JETLI

Journal of English Teaching and Learning

JOURNAL TEAM

FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

DAFTAR ISI

Mini Research of *Mandarin Oriental Singapore*'s Commercial Text among New Students: A Commercial Material Developments

Lilik Istiqomah [1]

[1] *Institut Agama Islam Negeri Surakarta, Surakarta, Indonesia*

✉ | lilik.istiqomah@iain-surakarta.ac.id

ABSTRACT

This article mainly explores Mandarin Oriental Singapore's Commercial Text among New Students: A Commercial Material Developments. This study uses participatory action research (PAR). The result indicates that commercial texts in the classroom student had autonomy in making a decision on particular lexico-grammatical resources they need to learn more or discuss with their pair, small group, and whole class discussion. They learn not only by locally produced materials but also commercial materials. These commercial materials drove them drawing on observation and reflective data, as the students engaged in meaning-making activities, they analyzed a variety of texts they read and shared the outcome of the analysis with their peers. This meaning-making engagement allowed them to understand and interpret texts in new and varied ways (Hodgson-Drysdale, 2014) so that relationship between content and language was evident.

KEYWORDS:
Mandarin Oriental; Singapore's Commercial Text, New Students; Material Development

Introduction

Materials development refers to all the processes made use of by practitioners who produce and/or use materials for language learning, including materials evaluation, their adaptation, design, production, exploitation, and research (Tomlinson 2012, p.143-4). One of the main needs of General English is to improve the four language skills, especially speaking and listening to everyday English (Tomlinson 2008 p19). Moreover, Tomlinson pointed out

that in some EFL countries (e.g. China, Japan, Korea, Malaysia), their Ministries of Education control the primary and secondary level English language teaching. This also happens in Indonesia.

In Indonesia, the curriculum used in junior and senior highschool is curriculum 2013. This curriculum is seen to be too early to implement, the substantial revision of the textbooks is needed as a learning manual, the socialization of this newborn curriculum to teachers needed to be increased, the reduction upon literary and language skill and the "addition" on the texts, and literary substance and language skill in KTSP 2006 needs to be uplifted in balance with text learning in Curriculum 2013 (Ilma & Pratama, 2015). Looking at Ilma & Pratama's research, it can be concluded that it needs to elaborate and enhance the material developments again in junior and senior high school.

As a lecturer in Islamic institution teaching new students from the non-English education department, I do a mini research among new students about "Mandarin Oriental Singapura" Commercial Text. I teach a class, 30 students, from FUD (*Fakultas Ushuludin dan Dakwah*) in ESP program. At the first meeting, I give them a commercial text in order to know how far their comprehension about a text. It is an important thing to do before entering the ESP's material in Institution.

By taking that mini research, I draw a research question as "How did new students work with the commercial-developed materials?". The study aims to know the practical contribution of material development through commercial text. In this study, language materials are defined as locally produced texts informed by theoretical orientations. I portray how both lecturer and new students create theoretically-informed language materials through series of process in a negotiated way.

Method

I use participatory action research (PAR) in this study. The new students and I engage in a series of action: doing context analysis; formulating goals and outcomes (competencies); negotiating a materials design process; collaborating, finding, selecting, and appropriating (adapting, deleting, and adding) texts; enacting or implementing the created texts, and

evaluating the texts. Through PAR, the engagement of the new students and I facilitate locally grounded language material. Locally tailored material development is part of teacher's daily practice (Kemmis, 2009). In this practice, I should have to understand of this development, including theory, concepts and process. This material development is always locally situated in the classroom where lecturers interact with students.

Discussion

Survey Language Materials as Locally Produced Materials and Commercial Materials

Language materials are examples of curriculum resources or documents. They take the form of pages of text, textbooks, workbooks, reference materials, pictures, realia or real-life artifacts (e.g. bus timetables, event flyers, payment summaries, posters, and sales receipts), virtual artifacts (e.g. websites and computer programs), teacher-prepared worksheets, exercises and activities, student-prepared authentic texts (e.g., student-generated poems), and other forms of materials (Eipstein, 2010; Guerrettaz & Johnston, 2013; Hall, 2010). Tomlinson (2010) adds that materials include any text and media that English teachers and students make use of to make English language learning happen (e.g. live talks, photographs, videos, DVDs). The term, materials, is also referred to as texts and language learning tasks or activities in textbooks, course books, or a handout (Harwood, 2010). These texts are also taken theform of "any artifacts that prompt the learning and use of language in the language classroom" (Guerrettaz & Johnston, 2013, p.779). The term, materials, is now used to refer to texts and tasks alike (Mishan, 2005). Many of these resources are now available on the internet. They open up possibilities for teachers and students to find authentic texts and activities, which showcase the actual use of language. These texts and activities can be vital resources for language teaching and learning.

Commonly, there are two types of language materials:locally produced or teacher created (in-house) and expertly created or commercial materials. There are a number of differences
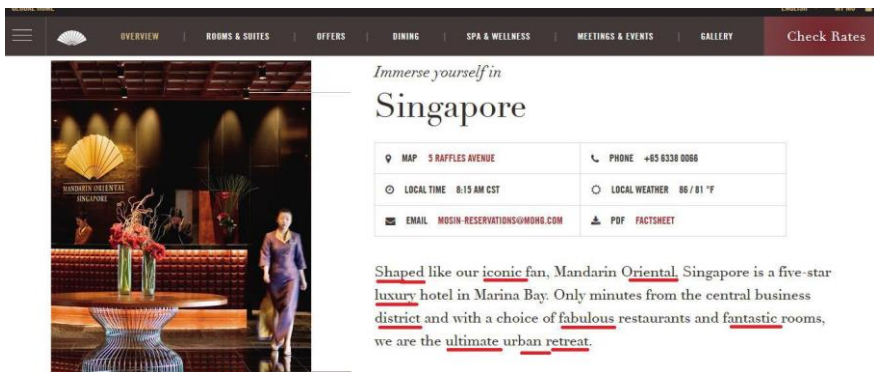
between locally produced materials and commercial texts. These differences, as highlighted by some experts in material development, that is Hutchinson and Waters (1987), Tomlinson (2008,2012), ad Widodo and Savova (2009), are summarized in Table 2.3 below:

Locally Produced Materials	Commercial Texts
attempt to meet a group of learners' specific needs.	are geared for learners with diverse backgrounds and different needs.
are grounded in these needs, which provide the basis for selecting, designing, and using such text.	serve as a guide, which provides activities, language and topics, which may notrelevant to aspecific group of learners.
are not designed based on the basis of "the profit imperative," but are driven by "considerations of the learners and by principles of language acquisition" (Tomlinson, 2008, p,9)	put more emphasis o marketability (largely driven by commercial factors) than pedagogical concerns or values
are tailored to current pedagogical needs. The texts may respond to immediate constraints and resources.	are not designed based on classroom research and do not take into account actual classroom concerns.
may not be based on the sound theory of language learning and teaching because of teacher lack of training in language materials development	fill this need because they are mostly written by experienced writers or experts, but these may also not be based on sound theory.
suit learners' local cultures and contexts.	may be culturally and contextually inappropriate in content.
allow teachers to create their own syllabus.	offer a ready-made and structure syllabus, which teachers can follow.
may not carefully be edited and contain mistakes.	have pleasing visual features such as full-color illustrations, and they are carefully designed and edited for content and readability and regularly updated.
challenge teachers to find other texts, which supplement core materials.	offer a variety of additional materials such as teachers' workbooks, ready-to-administer test, and CDs.
may accommodate the expectations of school-level policy makers, teachers, and students.	Represent the third voice (materials writers), so teachers' and students' voices are underrepresented.

Tabel 1. Differences between locally Produced Materials and Commercial Text

Although commercial texts have some weaknesses, they can be useful if appropriated in particular language classroom

contexts. Teachers can make use of such materials as a starting point for developing or design their own classroom materials. Additionally, commercial materials can be a stimulant for teacher thinking and creativity, so they can be resources for the teachers instead of seeing commercial materials as expert endorsed products to which they have to stick slavishly. For this reason, teachers need to have sufficient knowledge and understanding of language materials development. Otherwise, they merely upon their personal beliefs. For example, in a study of textbook evaluation, LaBelle (2011) observed, "[m]any classroom instructors rely on their own personal judgment or intuition to select texts for their students or simply depend upon the textbooks approved by their district, school board, or nonprofit corporation (p.95). This situation exacerbated by the fact that there is no institutional support for developing local materials, and there is no room for teachers to design materials due to heavy teaching loads.

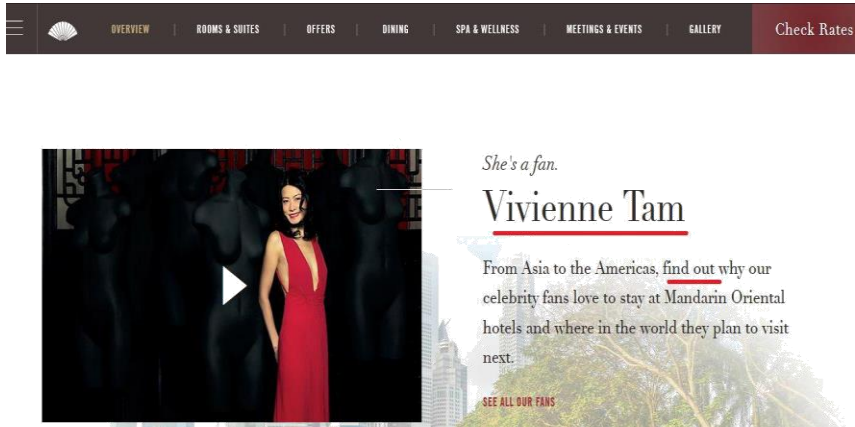Figure 1. Commercial text is taken from www.mandarinoriental.com

Figure 2. Commercial text is taken from www.mandarinoriental.com
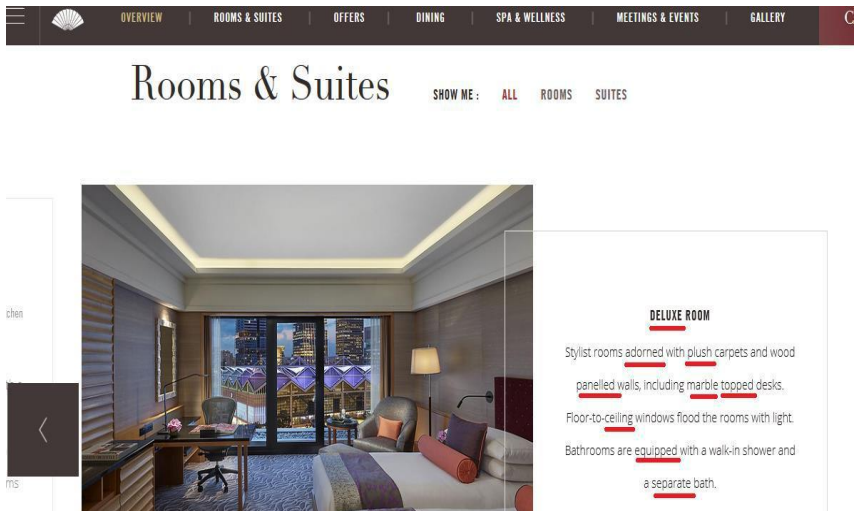

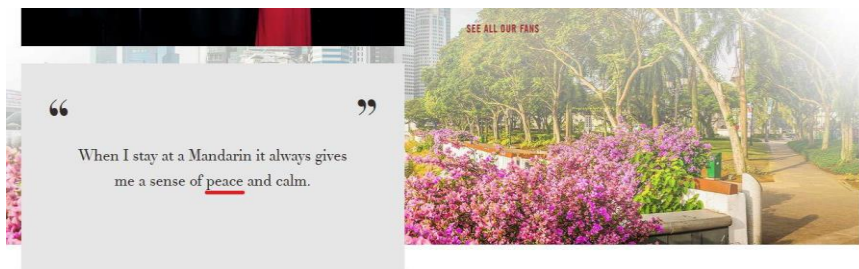Figure 3.   Commercial text is taken from www.mandarinoriental.com

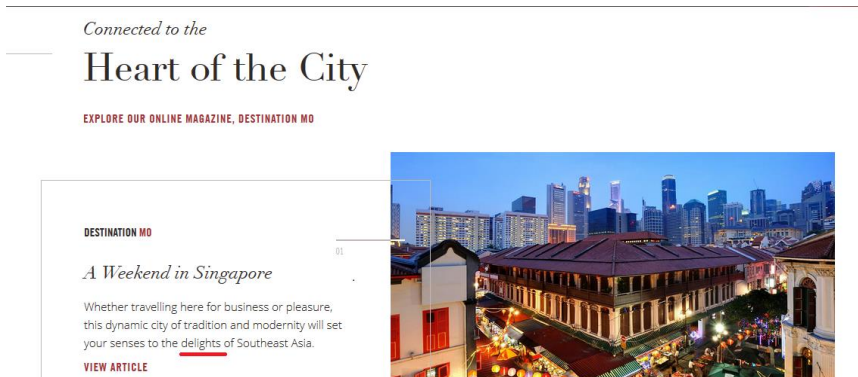Figure 4. Commercial text is taken from www.mandarinoriental.com

Figure 5. Commercial text is taken from www.mandarinoriental.com
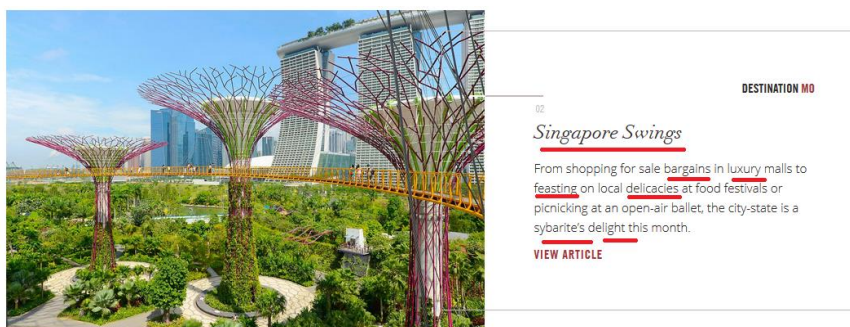
Figure 6. Commercial text is taken from www.mandarinoriental.com

Those above texts are the commercial texts. As Hutchinson and Waters said that commercial text produced by expert created or commercial materials. It is not created by the teachers (in-house). The red underline words represent the difficult words faced by the students. Surveys to the new students in Institution show that the commercial text entitled "Mandarin Oriental Singapore" is not too difficult. By looking at the picture giving on the website, the students can guess what is the difficult words.

Figure 7. Pic. of commercial text

Below are some examples of locally produced materials (textbook from the government/ministry of education) :

Figure 8. Pic of locally produced Materials (in XII class)

Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.

Source: theochocolate.com
Picture 1.6 Theo Chocolate

Vocabulary Builder: Observe the reading text above and write down the synonym of the following words.

foolproof (adj) : ....
stroll (v) : ....
produce (n) : ....
amid (prep) : ....

4   Kelas XII SMA/MA/SMK/MAK

Figure 9. Pic of locally produced materials (in XII class)

Pronunciation Practice:
Listen to your teacher reading these words. Repeat after him/her.

amid: / ə'mɪd /
Seattle: / si'ætl /
Emerald: / 'em ə rəld /
Bainbrige Island: / 'beɪnbrɪdʒ 'aɪlənd /
stroll around: /stroʊl ə'raʊnd /
gallery: / 'gæləri /
boutiques: / bu'tiːk /
cozy: / 'koʊzi /
cafes: /kæ'feɪ/
numerous: / 'numərəs /
leisure: / 'liːʒər /
sophisticated: /sə'fɪstɪkeɪtəd /

C. COLLECTING INFORMATION
Practice: Asking and Answering Questions

Figure 10. Pic of locally produced materials (in XII class)

Take a look at the pic of commercial text and locally produced texts. If we compare between the commercial and produced texts, there are some differences can be seen. As stated in the table above, the commercial text of "Mandarin Oriental Singapore" displayed on the website www.mandarinoriental.com provide activities, language resources and a topic which may not relevant to a specific group of learners (just like locally-produced material for selecting, designing and using such text). In

"Mandarin Oriental Singapore" there are some words provide activity such as:*shaped, adorned, equipped, find out, stay* etc represent interpersonal meaning. While in locally produced materials (text taken from the textbook from the government, in the classroom) there are some steps such as selecting, designing and using such text (it is conducted by the teacher).

Then, if we take a look deeply in the textbook of XII class (locally produced materials), the texts are not design based on the basis of "the profit imperative" but it is driven by "considerations of the learners and by principles of language acquisition". Meanwhile, in the commercial text, it can clearly be seen that the words more emphasis on marketable.

The commercial texts are not designed based on classroom research and do not take into account actual classroom concerns, while the textbook of XII class is tailored to current pedagogical needs. There are some vocabularies buildings, pronunciation practice, collecting information, associating of grammar review, etc.

Here are the data are taken from the new students of FUD IAIN Surakarta

Difficult Words	Difficult Words
Shaped	Vivienne Tam
Iconic	find out
Oriental	peace
Luxury	delights
District	Swings
Fabulous	bargains
Fantastic	luxury
Ultimate	feasting
Urban	delicacies
Retreat	sybarite
Adorned	topped
Plush	ceiling
Panelled	equipped
Marble	separate

The data shows that there are 28 difficult words faced by new students. As observed, in this joint text deconstruction, most

of the students found similar words, such as *fabulous, iconic, fantastic and delights.* For this reason, I asked the students to look them up in reliable dictionaries, such as *Oxford*. I also asked them to check which words collocated with *fabulous*, for example, shown in figure 7. Visually, I directed the students to connect any visuals to verbal information because most of the hotel webpages contain visuals, which reinforce or elaborate information. These multi-semiotic resources facilitated meaning-making in context. In joint text construction, both the students and I used an analytical tool to explore language choices and meaning of the text. I focused on how experiential, interpersonal and textual meanings were constructed in the grammatical patterns of language. By assisting the students to see how such meanings were presented through language in their commercial text the students could be independent readers who cannot merely comprehend but also reflect on what they read actually.

Conclusion

By implementing commercial texts in the classroom student had autonomy in making a decision on particular lexico-grammatical resources they need to learn more or discuss with their pair, small group, and whole class discussion. They learn not only by locally produced materials but also commercial materials. These commercial materials drove them drawing on observation and reflective data, as the students engaged in meaning-making activities, they analyzed a variety of texts they read and shared the outcome of the analysis with their peers. This meaning-making engagement allowed them to understand and interpret texts in new and varied ways (Hodgson-Drysdale, 2014) so that relationship between content and language was evident.

References

Epstein, E. (2010). *Materials for adult learners of English.* In H.P. Widodo & L. Savova, *The Lincom guide to materials design in ELT.* Muenchen, Germany:Lincom Europa

Guerrettaz, A.M.,& Johnston, B. (2013). Materials in the classroom ecology. *The Modern Language Journal*, 97, 779-796.

Hall,D. (2010). Consumer-designer frameworks for materials writing In H.P. Widodo & L. Savova, The Lincom guide to materials design in ELT (pp.21-30). Muenchen, Germany:Lincom Europa.

Harwood, N. (2010). (Ed.). *English Language Teaching materials: Theory and Practice*. Cambridge:Cambridge University Press.

Hodgson-Drysdale, T. *Concepts and Language: Developing Knowledge in Science*. Linguistics and Education, 27, 54-67.

Hutchinson, T.,& Waters, (1987). A. *English for Specific Purposes: A Learning-centred Approach*. Cambridge: Cambridge University Press.

Ilma, Z & Pratama, R. K. (2015). *Transformation in Indonesian Language Curriculum: Prosand Cons between KTSP 2006 and Curriculum 2013 in Indonesia*.International Conference on Trends in Economics, Humanities, and Management (ICTEHM'15) March 27-28, Singapore

Kemmis,K. (2009). *Action Research as a Practice-based Practice*. Educational Action Research, 17, 463-474.

LaBelle, J.T. (2011). Selecting ELL Textbook: *A content analysis of language-teaching models*. Bilingual Research Journal, 34, 94-110.

Mishan, F. (2005).Designing Authenticity into Language Learning Materials. Bristol, UK:Intellect Books.

Tomlinson, B. (2008). *Language acquisition, and Language LEarning Materials*. In B. Tomlinson (Ed.), English Language Teaching Materials: A Critical Review, London:Bloomsbury.

Tomlinson, (2012) B. Materials development for language learning and teaching.*Language Teaching*, 45, 143-179.

Widodo, H.P.,& Savova, L. (2010). *The Lincom guide to materials design in ELT*. Muenchen, Germany: Lincom Europa.