

An Analysis of Phrases in Technology Brands Slogan and its Contribution in Teaching English Grammar

Ifan Nur Rizal^{1*}, Listyaning Sumardiyani², Maria Yosephin W.L.³
^{1,2,3} Universitas PGRI Semarang, Semarang, Indonesia
ifannurizal1496@gmail.com^{1*}

Article History:

Submission
April 7th, 2022

Accepted
June 24th, 2022

Published
July 31st, 2022

ABSTRACT

A phrase is a group of words that serves as a unit of a sentence. There are several types of phrases namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. A phrase used in an advertisements and promotional activities such slogans. Every commercial product makes a slogan to attract the attention of target market. This study is a content analysis which aimed at analyzing kind of phrases in syntax categories that found in English technology brand slogans and its contribution in teaching English grammar. The method used in this study was qualitative descriptive to investigate and describe kind of phrase in 40 technology brand slogans and clarify the contribution of the analysis to teaching English grammar. In collecting the data, researcher used note taking. The result shown that researcher find some phrases form. The analysis was recommended by the researcher as a teaching media since its accordance with the English teaching syllable.

Keywords: Phrase; Teaching English Grammar; Slogan; Advertisement; Technology Brand

INTRODUCTION

One of the most difficult aspects of language teaching is teaching grammar. Context grammar plays a crucial role in good learning. Grammatical will be more motivating for students if it is taught in context since students will be able to see how the new grammar structures work. When grammar rules are presented in context, they are simpler to remember, and teaching grammar in context ensures accuracy in the target language. Forming phrases and clauses skills are needed in the use of language. Particularly in English, the language structure is arranged in grammar and syntax. Syntax is made up of phrases, clauses, and sentences. The study's focus is on phrases, which are collections of words that serve as sentence components. Noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases are all examples of phrases. The expressions described above are utilized in both written and spoken social interactions. However, other applications are more valuable and have a significant impact on daily life. Especially in the employment of phrases in a commercial or promotional activity. Advertising plays an important role in a product. Some products promote through several media such as television, radio, the internet, and social media. The study of Domingo and Aguillon (2021) found that students perceive social media as contributory and effective applications for the enhancement of language skills due to the media's accessibility and Universality. Advertisement can be text, images, and videos. Advertising is currently the most effective promotional tool. The purpose of advertising is to increase the knowledge of the

community to know a product offered. An advertisement also contains a slogan. Slogan has an important role in marketing world. People can find out about the product that customers expect to be interested in a product advertisement through a slogan. Advertisement has different slogans from one product to another. This Study focused on technology brand slogans which spreading along with the massive growth of technology brands in the industry. Therefore, technology brands slogan is easy to find in advertisements. The contribution of analyzing phrases in technology brands slogan facilitate learners to study grammar in contextual.

Considering the background of the study, this study aimed to find out kind of phrases in syntax categories that found in technology brands slogan, the most often used phrases in technology brand slogans and aims to find the contribution of technology brand slogans phrase analysis in Teaching English Grammar.

LITERATURE REVIEW

The researcher found previous studies which were arranged related to technology brand slogans. A study was written by (Christianto, 2021) The goal of this study is to identify lexical features in English advertisement slogans during prime time, as well as to determine what drives the employment of dominating lexical features in English advertisement taglines during prime time. Another study looked at syntactic categories, syntactic structure, and the explanation of speech activity in commercial product slogan advertisements. (Rina, 2011) The following findings are covered in this investigation: Modified structure, Prediction Structure, Complementation Structure, and Coordination Structure are the four major syntactic constructions employed on slogan. The types of syntactic categories employed on slogans were Noun Phrase, Verb Phrase, Adjective Phrase, Prepositional Phrase, Simple Sentence, Compound Sentence, Complex Sentences, Declarative Sentences, Interrogative Sentences, and Imperative Sentences, according to this study.

In the relation with teaching grammar the researcher also found a study written by (Ilyosov, 2021). The article outlines whether educators should teach grammar in context and provides a number of examples in the form of sample lessons. The researcher exhibits his own model of grammar education after outlining several approaches and methods in greater detail and quickly presenting other essential factors in this respect. This study has differed from the previous studies because this study not only focused in types of phrase in slogan technology brands but also its contribution in Teaching English Grammar.

GRAMMAR AND TEACHING ENGLISH GRAMMAR

According to (Ilyosov, 2021), Grammar is a description of the rules for constructing sentences, as well as an explanation of the meanings conveyed by the form of those sentences. (Ilyosov, 2021) also states, Grammar is a set of arrangements and forms that are arranged by certain pragmatic considerations. Grammar refers to the structure of language and the way in which linguistic units such as words and phrases combines to produce sentences in the language (Richards & Schmidt, 2013). Grammar, can be defined as the science that determines the rules of a language examining its sound, form and sentence structure (Demir & Erdogan, 2018).

Grammar instruction involves word attack skills, which provide language knowledge, as well as supporting, explanatory, and organizer teaching strategies. Teaching grammar is not a field that gives theoretical information or does not aim to teach students certain definitions and rules. By this point of view rules of a language must be taught co-co-ordinately with other learning domains and provide integrity among learning domains. (Demir & Erdogan, 2018). English grammar is considered an essential guide for learning English effectively. English grammar also plays an essential role in developing one's language knowledge and social skills in context (Lin et al., 2020). Grammar is considered the basis of a series of language skills:

listening, speaking, reading, and writing. Therefore, grammar is an essential component in teaching English (Widodo, 2006). There are English grammar structures in an English teaching syllable. The term syllabus is used to refer to a product curriculum development in the form of further elaboration of the standard basic competencies and competencies to be achieved, and the main points and descriptions of the material that students need to learn. (Sagala, 2013).

THE FORMATION OF PHRASES

The part of linguistics that deals with how words are put together into sentences is called syntax (Silalahi, 2016). There are important parts of the syntax that are phrases, clauses, and sentences. A phrase is a group of words that serves as a unit of a sentence. There are several types of phrases namely noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase.

The name of a place, quality, or item is defined as a noun. A noun is a word used for naming a thing (table, book, radio), a person (John, Diana, La Mappa), a place (Makassar, Bali, London), and an idea (happiness, freedom, beauty). Noun phrase is the structure of the head and its modifiers (Kusuma, 2013). A noun phrase may consist of determiner which has functions as the modifiers and a noun which is the head groups, e.g., a man, the students, his book, their father, one book, many students, that book (Junaid, 2018). However, other words can modify the headword in a noun phrase.

Verbs generally refer to action; events and process e.g. give, happen, become (Anggraeni, 2019). According to (Alwi, 2017) verb phrase is a language that is formed by two words or more where noun as a headword but this is not clause. Verb phrase consists of headword and modifier as a complement of its phrase (Kaffah et al., 2015). A verb phrase is a set of words in which the headword is a verb.

According to (Akhtar, 2017), English has 60 to 70 prepositions that is a higher number. over 90 percent of prepositions usage is estimated to involve nine most frequently used prepositions: (with, to, from, at, in, of, by, for and on). Prepositions are called group of words or merely words which become apparent either before (noun phrase or indicate syntactic associations (Matthews, 2014). (Agoi, 2003) verified that prepositions are used to explain the link of noun or noun equivalents which it governs. (Akhtar, 2017) stated, prepositions which begin grammatical structures often called prepositional phrases which always begin with a preposition and end with a noun or a pronoun which is the preposition's object. Prepositional phrase can be meant to combine two elements, "preposition" and "phrase." In prepositional phrases, prepositional relation between a noun and a verb. (Juliarta, 2021).

Adjective phrase is group of words which the main word is adjective (Djamdjuri, 2014). On the other hand, adjective phrase is rather difficult to find because the nouns and pronouns which that they modify are usually dominant in a sentence (Zerkina et al., 2016). Adjective phrases are adjectives or adjective substitutes. In a good Adjective phrase category there are single adjectives in general such as short, long, and, dark. For example, the skin is dark. (Ompusunggu, 2016) stated, an adjective phrase is any phrase that modifies a noun or pronoun. Someone often construct adjective phrases using participles or prepositions together with their objects.

ADVERTISEMENT AND SLOGAN

The term advertisement is interpreted as the structured and organized non-personal communication of information, Advertising is paid content and usually its naturally persuasive, about products (goods, services & ideas) by identified sponsors through various media (Bogdan, 2014). According to (Singh, 2018) Advertisements, whether paid or not, are a non-personal distribution and promotional channel for paid products or services. Advertising can

be defined as the art of telling the public about a product that has a price tag. According to the preceding definition, advertising is a method of communication that includes a presentation of a company's promotion of ideas, products, and services.

Slogan can also be said to be a motto or short word used in political, commercial, and religious matters as a memorable statement of an idea or purpose. (Roux & Van der WALDT, 2014). A slogan is a useful phrase for visual advertising that states the character and benefits of its product. Slogan is a short advertising statement, in any syntactic form (i.e. a phrase or a short sentence), that communicates the identity, image and merit of an organization, company or product to its target audience (Huadhom & Trakulkasemsuk, 2017).

METHODOLOGY

The researcher used the descriptive qualitative method to investigate and describe the type of phrase in technology brands slogan and describe the contribution of technology brands slogan phrase analysis in Teaching English Grammar. According to (Moleong, 2017), Understanding the events that occur in a research subject is how qualitative research is carried out. It's also known as written research or the arrangement of learning framework forms that serve as the final result. The data of this research are written text in a picture of technology brands slogan that can be found in the internet. The total number of slogans investigated in this research is 40, which consist of four categories; those are Gadget, Software Applications, Automotive, and Electronic. Researcher also used the topic of grammar learning materials about phrases in the 2013 curriculum syllabus. In order to get more effective and efficient ways in collecting the data of type of phrase used in the advertisement on the internet, the researcher used note taking as instrument. The researcher collected and selected the data by searching the technology brands slogan on the leaflets, brochures, and other slogan pictures that related to the subject of the study that can be found in the internet.

The data of this research are taken by a slogan on the picture of technology brands that can be found in the internet. In collecting the data, there are several steps.

1. The researcher browses the English technology brands slogan in the internet.
2. The researcher collected the English technology brands slogan in the internet.
3. Researcher categorize the slogan into Gadget, Software Applications, Automotive, and Electronic.
4. Researcher identify the phrase and types of phrase in each technology brands slogan.
5. Researcher reviews the 2013 curriculum syllabus about phrase in grammar and define the appropriateness between analysing phrases of technology brands slogan as a media of English Teaching Grammar.

After collecting the data from the technology brands slogan in the internet, the researcher did several steps to analyze the data. Firstly, the researcher categorized the data in relation with the type of phrase. Secondly, researcher interpreted then describes the data from each category. Thirdly, researcher analyze kind of phrases in syntax categories that found in technology brands slogan, the most often used phrases in technology brand slogans. Fourth, researcher reviews the 2013 curriculum syllable to find the contribution of technology brand slogans phrase analysis in Teaching English Grammar.

FINDINGS AND DISCUSSION

As the result of the analysis, the presentation of the findings is based on the procedure of data analysis. The presentation covers types of phrase, the frequencies of occurrence types of phrase, and its contribution to the teaching English grammar.

TYPE OF PHRASES FOUND IN ENGLISH TECHNOLOGY BRAND SLOGAN

NOUN PHRASE (NP)

TABLE 1. Noun phrase analysis in technology brand slogans

Adjective + Noun Phrase	<u>Smart</u> + <u>life for everyone</u> Adj. NP
Noun + Prepositional Phrase	<u>Design</u> + <u>for human</u> N PP
	<u>Way</u> + <u>of life</u> N PP
	<u>Parts</u> + <u>of your life</u> N PP
	<u>Value</u> + <u>from innovation</u> N PP
	<u>Ideas</u> + <u>for life</u> N PP
Adverb + Noun Phrase	<u>Clearly</u> + <u>your expression</u> Adv NP
Adverb + Noun	<u>Speedy</u> + <u>Operation</u> Adv N
Determiner + Noun + Prepositional Phrase	<u>The</u> + <u>power</u> + <u>of dreams</u> Det Adv N
Determiner + Noun	<u>Your</u> + <u>Excitement</u> Det N
	<u>The</u> + <u>internet superstore</u> Det N
Determiner + Noun Phrase	<u>Your</u> + <u>lifestyle superapp</u> Det NP
Adjective Phrase + Noun	<u>Finest affordable</u> + <u>accommodation</u> AP N
Noun + Verb Phrase	<u>Innovation</u> + <u>that excites</u> N VP
Adjective + Noun	<u>Sharp</u> + <u>minds</u> Adj N
	<u>Sharp</u> + <u>products</u> Adj N
Noun + Adverb	<u>Intel</u> + <u>inside</u> N Adverb

VERB PHRASE

TABLE 2. Verb phrase analysis in technology brand slogans

Verb + Noun	<u>Connecting</u> + <u>People</u> V N
	<u>Make</u> + <u>Believe</u> V N
	<u>Keep</u> + <u>everything</u> V N
	<u>Share</u> + <u>anything</u> V N
	<u>Broadcast</u> + <u>yourself</u> V N
Verb + Prepositional Phrase	<u>Say hello</u> + <u>to the future</u> V PP
	<u>Dare</u> + <u>to leap</u> V PP
	<u>Rise</u> + <u>to power</u> V PP

	<u>Drive</u> + <u>for a better life</u> V PP
	<u>Explore</u> + <u>beyond limits</u> V PP
	<u>Connect</u> + <u>to opportunity</u> V PP
Verb + Noun Phrase	<u>Feel</u> + <u>the power</u> V NP
	<u>Drive</u> + <u>your ambition</u> V NP
	<u>Drive</u> + <u>your way</u> V NP
	<u>Drive</u> + <u>unlimited way</u> V NP
	<u>Make</u> + <u>yourself at home</u> V NP
	<u>Exceed</u> + <u>your vision</u> V NP
	<u>Make</u> + <u>joy happen</u> V NP
	<u>Live</u> + <u>your music</u> V NP
Verb + Adjective	<u>Go</u> + <u>further</u> V Adj
	<u>Think</u> + <u>different</u> V Adj

ADJECTIVE PHRASE

TABLE 3. Adjective phrase analysis in technology brand slogans

Adjective + Conjunction + Adjective	<u>Bigger</u> + <u>than</u> + <u>bigger</u> Adj conj Adj
Adjective + Prepositional Phrase	<u>Confident</u> + <u>in motion</u> Adj PP
	<u>Easy</u> + <u>as Dell</u> Adj PP

PREPOSITIONAL PHRASE

TABLE 4. Prepositional phrase analysis in technology brand slogans

Prepositional + Noun Phrase	<u>At</u> + <u>the heart of the image</u> P NP
-----------------------------	---

FREQUENCIES OF OCCURRENCE TYPE OF PHRASE

TABLE 5. The percentage of occurrence type of phrase

Kinds of Phrase	Number	Percentage
Noun Phrase	16	40%
Verb Phrase	20	50%
Adjective Phrase	3	7.5%
Prepositional Phrase	1	2.5%
Total	40	100%

The table above shows the occurrence phrases. The table shows the distribution of phrase is classified into four kinds, namely noun phrase, verb phrase, adjective phrase and prepositional phrase.

From the percentage analysis, it is found that verb phrase occupying the most frequent used in slogans of commercial product since it is found 50%. The second most frequent pattern found in this study is 40% under kind noun phrase. Next, adjective phrase commonly used 7.5% in slogan of commercial products and the least frequent is prepositional phrase 2.5%.

CONTRIBUTION OF TECHNOLOGY BRAND SLOGANS PHRASE ANALYSIS TO TEACHING ENGLISH GRAMMAR

Researcher found the contribution of technology brand slogans analysis in teaching English Grammar. The researcher found a part of English teaching syllable:

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

Based on Core competencies in the syllable students must understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related causes of phenomena and events, as well as the application of procedural knowledge in a specific field of study according to their talents and interests to solve problems.

Based on the quote from the core competencies in the syllabus above, it can be seen that student achievement covers various aspects. Students must be able to understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge. In this case the researcher underlines the students' curiosity about knowledge, technology, art and culture. Students are able to achieve these competencies when teachers can connect learning materials with those core competencies above. Teachers probably used the analysis type of phrase in technology brand slogans as a teaching media. The researcher also finds this part of English teaching syllable:

TABLE 6. English teaching syllable grade 12

Based Competencies	Learning materials	Learning Activities
Arrange special text in the form of caption text related to pictures/photos/tables/graphs/charts, taking into account social functions, text structure, and linguistic elements, correctly and in context	Language Features: 1. Nominal phrases for things, people, animals, locations, etc. the focus, with or without a, the, this, them, my, them, etc. 2. Verbal phrases related to pictures/photos/tables/graphs in the appropriate tense	Collect several captions from newspapers along with pictures/photos/tables/graphs/charts. In group work: reading to each other, analyzing with tables.

Grammar material on phrases is found in the Senior High School English teaching syllable. Therefore, researcher recommends using the type of phrase in technology brand slogan analysis with the appropriate steps in the learning activities in the syllabus. So that students get a well understanding about type of phrase in detail.

CONCLUSION AND RECOMMENDATION

From the total of 40 data technology brand slogans, there are 16 form Noun phrases, 20 form verb phrases, 3 form adjective phrases, and 1 form of prepositional phrase.

The most frequent used in slogans of technology brand since it is found 50% is verb phrase. The second most frequent pattern found in this study is 40% under kind noun phrase. Next, adjective phrase commonly used 7.5% in slogan of commercial products and the least frequent is prepositional phrase 2.5%.

The contribution of this study in English teaching grammar is to recommend the technology brand slogans as an object to identify the type of phrase and expect the learners master it effectively using this analysis method.

REFERENCES

- Agoi, F. (2003). *Towards effective use of english: A grammar of modern English*. Ibadan: Joytal Printing Press.
- Akhtar, S. (2017). (34) An Analysis of Preposition (Idiomatic Phrases, Prepositional Phrases and Zero Prepositions) Detection Errors in the Writing of Graduate ESL Learners of Pakistan. *An International Peer-Reviewed Journal*, 32(2008), 24–42. www.iiste.org
- Alwi, H. (2017). TATA BAHASA BAKU BAHASA INDONESIA Edisi Keempat. In *Tata Bahasa Baku Bahasa Indonesia edisi keempat*.
- Anggraeni, R. kue tradisional khas. (2019). *STUDENTS' ABILITY TO CONSTRUCT VERB PHRASE IN WRITING ENGLISH SENTENCES* (Vol. 8, Issue 5).
- Bogdan, N. (2014). THEORETICAL FRAMEWORK OF ADVERTISING - SOME INSIGHTS. *STUDIES AND SCIENTIFIC RESEARCHES. ECONOMICS EDITION*. <https://doi.org/10.29358/sceco.v0i19.260>
- Christianto, G. (2021). Lexical Features of English Advertisement Taglines During Prime Time. *UC Journal: ELT, Linguistics and Literature Journal*, 2(1), 1–13. <https://doi.org/10.24071/uc.v1i1.2846>
- Demir, S., & Erdogan, A. (2018). The role of teaching grammar in first Language education. *European Journal of Educational Research*, 7(1), 87–101. <https://doi.org/10.12973/eu-jer.7.1.87>
- Djamdjuri, D. S. (2014). The Ability of the Fourth Semester Students in Identifying the Adjectives and Adjectival Phrases from English Translation of Surah Al-Mulk Dewi. *ENGLISH JOURNAL*, 30–43.
- Domingo, M. J. A., & Aguillon, H. J. T. (2021). Perceived Role of Social Media in the Vocabulary Development of University Students. *Allure Journal*, 1(1), 1-14.
- Huadhom, N., & Trakulkasemsuk, W. (2017). Syntactic Analysis of Online Tourism Slogans: Frequency, Forms and Functions. *PASAA: Journal of Language Teaching and Learning in Thailand*, 53(June), 182–213.
- Ilyosov, F. (2021). Some approaches of teaching grammar. *INTERNATIONAL JOURNAL ON ORANGE TECHNOLOGY*, 4–7.
- Juliarta, I. M. (2021). *PREPOSITIONAL PHRASE AND ITS TRANSLATIONS FOUNDIN THE NOVEL "BUDHA, A STORY OF ENLIGHTENMENT."* 5(1), 6.
- Junaid. (2018). A Syntactic Analysis of the English Noun Phrase (A Study at the Fifth Semester of English Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar). *Perspektif: Jurnal Pengembangan Sumber Daya Insani*, 3(1), 317–326. www.journal.unismuh.ac.id/perspektif
- Kaffah, S., Haryanti, D., & Prasetyarini, A. (2015). A SUBTITLING ANALYSIS OF VERBS AND VERB PHRASES IN THE MAGIC OF BELLE ISLE MOVIE. *Journal of Geotechnical and Geoenvironmental Engineering ASCE*, 120(11), 259.
- Kusuma, D. A. (2013). *an Error Analysis of Noun Phrase Structure By the Fifth*. 388–393.
- Lin, C.-J., Hwang, G.-J., Fu, Q., & Cao, Y.-H. (2020). *Facilitating EFL students' English grammar learning performance and behaviors: A contextual gaming approach*.
- Matthews, P. (2014). *Concise dictionary of linguistics*. New York: Oxford University Press.
- Moleong, L. J. (2017). Metodologi Penelitian Kualitatif (Edisi Revisi). In *PT. Remaja Rosda Karya*.
- Ompusunggu, R. (2016). The Study Of Adjective Phrase In The Seventeen Magazines' Articles. *The Episteme Journal of English Literature and Linguistics*, 3(1), 1–26.
- Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. <https://doi.org/10.4324/9781315833835>
- Rina, W. (2011). *An Analysis on of English Slogan on Commercial Products*. STAIN Tulungagung.
- Roux, A., & Van der WALDT, D. L. R. (2014). OUT-OF-HOME ADVERTISING MEDIA: THEORETICAL AND INDUSTRY PERSPECTIVES. *Communitas*, 19, 95–115.
- Sagala, H. S. (2013). Silabus Sebagai Landasan Pelaksanaan Dan Pengembangan Pembelajaran Bagi Guru Yang Profesional. *Jurnal Tabularasa Pps Unimed*, 5(1), 11–22.
- Silalahi, D. (2016). *BASIC ENGLISH SYNTAX WITH EXERCISES*.
- Singh, H. (2018). Marketing Management. In *Essentials of Management for Healthcare Professionals*.

<https://doi.org/10.4324/9781315099200-17>

Widodo, H. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5.

Zerkina, N. N., Kostina, N. N., Urazayeva, N. R., Lomakina, Y. A., Emets, T. V., Gallyamova, M. S., Melnikova, E. P., Trutnev, A. Y., & Lukina, O. A. (2016). Axiological role of English adjectives in English language teaching. *International Journal of Environmental and Science Education*, 11(12), 5146–5154.