
RESEARCH ARTICLE

Variety of Slogan Languages in Food Advertising through Television Media

Andriyanto¹, Suherli Kusmana² and Jimat Susilo³ ✉

¹²³Universitas Swadaya Gunung Jati, Cirebon, Jawa Barat

Corresponding Author: Jimat Susilo, **E-mail:** jimat100871@gmail.com

ABSTRACT

Advertising is one of the ways that manufacturers market products or services with the aim of attracting consumer attention. The success of the product or service marketed is greatly influenced by the creation of attractive advertisements. The selection of a variety of languages packaged in the form of slogans will be a characteristic of each producer. The purpose of this study is to analyze the use of slogan language variations in food advertisements aired on television. With the increasing competitors of the food industry, television is becoming the most effective medium to attract the attention of consumers. This study classifies and identifies various variations of advertising language including the use of figurative language, vocabulary selection, and emotional elements that can create connectivity with consumers. The data analysis method uses descriptive analysis of the languages used in advertising with an emphasis on language structure, meaning, and psychological impact on consumers. The results of this study show that the variation of slogan language contained in food product advertisements conveyed through television media can increase and influence consumer psychology. This finding can be used as a reference for producers in increasing people's purchasing power for food products through television media. In addition, it can also provide knowledge and insight for producers in designing more creative and innovative advertisements.

KEYWORDS

Advertisements, slogans, languages, digital media

ARTICLE INFORMATION

ACCEPTED: 01 January 2024

PUBLISHED: 15 January 2025

DOI: 10.32996/smjc.2025.3.1.1

1. Introduction

Language is often also used to promote various things, one of which is advertising. Advertising is an easy way to market a product or service by influencing potential consumers to be interested in the advertised product or service (Anggraeni Putri et al., 2021; Utami, 2021). Advertising is one of the strategies to offer goods or services creatively, attractively, and persuasively so that consumers are provoked by the goods offered (Mubarok & Rohaedi, 2021; Syafitri & Yulianto, 2020). The language in advertisements tends to be short, concise, and persuasive (Dimas Tutik et al., 2020; Sulaksono, 2015). In addition, advertisements are formed from elements of images, spoken language or writing (Niwa et al., 2021; Rasyid, 2016) These elements are interrelated to build a complete advertisement. The compatibility of several elements in an advertisement is determined from the media to be used (Pratiwi & Suhartono, 2021).

The language part of the advertisement that is quite important is the slogan or closing message that is conveyed. A slogan is a concise message to attract buyers to be interested in the advertised product or service (LESMANA & Hidayatullah, 2021; Wirawati & Solikhah, 2021). The slogan is packaged with short sentences that are full of meaning but contain a message as a lure of consumers to be interested in the product (Dass et al., 2014; Repar et al., 2018). The main function of a slogan is to summarize or simplify the entire content of the advertisement so that it is easy to remember and attract the attention of consumers (Husen & Wartiningsih, 2018; Susilo et al., 2020). Slogans are used as a complement and attraction in advertising. The use of slogan language in advertising has an important role in efforts to convey the intent of the advertisement itself (Mubarok & Rohaedi, 2021). This occurs because of a linguistic phenomenon resulting from the interest in making advertisements so that the promoted product is known by the wider community (Zhang et al., 2024).

In the midst of fierce competition, companies strive to create advertisements not only to attract attention, but also to make them easy to remember (Hodges et al., 2016). Slogan language is a very crucial element in advertising as the identity of a product brand (Radchenko & Likhushina, 2022). Therefore, the slogan language in advertising must be made effective in order to create a deep impression and be easy for consumers to remember, so that it can increase the attractiveness of the products offered (Amin et al., 2023; Shanka & Boudeville, 2015).

The important thing that must be understood by manufacturers in making advertising slogans is to understand the characteristics of the language used in the slogan, namely: the message conveyed must be clear and the usefulness of the product (Dass et al., 2014; Hodges et al., 2016), using concrete language that can improve consumer retention and emotions (Niwa et al., 2021; Skorupa et al., 2024), and integrating with cultural elements (Boateng, 2022). To create a slogan in an advertisement, manufacturers must understand the variety of languages used. The use of the right variety of languages with the target consumer will help increase consumer trust in the brand and products sold (Al-Shboul et al., 2024; Filkuková & Klempe, 2013) For this reason, it is necessary to master interesting diction to be used in the creation of advertising slogans.

Syafitri & Yulianto (Syafitri & Yulianto, 2020) Based on the above background, researchers are interested in conducting research on the use of language diversity and the classification of language diversity in slogans in food advertisements that are aired on television. The problem that arises in this study is how the variety of slogan language is used in food product advertisements that are aired on television. With this research, it is hoped that it will be able to increase knowledge in the form of thinking to improve the quality of making advertising slogans and as learning materials in schools.

2. Literature Review

Some relevant research as the basis for this study includes: "Language Style and Semantic Meaning in Beverage Advertising on Television" (Ola Latan et al., 2024). This study analyzes the use of language style in beverage product advertisements aired on television. The results of the study show that there are three language styles used in beverage product advertising, namely hyperbole, metaphor, and personification. The meanings displayed are denotative and connotative. These three language styles are allegedly able to influence consumers interested in beverage products offered through television shows.

Next is a study entitled "Language Style Analysis on Japanese Product Food Packaging Slogans" (Ratri Aulia Sari Nurjanah et al., 2024). This study analyzes the use of language in food slogans produced by Japan through television broadcasts. The results of the study show the use of language styles in Japanese processed food products, namely comparative language styles, opposition language styles, linking language styles, and repetitive language styles. The use of this language style is able to attract attention and increase consumer emotions so that it has an impact on consumer interest in the food product.

Sadzili et al. (2021) in a study entitled "Analysis of Language Style and Syntactic Patterns in Food Advertising Slogans on Television" stated that the use of language styles in advertising has a very economical and effective value to attract consumer purchasing power. The selection of vocabulary packaged in the form of advertising slogans has a very important role in influencing consumers towards food that is broadcast on television.

Referring to the results of the three studies, it can be concluded that advertising on television has a very important role in offering products. The choice of language style is an absolute must-have for ad creators. Producers must pay attention to the target consumers so that it will affect the selection of a variety of languages that are packaged in the form of advertising slogans. Creativity and innovation need to be a concern for advertising making.

3. Methodology

The method used in this study is qualitative descriptive with a qualitative approach that is useful for excavating, understanding, and interpreting social phenomena, behaviors, or human experiences in depth by collecting data in the form of words, images, or sounds and analyzing the data descriptively. The research data is in the form of a variety or variation of slogan language in food product advertisements that are aired on television. Meanwhile, the source of research data was obtained from food product advertisements totaling 10 products.

The data collection technique uses data cards to record and identify variations in the language used in food product advertisements. Meanwhile, data analysis with content analysis techniques that aim to understand, express, and explain how the description of various languages in advertising slogans with the subject of food advertisements aired on television is then summarized into conclusions based on the research data that has been obtained, so that it becomes a descriptive analysis using the speaking theory of Dell Hymes where each sound is the initial phoneme of the components in question such as: 1) setting and scene, (setting and atmosphere of speech); 2) participants; 3) ends (the purpose and purpose of speech); 4) act sequence (form and content of speech); 5) key (way of speaking); 6) instrumentalities (language paths and codes); 7) norm of interaction and interpretation (norm of speaking); and 8) genre (type or form of speech).

4. Results and Discussion

The data obtained was then analyzed using the SPEAKING theory. The data analyzed was in the form of food advertisements broadcast on national television. There are ten advertisements for food products, namely (1) Roma Biscuits, (2) Delicious Noodles, (3) Sarimi, (4) Koko Krunch, (5) Tango, (6) Pota Bee, (7) Pop Noodles, (8) Waffles, (9) Marie Biscuits, (10) Oreo. The data collected

was in the form of the use of slogan language for the product. The data was then analyzed based on setting and scene, participants, ends, act sequence, key, instrumentalities, norm of interaction and interpretation, and genre which can be abbreviated as SPEAKING. The following is a recapitulation of the analysis of the ad data that has been obtained:

Table Recapitulation of Analysis Results

No.	Nama Produk	S	P	E	A	K	I	N	G
1.	Biskuit Roma Kelapa (Dicelup, Mau Lagi dan Lagi)	✓	✓	✓	✓	✓	✓	✓	✓
2.	Mie Sedap Selection (Kuah Gurihnya Mantap, Laksanya Beneran Sedap!)	✓	✓	✓	✓	✓	✓	✓	✓
3.	Sarimi (Nikmatnya Emang Bikin Goyang)	✓	✓	✓	✓	✓	✓	✓	✓
4.	Koko Krunch (Koko Dulu, Baru Sekolah)	✓	✓	✓	✓	✓	✓	✓	✓
5.	Tango (Berapa Lapis? Ratusan)	✓	✓	✓	✓	✓	✓	✓	✓
6.	Pota Bee (Kriuknya Pecah!)	✓	✓	✓	✓	✓	✓	✓	✓
7.	Pop Mie Pedes Gledek (Pedesnya Bikin Seru)	✓	✓	✓	✓	✓	✓	✓	✓
8.	Waffle (Lebih Tebal Lebih Puas)	✓	✓	✓	✓	✓	✓	✓	✓
9.	Biskuit Marie Gold (Baik Untuk Anak dan Keluarga)	✓	✓	✓	✓	✓	✓	✓	✓
10.	Oreo (Tiap Momen Jadi Seru)	✓	✓	✓	✓	✓	✓	✓	✓

Keterangan:

- 1) *setting and scene*
- 2) *participants*
- 3) *ends*
- 4) *act sequence*
- 5) *key*
- 6) *instrumentalities*
- 7) *norm of interaction and interpretation*
- 8) *genre*

3.2.1 Biskuit Roma Kelapa (Dicelup, Mau Lagi dan Lagi)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in the house, precisely in the family room with a cheerful situation); 2) participants (Father, Older Brother, Younger Sister, and Mother are a cheerful family.); 3) ends (when Dad comes home from work, the Brother gives him coconut roma biscuits with the aim of making his father smile again after being tired of work, as evidenced by the dialogue "And this is the coconut roma, which can make Dad smile again".); 4) act sequence (advertising dialogue involves the act of starting a conversation, conveying the product, and providing product advantage information); 5) key (the key to this communication is to inform the advantages of the product with a relaxed language selection); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above type of dialogue is a narrative in the form of verbal and nonverbal language).

3.2.2 Mie Sedap Selection (Kuah Gurihnya Mantap, Laksanya Beneran Sedap!)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (being outdoors, precisely in the yard of the house, and as if moving to Singapore with a happy situation); 2) participants (four young people with friends, two boys and two girls, they are close and cheerful friends.); 3) ends (a young person says "eating Singapore laska is delicious" with the aim of describing the advantages of the product.); 4) act sequence (advertising dialogue involves the act of starting a conversation with a question, conveying the product, and providing product advantage information); 5) key (the key to this communication is to tell the product advantages with a relaxed and non-rigid language selection); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language.)

3.2.3 Sarimi (Nikmatnya Emang Bikin Goyang)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (being in the house, precisely in the dining room with a happy situation); 2) participants (three young men, two boys and one girl, they are close and cheerful friends.); 3) ends (the purpose of the three young men is to be able to describe the pleasure of taste from Sarimi.); 4)

act sequence (advertising dialogue involves the act of starting a conversation with the introduction of the product, conveying the content obtained from Sarimi, and providing information on the advantages of Sarimi "The Pleasure of Making Shake Yang"); 5) key (the key to this communication is to tell the advantages of the product with the choice of language that is imperative, relaxed, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language).

3.2.4 Koko Krunch (Koko Dulu, Baru Sekolah)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in the house, precisely in the kitchen equipped with a dining table with a situation where there is a child who is surprised after eating Koko Krunch); 2) participants (there is one boy who is a nonverbal speaking participant and there is a female voice as the voice actor.); 3) ends (the purpose of the above data is to influence viewers to eat Koko Krunch before school.); 4) act sequence (advertising dialogue involves the act of starting a conversation with a product introduction, conveying the benefits of Koko Krunch, and providing information on the educational savings lottery.); 5) Key (the key to this advertising communication is to tell the superiority of the product and the raffle is made to attract the interest of the audience with the choice of language that is imperative, relaxed, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the above data is the norm of politeness because it uses good words and does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language).

3.2.5 Tango (Berapa Lapis? Ratusan)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (outdoors, precisely on the roof top (roof) of an urban building with a situation where it is used for cheerful filming activities); 2) participants (two people in the commercial, namely a man and a woman, they are familiar filming partners.); 3) ends (the purpose is to describe the advantages and enjoyment of Tango wafers.); 4) act sequence (advertising dialogue involves the act of starting a conversation with a product introduction, conveying a layered sense of Tango enjoyment, and conveying a hyperbole sentence in the form of "How many layers? Hundreds"); 5) key (the key to this communication is to tell the advantages of the product with the choice of language that is imperative, relaxed, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the above data is the norm of politeness because it uses good words and does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language).

3.2.6 Pota Bee (Kriuknya Pecah!)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in a room precisely in the office with the situation of a young man enjoying Pota bee and being bullied by his boss and other colleagues); 2) participants (there are three people, namely two men who are bosses and one man and one woman who are close colleagues in the work environment.); 3) ends (to attract viewers by describing why Pota Bee tastes so good that it breaks the kriuk.); 4) act sequence (advertising dialogue involves the act of starting a conversation with a product introduction, conveying the composition, and giving an idea that Pota Bee is very savory); 5) key (the key to this communication is to tell the advantages of the product with the choice of language that is imperative, relaxed, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language).

3.2.7 Pop Mie Pedes Gledek (Pedesnya Bikin Seru)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in a room precisely at home with the situation of a woman enjoying the spicy taste of Pop Pedes Gledek Mie Noodles happily); 2) participants (there is one woman who is a nonverbal speaking participant and there is a male voice as the voice actor.); 3) ends (to attract and influence viewers to try the spicy taste of Pop Pedes Gledek Noodles.); 4) act sequence (ad dialogue involves the act of starting a conversation with an interrogative sentence in the form of "bete at home continuously?", conveying the advantages of the addictive product, and giving an idea that Pop Mie Pedes Gledek Pedes makes it exciting.); 5) key (the key to this communication is to inform the advantages of the product with the selection of language that is imperative, relaxed, interesting, unique and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogue are narratives in the form of verbal and nonverbal language).

3.2.8 Waffle (Lebih Tebal Lebih Puas)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (there are two settings in the advertisement, namely outdoors, precisely in the office yard and indoors, precisely at home with a cheerful situation); 2) participants (there are two people who play a role in the advertisement, namely a man and a woman who are nonverbal speech participants and there are female voices and men who sing as voice actors in the advertisement.); 3) ends (to attract and influence viewers to experience the pleasure of Waffle which is "thicker and more satisfied"); 4) act sequence (advertising dialogue involves the act of starting a conversation with an interrogative sentence in the form of "how come I just knew?" followed by a product introduction, conveying the advantages of Waffle products as evidenced by "thick cream and crunchy rich crispy", and giving the impression that Waffle is "thicker and more satisfied"); 5) key (the key to this communication is to tell the advantages of the product with the choice of persuasive, relaxed, interesting, unique and non-rigid language); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogues are narratives in the form of verbal and nonverbal language).

3.2.9 Biskuit Marie Gold (Baik Untuk Anak dan Keluarga)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in a room, precisely at the dining table with a cheerful situation in the form of a woman introducing Marie Gold to a child who is about to go to school.); 2) participants (there are two people who are speaking participants, namely a mother and a child); 3) ends (to attract and influence viewers to choose Marie Gold products for children and family snacks.); 4) act sequence (advertising dialogue involves the act of starting a conversation with an imperative sentence in the form of "choosing Marie biscuits not only because of tradition but must be nutritious" which further introduces Marie Gold products, conveys the advantages of Marie Gold products, and closes with an invitation to buy products that are wrapped with Marie Gold written on them.); 5) key (the key to this communication is to tell the advantages of the product with the choice of language that is imperative, relaxed, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above types of dialogues are narratives in the form of verbal and nonverbal language).

3.2.10 Oreo (Tiap Momen Jadi Seru)

Based on the data obtained, it can be analyzed using the SPEAKING theory, namely: 1) setting and scene (in a room precisely in the kitchen with the situation of a mother who is initially bothered to cook and then invited by her child happily and happily); 2) participants (there are Mothers, Children, and Husbands who are a family that is gathering.); 3) ends (to attract and influence viewers to buy Oreo.); 4) act sequence (ad dialogue involves the act of starting a conversation with the hassle of preparing an order, conveying the advantages of the product that makes the situation exciting when gathering, and giving an idea that every moment is exciting because of Oreo.); 5) key (the key to this communication is to tell the advantages of the product with the choice of language that is imperative, relaxed, unique, interesting and not rigid); 6) instrumentalities (this dialogue uses a variety of non-formal language and the type of communication used verbal and nonverbal.); 7) norm of interdiaction and interpretation (the norm in the data above is the norm of politeness because it uses good words, does not use rude and dirty words.); and 8) genre (the above type of dialogue is a narrative in the form of verbal and nonverbal language).

3.3 Implication

The implication on the development of the poster television is that in the process of developing image media from advertisements on television posters, it is developed through the development of a problem-based learning learning model. The stages that have been carried out start from analysis, design, development, and evaluation. From the results of the analysis carried out, it was seen from the students that students had difficulties in understanding the material of advertising texts, slogans, and posters and the material could be declared difficult to understand if given the material alone. The poster media used for learning already exists. However, there are still shortcomings because in poster media there are several things that must be considered, namely the information must be clear and complete, easy to read even from a distance, the size and place of the poster, the provision of images, and unique typography. If some of these things have not been met, it will be difficult for students to accept learning with poster media.

TV advertising poster media is famous as a medium for conveying good information or messages in the form of advertisements. The existence of television advertising poster media that contains images and short sentences so that students can remember the theory of advertising texts, posters, and slogans, and be able to remember for a relatively long time and can be a motivation to love Indonesian lessons that are useful in the future and can make learning Indonesian more interesting.

3.4 Implication of learning

Based on the discussion above, this study is relevant to the learning of Indonesian in grade VIII SMP/MTS odd semester in KD. 3.4 Examine the presentation patterns and language of advertising texts, slogans, and posters (which make them proud and motivating) from various sources read and heard. These basic competencies are related to research because in their learning, teachers can use advertisements and slogans that are aired on television as a means to teach students about the presentation patterns and language of advertisements and slogans. Learning about advertisements and slogans aims to enable students to write or make advertisements and slogans for various purposes with varied diction and sentences, as well as persuasive.

The Problem Based Learning Teaching Material Model, with the help of image media from advertisements on television, is expected to be able to study the presentation pattern and language of advertising texts, slogans, or posters (which make them proud) from various sources read and heard and present ideas, messages, and invitations in the form of advertisements, slogans, or posters orally and in writing.

Planning to utilize advertising and the study of the use of language as a medium in learning is presented on the syllabus. Based on the presentation, television advertising can be used as a learning medium with various supporting features and accessories (such as: text, sound, images, videos and animations). Teaching materials are tools used in the learning process that are integrated, namely the combination of text, graphics, images, photos, sounds, videos, animations, and others that involve interaction between the users of the media and the subjects being taught which are expected to help teachers and students achieve these learning goals optimally.

Learning to write slogans/posters using advertising media and language studies is expected to support this learning. Teaching materials can be used as an alternative in overcoming the limitations of grade VIII students to write slogans based on television advertising examples. The learning media that is systematically arranged uses attractive language and displays according to the level of student development so that it is easier for students to understand the subject matter.

This audio-visual media teaching material is a stage to develop all forms of materials used to provide assistance to teaching staff when carrying out learning activities in the classroom. Stages carried out:

a. Preparation stage

In this stage, the teacher prepares the use of tools as a form of presentation of the program to be displayed. Meanwhile, students must be ready to receive what presentations and experiences they will get.

b. Implementation stage

In the implementation activities, students pay attention to the presentation of the material provided by the teacher. Teachers are leaders in this implementation activity who are in charge of recording what is conveyed and then analyzed and then can be applied.

c. Advanced Stage. The stages of using audio-visual media are as follows:

- 1) Introduction. Adaptation of students regarding problems or events that occur in learning and also using audio visual media as a learning medium used by teachers to convey learning materials to students.
- 2) Core activities:
 - a) Exploration Students can concentrate on obtaining learning materials both directly and indirectly.
 - b) Elaboration Giving lessons to students in analyzing material, both individually and in groups.
 - c) Confirmation Presenting artificial results or learning activities carried out in groups.
- 3) Final Activity Reviewing the learning materials provided and also assessing the methods in solving problems in learning.
- 4) Limitations of Teaching Materials

Audio-visual media-based teaching materials do have many advantages in helping the learning process in the classroom, such as increasing students' interest in learning, facilitating understanding abstract concepts, and making learning more interactive. However, there are also some limitations that need to be noted:

1. Limited Access to Technology: Not all students or schools have adequate access to technological devices (such as computers, projectors, or the internet) to access audio-visual media. This can be a barrier, especially in underdeveloped areas.
2. Device Dependence: Audio-visual media requires supporting devices such as computers, televisions, or other devices that are often susceptible to damage or technical glitches. Dependence on these devices can hinder the learning process if there are technical problems.
3. Lack of Direct Interaction: Audio-visual teaching materials tend to be one-way, because students only receive information without any direct interaction like in face-to-face learning. This can reduce the opportunity for students to ask questions, discuss, or clarify things that are poorly understood.
4. Potential Focus Shift: If not designed properly, audio-visual media can distract students from the content of the material. Excessive visual effects or irrelevant audio can make students focus more on entertainment than learning.
5. Difficulties in Delivering Complex Material: In this case, there is material that really needs to be delivered more because the media is helpful and there is still a need for more exposure using other methods.

5. Conclusion

The use of Indonesian in advertising slogans that are researched, many do not use non-standard words according to spelling or KBBI. The use occurred in the advertisements studied, as many as 60% of advertising slogans contained words that used non-standard words and the remaining 40% of advertising slogans used words that were in accordance with KBBI. Of the ten advertising slogan data studied, there are 40 vocabulary words and vocabulary that is not in accordance with KBBI, namely 7 vocabulary. From the explanation above, it can be seen that of the ten slogans, there are still many advertising slogans that do not use standard vocabulary, this can happen because slogans function to attract attention, convey a message briefly, and leave a deep impression. So for this reason, a simple, familiar vocabulary is used, and can create a word game that makes it easy for viewers to remember and be interested in the food products that are broadcast.

The classification of the variety of languages contained in the ten advertising slogans is grouped into a variety of languages based on the media, the speaker's point of view, and the topic of conversation. The result is a variety of languages based on oral and written media, all of which are included in the advertisement researched because the advertising slogan is displayed in the form of images, writing, and sound. Based on the speaker's point of view, there are two slogans including the educated variety, two slogans including the official variety, and six slogans including the informal variety. Then, of the ten advertising slogans, all of them are included in a variety of languages based on the topic of conversation, namely the functional variety. From the explanation explained above, there are many varieties of languages, but only certain advertising slogans are included in it. Thus, language varieties are classified to understand the context of language use in various social and cultural situations. In addition, classification also helps minimize misunderstandings that occur due to the use of language that is not in context. Thus, the classification of language diversity is not only to enrich our understanding of language but can also improve better communication skills in daily interactions.

6. Suggestion

Based on the conclusion above, the author realizes that there are still many shortcomings in this study. However, this research is expected to be able to increase knowledge in the form of thinking to improve the quality of making advertising slogans and as learning materials in schools. Some of the author's suggestions are as follows:

- a. The use of language in slogans still uses non-standard vocabulary. This happens because advertising is aimed at the general public for the sake of attracting consumers so that the language used is very influential in attracting consumer attention. The author's suggestion is that it is better to prioritize the standard vocabulary that is interesting for advertising slogans in accordance with the spelling of KBBI. Because by using standard vocabulary, it tends to be clearer and easier to understand by various groups, so that the message conveyed can be accepted well without confusion. The use of standard language also creates a professional impression, which can increase consumer confidence in the product. In addition, the standard language is more universal, so that it can reach a wider community, including in various regions.
- b. The classification of various languages in slogans is very important in the realization of advertisements that are in accordance with the target group. In making advertising slogans, it is necessary to pay attention to the vocabulary so that the advertisements that have been made can be well received in every circle. It is recommended in making an advertising slogan to determine in advance the target consumer to ensure that the language vocabulary used is appropriate and relevant to the target who will buy the product, so as to minimize consumer confusion in interpreting the message in the advertising slogan.
- c. The author suggests improving this research to get better and more useful results. For those who will conduct research on various languages, it is necessary to understand the theories of various languages and understand various languages. For further research, the author suggests for those who will research on language diversity to find out more about the Influence of Language Variety on the Attractiveness of Advertising Slogans.

References

- [1] Al-Shboul, O. K., Al-Khawaldeh, N. N., Alkhawaldeh, A. A., Hamdan, H. J., & Al-Oliemat, A. S. (2024). Cognitive Aspects of Persuasion in Marketing Discourse a Cognitive Linguistic Study. *Eurasian Journal of Applied Linguistics*, 10(1), 81–91. <https://doi.org/10.32601/ejal.10108>
- [2] Amin, N. M., Tugiman, N., & Salehuddin Sharipudin, M.-N. (2023). Gender differences in brand attitude towards real unhealthy and fictitious healthy brands: The role of slogan familiarity. *SEARCH Journal of Media and Communication Research*, 2023(Spl2), 131–145. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85187425077&partnerID=40&md5=49aa1c81999f731067b0e1ee43ae4a50>
- [3] Anggraeni Putri, A., Sudiatmi, T., & Suparmin. (2021). Gaya bahasa dalam slogan iklan minuman teh di media sosial Instagram. *Prosiding Seminar Nasional Sastra*, 18–26. <http://ejournal.budiutomomalang.ac.id/index.php/salinga/index>
- [4] Boateng, S. L. (2022). Leveraging Cultural Artifacts in Corporate Branding in a Developing Economy. In *Delivering Distinctive Value in Emerging Economies: Efficient and Sustainably Responsible Perspectives from Management Researchers and Practitioners* (pp. 99–118). <https://doi.org/10.4324/9781003152217-11>
- [5] Dass, M., Kohli, C., Kumar, P., & Thomas, S. (2014). A study of the antecedents of slogan liking. *Journal of Business Research*, 67(12), 2504–2511. <https://doi.org/10.1016/j.jbusres.2014.05.004>
- [6] Dimas Tutik, A., Fitriani, N., & Inderasari, E. (2020). Variasi dan Fungsi Ragam Bahasa Pada Iklan dan Slogan Situs Belanja Online Shopee. *Imajeri: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(2), 137–148. <https://doi.org/10.22236/imajeri.v2i2.5089>
- [7] Filuková, P., & Klempe, S. H. (2013). Rhyme as reason in commercial and social advertising. *Scandinavian Journal of Psychology*, 54(5), 423–

431. <https://doi.org/10.1111/sjop.12069>
- [8] Hodges, B., Warren, C., & Estes, Z. (2016). More than words: A psycholinguistic perspective on the properties of effective brand slogans. *Advances in Consumer Research*, 44, 478–479. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85019625250&partnerID=40&md5=6a0878b375ad873712ca05ecf6af0b8d>
- [9] Husen, D. P., & Wartiningih, A. (2018). Analisis Gaya Bahasa dalam Slogan Makanan Ringan. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 7(9), 1–8. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/28868>
- [10] LESMANA, M. D., & Hidayatullah, S. (2021). Makna Figuratif Pada Slogan Unjuk Rasa Rkuhp Di Media Online Tahun 2019. *Jurnal Pendidikan Bahasa Indonesia*, 9(1), 1. <https://doi.org/10.30659/jpbi.9.1.1-12>
- [11] Mubarak, M. A. R., & Rohaedi, D. W. (2021). Variasi Bahasa Slogan dalam Iklan Situs Belanja Daring Tokopedia: Kajian Sociolinguistik. *Bapala*, 8(5), 187–196. <https://ejournal.unesa.ac.id/index.php/bapala/article/view/41417>
- [12] Niwa, A., Okazaki, N., Wakimoto, K., Nishiguchi, K., & Mouri, M. (2021). Construction of a Corpus of Rhetorical Devices in Slogans and Structural Analysis of Antitheses. *ACM Transactions on Asian and Low-Resource Language Information Processing*, 20(6). <https://doi.org/10.1145/3465218>
- [13] Ola Latan, R., Wisang, I. O., & Keban, S. K. K. (2024). Gaya Bahasa dan Makna Semantik pada Iklan Minuman di Televisi. *Kopula: Jurnal Bahasa, Sastra, Dan Pendidikan*, 6(2), 239–250. <https://doi.org/https://doi.org/10.29303/kopula.v6i2.5442>
- [14] Pratiwi, D. I., & Suhartono. (2021). Kompleksitas Kalimat Persuasi Iklan Produk Detergen (Kajian Sintaktis). *Bapala*, 8(6), 69–78.
- [15] Radchenko, G., & Likhushina, M. (2022). Paralinguistic features and stylistic techniques of advertising communication. *E3S Web of Conferences*, 363. <https://doi.org/10.1051/e3sconf/202236304040>
- [16] Rasyid, R. E. (2016). Ragam Bahasa Iklan pada Media Cetak: Kajian Pragmatik. *Cakrawala Indonesia*, 1(1), 121–130.
- [17] Ratri Aulia Sari Nurjanah, Sri Wahono Saptomo, & Pardyatmoko, P. (2024). Menguatkan Pemahaman Stilistika Melalui Gaya Bahasa Slogan Iklan Kopi di Media Elektronik. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(2), 1735–1748. <https://doi.org/10.30605/onoma.v10i2.3607>
- [18] Repar, A., Martinc, M., Žnidarši, M., & Pollak, S. (2018). BISLON: Bisociative slogan generation based on stylistic literary devices. *Proceedings of the 9th International Conference on Computational Creativity, ICCO 2018*, 248–255. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85087045561&partnerID=40&md5=c6cfbdbdc090e115cc6682f07754dd39>
- [19] Sadzili, M. H., Adham, M. J. I., & Triyadi, S. (2021). Analisis Gaya Bahasa dan Pola Sintaksis Pada Slogan Iklan Makanan di Televisi. *Jurnal Educatio*, 7(3), 1289–1297. <https://doi.org/10.31949/educatio.v7i3.1456>
- [20] Shanka, T., & Boudeville, I. (2015). Developing effective slogans for the African tourism industry: Analysis of Cohort Perceptions and Reactions. In *Developments in Marketing Science: Proceedings of the Academy of Marketing Science* (p. 69). https://doi.org/10.1007/978-3-319-11927-4_22
- [21] Skorupa, P., Stunžaitė, A., & Dubovičienė, T. (2024). Analysing Impactful Slogans in WHO's Immunisation Campaigns: Study on Linguistic Strategies for Promoting Vaccination. *Respectus Philologicus*, 45(50), 25–37. [https://doi.org/10.15388/RESPECTUS.2024.45\(50\).2](https://doi.org/10.15388/RESPECTUS.2024.45(50).2)
- [22] Sulaksono, D. (2015). *Analisis Aspek Gramatikal dan Leksikal Iklan Kecil dalam Surat Kabar Solo Pos*. 6.
- [23] Susilo, J., Pujiatna, T., & Firmasari, S. (2020). Pembinaan Tata Bahasa dan Bentuk Surat-Menyurat Indonesia Berbasis Microsoft di Desa Mandala, Dukupuntang Kabupaten Cirebon. *JPPM (Jurnal Pengabdian Dan Pemberdayaan Masyarakat)*, 4(1), 173. <https://doi.org/10.30595/jppm.v0i0.5498>
- [24] Syafitri, I., & Yulianto, K. (2020). Pengaruh Iklan Instagram Terhadap Respons Konsumen. *Inter Community: Journal of Communication Empowerment*, 2(1), 31–44. <https://doi.org/http://dx.doi.org/10.33376/ic.v2i1.544>
- [25] Utami, N. P. C. P. (2021). Analisis Ragam Bahasa Istilah dalam Iklan Pariwisata di Media Digital pada Masa Pandemi Covid-19. *Journey*, 4(1), 19–42.
- [26] Wirawati, D., & Solikhah, I. Z. (2021). Deiksis Pada Slogan Dalam Instagram @Kominfomagelang Dan Kaitannya Dengan Bahan Ajar Teks Slogan. *Semantik*, 10(2), 163–176. <https://doi.org/10.22460/semantik.v10i2.p163-176>
- [27] Zhang, D., Yao, J., & Han, W. (2024). Why does advertising work? exploring the neural mechanism of concreteness and emotional effects of donation advertising slogans. *Current Psychology*, 43(25), 26630–26645. <https://doi.org/10.1007/s12144-024-05907-8>