203097267.ch3>.

¹³ Aied Alenizi, "Internal Structure of Oral Narrative in Arabic," *Journal of Language and Linguistic Studies* 16, no. 4 (2020): 2059–76, <https://doi.org/10.17263/JLLS.851034>.

¹⁴ D. Gorter, "Further Possibilities for Linguistic Landscape Research," in *Linguistic Landscape: A New Approach to Multilingualism* ((Clevedon UK: Multilingualism Matters), 2006), 81–89.

¹⁵ Selinker L., "Interlanguage," in *International Review of Applied Linguistic* 10 : 209-31, 1972.

¹⁶ Ahmad Mohammad Atouf Aldershawi et al., "استراتيجيات تعلم مهارة الكلام لدارسي اللغة العربية في تركيا للمبتدئين," *مجلة الدراسات اللغوية والأدبية* (Journal of Linguistic and Literary Studies) 13, no. 2 SE-Linguistic Studies (November 29, 2022): 5–19, <https://journals.iium.edu.my/arabiclang/index.php/jlls/article/view/990>.



Figure 1. 1 LL images as learning media that use two languages (Arabic and English) or called bilingual linguistic landscape

Furthermore, the presence of English is also used to demonstrate the pesantren's efforts to prepare students to face the challenges of globalization. This can be linked to Cummins' (2012)¹⁷ view that bilingualism helps develop broader literacy skills. In addition, this arrangement provides students with access to modern terminology,¹⁸ broadening their horizons beyond traditional contexts.

Moreover, interviews with the pesantren administrators revealed that the dominance of Arabic in LL is closely related to the pesantren's vision to ensure that every student can read and understand the yellow book.¹⁹ The yellow book, as a classical Islamic text written in Arabic without diacritics, becomes the main source of learning in this pesantren. Thus, Arabic language learning (LL) not only serves as a means of visual communication but also becomes a learning tool that supports the understanding of the yellow book. Which emphasizes the importance of the yellow book as a pillar of the pesantren's scholarly tradition.²⁰

Using Spolsky and Cooper's signs taxonomies,²¹ the researcher classifies the signs in this investigation according to their use and function.²² Following data analysis, the researcher

¹⁷ Tove Skutnabb-Kangas, "Cummins, Jim," in *The Encyclopedia of Applied Linguistics* (Wiley, 2012), <https://doi.org/10.1002/9781405198431.wbeal0306>.

¹⁸ dkk. Syafiyatul Maf'udah, "Strategy for Developing the Arabic Environment at Madrasah Tsanawiyah Negeri (MTsN) 3 Malang," *Al-Mahara (Jurnal Pendidikan Bahasa Arab)* 10, no. 2 (December 2024): 5–6.

¹⁹ Mohammad Makinuddin, "PEMEROLEHAN BAHASA ARAB MELALUI PEMBELAJARAN KITAB KUNING DI PESANTREN INDONESIA," *JALIE; Journal of Applied Linguistics and Islamic Education*, 2022, 213–30.

²⁰ Nanang Kosim and Ami Gusmiati, "IMPLEMENTASI COMMUNITY LANGUAGE LEARNING DALAM PEMBELAJARAN BAHASA ARAB," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 2, no. 2 (December 15, 2018): 122–32, <https://doi.org/10.15575/jpba.v2i2.9560>.

²¹ Spolsky, "Linguistic Landscape."

²² Robert Blackwood, Stefania Tufi, and Will Amos, *The Bloomsbury Handbook of LINGUISTIC LANDSCAPE*, 1st Edition, vol. 1 (London: Bloomsbury Publishing, 2024), <https://books.google.co.id/books?hl=id&lr=&id=kpsHEQAAQBAJ&oi=fnd&pg=PA2002&dq=+Spolsky+and+>

determines that the building name, prohibition & order, informative sign, slogan, and learning media are the sign categories that correspond with all of the data. Below is a discussion of the specific details of the sign classifications.

**Tabel 1.1 The Diverse Categories of LL Signs
at Mambaus Sholihin Female Islamic Boarding School**

Total	Categorizations	Number	Percentage
254	Learning Media	92	36 %
	Bulding Names	68	27 %
	Slogans	38	15 %
	Informative Sign	32	13 %
	Prohibiton & Orders	24	9 %

The above table shows that the educational tool signs constitute the largest category of signs in the linguistic landscape at Mambaus Sholihin Islamic Female Boarding School (36%), followed by signs for names of objects and buildings (27%), slogans and invitations (15%), announcements and notifications (13%), and the last is the sign of means of command and prohibition (9%).

The above table shows that the most widely used type of linguistic landscape is the linguistic landscape used as an educational tool, i.e., with 92 linguistic scenes with 36% of all existing and proven linguistic scenes displayed. The linguistic landscape used as an educational tool varies greatly, as the main point of the current linguistic landscape is used as a means of learning foreign languages, Arabic and English, and this is consistent with the slogan of the Mambaus Sholihin Islamic Female Boarding School as expressed by the head of the foreign language division, Ustadzah Fariha, “*Language is the crown of the Boarding*”.²³

It should be noted that there are indeed three languages used in this Mambaus Sholihin Islamic Female Boarding School, namely foreign languages consisting of Arabic and English and also Indonesian because Indonesian is the official language used in the country of Indonesia. Based on the results of interviews and observations, it is also known that the proportion of language use in the linguistic landscape in this pesantren consists of 3 levels and can be seen in the following table:

**Tabel 1.2 Proportion of Language Use in LL
in Mambaus Sholihin Female Islamic Boarding School**

Language	Percentage (%)
Arabic Language	51 %
English Language	40 %
Indonesian Language	9 %

+Cooper’s+signs+taxonomies+based+on+the+function+and+the+use+of+the+signs&ots=ZhNY2TLgOE&sig=ufOz4NQWgDkxsbV4xD9aTLdocQ0&redir_esc=yv=onepage&q&f=false.

²³ “Interview Results with ‘Ustadzah Fariha’ as the Head of Pondok Pesantren Mambaus Sholihin Putri, (Location: Front of OSPPMS Office), 7 May 2024.” n.d.

The study reveals that multilingualism in Language Learning (LL) in pesantren serves more than just communication. Arabic symbolizes religiosity and discipline, while Indonesian and English fulfill pragmatic and strategic functions. LL is not just passive learning but also a tool for creating a holistic social and religious identity. The significant presence of English, 40%, reflects the pesantren's orientation towards globalization without neglecting its religious identity.²⁴ This aligns with Pennycook's theory of "global Englishes,"²⁵ which suggests that English can bridge international opportunities without replacing local or traditional languages.

The use of Indonesian as a third language in LL demonstrates the flexibility of pesantren in aligning communication needs with social realities. Spolsky²⁶ suggests that the presence of local languages alongside foreign languages in the educational environment allows for more effective knowledge transfer, especially for learners new to the target language.



Figure 1. 2 Multilingual images designed for both santri and non-santri audiences

The LL content uses three languages simultaneously, making it accessible to students, parents, and guests. Indonesian is included in the health clinic for students' parents, and an announcement board encourages cleanliness in reception and pesantren hall. This LL is found in public areas not only accessible to pesantren residents.



Figure 1. 3
LL's bilingual picture that features a farewell expression

²⁴ Widiyanto, "PEMAKAIAN BAHASA DI MADRASAH: KAJIAN LANSKAP LINGUISTIK SEKOLAH."

²⁵ Alastair Pennycook, *Global Englishes and Transcultural Flows* (Routledge, 2006), <https://doi.org/10.4324/9780203088807>.

²⁶ Spolsky, "Linguistic Landscape."

The LL content combines Arabic and English, aligning with the modern Salafi pesantren's motto of using two languages in daily communication. It is placed near the gate where students often engage in activities with their parents or relatives. The content is considered general LL, with standard Arabic expressions and language levels. However, some content differentiates language levels based on students' level, such as grammatical difficulties and structure.

LL is a language practice tool designed for pesantren students, with content tailored to their level and purpose. For secondary education students, LL uses more challenging Arabic language content, longer sentences without diacritics, and longer words. For beginner or junior students, LL presents short sentences with diacritics. The content is adjusted to suit the audience's level and purpose, as shown in two LL images.



Figure 1.5
A picture of LL has been placed in the library
for senior level students



Figure 1.4
A picture of LL has been placed in the library
for junior-level students

The image above shows LL content in a school library area, with different designs based on sentence structure and length. The LL images are tailored to the target audience, with middle school students receiving Arabic sentences without diacritics, while MTS students or junior students receive Arabic sentences with diacritics and shorter sentences. These differences in design and content are essential for effective communication and understanding in the library.

The head of Mambaus Sholihin girls' dormitory stated ²⁷ that the LL content in the pesantren is categorized into two categories based on the target audience: general LL for all students, junior and senior levels, and adjusted LL for students' educational levels, divided into junior, senior, and special program levels. This categorization ensures that the content is tailored to the specific needs of the students.

The three categories above are distinguished by vocabulary, sentence structure, as well as matters concerning nahwu and shorof rules. It is also distinguished by the time for replacing

²⁷ "Interview Results with 'Ustadzah Farihah' as the Head of Pondok Pesantren Mambaus Sholihin Putri, (Location: Front of OSPPMS Office), 7 May 2024."

LL images, and this is what differentiates each category. For the category of advanced programs, the replacement is done in a shorter time compared to the other two categories, while the intermediate level category is also done in a shorter time than the junior level category. All of this is done as an effort to ensure that the presence of LL can improve the speaking skills of the students.

Thus, LL at the Mambaus Sholihin Islamic Boarding School for Girls is not merely a decoration or visual element, but also a strategic tool in building a holistic learning ecosystem.²⁸ This emphasizes the role of LL as a multifunctional medium capable of harmoniously uniting religious, cultural, and pragmatic values.

Distribution and Configuration of Arabic in the Linguistic Landscape

The strategic distribution and configuration of Arabic in Pesantren Putri Mambaus Sholihin's LL serves as a decorative and informative element, as well as a pedagogical tool for contextual language learning.²⁹ The LL is designed to create a holistic learning atmosphere, with Arabic as the primary medium of communication. The LL's implementation in the unique educational space reinforces the bilingual policy of the institution, with every element designed to create a holistic learning atmosphere.

School, All rooms are equipped with nameplates and Arabic slogans that include Islamic motivational quotes, classroom rules, and reminders to speak in Arabic. For example, the nameplate "تحدث باللغة العربية" (Speak in Arabic) serves as a constant reminder for students to integrate Arabic into their daily conversations.

Based on the "Noticing Hypothesis" theory by Schmidt (1990),³⁰ the presence of such LL helps learners to pay more attention to the language features they are studying. There is also a sign that reads "البيئة اللغوية" In every area of the school environment, this serves as a reminder for the students that the entire school area, not just the pesantren, is a mandatory area for communication using a foreign language. Therefore, all students are required to remember and practice it.



Figure 1. 6
Images of the LL located within the school area

²⁸ Michael Mahoney, "Implementing Evidence-Based Practices within Multi-Tiered Systems of Support to Promote Inclusive Secondary Classroom Settings," *The Journal of Special Education Apprenticeship* 9, no. 1 (January 1, 2020), <https://doi.org/10.58729/2167-3454.1095>.

²⁹ Kevin Lane Keller, *Strategic Brand Management: Building, Measuring, and Managing Brand Equity*, 2013.

³⁰ R. W. SCHMIDT, "The Role of Consciousness in Second Language Learning1," *Applied Linguistics* 11, no. 2 (June 1, 1990): 129–58, <https://doi.org/10.1093/applin/11.2.129>.

The image above is a LL placed in front of classroom walls and teachers' offices, indicating that speaking in Arabic and English is mandatory in the school. Additionally, LL with Arabic expressions and vocabulary words are affixed in various corners of the school, demonstrating the importance of Arabic language proficiency in the learning environment.



Figure 1. 8
Images of LL featuring Arabic expressions in the school environment



Figure 1. 7
Images of LL featuring Arabic vovabularies in the school environment

The Mambaus Sholihin Islamic boarding school features a LL in the formal school area, designed to be regularly updated with Arabic vocabulary words and expressions. This LL is a flexible board that can be erased and replaced, reflecting language policy and serving as a learning tool. Islamic boarding schools integrate religious values and language learning by displaying Islamic slogans, creating harmony between religious education and linguistic competence.³¹

Arabic language signs in pesantren's LL provide an immersive learning experience, creating an authentic context for learning. They enhance students' comprehension and motivation, as per Self-Determination Theory. An environment supporting psychological needs boosts intrinsic motivation, encouraging students to use Arabic in daily life. This encourages continuous study and repetition to prevent knowledge loss.

Asrama, Each dormitory has signs in Arabic that encourage the habit of speaking Arabic in daily life. Another example is " في مرحلة دار الزهراء مرحبا بكم " (Welcome to the Daruzzahro' Dormitory). This context supports Ellis's research, which shows the importance of the social environment in second language learning, as repeated interactions with LL encourage the internalization of new vocabulary.

³¹ Dewi Chamidah, Abdullah Sarif, and Syafiyatul Maf'udah, "Language Differences in the Quran and Their Implications for Arabic Teaching in Indonesia," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 505, <https://doi.org/10.29240/jba.v7i2.8376>.



Figure 1. 9
Image of the linguistic landscape found at one of the entrances to the boarding school dormitory

The dormitory serves as a practical laboratory for implementing the "interaction theory," emphasizing effective language learning through dialogue and direct use in real contexts. Signs in the dormitory serve as reminders and create a space for students to explore their speaking abilities without formal pressure, using new grammatical structures.

Students also show significant progress in the everyday vocabulary used in the dormitory environment. They are more confident in speaking Arabic, as seen from their interactions which increasingly often use phrases like "كيف حالك؟" (How are you?) dan "إلى أين؟" (Where are you going?). This supports Long's (1996) view that natural interaction is key to improving second language speaking ability.

Public areas, including mosques, cafeterias, libraries, and restrooms, are equipped with Arabic writings, including vocabulary words and expressions. Prohibitions and commands are displayed in every corner, such as littering and cleanliness. Room names are also displayed with LL. These writings create an Islamic atmosphere and strengthen contextual learning by providing students with the opportunity to understand Arabic in real situations.

Pesantren Putri Mambaus Sholihin employs visual language learning (LL) in strategic locations to promote continuous exposure to Arabic, allowing students to internalize vocabulary and language structures. This strategy, based on Bronfenbrenner's "ecological systems theory," enhances Arabic language learning, promotes holistic engagement, and supports bilingual policy, ultimately improving speaking skills.

The Role Of Landscape Linguistics In Supporting Arabic-Speaking Practices

The Linguistic Landscape (LL) at Pesantren Putri Mambaus Sholihin is a multifunctional educational medium designed to support the practice of the Arabic language. It includes vocabulary enrichment, grammar application, and Islamic and social values relevant to the pesantren environment. The LL aligns with the functions and activities at each strategic area, allowing students to understand Arabic in real-life situations and as a visual reminder to practice Arabic in daily life.

LL as a Media for Improving Speaking Competence, some LL are also specifically designed to support the speaking abilities of students. For example, the nameplate in the discussion room includes simple conversational sentences such as "ما رأيك؟" (What do you think?) or "تكلم ببطء من فضلك" (Speak slowly, please). This not only teaches relevant phrases

but also encourages students to interact directly in Arabic, in line with the communicative approach proposed by Richards and Rodgers.³²

The Linguistic Landscape at Pesantren Putri Mambaus Sholihin is an educational tool that enhances Arabic language practice through vocabulary enrichment, grammar application, and Islamic values, aligning with strategic areas.

Increased Motivation, The pesantren environment filled with LL in Arabic, such as nameplates, posters, and directional signs, provides a strong encouragement for students to use Arabic in daily conversations. Interviews with several students revealed that the presence of LL helps boost their confidence in speaking Arabic. This supports Gardner's theory³³ which emphasizes that a supportive environment is very important in second language learning. Additionally, the value-expectancy theory by Eccles and Wigfield shows that students who see direct benefits from using Arabic tend to have high expectations of their own abilities, thereby increasing their motivation and learning success.

In addition, the results of observations of several students, especially new students, were found. Some of them may not yet be able to practice speaking Arabic well, especially based on interview results, many of them feel less confident and less motivated to speak using a foreign language. Therefore, they are able to and can be confident with the presence of linguistic landscapes around the pesantren area. One of them said, *"In the past, we were very afraid to speak Arabic or foreign languages, but we became motivated by seeing the Arabic language boards in every corner of the pesantren area, where the vocabulary and expressions are adjusted to the location of the linguistic landscapes"*.

Linguistic landscapes can motivate students, especially those not yet proficient in Arabic and foreign languages, to practice and communicate using Arabic correctly. The environment plays a crucial role in learning motivation, and a supportive and positive environment is essential for students to succeed. A linguistic landscape can provide a positive effect on students' motivation to communicate and speak using foreign languages.

Contextual Learning Support, LL installed in the pesantren areas, such as in the cafeteria, mosque, and dormitory, includes practical phrases in Arabic relevant to those locations. For example, the sign in the canteen reads "ادفع هنا" (Pay here) helps students understand the context of language use in a real way. This approach aligns with Long's (1996)³⁴ view on task-based learning, which promotes understanding through direct experience and contextual relevance.

Observations and interviews show that students understand expressions based on their location and usage. The linguistic landscape plays a crucial role in contextual learning, helping students understand where to use words in different areas like the bathroom, bedroom, or school. Arabic expressions are delivered simultaneously and mixed together in the classroom, allowing for contextual learning to emerge.

³² Platt Richard and H. Weer, *Longman Dictionary of Applied Linguistic* (London: Longan, 1452).

³³ Harry Morgan, "An Analysis of Gardner's Theory of Multiple Intelligence," *Roeper Review* 18, no. 4 (June 1996): 263–69, <https://doi.org/10.1080/02783199609553756>.

³⁴ Selinker L., "Interlanguage," in *Jack C. Richard (Ed), Error Analysis Perspective on Second Language Acquisition* (London: Longman, 1972), 31–54.

Linguistic Enrichment and Language Awareness, Besides functioning as a means of communication, LL also enriches the vocabulary of the students. LL in the pesantren includes various forms of expressions, vocabulary, and even Arabic grammar rules. For example, LL in the bathroom includes phrases such as "نظف يديك" (Wash your hands) which provides practical learning experiences about commands in Arabic grammar. Which states that LL can function as a medium for linguistic enrichment, providing a wider variety of language to second language learners.

The Mambaus Sholihin Islamic boarding school environment offers linguistic enrichment to its students through the presence of a linguistic landscape containing Arabic expressions. This environment motivates, supports, and makes students aware of the importance of speaking and communicating in foreign languages, such as Arabic. A female student, who was previously unaware of Arabic communication, expressed that the presence of this linguistic landscape in the school indirectly made her aware of the school's requirement to speak Arabic in daily life, making her more confident and aware of her Arabic language skills.

As a Learning Tool, LL in the pesantren not only provides directions or information but is also used as a medium for language learning. Some signs are equipped with illustrations of vocabulary, expressions, and Arabic grammar rules relevant to their installation locations. For example, the board in the classroom includes a list of academic vocabulary, while the sign in the library displays terms related to reading activities. This approach reflects the concept of contextual learning, where learning materials are integrated into daily life to enhance the effectiveness of learning (Brown, 2007).³⁵

Linguistic landscapes are an effective learning tool, containing Arabic sentences without diacritics and expressions related to Arabic grammar. These landscapes encourage students to read and understand Arabic, promoting linguistic awareness and contextual understanding. Language learning (LL) at Mambaus Sholihin Islamic Boarding School for Girls aims to provide information and support students in developing meaningful Arabic speaking competencies for everyday life. The environment serves as a learning medium, encouraging students to use Arabic in both formal classrooms and the pesantren environment.

Integration of Visual Signs in Arabic Language Teaching

The integration of Linguistic Landscape (LL) at Pesantren Putri Mambaus Sholihin is not just decorative but also a strategic element in the language learning process. The visual environment rich in Arabic language signs provides direct stimulus for students to be actively involved in the use of Arabic in their daily lives. LL creates connectivity between theory taught in class with real applications in the field, increasing the relevance of learning. This aligns with Vygotsky's view on the importance of social interaction-based learning, where the environment plays a central role in cognitive development.

LL is used as contextual teaching materials in Arabic language classes, with teachers often using nameplates, slogans, and other signs as real examples for teaching grammar. For example, the grammatical analysis of the sentence "Respect others" (Respect others) is used to teach the command pattern. The existence of linguistic landscape greatly helps teachers in

³⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*.

teaching Arabic, especially Arabic grammar, by utilizing linguistic landscape as a medium. For example, the prohibition sentence "لَا تَرْفَعَنَّ أَصْوَاتَكَ فِي الْمَسْجِدِ" can be explained from the side of the sentence form in Arabic, related to the context of the command and prohibition sentences in Arabic.

Enriching Vocabulary, The linguistic landscape in the Islamic boarding school is designed to enrich students' vocabulary by introducing new vocabulary relevant to the pesantren environment. This includes introducing new vocabulary from Arabic expressions in every corner of the school, which can help students practice speaking Arabic. The linguistic landscape also contains content that replaces existing vocabulary with new ones when scheduled or when the purpose of installing Arabic linguistic landscape content is achieved.

The following are the students' responses to the role of LL in Islamic boarding schools. These results are the answers to the students' responses who were asked questions about how they responded to the role of LL in their daily lives. Their answers were summarized and presented in the form of a percentage of numbers, so that the data is easy to read and understand.

Tabel 1.3 Students' Responses to the Role of LL

Student Response	Percentage (%)
Helps learn new vocabulary	75%
Increase speaking motivation	80%
Makes it easier to understand the context	70%

The table shows three main responses from students about the role of Language Learning (LL) in their Arabic language skills, particularly in daily life. The most common response was that LL helped students learn new Arabic vocabulary, as seen in one student who admitted to feeling confused and afraid of speaking and communicating in Arabic after entering a language boarding school.

The linguistic landscape in the Islamic boarding school supports students' Arabic language practice activities and enriches their vocabulary through the introduction of new vocabulary and expressions. The design encourages students to be interested in the linguistic landscape that exists in all corners of the school, ensuring that all existing content is replaced from old to new. This design encourages students to be more engaged with the Arabic language.

Improving Reading and Understanding Context, Islamic boarding schools are implementing LL to enhance students' reading and understanding context by providing Arabic content in various forms, such as commands, prohibitions, announcements, and learning mediums. These LLs are strategically placed in the environment, adjusting to expressions and vocabulary, and can provide motivation and examples for students to practice their Arabic language skills in their daily lives. One example is the guest office area, where LL contains phrases reflecting Islamic values, such as "Cleanliness is part of faith." Additionally, LL can be found in Arabic pearls of wisdom, such as mahfudzot, quotes from hadith, scholars, ulama's, and the Qur'an.

Islamic boarding schools' language learning (LL) enhances students' motivation to speak Arabic, with strategic placement and regularly updated content, promoting both formal and informal learning.³⁶ LL can improve communication skills and strengthen language and cultural identity in educational settings. It not only supports Arabic language proficiency but also strengthens students' Islamic identity. Teachers have reported that LL's presence positively impacts teaching methods, such as using kitchen boards to teach neatness and order while improving Arabic language skills through repetition.

Vygotsky's (1978)³⁷ theory of social interaction-based learning supports this idea, where a language-rich environment becomes the foundation for the development of language skills. LL, in this case, becomes a tool that strengthens this interaction, making Arabic language learning more comprehensive and meaningful.

Thus, the integration of visual signs in teaching Arabic at Pesantren Putri Mambaus Sholihin shows how LL is not only a decorative element, but also a strategic pedagogical tool. LL plays a role in connecting formal classroom learning with everyday learning experiences, creating a comprehensive and contextual learning ecosystem.

CONCLUSION

The presence of a linguistic landscape in Pesantren Putri Mambaus Sholihin is not only a visual element but also an integral part of creating an immersive Arabic learning environment. This research highlights the significant role of visual signs in shaping students' language habits, fostering their Arabic-speaking competence, and supporting the pesantren's bilingual policy. The findings emphasize that the strategic placement and design of Arabic signage encourage spontaneous language use and reinforce contextual learning, providing a continuous stimulus for students to practice Arabic in daily interactions. This study contributes to the growing body of linguistic landscape research by offering insights into its application in religious educational institutions, expanding the discourse beyond formal school settings. The novelty of this research lies in its exploration of how LL can intertwine with religious values, contributing to both linguistic proficiency and spiritual development. Despite its strengths, this research acknowledges limitations in its scope, as the data collection was limited to specific pesantren areas and may not fully capture the diversity of language practices across different educational contexts. Future research could explore longitudinal impacts of LL on long-term language retention or compare LL practices in various pesantren to gain a broader understanding of effective strategies. The integration of LL into teaching methodologies is recommended as a sustainable approach to enhance language learning, providing students with continuous exposure to Arabic in both formal and informal settings, ultimately strengthening their confidence and communicative abilities in the language.

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³⁶ Gorter, "Linguistic Landscape as an Additional Source of Input in Second Language Acquisition."

³⁷ Marta Topçiu and Johana Myftiu, "Vygotsky Theory on Social Interaction and Its Influence on the Development of Pre-School Children," *European Journal of Social Sciences Education and Research* 4, no. 1 (August 30, 2015): 172, <https://doi.org/10.26417/ejser.v4i1.p172-179>.

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