

# Rhetoric Technique Implementation to Improve Students' Ability In Designing Storytelling Advertising

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**Abstract.** This study aims to improve the students' copywriting abilities in designing tourism storytelling advertisements that require expertise in playing words in narrative and visual form. This research is based on the urgency of students who lack skills in verbal and written communication so it is important to increase students' ability to understand the art of rhetoric as a tool that can be used to communicate professionally. The four stages of action research were modified to be used as a way for performing this study, namely (1) planning; (2) implementation; (3) observation; and (4) reflection. There were 23 students of English for Business and Professional Communication as the research subject. The result of this study showed that the student's ability to develop storytelling advertisements using rhetoric techniques has increased significantly. The analysis data of test score results got from the range of 80-90 or around 65.21% of students scored in the high category.

**Keywords:** rhetoric technique, storytelling advertisement, students ability.

## 1. Introduction

Every aspect of human life necessitates the use of language as a medium of communication, which includes all verbal and written communication actions, which are visual representations of the systems used by humans to express and transfer messages and information. Language, as a communication tool, has the power to shape public opinion and influence the interlocutor's understanding. The skill and art of speaking are frequently referred to as rhetoric. Rhetoric is defined as "all tools (language) and techniques for correctly and fluently expressing oneself." Rhetoric enables us to communicate at two levels of language: literal language (denotation) and figurative language which is formulated but does not make sense (connotation) [1].

Rhetoric is also known as the art of persuasion through the use of touch and emotion in the use of language to influence the beliefs and understanding of the other person communicating. Even simple things will be difficult to convey if speakers are unable to communicate effectively, resulting in messages not being conveyed properly. Rhetoric teaches speakers how to persuade, it is obvious, for example when rhetoric teaches how to organize discussion systematically, choosing language material appropriate to contain the topic units, and display it in an effective way [2].

Today, rhetoric skills are critical for a student to master to support academic abilities and as a safeguard against industrial world competition. However, research shows that students continue

to be less skilled in using language as a means of communication, both orally and in writing. Based on the learning process observation in the classroom, when students give presentations conveying information and ideas but still lack confidence, choose words that are ineffective in providing answers to audience questions, repeat sentences, or simply read text notes without interpreting them in their sentences. The lack of student creativity in rhetoric can also be seen in the writing and scientific work produced, which fails to use systematic and understandable language rules, resulting in ideas that are not being conveyed coherently.

Vocational students, especially in the English for Business and Professional Communication (BISPRO) study program, are expected to be graduates who master the fields of public relations, business communication, and the creative industry. Students learn the main subjects, one of which is English for advertising as a means of developing marketing skills, creative industry, and copywriting skills. To become a copywriter who is proficient in writing and delivering information for the media and able to reach the target audience, of course, mastery of writing techniques, verbal and visual copywriting, and rhetorical skills must be mastered by vocational students when designing an advertisement. Copywriting is about reaching into the hearts and minds of a marketplace by constructing bridges between what you market and what the consumer requires. Each rivet of the bridge is reinforced with powerful propositions that demonstrate how your product or service improves the individuality and aspirations of a market. Once the bridge is built, existing customers and new clients will feel connected, empowered, and energized to fully utilize the options you provide and their rights to enjoy them [3].

Moreover, even though the students have good knowledge they can't communicate their ideas in designing advertising, they have nothing to win the audience's memory and attention. Therefore, learning rhetoric techniques is necessary to improve students' proficiency in choosing and expressing great language styles when designing attractive advertisement slogans. Language style is a way of using language to express ideas. Effective use of styles will make the message clearer, more attractive, and more powerful. Effective persuaders are expected to use language that effectively voices arguments. The use of language must be seriously considered so as not to cause misunderstanding [4].

This study aims to improve students' ability to become dependable copywriters, one of which is in designing advertisements, particularly types of storytelling advertisements, in learning English for advertising by incorporating the use of English rhetoric techniques as a language art. This study is also expected to be able to analyze rhetorical art as a method that can be used as a medium in improving students' language skills, particularly in English for Business and Professional Communication study programs that require mastery of copywriting skills.

## **2. Research Methods**

This research is classified into action research. Class action research is a method used by educators to improve Education services in class [5]. This method is expected to achieve a positive impact on the students' proficiency [6].

### **2.1 Research Design**

This study was started in recycle and then continued in two cycles, with each cycle consisting of a planning process (preparation instrument), action (application preparation), observation (observation of the use of teaching strategies and observation of student abilities), and reflection

(analyzing data collected and drawing conclusions on whether the cycle will be continued or not considered successful).

## **2.2 Time and Location of The Research**

The research was conducted at the State Polytechnic of Bengkalis. The time in carrying out this study was in the academic year 2022/2023.

## **2.3 The Research Subject and Object**

The subject of this study was the fourth-semester BISPRO students with a total number of 23 students. The object of the research was the implementation of rhetorical techniques in designing storytelling advertisements to increase the student's proficiency in designing advertisements in the English language.

## **2.4 Research Instrument**

The research instrument is the tool used to help researchers collect research data using measurements [7]. In this study, the instrument used was the test result assessment instrument which consists of four components: 1) assessment of figurative speech mastery, 2) assessment of appropriate language in writing advertising slogans, 3) assessment of persuasive rhetorical sharpness in stories in advertisements, and 4) assessment of storytelling video advertisements. The results of the four aspects' evaluations are then combined to produce a value or final result for the storytelling advertisement design project.

## **2.5 Data Analysis Technique**

The data obtained then should be analyzed using qualitative and quantitative techniques. Qualitative technique used to analyze qualitative data. This qualitative data was obtained from non-test data, namely observational data, and documentation. The quantitative technique is used to analyze the quantitative data obtained from the results of the test to develop storytelling advertisements for Cycle I and Cycle II.

# **3. Result and Discussion**

The use of rhetorical techniques in learning English for advertising started from the pre-cycle. The pre-cycle was started by asking the students to do a pre-test to assess their rhetorical abilities in creating sentences, and slogans, and choosing the best words in designing advertisements. The result of the pre-test showed that the average student's score remains low. The next was interviewed by asking several questions to the students. They revealed that they have difficulty in selecting appropriate vocabulary to be used when developing sentences in making advertisements for a product or service. This is due to students' lack of vocabulary mastery and their knowledge about choosing the correct language style. Most students also stated that their ideas are restricted when they have to use creative and persuasive vocabulary. Furthermore, mastery of figurative language, which is one of the tools in the rhetoric used in making advertisements, is still lacking, which is the primary cause of the ineffectiveness of slogans and stories used in advertisements.

The next stage was conducted in cycle I. The use of rhetorical techniques is implemented by providing theory about rhetorical art, rhetorical tools such as hyperbole, bandwagon, loaded word, simile, personification, metaphor, pun, alliteration, rhyme, and so on, and their application in creating advertising copy. To be able to apply rhetoric in the design of advertising scripts,

students must first understand the two core parts of rhetoric, such as those related to Pistis, namely talking about matters related to persuasion issues, because talking about advertising cannot be separated from all things persuasive. While Lexis discusses the issue of systematically structuring speech. Furthermore, theories about storytelling advertisements are provided, as well as knowledge about storytelling structures, such as exposition, complication, climax, reversal, and denouement.

Important aspects of advertisements, such as context, characters, conflict, and creation, must also be explained. Before designing the draft or storytelling advertisement script, each student must master this knowledge. The use of rhetorical techniques in learning is combined with the project-based learning method, in which students not only learn about theory, and do exercises and tests, but must also develop a project in the form of storytelling advertisements with interesting content and rhetoric at the end of the action process.

Furthermore, during the evaluation stage, students are trained and given written tests to assess their rhetorical abilities in designing storytelling advertisements. Students are also assigned the task of writing advertisement scripts, which are then developed into video storytelling.

**Table 1.** Comparison of acquisition value in designing storytelling ads

<b>Interval</b>	<b>Pre-cycle</b>	<b>cycle I</b>	<b>cycle II</b>
Very high (100)	0	2	5
High (80-90)	2	10	15
Fairly high (70-79)	5	9	6
low(65-69)	12	2	2
Very low (less than 65)	4	0	0
<b>Total of students</b>	<b>23</b>	<b>23</b>	<b>23</b>

Based on the data from the table above, the results of measuring the improvement in developing storytelling advertisements for BISPRO students in semester 4 started from the pre-cycle and then continued to cycle I. After the results of cycle I are obtained, the stage then continues to cycle II. During the pre-cycle before the action was given the results of the analysis showed that the students lacked abilities. Cycle I was carried out as an effort to further improve the deficiencies or weaknesses seen in students during the pre-cycle. The results of the descriptive analysis of the ability to design storytelling advertisements using rhetorical techniques in cycle I showed the student's score increased, but not too significantly. Only 2 students (8.6%) got very good scores and the rest got moderate scores (39.13%) and there were still 2 students (8.6%) students who got low scores. This student's ability increased compared to the pre-cycle scores before the action was given.

Moreover, based on the assessment in cycle II the students also obtained an increase in scores, namely from the range of 80-90, or around 65.21% of students scored in the high category. There were 5 students (21.73%) students who scored in the "very high" category. The value is obtained from several aspects of the assessment carried out by measurement. The aspects of the assessment carried out follow the 4 aspects of the student storytelling advertisement design assessment that have been determined previously.

Based on the data which was obtained from the test result, it indicates that there is a great improvement in students' mastery in designing advertisements for BISPRO students in semester

4 from pre-cycle, cycle I to cycle II. This identifies that the application of rhetorical techniques in learning English for Advertising can improve students' skills in designing storytelling advertisements. This can be seen not only from the increased test results but also from the project of making storytelling advertisements which starts with writing good and attractive advertisement scripts and then developing them in the form of storytelling video advertisements that can attract the attention of the audience.

Based on the improvement results described above, it can be concluded that using rhetorical techniques can make BISPRO students interested in copywriting skills and be able to create persuasive creative, and entertaining English ad projects.

With the technique of learning the art of rhetoric, there has been a significant increase in the ability to design storytelling advertisements in English. Thus, the lecturer has automatically succeeded in motivating BISPRO students in semester 4. Designing storytelling advertisements using rhetorical techniques can improve student learning outcomes, this shows that learning rhetorical arts is effectively applied in the learning process, especially in the English for Advertising course.

The results of students' ability tests in designing storytelling advertisements using rhetorical techniques not only increase significantly but also other improvements outside of academic abilities. Such as the ability of BISPRO students to learn attitudes in semester 4 after learning rhetorical techniques in English for Advertising. Students become more creative and skilled in solving problems in the learning process. They become more interested and innovative in developing ideas or ideas as outlined in writing by choosing language material, words, expressions, and advertisement terms, then arranging them into sentences, and then arranging the sentences into interesting talks or topics.

## **4 Conclusion**

Based on the results of the data analysis and discussion, it can be concluded that the use of rhetorical techniques in English for Advertising learning can help semester 4 BISPRO students develop storytelling advertisements. The use of rhetorical techniques in the learning process can help students prepare, organize, and present verbal and nonverbal communication more effectively. Students study the systematic and logical organization of parts of verbal and nonverbal communication and they can adapt to the situations and conditions of the listeners or viewers of the advertisements to be designed. They are also good at presenting the overall presentation of storytelling advertising material with appropriate techniques and styles.

Furthermore, the results of using rhetorical techniques show that students' abilities continue to improve throughout the pre-cycle, cycle I, and cycle II. The improvement in students' abilities can be seen not only in the test results but also in the projects that have been successfully designed, namely advertisement scripts that are written very neatly using coherent and interesting sentences with rhetorical art and then developed into storytelling advertisement videos.

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