The Use of Linguistic Landscape as a Medium for English Language Learning at Al-Ammar Science High School for Qur'an Memorization

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Abstract: This article is the result of the community service activity of a team of lecturers and students of Universitas Muslim Nusantara Al-Washliyah from the English literature study program. The purpose of this community service is to share knowledge of the use of linguistic landscape as a medium for English language. Landscape linguistics is a study of language use in public spaces. The program was designed to enhance students' exposure to English through the strategic use of signs, posters, labels, and educational displays placed in the school environment. The implementation of this program demonstrated that the linguistic landscape could function as an effective, low-cost, and sustainable learning medium. Students showed increased interest and familiarity with English vocabulary and expressions encountered in their daily school activities. Furthermore, the program proved that English language learning can be harmoniously integrated into a religious-based educational setting without disrupting the school's focus on Qur'an memorization. Through this activity, it is hoped that it will increase the knowledge and insight of the participant.

Introduction

Al-Ammar Science and Qur'an Memorization High School is an educational institution that combines a general curriculum (science) with a Qur'an memorization program. This school emphasizes the development of religious character, mastery of science, and language skills, particularly Arabic and English, as part of Islamic and globalization education. Laut et al. (2022) describe Al-Ammar Science and Qur'an Memorization High School, located on Jalan Limau Manis-Medan Sinembah Dusun VI (Pasar 15) Medan Sinembah Village, Tanjung Morawa District, Deli Serdang

Regency, North Sumatra Province, which has 17 teachers consisting of 9 permanent teachers and 8 civil servant teachers, has a school vision of 'Producing Intellectual, Achieving, Qur'anic Morals, and Leadership-minded Individuals in accordance with Islamic Thought and Civilization'. This vision is very much in line with the school's name, which aims to educate the nation's children through a combination of science and the Qur'an. In addition to its vision, the school also has a mission, namely: 1) To nurture students to think critically and intellectually; 2) To train students to be able to create and apply technology; 3) To prepare students who have memorized the Qur'an to be able to compete in the Science and Technology Olympiad; 4) To shape the personalities of students to be Islamic, honest, and trustworthy based on the Qur'an. Below is an image of Al-Ammar Science and Quran Memorization High School.

Figure 1. Al-Ammar Science High School for Quran Memorization

Although the school emphasizes foreign language education (Arabic and English), the linguistic environment at the school does not fully support contextual language learning. The linguistic landscape, such as signboards, directions, slogans, and school information, mostly uses Indonesian, or if foreign languages are used, they are not optimally utilized as learning media. Historically, the linguistic landscape (LL) is a sociolinguistic concept that investigates the relationship between text and the physical landscape of a city (cityscape) language. Multilingual interactions in the real world, as seen on billboards, warning signs, and banners on streets and in shopping centers, are examples of this. However, the study of multilingualism in digital communication (cyberspace), which has different linguistic characteristics and phenomena from LL in the conventional or non-digital world, is growing along with the development of information and communication technology (Ivkovic &

Lotherington, 2009; Cenoz & Gorter, 2008).

The linguistic landscape as a medium can be used as a learning medium, especially for language learning, and to increase students' creativity in creating linguistic signs in public spaces, such as schools. The linguistic landscape is not only used in learning media. It has also been used in teaching materials through digital media. Putera et al. (2023) have carried out community service activities entitled Training in the Development of Linguistic Landscape-Based Teaching Materials Using Digital Literacy Media for Madrasah Teachers in West Lombok. The results of the activity showed a high level of success in the application of linguistic landscape in teaching materials for Madrasah teachers in West Lombok. This can be seen from the results of the questionnaire distributed by the community service team.

The use of linguistic landscape in schools determines the use of language in schools. Widiyanto (2024) discusses Language Use in Madrasah: A Study of Linguistic Landscape in Schools. This study provides an overview that in the context of language learning, teachers can take learning materials from signs in public spaces and bring them to school (classrooms) to be used as learning materials, or teachers can take students out of the classroom to explore the linguistic landscape outside of school; or a combination of both.

Figure 2. Principal's Office

Figure 3. 11ᵗʰ Grade of Science 4 and Teacher's Room

From the image above, it can be seen that language the use in the linguistic landscape at schools are bilingual. Bilingual language could improve the English use at school. The use of these languages certainly provides lessons on languages such as English. Based on this, the UMN Al-Washliyah Community Service team wishes to contribute by providing knowledge and expertise to teachers at Al-Ammar Science and Qur'an Memorization High School as part of the university's tri-dharma.

Method

This community service activity was conducted on December 12, 2025, at Al-Ammar Science High School for Quran Memorization, starting at 09:00 AM. The implementation of the service activities carried out is as follows:

1. Initial observation and needs identification were conducted by identifying the existence and types of linguistic landscapes in the school (e.g., signboards, banners, slogans, writing on classroom walls, etc.)

2. Exploring the needs of teachers and students regarding contextual and interesting language learning media.

3. Based on the results of the observation, the team designed a linguistic landscape-based learning module to be used for English learning.

4. Conducting short training sessions for Indonesian, English, and/or Arabic

teachers on the concept of linguistic landscape as a learning resource.

A. Program Implementation

Activities in the Community Partnership at Al-Ammar Science High School for Quran Memorization are as follows:

1. Teachers and service teams facilitate the learning process in the classroom through exploration activities of the linguistic landscape in the school environment.
2. Discussions and analysis with students on the meaning, language structure, and messages conveyed in the landscape.
3. Reflection activities and language product creation by students by using project-Based Learning, group discussions, presentations.

Result

This community service activity was carried out at Al-Ammar Science and Qur'an Memorization High School with the aim of optimizing the use of the linguistic landscape in the school environment as a medium for language learning. The linguistic landscape referred to includes written texts in public spaces within the school, such as signboards, slogans, posters, banners, directional signs, motivational quotes, and language symbols that use Indonesian, Arabic, and English. The implementation of this community service program resulted in the following achievements:

A. Increased Language Awareness

Teachers showed increased awareness of the function of language in public spaces at school. Teachers began to understand that texts in the school environment can be used as a source of contextual learning, not just as visual decorations such as announcements and warnings.

B. Utilization of Linguistic Landscape as a Learning Medium

The linguistic landscape in schools was successfully integrated into language learning activities, particularly English language learning, through the introduction of vocabulary, everyday expressions, and motivational sentences found on posters and room signs.

C. Increased Student Motivation and Participation

Students become more active and enthusiastic in the learning process because the media used is close to their daily lives. Linguistic landscape-based learning encourages students to observe, discuss, and present language findings in the school environment.

D. Activity Products and Outputs

The community service activities produced several outputs, including:

1. A simple guide on the use of linguistic landscapes as a language learning medium for teachers.
2. Examples of educational linguistic landscape designs (posters, slogans, and information boards) that are in line with the character of science and Al-Qur'an memorization-based schools.
3. Documentation of linguistic landscape-based learning activities.

In addition to the results of the community service program, there were also impacts felt from these activities, including:

1. The creation of a more linguistically and educationally rich school environment.
2. The integration of linguistic, Islamic, and character values in the school's public spaces.
3. An increase in students' contextual and sustainable language literacy competencies.

Then there are supporting factors and obstacles in the implementation of PkM. The main supporting factors are the support of the school, the enthusiasm of teachers and students, and the availability of a diverse linguistic landscape. The obstacles encountered include limited learning time and the uneven initial understanding of teachers regarding the concept of linguistic landscape. Besides, the activity of community service done at Al-Ammar Science High School for Quran Memorization are documented through the pictures below.

Figure 4. Documentation

Conclusion

This program initiatives that the linguistic landscape at Al-Ammar Science High School for Qur'an Memorization serves as an effective and meaningful medium for English language learning. The presence of English in school signage, posters, and written displays provides students with continuous exposure to vocabulary, expressions, and language structures in an authentic context. Such exposure supports incidental learning, reinforces classroom instruction, and increases students' familiarity with English in their daily school environment.

Moreover, the integration of English within a Qur'an memorization–focused institution demonstrates that religious and scientific education can harmoniously coexist with foreign language learning. The linguistic landscape not only enhances students' language awareness and motivation but also helps create a supportive learning atmosphere where English is perceived as relevant and accessible rather than distant or difficult.

Overall, the findings suggest that consciously designed linguistic landscapes can function as a low-cost, sustainable, and pedagogically valuable tool for improving English language learning. Therefore, schools, particularly faith-based institutions like Al-Ammar Science High School, are encouraged to strategically develop and maintain their linguistic landscapes to support students' English proficiency while preserving their educational and religious identity.

Acknowledgement

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