

THE USE OF COMMERCIAL ADVERTISEMENT TO TEACH UNIVERSITY STUDENTS IN ENGLISH FOR SPECIFIC PURPOSE CONTEXT

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ABSTRACT

This research aimed to propose multimodal-based English teaching through video for university students majoring in marketing management through project-based learning. Teaching English for university students are belonging to the field of English for Specific Purposes (ESP). It needs special treatments due to the fact that ESP students have different needs for English use for their future jobs, since the industrial revolution 4.0 typically affected the economic area. For presenting the research, the qualitative research design was employed. This research used interpretive analysis in the context of discourse analysis. The commercial advertisement video was analyzed in terms of Systemic Functional Linguistics (SFL) and semiotic features of multimodal discourse analysis. The analysis results of the video show that semiotic features are more powerful than linguistics aspects in promoting goods well. The video is expectedly used to teach language for promotion to the university students, particularly in marketing management majors. The teaching-learning process would be guided by the use of project-based learning method so that the outcomes would be in the form of the promotional video which employs both linguistics and semiotic features.

Keywords: commercial advertisement, multimodal based teaching, English for Specific Purposes (ESP), project-based learning

INTRODUCTION

The prompt industrial revolution effects mostly all human basic needs, including the need for education. Education becomes the central attention in this era since it directly contributes to foster people's readiness in facing industrial revolution challenges. Preparing people's readiness in conquering the global challenges is straightly related to the success of a nation. Thus, it is generally believed that education is one of the indicators of a nation's success. Countries are attempting to get the fruitful outcomes of the industrial revolution through education, unexceptionally developing countries such as Indonesia. The national ministries of research, technology, and higher education of Indonesia respond to the industrial revolution 4.0 by making some breakthroughs and adjustments for preparing the national human resources with qualified competencies in the near future (Gamar, Al Faruq, & Lina, 2018). It aims to bridge the gap of industrial revolution 4.0 requirements and university graduates readiness. The higher education needs to make the adjustment on all aspects, mainly the adjustments of method aspects and the learning

material aspects that are organized by lecturers.

In the level of higher education, university levels have to get more attention regarding the graduates' readiness since they are expected to work in certain industries after graduated (Razali, 1992). It means that university graduates need to be equipped with the basic skills required in the industrial revolution 4.0. It becomes the responsibility of the government and the education stakeholders to equip students with sufficient skills that they will employ in their future. Unfortunately, the fact shows that the stakeholders seem to fail in fulfilling the prerequisite of the higher education basic aim. The industrial revolution 4.0 requires students to master at least two basic skills namely English and technology. In fact, at the university level other than English departments, English is treated the same with no specification to the students' majors and needs. Realizing the gap between industrial revolution 4.0 requirements and the recent condition of English subject at the university level, the methods and the learning materials that fit the students' necessities are required to bridge the gap.

English at the university level 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.

Furthermore, Ahmed (2014) has claimed that English for Specific Purposes (ESP) should be based on principles of effective and efficient learning. He, further, has stated that ESP teachers are expected to be experts in teaching English for any profession and experts in the subject, in this case, is able to develop teaching materials based on the content materials. As a consequence, ESP teachers' role is more complex than General English teachers' role. Hoa and Mai (2016) have 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.

Besides, students have to be able to engage with technology in the teaching-learning process. Regarding this fact, there are several researches related to the teaching and learning process of English for specific purposes in relation to the use of technology. Ilin, Kutlu, and Kutluay (2013) have conducted research about using video for teaching grammar in an ESP class. The result shows that video proves effective in terms of saving time and triggering willingness of ESP students to learn grammar. Dashtestani and Stojković (2015) have studied the use of technology to promote ESP students' English skills. It is reported to increase the quality of ESP instruction and promote students' listening comprehension. It is also in line with the research conducted by Tao, Luo, and Zhao (2017) which aims to look into the effect of multimodality on ESP listening comprehension by examining the students' English summaries of the audiovisual recording materials. The result shows that proper use of multimodality can significantly improve students' listening comprehension.

Jurkovic and Mertelj (2015) have conducted research about the use of authentic video in the ESP classroom for developing language skills and enriching vocabulary. The result shows that video gives benefit to develop productive skills, including writing, speaking, and vocabulary awareness. Furthermore, Alpala and Garcia (2018) have conducted research about the use of real-life video in an ESP classroom, and the result shows that video can improve students' oral presentation skills. From the researches conducted before, video is believed to be a meaningful tool to develop ESP students' English skills.

In addition, Camiciottoli and Bonsignori (2015) have analyzed video clips using a multimodal perspective to determine how various semiotic resources work together to construct meaning, and the analysis is utilized in the ESP classroom to increase learners' awareness of the key contribution of different modes in specialized communication. Furthermore, Bonsignori (2018) has purposely selected some clips cut of films and TV series with different genres which are characterized by the use of English in the specialized domain such as law, politics, economics, tourism, and medicine. Then, those videos are used to show how various semiotic resources work together to construct meaning in ESP and how they can provide useful tools for research and teaching in ESP contexts.

The use of video in teaching ESP is closely related to the multimodality. Multimodality believes that meaning-

making is not only dependent on the verbal system but relies on all the interactions established between the whole range of semiotic modes represented and on the arrangements made by potential carriers of meaning, such as spatiality and visuality (Kress & Van Leeuwen, 1996). In addition, O'Halloran and Smith (2016) in Camiciottoli and Campay-Cubilo (2018) have argued that the multimodal approach can help students learn to exploit semiotic modes beyond verbal language such as visual, gestural, and spatial. Chen (2016) has argued that nowadays, traditional language teaching methods become unsuitable for developing students' communicative competence of ESP. In contrast, the theory of multimodal discourse and language input is in association with ESP teaching so that various modes have cooperated, multidimensional contexts of ESP learning are set up, the comprehensive input of ESP learning is ensured, and students' needs are met.

Cocchetta (2018) has reported on how research into multimodality, through Halliday's systemic functional framework, has been integrated into a university syllabus for text studies in English through a specific course design to achieve some goals. Moreover, multimodal environments allow ESP learners to construct and interact with specific contexts of language use. In so doing, learners gain awareness of the linguistic elements they need in order to create appropriate contexts of language use and to complement these with their specialized content. Plastina (2013) has used multimodal as an approach to ESP learning, acknowledge the interplay of multimodality in learning processes and meaning-making. In recent years, the use of video and multimodality in teaching ESP becomes very well known. It is due to the benefit gotten from both of them in enhancing students' English skills. English in ESP focuses on the reason for the learners' need to learn English. The main element of learning English is the purpose of why the learner is learning the language. ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reasons for learning (Paltridge, 2012). In the Indonesian context, universities have some majors whose English learning needs are different. Therefore, English teaching-learning materials should be specific and appropriate for students' needs.

Regarding the demand of English in ESP and industrial revolution 4.0, this research aims to bridge the gap between industrial revolution 4.0 and university students' English competencies, especially students in management major, with multimodal analysis of a commercial video. Shi (2017) has mentioned that multimodal features of discourse can attract the growing number of attention. Hence, it is beneficial in catching consumers' attention. Moreover, Kristina (2016) has believed that the consumer's choice to purchase is strongly influenced by emotional rather than logical consideration. They, further, claim with the use of technology, products and services are related to customers on the emotional foundation in which the most convincing aspect of human characters namely, the desire to transcend material satisfaction and experience emotional fulfillment is highly considered. It is also in line with Soodan and Pandey (2016) who have stated that emotions are one of the leading drivers of purchases; it associates with the increasing number of manifold purchasing. It can be said that an interesting advertisement can increase the number of purchasing by affecting consumers' feelings.

This research differs from the previous researches in term of the use of multimodal analysis and project-based approach. The previous research conducted by Plastina

(2013) uses multimodal as an approach to ESP learning, while this research uses multimodal as an approach to analysis. The video which tells about the commercial advertisement is analyzed using multimodal discourse analysis (MDA) approach emerged by Kress and Van Leeuwen in 1996. Then, the video is used to teach English students of marketing management major in universities through the implementation of project-based approach. The teaching-learning process focuses on the integrated English skill since in the 21st century, the English teaching for specific purposes is believed to be more effective to be taught in integration than in discrete one.

Fauziati (2014) has stated that project-based learning is a systematic method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions, and carefully design product and tasks. Kimsesiz, Dolgünsöz, & Konca (2017) have stated that project-based learning is both process and product-oriented pedagogical methodology which basically blends learning with concrete output designed by learners themselves so that project-based learning can offer varieties of the efficient pedagogical solution as it provides an easy link between linguistics input and its real-world equivalent. Aslanides et al. (2016) have believed that project-based learning helps students to understand the information they get better. Students can combine all the knowledge they have obtained from different courses they have attended in one project. It provides them with the incentive to seek information themselves and not to passively expect from the teachers.

Sultana and Zaki (2015) have claimed that project-based learning as a replacement of the prevailing out-of-date traditional English language pedagogy with a motivating, innovative, and learner-centered instruction. Moreover, Beckett and Slater (2018) have said that several studies on project-based Learning for language learning have shown that engaging learners in projects can challenge learners' creativity, enhance problem-solving skills, shape decision-making skills, encourage creative thinking skills, raise independence, and develop cooperative work skills. The statement is in line with Lyons and Bandura (2018), who believe that project-based learning represents social facilitation that can support the development of cooperative work skills. In addition, Kim (2015) has argued that the process of accomplishing the project in project-based learning facilitates learners to elaborate four English skills of learners of the second language as well as a foreign language. Hence, project-based learning could be beneficial for both teachers and students in English language teaching (Petersen & Nassaji, 2016).

There are three research questions in this research; (1) how is the commercial video advertisement viewed from the textual analysis? (2) How is the commercial video advertisement viewed from the semiotic analysis? (3) How will the commercial video advertisement be implemented to teach English for Specific Purposes? Based on the research questions mentioned, the research objectives are to describe commercial video advertisement viewed from critical multimodal discourse analysis to explain the implementation of the commercial video advertisement to teach English for Specific Purposes.

Therefore, this research is expected to contribute to the teaching of English as Specific Purposes in university students in Indonesia, especially in the marketing management department. As stated before that the English teaching in university-level other than English department

is the same including the materials so that the research tries to present an English material in the form of a video which is appropriate with the needs of students in marketing management major. By having suitable English materials, students are expected to gain more English competencies, which will be used directly after they graduate and enter the workplace. In addition, by implementing the project-based learning, students will be able to be autonomous learners so that they will be ready for the industrial revolution challenges.

METHODS

For presenting the research, the qualitative research design is employed. Silverman (2016) has claimed that qualitative research encompasses an interpretive and naturalistic approach that studies things in natural settings, attempting to interpret phenomena in terms of the meanings people bring to them. There are two big approaches in qualitative design, namely content-based analysis in the form of thematic analysis and interpretive analysis in the form of discourse analysis. This research uses interpretive analysis in the context of discourse analysis. Sgier (2012) has stated that discourse analysis as the part of the interpretive analysis looks less for what is said than for how it is said; in other words, for assemblies of meaning and how they figure and force people perception of the world. In this kind of analysis, Wilmot (2017) has believed that language is viewed as a strategic site of power struggles, and how it is used to privilege hegemony or to impose a particular worldview.

In conducting the research, a commercial advertisement video from one of the most famous brand in the world, Nike, is analyzed and then the result of the analyses are designed to be implemented to teach English for the university students of marketing management major. The steps of analyzing the video in the term of language and semiotic features are called as interpretive analysis in the context of discourse analysis. The first step is analyzing the language used in the video. The next step employed is examining the semiotic features used in the video. The results of both analyses then are combined to design teaching materials to be implemented in the English for Specific Purpose classrooms.

The video used in this research is released at the beginning of 2017; it raises the issue of equality as the major theme. The video is analyzed through a discourse analysis approach. The linguistics aspects are interpreted using the theory of Systemic Functional Linguistic (SFL), which is proposed by Halliday. The analysis covers the field, tenor, and mode of the linguistic aspects. Halliday (1994) has stated that the field describes activities and processes that are happening at the time of speech; it focusses on the entire situation. Tenor describes the people that take part in an event as well as their relationship and statuses. The mode determines the role and function of language in a particular situation. While the multimodality aspects of the video are analyzed using multimodal discourse analysis from Kress and Van Leeuwen (1996). The analyses focus on the semiotic features, especially in the use of color and visual pictures.

The video, as well as the analysis result, are proposed to be used as the English teaching materials to teach English for the specific purpose for the university students in the marketing management major. The teaching procedures are

in line with the teaching procedures of project-based learning (PBL). It is so since the video is suitable with the needs of the university students of English to face the industrial revolution 4.0. Then, the proposal from the use of this video and its analysis in learning are explained descriptively.

RESULTS AND DISCUSSIONS

Table 1 describes the field, tenor, and mode in the *Nike* commercial.

Table 1 Transcription of the Commercial Narration

Line 1	Is this the land history promised?
Line 2	Here, within these lines, On this concrete court, This patch of turf
Line 3	Here, you're defined by actions, not your looks and beliefs.
Line 4	Equality should have no boundaries
Line 5	The bonds we find here should one pass these lines
Line 6	Opportunity should not discriminate
Line 7	The ball should bounce the same for everyone
Line 8	Worth should outshine color.
Line 9	If we can be equals here, we can be equals everywhere

In line 1, the narrator begins by asking, "Is this the land history promised?" which is naturally in the form of a question. This question is actually not intended to question the viewers; instead, it is used as an attention gather that invites viewers to agree with what the speaker says. When asking the question, the commercial video shows a black and white setting showing some people playing basketball. Here, the relationship that occurs between the narrator and viewers is hierarchical since the position of the narrator is as the one who provides information towards the viewers. On the other hand, the viewers here are the passive hearers that only can receive the information. In addition, the question, "Is this the land history promised?" is an implicit persuasive line spoken in monologue followed by a shot on an actor making eye contact to the viewers.

In line 2, "Here, within these lines, on this concrete court, this patch of turf", the sentence is said by the narrator accompanied by the appearance of some courts in sports; court of football and court of tennis. Then, some sports players are shown; LeBron James and Kevin Durant, who are basketball players, Serena Williams, who is a tennis player. Through line 2, the narrator tries to convey that the lines, the court, and the patch of turf are the fields where players compete on sports. Being linked with line 1, line 2 is the answer of line 1, which raises the issues of 'a land history promised', as it is generally believed that in history the issues of inequality is widely spread. Here, the narrator tries to build a belief towards the viewers that 'a land history promised' refers to the sports which uphold fairness and equality within the courts. Moreover, the viewers are mind blown by all the information given that glorifies equality. The position of the narrator in term of speaker-hearer relationship is higher since the narrator is the one who gives

the information in one way communication. Line 2 leads the viewers from the equality issues into sports.

In line 3, "Here, you're defined by actions, not your looks and beliefs", the narrator said it together with the presence of some visualization support. The first, there are some football players compete in a football court which represent the 'actions' which will define someone in sports. The second, there is a black-skinned and curly-haired boy who is zoomed in as the representation of 'looks'. Then, there are some children playing basketballs in front of a church which support the meaning of 'belief' in the sentence. The overall sentence and its supporting setting details on the video emphasize a meaning which is wanted to be delivered that equality happens in sports since ones are defined by their ability, performance, and achievement rather than defined by the 'looks' and the 'beliefs' the players possess. Here, in the speaker-hearer relationship, the viewers have lower positions than the narrator since they are persuaded by the rich information and ideology about equality implicitly. If take a look at the sentence, "Here, you're defined by actions, not your looks and beliefs", the form is a statement, in fact, it is more powerful than just a statement. The meaning wants to be conveyed is a persuasion which demands the agreement from the viewers.

Line 4, "Equality should have no boundaries" is the main theme of this promotional video. The setting which is provided while the sentence is uttered by the narrator is some people who make an extension white line from the area of sport courts into the area out of the sports courts. What the narrator attempts to tell to the viewers is that the equality and fairness in sports; which does not look at appearance and beliefs, should be extended into the real world and that it should not have boundaries. Here, the speaker, which is the narrator, invites the viewers to uphold that belief. Since the viewers are the ones who are influenced, they are lower; in the hierarchical speaker-hearer relationship, than the narrator who does the persuasion.

The occurrence of line 5, "The bonds we find here should one pass these lines" is together with some visualization of bonds happens in the sports. There are some baseball players and American football players who hug each other as a team and share some laughs. What the narrator tries to bring to the viewer is that in sport, there is a strong bond among the players. Regardless of how they look and what the beliefs they hold, they are still a team who work together in sports courts. The persuasion done by the narrator is that those bonds which do not discriminate occurs in sports should be carried into the real-life world. In addition, the visualization of some people keeping drawing the extension of white lines from the sports courts also supports the setting while the sentence is uttered. The speaker-hearer relationship occurred is the hierarchical relationship, which brings the narrator as the one dominated and as the persuasion supplier.

Line 6, "Opportunity should not discriminate" is spoken out accompanied by certain settings. The first is the visualization of some white-painted cars moving forward and drawing some white lines, followed by some women runners behind them. The women runners are distinct in their looks, some are those who wear ordinary clothes worn by the runners; which are short pants and sports bras, and some are those who wear veils, and long outfit covered their body. The message wants to be delivered by the sentence, and the setting is that no matter who you are and what belief you hold, you have the same opportunities in sports and that there is no discrimination in getting those opportunities;

which also have to be extended in the real world life. The viewers here are invited to set their mind into the non-discriminating ideology. The heavy and rich persuasion occurs here where the narrator positioned himself higher than the viewers in term of speaker-hearer relationship.

In line 7, the sentence “The ball should bounce the same for everyone” is conveyed together with some visualization. It begins with the visualization of a basketball player who bounces a ball and a woman who stands near a piano in front of the wall with a white text written on; ‘Equals Everywhere’. In addition, there is a black-skinned boy who looks at the wall. This setting supports the meaning wanted to be delivered by the narrator; chances should be given equally to everyone, everywhere. By delivering this message, the narrator who positions himself as the one who has the power of persuasion, which makes the relationship between the narrator and the viewers hierarchical. The viewers here are the passive ones who receive the information. Thus, they are in a lower position in term of speaker-hearer status or relationship.

In line 8, the utterance “Worth should outshine color” is shown in the video together with the visualization of some black-skinned people in front of a law court building. In the top of the building, there is a written text ‘Equal.Justice.Under.Law’. Together they stand up, and a black-skinned woman who wears a black outfit looks bravely at the camera. This setting supports the meaning which is intended by the narrator to be conveyed that they are all worthy, and it should outshine the color. No matter what skin color they have, it does not matter since they actually are born naturally equal in this world. Here, the narrator invites the viewers to believe that ideology and uphold justice on the equality issue, which is happening. The hierarchical relationship between the narrator and the viewers here are very contrast since the domination is on the narrator side. It means that the narrator is higher than the viewer in terms of speaker-hearer status.

Line 9, “If we can be equals here, we can be equals everywhere”, is said in the end of the video scene. First, there is the appearance of some boys who are playing basketball at the center of the crowd. Second, a professional basketball player; LeBron James is zoomed. While the narrator said, “If we can be equals here”, he continues it by saying, “we can be equals everywhere”. The sentence here is the main theme of the video; it is not only emphasized by the narrator but also by LeBron James. What they want to convey is if they can be equal in sports, people can see actually extent that equality in sports in the real-life world. In addition, the power of the narrator and LeBron James persuade and invite the viewers to believe in what they said. This power of the persuasion positions them in the higher status in the hierarchical speaker-hearer relationship.

In summary, the overall sentences in the video are uttered to persuade and invite the viewers to believe in the ideology of equality. In fact, they are not only about equality but also the implicit promotion of sports products from *Nike*. By raising the ideology of equality, *Nike* tries to persuade that equality is the basic right of everyone. Whether it is in football, tennis, basketball, and everywhere; everyone should be equal. In addition, by bringing equality in all aspects, *Nike* implicitly states that all products of *Nike* are for everyone regardless of their age, gender, beliefs, and looks.

The semiotic features of the video are analyzed using the approach of multimodal discourse analysis from Kress and Van Leeuwen (1996). It is focused on the visual picture

and color aspects used in the video. The semiotic features have a very strong power to convey meaning through video; so that every part of them has messages that the discourse makers want to deliver to the viewers of the video.

These features in the commercial advertisement video of *Nike* are employed by the advertisements in order to promote their products. It is due to the fact that the advertisement makers do not explicitly promote their products in the language used so that they emphasized their intention on the use of semiotic aspects. In conveying their intention, which is to promote its products, the company brings up the emblem of the product more than 15 times in the video whose duration is one and a half minutes. It means that the emblem appears in every six seconds on average. The company wants to influence viewers’ perceptions. By showing the logo continuously, it affects people’s psychology to remember the brand easily, and then they are provoked to buy their product. The first emblem appears in the seventeenth second of the video while the last emblem appears in the first minute and twenty-ninth second. It can be seen in Figure 1.



Figure 1 Scene 9

The scene in the seventeenth second shows a model who is wearing a t-shirt in which the emblem of *Nike* appeared on it (Figure 1). The position of the model is right in the center of the video in order to catch the viewers’ attention easily. The layout of the video is also very crucial in conveying the discourse makers’ meaning.

Figure 2 shows seven models who are wearing apparels in which *Nike*’s emblem appears there. Again, the advertisement maker employs the layout of the video to strengthen his/her intention. Here, the model wearing a white t-shirt in which *Nike*’s emblem is clearly seen positioned in the center of the formation in this scene. Furthermore, the models in this scene are portrayed to have different backgrounds by emphasizing the use of different apparels. By having two models who are wearing veils, the advertisement maker wants to convince that *Nike* is made to be worn by people from different backgrounds, including the different religion backgrounds. This scene supports the theme which is raised about equality.

Scene 47 in Figure 3 shows a model who is wearing a shirt with *Nike*’s emblem on it. In order to catch the viewers’ attention on the point, the model position is set to be in the center. Besides emphasizing on *Nike*’s emblem in this scene, the advertisement maker also wants to persuade people with the issue of equality by showing a model who has black complexion. Most of the models in this advertisement video have black complexion in order to show that the black-

people are equals to white ones. The implicit purpose of this action is to promote that Nike can be used by people who come from different background, including the black people. The black complexion models are almost shown in every scene in the video, and they begin appearing from scene 5, which happens in the second 9 (Figure 4).



Figure 2 Scene 36



Figure 3 Scene 47



Figure 4 Scene 5



Figure 5 Scene 55

The last *Nike's* emblem appears in the last scene of the video, which happens in the duration between one minute and twenty-nine seconds and one minutes and thirty seconds (Figure 5). In this last scene, *Nike's* emblem is shown directly in the video. It is different from other scenes which show the emblem on the apparels worn by the models. As the closing of the video, the advertisement maker shows the bigger size of *Nike's* emblem than in other scenes. In this scene, the video shows a child as the model in order to persuade people's mindset that *Nike* is for everyone from different ages.

Another scene that is scene 45 (Figure 6) shows a visual picture which supports the narration in the video. It is generally believed that the language will be more powerful when it is visualized. The advertisement maker wants to make the power of the message more powerful by showing this scene. As stated before that the major theme of the video is the issue of equality, so the language of promotion used is mainly talked about equality and scene 45 is used to visualize it. Besides scene 45, the video also visualizes the message of equality in scene 54 (Figure 7).

The other semiotic aspect that will be the central thing in the video is the use of color. The colors used in the video are only black and white. As the equality issue raised in the video, the two colors represent inequality. Those two colors are extremely in contrast, which is usually used to differ or limit something. In the American context, white is better than black. In social status, black people tend to have lower social status than white people do. Thus, black and white are the symbols of inequality which believe that a thing is better than the other. However, these two colors are used in the video to encompass the issue of equality. The advertisement maker wants to persuade people's mindset that white and black are the same, as well as the black people have the same right as the white people.

The semiotic aspects of the video clearly illustrate the messages that want to be delivered by the advertisement makers. While in the textual analysis, the video does not explicitly convey the meaning of the discourse makers that is to promote products of *Nike*, the semiotic analysis shows that the discourse makers propose their intention to promote the product explicitly by the use of visual aspect including *Nike's* emblem. In addition, the semiotic analysis of the video presents that the discourse makers also convey their intention to promote equality issue through the use of colors and visual pictures.

In using the analyzed video as a model to teach language for promotion to the marketing management major students in the university, it is merged with the model of the project-based learning model. According to Lee et al. (2014), project-based learning is a pedagogical methodology which is oriented on both process and product. Basically, project-based learning blends learning with concrete outputs designed by learners themselves. In this research, the university students are taught to promote things implicitly then made a video as a project. Project-based learning comes from John Dewey's idea of learning by doing which views education as ways for students to construct knowledge during the active learning process while the teacher acts as a facilitator. It can be said that project-based learning requires students to be involved in authentic activities in which they can experience learning by doing.



Figure 6 Scene 45



Figure 7 Scene 54

The challenges arise from constructivist learning is the difficulty in transferring the theory into a practice of teaching and learning. The students find it difficult to produce sentences or texts which are suitable with promotional context. In this research, the students are triggered to be active learners by giving the challenge to create a promotional video. Hence, this situation makes them become an autonomous learner since they need to know what aspects should be appeared in the video and how to present a promotional video in a great way. It is in line with the constructivism theory, the basic principle of project-based learning. Additionally, it is believed that project-based learning is able to eliminate the struggles of learners with the assistance of teachers and knowledgeable others. Therefore, during the process of creating the video, the students get many suggestions both from their friends and from the teacher. Coming to the implementation of project-based learning in the teaching and learning process, there are several steps that should be fulfilled in applying it, which is presented in Figure 8.

Jalinus, Nabawi, and Mardin (2017) have stated that the project-based learning model consists of three main stages (primary), then they are divided into seven stages (secondary). The primary stages consist of three steps, namely, skill competencies debriefing, project work, and evaluation. The promotional video analyzed will be used as the model in teaching the students in promoting things implicitly through English. The video is used as the standard in making project. In this case, the project instructed is creating a great promotional video which offers thing implicitly.

Here are the proposed steps of multimodal-based English teaching for university students through the frame of seven steps project-based learning model. In the very first stage of teaching, the lecturer needs to deliver the objectives

of the teaching-learning to the students to engage them in the learning process well. Then, the lecturer shows the analyzed video from *Nike* to the students. The students are then asked to analyze the video based on their perceptions in relation to the materials that will be learned, that is the language of promotion. After analyzing the content of the video, the students will be trained by the lecturer about the use of the language of promotion to promote things in a certain way. The next stage is designing the project theme.

Here, the students are asked to work in-group and make an outline/proposal about the project that is making video promotion consisting of linguistic and semiotic features. The students consult their project proposal to the lecturer. Then, the lecturer will decide whether it is met the criteria of a good promotional strategy or not. After getting a suggestion from the lecturer, the students execute the task of the project that is making a complete video promotion. The students present their project and the philosophy behind their promotion videos, as what they do in the analysis of the video model. The other students, along with the lecture, give feedback towards the video from linguistic and semiotic features.

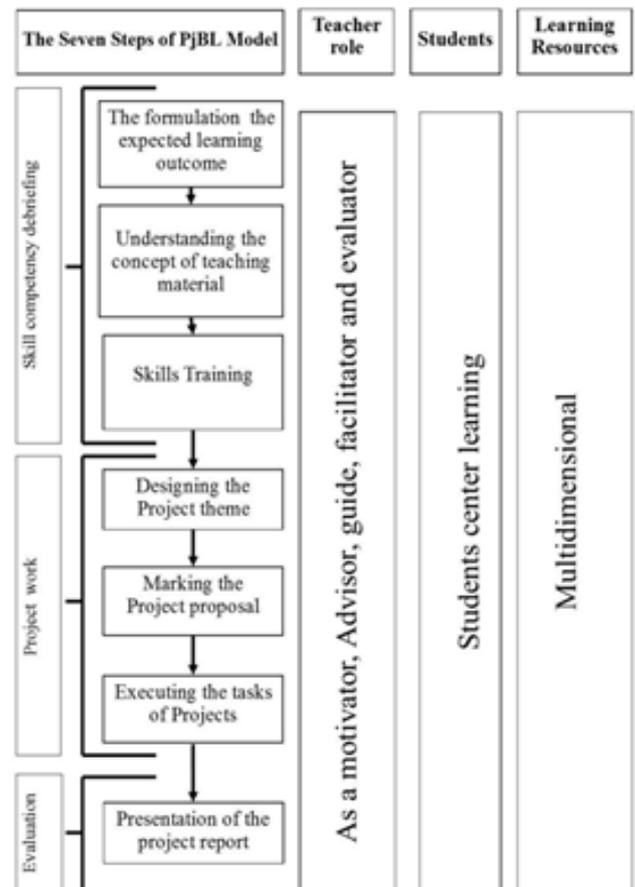


Figure 8 Project-Based Learning Model

CONCLUSIONS

The emergence of industrial revolution influences education field; sharp spotlight leads to education since education is considered as a vital aspect of making changes. The industrial revolution 4.0 that requires students to master at least two basic skills, namely English and technology, challenges the teachers and stakeholders to make some

adjustments through curricula and learning method. The findings of the research suggest that commercial advertisement analysis can be used as teaching materials in English for Specific Context classrooms. In addition, project-based learning is believed as a learning method that can support the learning goal, which meets the requirement of industrial revolution 4.0. The students are asked to create promotional videos which meet the standards of great promotional videos. During the process of creating the video as a final project, teachers facilitate the process of learning by showing a promotional video as a model and guiding the students to understand the important aspects that should be included in the video.

Since the video is a commercial advertisement, it is more familiar to the students whose major are related to promotion, such as business and marketing majors, but not limited to those mentioned before regarding the materials taught by teachers or lecturers. Meanwhile, it is suggested that the future researches will be possibly conducted in the area of implementation and evaluation of the use of video analysis in the term of language and semiotic features usage to teach English for Specific Purpose (ESP) students.

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