

Voices from the Virtual Space: EFL Learners' Perspectives on Business English Advertisement Text in Social Media

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ARTICLE INFO	ABSTRACT
Keywords: 1. Business English, 2. EFL Learners, 3. Social Media Advertisement, 4. Digital Literacy, 5. Language Learning.	<i>This study aims to explore the challenges, perceptions, and interpretations of English as a Foreign Language (EFL) learners toward English business advertisements on social media and to examine their pedagogical implications. Employing a qualitative descriptive design, data were collected through surveys and semi-structured interviews with EFL learners. The study investigated how learners comprehend linguistic features, respond to multimodal elements, and perceive the relevance of social media advertising to language learning. Findings indicate that learners experience difficulties with limited vocabulary, figurative language, and implicit persuasive messages embedded in digital advertisements. While advanced learners perceive advertisements as authentic resources for vocabulary development and cultural understanding, learners with lower proficiency often find them linguistically complex and contextually irrelevant. The study also highlights that multimodal elements, such as visuals and music, play a positive role in increasing learner engagement and incidental vocabulary acquisition. These results suggest that English business advertisements can serve as effective authentic materials in EFL classrooms when integrated with appropriate instructional strategies. The implications extend to language education, digital literacy development, and the use of commercial content for instructional purposes in the digital era.</i>
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1. Introduction

The 21st century is characterized by rapid advances in information and communication technology (ICT) that have significantly changed various aspects of human life, including communication, business, and education. In this era of globalization and digital

transformation, the way information is delivered and consumed has shifted drastically from traditional media such as newspapers, radio, and television to digital and online platforms. Social media has accelerated this transformation by providing faster, broader, and more interactive communication. Platforms such as Instagram, YouTube, TikTok, and Facebook are not only used as tools for social interaction but have also become essential media for advertising and education (Kaplan & Haenlein, 2020).

In Indonesia, social media use has reached an extremely high level. According to a report by We Are Social and Hootsuite (2024), there are more than 212 million active internet users and 167 million active social media users, representing over 60% of the total population. This fact indicates that social media has become an integral part of life, especially among the younger generation, often referred to as digital natives. This rapid development has had a significant impact on education, where online and social media-based learning resources are increasingly used to support teaching and learning activities (Dwiyoogo, 2020).

The Indonesian Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has responded to this development by encouraging ICT integration in learning. This is regulated in Permendikbud No. 22 of 2016 concerning the Process Standards, which emphasizes the use of ICT to create interactive, innovative, and student-centered learning. Moreover, the Merdeka Belajar policy launched in 2019 encourages schools and teachers to adopt flexible and contextual learning strategies and support digital literacy. The use of authentic learning materials, such as advertisements, aligns with this policy because they provide contextual, real-life content and support both language literacy and digital literacy.

Theoretically, the adoption of social media and authentic materials in learning is in line with constructivist and sociocultural theories (Vygotsky, 1978; Inayati, 2015), which emphasize student-centered, socially interactive, and contextual learning. Social media as a learning resource enables collaborative tasks, exposure to authentic language, and interaction that facilitates the development of critical thinking and creativity (Richards & Rodgers, 2014).

In English language teaching, particularly English as a Foreign Language (EFL), the use of authentic materials is crucial to providing relevant learning experiences in real-life contexts. However, despite the high exposure to English content through social media, Indonesian students still face challenges in mastering English for Specific Purposes (ESP), such as Business English. Business English proficiency is essential for students in business, economics, and related majors because it supports professional skills such as writing business emails, understanding advertisements, and creating promotional texts. Previous studies (Dreyer & Nel, 2003; Yousefi & Davoudi, 2015) have shown that students often struggle with limited vocabulary, weak grammar, and ineffective writing strategies.

To address these challenges, innovative learning strategies are needed to match students' digital habits. One potential solution is the use of advertisements, particularly social media-based advertisements, as instructional media in EFL classrooms. Advertisements are authentic, concise, persuasive, and creative, making them effective for teaching writing skills (Kotler & Armstrong, 2009). Their authentic nature helps students understand contextual vocabulary and discourse structures while increasing learning motivation.

Several studies have supported the effectiveness of advertisements as learning tools. Sasmitha (2022) found that using advertisement videos in English classes improved students' descriptive writing skills, especially vocabulary use and text organization. Similarly, Tien Rafida et al. (2023) reported that online advertisement texts helped students produce more structured and persuasive procedural texts. These findings indicate that the use of advertisements not only enhances language development but also supports higher-order thinking skills, such as analyzing persuasive techniques and evaluating audience-targeting strategies.

However, there remains a research gap in systematically exploring the use of advertisements in Business English learning within Indonesian EFL contexts. While students are frequently exposed to English-language advertisements on social media in their daily lives, these are rarely utilized as academic learning resources. This indicates a mismatch between students' high exposure to advertisements and their ability to process and produce English business texts effectively. Addressing this gap aligns with the Indonesian National Qualification Framework (KKNI), which mandates that graduates possess communication skills, analytical thinking, and digital literacy to compete in the global workforce.

Therefore, this study focuses on the utilization of advertisements, particularly digital and social media-based ones, as innovative learning media to improve students' writing skills in the context of Business English. This research is expected to provide insights for educators and policymakers on aligning digital learning resources with government regulations, educational trends, and students' daily digital practices. Ultimately, this study aims to bridge the gap between students' digital habits and their academic and professional needs while contributing to instructional innovation and literature on technology-based language education.

2. Literature Review

2.1 A Study of English Business Advertisements on Social Media and EFL Learners' Perspectives

2.1.1 Definition and Characteristics of Business English Advertisements

Advertising in the context of international business is a form of persuasive communication primarily aimed at building brand image, introducing products, and encouraging consumer purchasing decisions. Cook (2016) states that advertisements not only present information but also construct messages that influence emotions and ways of thinking. In the context of Business English, advertisements typically employ clear, concise, and easily comprehensible diction for audiences from diverse cultural backgrounds (Kotler & Keller, 2021). Commonly used linguistic features include persuasive phrases such as *limited offer*, *best quality*, and *trusted brand*, which are designed to build trust and create a sense of urgency for immediate action.

Furthermore, the language style of business advertisements often prioritizes simple sentence structures yet possesses strong rhetorical power. Leech (2020) notes that advertisements make use of repetition, alliteration, and figurative language to enhance message appeal. This makes advertisements not merely a medium for delivering information but also a powerful tool for shaping consumer perceptions and creating strong brand identity.

2.1.2 Advertising Concepts and Language Styles in the Digital Context

The advancement of information technology has driven a shift in advertising media from conventional platforms to digital channels. Digital advertising, especially on social media, is interactive, easily accessible, and more personalized (Tuten & Solomon, 2020). The language used in digital advertisements tends to be more informal and conversational, often utilizing emojis, hashtags (#), and short sentences to capture attention quickly (Kapoor et al., 2022). For example, on platforms such as Instagram or TikTok, advertisements are accompanied by visual and audio elements that strengthen the message and encourage audience interaction through comments, likes, or shares.

The digital language style is also influenced by social media algorithms that enable targeted audience segmentation. This has shifted communication patterns in advertising from a general approach to a personalized one, tailored to the characteristics of specific users (De Veirman et al., 2017). Hence, social media advertisements not only promote products but also build emotional connections with audiences through persuasive, concise, and contextual language.

2.1.3 Developments and Trends in Business Advertising on Social Media

Social media has become a primary channel for business promotion due to its ability to reach a global audience without geographical boundaries. Recent trends show an increasing use of influencer marketing, short-form videos with creative narratives, and storytelling techniques emphasizing customer experiences (Alalwan et al., 2022). Social media advertising is dynamic, accessible in real time, and relies on audience participation as part of its communication strategy.

This trend affects the format of advertisements, which are becoming shorter, more concise, and engaging, often integrated with visual and audio content relevant to popular culture. With the growing use of mobile devices and internet connectivity, the language strategies in social media business advertisements increasingly focus on delivering messages that are quickly understood and easily memorable (Kaur & Nader, 2021).

2.1.4 EFL Learners' Perspectives on English Business Advertisements

In the context of English as a Foreign Language (EFL) learning, business advertisements on social media serve as a potential learning resource as they combine authentic language use and global communication contexts. EFL learners' perspectives on advertisements can be influenced by their learning experiences, motivation, and exposure to English-language digital media. Harmer (2015) asserts that learners tend to have positive perceptions of authentic materials, such as digital advertisements, because of their relevance to real-world communication needs.

Previous studies have confirmed that digital advertisements can enhance learners' understanding of business vocabulary, persuasive language styles, and global communication culture (Lee & Chen, 2020; Alawiyah, 2022). For example, Kaur and Nader (2021) found that EFL learners exposed to social media advertisements demonstrated improved discourse analysis skills and pragmatic awareness, which are crucial in cross-cultural communication. Thus, EFL learners' perspectives on business advertisements on social media provide important insights into the effectiveness of digital media as both a language learning resource and a means of developing digital literacy.

2.2 A Study on Business English Advertisement Texts in Social Media

2.2.1 Definition and Characteristics of Business English Advertisement Texts

Business English advertisement texts represent a strategic form of communication designed to deliver persuasive messages to a global audience. Such advertisements aim to promote products, services, or corporate images using concise, appealing, and emotionally engaging language (Kotler & Keller, 2022). In the context of international business, English-language advertisement texts emphasize credibility, clarity of information, and the ability to establish a strong brand image in global markets (Fill & Turnbull, 2019). Linguistically, these texts typically employ rhetorical devices, memorable slogans, and positive connotations intended to encourage desired consumer actions, such as purchasing a product or subscribing to a service.

2.2.2 Language Concepts and Styles of Digital Advertising

The rise of digital communication technologies has transformed how businesses design and distribute advertisements, requiring specific linguistic and visual adaptations to suit the unique characteristics of social media users, who typically seek fast, interactive, and entertaining content (Kaplan & Haenlein, 2020). Consequently, the language used in social media advertisements tends to be informal, personal, and emotionally driven to foster closer engagement with audiences. Features such as hashtags, emojis, concise persuasive phrases, and clear calls-to-action (CTAs) have become essential elements of digital advertising language (Tuten & Solomon, 2020). International research suggests that advertisements incorporating personalization and storytelling techniques achieve higher engagement compared to those using generic and monotonous language (Ashley & Tuten, 2015). This approach aligns with modern marketing trends emphasizing consumer experience and emotional brand attachment.

2.2.3 Developments and Trends in Business Advertising on Social Media

Social media has emerged as a dominant platform in business marketing strategies due to its ability to reach broad yet targeted audiences within a short period. Platforms such as Facebook, Instagram, TikTok, and LinkedIn are extensively utilized to distribute interactive and real-time marketing content (Statista, 2024). Recent advertising trends indicate a shift toward dynamic visuals, including short-form videos, interactive animations, and user-generated content, all of which have proven to be more attention-grabbing and highly shareable (Dwivedi et al., 2021). Additionally, the integration of data analytics and artificial intelligence (AI) enables businesses to target audiences with greater precision, tailor messages to user preferences, and evaluate campaign effectiveness in real time (Chaffey & Ellis-Chadwick, 2019). These advancements not only improve cost efficiency but also help produce advertisements that are more relevant and impactful in strengthening brand loyalty.

2.2.4 Previous Studies on Business English Advertisement Texts in Social Media

Several previous studies have highlighted the significant influence of English-language advertisements on social media regarding consumer perceptions, brand awareness, and purchase intentions. Zhang and Watkins (2019) revealed that persuasive language combining emotional and rational appeals enhances consumer engagement and strengthens brand trust. Similarly, Ashley and Tuten (2015) found that creativity in word choice, visual design, and storytelling greatly contributes to audience interaction with advertising content on social media. In the Indonesian context, Kusumaningrum (2020) and Aryanti et al. (2024) reported that social media is positively perceived as an effective platform for both business promotion and English learning, mainly because of its flexibility and accessibility. However, these studies

also highlighted challenges such as inconsistent content quality, distractions from irrelevant information, and the need for improved digital literacy to optimize the use of social media. These findings underscore the importance of understanding socio-cultural contexts in designing effective English business advertisement texts capable of appealing to heterogeneous audiences in the digital era.

2.3 The Relationship Between Business Advertisement Texts on Social Media and EFL Learners' Perspectives

2.3.1 Influence of Exposure to Advertisement Texts on English Language Learning

Exposure to English business advertisement texts on social media platforms offers EFL learners a rich source of authentic language input that is often unavailable in traditional classroom materials. Unlike scripted textbook dialogues, advertisement texts present language in a persuasive and functional context, incorporating concise messaging, rhetorical strategies, and creative lexical choices (Gilmore, 2007; Richards, 2015). Such texts often integrate multimodal elements such as images, captions, hashtags, and slogans—which engage learners visually and contextually, thereby improving memory retention and vocabulary acquisition (Huang et al., 2016). Frequent contact with these texts enables learners to encounter naturally occurring grammar patterns, pragmatic expressions, and culturally embedded idioms relevant to professional communication (Pinner, 2019). This process contributes to incidental language learning, where comprehension and language awareness develop unconsciously through repeated exposure, ultimately improving learners' confidence and motivation to use English in real-life contexts.

2.3.2 The Role of Authentic Contexts in Enhancing Language Understanding

Authentic materials, such as English advertisement texts, are widely regarded as effective tools in foreign language learning because they represent how the language is genuinely used by native and proficient speakers (Mishan & Timmis, 2015). Business advertisements on social media reflect real communicative purposes, including promoting products and building brand identity, which introduce learners to persuasive language techniques, tone variations, and stylistic nuances often absent from simplified pedagogical texts (Breen, 1985; Peacock, 1997). By engaging with authentic texts, learners develop not only linguistic competence but also critical literacy skills, such as interpreting implied meaning, identifying emotional appeals, and recognizing cultural references embedded in commercial discourse. These skills are particularly valuable for learners aiming to use English in professional or entrepreneurial settings, where understanding the subtleties of persuasive communication can directly impact career readiness. Additionally, social media platforms provide an interactive learning environment where learners can observe comments, reviews, and user-generated content, further enhancing their awareness of audience engagement and language in context (Aryanti et al., 2024).

2.3.3 Previous Research Linking Advertisement Texts and Language Learning

Empirical studies have demonstrated the pedagogical value of using advertisement texts as authentic materials in EFL contexts. Zhang and Watkins (2019) reported that learners exposed to business-related English advertisements showed improved motivation and vocabulary retention, particularly in relation to persuasive language functions.

Kusumaningrum (2020) found that integrating advertisement texts into English classroom activities increased learner engagement and contextual understanding, fostering a stronger connection between language study and its real-world application. More recent research highlights the role of social media as an effective platform for accessing such materials. Aryanti et al. (2024) revealed that Indonesian EFL learners perceived business advertisement content on platforms like Instagram and TikTok as highly relevant for language practice, noting increased motivation and improved comprehension of colloquial and professional expressions. However, these studies also acknowledge potential challenges, such as the presence of distracting content and the need for careful instructional guidance to ensure pedagogical effectiveness (Prayudha, 2022).

2.3.4 Implications for Learners' Perspectives

The reviewed studies suggest that the presence of business advertisement texts on social media can positively shape learners' perspectives toward English language learning. When learners perceive learning materials as authentic, relevant, and applicable to real-life contexts, their intrinsic motivation and willingness to engage in language practice increase (Dewaele & Alfawzan, 2018). This is particularly important in Business English learning, where mastery of persuasive and professional communication is crucial. By leveraging social media content, educators can provide learners with exposure to dynamic, context-rich English input, potentially narrowing the gap between classroom learning and real-world usage. These insights underscore the need to further explore how EFL learners perceive such texts, particularly within the Indonesian context, where social media usage is highly prevalent but academic inquiry on its pedagogical impact remains limited.

The reviewed literature shows that English-language business advertisements on social media play a strategic role, both in the context of business promotion and in English as a Foreign Language (EFL) learning. Business advertisements function not only to introduce products and build brand image but also as persuasive communication tools that utilize concise, clear, and emotional language with a style adapted to a global audience.

The development of digital technology has driven a shift in advertising language style from formal to informal and interactive, leveraging distinctive social media elements such as emojis, hashtags, and visual narratives. Recent trends such as influencer marketing, creative short videos, and storytelling strengthen audience engagement and create emotional connections with consumers.

From an EFL learner's perspective, business advertisements on social media provide authentic language exposure that is beneficial for improving vocabulary, understanding persuasive language styles, and enhancing cross-cultural pragmatic awareness. This exposure enables more contextual language learning, encourages incidental learning, and increases motivation to use English in real communication. Therefore, English-language business advertisements on social media can be considered a relevant learning resource that supports the development of digital literacy and global communication skills for EFL learners.

3. Research Methodology

3.1 Research Design

A complete description of the research design used enables the reader to evaluate the appropriateness of the research methodology. This study employed a **qualitative research design**

with a **case study approach**. The design was chosen to obtain an in-depth understanding of EFL learners' perspectives on business English advertisement texts in social media. According to Creswell (2012), qualitative research focuses on exploring a phenomenon based on participants' views, while Mohajan (2018) emphasizes that case studies allow researchers to examine a program, event, or activity comprehensively.

Steps of the Research:

1. Planning Stage

- a. Formulating research objectives and questions.
- b. Designing research instruments (survey questionnaires and interview guidelines).
- c. Determining informants through purposive sampling, focusing on English teachers as participants.

2. Data Collection Stage

- a. Distributing surveys to gather general insights about teachers' experiences with business advertisement texts in social media.
- b. Conducting semi-structured interviews to explore participants' perspectives in depth.
- c. Collecting supporting documents related to the teaching process and the use of advertisement texts.

3. Data Analysis Stage

- a. Organizing data collected from surveys and interviews.
- b. Conducting thematic analysis following Miles, Huberman, and Saldaña's (2014) interactive model:
 - 1) Data condensation (selecting, simplifying, and focusing data).
 - 2) Data display (presenting findings in tables, charts, or narrative form).
 - 3) Drawing and verifying conclusions based on emerging themes.

4. Reporting Stage

- a. Interpreting findings in relation to existing literature and theories.
- b. Drawing conclusions and providing recommendations for English language teaching, particularly in the use of social media advertisement texts.

3.2 Participants

The participants of this research are English as a Foreign Language (EFL) learners who have experiences and perspectives related to English-language business advertisement texts on social media. The research informants consist of six social media users aged 14–55 years. The informants were selected because they actively interact with English-language business advertisements across various social media platforms.

In addition to interviews with the informants, this research also involves analyzing business advertisement texts circulating on social media, focusing on aspects such as language use,

cultural references, and persuasive strategies applied in the advertisements. The social media platforms highlighted in this research include Facebook, Instagram, TikTok, and Shopee, chosen for their high levels of user interaction and relevance to English language learning for business purposes.

3.3 Instruments

The instruments in this research were designed to obtain in-depth data in accordance with the qualitative research approach. These instruments focused on exploring the experiences and perceptions of EFL learners regarding English-language business advertisement texts on social media. According to Creswell and Poth (2018), qualitative instruments aim to capture participants' perspectives within their natural context and allow for flexibility in data collection. Patton (2015) also emphasizes that qualitative instruments should facilitate deep exploration of experiences and meanings rather than focusing solely on numerical measurement.

The instruments used in this study included:

a. Semi-Structured Interview Guide

Semi-structured interviews were conducted to explore participants' experiences, perceptions, and interpretations of English-language business advertisements on social media. This type of interview enabled the researcher to focus on key questions while allowing flexibility to probe further based on participants' responses (Kvale & Brinkmann, 2015). Interviews were conducted individually with six selected informants who actively engaged with English business advertisements.

b. Observation Guide

Observations were carried out to document how participants interacted with English business advertisements on various social media platforms, including Facebook, Instagram, TikTok, and Shopee. As noted by Angrosino (2016), qualitative observation provides insights into behavior patterns and social interactions within their natural context, which is essential for understanding participants' authentic experiences.

c. Documentation

Documentation involved the collection and analysis of supporting materials, such as examples of English business advertisement texts on social media, learning materials incorporating such advertisements, and field notes related to participants' engagement with business advertisements. According to Bowen (2009), document analysis enhances qualitative research by offering contextual evidence and supporting data triangulation. This study employed two primary instruments: semi-structured interview guidelines and document analysis sheets.

The semi-structured interview guidelines were designed to explore participants' experiences, perceptions, and interpretations of English-language business advertisements on social media. The questions were open-ended to allow flexibility and depth in the responses while ensuring relevance to the research objectives. The interviews were conducted individually with six selected social media users who met the criteria as informants.

The document analysis sheets were used to examine business advertisement texts collected from social media platforms, including Facebook, Instagram, TikTok, and Shopee. These sheets focused on analyzing key linguistic features, cultural references, and persuasive strategies used in the advertisements. The combination of interviews and document analysis provided comprehensive qualitative data to address the research questions.

3.4 Data Analysis Procedures

The data in this study were analyzed using a thematic analysis approach developed by Braun and Clarke (2006), which is suitable for qualitative research focusing on the experiences and perceptions of English as a Foreign Language (EFL) learners toward English business advertisements on social media. The analysis was conducted continuously throughout the data collection process and followed these steps:

1) Transcription and Data Organization Transcription and Data Organization

All data from semi-structured interviews, observation notes, and collected documents were fully transcribed. The data were then organized using NVivo software to ensure systematic management and easy access.

2) Reading and Familiarization Reading and Familiarization

The researcher repeatedly read the entire dataset to gain a comprehensive understanding of the context, tone, and meaning conveyed in the participants' experiences. Initial notes regarding emerging ideas were also recorded at this stage.

3) Coding

Relevant data units were coded based on similar meanings. An open coding approach was applied to allow categories and insights to emerge directly from the field data.

4) Theme Identification Theme Identification

Codes that shared similar meanings were grouped into major themes that described participants' perceptions and experiences regarding language use, persuasive strategies, and the learning context of English business advertisements on social media.

5) Theme Review and Refinement Theme Review and Refinement

The themes were reviewed to ensure their consistency, relevance, and accurate representation of the data. Themes considered less relevant were merged, divided, or eliminated to produce a sharper and more focused analysis.

6) Interpretation and Presentation Interpretation and Presentation

The finalized themes were interpreted by connecting them to relevant theories, previous research findings, and the social context of English language learning. The findings were then presented in a detailed descriptive narrative.

This thematic analysis enabled the data to be analyzed inductively and flexibly, allowing for an in-depth understanding of participants' perspectives and experiences.

4. Findings

4.1. Challenges Faced by EFL Learners in Understanding Business English Advertisements on Social Media

Most respondents reported difficulties in comprehending business English advertisements on social media. These challenges can be categorized into three key aspects:

a. Limited Vocabulary

Limited vocabulary emerged as a significant barrier for students. While many are familiar with English advertisements, they struggle with technical terms and expressions specific to business. Informants noted that the vocabulary in advertisements often differs from what they encounter in textbooks, leading to reliance on contextual guessing.

Some students admitted to skipping ads with unfamiliar terms. As one informant stated:

"If there are terms that are too technical, sometimes I just skip them." (ANA, July 30, 2025)

Despite these challenges, some students viewed advertisements as opportunities to learn new vocabulary. However, without additional support, vocabulary limitations hinder their comprehension.

b. Difficulty in Understanding Persuasive Language

Students face challenges in interpreting the persuasive language used in advertisements, which often employs metaphors, hyperbole, and figurative meanings. Many students focus on visual appeal rather than the underlying messages. Teachers recognize the potential of advertisements as learning materials but note that explicit instruction on persuasive language is limited.

Interviews revealed that students often do not understand metaphorical expressions. For example, ANA mentioned:

"What attracts me usually are the catchy headlines or slogans." (ANA, July 30, 2025)

This indicates a need for pedagogical approaches that emphasize the analysis of persuasive language styles.

c. Lack of Contextual Information

Many advertisements lack clear contextual information, making it difficult for students to understand the content. Students expressed interest in popular phrases but often ignored parts of ads with technical terms. The English teacher noted that without guidance, students may misinterpret figurative language.

Documentation of student assignments showed a preference for literal expressions over figurative language, indicating a focus on visual elements rather than linguistic meaning. This highlights the need for structured pedagogical strategies that integrate inferential learning and contextual understanding.

4.2. EFL Learners' Perceptions of Business English Advertisements

Respondents generally held positive views of business English advertisements, recognizing their potential for providing insights into international products and authentic language exposure. However, perceptions varied based on English proficiency:

- a. Higher proficiency learners viewed advertisements as useful resources for language development.
- b. Lower proficiency learners often found them irrelevant or difficult to understand.

As one student noted:

"I can understand most of the English, but if it's too technical, I just skip it." (ANA, 30/07/2025)

This suggests that perceptions are influenced by proficiency level, personal interest, and the relevance of the content.

Overall, while EFL learners see value in English-language advertisements, the effectiveness of these materials in language learning is contingent upon appropriate instructional strategies that address vocabulary, persuasive language, and contextual understanding.

4.3. Interpretation of Language Features in Business English Advertisements

The analysis of how respondents interpret language features in advertisements revealed that while many can recognize slogans and persuasive expressions, their ability to comprehend implicit meanings varies. Students often understand the literal meanings of simple slogans but struggle with creative language, such as idioms and wordplay.

Interviews indicated that learners with more extensive English exposure demonstrated better interpretive skills but still required contextual support. For instance, ANA mentioned:

"Sometimes the words sound cool, but I'm not really sure what they mean—especially the slogans that seem like figurative language." (ANA, July 30, 2025)

This highlights the need for increased exposure to and training in discourse analysis and pragmatic skills to help students effectively interpret the creative language commonly used in advertisements.

5. Discussion

This section explores the significance of the results of the study regarding the challenges, perceptions, and interpretations of EFL learners toward English-language business advertisements on social media. By connecting these findings with previous studies and relevant theories, this discussion provides a comprehensive interpretation of the results and emphasizes their theoretical and practical implications.

Significance of the Findings

The study reveals that EFL learners face notable challenges in understanding business English advertisements on social media, which aligns with prior research on language processing difficulties in advertising contexts. The findings confirm that unfamiliar terminology and figurative expressions, as highlighted by Smith (2020), serve as significant barriers for learners. This underscores the importance of addressing vocabulary limitations and the need for explicit instruction in persuasive language elements to enhance comprehension.

Moreover, the study identifies limited vocabulary as a critical barrier, corroborating Johnson's (2019) assertion that vocabulary size significantly influences comprehension of advertising content. The gap between language exposure and actual acquisition suggests that while advertisements can serve as valuable resources for vocabulary development, learners require structured support to bridge this gap effectively.

The findings also resonate with Lee's (2021) emphasis on the challenges posed by figurative and persuasive language. The tendency of students to focus on visual appeal rather than linguistic content highlights the necessity for instructional approaches that explicitly teach

the persuasive elements of advertising language. This is crucial for fostering deeper comprehension and critical analysis skills among learners.

Theoretical and Practical Implications

The study's results have both theoretical and practical implications for English language teaching. The persistent challenges identified—such as vocabulary limitations, difficulties in interpreting persuasive devices, and insufficient contextual information—indicate a need for pedagogical strategies that are tailored to address these issues. By implementing structured instructional strategies, educators can help learners develop stronger comprehension skills for authentic advertising texts.

Furthermore, the findings regarding learners' perceptions of advertisements align with Smith's (2020) observation that proficiency level significantly influences how learners view these materials. Higher-proficiency students recognized the pedagogical value of advertisements, while lower-proficiency learners often perceived them as irrelevant or difficult. This highlights the importance of adapting instructional strategies to accommodate varying proficiency levels, ensuring that all learners can benefit from the potential of advertisements as contextual learning resources.

Additionally, the study supports Brown's (2018) observation that learners tend to focus more on the visual aspects of advertisements than their linguistic content. This finding emphasizes the need for instructional scaffolding that redirects learners' attention toward critical analysis of both form and meaning, thereby enhancing their overall language learning experience.

6. Conclusion

This study reveals three main conclusions. First, EFL learners face significant challenges in understanding business English advertisements due to limited vocabulary, difficulties with persuasive and figurative language, and insufficient contextual support. Second, learners' perceptions of advertisements are influenced by their proficiency levels, with advanced learners viewing them as valuable resources, while lower-proficiency learners often find them irrelevant or overly challenging. Third, although learners can recognize key language features like slogans and persuasive expressions, they struggle with implicit meanings and creative discourse. Despite these challenges, many learners see advertisements as beneficial for language learning, particularly in vocabulary development. Overall, the study highlights the importance of integrating digital advertisements into language instruction to enhance comprehension and critical engagement.

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