

## The Application of International Product Advertisements as Intercultural Learning Media

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### ABSTRACT

*Language acquisition inherently requires intercultural competence, yet understanding implicit foreign cultural nuances remains a challenge for learners. This study aims to describe the application of international product advertisements as intercultural learning media and to analyze students' understanding and responses regarding their utilization. The research employed a quantitative descriptive method with a pre-experimental One-Shot Case Study design. The participants were 31 fourth-semester students of the French Language Education Study Program. The treatment involved analyzing Toyota advertisements adapted for Indonesia and France to examine cultural contrasts within the 'savoirs' framework. Data were collected using knowledge tests and response questionnaires. The results demonstrated that the application of international product advertisements was highly effective. Cognitively, students achieved a satisfactory mean score of 80.26, attaining 100% classical mastery based on standard criteria. Students successfully identified that the Indonesian advertisement reflected broad social realities and collectivism, while the French advertisement emphasized national identity and individualism. Affectively, the media received a positive reception, with 80.6% of students responding "Strongly Agree" regarding its effectiveness. The study concludes that international advertisements are powerful, authentic tools that visualize abstract cultural concepts into concrete learning experiences, thereby significantly enhancing students' intercultural competence.*

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### 1. Introduction

Language is considered an integral part of culture, functioning as a medium that reflects cultural perspectives and the specific epistemology of that culture (Imai et al., 2016; Rahman et al., 2019; Yaumi et al., 2023). Therefore, to master a language, it is not sufficient for a learner to merely learn its rules (grammar); they must also be able to use it in real social and cultural situations (Byram et al., 2002; Aswad et al., 2019; Sachiya et al., 2025). The process of learning a foreign language inherently involves learning about other cultures, which in turn provides access to different customs, frameworks of thought, and value systems. Consequently, learning a foreign language fosters appreciation for individual differences, develops an understanding of cultural relativity, and cultivates a spirit of tolerance, which are fundamental values in intercultural learning (Byram, 2008; Prihandoko et al., 2021; Ko et al., 2025). Intercultural learning is also an essential preparation that must be taught to students before they engage in international learning activities, and this obligation applies equally to educators (Mahardhani et al., 2023; Yaumi et al., 2024; Youngsun et al., 2024).

The development of French language education in Indonesia has a historical journey that aligns with the evolution of the education world in the country and often serves as a medium to introduce its cultural phenomena (Rohali, 2019). A concrete example of the diversity of French society is presented in the textbook *Edito A1 Méthode de Français (2e édition)*, on page 17, which explicitly teaches about multiculturalism in France through the diversity of its characters' names. By combining European-rooted names (such as Arthur, Rafaël) with names from the global diaspora (Amir, Jiajun, and Aminata), this book demonstrates that modern French identity is a visual representation of a multicultural country, resulting from a blend of European and world cultures. Similar to Indonesia, which is also diverse, consisting of various ethnicities and races, the concept of multiculturalism taught in the French textbook becomes very relevant and easy to understand. For learners from Indonesia, the understanding that a national identity can be formed from various ethnic backgrounds is not a foreign concept. This aligns with research conducted by Sukmayadi (2018), which states that learners not only master

bilingualism but also achieve a two-way bicultural understanding, namely enriching their insights into Indonesian culture as the external world while simultaneously sharpening their awareness and understanding of their own cultural identity. Furthermore, research conducted by Usman et al. (2023) reveals that another goal of intercultural learning serves as an essential prerequisite to ensure the effectiveness of interaction and minimize potential misunderstandings arising from different cultural backgrounds.

Teaching language with an intercultural perspective aims to form students who are not only linguistically competent but also ready to interact, capable of accepting differences, and understand the value of intercultural relationships (Byram, 2008). Carlaanastasia and Handayani (2024) add that there are three main objectives in teaching this intercultural competence. First, providing an understanding regarding the cultural contrasts between Indonesia and France. Second, enriching students' perspectives on foreign cultures in general. Third, fostering the development of an appreciative attitude toward various cultural values. Holistically, the goal is for students not only to acquire cognitive knowledge about cultural differences but also to demonstrate a deep understanding, openness, and appreciation, which are the foundations for becoming tolerant and globally minded individuals. However, to understand a foreign culture, a learner must first possess a strong understanding of their own culture (Sanulita, 2019). The integration of media in intercultural learning significantly enriches the student learning process by making it more meaningful, broadening perspectives, and cultivating social sensitivity. Authentic materials such as songs, films, and advertisements facilitate students in internalizing diversity as an inevitable reality. As a result, various differences, including background, culture, perspectives, social status, and even religion, no longer become obstacles in building effective interaction and communication (Winoto, 2020). This also aligns with the research of Handayani & Fitriasih (2023); by utilizing the existing diversity of teaching materials, the 'KATA Kita' teaching model offers an effective option for building Indonesian-French intercultural competence. This model specifically employs authentic materials such as songs, films, and advertisements so that the learning process feels more practical and relevant to real-world situations.

The acquisition of intercultural knowledge in French language learning can be conducted either integratively within the four language skills or independently. This intercultural knowledge is conveyed through various media, including advertising. According to Aisyah et al. (2021), advertising is any form of non-personal communication regarding ideas, products, or services paid for by an identifiable sponsor. This encompasses traditional mass media such as television, magazines, newspapers, billboards, and so forth. Advertisements reflect social and cultural aspects that distinguish one country from another. Although some global product advertisements are occasionally adapted for multiple countries, advertisements generally tend to display distinctive elements that portray local cultural realities. Therefore, advertisements designed specifically for a market in a particular country tend to be laden with local cultural values and references (Sabaliauskienė et al., 2019).

Advertising plays a role in encouraging negotiation systems while simultaneously enhancing audience understanding of a nation's cultural values (Kurniawati & Nurmaisarah, 2018). Advertisements contain cultural elements regarding symbols (luxury, art, history) that emotionally and aesthetically construct the ideal image and distinctiveness of French culture (Simon, 2019). Advertising possesses a cross-cultural dimension because it not only presents clear (explicit) information about a culture but also helps us recognize hidden (implicit) values and norms (Merah, 2020). Furthermore, Handayani et al. (2024) state that advertisements function not only as promotional tools but also as a means of conveying information and messages to the audience. For example, two French versions of Toyota Yaris advertisements, despite being produced a decade apart, both carry messages of nationalism and patriotism. Through these advertisements, France actively builds an image in the eyes of the world as a country that rejects racism and embraces diversity. Oktaviani & Handayani (2020) also analyzed four pairs of international advertisements, showing that Indonesian and French product advertisements contain cultural elements such as social organization, arts, and knowledge systems. Additionally, Widayanti et al. (2020) add that French television advertisements successfully enhanced students' intercultural competence when accompanied by focus group discussions. It can be concluded that advertising can be a highly effective and authentic learning medium for examining and understanding a society's culture. Due to its nature being rich in local values, advertising offers direct insight into the reality of the place where the advertisement was made. This underscores that an advertisement is a complex cultural text and not merely an ordinary commercial message.

This study aims to describe the application of advertisements as intercultural learning media, as well as students' understanding and responses regarding the utilization of international product advertisements. With this understanding, French language teachers can subsequently acquire a solid foundation to enhance the effectiveness of their teaching within an intercultural context.

## 2. Methodology

This study will utilize international product advertisements with the theme *Caractère et habitudes de tous les jours*, which have been adapted in Indonesia and France. The selected advertisements are the 'Toyota New Avanza' commercial (30 seconds duration) and the 'Toyota Yaris Très Français' commercial (1 minute 20 seconds duration). These two advertisements were selected because they contrastingly represent the cultural values and practices of each country, thereby providing rich case study material for classroom analysis. The following are the procedures. The approach employed is a quantitative descriptive method utilizing a pre-experimental design, specifically the One-Shot Case Study design, which involves administering a treatment to a group and subsequently observing the results of that treatment (Sugiyono, 2011: 112). In this design, at the beginning of the study, subjects are administered a treatment in the form of international product advertisements in Indonesian-French intercultural learning, followed by a knowledge test and a response questionnaire.



Figure 1. One-Shot Case Study Design

With the *one-shot case study* design, this research administers the treatment only once, which is expected to have an effect, followed by a post-test. There are two methods to conclude from the post-test results: (1) observing the average results and comparing them with a desired standard, or (2) comparing them with the average of a test prior to the treatment (Arikunto, 2020: 124). According to the standards of the Ministry of Education and Culture (Depdikbud) (Trianto, 2010: 241), there are two criteria for mastery of learning. First, for the individual level, a student must be able to answer at least 65% of the questions correctly. Second, for the class level (classical), at least 85% of the total number of students in the class must have achieved individual mastery.

The data collection process of this research is illustrated in the following figure:

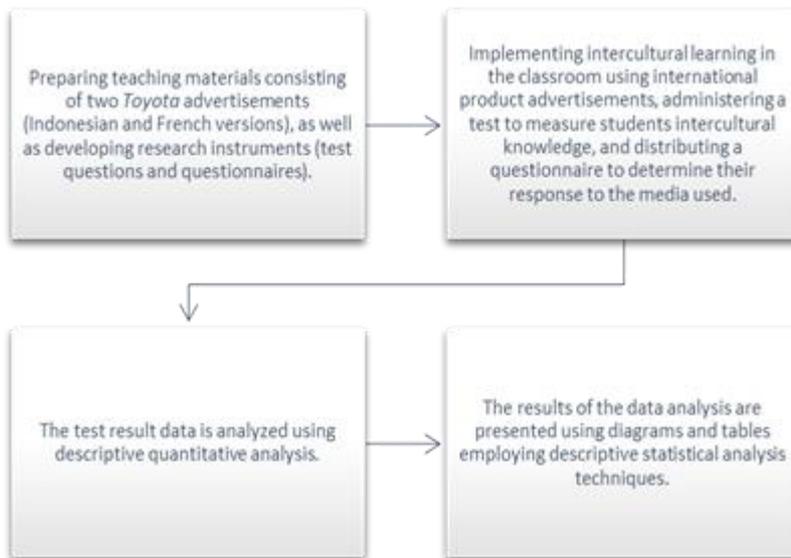


Figure 2. The data collection process

The collected data will be analyzed using descriptive statistical analysis techniques. According to Sugiyono (2011: 147), descriptive statistics is a data analysis method that aims to provide a summary or description of a data group as it exists. This analysis is limited to the observed data and is not intended for drawing conclusions (inferences) applicable to a larger population. The descriptive statistical analysis is conducted by describing students' understanding and responses regarding the application of international product advertisements as an intercultural learning medium.

A research instrument is a tool used to measure variables. Consequently, the number of variables established in a study will determine the number of instruments that need to be developed or utilized (Sugiyono, 2011: 92). The following are the blueprints for the test and questionnaire instruments that will be used:

**Table 1. Blueprint of the comprehension test instrument**

Variabel	Sub-Variabel
Students' comprehension of the application of international product advertisements as an intercultural learning medium.	1. <i>Faire connaître l'identité nationale de la France et l'Indonésie</i>
	2. <i>Faire connaître la vie quotidienne des Français et les Indonésiens</i>
	3. <i>Comparer la vie quotidienne des français et les indonésiens.</i>

Based on Table 1, the comprehension test instrument is designed to measure students' understanding of specific cultural aspects found in the advertisements. The sub-variables focus on three key indicators: first, recognizing the national identity (*l'identité nationale*) of France and Indonesia; second, understanding the daily life (*la vie quotidienne*) of French and Indonesian people; and third, the ability to compare these daily lives and habits between the two cultures. These indicators ensure that the 15 items in the post-test, which vary in cognitive levels according to Bloom's Taxonomy, accurately measure the students' ability to interpret and contrast the cultural values embedded in both of the Toyota commercials. Furthermore, to measure the students' affective response, a questionnaire was developed. The blueprint for the questionnaire is presented in Table 2 below:

**Table 2. Blueprint of the Questionnaire Instrument**

Variabel	Sub-Variabel	Indikator	Item Number
Students' response to the application of international product advertisements as a intercultural learning medium.	Display	1. Visual appearance (images and colors) of the advertisement.	1,2
		2. Audio quality (sound and music) of the advertisement.	3 4,5
		3. Relevance of	
Students' response to the application of international product advertisements as a intercultural learning medium.	Material Presentation	1. Ease of understanding the material.	6,7,8
		2. Suitability of the material.	9,10,11 12,13
		3. Structure and flow of presentation.	
Students' response to the application of international product advertisements as a intercultural learning medium.	Benefits	1. Enhancement of knowledge and insights.	14,15
		2. Enhancement of intercultural awareness.	16,17,18 19,20
		3. Usefulness for future learning	

The closed-ended questionnaire instrument utilizes a Likert scale, in which each item possesses a response range reflecting a spectrum from very positive to very negative. This range is manifested in the form of word choices, such as: a) strongly agree with a score of 4; b) agree with a score of 3; c) undecided with a score of 2; and d) disagree with a score of 1 (Sugiyono, 2011: 93). The validity used for the instrument is content validity. Content validity testing is conducted by ensuring the alignment of the instrument's content with its reference. For the test instrument, the content must be compared with the teaching materials. This questionnaire was constructed based on learning media criteria from Susilana & Riyana (2008) and Wena (2011), with the test reliability tested using Kuder-Richardson (KR-21) and the questionnaire reliability tested using Cronbach's Alpha.

### 3. Result and Discussion

In this section, the research results regarding students' understanding and responses to the application of international product advertisements as an intercultural learning medium are outlined. The data in this study were collected through two primary instruments: a test used to measure students' understanding and a questionnaire designed to elicit their responses regarding the learning media. The descriptive quantitative data analysis in this study employs two benchmarks. First, the determination of students' learning mastery level in the understanding test is based on the assessment standards of Universitas Negeri Semarang (UNNES), wherein a student is declared to have achieved individual mastery if they attain a score of  $\geq 71$  (Good). According to Trianto (2010: 241), learning mastery indicators are categorized into two groups. First, individual mastery is achieved when a student can answer at least 65% of the questions correctly. Second, classical mastery, which is achieved when at least 85% of the total students in a class have met the individual mastery criteria. Second, student responses are analyzed descriptively based on data obtained from the questionnaire. Scores obtained from respondents are grouped into specific assessment categories using the interval range formula to describe students' perceptions of the use of advertising media.

The data collection process took place on June 23, 2025, involving 31 fourth-semester students from the French Language Education Study Program. The research procedure was divided into two stages. In the first stage, students were presented with a stimulus through the screening of two advertisements: the 'Toyota New Avanza' (30 seconds duration) and the 'Toyota Yaris Très Français' (1 minute 20 seconds duration). The screening was conducted at normal speed (1x) and subsequently slowed down to facilitate observation. Following the screening, the researcher explored the cultural content contained within the advertisements and compared their cultural elements. The cultural elements identified in the advertisements covered a wide spectrum and were classified into three main dimensions. First, the *les cultures* dimension, which represents general cultural aspects such as arts and traditions. Second, the *la vie quotidienne* dimension, which depicts societal life patterns and daily habits. Third, the *la gastronomie* dimension, which highlights the richness of culinary culture. These three aspects were analyzed comparatively to demonstrate the dynamics of differences between Indonesian and French cultures. Additionally, the researcher posed trigger questions to facilitate interaction and assess students' initial understanding during the learning process. In the second stage, students were administered a post-test to collect data regarding their understanding of the application of international product advertisements as an intercultural learning medium. As a final step, students were asked to complete a questionnaire to determine their responses to the learning media that had been implemented.

#### 3.1 Result

Data on student understanding were obtained through a post-test comprising 15 questions with diverse cognitive levels (based on Bloom's Taxonomy). The following are the post-test results of the fourth-semester students of the French Language Education Study Program following the implementation of international product advertisements as an intercultural medium:

**Table 3. Post-test results of students' comprehension regarding the application of international product advertisements as an intercultural learning medium.**

No.	Participant	Score	Description
1	FAN	83	AB (More than Good)
2	DLN	72	B (Good)
3	DSF	82	AB (More than Good)
4	FN	76	B (Good)

5	MFA	82	AB (More than Good)
6	LL	94	A (Very Good)
7	ARM	83	AB (More than Good)
8	SAA	89	A (Very Good)
9	ACR	70	BC (More than Sufficient)
10	KZ	71	B (Good)
11	HRAS	82	AB (More than Good)
12	KR	78	AB (More than Good)
13	APCM	94	A (Very Good)
14	RFA	82	AB (More than Good)
15	AH	71	B (Good)
16	TDR	76	B (Good)
17	FRM	79	B (Good)
18	IAH	86	A (Very Good)
19	AN	80	B (Good)
20	DM	78	B (Good)
21	C	89	A (Very Good)
22	MRR	76	B (Good)
23	NPP	80	B (Good)
24	AA	72	B (Good)
25	FHW	76	B (Good)
26	PAS	82	AB (More than Good)
27	HH	86	A (Very Good)
28	ZAF	83	AB (More than Good)
29	GA	80	B (Good)
30	AFH	72	B (Good)
31	DF	79	B (Good)
<b>Mean</b>		<b>80,26</b>	

Based on Table 3, the data presents the post-test results regarding the understanding of 31 fourth-semester students from the French Language Education Study Program following the implementation of international product advertisements as a learning medium. Overall, student performance is classified as very satisfactory, with a mean score of 80.26 on a 100-point scale. Further analysis reveals that student scores ranged from a minimum of 70 to a maximum of 94. Referring to the individual mastery threshold established by the university, which is  $\geq 71$  ('Good' category), 30 students (96.8%) successfully surpassed this threshold. There was only one student who obtained a score of 70 ('More than Sufficient' category), falling slightly below the 'Good' category threshold. The high mean score and passing percentage indicate that the use of international product advertisements is effective in enhancing students' cross-cultural understanding.

**Table 4. Percentage of passing scores regarding students' understanding of the application of international product advertisements as an intercultural learning medium**

<b>Percentage Score</b>				
	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
	A (Verry Good)	6	19.4	19.4
	AB (More than Good)	8	25.8	45.2
<b>Valid</b>	B (Good)	16	51.6	96.8
	BC (More than Sufficient)	1	3.2	100.0
	<b>Total</b>	<b>31</b>	<b>100.0</b>	<b>100.0</b>

Based on Table 4. the university's assessment guidelines, the grade distribution of fourth-semester students following the intercultural learning session demonstrates satisfactory results. The table above reveals that the grade acquisition is dominated by the 'B' (Good) category, comprising 16 students (51.6%). High achievement is also evident, with 6 students (19.4%) attaining the 'A' (Very Good) grade and 8 students (25.8%) achieving the 'AB' (More than Good) grade. Only one student (3.2%) falls into the 'BC' (More than Sufficient) category. Considering that the minimum passing grade or individual mastery is often benchmarked at a minimum of category 'B', these data confirm that 100% of students have met the learning mastery criteria, with 96.8% of them situated within the 'Good' to 'Very Good' range.

According to Trianto's criteria, the analysis results indicate optimal achievement. Individually, all students (100%) are declared to have achieved mastery because the lowest score obtained was 70, exceeding the minimum threshold of 65. This 100% achievement automatically satisfies the requirement for classical mastery, which mandates a minimum passing rate of 85%. Thus, the application of international product advertisements has proven to be highly effective in meeting learning mastery standards. Therefore, it can be concluded that the implementation of international product advertisements in learning is effective in assisting students to achieve the expected competencies, as all students successfully obtained scores above the failure threshold.

Subsequently, student response data were collected using a closed-ended Likert-scale questionnaire containing 20 statements regarding the use of international product advertisements. After being completed by 31 students of the French Language Education Study Program, the data were analyzed based on the response category interval criteria below:

**Table 5. Students' response to the application of international product advertisements as an intercultural learning medium**

<b>Interval</b>	<b>Total</b>	<b>Presentation</b>	<b>Category Response</b>
65-80	25	80,6%	Strongly Agree
51-65	6	19,4%	Agree
36-50	0	0	Neutral
20-35	0	0	Disagree
<b>Total</b>	<b>31</b>	<b>100%</b>	

The data in the table indicates that the application of international product advertisements received a very positive reception from students. This is evidenced by the dominance of responses in the 'Strongly Agree' category, reaching 80.6% (25 students). Meanwhile, the remaining 19.4% (6 students) provided 'Agree' responses. The absence of frequency in the 'Neutral' and 'Strongly Disagree' categories (0%) indicates that there was no rejection or negative perception from students regarding this learning method. Thus, it can be concluded that the advertisement media was considered engaging and effective by all respondents.

### 3.2 Discussion

The research implementation was conducted in a single face-to-face session within the *Communication Interculturelle* class, involving fourth-semester students as participants. The learning activities focused on analyzing cross-cultural content through the medium of international product advertisements. In the initial stage, the researcher screened video advertisements as visual stimuli. Subsequently, the activity proceeded with the researcher elaborating on the material, specifically regarding the implicit and explicit cultural elements contained within the advertisements. To ensure depth of understanding, the session was complemented by a two-way discussion, facilitating students in identifying and comparing Indonesian and French cultural elements.

Each advertisement screened contained cultural elements such as culture, daily life, and food, contrasting Indonesia and France. This aligns with Merah's (2020) view that advertising serves as an effective medium for conveying information. Advertisements teach two things simultaneously: clearly visible cultural facts (explicit) and deep, underlying cultural meanings (implicit). To achieve these learning objectives optimally, five important criteria must be considered when selecting advertisements: thematic relevance, richness of information, linguistic/cultural value, an engaging plot, and a text difficulty level appropriate for students. Through the selection of appropriate advertisements, students can learn to understand the mindsets of other cultures, thereby avoiding entrapment in stereotypes or misunderstandings and becoming more capable of appreciating cultural diversity (Ostroumova & Ostroumov, 2022). In other words, advertisements provide alternative insights that enrich students' understanding regarding cross-cultural learning, not only in terms of language but also regarding the social values embedded within them.

Advertisements designed for native speakers, such as the 'Toyota Yaris *Très Français*' advertisement, often possess a fast linguistic tempo and are laden with subtle (implicit) cultural codes. For foreign language learners, this can cause cognitive difficulties, wherein lexical and grammatical mastery alone proves insufficient to decipher the meaning behind the visuals. This difficulty is exacerbated by the vastness of French cultural dimensions, which sometimes makes it difficult for students to connect the representations in the advertisement with the actual cultural reality without intensive guidance. As a solution, focus group discussions were implemented in accordance with the guidance of Widayanti et al. (2020) to help students develop intercultural competence. This measure proved effective, bringing success to the learning process. Consequently, students were able to communicate their views well and demonstrate an attitude of acceptance toward the foreign culture.

In line with these theoretical benefits, the field findings also show a positive impact. This study suggests that fourth-semester students in the French Language Education Study Program were able to comprehend cross-cultural material effectively through the use of international product advertisements. In the learning activities, students could understand the cultural content explained in the advertisements because they were able to find keywords and felt familiar with several products or situations that appeared, especially those related to Indonesian and French cultures. Based on Michael Byram's (2002) framework regarding intercultural competence, particularly in the domain of knowledge (*savoirs*), there are significant differences in the cultural representation of the two advertisements. The 'Toyota New Avanza' advertisement reflects the social reality of Indonesian society through a broad spectrum, ranging from the division of time in activities, livelihood systems, and artistic richness, to the variety of food. Meanwhile, the 'Toyota Yaris' advertisement represents the French context through a different approach, namely the emphasis on self-identity and national uniqueness. Its content centers on French behavior (*comportement*), typical gastronomy, and cultural attributes that become the distinctive characteristics of the country (Handayani et al., 2024). Through this comparison, students practiced mastering *Savoirs* by recognizing that, although both advertisements displayed the same objects (food and habits), the underlying cultural contexts were very different.

Students' success in identifying these cultural differences is inseparable from the role of advertisements as digital media that clearly visualize learning themes. This finding is consistent with Winoto's (2020) research, which suggests that digital media effectively transforms abstract cultural concepts into concrete and easily understandable ones. Although the development of digital-based materials requires considerable preparation time, their utilization in the classroom has proven to be far more efficient and facilitates the teaching process.

Furthermore, Table 5 presents the results of student response data regarding the application of international product advertisements as a learning medium. Based on the table, it is evident that the majority of students provided very positive responses. A total of 25 students (80.6%) provided ratings in the 'Strongly Agree' category, while the remaining 6 students (19.4%) provided ratings in the 'Agree' category. No students provided responses in the 'Neutral' or 'Disagree' categories. Additionally, during the learning process, students appeared enthusiastic and actively participated in watching the

international product advertisement screenings. This high student interest was driven by the packaging of the material within the advertisements, which was considered engaging, relevant, and distinct from conventional teaching materials. This aligns with Simon (2019), who states that analyzing advertising production serves as an engaging means to enhance French language learners' understanding of cultural diversity and differences. This finding is also in line with the results of Murti et al. (2024), who suggest that the use of digital media can enhance student learning outcomes by providing an easy, interactive, and enjoyable learning experience. Based on the presentation of empirical data and the literature review, it can be concluded that the application of this advertisement media received excellent acceptance and has proven to be an effective solution for presenting a meaningful and enjoyable cross-cultural learning experience.

#### 4. Conclusion

Based on the research results and discussion, it can be concluded that the application of international product advertisements as an intercultural learning medium has proven highly effective in enhancing student competence, both in cognitive and affective aspects. Cognitively, this is evidenced by satisfactory student learning outcomes, specifically a mean score of 80.26 with a classical mastery level reaching 100% based on Trianto's standards, wherein all students successfully surpassed the minimum score threshold of 65. Students' profound understanding is also evident in their ability to identify differences in cultural representation within the *savoirs* framework, where the 'Toyota New Avanza' advertisement is understood as a reflection of the broad social reality of Indonesian society, whereas the 'Toyota Yaris' advertisement represents national identity and the uniqueness of the French lifestyle. This success is supported by positive student responses, in which 80.6% provided a 'Strongly Agree' rating regarding the use of advertisement media, as it was deemed capable of visualizing abstract cultural concepts into concrete ones, while being engaging and relevant to intercultural learning needs.

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