



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Linguistic Landscape Patterns Based on Language Politeness in Junior High School

Fahmi Basya*, Miftahulhairah Anwar, Asep Supriyana

Faculty of Languages and Arts, State University of Jakarta, East Jakarta City, 13220, Indonesia

ARTICLE INFO

Article history:

Received: 09 Jan 2026

Revised: 15 April 2026

Accepted: 16 April 2026

Published online: 26 April 2026

Keywords:

Pattern,
Linguistic Landscape,
Politeness

* Corresponding author:

E-mail: fahmibasya42@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.10.4.p.1078-1092>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

The linguistic landscape in junior high schools forms part of the language ecology that shapes communication culture and language behavior within school communities. This study examines linguistic landscape patterns in junior high schools based on principles of linguistic politeness, focusing on form, function, and politeness messages. Using a qualitative descriptive approach, the research applied visual and content analysis to 44 linguistic landscape items collected from three schools in Sub Rayon 02, Bekasi City: SMPIT At-Taqwa Narogong, SMP Bani Taqwa, and SMP Nurul Huda. Data were obtained through visual documentation and analyzed using linguistic landscape theory and Brown and Levinson's politeness framework. The findings show that school linguistic landscapes are dominated by institutional (top-down) signs with relatively uniform forms, such as posters, banners, and notice boards, serving both informational and symbolic functions. Politeness analysis reveals that 68% of the signs reflect polite language through positive politeness strategies, while 32% employ less polite forms, including direct imperatives and prohibitions. Overall, the study concludes that although school linguistic landscapes represent politeness values, further reinforcement is needed to create more persuasive and humanistic visual messages.

1. Introduction

Language plays a crucial role in shaping the character and communication culture of a community, including in educational settings. At both the global and national levels, the decline in polite language practices in public spaces is a growing concern. The development of digital technology, changes in the communication styles of the younger generation, and the rise in cases of verbal bullying indicate that polite language is increasingly being marginalized by direct, harsh, and pragmatic language practices. According to a 2024 report by Media Indonesia, more than 573 cases of violence were recorded in educational settings throughout the year, the majority of which involved verbal aggression that emerged in everyday

interactions at school. This situation indicates that fostering polite language cannot rely solely on verbal interaction or formal curricula but also requires environment-based interventions, including through visual media that are permanently present in school spaces.

The phenomenon of declining levels of politeness in language is also evident in Sub-District 02 of Bekasi City, particularly at SMPIT At-Taqwa Narogong, SMPI Bani Taqwa, and SMPI Nurul Huda. Based on initial observations at these three schools in July 2025, fifteen out of thirty, or 50% of the linguistic landscape in the schools, tended to contain elements of impoliteness when analyzed using Brown & Levinson politeness principles. These forms of impoliteness include the use of direct commands, harsh diction, and visual placement that asserts excessive authority. Some posters use full capital letters, intimidating terms, or wording that emphasizes threats rather than invitations. If signs like these appear repeatedly throughout school corridors, the message students receive is not the practice of politeness, but rather a directive and aggressive communication model that contradicts the goals of character education.

The study of how language is present in everyday life has grown rapidly since the emergence of the concept of linguistic landscape. This idea was first introduced by Landry and Bourhis, who viewed linguistic landscapes as a collection of languages displayed through various public signs, from street signs to official announcements in social settings (Landry & Bourhis, 1997). Through this perspective, public spaces are seen not merely as venues for social activity but also as a medium for visualizing community language practices.

As research has progressed, scholars have increasingly recognized that what is visible on the surface of signs not only indicates language choices but also bears deeper traces of culture, policies, and social relationships. Gorter (2019), for example, asserts that linguistic landscapes reflect the visibility and markedness of language in public spaces, so that each sign functions as an indicator of the social conditions and communication practices occurring within a community. Thus, each element in the linguistic landscape represents how society organizes, understands, and negotiates the use of language in communal life.

The understanding of linguistic landscapes is enriched by Shohamy (2020) perspective, which views linguistic landscapes as social practices imbued with ideology and power relations. He argues that every choice of language, visual form, or sign placement is never neutral, but carries a specific message intended by the producer. Within this framework, linguistic landscapes function not only to provide information but also to guide behavior, affirm collective identity, and shape how society interprets space.

Based on the development of thought from the experts mentioned above, a linguistic landscape can be understood as a visual representation of language that combines linguistic, social, and cultural aspects, conveying messages about the language chosen, how it is presented, and the values emphasized through the choice of diction, color, illustration, and positioning of signs. In other words, a linguistic

landscape serves as a medium that allows researchers to more deeply examine the relationship between language, society, and space, while simultaneously understanding how language values and norms are formed and disseminated through visual media.

Theoretical understanding of linguistic landscape studies is increasingly supported by recent research findings that demonstrate how the concept of linguistic landscape operates in various ideological contexts. For example, research conducted by Bernardo-Hinesley (2020) on linguistic landscapes in schools, known as schoolsapes, states that schoolsapes contain messages about identity, power, cultural values, and educational orientation, displayed through visual texts in schools (Bernardo-Hinesley, 2020). The research confirms that every visual sign in the school environment serves not only as a medium of information but also as a representation of values and policies aimed at shaping how students understand themselves, their environment, and the language practices deemed ideal by educational institutions.

The term "schoolscape" was introduced by Brown & Levinson (1987). He stated that schoolsapes reflect educational values, policies, and goals manifested in the form of visual signs in the school environment. Unlike other public spaces, schoolsapes have a strong pedagogical and normative orientation because schools are planned spaces created to shape students' behavior and character. This opinion is further supported by Gapur et al. (2024), who found that signs in the school environment not only convey administrative information but also serve as a means of shaping school culture, including discipline, cooperation, and language ethics. Based on the two expert opinions above, it can be understood that the implementation of linguistic landscapes in schools, or what is referred to as schoolsapes, is a policy orientation aimed at shaping students' behavior and character through the medium of language.

In a broader context, Shohamy (2020) deepens the concept of linguistic landscape by viewing it as a semiotic and political phenomenon that constructs social reality. According to him, visual signs not only provide information but also convey implicit messages about expected behavior, values, and identities within a society. This perspective positions the linguistic landscape as a social practice deliberately created to influence how people interact. Shohamy critiques earlier views of the linguistic landscape that only looked at the surface linguistic aspects and proposes that the linguistic landscape be understood as a "language policy instrument" that functions to regulate citizens' linguistic behavior through visual representations.

By analyzing linguistic landscape patterns in three schools in Sub-District 02 of Bekasi City, this study aims to provide a comprehensive overview of how linguistic politeness is represented, distributed, and interpreted within the school environment. The findings of this study are expected to provide the basis for recommendations for schools in developing more polite, persuasive, and effective linguistic landscape designs for developing student character.

Based on the background that has been explained, this study departs from the finding that the practice of impolite language in the linguistic landscape of schools is still frequently encountered, while the understanding of the regularity patterns that form the representation of politeness in language has not been studied in depth. Therefore, this study focuses on efforts to systematically examine the linguistic landscape in schools, particularly regarding the patterns of forms used, the patterns of functions that are constructed both informative and symbolic and the patterns of politeness language messages represented through various visual signs in the school public space. In line with this focus, the objectives of this study are to describe the patterns of linguistic landscape forms present in the school environment, identify the patterns of linguistic landscape functions in supporting the formation of students' character and language culture, and analyze the patterns of politeness language messages contained therein as part of the school language ecology.

2. Methodology

This study uses a qualitative descriptive approach with a visual meaning analysis method to describe and understand linguistic landscape patterns based on language politeness in the school environment. The study was conducted in October–December 2025 in three junior high schools in Sub-Rayon 02 of Bekasi City, namely SMPIT At-Taqwa Narogong, SMPI Bani Taqwa, and SMPI Nurul Huda, which were selected based on similarities in administrative areas and environmental characteristics that allow for contextual observation. The research design refers to the linguistic landscape approach with a focus on written language in school public spaces as a social practice and representation of values. The research sample consisted of 30 visual language signs obtained through a purposive sampling technique with the criteria of containing written language, being in the school public space, and representing the values of language politeness or impoliteness. The research instruments included observation guidelines, visual documentation sheets, and semi-structured interview guidelines. Data were collected through observation, documentation, and interviews, then analyzed qualitatively through the stages of data reduction, classification, and interpretation using Brown and Levinson's politeness theory. Data validity is maintained through technical triangulation, source triangulation, and repeated observations to ensure consistency of findings.

3. Results and Discussion

Result

Table 1 shows the results of forty-four (44) linguistic landscapes from three (3) schools in the Sub-Rayon 02 area of Bekasi City, namely SMPIT At-Taqwa Narogong, SMPI Bani Taqwa, and SMPI Nurul Huda, the following results were obtained:

Table 1. Analysis Results

		Amount	Percentage
	Analysis Results		
Pattern	Based on the Compiler		
Shape	Top Down	44	100%
Pattern	Bottom up	0	0%
	Based on Language Usage		
	Monolingual	27	61%
	Bilingual	7	16%
	Multilingual	10	23%
	Based on Content		
	Verbal	13	30%
	Nonverbal	0	0%
	Multimodal	31	70%
	Based on Linguistic Structure		
	Say	1	2%
	Phrase	3	7%
	Sentence	37	84%
	Slogan	3	7%
	Based on Function		
Function	Informative	19	43%
Pattern	Symbolic	25	57%
	Based on the Level of Politeness		
Message	Polite	30	68%
Pattern	Positive Politeness	18	41%
	Negative Politeness	1	2%
	Off Record	11	25%
	Impolite	14	32%
	Bald on Record	13	30%
	Negative politeness restrictions	1	2%
	By Message Category		
	Polite		
	Invitation	7	16%
	Implicit Invitation	3	7%
	Subtle Imperative	2	5%
	Motivation	9	20%
	Affirmation	6	14%
	Information	2	5%
	Praise	1	2%
	Impolite		
	Immediate Imperative	5	11%
	Immediate Prohibition	3	7%
	Satire	2	5%
	Direct Instruction	2	5%
	Live Warning	2	5%

To complement the quantitative findings, several qualitative data were identified from observations and interviews. For example, one linguistic landscape categorized as an impolite message reads “Take off your sandals here!”, which is displayed at the entrance of a prayer room without any politeness marker such as “please.” Meanwhile, a linguistic landscape categorized as polite contains the sentence “Success requires practice, discipline, hard work, and prayer,” which is presented in Indonesian, English, and Arabic. This sign not only conveys motivational meaning but also reflects symbolic identity. In addition, based on

interview data, one teacher stated: “We use Indonesian more often because students find it easier to understand the message than if we use two languages.” This indicates that the design of linguistic landscapes is influenced by practical considerations, especially message clarity and student comprehension.

Discussion

The findings of this study will be discussed descriptively, referring to several dominant patterns in schools. These are as follows:

Message Patterns

Observations of the linguistic landscape in schools revealed that 30 (68%) of the signs are categorized as polite, while 14 (32%) are categorized as impolite. While this finding appears to indicate that polite language dominates, the presence of a relatively high proportion of impolite forms (32%) requires deeper critical interpretation. From a surface perspective, impolite linguistic landscapes—such as “Take off your sandals here!”—are often justified as efficient and clear. However, from a sociolinguistic perspective, this reflects a strong institutional orientation toward authority and compliance rather than mutual respect. The dominance of bald on record strategies suggests that schools prioritize immediate obedience over the cultivation of polite communicative behavior.

This creates a paradox. On the one hand, schools promote character education values such as respect, empathy, and politeness. On the other hand, the linguistic landscape—one of the most visible forms of everyday communication—still reproduces direct, authoritative language. This contradiction indicates that language practice in schools does not always align with pedagogical ideals. From the perspective of power relations, these findings show that linguistic landscapes function not only as informational tools but also as instruments of control. The use of direct imperatives positions students as subjects who must comply, rather than participants who are engaged through persuasive or polite communication. In this sense, language becomes a subtle mechanism of discipline embedded in the school environment.

Pedagogically, repeated exposure to such direct forms may influence students’ communication habits. Students may internalize directive and less polite language patterns, which can shape their interaction styles both inside and outside the classroom. This has implications for the effectiveness of character education programs, particularly those emphasizing respectful communication. When compared to previous studies, these findings support the idea that linguistic landscapes reflect institutional ideology, while also extending it. Unlike studies that emphasize alignment between language use and identity construction, this study reveals a gap between institutional values and actual language practices. This suggests that linguistic landscapes in educational settings are shaped not only by ideology but also by practical factors such as efficiency, habit, and control.

Therefore, this study contributes to the development of linguistic landscape theory by highlighting the dual role of signage in schools: as a medium of character education and as a tool of institutional authority. This duality opens opportunities for future research, particularly in exploring how linguistic landscapes can be designed to balance clarity, politeness, and pedagogical values.

Form Pattern

The form pattern of the linguistic landscape is a fixed and recurring structure of writing or signs presented in public spaces based on their physical form and characteristics. Findings from the three sample schools indicate that 100% of the linguistic landscape in schools is the result of top-down institutional policies, in this case the school, without involving the community below. According to Saqinah et al. (2025) and Sofiah et al. (2025), this top-down linguistic landscape aims to build the school's image and ideology through standardized visuals (signs) and language styles. For example, the linguistic landscapes found in the sample schools all contain elements of identity, such as logos, names, and special symbols. This indicates that top-down forms, in addition to aiming to build image and ideology, also reflect institutional authority, demonstrating the power relations between the school, teachers, and students.

In addition to top-down forms, other forms of linguistic landscapes found are those based on the language used. The findings indicate that there are three categories of language used: monolingual, bilingual, and multilingual. Twenty-seven of the 44, or 61%, linguistic landscapes in schools use a single language as the medium of communication. The remaining seven landscapes use two languages (bilingual), and 10 use three languages (multilingual). This situation indicates that language selection in linguistic landscapes in schools is not without reason, but rather a manifestation of language policy, identity, and the ideological orientation of the community. This aligns with Shohamy (2020) and Mardhiah et al. (2025), who stated that language choice in linguistic landscapes is not a neutral decision but rather a result of ideological factors.

Based on an interview with a teacher, Mrs. Atika Fatkhiyah, S.Pd., who is responsible for producing the linguistic landscape at the school, explained that the reason for using monolingualism, specifically Indonesian, in the linguistic landscape at the school is to facilitate message delivery. Most students are unable to understand the intent and content of messages delivered in two languages. Furthermore, according to her, the use of Indonesian in public spaces also demonstrates compliance with Law Number 24 of 2009 concerning the National Flag, Language, and Emblem. She added that the use of Indonesian in the linguistic landscape is also part of the Indonesian language policy being actively promoted by the Language Agency and serves as a form of pride in the homeland.

In contrast to the use of monolingualism in the linguistic landscape, the use of bilingualism and multilingualism in schools is intended to build a certain persona or image that is projected to students and the wider public. Schools that use bilingualism or multilingualism will appear modern, international, and global in

nature compared to schools that do not. Furthermore, for schools that implement Arabic in their linguistic landscapes, the reason for this is not simply an international or global nuance, but rather a form of affirmation of religious identity and a way to create an Islamic moral environment through the visualization of language. This aligns with Malinowski (2019) argument that linguistic landscapes function as "symbolic stages" where social identities are presented and negotiated through visible language choices. Therefore, if schools choose to use monolingual, bilingual, or multilingual languages, they are constructing an image that aligns with their own goals and meanings.

Next, we discuss the patterns of form based on the surrounding signs, namely verbal (only writing), nonverbal (icons and illustrations), or multimodal (a combination of both). The findings indicate that 31, or 70% of the linguistic landscapes produced, are multimodal. This means that the use of writing combined with certain icons and illustrations is considered to facilitate understanding of the intended message. Lou (2020) asserts that multimodality in linguistic landscapes creates a visual experience that is not only cognitively understood but also emotionally felt by the reader. Therefore, the application of multimodality in the linguistic landscape is a recommendation for the drafting authorities to get a positive impression from the readers.

The application of multimodality in linguistic landscapes, which aims to simplify messages and make them easier to understand, aligns with the results of an interview with Mr. Dedi Affandi, M.Pd., Principal of Nurul Huda Junior High School. He explained that his school created multimodal linguistic landscapes to facilitate the reader's understanding of the intended message through visual media. He explained that the use of illustrations of people throwing away trash, accompanied by an invitation to dispose of trash properly, is believed to increase awareness of waste management among students and teachers. Furthermore, he believes the application of multimodality in linguistic landscapes offers added aesthetic value. Rather than merely conveying a message, it actually enhances the school environment.

The final discussion on the form of linguistic landscapes concerns their linguistic structure. The findings revealed that sentences predominate, accounting for 87% of the linguistic landscapes, compared to words (2%), phrases (7%), and slogans (7%). Sentences were chosen because they convey a comprehensive message. For example, in the school's findings, there is a linguistic landscape that reads "Take Off Your Sandals Here!" This form is easier to understand when compared to the use of words, phrases, or slogans that emphasize emotive and aesthetic elements. Of course, in the application of linguistic landscapes, the sentences in question are not long, paragraph-like sentences, but rather short sentences with a narrative message. Gapur et al. (2024) emphasized that short sentences are chosen not for aesthetic reasons, but rather to more easily capture students' attention and allow for quick cognitive processing without losing the message's context.

Referring to the dominant analysis of linguistic landscape forms based on their composition, language use, writing and signs, and linguistic structure, a consistent

and recurring pattern emerged in schools: a linguistic landscape pattern that embodies elements of authority, identity, and school formality (top-down), with monolingual use in sentence form and accompanied by multimodal messages (writing and signs). This means that junior high schools in Sub-District 02, Bekasi City, still prioritize a monolingual linguistic landscape, combining sentences and signs to facilitate easy understanding of the school's intended message.

Functional Patterns

As explained in the literature review (CHAPTER II), the functions of linguistic landscapes are classified into two: informative and symbolic. Linguistic signs in public spaces have the ability to convey messages directly (informative) and simultaneously reinforce the identity and socio-cultural values of a community (symbolic) (Budiharto & Rokhmawati, 2025; Ilmita et al., 2025; Landry & Bourhis, 1997). Based on the analysis, field findings indicate that 19, or 43%, of linguistic landscapes in schools have an informational function, while the remaining 25, or 57%, have a symbolic function. The informational function in the linguistic landscapes found in schools involves how the message is conveyed directly without the use of icons or other illustrations. Jaworski & Thurlow (2020) state that the informative function in linguistic landscapes falls under denotative meaning, namely the meaning that emerges from a direct reading of the text.

In contrast to the informational function, the symbolic function emphasizes the identity and meaning behind the text presented. For example, the use of multilingualism (Indonesian, English, and Arabic) in the linguistic landscapes in Islamic schools. The use of multilingualism is not without reason, but rather to demonstrate the identity of a school with Islamic and global nuances. Arabic has become a Muslim identity for several reasons. In addition to identity reasons, the choice of multilingualism, symbolically, is also intended to increase competitiveness in society. The use of foreign languages is often associated with exclusivity and modernism. This will certainly have implications for increasing the school's attractiveness, which will ultimately lead to a high sales value. This analysis is in line with the results of an interview with Mr. Yusuf Maulana AB, M.Pd., the Principal of SMP Bani Taqwa. He stated that the use of multilingualism in the linguistic landscape of his school is aimed at increasing the competitiveness of schools in Sub-Rayon 02 Bekasi City. According to him, along with the development of schools in Bekasi City, which currently reaches more than 200, his school must be clever in attracting the interest of students and parents. Schools must have good branding. If a school does not have branding, the impact will be felt on the welfare of teachers and students.

All types of linguistic landscapes with informative functions (43%) found in schools contained direct instructions. For example, linguistic landscapes such as "Please Close the Cover Again," "Turn Off the Water Tap," or "Remove/Take Off Your Shoes Here" were found. This aligns with the theory put forward by Gorter (2019) that the informative function is strongly linked to institutional policy because these signs serve as a means of implementing rules that must be obeyed by the school community. Furthermore, Shohamy (2020) also added that the

informative function of signs contains a policy-in-practice dimension, namely language and communication policies implemented through visual media without the need for formal statements.

Of the 25 linguistic landscapes found in schools, most, or nine, contained motivational sentences. This situation illustrates that the current implementation of linguistic landscapes in schools is aimed at instilling enthusiasm for learning in students. The rationale is that external factors, such as motivation to learn, must be instilled from within. This aligns with Shohamy (2020) opinion, which emphasizes that symbolic messages operate on emotional and ideological dimensions. This means that, in order to improve student achievement, the starting point can be achieved by implementing a linguistic landscape containing motivation. The results of an interview with the guidance and counseling teacher at SMPIT At-Taqwa Narogong, Mrs. Rika Apriliyanti, S.Pd., showed that learning motivation is important for students. It will foster the subconscious to compel the physical to perform certain actions without coercion. The patterned power of the subconscious will activate habits that become ingrained. In line with the opinion of Kress & van Leeuwen (2006), visual elements such as soft colors, friendly cartoon characters, and friendly font styles are semiotic resources that build a positive emotional atmosphere and convey cultural values implicitly. Students who are motivated by the linguistic landscape to learn will automatically get used to finding out new things without being told or asked by their teachers. This is a unique point for students and schools.

Thus, based on the analysis of the linguistic landscape function and interviews with teachers, it can be understood that the use of informational and symbolic functions in the linguistic landscape in schools is intended to provide direct information in the form of instructions, prohibitions, or appeals while taking into account the emotional side of the school community. It is hoped that through these two functions, school residents can mutually protect their rights and obligations to create a harmonious and family-like environment as the concept of regulatory signs popularized by Backhaus (2007). Through this concept, the role of the linguistic landscape is not only as a medium for conveying messages but also plays a role in creating social order, fostering motivation, creating a sense of pride in identity, guiding spatial interactions, creating a conducive learning space, and maintaining the safety of teachers and students. The pattern found is that the implementation of the linguistic landscape in schools is quite good by combining writing and icons. This is evident from the large number of signs used (57%) that combine the two elements, although there are still some that are only in the form of sentences (43%).

Message Patterns

The messages found in the linguistic landscape at school vary, ranging from invitations, motivation, praise, information, affirmations, instructions, prohibitions, and warnings. These message types were analyzed using Brown and Levinson's politeness theory, which measures politeness based on face, or, more simply, self-image. Brown and Levinson divided politeness levels into five levels, from lowest to highest: 1) bald on record, 2) positive politeness, 3) negative politeness, 4) off

record, and 5) do not FTA. The fifth level of politeness was not used as an analytical tool in this study because the research data consisted of an inanimate linguistic landscape. Unlike humans, the level of politeness (not FTA) can still be analyzed through body language codes or gestures. The analysis of the messages found in the linguistic landscape was classified into two categories: polite and impolite. Messages are considered polite if they apply the principles of positive politeness, negative politeness, and off-record politeness. Messages are considered impolite if they apply the principle of "bald on record" and limit the principles of positive politeness, negative politeness, and off-record politeness.

Observations of the linguistic landscape in schools revealed that 30, or 68%, of the linguistic landscapes in schools were categorized as polite messages, while the remaining 14, or 32%, were categorized as impolite. The linguistic landscape categorized as polite messages was dominated by motivational landscapes, comprising 9, or 20%, of the 44 landscapes analyzed. This was followed by invitations (7, or 16%), affirmations (6, or 14%), implicit invitations (3, or 7%), subtle imperatives (2, or 5%), information (2, or 5%), and praise (1, or 2%). In contrast to the findings of the linguistic landscape categorized as polite messages, the linguistic landscape categorized as impolite messages was dominated by 5, or 11%, containing direct imperatives. The remainder, contains direct prohibitions of 3 landscapes or 7%, satire of 2 or 5%, direct prohibitions of 2 or 5%, and warnings of 2 or 5%.

The findings above indicate that, currently, in junior high schools in Sub-District 2 of Bekasi City, the implementation of linguistic landscapes is still dominated by motivational and direct imperative landscapes. One example found in the motivational landscape is the following sentence, "Success Requires Practice, Discipline, Hard Work, and Prayer," followed by Arabic and English translations. The example of this motivational landscape is presented in Figure 1 below.



Figure 1. Types of Motivational Landscape

This type of motivational landscape is considered polite because it does not contain or contain elements of coercion, insults, prohibitions, or direct orders, and tends to convey positive values for student development. This is evident in the word "membutuhkan," which explains that achieving success requires practice, discipline, hard work, and prayer. The message also implicitly indicates an invitation and information, through the phrase "Success requires..."

Impolite linguistic landscapes can be found in landscapes containing imperative messages. For example, in landscapes containing the sentence "Take off your sandals here!". This example is illustrated in Figure 2 below.

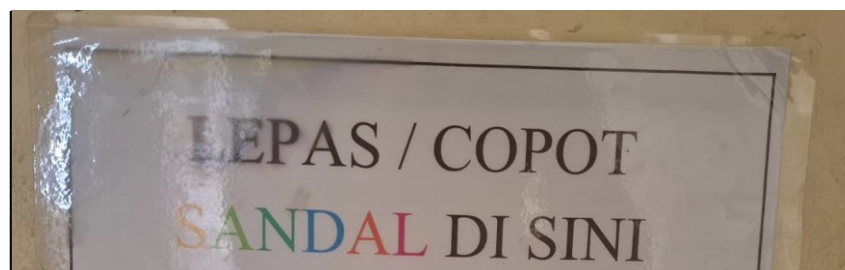


Figure 2. Bald On Record elements

This sentence is considered impolite because it meets the requirements of "bald on record," which means conveying a message directly without any euphemism. The words "lepas"/"copot" in this sentence tend to be a direct imperative. However, when related to the context of the school community and the location of the landscape, this should be carefully considered, considering that the message is intended globally, not just for students. Another finding from observations of the linguistic landscape at the school is the application of invitations. The findings indicate that invitations are divided into two types: direct and subtle. Direct invitations can be easily analyzed and identified. This can be seen from the indicators of the words "ayu," "mari," and "the affix -i." For example, in the following landscape: as shown in Figure 3 below.



Figure 3. Healthy Living Without Smoking

The landscape contains an invitation to live a healthy life without smoking. This is evident from the presence of the word "Let's" in the sentence. Furthermore, the sentence in the landscape does not indicate any coercion, prohibition, or command. Unlike direct invitations, landscapes containing subtle invitations tend to require careful analysis because they lack explicit word indicators. For example, in the following landscape: as shown in Figure 4 below.



Figure 4. The sentence "Sort and Choose"

The sentence "Sort and Select Trash for a More Beautiful Environment" indicates a subtle invitation because it contains the material verbs "Separate" and "Choose." Although both verbs have material verbs that characterize the imperative form, the context in the linguistic landscape above tends to be inviting. Furthermore, the reason the sentence above is classified as a polite message is because it emphasizes the principle of negative politeness or the desire for free will without coercion or constraints. If interpreted semantically, it would mean "if you want a beautiful environment, let's sort and select trash."

4. Conclusion

Based on research on linguistic landscape patterns based on politeness in junior high schools, it can be concluded that the linguistic landscape in the school environment forms three main patterns: form, function, and message. In terms of form, the linguistic landscape is dominated by signs created by school authorities, including logos, names, and special symbols. It uses a single language (monolingual) to facilitate student understanding. It implements multimodality

through a combination of written and visual signs. It is presented in short sentences to ensure a complete and clear message. In terms of function, the linguistic landscape plays a strong symbolic role as a marker of school identity, reflected in the use of the institution's logo and name, motivational phrases, quotations from the Quran or Hadith, and the use of Arabic in the linguistic landscape in Islamic schools.

From a perspective of politeness messages, the linguistic landscape in schools exhibits patterns of invitation, motivation, subtle imperatives, information, and affirmation. The analysis results show that 68% of the total 44 linguistic landscapes are classified as polite, while 32% still contain impolite messages in the form of direct imperatives, direct prohibitions, sarcasm, direct instructions, and direct warnings. In general, the linguistic landscape in junior high schools in Sub Rayon 02 Bekasi City has reflected the value of politeness in language, with the dominance of positive motivational and invitation messages, the use of monolingual language, and the consistent application of the school's visual identity through logos, names, and special signs.

References

- Backhaus, P. (2007). *Linguistic landscapes: A comparative study of urban multilingualism in Tokyo*. Multilingual Matters.
- Bernardo-Hinesley, E. (2020). Schools as ideological spaces: Language, power, and identity in educational contexts. *Linguistics and Education*, 57, 100808. <https://doi.org/10.1016/j.linged.2020.100808>
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press.
- Budiharto, R. A., & Rokhmawati, D. (2025). Investigating Mother Tongue Effect In The Acquisition Of English Prepositions By Indonesia-Speaking Learners. *Journal of Educational Sciences*, 7(1), 95–109. <https://doi.org/10.31258/jes.7.1.p.95-109>
- Gapur, A., Taulia, & Wardana, M. K. (2024). Exploring the linguistik landscape of public elementary schools in Medan: Understanding forms and functions. *International Journal of Cognitive and Applied Sciences*, 4(2), 15–29.
- Gorter, D. (2019). Methods and techniques for linguistik landscape research: About definitions, core issues and technological innovations. In M. P'tz & N. Mundt (Eds.), *Expanding the linguistik landscape: Multilingualism, language policy and the use of space as a semiotic resource* (pp. 38–56). Springer.
- Ilmita, A. N., Setyaningsih, E., & Putra, K. A. (2025). Indonesian Efl Learners' English Language Learning and use in Social Media: A Case Study. *Journal of Educational Sciences*, 9(2), 758–781. <https://doi.org/10.31258/jes.9.2.p.758-781>
- Jaworski, A., & Thurlow, C. (2020). Introducing semiotic landscapes. In A. Jaworski & C. Thurlow (Eds.), *Semiotic landscapes: Language, image, space* (pp. 1–40). Bloomsbury.
-

-
- Kress, G., & van Leeuwen, T. (2006). *Reading images: The grammar of visual design* (2nd ed.). Routledge.
- Landry, R., & Bourhis, R. Y. (1997). Linguistic landscape and ethnolinguistic vitality: An empirical study. *Journal of Language and Social Psychology*, 16(1), 23–49.
- Malinowski, D. (2019). Linguistic landscapes. In J. W. Tollefson & M. P. rez-Milans (Eds.), *The Oxford handbook of language policy and planning* (pp. 1–22). Oxford University Press.
- Mardhiah, A., Hajar, I., Purwati, D., Muna, H., & Ariani, R. (2025). Leveraging Artificial Intelligence (AI) to Enhance Teachers' Spoken English at an Islamic Boarding School. *Journal of Educational Sciences*, 9(6), 5163–5176. <https://doi.org/10.31258/jes.9.6.p.5163-5176>
- Saqinah, A., Samsi, Y. S., & Utami, P. P. (2025). Exploring an EFL Teacher's Translanguaging Practice of Giving Instruction in English Learning and Teaching Process: A Case Study at Junior High School in Bogor. *Journal of Educational Sciences*, 9(5), 4183–4192. <https://doi.org/10.31258/jes.9.5.p.4183-4192>
- Shohamy, E. (2020). Linguistik landscapes and the complexity of language education policies. *Language Teaching*, 53(2), 213–227.
- Sofiah, N., Rahmah, L. S., & Hidayat, H. (2025). An Analysis of Senior High School Students Factors to Confidence in Speaking English. *Journal of Educational Sciences*, 9(5), 3368–3376. <https://doi.org/10.31258/jes.9.5.p.3368-3376>

How to cite this article:

Basya, F., Anwar, M., & Supriyana, A. (2026). Linguistic Landscape Patterns Based on Language Politeness in Junior High School. *Journal of Educational Sciences*, 10(4), 1078-1092.
