

Teaching Vocabulary Through Advertisement at The First Grade Students of Vocational High School

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Abstract

The objectives of study is to find out whether there is an improvement in students' vocabulary mastery after using advertisement language to the first grade student of SMKs Khazanah Kebajikan in academic year 2020/2021. The design research was pre-experimental research by giving pre-test, treatment, and post-test. The population of this research are the student of first grade of SMKs Khazanah Kebajikan in academic year 2020/2021. The sample of this research class of 10 AP. the value of t-calculation (3.97) was higher than the value of t-table (2.093) at the significance level 0.05, it can be concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted (3.97>2.093). There is a significant difference between teaching vocabulary through advertisement and teaching vocabulary without Advertisement. Therefore, teaching vocabulary through Advertisement effectively enriches students' vocabulary mastery. The Advertisement significantly affects the students of 10th AP grade of SMKs Khazanah Kebajikan.

Keywords: *English, vocabulary, advertisement*

Introduction

One of the general components, which have to be mastered well by the students in learning English, is Vocabulary. Vocabulary is an essential part of learning a new language. Vocabulary refers to all the words in a language understood by a particular person or group of people (Nordquist: 2019). Vocabulary is central to language and critical to the typical language learners. Lack of vocabulary knowledge will result in a lack of meaningful communication (Alizadeh: 2016). Vocabulary learning is crucially essential for foreign language transferability (Fitriani Halimah & Lidiyatul Izzah: 2020). This means that without establishing a solid vocabulary base, comprehension and use of a language will not be achieved. Students cannot communicate effectively without knowledge of grammar, but it isn't easy to share without knowledge of Vocabulary. (Saputra & Sofian Hadi: 2019). Vocabulary influences the communication process. This is because Vocabulary is all the words a person knows or uses and is all the words in a particular language that are commonly used for communication. This affects the willingness and ability to express opinions and ideas adequately. A recent study highlighted that vocabulary knowledge is also a solid foundation for mastering English apart from grammar and pronunciation. This is supported by Yovanoff, Duesbery, Alonzo, and Tindal and Sovakandan, Jaganathan, and Hussin (2017), who state that without adequate vocabulary knowledge, effective communication cannot be carried out.

Alqahtani (2015) further argues that obtaining adequate Vocabulary is very important for the successful use of foreign languages. In general, a language learner will not be able to use it. The structures and functions we may have studied for communication. Although Vocabulary has not always been a priority in language learning, attention to Vocabulary in language learning has increased rapidly in recent years, and experts are now emphasizing the need for a systematic approach to vocabulary learning. One driver of rising vocabulary status in language learning is developing communicative strategies and methods that emphasize understanding. In the context of learning English as a second language (ESL), it has been emphasized that adequate vocabulary knowledge is required for English learners to function effectively in that language. "Vocabulary is an important component of language proficiency and acts as a basis for learners to communicate with each other" (Khoii & Sharififar, 2013, p. 199). Alqahtani (2015) agrees by stating that second language learners must acquire sufficient vocabulary knowledge to hinder effective and meaningful communication. Developing Vocabulary is essential for creating all other skills in learning English. Vocabulary refers to a single word item, word phrase, or word piece needed to make meaningful use of language (Alfaki, 2015).

Teaching Vocabulary

Teaching Vocabulary is an essential aspect of language learning because language based on words (Alqahtani: 2015). It is almost impossible to learn a language without words, even communication between humans. The more Vocabulary a person has, the easier it is for someone to communicate with others. Successful communication, of course, is possible with the use of body language, pointing, drawing, and so on, but it becomes more accessible and more precise if we know what words to use (Nordlund: 2016). Thus, an essential part of teaching foreign languages in schools is to help students acquire a wide and varied vocabulary. Given the importance of vocabulary mastery in language practice, mainly spoken and written language, special attention or strategy is needed to deepen and expand vocabulary mastery.

A recent study highlighted that vocabulary knowledge is also a solid foundation for mastering English apart from grammar and pronunciation. A more recent survey by (Zou and Zhou: 2017) revealed that students use several vocabulary learning strategies to complement their conventional rote learning strategies. Recent studies have underlined that the conscious use of various systems has facilitated learners' vocabulary learning. Exploring the vocabulary learning strategies English students use can reveal individual differences in vocabulary learning among students and encourage EFL teachers and curriculum developers to design materials and activities that will help students improve their vocabulary learning. (Ghalebi, Sadighi & Bagheri: 2020)

Gardner (2010) defines Vocabulary not only in terms of the meaning of words but also in how people use words and store words, relate one word to another, and how people make phrases with these words. Teaching Vocabulary is quite a difficult task. The teacher must prepare the strategy appropriately accompanied by exemplary implementation so that the material can be conveyed well and the learning objectives get appropriate and satisfying results. The teacher must pay attention that teaching vocabulary is new and different from the students' mother tongue. They should also note that teaching English to young learners is different from adults because their understanding skills and interests are different. If teachers know how to teach Vocabulary and how they think about vocabulary teaching and learning, they can choose the best approach to vocabulary teaching that will benefit language learners.

(Jahangir Mardali & Masood Siyyari: 2019). Therefore, teachers should prepare and look for appropriate techniques, which will be applied to students.

Teachers are encouraged to use exciting and fun ways to teach Vocabulary (Sheridan & Markslag: 2017). This can increase student interest and help with memorization and memory. Nezhad and Shokrpour (2012) stated that teaching vocabulary is essential for learning a language. In short, deliberate vocabulary learning is critical to improving English language learning, and adding fun ways to teach Vocabulary can help keep the teaching process fresh and entertaining. This idea can also help students increase their proficiency level because vocabulary knowledge is essential to improve one's language input and output. Koizumi and In'nami (2013) found that vocabulary knowledge leads to improved speaking skills. The results suggest that beginner and intermediate level students with excellent vocabulary knowledge can generate alternative meanings and have advanced language skills.

Advertisement

Advertising is a means of communication with users of a product or service. Advertisements are messages paid for by those who send them and are intended to inform or influence those who receive them, as defined by the UK Advertising Association. According to Adjust.com, Advertisement (often shortened to advertising or advertizing) promotes a product, brand or service to viewers to attract interest, engagement and sales. The advertisement comes in many forms, from copy to interactive video, and has grown to become an essential feature of the app market. Advertising differs from other types of marketing in that it is paid and because the ad creator has complete control over the content and message. In general, the term advertising is defined as structured and structured communication of information, usually paid for and usually persuasive, about products (goods, services & ideas) by sponsors identified through various media. According to the Self and Academic Expression Package Book (2015: 149), an advertisement is a form of language used to accept the message it contains. Advertising is a business where language plays an essential role in persuading people to do something, for example, buying some products. The choice of language to convey specific messages to influence people, especially consumers, is very important. Visual content and ad design greatly influence consumers' attractiveness to a product or service. Still, language plays a significant role because it helps people identify the product or service and remember it. Advertising language is naturally different from the language used in everyday life.

Teaching Vocabulary through Advertisement

Advertising is used in foreign language teaching, but this genre is by no means as widespread in EFL classrooms as it is in everyday life. English teachers, especially teachers in EFL classes, have to meet the challenges of teaching well to succeed. To this end, activities in English classrooms have played a significant role. In this study, the researcher wants to discuss one of the activities that can develop communication skills, especially skills to increase Vocabulary; in terms of enhancing cognitive learning skills that assist them in interpreting actions. Simultaneously, it also initiates students in terms of motivation and creativity to improve their critical thinking skills. These activities are related to the use of 'advertisements' in English classrooms. As part of the 'persuasive discourse', it carries a high impact factor that can influence students more than one way.

Using television (TV) advertisements involving well-known brand and product names can motivate and engage English learners in active discussion in a collaborative learning

environment. By providing visual context, advertisements make it easier for students to understand the language. In television commercials, words are often repeated in the audio and visual channels, thus providing further support. Advertising is an inescapable fact of life in today's consumer society. Advertising is everywhere - on TV and radio, in newspapers and magazines, in stockpiles and mailboxes, on trains and buses, and now, of course, on Internet too.

They can also be found in EFL classes, and most teachers will be familiar with various ad-based exercises. Advertisements can be used to practice grammar (e.g. G. 'Comparative') or introduce specific Vocabularies, such as words for clothing items or skill practice. Regardless, it's hard to shake off the impression that language teachers and content writers underutilize advertisements, and of course, they are far less frequent in EFL text than in the world around us.

Advertising (both print and TV) can be a helpful language teaching/learning tool basically because businesses want you to remember their product or service. That's why they use various strategies to influence potential buyers. According to Natalialzam (2018), we can use these strategies to help us remember essential vocabulary/collocations and connect images with words in language learning.

1. First of all, TV commercials tend to be short. The detailed advertisement can be watched several times, and at different times, to reinforce relevant Vocabulary, pay attention to emphasis and pronunciation.
2. Also, they create context or short fiction: it may help remember dialogue or slogans.
3. Finally, advertising campaigns tend to have catchy slogans, sometimes playing with alliteration or rhyme, which can help us remember words/phrases. Besides, the same slogans were used over and over again.

Method

The method in this research is quantitative method. The researcher used pre-experimental design in the form of one- group Pretest- Posttest design using quantitative approach. In Pre-test and Post-test group the observation do two times, before giving treatment called Pre-test and after giving treatment called Post-test. In this research, quantitative method is use to examine whether or not Advertisement is effective in teaching vocabulary. The researcher used pre-test and post-test to collect the data, to know the improvement of the students' vocabulary mastery and to measure how effective the method that researcher applied. The research conducted at the first grade students of SMKS Khazanah Kebajikan, Pamulang, Tangerang Selatan, on the second semester of academic year 2020/2021. The sample in this research used one class that was X-A as an experiment class, which consist of 20 students. This class selected by using cluster random sampling.

Results

The researcher uses a test to collect the data from the students. The test consists of Pre-Test and Post-Test. A Pre-Test is given before doing the treatment, and Post-Test was given after the treatment.

The lowest score of the Pre-Test is 45, and the highest score is 85. While the lowest score of the Post-Test is 60, and the highest score is 95. The Pre-Test average is 62.25, and the average of the Post-Test is 80.25 and the average points obtained is 15.25. Based on the Pre-Test and Post-Test score, the score could be classified into the following criteria.

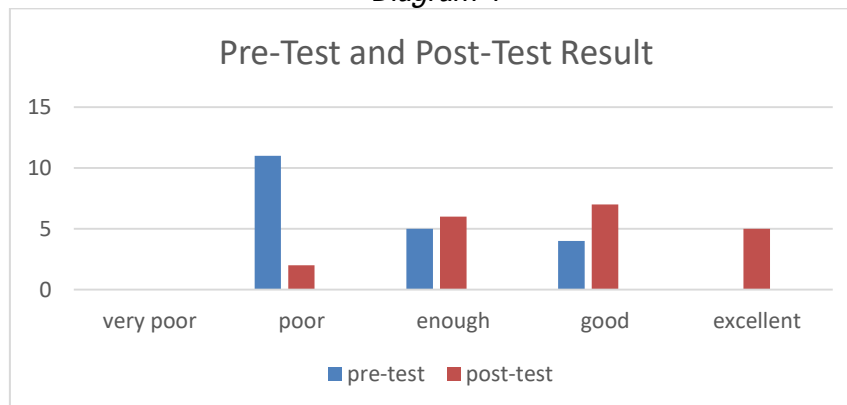
Table 1. Criteria student's Pre-Test and Post-Test score

No.	Criteria	Range of Score
1.	Excellent	5 (90-100)
2.	Good	4 (76-89)
3.	Enough	3 (66-75)
4.	Poor	2 (40-65)
5.	Very Poor	1 (00-39)

Using the table above, the researcher can classify the students based on the criteria from their Pre-Test and Post-Test into the following diagram.

Discussion

Diagram 1



From the table and diagram above, it can be explained that in the experimental class, the total score from Pre-Test is 1305 with an average 62.25. The total score from Post-Test is 1605, with an average 80.25. It can be concluded that the score of Post-Test is higher than Pre-Test.

Table 2. The Result of Hypothesis Test

t-calculation	t-table ($\alpha=0.05$)	Significance
3.97	2.093	Significance

Based on the calculation above, the result of the t-test calculation presented the score of 3.97 was obtained in the degree of freedom (df) of 19 (20-1), with the degree of significance of 0.05, gaining the score of 2.093. The calculation results revealed that the t-calculation of $3.97 > t\text{-table } 2.093$. From the calculation, t-calculation was higher than the t-table obtained from the calculation result. Therefore, the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected. From the explanation above, it can be described that there was a significant difference score between Pre-Test and Post-Test, the mean scores of Pre-Test are 65.25, and the Post-Test is 80.25. This showed that Advertisement has a significant effect of enriching students' vocabulary of 10th AP grade students of SMKs Khazanah Kebajikan.

Conclusion

Based on the data that the researcher has taken, the value of t-calculation (3.97) was higher than the value of t-table (2.093) at the significance level 0.05, it can be concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted (3.97>2.093). There is a significant difference between teaching vocabulary through advertisement and teaching vocabulary without Advertisement. Therefore, teaching vocabulary through Advertisement effectively enriches students' vocabulary mastery. The Advertisement significantly affects the students of 10th AP grade of SMKs Khazanah Kebajikan.

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