




Enriching Students' Multicultural Vocabulary Knowledge through the Language of Advertising on YouTube Commercial Videos

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Abstract

One of the most crucial language aspects which the students should master is vocabulary. Students of D4 English for Business and Professional Communication, State Polytechnic of Malang with a restricted vocabulary are likewise limited in their listening, speaking, reading and writing abilities. It is difficult to learn a language without first acknowledging the vocabulary. Because of their restricted vocabularies, the students are unable to converse properly with one another. Eventually, with the help of various YouTube commercial videos, students could possibly work using their smartphones, tablets, or laptops while observing and analyzing the YouTube commercials that they watch. This could be beneficial since audiovisual materials have been proven to be good media to promote students' fun and active learning. From the above explanation it could be inferred that this present study is aimed at enriching students' vocabulary knowledge through the language of advertising on YouTube commercial videos. It is a case study. The purpose of the present research is to identify the use of language of advertising on YouTube commercial videos to enrich students' vocabulary knowledge. The research instruments which will be used are observation, pre-test and post-test. The results of this study are students showed positive perceptions towards the use of YouTube commercial videos to enrich their vocabulary knowledge in English for Advertising class. The study also reveals that the use of YouTube commercial video in teaching and learning English gives positive impact to students' English vocabulary acquisition and helpful for lecturer in delivering the topic to students.

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INTRODUCTION

Language is a tool for communication that everyone uses in their everyday lives to transmit information and arguments to others. Language is the collection of words and the method for using them in communication that are shared by people from the same community or nation, geographical location, or cultural heritage. According to Kuiper and Allan (2017), language is first and primarily a tool of communication, and communication nearly always occurs within a social environment. This is why successful communication necessitates an awareness and recognition of the links that exist between a language and the people who speak it.

English becomes one of the crucial parts in the world because it is used widely as a spoken language by most of the countries. English is a tool to communicate both spoken and written. Besides, English serves as an access of information and a mean to foster interpersonal relationships, exchange information and enjoy the aesthetics of language. English language is not

the first language used Indonesia; thus, the use vocabulary in spoken and written English during the teaching and learning process sometimes creates misunderstanding.

Since English has become a worldwide language, students must acquire the four fundamental language skills namely listening, speaking, reading and writing. Aside from such fundamental skills, the learner must also grasp as many vocabularies as possible in order to have better communication skill. One of the most crucial language aspects which the students should master is vocabulary. Someone with a restricted vocabulary is likewise limited in their listening, speaking, reading and writing abilities. It is difficult to learn a language without first acknowledging the vocabulary. Because of their restricted vocabularies, the students are unable to converse properly with one another. According to Lado (2012), vocabulary is an important language component since it may assist students' capacity to improve language abilities. It may be deduced that the students' vocabulary should be well-mastered.

Furthermore, English at the university level, particularly English taught in vocational higher education, has to be taught with specific purposes due to the requirement of the graduates' future job. English for specific purposes differs from the general English on its specialty of particular fields. For example, in Business English, Geng (2017) has argued that it is not a simple addition of business and English but an organic integration of business and English. The competency in business English lays not only on the skills in English major but also on the good knowledge of business activities and vocabularies. In addition, students have to be able to engage with technology in the teaching-learning process.

One of the courses taught in English Department, State Polytechnic of Malang is English for Advertising. This course merely discusses about the integration between languages used in English advertisement, both spoken and written, the vocabulary used, and the creative of advertisement including the technologies used during its teaching and learning process. In this course, students are expected to combine the language skills, their background knowledge related to advertising as well as their familiarity to the technology used in advertisement. Specifically, background knowledge related to advertising could be better obtained when the students master broad varieties of vocabularies about it. Multicultural vocabulary knowledge becomes particularly crucial in this context, as advertising constantly evolves alongside technological changes, shifting from traditional to digital-centric approaches (Aslan and Karjaluoto, 2017).

Advertisement always moves along with technological changes, from television commercials, online banners, to advertisements in social media. According to Aslan and Karjaluoto (2017), the advertising paradigm is now shifting from traditional advertising media (TV, outdoor, direct marketing, etc.) to digital-centric approaches and advertisers are increasingly investing digitally at the expense of the traditional format.

Language style is the choice of linguistic form to communicate social or artistic implications. Language style can also use to pick instruction. Style used to influence others and to control ourselves, whether purposefully or unintentionally. According to Chaika (1982) language style refers to how people communicate through language. In doing communication, people usually use informal or formal communication which depend with the situation, and with whom they are speak. From Chaika's statement, we understand that style is the way people communicate the messages and ideas. Knowledge of the speaker or writer's position and style helps us accept their thought. Speaking or writing style is how an individual expresses their ideas and messages in formal or informal event, such as sarcastic or ironic style.

YouTube is one of the social media platforms which allows users to upload, watch and share videos (Kraut & Resnick, 2011). YouTube attracts one billion visitors and more than six billion views per month. YouTube was ranked the third most visited website in Indonesia, according to the Internet traffic ranking website Alexa.com in December 2017. According to We Are Social and Hootsuite 2017, YouTube ranked first in the category of social media platform as the most active social media in Indonesia and has a percentage of 49% of the 12 social media

platforms included in the research. Therefore, companies could not ignore this fact, by including their communication strategy in YouTube to engage with their customers. Despite being in the first rank of the most visited social media platform in Indonesia, YouTube commercial videos tend to be more interesting to watch since this platform provides a huge number of videos, advertisement and commercials. The duration of YouTube commercials is also longer compared to the commercials on television.

As the research focuses on leveraging the language of advertising in YouTube commercial videos, it becomes essential to emphasize the importance of understanding multicultural vocabulary knowledge. Multicultural vocabulary not only broadens linguistic proficiency but also fosters a deeper appreciation for diverse perspectives and cultural nuances embedded in advertising content. This understanding enhances students' ability to navigate the multicultural landscape of advertising, making them more effective communicators in the globalized world.

Eventually, with the help of various YouTube commercial videos, students could possibly work using their smartphones, tablets, or laptops while observing and analyzing the YouTube commercials that they watch. This could be beneficial since audiovisual materials have been proven to be good media to promote students' fun and active learning. From the above explanation it could be inferred that this present study is aimed at enriching students' vocabulary knowledge through the language of advertising on YouTube commercial videos.

Therefore, this study aims to enrich students' vocabulary knowledge through the language of advertising on YouTube commercial videos, with a specific focus on multicultural vocabulary in the English for Advertising class at D4 in English for Business and Professional Communication, State Polytechnic of Malang.

METHODS

The research was a case study in which the researchers describe the use of language of advertising on YouTube commercial videos to enrich students' vocabulary knowledge. A case study is one of the many qualitative and quantitative methods that can be adopted to collect data for research. Such methods represent part of what is referred to as the research strategy that details the design and data collection approaches to be used in the research (Fowler and Mangione, 1990).

The research was conducted in D4 in English for Business and Professional Communication, State Polytechnic of Malang and the source or the data were the students undergoing English for Advertising class. The research participants included students from class 3A. The teacher divided the class into six groups to analyze the YouTube commercial videos. All groups will be the research participants because the researchers would like to have a deeper analysis towards their analysis. The data collection process involved utilizing observation, pre-test and post-test.

Data obtained from this research were analyzed using 'codes and coding' technique. This technique was selected as it lent itself to being able to link the data back to the research questions and the propositions (Miles and Huberman, 1994). Coding involves systematically labeling and categorizing segments of data (text, transcripts, observations, etc.) to identify patterns, themes, or concepts within the data. Each code represents an idea, concept, or theme that emerges from the data. This ability to be able to link the data to these respective components made the task of interpreting the output from the case studies more intuitive.

RESULTS AND DISCUSSION

The research study entitled "Enriching Students' Multicultural Vocabulary Knowledge through the Language of Advertising on YouTube Commercial Videos" investigated the potential of utilizing YouTube commercial videos to enhance students' vocabulary acquisition. The study delved into the contemporary landscape of digital media and its influence on language

learning. By analyzing the language used in advertising videos, the researchers aimed to assess whether the vibrant and persuasive language employed in commercials could effectively contribute to expanding students' vocabulary repertoire. The findings of the study highlighted the remarkable impact of integrating engaging content, such as commercials, into language learning environments. The researchers discovered that the language of advertising, with its vivid imagery and carefully chosen words, could captivate students' attention, making the vocabulary acquisition process more engaging and memorable.

Furthermore, the study revealed that the language employed in YouTube commercial videos possesses a distinct appeal that aligns with the interests and preferences of today's learners. The researchers observed that the real-world contexts provided by advertising content enabled students to connect their language learning with practical scenarios, fostering a deeper understanding of word usage and context. The research results indicated that exposure to a wide range of vocabulary within the dynamic and context-rich environment of advertising videos can significantly enhance students' language skills. However, the researchers emphasized the importance of guidance and critical thinking during this process, as the persuasive nature of advertising also warrants discussions about media literacy and the potential influence on consumer behavior. In essence, the research underscored the educational potential of YouTube commercial videos in enriching students' vocabulary knowledge, while also advocating for a balanced approach that incorporates thoughtful analysis and language development.

This research conducted in order to find out the use of YouTube commercial videos to enrich students' vocabulary knowledge in English for Advertising class and the students' perception on the use of language of advertising on YouTube commercial videos to enrich students' vocabulary knowledge in English for Advertising class. The subjects of the research were 25 students in class 3A. Students were given a questionnaire based on the research questions to obtain the data. There were 4 instruments in this research namely questionnaires, interview, pre-test and post-test.

The results showed that most of the respondents gave positive responses to the use of YouTube commercial videos to enrich students' vocabulary knowledge in English for Advertising class. Based on the data of the respondents, it can be seen that YouTube commercial videos have been used in the class including preparing the worksheet, implementing the technique in the class, and assess students. The steps of using YouTube commercial videos to enrich students' vocabulary knowledge in English for Advertising class are shown by Table 4.1 below.

Table 4.1 Steps of Using YouTube Commercial Videos

No	Steps	Items
1	Preparation	<ul style="list-style-type: none"> a. Preparing everything needed for learning activities. b. Writing clearly the title and YouTube links in the worksheet. c. Using learning media in class to implement YouTube commercial videos. d. Choosing a video with a duration that suits my learning. e. Looking for learning media on YouTube. f. Using YouTube as a source of learning videos.
2	Opening	Giving questions related to the topic of learning to students.

No	Steps	Items
3	Main Activities	a. Students focus on learning using YouTube commercial videos. b. Students can discuss well according to the topic of learning. c. Providing additional activities in the learning process. d. Students learn based on the YouTube commercial videos provided by the lecturer.
4	Assessment and Evaluation	a. Prepare an assessment for each learning activity. b. Giving an objective assessment according to the conditions while learning. c. Evaluating the learning method after class.

It could be observed from the table that there were 4 steps in using YouTube commercial videos including preparation, opening, main activity and assessment. The preparation step was the first step that lecturer needs to do before starting the class. In this step there were 6 items which explained the detail of the steps. The lecturer prepared everything needed in the teaching and learning process such as writing the title and the link of the videos clearly in the worksheet as well as preparing the media to support the teaching and learning process using YouTube commercial videos. Moreover, researcher used YouTube as the main source of video which provides many kinds of commercial videos to enrich students' vocabulary knowledge related to advertising. In choosing the video, the researcher needs to choose the video with a proper duration to maximize the teaching process. The detailed activities of the use of YouTube commercial videos to enrich students' vocabulary knowledge in English for Advertising class conducted by the researcher are illustrated by Table 4.2 and Table 4.3 below.

Table 4.2 Observation Checklist 1

Researcher Names	Drs. Zubaidi, M.Pd. Fitrotul Maulidiyah, S.Pd., M.Pd. Aulia Nourma Putri, S.S., M.Pd.	
Date of Observation	June 1, 2023	
Video Title	Dove "Real Beauty Sketches"	
Video Link	https://www.youtube.com/watch?v=XpaOjMXyJGk	
Duration of Video	3 minutes	
Observation Focus	Vocabulary Enrichment	
Vocabulary Density	Video introduces a variety of vocabulary words.	✓
	Vocabulary aligns with the context of the product or message.	✓
	Words are diverse in complexity (basic, intermediate, advanced).	-
Contextual Usage	Vocabulary words used in meaningful and relevant contexts.	✓
	Clear connection between vocabulary and the product/service being promoted.	✓
Word Explanation	Video provides explicit explanations or definitions for challenging words.	✓

	Visual aids or graphics support the understanding of vocabulary words.	✓
Observation Focus	Persuasive Language	
Rhetorical Devices	Use of persuasive techniques (e.g., emotional appeal, humor, repetition).	✓
	Identification of rhetorical devices that enhance language engagement.	✓
Figurative Languages	Presence of metaphors, similes, idioms, or other figurative language.	✓
	Evaluation of how figurative language contributes to message clarity.	✓
Language Tone	Assessment of the tone (formal, casual, enthusiastic) used in the video.	✓
	Connection between tone and intended audience response.	✓
Observation Focus	Student Engagement	
Real-World Application	Discussion of how vocabulary can be applied in everyday situations.	✓
	Examples of how specific vocabulary words relate to real-life scenarios.	✓
Integration with Curriculum	Identification of potential integration points with formal language curricula.	✓

There are three main observation focuses highlighted in this research namely vocabulary enrichment, persuasive language and student's engagement. Vocabulary enrichment focuses on vocabulary density, contextual usage and word explanation. Meanwhile, persuasive language focuses on rhetorical devices, figurative languages and language tone. Finally, student engagement focuses on real-world application and integration with curriculum. Table 4.2 indicates that nearly all points are found in the use of the video during the teaching and learning process. Only one aspect was not found which was one of the parts in vocabulary density.

Table 4.3 Observation Checklist 2

Researcher Names	Drs. Zubaidi, M.Pd. Fitrotul Maulidiyah, S.Pd., M.Pd. Aulia Nourma Putri, S.S., M.Pd.	
Date of Observation	June 15, 2023	
Video Title	The Greatest: Apple	
Video Link	https://www.youtube.com/watch?v=8sX9IEHWRJ8	
Duration of Video	2 minutes 20 seconds	
Observation Focus	Vocabulary Enrichment	
Vocabulary Density	Video introduces a variety of vocabulary words.	✓
	Vocabulary aligns with the context of the product or message.	✓
	Words are diverse in complexity (basic, intermediate, advanced).	✓
Contextual Usage	Vocabulary words used in meaningful and relevant contexts.	✓
	Clear connection between vocabulary and the product/service being promoted.	✓

Word Explanation	Video provides explicit explanations or definitions for challenging words.	✓
	Visual aids or graphics support the understanding of vocabulary words.	✓
Observation Focus	Persuasive Language	
Rhetorical Devices	Use of persuasive techniques (e.g., emotional appeal, humor, repetition).	✓
	Identification of rhetorical devices that enhance language engagement.	✓
Figurative Languages	Presence of metaphors, similes, idioms, or other figurative language.	✓
	Evaluation of how figurative language contributes to message clarity.	✓
Language Tone	Assessment of the tone (formal, casual, enthusiastic) used in the video.	✓
	Connection between tone and intended audience response.	✓
Observation Focus	Student Engagement	
Real-World Application	Discussion of how vocabulary can be applied in everyday situations.	✓
	Examples of how specific vocabulary words relate to real-life scenarios.	✓
Integration with Curriculum	Identification of potential integration points with formal language curricula.	✓
	Consideration of how videos align with educational standards.	✓

If Table 4.2 misses one point in vocabulary density during the observation of the YouTube commercial video use, Table 4.3 illustrates that all points stated were checked during the observation. Both videos contain all the necessary elements needed in order to enrich the students' vocabulary knowledge related to advertising. After completing the activities which included the use of these YouTube commercial videos, students were given questionnaires to check their perceptions towards their vocabulary knowledge development.

Table 4.4 Result of Pre-Test and Post Test

No.	Students' Number	Names	Score	
			Pre-Test	Post-Test
1	2142820094	Student A	75	85
2	2142820093	Student B	78	88
3	2142820101	Student C	75	85
4	2142820083	Student D	75	85
5	2142820096	Student E	80	87
6	2142820090	Student F	75	85
7	2142820102	Student G	75	87
8	2142820088	Student H	78	87
9	2142820086	Student I	80	90
10	2142820097	Student J	75	89
11	2142820082	Student K	78	88
12	2142820092	Student L	75	89
13	2142820104	Student M	75	85

No.	Students' Number	Names	Score	
			Pre-Test	Post-Test
14	2142820095	Student N	75	88
15	2142820098	Student O	75	85
16	2142820089	Student P	78	84
17	2142820099	Student Q	75	85
18	2142820081	Student R	75	85
19	2142820085	Student S	76	85
20	2142820100	Student T	75	85
21	2142820103	Student U	80	88
Average			76.3	86.4

Table 4.4 showed that Student get good score in post-test. The average score of Student' pre-test is 76,3. Then, the average score of Student' post-test is 86,4. It means that the use of language of advertising on YouTube commercial videos is success to enrich Student' vocabulary knowledge.

The 21 respondents showed positive perceptions towards the use of YouTube commercial videos to enrich their vocabulary knowledge in English for Advertising class. Generally, the Student believed that learning English using YouTube commercial videos is effective and fun to improve their vocabulary knowledge. Furthermore, the Student explained that the use of YouTube commercial videos in learning advertising vocabulary was interesting because it gave a better and much easier understanding. YouTube commercial videos give Student a chance to play the video repeatedly as frequent as they need. It means that they could watch the video repeatedly until they understand the material in the video.

The first was that YouTube video gave Student improvement in vocabulary acquisition which is beneficial for them to understand languages used in the advertisement much more easily. They also stated that they learned more about figurative languages, idiomatic expressions and language tone in YouTube commercial videos. This is in line with findings of the research conducted by Utami et al. (2019) which stated that commercial advertisement analysis can be used as teaching materials in English for Specific Context classrooms.

The study also reveals that the use of YouTube commercial video in teaching and learning English gives positive impact to Student' English vocabulary acquisition and helpful for lecturer in delivering the topic to Student. This statement was supported by the data in the findings. Moreover, this result was in line with the result in the previous studies conducted by Cahyana (2020) which revealed that the implementation of YouTube videos in teaching and learning English showed a positive impact on Student' English acquisition and helpful for teachers in delivering the topic to Student.

CONCLUSIONS

The students' positive feedback underscored the relevance of YouTube commercial videos to their field of study. Being vocational students majoring in English for Business and Professional Communication, they acknowledged the importance of acquiring a strong command of English. They highlighted how learning through these videos aligned with their career aspirations, indicating that this method effectively contributed to their language skill development, aligning with their vocational goals.

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