Linguistic Landscape Analysis
on Meal Advertisement and Its Potential
as Authentic Materials In ELT

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Abstract

Linguistic Landscape is an approach to study the language used by people in open spaces. Language in open spaces is very varied, starting from a variety of language choices, choices of shapes and colors, as well as language placement. Meal advertisements were chosen to be the subject of this research. This research aims to determine the potential of the linguistic landscape of a meal advertisement to be used as authentic material in English Language Teaching. The data used were advertisements displaying food products from restaurants and stalls in Surabaya, East Java, Indonesia. The data obtained are ten advertisements, which were processed qualitatively. Interviews with teachers at various levels were also conducted to find out their opinions and ways of using authentic materials in ELT. The results show that the advertisements collected use English as their main language. These advertisements can be used as authentic material in ELT. However, after analysis, it is stated that teachers must be careful and pay attention to the characteristics of authentic material that is good for use in English classes.

Keywords*: Linguistic landscape; meal advertisement; teaching material; authentic material; ELT*

Introduction

The linguistics landscape (LL) theoretically analyses language use in public settings (Djuwarijah et al., 2023; Landry & Bourhis, 1997; Nirwana & Sharma, 2022). It meant to analyze the language used and presented to the public, both in English and other languages. According to Van Mensel et al. (2016), the goal of LL studies is to gain a deeper understanding of the significance of place and space in relation to language.

It also attempts to investigate the interaction between signs and their locations in public spaces, particularly in areas with many languages (Djuwarijah et al., 2023; Fadillah & Cholsy, 2023). Public places are usually a strategic place for regulation makers, advertisers, sellers and others to voice their ideas through language, mainly in written form. Those kinds of written language are the main topic of discussion in LL (Landry & Bourhis, 1997).

This writing is usually found permanently on street names, shop names, traffic signs, and writing that is displayed briefly such as advertisements, police lines, road repair signs, etc. (Pamuji & Khristianto, 2018; Purwanto & Filia, 2020; Syamsurijal & Ery Iswary, 2023). Kasamura et al. (2024) then explained that LL does not only focus on writing that is found outdoors but also writing that we can find indoors.

Since LL is the same as commercial signs and requires input from people, it typically exists in large populations, such as those found in metropolitan settings. However, the possibility exists that minuscule cities that were seen as primitive also had elements of the linguistic landscape (Gaho et al., 2022).

Linguistic landscape is not a new field of knowledge, that's the reason why many studies on LL have been carried out throughout the world, such as Thailand (Ngampramuan, 2022; Sutthinaraphan, 2016; Thongtong, 2019), Singapore (Matwick & Matwick, 2019), Korea (Lee, 2019), Vietnam (Tran, 2021), India (Gogoi & Sinha, 2023; Saxena, 2022), Malaysia (Mansoor et al., 2023), Japan (Kasamura et al., 2024), China (Wang, 2013; Zeng & Luo, 2019), Saudi Arabia (Al-Jarf, 2021), and also Indonesia (Djuwarijah et al., 2023; Nirwana & Sharma, 2022; Syamsurijal & Ery Iswary, 2023; Widiyanto, 2019; Yusuf, Rohman, et al., 2022). Most of the those researches were focused on certain topics, such as tourism (Dong et al., 2020; Suprastayasa & Rastitiati, 2023; Thongtong, 2019; Wibowo & Indrayani, 2021; Widiyanto, 2019), public services (Cunningham & King, 2020; Ngampramuan, 2022; Sutthinaraphan, 2016; Woo & Nora Riget, 2022), religious places (Ardhian et al., 2021; Wafa & Wijayanti, 2018; Yusuf, Oktaviana, et al., 2022).

In addition, many studies on LL in meal advertisements have been carried out, especially in Indonesia. Research by Nirwana & Sharma (2022) reveals that English and Indonesian are the two languages that are most frequently utilized in advertisements in Panakkukang District. It illustrates how dialects are used in urban communities. Due to the fact that this subdistrict is situated in a town or city with numerous retail malls. Conversely, advertisements in Ujung Pandang District use a wide range of languages, including Mandarin, English, Makassarese, and Indonesian. This is because the subdistrict's terrain is recognisable as a popular tourist destination, and as such, the roadside posters have a genuine quality that embodies the essence of Makassar, particularly in the Ujung Pandang District.

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The second is research by Suprastayasa & Rastitiati (2023). They revealed that Indonesian dominates the linguistic landscape at Melasti Beach followed by English and other foreign languages. Domination of Indonesian because some visitors are still domestic tourists and some visitors are international tourists. This proves that the choice of language used in advertisements is influenced by the target consumers.

Lastly, research by Pujiono & Barus (2023) shows that there are monolingual, bilingual, and multilingual language landscape of Japanese cuisine companies in Medan. The languages used include English, Japanese, and Indonesian. The preponderance of Japanese and English indicates that Indonesians who are acquainted with or curious about Japanese food traditions are the target market for the Japanese food industry in Medan. This may indicate that the predominance of linguistic and character variances in Japanese culture is thought to pique the curiosity of consumers. However, there are still few who have conducted LL studies on meal advertisements in East Java, especially in Sidoarjo Regency.

Linguistic landscape has several advantages. Rowland (2013) conveyed that it is essentially an ideologically driven environment that is influenced by both national and international factors and offers a wide variety of communication channels. It exists as a real, live, open-access mega-text. It is available to everyone, it changes continuously, and it fulfils real-world needs.

By offering a context, it can help students improve their English language skills by enabling them to make connections between what they have learned in the classroom and real-world English usage (Riadi & Warti, 2021). Thus, we will discuss further about the potential of linguistics landscape on meal advertisements in Sidoarjo as an authentic material in ELT.

Based on the explanation above, it is very important to study the linguistic landscape of meal advertisements and their potential as authentic material in ELT. This study aims to identify the language choices used in meal advertisements as well as the frequency of the usage and to discuss its potential as authentic material in ELT. Furthermore, it is hoped that this study can provide new insights and knowledge to readers, researchers, and teaching practitioners regarding variations in authentic material in ELT.

Method

The method used in this research is a qualitative approach. The results of the research will be displayed in the form of descriptions and explanations, both regarding the facts found in the data as well as its potential to be used as authentic material in English Language Teaching learning.

The data used in this research are 10 meal advertisements from various meal brands in Surabaya, East Java. Meal advertisements used in research range from meal advertisements available in shopping centers to those from restaurants. The language used in the advertisements must use English as the main language.

The data in this research were collected in the form of photos. Photos were taken using a smartphone. The data that has been collected will then be analyzed. The analysis was carried out with the help of a research instrument in the form of a table as attached below.

Table 1. Linguistic Landscape Research Instrument

No.	Photo(s)	Language	Special Feature(s)
1.			
2.			
3.			

Once the above data has been analyzed through LL, the potentials to be used as authentic materials were explored. To determine their potentials, data is needed in the form of opinions from teachers from various levels regarding its suitability. Further, Interviews were conducted to collect teachers' opinions and ways of using AM in ELT. Data were collected through interviews which were conducted with several teachers from various levels (elementary school, middle school, high school).
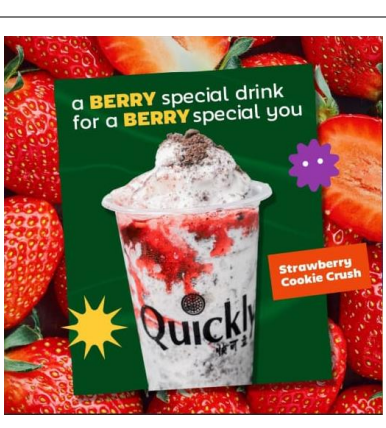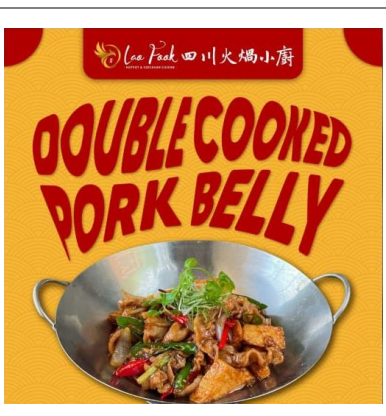
Results

Advertisements Features

The results of the research will be displayed in this section. The research results will also be accompanied by an explanation. The table below presents images of meal advertisements which will be discussed in the discussion section. The table has columns containing the image, origin of the advertisement, language used, and special features used in the advertisement.

Table 2. Results of LL analysis

No.	Photo(s)	Origin	Language	Special Feature(s)
1.		TuttoBono	English	The writing style uses thick and thin writing. The writing font is also not applied the same for all parts of the advertisement.
2.		TuttoBono	French & English	The writing style uses bold, thin, and italic writing. The writing fonts are also not applied the same for all parts of the advertisement.

3.		Le'Ble	English	Different colors of fonts are used. They also apply bold and thin writing.
4.		Shuxiangge Hot Pot	English	Different fonts are used for each word in the advertisement.
5.		Capital	English	Bold and thin typing is used to highlight the important information in the advertisement.

6.		Sumibian	English	Red-themed advertisement. They also use bold typing to emphasize the word 'perfect'
7.		Quickly	English	Different fonts are employed to emphasize the theme currently going.
8.		Lao Fook	English	Red-themed advertisement.
9.		Toast Jam	English	Different colors are used to emphasize important information.

| 10. | | Cang Jak Ci | English | Different fonts and colors are used. |

From the data above we can find similarities between the ten data. The ten advertisements were distributed by business owners in the West Surabaya area. The second similarity is that they use English as the main language in advertising. Thirdly, they still include pictures even though they already have provided writing that is clear enough to read.

The restaurant's origin or place to eat from each advertisement is different. Apart from that, the types of food advertised are also different. They are coming from 9 different restaurants or brands, namely TuttuBono, LeBle, ShuXiangGe Hot Pot, Capital, Sumibian, Quickly, Lao Fook, Toast Jam, and Cang Jak Ci.

TuttuBono and LeBle have French-themed food, such as croissants, duck dishes, and *brodetto di pesce*. These foods originate from France and may not have names in English so they are displayed according to the name of their country of origin. Even so, they use English as the main language for introductory language in their advertisements. English is also used to explain foods that are classified as foreign.

Several restaurants that serve food from East Asia such as Japan and China are also included in this research data. This is because they use English in advertising their food products. They are ShuXiangGe Hot Pot and Lao fook which serve Chinese foods and Sumibian which serves Japanese food.

These three restaurants have a similar theme in advertising their products, namely having red nuances. Meanwhile, the fonts and writing styles they use are different.

Dessert advertisements were also found in the data. Two advertisements from Quickly and Tost Jam use English as their language in advertising products. These two foods are a favorite of young people, so English is a suitable language for advertising. English is a characteristic of today's young people, so English advertisements will be more relatable.

The last one is Capital and Cang Jak Ci. These two restaurants have similarities in the form of the food they sell. Both of them sell food with Indonesian flavors. Capital in its advertisement offers a meeting package with menu choices in the form of various main menus accompanied by *saus* and *sambal matah* originating from Indonesia. Meanwhile, Cang Jak Ci is a restaurant that sells typical Balinese food from Indonesia. Even though these two restaurants serve authentic Indonesian food, they both use English to advertise their food instead of using Indonesian.

Interviews

The interview method was carried out with several teachers from various levels to find out their opinions and approaches regarding meal advertisements as authentic materials in ELT. The results show that the most frequently expressed opinion is that meal advertisements are suitable for vocabulary enrichment. This is seen from the use of simple and interesting words. A teacher from the intermediate level suggested word categorization. The words contained in the advertisement can be used by students as material to practice categorizing words according to their structure, namely noun, verb, adjective, adverb, and so on.

The methods offered by teachers vary depending on the student's level and the English skills they want to master. Another intermediate level teacher suggested using meal advertisements as supporting material in speaking classes. Speaking classes with descriptive chapters can be greatly helped by meal advertisements. The images presented can be used as objects of description. Meanwhile, advertising words in English can be used as insight into new words that can be used in developing descriptive sentences.

Another teacher from an advanced class suggested that meal advertisements could be used in writing classes. Advertisements that show food promos in a period and have terms and conditions can be used as learning material. Students may be asked to develop procedural texts following applicable terms and conditions. The words listed in the advertisement can also help students to compose and develop procedural sentences.

Meanwhile, teachers from the elementary level also have their own opinions. Meal advertisements, although authentic, cannot help them much in their classes. Meal advertisements can only attract students' attention for a moment, after which interest will disappear. There are also not many words you get from advertisements. If teachers are expected to use meal advertisements as supporting material in ELT, it is considered ineffective. Teachers at the elementary level need material that can provide lots of new words, make it easier for students to understand reading and meaning, and keep students' motivation in learning stable. These three aspects are not present in printed meal advertisements such as those

in this research data. Maybe the results will be different if the meal advertisement is used in video form.

Discussion
Linguistic Landscape Analysis on Meal Advertisements

An advertisement is a strategy used by an entity to get people to think positively about and purchase their product. There is a lot of room for growth in sales for certain food products. Massive advertising is one method of distributing food goods (Sadiku et al., 2019). Based on data, food advertisements consist of two aspects, namely the written aspect and the image aspect. The written aspect is used to provide information including name, explanation, price, address, and information about the owner of the advertisement and advertiser. Meanwhile, the image aspect functions as a visual depiction of a product and as decoration.

Aspects of writing in advertisements are influenced by the choice of language and linguistic devices. According to Yaghubyan (2022), the language as well as the linguistic devices used in an advertisement are not arbitrary. Advertisers employ various linguistic devices and techniques in their messages to make people perform the desired action. The language of advertising is not neutral and has a powerful influence on both people and their behavior. Thus, advertisers choose their diction very carefully so that they can convey their messages to influence people. (Yaghubyan, 2022).

Language devices can be determined starting from the language type. Two types of language can be used in food advertisements. Non-verbal language is present in the visuals that are used to illustrate the menu, whilst verbal language is contained in brief text (Saputra et al., 2019). Two types of language in advertising were found to exist. Verbal language, such as the slogan 'perfect taste, perfect texture' applied by Sumibian. Non-verbal language in the form of long descriptions was used by TuttoBono in describing its new menu.

After determining the linguistic devices used in advertising, advertisers usually determine the language that will be used in the advertisement. Advertising in emerging nations like Thailand, Indonesia, and Japan is increasingly using English as a second language (Nirwana & Sharma, 2022). In fact, in advertisements found in Surabaya, East Java, Indonesia - English is the main language in the 10 meal advertisements collected by the researcher. Even though it has a theme that is not from an English country and serves food that is not from England, they chose English to be displayed in the advertisement. According to Fakhiroh & Rohmah (2018), the usage of English in the advertisements may increase the effectiveness of the product that the owner of the signs is offering because English is a language that denotes prestige and social standing. Additionally, The public likely thinks that

the English language's capacity to represent capitalism, science, and international peace will help it project a favorable image when it is employed in a trade good or brand (Dwita, 2018; Purwanto & Filia, 2020).

The language used in advertising food generally uses language that is easy to understand. Moreover, advertisers choose to use English when advertising products in Indonesia. So, the words used are easy and familiar. For instance, 'new menu', 'premium menu', and 'free toast'. This is in accordance with Dwita's (2018) opinion that it is crucial for advertisers to understand the language used in their target markets and to be more familiar with the secondary meanings and accepted usage of loan words and terms in code-switching language.

Two brands that have food products originating from France chose to present advertisements in English as well. French is found to be used to display food menus. However, the description to explain the food is written in English. This can be concluded that the target consumers of the restaurant owner are not specifically French people. Restaurant owners have a wider target so they choose English to use in food advertisements. Because English is an international language known throughout the world. It is supported by Thongtong (2019) who stated that English is a modern language that draws a wide range of visitors. Furthermore, according to Sutthinaraphan (2016), English is frequently used in advertisements to express the symbolic roles of expressing ideas of internationalization, westernization, modernity, success, and attractiveness. This is because English is a more pragmatic economic language.

Of the ten advertisements, the restaurant does not seem to intend to amaze buyers with various languages. Advertisers use beautiful designs to attract attention. Apart from that, advertisers also place emphasis on models or writing styles. Important information or that needs to be emphasized is typed in bold or using a different font. Bold typing and using different fonts will give a prominent impression so that customers will focus on the different writing. This method is called text markers. McCarthy & Mothersbaugh (2002) explained that text markers expose readers to differences or noteworthy passages in the text. Examples of these markers are boldface and italics.

Apart from the design that is applied in the form of prominent writing, the advertiser also uses color play as a clue to identity. Restaurants that serve Chinese or Japanese food use red advertising. Yao (2010) stated that in Chinese culture, the color "red" is most preferred, usually in a good way. They associated anything joyful, fortunate, and successful with the color red. Meanwhile, advertisers who aim to increase their online sales through delivery applications use theme colors that match the colors of their partner applications.

Meal Advertisements' Potential as Authentic Materials in ELT

Learning English is no longer limited to impersonating native speakers. According to Deterding & Mohamad (2016), the teaching of English that focusses less on native speaker conventions and exposes students to a range of English dialects such as Singlish, Konglish, Hinglish, appears to be gaining traction globally. However, in my opinion, authentic material is still very necessary to increase exposure for students. Authentic material (AM) can also be used to increase insight into the use of English so that it is not limited to examples in books. Especially for students in Indonesia, because according to (Hardini et al., 2019) the possibility for students to interact with natives is very rare, so AM will help the language inquiry process.

Authentic material is material that comes from non-learning sources, such as advertisements on TV, radio broadcasts, TV shows, etc. which were not originally intended for foreign students. AM was initially intended for native speakers only (Qamariah, 2016; Zulfa et al., 2019). However, Haryati et al. (2023) stated that the use of AM is very effective in second language learning. They motivate students to learn English (Setyowati & Sukmawan, 2019) and assist students grasp English in a real-world setting since the resources are specifically developed for native speakers (Erlina et al., 2023).

Authentic material promotes true interaction since it provides information in the native language. It includes auditory, visual, created, and real-life items (Mandarsari, 2023). It can be used by ELT teachers to provide variety in the materials used in the classroom. Nursaputri (2024) stated that AM could be an alternative to cover the shortcomings of books as the main material in the classroom. They can also be included in the learning methods plan as additional teaching materials (Haryati et al., 2023).

The use of AM in a study by Erlina et al. (2023), got positive perceptions from teachers. The teachers conveyed that implementing authentic English resources improved students' language skills and passion for mastering English. So does the study held by Mestari & Malabar (2017). Their study found that teachers employ authentic materials to teach grammar, exposing students to real-world language usage. AM can be used to teach essay writing too, according to Sukmawan et al. (2021). Lastly, Rehman & Perveen (2021)'s study also stated that secondary school teachers in Pakistan prefer authentic material as additional material to complement the material already in printed books.

Based on the many benefits of using authentic materials in learning, it would be useful if we added authentic material options. Authentic material is no longer limited to advertising videos, newspaper texts, or native films. Researchers see that meal advertisements also have the potential to be used as authentic material and

used in English language teaching (ELT).

Printed meal advertisements mostly contain text and images. Images alone cannot make meal advertisements the ideal authentic material. However, the written aspect will make it perfect, especially in English text. The combination of images and writing in English can make meal advertisements have exploitability and readability criteria. According to Nuttal (1996) in Erlina et al. (2023), exploitability relates to how resources may be used to help students increase their learning skills. Texts that cannot be used for teaching are not suitable for classroom usage. Just because something is in English doesn't guarantee it's useful. Meanwhile, readability describes the material's hardness and intricacy. Materials should be simple and easy to understand. It must be appropriate for the learners' ability level. Otherwise, it may demotivate the students' learning.

In fact, the choice of words is a very simple word that we can use daily. I assume that the choice of simple English could help students in the learning process. These simple words will be easily encountered by students in everyday life. This will make them always remember because they can recall simple words, they have learned through shop signs. This is supported by Maria & Stamatelou (2015) who state that simple words that are easy and can be found in everyday life will make it easier for students in their learning process. It's like connecting the sentences printed on shop signs with other texts in everyday life.

Lazović (2017) in his study formulated several authentic tasks that can be designed by adding authentic materials as tools. It can be used in vocabulary exercises, grammar exercises, speaking exercises, and writing exercises.

Further, advertisements can help promote language awareness in terms of how it looks and works, as well as socio-cultural implications. Comparing advertising for comparable items across countries, as well as analyzing cultural content, may provide valuable insights for students due to the reflected cultural values (Lazović, 2017). Lastly, a study by Huang et al. (2020) found that using commercial media in English writing lessons increased student engagement and enthusiasm for finishing assigned projects.

However, it is highly recommended that teachers be careful and more detailed when using authentic materials in ELT. According to Geisa (2021), using authentic materials at lower levels might lead to student demotivation and frustration due to a lack of target language vocabulary and structures. It also can be time-consuming for teachers teaching beginner students, as it requires careful consideration of the student's aptitude levels.

Study by Kweldju (2021) demonstrates the challenges that students and teachers face when incorporating LL into an English class. The students misinterpreted morphological terminology to imply broad words, misunderstood idioms, and word plays, and performed a cursory study based only on conjecture

rather than reliable, academic sources. This is attributed to the student's poor and insufficient development of general study abilities. They didn't spend enough time gathering knowledge and information to enable them to do in-depth analysis and rationale.

There are several criteria that need to be considered so that authentic material is used appropriately. Knowing these criteria will be very helpful for teachers to be selective regarding the selection of teaching materials because according to Nursaputri (2024) they really need to. This criterion was formulated by Berardo (2006) in Mufarrohah et al. (2022), also developed with criteria by Erlina (2023). Those criteria are presented on the following table.

Table 3. Criteria of Appropriate Authentic Material

Criteria	Description
Suitability	The suitability in question is the suitability between teaching materials and the current curriculum. Teachers must pay attention to current targetted competency, so that the authentic material used can support the teaching and learning process.
Interest	The interests among teachers and students can be different. In determining authentic material in ELT the teacher must be in the student's position by asking questions to themselves. Will students like the material provided? Is the material given in accordance with the student's preferences? Because when the teacher is interested in the material, the students do not necessarily feel the same way.
Understandable	Teachers must provide authentic material that is appropriate to students' age and cognitive level. So that students can understand and

	comprehend the material provided. That way, the material provided will be useful in the ELT class.
Up-to-date	Authentic materials will change over time. The material will adapt to current styles, tastes, and trends. Up-to-date material will be more relevant to students' lives and make authentic material more authentic.
Exploitability	Exploitability relates to how resources may be used to help students increase their learning skills.
Readability	Readability refers to the combination of structural and lexical difficulty of a material and also refers to the amount of new vocabulary and new grammatical forms present

Conclusion

There are 10 data used in this research. All of them use English as the main language in advertising. This aims to increase economic value, give an impression of prestige, and cover a wider range of consumers.

Additionally, meal advertisements have the potential to be used in ELT as authentic material. This applies with some adjustments. These adjustments are based on several criteria, such as suitability, interest, understandability, up-to-date, exploitability, and readability. Further, teachers are advised to pay attention to actions after providing authentic material, by monitoring, providing feedback, and encouraging as well as motivating the students.

However, more extensive research is still needed regarding the potential of meal advertising as authentic material. Future research can be carried out by conducting quantitative research to determine the effectiveness of using meal advertisements in ELT. More specifically, future researchers are suggested to find out the effect of meal advertisements as authentic materials in developing students' English skills.

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