

THE USE OF ENGLISH-LANGUAGE STICKERS IN VIRAL EATERIES TO INCREASE YOUNG PEOPLE'S INTEREST IN LEARNING ENGLISH IN DENPASAR

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ABSTRACT

English is an international language that plays a vital role in the era of globalization, particularly in tourism, education, and the professional world. However, English proficiency among young people in Indonesia, including those in Denpasar, still faces several challenges. One major obstacle is limited vocabulary mastery, which hinders their ability to understand texts, follow conversations, and express ideas both orally and in writing. This condition often reduces students' confidence to use English in daily communication. Therefore, innovative strategies are needed to enhance vocabulary acquisition in a simple, engaging, and youth-oriented way. This study introduces the use of English-language stickers as a medium for incidental learning in public spaces, specifically at three popular dining spots in Denpasar—Kopi Jaya, Nasi Jinggo Bu Jero, and Nasi Jinggo Gundul. These stickers serve not only as aesthetic elements but also as educational tools that present simple and contextual vocabulary that is easy to comprehend. Due to their visual and repetitive nature, as well as their closeness to young people's social environments, the stickers are expected to stimulate intrinsic motivation and strengthen vocabulary internalization. The research applies a qualitative approach supported by simple quantitative data using a One-Group Pretest-Posttest design. Data were collected through observation, interviews, questionnaires, and documentation. The objectives are to (1) identify factors contributing to low English vocabulary proficiency among young people in Denpasar, (2) examine the role of stickers as an incidental learning medium, and (3) evaluate the effectiveness of English stickers in public spaces in enhancing motivation to learn English. The findings are expected to contribute meaningfully to students by improving vocabulary and motivation, to teachers as an alternative non-formal learning strategy, and to future researchers as a reference for developing simple, low-cost, and impactful learning media that connect formal learning with real-life experiences.

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1. INTRODUCTION

Language is a mirror of personal identity because through language, individuals express who they are. One's choice of words and linguistic style reflects their cultural background, social environment, and even level of education. Language is not merely a tool for communication but also an identity marker that distinguishes one individual or group from another. Through language, a person can show pride in their origins, preserve traditions, and build self-image in broader social interactions. The use of proper language reflects a person's character, as language mirrors their way of thinking, attitude, and values. When someone speaks politely, clearly, and coherently, it indicates that they possess ethics, respect for others, and the ability to organize their thoughts. Mastery of the English language remains a challenge, especially among young people who actually have wide access to technology and social media. One of the main issues is the lack of motivation and limited practice in using English in daily life. However, when examined more closely, young people in cities such as Denpasar have great potential, as they live in an international tourism ecosystem where English

use is highly relevant. Despite the awareness of the importance of English, the level of learning and practice remains low in Indonesia. As stated, “the rate of English language learning and practice is still low,” which indicates a gap between awareness of the importance of English and its actual practice in daily life.

From a theoretical standpoint, this research draws upon the constructivist learning perspective introduced by Jean Piaget and Lev Vygotsky. According to Piaget (1952), knowledge is not passively received but actively constructed through individual interaction with the environment. Learners build understanding by assimilating new experiences into existing cognitive structures, meaning that language learning becomes more effective when individuals engage directly with meaningful, real-world situations rather than memorizing isolated words. This concept supports the idea that exposure to English in everyday contexts such as through environmental media like stickers can stimulate natural language acquisition. Meanwhile, Vygotsky’s sociocultural constructivism emphasizes that learning occurs through social interaction and the use of language as a cultural tool. Vygotsky (1978) introduced the concept of the *Zone of Proximal Development (ZPD)*, where learners develop language skills through guidance and collaboration within their social environments. In this study, English-language stickers placed in public social spaces (such as cafés and eateries) serve as mediating tools that promote incidental learning through social interaction. As confirmed by Lantolf & Thorne (2006) in *Sociocultural Theory and the Genesis of Second Language Development*, learners internalize linguistic knowledge more effectively when exposed to authentic social communication.

One factor contributing to the low English proficiency among students is their limited vocabulary. Vocabulary mastery is a fundamental component in learning English. A lack of vocabulary makes it difficult for young people to understand texts, listen to conversations, or express ideas both verbally and in writing. This limitation often leads to a lack of confidence when speaking or writing in English. To address this issue, appropriate learning media are needed to make English learning more accessible to young people. Learning media should not only be formal but also engaging, creative, and relevant to their daily lives. Learning through media is considered more effective in increasing awareness and motivation among young people to expand their English vocabulary. One form of media with great potential is English-language stickers. Stickers are visual, simple, easily accessible, and can be placed in public spaces such as popular eateries currently one of the most favored social spaces among young people. As a visual medium, stickers serve a dual purpose: beautifying spaces while acting as tools for incidental learning that occurs subconsciously. This is supported by research suggesting that extracurricular exposure to English outside the classroom has a significant relationship with improved phonological awareness and language ability. This indicates that any form of nonformal exposure, including simple texts like stickers, can aid English language development.

This phenomenon can also be understood through the concept of extramural English English-related activities conducted outside the formal classroom setting. Students who frequently watch content, read, or engage in brief interactions with English texts tend to improve their vocabulary and confidence. In this context, English-language stickers can serve as a simple yet effective form of extramural English, as they introduce new vocabulary contextually in public spaces. The use of simple visual media has also proven effective for incidental learning. A study on Incidental Vocabulary Acquisition Through Narrow Reading concluded that vocabulary can be acquired unintentionally when learners are exposed to engaging and repetitive texts. This principle can be applied through stickers placed in popular eateries, where visitors repeatedly see English words displayed on walls, tables, or even food packaging. Such repeated exposure strengthens the internalization of new vocabulary without creating an academic burden.

Moreover, the use of English-language stickers aligns with the lifestyle of young people in Denpasar. Viral eateries are not just places to eat but also social spaces and content-sharing spots for social media. Stickers with appealing designs and simple English expressions can meet their aesthetic preferences while conveying educational messages. Post-pandemic learning motivation has been significantly influenced by environmental and social experiences. Studies indicate that students are more enthusiastic when engaged in real, visual, and contextual experiences rather than traditional classroom learning. In addition, stickers are practical learning tools. They are inexpensive to produce, flexible to place, and can be designed according to trends among young people. For instance, stickers featuring everyday English expressions such as “*Enjoy your meal*” “*Take a break*” or “*Stay positive*” Simple vocabulary like this is easier to understand and remember. Research in visual learning media indicates that simple and repetitive forms of communication are more easily internalized into long-term memory. Although this research did not directly discuss stickers, the principles of visual media remain relevant in supporting language learning effectiveness.

From an educational psychology perspective, media such as stickers can enhance intrinsic motivation by sparking curiosity. The Self-Determination Theory explains that motivation is stronger when learning occurs naturally rather than through compulsion. By repeatedly seeing English-language stickers, young people in Denpasar can learn unconsciously, without feeling burdened. Ultimately, this process can gradually improve their English skills. Furthermore, the presence of English-language stickers in viral eateries can also have a social impact. It demonstrates that a positive attitude toward English can be built through real-life public experiences when the language is perceived not merely as a school subject but as part of everyday life. This reinforces the idea that simple media like stickers can bridge formal learning with real-world English use. Young people in Denpasar have great opportunities to interact with international tourists. By being familiar with simple English vocabulary through media like stickers, they can gain more confidence in real-life interactions. Based on this consideration, the researcher decided to implement English-language stickers at two eateries Kopi Jaya, Nasi Jinggo Bu Jero, and Nasi Jinggo Gundul as a strategy to enhance young people's interest in learning English in Denpasar. This strategy integrates elements of education, lifestyle, and social needs, aligning with modern learning motivation theories that emphasize the importance of real-life experiences.

2. METHODS

This study employed a qualitative research method supported by simple quantitative data. In qualitative research, data were collected through several techniques: (1) interviews, (2) observation, (3) documentation, and (4) questionnaires. In addition, this study also incorporated a quantitative element using an observational approach with a One-Group Pretest-Posttest Design, which involved a single experimental group without a control group. The research design is described as follows. The researcher first conducted a pretest (initial test/initial observation) to assess the participants' basic English vocabulary skills. At this stage, respondents were asked to complete a simple test consisting of recognition and comprehension of everyday English vocabulary, such as commonly used social expressions. The results of this pretest were used to determine the participants' initial level of English vocabulary mastery.

After the pretest, the researcher provided an intervention in the form of vocabulary exposure through English-language stickers placed at the research locations, namely *Kopi Jaya* and *Nasi Jinggo Bu Jero*. These stickers contained short vocabulary items and expressions relevant to young people's daily activities, such as "*Enjoy your meal,*" "*Take a break,*" and "*Stay positive.*" The stickers were designed attractively to serve not only as aesthetic elements but also as incidental learning media. During this phase, respondents interacted naturally with the stickers while visiting the research sites.

At the end of the intervention, the researcher conducted a posttest (final test) to evaluate the extent to which the participants understood and retained the new vocabulary. This test included questions related to the vocabulary displayed on the stickers as well as short questions about the participants' motivation to use English after being exposed to the media. The research process consisted of three phases: (1) Pre-intervention (Pretest) – assessing the initial level of vocabulary mastery. (2) Intervention – exposure to English-language stickers at the research locations. (3) Post-intervention (Posttest and Motivation Evaluation) – measuring vocabulary improvement and motivational changes. All research activities, including respondents' interactions with the stickers, were systematically documented to ensure data validity. Furthermore, methodological triangulation was carried out by comparing the results of observations, interviews, and questionnaires to ensure the accuracy and reliability of the research findings.

Sample / Participants

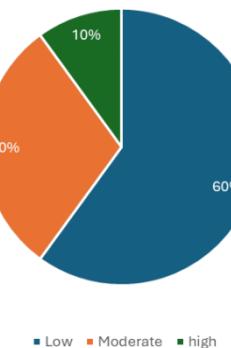
This study observed 20 visitors from each research location, namely *Kopi Jaya*, *Nasi Jinggo Bu Jero*, and *Nasi Jinggo Gundul*. The visitors were categorized by gender, consisting of 10 males and 10 females at each location, resulting in a total of 30 male visitors and 30 female visitors.

Procedure

This study followed the procedures outlined below.

**Figure 1.** Research Procedure

3. RESULTS AND DISCUSSION

**Figure 2.** Participants' English Vocabulary Proficiency Before Sticker Implementation

The results of this study demonstrate the potential of using English stickers as an alternative and creative medium for incidental language learning among young people in social environments. Before the sticker implementation, a pretest was conducted to assess participants' level of English vocabulary mastery. The data revealed that a majority of participants, approximately 60%, had low English vocabulary proficiency, while 30% showed moderate ability, and only 10% were categorized as high. This initial finding highlights a significant gap in casual English exposure and suggests that many young people still rely on formal education or digital platforms, such as games or social media, to acquire English vocabulary.

To address this, the researcher implemented English stickers across three popular eateries known for attracting young visitors. The stickers were displayed for a total of fourteen days and contained simple yet meaningful English expressions such as *"Enjoy your meal,"* *"Take a break"* *"Stay positive"* *"Good vibes only"* and *"Keep learning"*. These phrases were intentionally chosen because they are short, easy to understand, and carry positive emotional connotations that can naturally draw attention and create a pleasant association with learning English. The stickers were strategically placed in visible areas such as tables, walls, entrances, and washing stations locations that visitors frequently look at during their dining experience. Each sticker was designed with bright, youthful colors and a modern typography style to match the lively atmosphere of the cafés and to appeal to the aesthetic preferences of Generation Z, who value visual creativity and positivity in their surroundings.

After the two-week observation period, the sticker implementation yielded encouraging results. Based on visual monitoring and visitor feedback, it was observed that around 50% of visitors noticed and interacted with the stickers either by reading them aloud, taking pictures, or discussing their meanings with friends. About 30% noticed the stickers but did not engage directly, while 20% did not notice them at all. This result suggests that the majority of café visitors were visually attracted to the stickers, showing that creative visual design can successfully capture the attention of young audiences even in informal settings. The visible engagement also implies that such exposure can spark spontaneous learning moments participants unintentionally read and internalized English words and expressions without realizing they were learning.

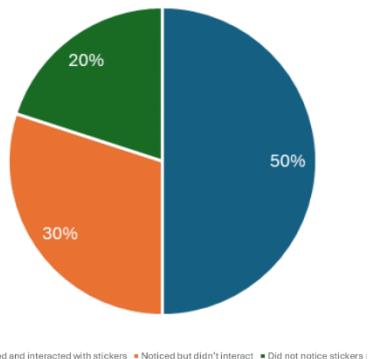


Figure 3. Visitors' Interaction with English Stickers

The discussion highlights that the use of English stickers functions as a creative, low-cost, and effective form of incidental learning, particularly for young people who enjoy spending time in social places or “hanging out.” Unlike formal language lessons that often require concentration and structure, stickers create a relaxed learning atmosphere where exposure happens naturally through daily activities. They also reduce dependency on digital devices by offering an alternative learning source in the physical environment. While mobile apps and online games are also effective for learning English, they often increase screen time and digital fatigue. In contrast, stickers deliver educational benefits in an offline and more socially interactive context. Moreover, the psychological response of the participants during the observation was notably positive. Many young visitors expressed surprise and delight upon noticing English phrases on their tables or walls. Their reactions demonstrated curiosity and motivation to interpret or translate the messages, fostering informal discussions among peers. These natural interactions play a vital role in reinforcing vocabulary retention and language awareness. The visual presence of English stickers thus transforms ordinary public spaces into spontaneous learning environments that combine education and recreation.

The short-term evaluation conducted within the first two days of implementation showed highly encouraging feedback. Visitors' reactions indicated that they found the stickers refreshing and enjoyable, adding a new layer of engagement to their dining experience. This early observation reflects the strong potential of integrating linguistic exposure into lifestyle spaces frequented by young people. It also aligns with previous research on contextual and incidental learning, which emphasizes the importance of learning experiences that are embedded in authentic, meaningful contexts. Although this research was designed as an initial pilot study, its results suggest substantial promise for long-term application. Over a planned six-month observation period, this approach is expected to demonstrate greater measurable impact on vocabulary acquisition and learner motivation. The early responses show that incidental exposure through visual media can foster curiosity, promote positive emotional engagement, and encourage continuous learning behavior. In addition, the method is highly adaptable and could be implemented in various public settings such as coffee shops, schools, community centers, or recreational spaces.

In summary, the sticker-based learning strategy proved to be not only visually engaging but also educationally beneficial. It effectively combined aesthetics, language exposure, and positive psychology to create a fun and meaningful learning experience. The participants' enthusiastic reactions demonstrate that informal educational interventions can be powerful when aligned with youth culture and lifestyle trends. With sustained implementation, this method has the potential to contribute to improving English vocabulary mastery among young learners while simultaneously fostering an enjoyable, low-pressure environment for language acquisition.

4. CONCLUSION

The implementation of English stickers demonstrates that language learning can be both innovative and naturally integrated into young people's everyday lives. As a form of incidental learning, English stickers provide an engaging, pressure-free medium that encourages youth to interact with English words and expressions in a casual, social context. This method effectively combines education with lifestyle, transforming ordinary spaces such as cafés, eateries, or social spots into interactive learning environments. Unlike

conventional classroom methods, stickers make English learning more spontaneous and enjoyable, allowing learners to absorb vocabulary through real-life exposure and repeated encounters. Moreover, the presence of these stickers has been shown to increase learners' motivation and curiosity toward the language. Young people who often spend time socializing feel pleasantly surprised and inspired when encountering English phrases in unexpected places, which helps reinforce vocabulary retention in a positive emotional context. Over time, this approach has strong potential to be expanded and sustained, contributing to the development of authentic communication skills and cultural awareness. Overall, English stickers not only make language learning more accessible and enjoyable but also serve as a creative educational innovation that bridges social behavior and linguistic growth in modern youth culture.

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