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INVESTIGATING EFL LEARNERS' ABILITY IN ANALYZING SEMANTIC OF ADVERTISEMENT TAGLINES: A LINGUISTIC ANALYSIS AT STIBA PERSADA BUNDA PEKANBARU

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Abstract

In this digital era, it is good to investigate the semantic in advertisements as media in learning linguistics since the learners are familiar to look at some advertisements. In this research, the researchers wanted to investigate the learners' ability in semantic of advertisements. This research aims at investigating EFL learners' understanding in analyzing semantic of taglines in advertisements. In this research, the researchers used qualitative method explained descriptively. In collecting data, learners were asked to analyze 3 different taglines of advertisements. In analyzing data, the researchers counted the score into range given at STIBA Persada Bunda Pekanbaru. The result showed that most of the learners are in good level, since only a few learners are in fairly good. It means that the learners are more easily to get semantic meaning of taglines of advertisements. Findings of the research that had been analyzed by the learners were divided into two things. First, it was easy for the learners to analyze since the advertisements are familiar to see by the learners. Second, only a few learners are difficult to understand the semantic of taglines of advertisements since the learners are dislike and rarely watching advertisement in television or other media.

Keywords: *tagline of advertisements, semantic analysis, connotative and denotative meaning*

1. INTRODUCTION

1.1 Background of the Research

Most of the learners are familiar with the gadget. It could be called nowadays as digital era. In the digital era, the advertisements become familiar to watch by the learners. In the advertisements, there is tagline that becomes important part of the advertisement. The taglines used by the advertisements have the semantic meaning. The learners are learning about linguistics matters, so the researchers wanted to examine the learner's ability in semantic understanding of taglines of the advertisement. By gaining the knowledge of the taglines of the advertisements, the learners tried to think the semantics meaning of the taglines. The meaning of the taglines used by certain advertisement that the researchers focused is about the denotative and connotative meaning. In short, it is to measure the learners' competence in analyzing denotative and connotative meaning of the taglines used by the advertisements. Based on the explanation above, the researchers tried to examine the semantic understanding taglines of advertisements at STIBA Persada Bunda Pekanbaru.

1.2 Formulation of the Problem

Based on the background of this research, the formulation of the research is formulated as:
1. How is EFL learners' ability in analyzing the semantic of advertisement taglines?
2. How is EFL learners' understanding in denotative and connotative meaning of advertisement taglines?

.3   Limitation of the Research

This research was limited into 3 advertisement taglines analyzed by the learners. The analysis of the meaning just focused on denotative and connotative meaning. It was a linguistic analysis at STIBA Persada Bunda Pekanbaru

1.4 The Objective of the Research

The objective of this research is to investigate EFL learners' ability in analyzing the semantic of advertisement taglines. It is also to analyze their understanding in denotative and connotative meaning of advertisement taglines.

1.5 The Needs of the Research

The needs to conduct the research in investigating EFL learners' ability in analyzing the semantic of advertisement taglines are:
1.   as the information for the lecturer about EFL learners' ability in analyzing the semantic of advertisement taglines.
2.   as the information about the learners understanding in analyzing denotative and connotative meaning of advertisement taglines
3.   as the information for the following researchers in conducting the research about analyzing of advertisement taglines.

2. RELATED FINDINGS AND THEORIES

2.1 Related Findings

The researcher explained about several related findings about advertisements as could be seen in the following. First, the previous research was done by Emodi in 2011. The title of the research was "A Semantic Analysis of the Language of Advertising". This research was about the analysis of the language features of a corpus of over 20 English advertisements. From all the advertisements, the semantic features of the language based from 20 advertisements were summarized and conclusions of effectiveness of the advertisements. The research focused on the linguistic study in English advertisement based from the semantic point. Result showed that the advertisements to achieve their persuasive end by using several points. They are as like first: connotative meaning of words, second: adjectives, coined words, third: mis-pelt words, fourth: repetition, fifth: metaphoric use of words, sixth: punning, non-existing words, seventh: ambiguous statements.

Second, the previous research was done by Abdi and Irandoust in 2013. The title of the research was "The Importance of Advertising Slogans and Their Proper Designing in Brand Equity". The aim of the paper was to analyze the importance of advertising slogan in trading. The result showed that firts, a brand name usually doesn't have more than two words; second, it cannot be interpreted literally. The powerful image can be formed by brand identity elements with the passage of the time, also through brand association. However, these brand identity elements are limited to provoking image of a product. Also they don't have the ability to give information in greater about it. Advertising slogans is one of identity components. It can perform a key role in making brands that affects customer's mind. These advertising slogans are the important point to change component of brand identity. For example it can change the logos through which brand identity modified as the environmental change.

Third, the previous research was done by Noor et al. in 2015. The title of the research was "The Language of TV Commercials' Slogans: A Semantic Analysis". The aim of this study was at analyzing

meaning of words in selected commercials' slogans. The method of this research was qualitative-descriptive research. It focused on the semantic property of the TV commercials' slogans.

The research used Leech's theory about associative meaning with its sub-types. It is about the associations of the words existed in the selected commercials' slogans based on the mentioned theory of meaning. The associative meaning coild be known as connotative meaning. In short, it is as the evident or fact that the language used in selected TV commercials'slogans has been found very rich in its semantic meaning.

Fourth, the previous research was done by Sumilat in 2015. The title of the research was "Makna Slogan dalam Iklan Elektronik Berbahasa Inggris pada Majalah Berbahasa Indonesia". In other word, the title was about the meaning of slogan of English advertisement of the found in the Indonesian magazine. The aim of this research was at identifying the types of meaning. The data were collected from several Indonesian magazines and in analyzing data, and used theory from Leech (1974) about two types of meaning. The two types of meaning are conceptual (denotative) and associative meaning divided into six sub-types: connotative, social, affective, collocated, reflective, and thematic. The result of the research shows that the types of meaning of the sentence in the slogans contain conceptual (denotative) and associative meaning. The associative meaning includes connotative and affective meaning.

2.2 Related Theory
2.2.1. Semantics

Some experts talk about semantics. Saeed, 2016: 6 said that semantics is the study of meaning communicated by using language. It begins with a basic opinion: that a person has ability in linguistic knowledge. One of the insights of linguistics in modern era is that every speaker of a language has different knowledge types of linguistic competence, for example how to pronounce words, construct sentences, and the meaning of individual word and sentences. In addition to, O'Grady (2016: 181) said that semantics learns about the study of meaning in human language. Then, Chierchia (1990: 1) also defines semantics as the branch of linguistics that is devoted to the investigation of linguistic meaning, the interpretation of expressions used in a communication. Many of the concepts and analytical techniques have their basic logic and the philosophy of language. It is applied the concepts and the techniques to the study of human languages.

2.2.2. Denotative

According to Leech (1969:59) says conceptual meaning or denotative meaning is the meaning emphasize and base on its definition. Emodi (2011:318), denotative meaning is the literal or common meaning consisted in dictionary. The denotations will be the same for people who use the certain dictionary. Griffiths (2006: 1) also defines denotation for labeling the relationship between meaningful items of language used and aspects of the world – reality or imagination – that speakers talk and write about.

Riemer (2010: 25-27) says that "The denotation would be to stress the role of the referent as the main component of the meaning of a language". For example in Sydney, *'the bridge'* means the Harbor Bridge. The meaning of 'bridge', the speaker seems to get the actual meaning of Harbor Bridge itself. Also, Cruse, 2006: 45 said that the denotation in a linguistic term is that aspect of its meaning involved in its potential for use in making true condition or statements about the world. Another example, the word *dog,* it can use for referring to certain things but not others.

Chierchia, 1990 49-50 says that term *denotation, reference*, and *semantic value* to address some other expression denotes. The name appeared in the statements actually is related to a real meaning. For example, noun phrases (NPs) besides proper names takes to derive their significance meaning from their reference. For example, in (1) a. *It is a pencil*. b. *This is yellow*. c. *The tallest man in the world lives in Los Angeles*. For all examples, the utterances are denotative meaning.

2.2.3. Connotative

Leech 1969 said that connotative meaning is a part of associative concept. Associative meaning has invisible meaning or unwritten meaning of the conceptual meaning. Connotative meaning defines as the communicative value of utterance, more than the conceptual meaning. Kreidler, 2002: 45 says about connotation refers to the personal aspect of meaning, the emotional associations of the word use. Cruse, 2006:33 says about connotative more technical use that refers to not truth conditional aspects of meaning. Noor et al 2015: 8 says that this kind of meaning is beyond the conceptual/denotative meaning of words. It is attached to the dictionary meaning of words based on Oxford Dictionary. Connotative meaning is very commonly interpreted meaning due to its nature. It is associated to attributive words to their literal meaning. Connotative is the evaluative, inferred meaning and words have different connotations for different people (Emodi, 2011: 318).

2.2.4. The Importance of Slogan or Taglines of Advertising

Pike says 2004 that the purpose of a brand is to construct distinctive and memorable identity in the market place. It represents a source of value. Slogans are commonly used by destinations, which is an indication of the important consideration. According to Kohli et al. in Abdi and Irandoust. (2013: 66-67), there are some basic principles in designing effective advertising slogans. First basic is to broaden your horizon. This strategy is to identify the position of your "thinking". Second basic, each slogan is a tool for positioning a brand. The slogan should make the brand in a right position. Third basic is yoking the brand with slogan. It is the degree of incorrect slogans' recalling. Fourth basic is to repeat the advertising slogan. It a majority of advertising campaigns include a variety of advertisements over a period. Fifth is employing jingles. It builds the positive effect by using jingles in improving the memorability of slogan of advertisement. Sixth basic is to use advertising slogans from the start of your business. It is the basic elements of brand identity.

3. METHOD

3.1 Research Design

The researchers used descriptive qualitative design in order to find EFL learners' ability in analyzing the semantic of advertisement taglines, especially denotative and connotative meaning. Gay (2011: 214) stated that the descriptive research in collecting data is to test or to answer question concerning the status of the subject. In this research, the researchers analyzed then explained it descriptively.

3.2 Population and Sample

The population of this research was the fifth semester learners of STIBA Persada Bunda Pekanbaru in academic year 2017/2018. The population of this research was the sample of this research since the number of the learners below 100 persons. The number of the learners was 10 persons.

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According to Arikunto (2010:112) stated, if the population is less than 100 persons, the sample will be all population number.

3.3. Data Collection Technique

In this research, the researchers collected data by asking the learners to analyze taglines of advertisements. There were from advertisements of 3 groups of product. Each group of product consisted of 2 taglines. The taglines in this research were taken from Sumilat 2016. The taglines chose by denotative meaning and connotative meaning of them.

3.4 Data Analysis Technique

After the data collected, the researchers scored and analyzed the result of the learners' tasks by using these procedures. First, the researchers checked the error made by learner individually for denotative and connotative. Second, the researchers counted as a whole part of the learners' tasks. Then, the result could be seen clearly by each part of denotative and connotative. After calculating the learners score, the researchers categorized the learners' ability in analyzing the semantic of advertisement taglines by using the certain range score and classification. The range score and classification used in this research were from Persada Bunda Pekanbaru that could be seen in the following.

Table 2.1 Table Scoring for Learners' Task

No.	Range	Category
1	80-100	Very Good
2	65-79	Good
3	55-64	Fairly Good
4	<55	Poor

(Source: Taken from STIBA Persada Bunda)

4. FINDINGS AND DISCUSSION

4.1 Findings

After collecting the data, it was found that the ability of fifth semester learners of STIBA Persada Bunda Pekanbaru in analyzing the semantic of advertisement taglines was in "good" level. Since sum of total correct all items divided into total correct got by learners were 75 (mean score), so, it could be categorized into "good" level. It can be shown in the following Table.

Table 4.1 The Calculation of Mean Score and Level of Ability

No.	Score of Each Learner	Category
1	58,33	Fairly Good
2	66,67	Good
3	66,67	Good
4	66,67	Good
5	75	Good
6	75	Good
7	75	Good
8	83,33	Very Good

9	83,33		Very Good
10	100		Very Good
	Mean Score	75	=	"Good" level

From the list of each score got by learners, the calculation of each score showed that the dominant category got by the learners was in "good" level of category. However, there only some learners got "very good" level and only a learner got " fairly good" level. To see the distribution of learners' ability in analyzing semantic of advertisement taglines, it could be seen from the Figure below.
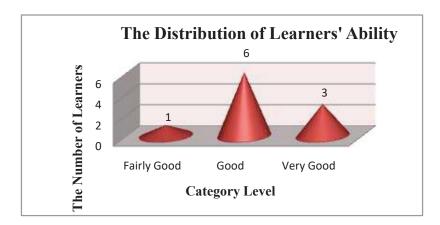

Figure 4.1 The Distribution of Learners' Ability

From Figure above, it could be seen that the learners' ability were divided into three categories. They were "fairly good", "good", and "very good" level of ability. Most learners in analyzing semantic of advertisement taglines were in "good" level about 6 of 10 learners. There were some learners got "very good" level about 3 of 10 learners in analyzing semantic of advertisement taglines. However, only one learner got "fairly good" level in analyzing semantic of advertisement taglines.

4.2. Discussion

In analyzing the data, the researchers counted the number of error made by learners. After that, the researchers investigated the analysis of learners done by the learners based from the questions given. The researchers investigated the denotative and connotative of the semantic of taglines advertisements. Then the discussion of the analysis done by the learners was explained in the following paragraph.

These were the taglines used in analyzing semantic of tagline advertisements. The short linguistic analysis of taglines used in this research can be seen in the explanation below.

1. First, this tagline is from printer product of advertisement. The tagline is "*Efficient & High Performance for Color Printing*". From the tagline, it is conceptual meaning or denotative meaning because it is based from the word existed in the product. The word meaning has the real meaning of it.
2. Second, this tagline is also from printer product of advertisement. The tagline is "*Imagine, Optimize Your Achievement without over Time Everyday*". From the tagline, it is connotative meaning because the word "your achievement" and "over time" do not bring the real meaning. It has connotative meaning.

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3. Third, this tagline is from camera product of advertisement. The tagline is "*Move into a New World*". From the tagline, it is connotative because the words "move" and "new world" do not have the real meaning of the real world. The word "move" in this tagline should have meaning about moving to the new position. However, the word "new world" in this tagline has meaning as changing to a better condition not a to a new world. It is connotative meaning.

4. Fourth, this tagline is also from camera product of advertisement. The tagline is "*I Am Reaching for the Sky*". From the tagline, it is connotative meaning because the words "reaching" and "the sky "do not have real meaning of those words. It is impossible a person can reach the sky. It bears another meaning of the tagline.

5. Fifth, this tagline is from laptop product of advertisement. The tagline is "*Have a Colorful Holiday!*" From the tagline, it is connotative meaning because it is based from the word existed in the product.

6. Sixth, this tagline is from laptop product of advertisement. The tagline is "*Rip Your Music on the Go!*". From the tagline, it is connotative meaning because it is based from the word "go" that do not has the real meaning.

From the six taglines above, the learners only could answer the denotative or connotative without giving the right explanation as the semantics analysis. In short, the learners could not analyze the reason why it was denotative or connotative meaning. For the clear investigated of the answer and the reason from the learners' analysis of semantic of tagline advertisements, it could be seen in the Table below.

Table 4.2 The Investigation of Learners Analysis

No.	Tagline Number											
	1		2		3		4		5		6	
	A*	R*	A*	R*	A*	R*	A*	R*	A*	R*	A*	R*
1	√	√	-	-	√	-	√	√	√	-	√	-
2	√	-	√	-	√	√	√	√	√	-	√	-
3	√	√	√	-	√	-	√	√	√	-	√	-
4	√	√	√	-	√	√	√	-	√	√	√	-
5	√	-	√	√	√	-	√	√	√	-	√	√
6	√	-	√	-	√	√	√	√	√	√	√	-
7	√	-	√	√	√	-	√	√	√	-	√	√
8	√	√	√	-	√	√	√	-	√	√	√	√
9	√	√	√	-	√	√	√	-	√	√	√	√
10	√	√	√	√	√	√	√	√	√	√	√	√

Note: *A is Answer; *R is Reason; √ is the correct answer,

In this discussion, the researchers explained about learners' ability in analyzing semantic of tagline advertisements. The taglines were chosen from 3 differences products. The first two taglines were from printer products. The second two taglines were from camera products. The third two taglines were from laptop products. From the Table above, it could be seen that the learners could answer the meaning, whether the denotative or connotative meaning. However, the learners could not give the

correct answer because the learners were complicated to analyze based on the linguistic analysis and because the learners were rarely watching advertisement in media.

The most taglines used in the advertisements have connotative meaning and followed by denotative meaning. It is in line with Emodi in 2011 say that the use of connotative meaning of words existed in the advertisements. Then this is in line with Noor et al 2015 that the underlying mechanisms of meaning making and interpreting processes depend upon various strategies. The strategies could be denotative meaning and connotative meaning used by the copywriters. Also it is in line with Sumilat 2016 that the most dominant meaning of taglines advertisement contain conceptual (denotative) and associative meaning.

5. Conclusion and Suggestion

From the result, it could be concluded that most of the learners are in good level (range 65-79), since only a few learners are in fairly good (range 55-64). It means that the learners are more easily to get semantic meaning of taglines of advertisements. Findings of the research that had been analyzed by the learners were divided into two things. First, the taglines of advertisements that had been analyzed by the learners were easy to analyze since the advertisements are familiar to see by the learners. Second, only a few learners are difficult to understand the semantic of taglines of advertisements since the learners are dislike and rarely watching advertisement in media. It is suggested for the next researcher used the advertisement to analyze another part of semantic analysis.

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