

THE APPLICATION OF ADVERTISEMENTS FOR TEACHING VOCABULARY AT SMA LPP UMI

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Abstract

The purpose of this study was to measure the effectiveness of the use of advertisements in learning vocabulary in the ten graders of SMA LPP-YW UMI and to determine students' perceptions of the use of advertisements in learning vocabulary in the ten graders of SMA LPP-YW UMI. The researcher applied a pre-experimental method with a one group pre-test and post-test design, and collected data based on the test. The sample of this research is the students of class X SMA LPP-YW UMI Makassar, totaling 18 students. Samples were taken using total sampling technique. The results showed that the results of the pre-test scores of second graders increased significantly after being taught using the advertising method. The average value obtained through the pre-test was 43.68 and the posttest was 68.89 with the result that the significance value of the paired sample test was smaller than the significance level of 0.000 <0.05. Because the t value (16,844) was higher than the t table (1,740), it was possible to use an effective advertising method for students' English vocabulary. In addition, students also look active and enthusiastic in the learning process by using the advertising method as a medium of learning. In addition, based on students' responses in the questionnaire questionnaire via google form, 80% of them considered that this advertising method is an effective strategy and was suitable for students' words in English.

Keywords: *Advertisements, Teaching Vocabulary*

Abstrak

Tujuan dari penelitian ini adalah untuk mengukur keefektifan penggunaan iklan dalam pembelajaran kosakata pada siswa kelas sepuluh SMA LPP-YW UMI dan untuk mengetahui persepsi siswa terhadap penggunaan iklan dalam pembelajaran kosakata pada siswa kelas sepuluh SMA LPP- YW UMI. Peneliti menerapkan metode pra-eksperimen dengan one group pre-test and post-test design, dan mengumpulkan data berdasarkan tes. Sampel penelitian ini adalah siswa kelas X SMA LPP-YW UMI Makassar yang berjumlah 18 siswa. Sampel diambil dengan menggunakan teknik total sampling. Hasil penelitian menunjukkan bahwa hasil nilai pre-test siswa kelas dua meningkat secara signifikan setelah diajar menggunakan metode periklanan. Nilai rata-rata yang diperoleh melalui pre-test adalah 43,68 dan posttest adalah

68,89 dengan hasil bahwa nilai signifikansi uji sampel berpasangan lebih kecil dari taraf signifikansi $0,000 < 0,05$. Karena nilai t hitung (16,844) lebih tinggi dari t tabel (1,740), dimungkinkan untuk menggunakan metode periklanan yang efektif untuk kosakata bahasa Inggris siswa. Selain itu, siswa juga terlihat aktif dan antusias dalam proses pembelajaran dengan menggunakan metode periklanan sebagai media pembelajaran. Selain itu, berdasarkan tanggapan siswa dalam angket melalui google form, 80% dari mereka menilai bahwa metode periklanan ini merupakan strategi yang efektif dan cocok untuk kata-kata siswa dalam bahasa Inggris.

Kata Kunci: iklan, belajar kosakata

INTRODUCTION

The primary role words play in language is to convey meaning. English is one of the languages which are used in most parts of the world. It holds a very important role in many aspects of human's life, such as technology, economy, and education. English ability therefore is essential for students. It is made English as one of important lessons in every school. In functional literacy, they are hoped to be able to understand and break daily life matters such as reading manual correctly or reading newspaper. Thus, it is expected if they have mastered large numbers of vocabulary, they will be able to communicate successfully even though for simple life matters. It means by mastering English they can understand the text easily since a lot of textbooks or product' manuals are written in English. Thus, it will help them to add more knowledge which is most written or shared in English if they master as many as possible English words. Language will function if we can improve our vocabulary. Therefore, the student must attempt to increase their vocabulary. Based on the assumption the researcher agree with this statement. That vocabulary is important to learn by students and to construct or organize the idea in the sentences and sentences produced are built by vocabularies. The students unusual to use the language as often as possible. Therefore, it is necessary to undertake a study to discover an interesting method to build an enjoyable atmosphere to help students in mastering vocabulary.

Vocabulary is an important component in communicative competence. Sulaiman, R., (2021) states that vocabulary is a basis of a language. It is important to be mastered first. The students cannot communicate well and understand written materials if the students do not master vocabulary. To understand a text, one must understand the words that represent the ideas or concepts. Schmitt also states that no matter how successfully the sound of the foreign language is mastered without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way. Students of junior high schools are teenagers, so it is important to introduce English, especially vocabulary to junior high school since vocabulary is very crucial in learning a foreign language. Unfortunately, mastering vocabulary is not easy for students, especially for students in Indonesia where English is learned as a foreign language because English is not used in daily communication. So, it is more difficult to master English vocabulary. According to Syarifuddin, S., Hasyim, I. (2017) the quality of language skill depends on the quantity and quality of vocabulary. Sulaiman, R., Muhajir., (2019) said that vocabulary is a component of a language maintaining all of information of meaning and using word in a language. By mastering vocabulary, we will know the meaning of vocabulary in the context. Moreover, measuring vocabularies helps to avoid making mistakes in writing. In addition to speaking, writing is one of the tools to communicate.

Vocabulary is important for the students because by having many vocabularies so easily to construct more sentences. Sentences that are produced built by vocabulary. Most students from SMA find a serious problem to improve their vocabulary. Vocabulary is an important thing in learning English. Learning vocabulary helps the students to understand English, which is as a new language for them. For elementary students, learning vocabulary means that they have to understand the meaning of word (Syamsu, A., 2017). Used of instructional media in teaching and learning can evoke desire, motivating and stimulating learning activities, and even bring psychological effects on students. Study by using picture stimulus and word stimulus or visual and verbal conclude that visual stimulus produce better learning outcomes for tasks such as recall, recognize, and give relation between facts and concepts. When we expand our methods of literacy instruction by including Television, drama, multimedia, comics, and other formats, we may be able to reach more students in the language arts classroom and meet students' different learning styles than would be the case using purely traditional teaching methods. Using advertisement in classroom English vocabulary teaching will make the class alive. Senior high school students are active and they like interesting something. Sparing some time in practice some competitive in vocabulary teaching will excite them and enhance their eagerness to learn English. Advertisement is one of good media in vocabulary teaching to practice the students' abilities of listening, and speaking, and at the same time help them to remember the target words.

The researcher interested in using advertisement as a media of learning vocabulary because this media in addition to more easily petrified students in the learning process and practice vocabulary size, this media also made students more enthusiastic about learning research conducted in the MTs An-Nur Palangka Raya that students there still have limited vocabulary because they still feel difficulty to master vocabulary. Its researcher conducted interview Mr.Fahrur Rozie (English teacher). Based on the English score at VII-a I have gained while teaching practice II, the score of the English language is still low, only a few students who got good score and the procurement vocabulary is still limited. The seventh year students still have difficulty in mastering vocabulary and use of advertisement in learning vocabulary has not been done in there, the teacher just ever use pictures media teaching vocabulary. So, the researcher offered to do research use advertisement as media in teaching vocabulary size at seventh year. Advertisement is one of media which can be used in teaching and learning process, besides making students more understand of the lesson and it also made students become excited when learning. The general purpose of this study was to measure the effectiveness of using advertisement in teaching vocabulary at the twelfth grade of SMA LPP-YW UMI, to know students' perception of the advertisement use in teaching vocabulary to the twelfth grade students of SMA LPP-YW UMI.

METHOD

Related to the faction of design, Nassaji (2006) states that, research design makes the research can answer the question of research as valid as, as objectives as, as precise as, and as efferent as possible. The method used is the method of pre-experiment. It is a method to test the effectiveness and efficiency of an approach, method, technique, or medium of teaching and learning. So that the results could be applied if it is good and not applied if not good in actual learning, McMillan and Schumacher explained that there are three design included to pre-experiment. In this study, a single usage of One-Group-Pretest-Posttest, comparing the results of the pretest and posttest in the study.

Ary, *et. al* (2010) et.al stated that population is defined as all members of any well-defined class of people, events or object meanwhile the sample was a part of population. The researcher choosed the sample of study was the 10 MIA of SMA LPP-YW UMI, the researcher took the consisting class as sample to study using total sampling technique because the researcher used pre-experiment design. There were 18 students as sample. Instrument is the generic term researchers use for a measurement device (survey, test, questionnaire, etc.). Matra and Kunci (2020) states that a test is a series of questions or exercises and other tools which was used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. According to Muhajir., Sulaiman, R., Ismail, U., (2018) test is geared to the teacher taken place, whereas in the latter case the teaching in geared to the test, standardized tests and public examination. The data are very important in the study. The data was needed to prove and support this study. By this collected data, the researcher can be able to measure the effectiveness of advertisement media in teaching vocabulary size at the third-year students of SMA LPP-YW UMI.

FINDINGS AND DISCUSSION

Table 1. The result pre-test and post-test score

No	Initial of Students	Score	
		Pre-test	Post-test
1	AEF	40	60
2	AAS	40	60
3	AT	60	80
4	IGNP	20	50
5	IRE	50	80
6	MSB	50	80
7	NSW	40	70
8	NR	50	80
9	NSS	70	90
10	NSA	70	90
11	RCY	60	80
12	SMI	50	80
13	RAP	40	60
14	SMH	40	60
15	TDA	20	50
16	VLN	20	50
17	WZN	40	50
18	DMN	30	60
	Total	790	1240
	Mean	43.89	68.89

Sources: Data analyzed 2022

From the data above the researcher found there was an increased of the students' mastery. It could be seen from the mean of score from the test Pre-Test to Post-Test that increased.

Table 2. Classification and Frequency of Pre-Test and Post-Test Score

No	Categories	Pre-test		Post-test	
		Freq	%	Freq	%
1	Excellent	0	0	8	44.4%
2	Good	2	11.1%	1	5.6%
3	Fair	2	11.1%	6	33.3%
4	Poor	10	55.5%	3	16.7%
5	Very Poor	4	22.3%	0	0
Total		18	100%	18	100%

Sources: Data analyzed 2022

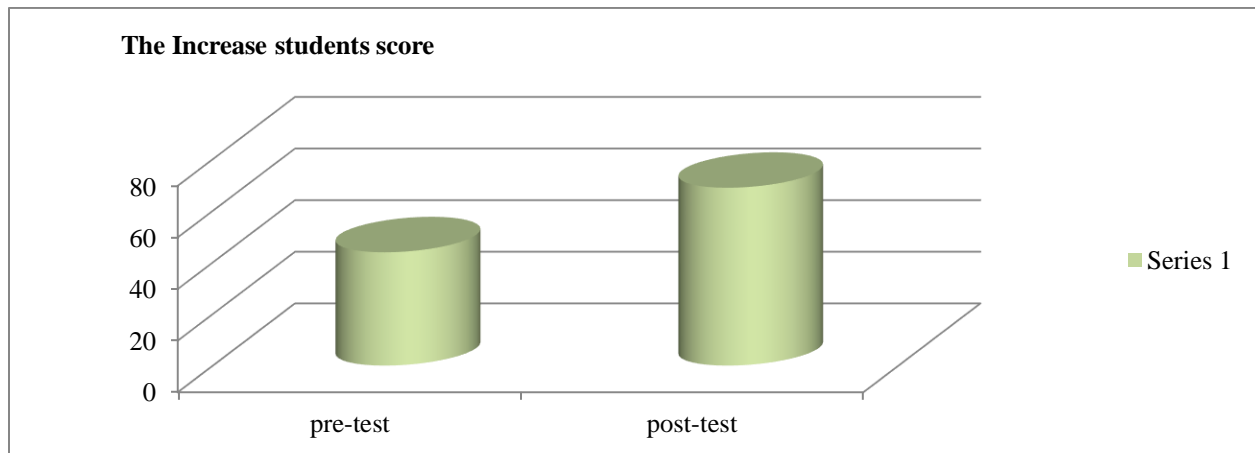
Table 2 shows the categories, frequency, and percentage of students' vocabulary test scores where there are differences between pre-test and post-test. In the pre-test category of the total students scored in poor with a percentage of 55.5%. In addition, there are 2 students who are included in the very good category and no students are in the very good category. While the post-test showed an increase in student scores in the sufficient category as many as 6 students (33.3%) and there were 8 students who advanced in the good category (44.4%), and the remaining 3 students scored in the bad category (16.7%).

Table 3. Descriptive statistic score result Statistics

N	Pre-test		Post-test
	Valid	18	18
	Missing	0	0
Mean		43.89	68.89
Std. Deviation		15.392	13.672
Minimum		20	50
Maximum		70	90
Sum		790	1240

Sources: IBM SPSS 26

Based on the table above, it can be seen that the maximum pretest score obtained by class X SMA LPP-YW UMI Makassar is 70, while the minimum score is 20. The mean obtained is 43.89 with a standard deviation of 15.392. Meanwhile, the maximum post-test score obtained was 90, while the minimum score was 50. The mean obtained was 68.89 with a standard deviation of 13,672. From the description above, it can be seen that the Pre-Test to Post-Test test scores increased by 56.96%, it can be seen in the formula below:



Grafic 1. The Increase students score

Figure 1 above shows an increase in student scores from pre-test to the final test. The score was obtained after assessing the students' speaking test after the treatment was given. The mean score increased significantly from 43.89 on the pre-test to 68.89 on the post-test. It is proven that the use of advertisements increases the number of students seen by an increase of 56.96%.

Table 4. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	.178	18	.136	.927	18	.170
Post-test	.238	18	.008	.867	18	.016

a. Lilliefors Significance Correction

Sources: IBM SPSS 26

From the table above, it can be seen that the significance of the data in the table of Shapiro-Wilk from pre - test was 0.170 and post - test was 0.016. It means that the pre-test data is normally distributed, because the significance score is higher than $\alpha = 0.05$.

Table 5. Paired Samples Test

Pair	Pre-test - Post-test	Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
1		-24.444	6.157	1.451	-27.506	-21.383	16.844	17	.000

Sources: IBM SPSS 26

Based on the "Paired Samples Test" output table above, the Sig. (2 tailed) is $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. So, it can be denied that there is mean score difference between the Pre-Test and Post-Test learning outcomes, which means that there is Application of

Advertising Method enriches the English vocabulary of class X students of SMA LPP-YW UMI Makassar.



Grafic 2. Respondents perception

From the results of filling out the perception questionnaire by respondents, the indexes were 61.1% (agree), 11.1% (Strongly Agree) and 27.8% (Not sure). From the results of the perception questionnaire above, it can be concluded that students' perceptions of this advertising method 80% of students agree with the use of advertising methods to improve their vocabulary skills in the sense that this method is good for students to use in learning English vocabulary, students like it because this advertising method is able to motivate and help teachers to make them interested in learning English vocabulary and enjoy learning, especially speaking. In addition, the strategy facilitates students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skills. Therefore, the strategy has changed the learning situation to be interesting and increased the students' vocabulary in speaking English

DISCUSSION

From the results of the study which was carried out for 1 month of meetings with two meetings a week a total of eight meetings, four offline meeting in class and 4 online meetings using zoom and Whatsapp. The researcher found that students who were taught through advertising could get better results in learning English vocabulary. The results of the data were taken from 18 students in the pre-test and post-test classes. This can be seen in the statistical table which has a mean pre-test of 43.89 before doing treatment using advertising. Then the average post-test score was enriched to 68.89 after treatment. Therefore, the average score of students in the post-test is the highest score than the pre-test. Based on the "Paired Samples Test" SPSS, the value of Sig. (2-tailed) is $0.000 < 0.05$, and the t value (16,844) is higher than the t table (1,740), so H_0 is rejected and H_a is accepted. So, it can be denied that there is a difference in the average value between the Pre-Test and Post Test learning outcomes, which means that the use of advertising is successful in enriching the English vocabulary of class X students of SMA LPP-YW UMI Makassar.

From the results of the perception questionnaire above, it can be concluded that students' perceptions of this advertising method 80% of students agree with the use of advertising methods to improve their vocabulary skills in the sense that this method is good for students to use in learning English vocabulary, students like it because this advertising method is able to motivate and help teachers to make them interested in learning English vocabulary and enjoy learning,

especially speaking. In addition, the strategy facilitates students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skills. Therefore, the strategy has changed the learning situation to be interesting and increased the students' vocabulary in speaking English.

CONCLUSION

This is evidenced by the average value of the post-test is higher than the pre-test. Furthermore, the results of the paired sample t test data analysis showed that the value of sig 2 tailed was 0.00, which means it is smaller than 0.05. These data indicate that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, the accepted hypothesis is that the use of advertising methods has an effect on enriching the vocabulary of students at SMA LPP-YW UMI Makassar. From the results of the questionnaire on students' perceptions of learning using the advertising method, it can be said that students' perceptions of this advertising method are good for enriching students' vocabulary. Students can conclude that the advertising method can enrich vocabulary and motivate and help teachers make students interested in enriching their vocabulary. In addition, the strategy facilitates students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skills. Therefore, the strategy has changed the learning situation to be interesting and improved the students' vocabulary.

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