

Students' Communication Skills Development in Advertisement Contents Through A Communicative Language Approach

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ABSTRACT

This study is designed in attempt (1) to develop English learning in advertisement contents through a communicative language approach to develop achievement with an efficiency of 75/75, (2) to compare the students' communication skills development between before learning and after learning, and (3) to compare the students' attitude towards English learning in advertisement contents through a communicative language approach between before learning and after learning. The research tools consisted of 12 lesson plans of advertisement contents, communication assessments for learning English in advertisement contents, and the evaluation of students' attitude towards English learning in advertisement contents through a communicative language approach. The results of this study indicated that (1) the development of English communication skills teaching method had the efficiency of 81.23/82.34, (2) the students' development in communication after using English learning in advertisement contents was higher than before statistically at the .05 level of significance, and (3) most participants' attitude toward English learning in advertisement contents were very satisfied.

Keywords: communication skills, communicative language approach

1. INTRODUCTION

English is taught in regular schools starting from the kindergarten to the secondary level in the Loei Primary Educational Service Area Office 2. Students learn basic English including sounds, consonants, basic vocabulary, and grammar. In addition, teachers sometimes encourage students to learn English by using a variety of activities such as songs and games to develop speaking and listening skills. However, students could not use English for communication in the classroom or real situations.

In Ban Nako school, most students pay more attention on social media. There are Facebook, Instagram, Twitter, and TikTok. In addition, the researcher notices that when students use social media, they are interested in advertisement contents. They can remember slogan of product, how to

use, and where they can buy it. It is very easy for them to understand the advertisement. The researcher also constructs advertisement content learning unit for students to develop their communication skills in the classroom.

For the objectives of this study, there are (1) to develop English learning in advertisement contents through a communicative language approach to develop achievement with an efficiency of 75/75, (2) to compare the students' communication skills development between before learning and after learning, and (3) to compare the students' attitude towards English learning in advertisement contents through a communicative language approach between before learning and after learning.

2. METHODS

2.1 Participants

Denzin and Lincoln (1994) stated that purposive sampling could help the researcher to focus on particular characteristics of the target population. It could save time, money, and effort. In addition, it enables the researcher to select a particular sample based on the purpose of the study and knowledge of the target population. That is to say the researcher can also reach a targeted sample effectively. Based on the purposive sampling technique, the sampling of this study consists of twenty-five students who are in grade 9 at Ban Nako school.

2.2 Measures

In this study, data was collected using the following tools:

1) Communication assessments

Communication assessments could help the researcher understand students' communication competence of each content. In addition, it could look at how an individual interprets and understands the communication of others' words, gestures and facial expressions.

2) Evaluation of students' attitude

The questionnaires were created with the research objectives of the students' attitudes towards English learning in advertisement contents after learning in classroom. It consisted of 5-level of rating scale.

3) Pre – Post Test

The students' English learning achievement before and after using consisted of 30 items by using a multiple choice test.

4) English lesson plans in advertisement contents

The lesson plans were created based on communicative competences and advertisement contents including:

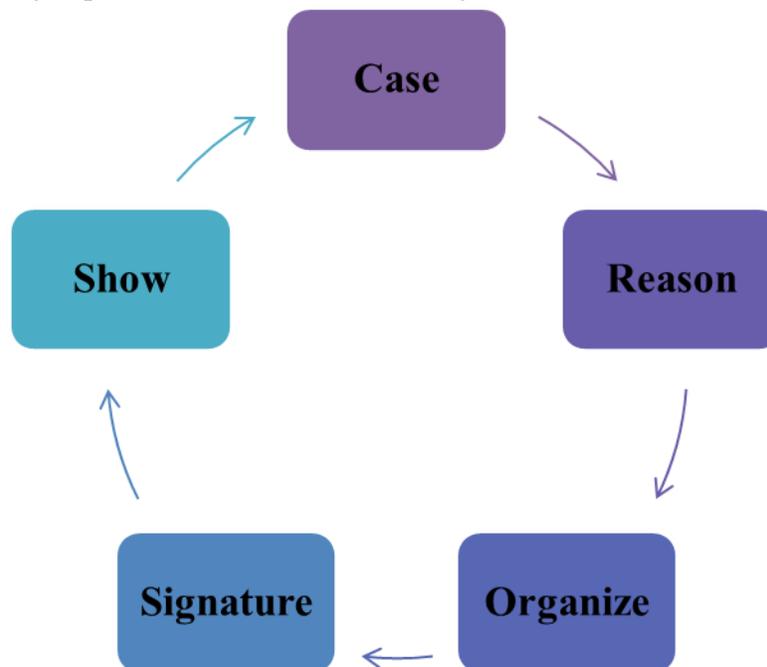
- (1) What is Advertisement
- (2) Persuasion,
- (3) How to create Logo?,
- (4) How to write a good slogan?,
- (5) Making Storyboard, and
- (6) Making advertisement video clip techniques.

There were twelve hours to learn all advertisement contents. After learning the content, students conducted their advertisement video clip. Then they published on their social media such as Facebook, Instagram and TikTok.

2.3 Procedure and design

In this process, the researcher started to review theories and approaches relevant to this study. It consisted of communicative language teaching approach (CLT), problem based learning (PBL), activity based learning (ABL), and cooperative learning. After reviewed literature, the researcher integrated all good teaching step of each technique to create a new teaching step for advertisement content that was CROSS teaching step.

1.1 CROSS teaching steps in Advertisement content diagram



CROSS Teaching Step

Step 1 Case: Students watched the example of advertisement. Then they answered questions based on objectives of each topic in lesson plan.

Step 2 Reason: Students discussed their answer in group with sharing opinion and reasons. Then they summarized advantages and disadvantages in group.

Step 3 Organize: Students summarize contents they had learnt by themselves.

Step 4 Signature: Students completed/created tasks based on their own abilities and interests. This stage may assist pupils in completing the work creatively.

Step 5 Show: Students used social media to share their work.

2.4 Data analysis

After the data were collected, the researcher analysed the quantitative data through the following methods. For the analysis of quantitative data, a computer program called Statistical Package for Social Sciences (SPSS) was used.

1) The mean and standard deviation were used to analyse the outcomes of the lesson plan review.

2) Percentage analysis of the lesson plan's effectiveness in comparison to the 75/75 criteria.

3) Percentage and relative gain scores were used to analyse the effectiveness indicator of learning achievement.

4) The mean and standard deviation of the satisfaction statistics were calculated.

3. DISCUSSION

Based on the results of this study, the researcher found that the development of English communication skills teaching method had the efficiency of 81.26/82.26. According to Tunkham, Donpudsa, and Dornbundit (2016), they stated that it is a good way to investigate out tools for research. It could help the researcher conduct effective tools for collecting data appropriately. Likewise, Denzin and Lincoln (1994) said that tools of the study have to examine by experts before using in authentic situation.

For students' achievement, the students' development in communication after using English learning in advertisement contents was higher than before statistically at the .05 level of significance. It showed that the process of this study are effective. Effective tools, according to Larsen-Freeman (1986), can assist students in achieving their goals. Furthermore, the Ministry of Education (2008) wishes to provide all pupils with an effective learning environment. They supported all teachers to help students in developing all competence. Likewise, Brown (2000) and Hedge (2008) mentioned that students could develop all competences by themselves. Teachers also are facilitator, advisor, and supporter for them to pursuit their goals.

Last, most participants' attitude toward English learning in advertisement contents were very satisfied. It showed the successful of learning process. Ministry of Education (2008) Said that students should learn by doing activities with enjoyable. According to Wood (2012), students should have positive attitude toward English learning. It could help them learn English successfully.

4. CONCLUSION

Using a communicative language education strategy, students were satisfied and enjoyed learning English in advertisement content. They would be more confident in their ability to speak and express themselves in English.

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