CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about: Pervious Study, Vocabulary, Vocabulary Size, Advantages of Vocabulary, Principle of Vocabulary Development, Teaching vocabulary at SMP level, The Nature of Media, The Nature of Advertising, Advertisement, The strength of using advertisement, The use of advertisement in teaching, Commercial advertisement ,Teaching Procedure and Principles Advertising in the Teaching.

A. Previous Study

The first, pervious study of the Suci's study the objective of this research is to find out whether using advertisement in Jakarta Post is effective or not in improving students' vocabulary mastery for the tenth grade students of SMA N 6 Purworejo in the academic year 2012/2013. In this research, the researcher took 64 students as sample. As the experimental group, the researcher used class X2, consists of 32 students. Meanwhile, as the control group, the researcher took 32 students of class X3. Then, the researcher gave pre-test and post-test to both classes. The researcher taught vocabulary by using advertisement in Jakarta Post to experimental group and common way to the control group. The researcher then statistically analyzed the data by using t-test polled variance. After analyzing the data, the result of t-value is 2.79.

Based on the 0.05 or (5%) significant level and degree of freedom 64 on the t-table is 1.99. It shows that the t-value is higher than the t-table 2.79>1.99. Another fact shows that the mean score of experimental group is higher than the mean score of control group (82.06>76.75). Therefore, the hypothesis is accepted. It means that the use of advertisement in Jakarta Post is effective in improving students' vocabulary mastery of the tenth grade students of SMA N 6 Purworejo in the academic year 2012/2013. [1]

The secondly Puji Lestari's study, The objectives of study is to find out whether there is an improvement in students' vocabulary mastery after using advertisement language to the eighth grade student of SMP N 34 Purworejo in academic year 2012/2013. The design research was experimental research by giving pre-test, treatment, and post-test. The population of this research are the student of eighth grade of SMP N 34 Purworejo in academic year 2012/2013. The sample of this research are class eighth D and E. The result of the test showed that the mean score of experimental group was 74.5. Meanwhile, the t-test or t-value obtained is 5.653. Since t-value is higher than t-table (5,653>2.00), the hypothesis is accepted. It means that there is significant effect of using advertisement language to improve students vocabulary for the eighth grade students of SMP N 34 Purworejo.[2]

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[1] Suci Siska Puspitaningrum, The Effectiveness of Using Advertisement in Jakarta Post to Improve Students' Vocabulary Mastery at Tenth Grade Students of SMA N 6 Purworejo in the Academic Year of 2012/2013, unpublished Thesis, Puworejo : muhammadiyah university of purworejo. 2012.

[2] Scripta Pendidikan Bahasa Inggris, *The Use of Advertisement Language to Improve Students' Vocabulary Mastery* (online) URL : Http://ejournal.umpwr.ac.id/index.php/scripta/article/view/1468(Accessed on February 28th, 2015).

The third in Frank Tuzi & Keiko Mo journal, With the explosion of the Internet's vast repositories of media growing daily, language teachers are receiving almost innumerable amounts of teaching materials from online resources. One resource that fits nicely into the limited English abilities of many ESL/EFL students is the standard television commercial. These short 45 second sound and video bytes offer teachers a tool to teach not only language, but also culture and critical thinking. Television commercials can provide a treasure trove of language learning opportunities. The materials are easily accessible and many times are free to use in classes. They not only provide jumping off points to learning discrete linguistic and lexical elements, but also provide an avenue to exploring culture and values.[3]

The fourth in Alfred Smith and Lee Ann Rawley Journal, The TV commercial is a powerful tool as any politician, industrialist, businessman or communications expert will attest. A well-crafted commercial is both visually and linguistically memorable, making use of clever slogans, catchy songs, and striking visual images to capture the attention of television viewers. The impact of an entertaining commercial is beyond the pedagogical powers and resources of teachers to create. However, that power can be harnessed in the English as a second language (ESL) classroom by using TV commercials to teach both listening and critical thinking skills.

The television commercial has much to offer ESL teachers and students. It's brevity, language redundancies, visual impact, interesting vocabulary, and cultural

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[3] Frank Tuzi & Keiko Mori, Using TV Commercials in ESL/EFL Classes, *The Internet TESL Journa*l, Vol. XIV, No. 5, May 2008.

components combine to provide ESL students opportunities to improve their listening skills. However, for students who must leave their ESL courses and enter the American university classroom, learning to listen and comprehend is not enough. ESL teachers in higher education must help their students learn to listen with discrimination; in addition to understanding a message, students must learn to evaluate what they hear. Television commercials are also an excellent medium for introducing ESL students to the higher-order, critical thinking skills that can increase their chances for academic success in the American educational system. The sample exercises presented here can serve as a frame for designing tasks for the use of other commercials to teach both listening and critical thinking skills in the ESL classroom.[4]

Based on related study above the writer has done the same research about experimental and use a media to teach but different subject and object of the research. The subject this study is seventh years students of MTs An-Nur Palangka Raya and the object is about the effectiveness of use advertisement in teaching vocabulary size.

B. Vocabulary

a. Nature of Vocabulary

Vocabulary is words arranging that know the meaning and it can be by somebody in language).[5] " According to Collier "When a student has

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[4] Ifred Smith and Lee Ann Rawley, Using TV Commercials to Teach Listening and Critical Thinking, *The Journal of the Imagination in Language Learning and teaching*, Volume IV - 1997

[5] Alam Setiadi, *Upaya Peningkatan Vocabulary Siswa dengan Media*, (online)

URL : Http/:alamsetiadi08.Wordpress.Com/Upaya-peningkatan-vocabulary-siswa-dengan-media (Accessed on February 28th, 2014).

mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need.[6]

There some definitions to Hornby " vocabulary is (1) the total number of words in a language and (2) all of the know to person or used in particular book or subject (3) a list of the words with their meaning especially one of that accompanies a text book in foreign language.[7]

Furthermore Fauziati states that vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one communicative effectively or express his ideas in both oral written form. Having a foreign language. When they do not how to enrich their vocabulary, for example, they often gradually lose interesting in learning.

Vocabulary is the "Everest of language".[8] For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time. Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write

[6] Macmillan International Cellier , A Division of the Macmillan Company, *The Key To English Vocabulary English Language Service*, London: Collier Macmillan Limited, 1971.P.1
[7] Hornby, *Oxford Learners Dictionary*, New York : Oxford University Press, 1995.P.2.
[8] David Crystal, *The Cambridge Encyclopedia of the English Language*, Cambridge : Cambridge University press ,1995. p.116

easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary. By mastering kinds' vocabularies it is expected to be able to help the students' achievement in their learning, it is possible they can mastery very skill or in another word it can be said that vocabulary is the basic of study English language.

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing. Here are some suggestions to decide which ones to concentrate on: learn the words that are important to the subjects you are studying, learn the words that you read or hear again and again, learn the words that you know you will often want to use yourself, do not learn words that are rare or not useful.

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas: write the words in a notebook (with their translations or definitions); write the words and definitions on small cards; say the words many times (if you have an

electronic dictionary you can hear how the word is pronounced); put the words into different groups (you could use a graphic organizer); write them in a file for use with a computer program; make associations (in pictures or with other words); ask someone to test you; use the words in your own speaking or writing.[9]

Hocket stated that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.[10]

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins stated that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.[11]

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[9] Paul Shoebottom, *How to Learn Vocabulary*, . (Online), URL : Http://esl.fis.edu/learners/ advice/ vocab. html2011. (Accessed on May 8th , 2014)

[10] David Nunan, *Language Teaching Methodology* . London : Prentice Hall International, 1998. p. 117.

[11] Edriz. *Vocabulary Mastery*. (Online),
 URL : Http://www.scribd.com/doc/18475644/Vocabulary Mastery.html, (Accessed on May 2nd , 2014.)

b. Vocabulary Size

Vocabulary size is the number of words that a person knows.[12] Vocabulary size is the worst researched area in applied linguistics. This is not because of lack of interest in vocabulary size but because the methodology involved in measuring vocabulary size was so badly worked out. In this paper, I will look at why it is important for teaching and research to have good measures of vocabulary size, the methodology of measuring vocabulary size, and a possible research agenda for measuring vocabulary size in an uncommonly taught language.

Vocabulary size is number of words that an engine is able to recognize a large a factor in its recognition accuracy. Vocabulary size is used to know student master in vocabulary and provide some indication of the size of the learning task facing second language learners.

There are many options about how much students must master vocabulary. But some of them deal that for beginner of high school. They must master at least 1000- 3000 words. Charles Key Ogden created " Basic English " (850 words). Other list include " Simplified English " (1000 words), " Special English " (1500 words). Even Mackey said that the total of word which uses in communicate in daily life is only about 2000 word.

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[12] Lecture notes, *Vocabulary Size*, (online) URL : Http://engres.ied.edu.hk/vocabulary/vocabulary2-3.html (Accessed on August, 22nd 2014)

And Mackey also said that the limited of people is depends on their education level.

The learners need to know about 3000 or so high frequency words of the language. There is an immediate high priority and there is little sense in focusing on the other vocabulary until these are well learned. What the teacher does next is on helping the learners develop strategies to comprehend and learn the low frequency words of the language.

c. **Kinds of Vocabulary**

Vocabulary varies in the four skill of language, listening, writing, reading and speaking. Generally, students will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Writing vocabulary may become the first stage before processing the speaking and listening vocabulary.

1. **Function Words**

Function words are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship with other words within a sentence, or specific attitude or mood of the speaker. They signal the structural relationships that words have to one another and are the glue that holds sentences together. Thus, they serve as important elements to the structures of sentence. Function

words might be preposition, pronoun, and auxiliary verbs. All of which belong to group of closed-class words.

1) **Preposition**

The preposition is classified as a part of speech in traditional grammar; however prepositions as well as conjunctions differ from other part of speech in that, each is composed of a small class of words that have no formal characteristic ending and each signal syntactic structures that function as one of the other part of speech. For these reason modern linguists prefer to classify prepositions as structure words rather that as part of speech. Preposition range in meaning from such definite semantic nation as time, place, etc., to such purely structural meanings as those shape by the subject-verb-complement relationship. The types of preposition are, preposition of time using on, in, and at. Then the preposition of extended time to starting at one point and ending at another (duration) using since, by, from-to (or until, till), for, during, and in or within. Next, the preposition of sequence of time, events that follow one another is using word before and another.

Example:

Preposition of time

a)   On : I saw him on Sunday

b)   In : I saw him in the morning

c)   At : I saw him at night

Preposition of extended time

a)   Since : I have not seen him since Monday

b)   From - to : I can see you from ten o'clock to two o'clock

c)   For : I see you for one hour.

d)   During : I can see you during the week.

e)   In or within : I can see you in an hour from now.

Preposition of sequence of time

a)   Before : I will see you before Wednesday

b)   After : I will see you after Wednesday

2) Pronouns

Pronouns make up a small class of words of a very high frequency. The definition of preposition as a word that takes the place of noun, is applicable to some types of pronouns but to others those pronouns that are actual substitutes may refer not only to preceding noun-its antecedent-but not a larger part of a discourse that precedes. Those pronouns that are not substitutes

may simply have indefinite reference or express indefinite quantity.

Types of pronouns

a). Personal pronoun

There are two personal pronouns such as, nominative case (kasus subjektif). They are; I, you, we, they, he, she, and it. The second is objective case (kasus objectitfe). They are; me, you, him, her, his, us, and it.

Example :

1.   I go to party

2.   she loves her parents

b)   Possessive pronouns as adjective

1. My :   milik/kepunyaan saya

2. You :   kepunyaan kamu

3. His :   kepunyaan dia perempuan

4. Her :   kepunyaan dia laki-laki

5. Its   :   kepunyaan dia (binatang / benda)

6. Our :   kepunyaan kami/kita

c)   Reflexive pronouns

There are two aims of reflexive pronouns, such as; firsts to show the people / animals to do something itself. The second is to make the pronouns more emphatic. The words are; Himself, himself, myself, yourself, themselves, itself and ourselves.[13]

3) Auxiliary verb

Auxiliary verbs is functioning auxiliary verb assists the role of it is (the jobs activity).in English, verb functioning as a predicate in the sentence can be changed according to the tenses form. They are, be it words used to make progressive and passive form), do (it used to make negative sentences, interrogative sentences, and command sentences. The verb is used to make a perfect form.

2. Content words

Content words are words that have meaning. They can be compared to grammatical words, which are structural verbs, nouns, adjective, and adverbs. They are :

a. **Noun**

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[13] John S. Hartanto, S.Koentjoro,dan Manaf Asomoro seputro, *Accurate Brief and Clear English Grammar,* Surabaya : Indah . 1996. p.62

Nouns are one of the most important parts of speech. Nouns are that indicate people, thing, place, animal, etc. some nouns may belong to more than one of types given below. Such as :

Proper nouns

Proper noun begins with a capital letter in writing. It includes personal names (Mr.John Smith), names of geographic units (countries, cities, and rivers), names of nationalities and religions (Christianity), names of holidays (Easter, Thanksgiving Day), and words used for personification- a thing or abstraction treated as a person (nature, library).

Concrete and abstract nouns

Concrete nouns is a word a physical object that can be perceived by the sense- we can touch, smell the object as like a flower, girl. An abstract noun is a word for concept – it is an idea that exists in our minds only for example; beauty, bad and naughty.

Countable and no countable nouns

A countable noun can usually be made plural by the addition of –s, one girl, two girls. A no countable is not used the plural. Some non-countable nouns may also be used in a countable sense and will therefore have a plural. In addition, a non-countable may be used in the plural with the special meaning.

Example :

1). Common nouns : dog, man, table.

2). Proper noun : France, Madrid, Mr.Smith, Tom.

3). Abstract noun : beauty, fear, joy, charity.

4). Collective noun : group, team, swarm, flock.[14]

b. Verbs

Verbs are words that indicate the name of action that is done of the subject or may be indicate the situation. The types of verbs described here differ according to the kind of complement they may have. Because that types may cut across each other, a verbs may belong to more than one type. They are transitive and intransitive verbs. Transitive verbs is takes a direct object, for example; he is reading a book.[15]The second is intransitive verbs is does not require an object, for example; he is working in the park.

 Example : to see, to read , to watch, to go, to write.

c. Adjective

The adjective is modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by

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[14] A.J. Thomson, A.V. Martinet, *A Practical English Grammar* , London : Oxford University Press, 1986.p.24

[15] Marcella Frank, *Modern English a partical reference guide, Englewood Cliffs*, New Jersey : New York University, p.49

special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.[16]

Descriptive adjective is adjective that explains the condition of noun or pronoun such as : measurement, form , color, and taste . example : big , small, tall, delicious, round, red.

Limiting adjectives is adjective which limits noun or pronoun without give information about situation, kinds or type. Example : my book, this chair, three man.

Beside that, usually adjectives are divided into 8 kinds, they are explained in the following ways :

1.   Adjective of quality is word to indicate form, piece, or condition of noun or pronoun. Example : poor, large, small, fat, and so forth.

2.   Adjective of quantity is adjective to indicate amount of uncountable noun. Example : much, little, any, some enough or sufficient.

3.   Adjective of numeral is adjective to indicate a certain amount or uncertain amount the series (sequence), such as : Cardinal number (one, two , three, and so forth), Ordinal (first , second , third and so forth), Multiplication (single, double, triple, twofold, a pair, a dozen and so forth) and Indefinite (all, few , some , one , several).

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[16]*Ibid*,.p.109

4. Demonstrative adjective Definite example this, that, the same (singular) and these, hose, such other (plural). Indefinite example : another, a, an, any, certain (single).

5. Interrogative adjective is adjective that used to question, as follow :hat, which , whose (it is used must be followed by noun).

6. Possessive adjective is indicating possession, such as : my, her, own, its, your, their, this and so forth.

7. Distributive adjective is adjective to indicate one of amount of thing. Every, each, either, neither.

d. Adverb

Adverbs are the words that clarify verbs, adjective, noun phrase and another adjective or whole sentence. Adverbs rage the meaning from words having a strong lexical content (those that describe the action of the verb, or those indicate such meaning as time and place) to those that are uses merely for emphasis. They range in function from close to loose modifiers of the verbs.

Example : here, rapidly, there, seldom, tomorrow, never, sometime and so forth.

C. Advantages of Educated Vocabulary

There are many advantages that you can benefit from by building and improving your vocabulary. You can become very word smart by building an educated vocabulary. Here are some of the advantages that an educated vocabulary can offer:

An educated vocabulary can improve your public speaking skills. If you speak in public a lot, using the same vocabulary words over and over will get very boring. Having a large vocabulary keeps your audience interested the whole time you are speaking.

An educated vocabulary will keep you more informed on current events. Many people avoid reading tough material because they don't understand all of the words that they are reading. It can be embarrassing and even destructive to find yourself in a situation where everyone is using a word that you don't know. Reading can improve your vocabulary however, and give you the cutting edge on your competitors. If you are at ease with your vocabulary, and have a good understanding people will know it and be very impressed.

An educated vocabulary enables you to get your message across more effectively. Having a good range of vocabulary adds richness to your speech and allows you to communicate more effectively. Building an educated vocabulary will leave people knowing exactly what your message was and not with just some vague idea.

The best way to improve your vocabulary is get a thesaurus and start adding words to your active vocabulary. You can also read word of the day articles in newspapers or magazines or use reading programs or reading software as vocabulary builders.[17]

D. Principle of Vocabulary Development

Helping Children to Develop Vocabulary

By the age of seven, children have about 4000 words they can use, and they understand many, many more. There is no way we could teach all of these! What we are aiming to do is to give children strategies they can use when learning new words.

There are four important factors in doing this. We need to help the child to:

a. Choose useful words to learn.

b. Build up the meaning of the word by linking with other words (semantic links).

c. Reinforce the sound pattern of the word (phonological structure).

d. Hear and say the word a lot, and practice ways of bringing the word to mind (word finding).

Thereafter, it is important to encourage the child to use the skills learnt, in real-life word-learning situations, in the classroom.

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[17] Word smart knowledge, *Advantaged Educated Vocabulary* (online)
URL : Http://www.wordsmart.com/articles/Advantages-of-an-Educated-Vocabulary/ (Accessed on September, 22nd 2015)

All this involves teaching the child to think about their own word-learning, and to take control of how they learn words.

1. Choosing Useful Words

To teach strategies to help learn words we need to choose some useful words to focus on. Some school topic words could be good choices: they are better if they are frequent words, and ones that will be reinforced in class. These can be hard to select, and discussion with the child might help.

Words that label concepts and relationships and the vocabulary used in maths and reading can be very hard for children with language problems to learn. They are important for a lot of school work however, and might be very good targets to focus on.

The manual covers the following:

Example topic vocabulary (such as nouns and verbs , Synonyms and antonyms (such as hot, cold; same, different), Concept words (such as either, or; if, unless), Maths vocabulary (such as even/odd, more/less, total), Reading vocabulary (such as sentence, paragraph, start/end, blend), Prepositions (such as first, beside, next to), Questions (such as what, when, who).

2. Building Up Meaning By Linking With Other Words (Semantic Links).

Semantic links are concerned with word meanings and also link with our knowledge of the world. To learn a new word a child may be helped by thinking about its semantic links, or meaning links with other words. Several aspects (what something looks like, where we find it, what we use it for and so on) can be useful in 'anchoring' the word in memory. For example, for the word 'planet', we can use:

1) description: round, big.

2) location/ where it is found: in space.

3) function/ use: not applicable for 'planet'!

4) category/ group name: things in space

5) related words: star, moon

The features identified for planet can be discussed as appropriate. The child may need explicit information from the adult about the word's features, as opposed to being asked questions. This is especially necessary for words new to the child. Most of these semantic links will work with topic words, which can often be linked to more frequent, simpler words that the child already knows. For words that describe concepts and relationships

we can only use description, location or categorisation a little, and rely mainly on discussing related words and their meanings.

Examples of ways to discuss semantic features and make links with world knowledge for topic words could include:

1) Giving the Child a Description

Explaining as appropriate:

a) what the thing referred to by the new word looks like,

b) the sound it makes,

c) what it feels like,

d) what it smells like,

e) what it tastes like,

f) what it is made of,

g) when it is used.

2) Giving the Child Information on Location

Explaining as appropriate:

a) where you find the thing referred to by the new word,

b) where it lives,

c) where you see it.

3) Giving the Child Information on Function or use

Explaining as appropriate:

a) what the thing referred for by the new word is used for,

b) when you might use it,

c) what it does.

4) Giving the Child Information on Category or group

You may need to check the child understands what 'group' means. Then you can discuss as appropriate:

a) what group the thing referred for by the new word belongs to.

It will probably be necessary to lead the child in by an example such as 'Coat, sock, and jumper are types of clothes. But orange is a type of---?' expecting the child to complete with 'Fruit' or 'Food'. For a word like planet, where there is no category name as such, a more general one such as things in space will suffice.

b) any other words in the group that the child already knows.

5) Giving the Child Information on Related words

Explaining as appropriate:

a) the new word might make us think of some other words.

Suggest the child makes a picture in their head of the new word. Ask: 'What else can you see?' For example, with 'planet' the child may 'see' sun, moon, rocket.

b) There may be something that often goes with the word.

Some words have strong associations, like fish and chips; knife and fork. Other words have weaker associations that still help to link the word and build up semantic links.

6) Giving the Child Information on Synonyms or similar meanings

You may need to check the child understands that words can have similar meanings, for example that cold is similar to chilly, sofa is similar to settee, computer to PC and so on. Then you can discuss as appropriate:

a) other words that mean nearly the same as the new word.

7) Giving the Child Information on Antonyms or opposite meanings

Antonyms will only apply if the new word has an obvious opposite, for example words like smooth and lumpy/bumpy/rough. These words are

likely to be adjectives, or to label directions like up, down. You may need to check the child understands the idea of opposite meanings. Then you can discuss as appropriate:

a) words that mean nearly the opposite of the new word.

8) Giving the Child Information on Relevant Information

It is important to identify the most relevant semantic links for the new word. This will help the child to describe the word to the listener more efficiently so that it can be identified. For example, a child describes a word as follows: 'It's food, it's red, it tastes sweet, it's in the kitchen cupboard.' The word has been described by category, description and location, but the listener may not be able to identify it as jam, unless the child gives a more crucially relevant description such as a function: 'You spread it on bread'.

This skill of being able to give relevant descriptions of semantic features will be highly useful when the child is struggling to find words in any situation, as itshould enable the adult/listener to come to a quicker understanding of what the child is trying to say. However, the most relevant semantic features of a word will vary with context. Discussion with the child of what information results in the listener's 'best guesses' will be helpful here.

3. Reinforcing the Sound Pattern (phonological form) of the Word.

Many classroom activities concerned with learning phonics get children to concentrate on a word's phonological form. Teachers are very aware of these, and such activities are very useful in trying to 'fix' a word in a child's memory.

The manual has activities for syllable awareness; onset and rime awareness; rhymes; the length of a word and picking out any words-within-words, ideas that are familiar to teachers.

It is very helpful to teach the semantic links and phonological form of a word together. This should help the child to learn and remember the word.

4 .Ways ofBringing the Word to Mind (Word-Finding).

Semantic and phonological information may not be available in a complete form when the child needs to say a word, and the word may not be 'found' at the right moment - called word-finding difficulties. This is when the child appears to know the word they want to use but they are unable to say when they need it. Sometimes they have a 'tip of the tongue' experience: at other times they just cannot think of the word at all. Often, the child is able to use the same word with no problem on some occasions, but struggles at other times. For children with language problems, word finding difficulties tend to occur on words that are not known very well by the child.

A rather better strategy is to reflect with the child about what needs to be done to find a word. Asking the child to 'Think what you know about the word', and getting them to cue themselves, is a very good idea.

Retrieval Strategies for Children to Use Themselves

The best strategy is to reflect with the child about what needs to be done to find a word. Asking the child to 'Think what you know about the word', and getting them to cue themselves, is a very good idea.

It is also helpful to give the child time to rehearse the word when it has been found, saying the word in a sentence that links it with a 'picture' in the child's mind and with other associated words. For example, for orchard a child could say 'Apples grow in an orchard. An orchard has lots of trees.'

For some children acting, miming and drawing are helpful in 'fixing' the word in memory.

Teaching the child to say when they are searching for a word (saying for example 'I'm just thinking about it.' or 'I'll get it in a minute.') helps children buy time, which is in itself a useful word-finding strategy.

Retrieval Strategies for Adults to Help Children

There are strategies that are suitable for teachers and other adults (such as parents, SLTs, assistants etc.) to use to 'cue' the child. (They are listed in

the Support Model document 'The Communication Friendly Classroom', page 10,and are repeated here.) Some only work if you already know which word the child is searching for!

If you do know the word the child wants to say, you can provide alternatives to help them find it – e.g. ask 'Is it a ladybird or a greenfly?' Do not always give the correct word last, or the child may just learn to repeat the last word you say.

You can also give the beginning sounds of the word - e.g. say 'I think it's a lll ' (for ladybird).

If you do not know the word the child wants to say, you can ask questions about the word. For example, ask about the semantic links listed above:

a. descriptions - ask 'What does it look like?' (Spots, wings).

b. locations - 'Where do you find it?' (Garden, leaf).

c. functions - 'What does it do?' (Flies).

d. categories - ask 'What big group does it belong to?' (Insects, mini-beasts).

e. related words – ask 'What other words go with it?' (Lady, bird, bug).

Or you can ask the child for phonological information:

a. ask for the number of syllables (claps/beats) in the word

b. ask for the initial sound

c. ask for any words that rhyme with the word

d. ask for any words that sound like the word.

A combination of retrieval strategies can help the child to remember. Building up semantic and phonological links around the word can also help the child to fix it more firmly in their memories, and so help retrieval.

E. Teaching vocabulary at SMP level

There is a general consensus among language teaching specialist that vocabulary is one of the most important aspects of foreign language learning. Since it is one of the important language elements, the role of vocabulary teaching can not be neglected. It is necessary for the English teacher to use certain approach to teach English vocabulary to their students.

Teaching vocabulary to the seven grade students in junior high school with three vocabulary learning techniques, they are learning from a vocabulary list, learning by guessing meaning from context, and practice technique. In accordance learning from a vocabulary list that accompanied by its translation or synonym. It is said that in a short time the learner can learn more words.

Meanwhile, the learning technique by guessing meaning from context is done in fourth steps. First, see the word and determine its word class. Second, see the relationship between the word and its sentence. Third, see the relationship between

the sentence and the other sentences or paragraph. Fourth, use the knowledge deduce from the first until the third steps, check the meaning is right or wrong by looking up the meaning of the word in a dictionary.

The last technique is the practice technique. Here, every effort must be made to practice the meaning taught, in order to reduce them to the habit level. There are many ways to practicing meaning. For example; Conversation Dialogs, Oral meaning practice, Advance exercise. [18]

F.   Vocabulary Assessment

Assessment is the process of evaluating an individual's learning. It involves generating and collecting evidence of a learner's attainment of knowledge and skills and judging that evidence against defined standards.

According to Read the discrete testing of vocabulary assesses a word as an independent construct. Testing vocabulary in an embedded way looks at vocabulary as part of a larger construct. More simply put, discrete vocabulary testing looks at assessing a student's knowledge at the word level whereas embedded vocabulary testing looks at the students' use of vocabulary as it pertains to a text that the student has produced such as a written essay or spoken text.

Kind of vocabulary, the writerused function and content words in vocabulary test, form of vocabulary test are multiple choice (synonym recognize, definition or meaning recognize and antonym recognize) , Nation recommends a minimum of 30

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[18] Richad and Rodgers, *Teaching Vocabulary to SMP and The Obstacles of Vocabulary Learning* . (online) URL : Http://richardsandrodgers.blogspot.com/ (Accessed on April, 2nd 2015).

items for vocabulary test. In the case of the Vocabulary Size Test which is a multiple-choice test, 70 items weresufficient to obtain a good level for the whole test, and a testof 100 items could be administered in a computer-based .[19]As far as an upper limit on the number of items on a vocabulary assessment, there is no suggested number put forward in the literature.

The writer used multiple choice on the vocabulary test. Multiple choice questions or items consist of an incomplete statement or a question, known as the 'stem', followed by four plausible alternative responses from which the learner has to select the correct one. The correct response is known as the 'key', while the incorrect ones are referred to as 'distractors'. Multiple choice questions are often called 'objective tests.

$$\text{Point} = \frac{true \ \ Answer}{high \ score \ for \ all \ itrems} \times 100$$

G.   The Nature of Media

Media is a tool using by someone to help him/her easy to describing something for other people. According to literal meaning, media is mediator. Teaching media means a tool that is used in teaching. The use of teaching media in learning activity will help the effectiveness in learning process and transferring the

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[19]Paul Nation, *Measuring vocabulary size in an uncommonly taught language*, New Zealand : Victoria University of Wellington, 2010.P.6

lesson. Beside raised the students' motivation and interest, teaching media also helps the students to raise their comprehension.[20]

1.The Function of Media

In teaching learning process, media is a tool to help the teacher and the students to increase their learning activities. By using media, the teacher can create a conducive situation in learning process and very helpful to motivate the students in their learning activity and it also effective in teaching.

There are some reasons why teaching media could increase students' learning process . The first reason is about the advantage of media in learning process, such as:

a). Teaching process will be more interesting. So, the students' motivation could be increase.

b). The materials clearly in meaning. So, students can understand and master the purpose of teaching better.

c). The teaching method will be more varied, not only verbal communication by the teacher. So, the students do not feel bore and the teacher do not spend his energy more.

d). Students will do more learning activity, because not only listen the teacher's explanation but also other activity like observe, make something, demonstration, etc.

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[20] Rodhatul Jennah, *Media Pembelajaran*, Banjarmasin: Antasari Press, 2009, p. 18.

The second reasons is about how the level of student thinking. Level of human thinking is follow the developments of human begin from the concrete to the abstract, from the simple thinking to the complex. By teaching media make the abstract thing to be concrete and make the complex thing to be simple.

2.The Use of Media

According to Kemp and Dayton, stated the positive impact of media:

a). The delivery of lesson more full pledge.

b). Learning can be more interesting.

c). Learning becomes more interactive.

d). Learning time can be shortened.

e). The quality of learning outcomes can be improve.

f). Learning can be given when and where desired or necessary, and

g). The students' positive attitude can be improved.

h). The learner's role may change to be more positive.[21]

3.The Nature of Advertising

    a. Definition of Advertising

Advertising is a prominent discourse type in virtually all contemporary societies . the fact that advertising is such a recognizable , universal discourse type is only one reason why it such an obvious recruit for language learning. Designed specifically to appeal , the linguistic density

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[21] Rodhatul Jennah,. p. 22.

and multi- sensory impact of (television) advertisements, and the fact that they succinctly embody and demonstrate cultural value and behavior make them ideal, ready – made teaching units. This integration of language and culture arises partly from the parasitic nature of advertising, the fact that feeds on other type of discourse.[22] Advertising also however feeds into the culture, contributing to how we perceive ourselves and to construction of our value system.

1. **Advertising and Currency**

    1.1 Advertising and Language

As such as slogans illustrate , their (superficial) simplicity is often belied by semantic complexity. This linguistic " simplicity " make them accessible to learners even from lower levels of proficiency , giving such learners the opportunity to exercise sophisticated cognitive skill that they are often denied because of their language level. Egg marketing Board's " Go to work on egg " , for example , avokes an amusing visual image, but   the ambiguity of the slogan may not be clear to learners unaware of the range of meaning of the preposition on. In the language classroom , all

[22] Fredan mishan, *Designing Authenticity into Language Learning Material*, Portland :Intellect . 2005. P.182

this language play offers greats potential for language analysis and development.[23]

1.2 **Advertising and Effect**

Much advertising today works through a rapid and powerful appeal to effect. Yet the affective factor in advertising involves a fine balance. Since the aim of advertising is basically to sell , if advertisement stimulate emotion , this has to be geared towards creating a positive disposition towards product. Hence advertisement can be serious , funny , exciting, enigmatic and so on . the appeal of television advertisement come through an interplay of images , music and language. The deployment of all these aspect in advertisement are tactics familiar to foreign learners and in the language learning context, can be appreciated , deconstructed and analysed .[24]

2. **Advertising and Culture**

Perhaps the most fruitful dimension of advertising in the context of language learning is its cultural dimension: ' although advertisements are ephemeral in that each one is short- lived, their

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[23]*Ibid*., P.183
[24]*Ibid.,* P.184

effects are longstanding and cumulative : they leave traces of themselves which combine to form a body of message about the culture that product them.[25]

3. Advertisement for language learning

The popularity of advertisement with language teachers is based on both sociological and pragmatic factors. The prominence of advertising in most societies gives it trans – cultural accessibility. The visual, audio or audio visual appeal of the advertisement, targeted at the costumers , is easily re-directed at the language learner. [26]

b. Kinds of Advertising

1. Billboards

Billboard advertising -- traditionally the use of signs along the road to promote a product or service -- also includes signs used in transit systems such as on buses, trains and taxicabs. According to the website Small Business Notes, an advantage of traditional billboard advertising is that it has impact because of the large size of the advertisement. A disadvantage is that, unlike direct response advertising, it is difficult to calculate the effectiveness of this advertising media.

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[25]*Ibid.*, P.185
[26]*Ibid.*, P188

2. **Coupon Books**

   Coupon books, most commonly used to reach homeowners, contain individual coupons with special discount offers. Coupon books allow for the sharing of distribution expenses with other advertisers. A disadvantage is that you are competing for attention with many ads in the same book.

3. **Direct Mail**

   Mailing ads through the mail is a well-established marketing approach with the advantage of targeting prospects based on demographics, geographic location and psychographics. According to the website Power Home Biz, disadvantages include long lead time for creation and production, and production expense.

4. **Event Marketing**

   Event marketing involves either buying billboard or printed program ads at any event or sponsoring the entire event. One advantage is the ability to reach a targeted audience with a specialized interest.

5. **Internet**

   According to the website Podcasting News, online advertising is the fastest growing medium in history. Advantages include the

ability to get immediate feedback on advertising results and to change ads in minutes. There are many different forms of Internet advertising such as Google Adwords, Google Adsense and video advertising. Google Adwords permit the purchase of ads that appear on the right side of Google search results. Adsense provides a method to place ads on other websites. Video advertising usually appears at the beginning or end of a video. Another Internet option is banner advertising where banner sized ads are placed on other websites.

6. **Magazine**

Magazine advertising provides the ability to highly target prospects. A disadvantage is that there is a long lead time in creating, placing and publishing ads.

7. **Newspaper**

According to the website Power Home Biz, newspaper advertising provides the ability to reach a large number of prospects in a specific geographic area. A disadvantage is that ad space can be expensive and that newspaper circulation is in a downward trend as more people read electronic media.

8. **Radio**

Radio advertising provides a way to reach a specific demographic audience. In addition, unlike print media, radio reaches

out for prospects instead of prospects having to seek out a newspaper and related ads.

9. Television

Television is a highly visual medium that is ideal for image advertising says the website Power Home Biz. One disadvantage is that prime advertising slots are often sold out.

10. Yellow Pages

Yellow Page advertising reaches many highly qualified prospects ready to buy. One disadvantage is that competing ads are located in the same place.[27]

H. Advertisement

a. Meaning of Advertisement:

a) Advertisement is the act of advertising.

b) Advertisement is a notice, such as a poster or a paid announcement in the print, broadcast, or electronic media, designed to attract public attention or patronage.

c) Advertisement is any public notice, as a printed display in a newspaper, short film on television, announcement on radio, etc., designed to sell goods, publicize an event, etc.

d) Advertisement is a public promotion of some product or service.

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[27] eHow *, 10 kinds of Advertising* (online) URL http://www.ehow.com/info_7736409_10-kinds-advertising.html: (Accessed on January , 22nd 2015)

b. Definition of Advertisiment :

1. The act of advertising.

2. A notice, such as a poster or a paid announcement in the print, broadcast, or electronic media, designed to attract public attention or patronage.

c. The Characteristics:

a) Strategically sound

Every great advertisement is strategically sound. In other words, it is carefully directed to a certain audience, it is driven by specific objects, its message is crafted to speak to that audience's most important concerns, and it is run in media that will most effectively reach that audience. The measure of an advertisement's success is how well it achieves its goals, whether they are increased sales, memorability, attitude change or brand awareness.

b) Have an original creative concept

The creative concept is a central idea that gets the attention and prevails in the consumer's mindset. A concern of creative thinking drives the entire field of advertising. Planning the strategy calls for creative problem solving, research efforts are creative; the buying and placing of the advertisements in the media (newspapers / television) are creative.

c) Use exactly the right execution for the message

Good advertisers know that how a message is conveyed is just as important as what is being said in the advertisement. What is said comes from the strategy; whereas how the message is conveyed is a product of creativity and execution.

d. Function of advertisement:

1. Promotion

2. Communication

3. Information

e. Covert Advertising

Covert advertising is when a product or brand is embedded in entertainment and media. For example, in a film, the main character can use an item or other of a definite brand, as in the movie Minority Report, where Tom Cruise's character John Anderton owns a phone with the Nokia logo clearly written in the top corner, or his watch engraved with the Bulgari logo.

f. In making an advertisement keep the following points:

1. Language of advertisement :

a. Using the correct or suitable words.

b. Using the interesting and suggestive expression.

c. Using positive expression.

d. Text of advertisement should be directed to the goals.

2. Content of advertisement :

a. Objective and honest.

b. Brief and clear.

c. otallude group or other producer.

d. Attractive attention.

g. Kinds of Advertisement:

1. Family Advertisement

2. Invitation Advertisement

3. Sponsored Advertisement

4. Requested Advertisement

5. News Advertisement

6. Announcement Advertisement

7. Goods Advertisement

8. Merit Advertisement.[28]

I. The strength of using advertisement

1. Words and Advertisements

Newspapers / internet often carry advertisements that explore the meanings of words and phrases; they present a unique opportunity for building vocabulary. Expanding new vocabulary is essential for the

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[28] Budi, Short Functional Text , *Advertisement, Announcement, Invitation, Personal Letter , Job Application Letter* (online) URL : Http://inibapakbudi.blogspot.com/2011/02/short-functional-text.html(Accessed on January, 25th 2015)

effective communication and so helpful are newspaper advertisements! These advertisements often emphasize peculiar words that won't find themselves into anyone's working vocabulary, but they can still make learning a fun.

Learning one new word leads to other new words, little constellations of meaning that keep the brain cells active and hungry for more. Students generally do not retain words after one listening and need multiple exposures and experiences with new vocabulary.

2. **Ads as Tools to Teach English**

Different types of advertisements can be used effectively to develop vocabulary of learners. All the above information tells us about the need of enriching the vocabulary of students. For the enrichment of vocabulary, different strategies can be used: Association, Using Pictures (Look and Say), Synonyms and Antonyms, Conversation, Lead Questions ,Daily Puzzle (Meaning versus Word), Magic Thread (Word Game), Fill in the blanks etc.

3. **Skills Working as Strategies**

Despite the strategies and games, it is virtually difficult for a child to learn all the words and to get mastery over the rest of the content. In addition, the conventional rote learning, drilling, or memorization does not help learners to retain words on a long-term basis. To help learners become

confident and independent readers and writers, the instruction might be coupled with the skills. Among the aforementioned strategies, some have been applied practice.[29]

J.   The Use of Advertisement in teaching

To ensure that all the five strategies are helpful more or less in the instruction of teaching vocabulary, the plan of the study aims at sensitizing the learners through each strategy. The sample chosen for the implementation is a large mixed group of intermediate students. To examine the feedback of the strategies, seven exercises have been made. Firstly, a Diagnostic Test has been conducted to analyze the participants' pre-knowledge, so that activities could be designed accordingly and how much exposure to words they needed. While implementing strategies, instructional process has been blended with interesting activities to arouse the interest of even the least active and least interested participant. To examine the effects of the five strategies and activities conducted, a post-test has been administered. Later on, mean and coefficient of correlation has been computed to see whether the effects of implied strategies on teaching and learning vocabulary are positive or negative.

K.   Commercial Advertisement

Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and

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[29] Anisha, M.Phil. (ELT), M.A., B.Ed., Ph.D. Scholar, *Teaching Vocabulary through Newspaper Advertisement*s:An Innovative Experience,   Language in India www.languageinindia.com, V (11) , 11 November 2011.

television ads, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches,, magazines, newspapers, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is commercial advertising.

TV commercials present a number of advantages according to Davis et all :

1. Are short, typically lasting 30 to 50 seconds;

2. Are focused and thematic in content;

3. Can be easily tied to themes of any text to introduce, review, or wrap up lessons;

4. Are easier to select, manipulate and prepare because of their length;

5. Are catchy and designed to be entertaining;

6. Contain both visual, verbal, and written images;

7. Contain authentic content as well as culturally-loaded slices of modern society;

8. Allow learners to see the context of the discourse and the speakers body language as well as other visual aids to comprehension;

9. Outnumber typical listening materials in listening textbooks;

10. Make it possible for students to have exposure to a variety of English;

11. Provide variety of voices, different accents, dialects, and indeed different English thus allowing students to expand the reach of their listening abilities.

Besides that, learners are likely to stay on task longer and see a clear start and finish to the activity because of the concise goal and brief length of commercials. Also, the visual clues of a TV advertisement provide scaffolding for students to assist them to understand the linguistic meanings in the commercial. Teachers can use the original intent of the commercial and the cultural elements contained in them to teach critical thinking and explore cultural aspects.

Video-based methodologies are certainly not an innovative conception in the foreign language classroom. They are often considered an alternative or substitute to traditional media used in listening comprehension activities such as tapes and CDs Authors such as Medina and Weyers claim that the cognitive support provided by video may help second language learners acquire grammar and vocabulary, improve spelling and develop the linguistic skills of reading, writing, speaking and listening. With the worldwide dissemination of Web 2.0 tools such as the video sharing service YouTube, the accessibility of short video clips, advertisements or film excerpts has become very straightforward. Among the innumerable amounts of teaching materials found in this online resource, one particular type that was chosen to be the focus of this workshop is the standard television commercial. I intend to show that these short authentic examples of everyday English used by everyday people offer language

teachers a tool to teach not only language, but also culture and critical thinking.[30] The participants will be asked not only to take part in the activities provided, but also to share ideas about other ways of using TV commercials in their classes.

Considerations for Choosing Videos for Teaching Vocabualary

1.Discussion and analysis of the new information are important, so choose a video that provides open questions or that gives you useful material for discussion, and incorporate these discussions in your lesson plan after the video session.

2.Organized and categorized information provides for more effective learning, so choose videos that are well organized, with a solid and easy to follow structure, unless you are working with feature films. Structure is especially important if you choose videos with topics that are new or not very familiar for the students. It may be easier to evaluate videos with regards to how well they are organized if they are available with additional supplementary materials such as closed-captions, subtitles, or a script.

   We can add several more important factors for choosing videos, some of which we have already touched upon earlier in the paper.

1.Videos with mixed presentation that cover several different related topics and target areas are more effective than those that focus on single learning items,

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[30]Tuzi, f.; mori, k. Young, *A. Using TV Commercials in ESL/EFL Classes. The Internet TESL Journal.* (Online) URL : <http://iteslj.org/Techniques/Tuzi-TVCommercials.html> (Accessed on: April , 2nd 2015).

because learners usually respond better to mixed presentation . Such videos also allow learners to create more semantic connections and to widen the neural network. Therefore it is better to choose a video that has several themes and multiple learning points to stimulate the natural meaning-making process.

2.Evoking emotions is another important aspect for learning and recall, as we have discussed earlier. When choosing videos you should select those that are guaranteed to evoke an emotional response in your students. Relevancy is one way to do that as we discussed earlier. You could also introduce new interesting topics as well as those that are meant to stir emotions, such as stories about innovation. While feature films work great in this respect, many documentaries can evoke emotions as well.

3.The difficulty level of your videos has to be selected carefully to ensure that your students are learning new material and can work with this material with your guidance, but that the material is not so difficult that it is impossible for the students to learn. This learning difficulty level was coined by Vygotsky as the zone of proximal development, and it encompasses the study area that gives the students sufficient challenge but is not so challenging that students give up. You will have to determinethe zone of proximal development for your class, and then choose your videos accordingly.

Finally, using videos with lesson planning materials such as handouts, scripts, and vocabulary lists already included in the set would give you more time to do high level lesson and curriculum planning. Therefore when searching for videos you may consider what additional resources they come with.

L.   Teaching Procedure

Based on Tuzi, et all, I suggest three steps for teachers to browse YouTube and try to find and choose TV commercials for language learning purposes:

1. they can set the objectives first, and then, using those objectives, proceed searching for the appropriate TV commercial by using key words;

2. they can also create general objectives as a guide while browsing TV commercials, and later, expand the options as they find adverts that seem to fit those objectives;

3. they can collect TV commercials that are suitable for the lesson and finish theprocess by devising objectives and materials.

After this initial stage, teachers can start developing activities that generally involve them following sequence:

1. pre-viewing activities - devised to foster learners" curiosity/interest, set the stage, review, anticipate and pre-teach key words/themes used in the commercial, and focus attention;

2.viewing activities – devised to support comprehension, to engage learners in the task and help them interact actively with the commercial;

3.post-viewing activities – devised to assure adequate comprehension, create a foundation for extension activities such as the linguistic components and the cultural values in the commercial and practice critical thinking skills by examining the commercial critically.

In this research, the writer taught the students advertisement media. The media integrated in the material. The students have had much information to compose or understand a material better than without using advertisement media. In relation, the students are expected to learn more vocabulary.

In the implementation of commercial break, the students asked to describe something like in the commercial break, the students asked explain about message of song lyric related to commercial break. Before they started to compose, the teacher taught about material by using a commercial break / advertisement video. Teacher explained the material with the commercial break as the media. This implementation repeated several meeting until the post-test is conducted.

M.   Principles Advertising in the Teaching

1.Attention: Gain the reader's attention through photos (often of people or faces), headings, colors or animation (in the case of online magazines or E-zines)

2. Interest: Maintain the interest of the reader by making a promise, continuing a colorful theme, providing information about a product or service or using greater detail to make a reader want to continue reading

3. Desire: Help the reader decide they desire the product, often by making a link between the reader and the people or group shown in the advertisement.

4.Action: The most important part of the advertising message -- prompt an action from the reader.