

THE USE OF NON-COMPARATIVE FIGURE OF SPEECH IN THE SNACK ADVERTISEMENTS ON INDONESIAN TELEVISION AS THE LEARNING MATERIALS IN SCHOOL

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Abstract: This study aims to develop the theory of linguistics and find out the use of the figures speech contained in snack advertisements and to assist students in achieving the optimal learning objectives so that they are proficient in determining themes, using appropriate diction and figure of speech and interesting forms of writing in writing advertisement. This was a qualitative study using descriptive methods. The research data were in the form of advertisement texts spoken by the advertising stars and the line's slogan. Data were collected by using the method of listening to the note-taking technique. An interactive analysis model was used to analyze the data. The data validation in the form of a triangulation technique was used in this study. The findings showed that there were thirty advertisements for snacks and one hundred and forty-five data containing non-comparative figures of speech. The most dominant type of non-comparative figure of speech was ninety-seven hyperboles. Thus, it can be concluded that there are several important things from the research results, namely the use of other figures of speech, the form of a figure of speech, and the meaning of non-comparative figures of speech in snack advertisements on Indonesian television.

Keywords: Advertisement, Figure of speech, Slogan, Students, Writing

INTRODUCTION

Advertisement writing skills are the basic competencies that must be taught to students. Briefly, this skill only requires one or two sentences, but the results of achieving grades on this material are still low and less effective. The problem that the students often face is usually still not being able to distinguish advertisements, slogans, and posters. In addition, they also do not know specifically the purpose of writing advertisements, slogans and posters. Generally, what happens in learning, the teacher only explains matters relating to the theory of writing advertisements, slogans and posters causing students to master the material, but in practice they are less proficient. Lack of students' ability to determine the suitability of content with themes, diction and figurative language that is not quite right, and less attractive writing forms.

Advertisement is one of the materials taught in junior high school (SMP). Advertisement text material is contained in the Independent Curriculum and 2013 curriculum for grade VIII in the first (odd) semester. This material the Independent Curriculum is contained in the learning outcomes in phase D/grade VIII "students are able to analyze and interpret information in the form of ideas, thoughts, feelings, views, directions or appropriate messages from various types of text (nonfiction and fiction) audiovisual and aural in monologues, dialogues and speeches. Students are able to explore and evaluate various information from actual topics heard. Initial competence "students can understand an advertisement, slogan, and poster, and use it to convey information in everyday life to the public". In addition, In the 2013 curriculum contains KD 3.4 "Examining the presentation patterns and language of advertisement texts, slogans, posters (which make you proud and motivating) from various sources that are read and heard." KD 4.4 "Presenting ideas, messages and invitations in the form of advertisements, slogans or posters in written and oral forms."

As a matter of fact, the use of figures of speech in snack advertisements is interesting to study because it has figure of speech as an attraction to get the attention of consumers and the material about advertisement is also taught in school lessons. By having these writing skills students can express ideas and ideas through written language and can be conveyed directly to the public. The advertisements were chosen because the language and types of words in advertisements have their own style of language to promote a product. Language in advertisements is required to be able to attract, identify, and communicate messages cooperatively to audiences. Language style is a characteristic/character of a particular language that has its own style to make the language attractive and in demand by the public.

Obviously, the advertisements on television provide information and entertainment. On the other hand, they have negative influences, such as changes in mindset, attitude and behavior.

Therefore, everything that is displayed is not the same as the reality on the ground. This is because advertisements use figure of speech that is so attractive and influences consumers. One type of figure of speech used in advertisements is a type of non-comparative figure of speech. Several food advertisements on television that use figurative language and solid, clear, and attractive language are food advertisements “TIM TAM, Kebahagiaan Kecil Berlapis Coklat.” The meaning contained in the advertising slogan is that every bite of chocolate from a piece of ink exudes a small happiness in it. “CADBURY, Bebaskan Kegembiraan dengan Kelembutan Rasa Coklatnya”. The meaning contained in the advertising slogan is that Cadbury chocolate has a very soft and delicious chocolate taste. Every bite of the chocolate makes you feel so happy. The figure of speech contained in the advertisement is a figure of speech hyperbole.

Several researchers, including the following have carried out studies discussing the use of figures of speech in advertising. Husen (2018) discussed the language style in the snack slogans in Pontianak, West Kalimantan. The finding of this research revealed that the dominant use of language style is hyperbolic language style. It has similarities with this research in that they both examine language style (figures of speech) and food advertisements. The difference with the research conducted by Husen is that this present research examines the use of figure of speech in food advertisements on television which can be implemented in Indonesian language learning, especially in advertisement text material at schools, while the research conducted by Husen examines language style in snack advertisements in Pontianak, West Kalimantan. In addition, Rosmiati (2014) conducted the research on the use of language styles in advertisements for children's formula milk, which only contained hyperbole, metonymy, personification, and synecdoche. The research has something in common with this present research, namely discussing the use of language styles (figures of speech) in advertisements. Moreover, the difference with this research is in the object studied. The research conducted by Rosmiati focused on the formula milk advertisements, while in this research, the food advertisements on Indonesian television could be implemented in Indonesian language learning, especially advertisement text material in schools.

Moreover, Oslia (2017) discussed the analysis of the use of comparative and non-comparative figures of speech in advertisements for health products in father and mother magazines. The more dominant use of comparative and non-comparative figures of speech is the ellipsis figure of speech. The similarity with this research is that they both examine the use of comparative and non-comparative figures of speech in advertisements. In addition, the difference with this research is in the object and data source, namely the research conducted by Oslia, the object of which is health advertisements in Ayah Bunda magazine, while in this research the object is food advertisements on Indonesian television in Indonesian learning, especially in advertisement text material. Furthermore,

Rahman (2018) discussed the style of language in food products on global TV. This research aims to describe the lingual forms and types of language styles in food products on global tv. The research conducted by Rahman has similarities with the present research, namely discussing the figurative language in food advertisements on television. Moreover, the difference between Rahman's research and the present research lies in its objective, which is to describe the types, figurative language forms, and figurative language meanings found in food advertisements on Indonesian television and can be implemented in teaching and learning in schools specifically for advertising text material.

Furthermore, Putrianasari (2019) conducted the research on the analysis of stylistic errors in advertisements for beverage products on television. This research serves to determine the meaning contained in beverage product advertisements on television. The similarities between the research conducted by Putrianasari and the present research are both examine figurative language (language style) and advertising. In addition, the difference between the research conducted by Putrianasari and current research lies in the research subject, namely snacks on Indonesian television and the implications for learning in schools, especially in advertising text material.

Clearly, advertisements are made with the aim of attracting the attention of the public to use the advertised product. Therefore, the way to use figures of speech in advertisements should be made as attractive as possible so that advertisements with attractive figures of speech influence people. Figures in advertisements determine the superiority of the advertised product so that the advertisement displayed is not monotonous and unattractive. Based on this explanation, the researcher developed the research on the use of non-comparative figure of speech non-comparative figure of speech In the snack advertisements on Indonesian television as the learning materials in school. This research is to develop the theory of linguistics and find out the use of figure of speech contained in the snack advertisements as well as help students achieve the learning goals optimally so that students are proficient in determining themes, using appropriate diction and figure of speech, and interesting forms of writing in writing advertisement.

METHODS

This was a qualitative research using the descriptive method. The subjects of this research were advertisement texts and slogans in food advertisements that were broadcast on the private television channels, namely RCTI, MNC TV, and the 2021 edition of GTV. The researchers studied the figurative language through phrases, words, or sentences in advertisements. The object of this research was the figure of speech contained in the advertisement texts and slogans in food advertisements on television. The data of this research were in the form of advertisement text spoken

by the advertising stars and headlines (slogans) in snack advertisements on Indonesian television. The data sources can be found through the print media, electronic media, or other data sources. The data were collected by using the method of listening to the note-taking technique. The analytical technique used to analyze the data was an interactive analysis model. The data validation techniques in the form of triangulation techniques were used in this study.

RESULTS AND DISCUSSIONS

The research findings were described in three main findings, namely the type of non-comparative figure of speech used in snack advertisements on Indonesian private television; non-comparative figure of speech used in advertisements for snacks on Indonesian private television; and the meaning of the non-comparative figure of speech used in snack advertisements on Indonesian private television. Seven types of non-comparative speech were found and shown in the following table.

Table 1. Research findings on non-comparative types of figure of speech in snack advertisements on Indonesian television

No.	Types of Non-comparative figure of speech	Number	Percentage
1.	Hyperbole	97	67%
2.	Assonance	15	10%
3.	Rhetorical Questions	14	10%
4.	Asyndeton	10	7%
5.	Alliteration	5	3%
6.	Correction / Epanortosis	3	2%
7.	Prolepsis / Anticipation	1	1%
	Total	145	100%

The data collected in this study were in the form of words, phrases, and sentences considered non-comparative forms of speech in advertisements for snacks on Indonesian private television.

Table 2. Research Findings of Non-comparative Figure of Speech Forms in Snack Advertisements on Indonesian Suasta Television

No.	Forms of Non-comparative Figure of Speech	Number	Percentage
1.	Sentences	96	66%
2.	Phrases	38	26%
3.	Words	11	8%
	Total	145	100%

There were four types of meanings found and shown in the following table.

Table 3. Research Findings on the Meaning of Non-comparative Figures of Speech in Snack Advertisements on Indonesian Television

No.	Meaning of Non-comparative Figures of Speech	Number	Percentage
1.	Connotative	95	65%
2.	Contextual	40	28%
3.	Terms	7	5%
4.	Denotative	3	2%
	Total	145	100%

Following is a further explanation of the data found based on the research questions that have been included in chapter one.

Types of Non-Comparative Figure of Speech in Snack Advertisements on Indonesian Private Television

Hyperbole

Code Data	Data
TSBA 5	Bikin ketagihan! (Tic-Tic Bawang Asli makanan ringan yang membuat semua orang ketagihan untuk memakannya.)
GAPI 18	Gurahnya pilus garuda bikin apapun yang kamu lakuin makin enak! (Pilus Garuda merupakan makanan ringan yang rasanya enak dan gurih membuat apa yang dilakukan semakin enak.)
BEBE 23	Ekstra coklatnya, ekstra karamelnya bikin makin cinta! (Beng-Beng yang saat ini ukurannya lebih besar membuat coklat dan karamelnya lebih banyak, membuat semua orang semakin cinta.)
JELLIN 40	Jelly Inaco dibuat dengan taburan keceriaan. (Jelly Inaco terbuat dari bahan-bahan pilihan seperti gula dan jus buah asli yang membuat Jelly Inaco memiliki rasa manis. Rasa manis tersebut membuat keceriaan.)
MBC 73	Coklat Belgian mewah menyatu dengan kekrunchsnya. (Ada varian baru dari Roma Malkist yaitu Roma <i>Malkist Belgian Chocolate</i> . Coklat dari Belgian yang mewah menyatu dengan kerenyahan biskuitnya.)

Based on the results of research on hyperbole data in snack advertisements on Indonesian television, it can be explained as the data below.

- 1) *Bikin ketagihan!* (TSBA 5)
The analysis of the use of hyperbole in the advertisement lies in the phrase “Bikin ketagihan!”.
- 2) *Gurahnya pilus garuda bikin apapun yang kamu lakuin makin enak!* (GAPI 18)
The analysis of the use of hyperbole in the advertisement lies in the sentence “Gurahnya pilus garuda bikin apapun yang kamu lakuin makin enak!”.
- 3) *Ekstra coklatnya, ekstra karamelnya bikin makin cinta!* (BEBE 23)
The use of hyperbole in the advertisement is in the sentence “Ekstra coklatnya, ekstra karamelnya bikin makin cinta”.
- 4) *Jelly Inaco dibuat dengan taburan keceriaan.* (JELLIN 40)
The use of hyperbole in the advertisement lies in the sentence " *Jelly Inaco dibuat dengan taburan keceriaan* ".
- 5) *Coklat Belgian mewah menyatu dengan kekrunchnya.* (MGC 73)
The sentence “Coklat Belgian mewah menyatu dengan kekrunchnya.” contains hyperbole.

Assonance

Data Code	Data
OREO 51	<i>Berputar bersama bergerak ceria!</i> (The atmosphere seen in the advertisement is gathered and cheerful with the family.)
BTR 62	<i>Better moodnya... Finish tugasnya!</i> (Better snacks that make you feel good. Good feelings make all tasks quickly complete.)
POCKY 93	<i>ibumu, ibumu, ibumu!</i> (The advertising star in the Pocky Ramadhan edition of this product can be seen as one of the characters watching a lecture whose content is "glorify your mother, your mother, your mother" while eating snacks..)
CHIJA 90	<i>Chizmill gurihnya, creamnya, renyahnya.</i> (Chizmill is a very tasty snack, delicious cream, and very crunchy.)
POCKY 98	<i>Mestinya kita ngemil nggak berantakan.</i> (Seeing the mother who is still cleaning the house, it can be seen that the child is aware that they should choose snacks that are not messy.)

- 1) *Berputar bersama bergerak ceria!* (OREO: 51)
The use of an asonance figure of speech in the advertisement lies in the sentence " *Berputar bersama bergerak ceria!*".
- 2) *Better moodnya... Finish tugasnya!* (BTR: 62)
The use of assonance in the advertisement lies in the phrase *Better moodnya... Finish tugasnya!*".

- 3) *(Ibumu, ibumu, ibumu! (POCKY: 93)*

The use of asonance in the advertisement lies in the words " Ibumu, ibumu, ibumu ".

- 4) *Chizmill gurihnya, creamnya, renyahnya. (CHIJA: 90)*

The use of asonance in the advertisement lies in the words " Chizmill gurihnya, creamnya, renyahnya ".

- 5) *Mestinya kita ngemil nggak berantakan. (POCKY: 98)*

The use of an assonance in the advertisement lies in the words " Mestinya kita ngemil nggak berantakan ".

Rhetorical Questions

Data Code	Data
TSBA 1	<i>Kenapa? Kenapa?</i> (Original Tic-Tic Onion Snack is a snack with a new variant that makes everyone curious.)
BKT 11	<i>Hah... ada enam?</i> (One of the ad stars was confused why there could be six of their interlocutors.)
CWR 25	<i>Hmm... lezat ya bebeb?</i> (Chocolatos Wafer Roll snacks have a delicious taste, right, Baby?)
KGR 45	<i>Enaknya ngemil apa ya?</i> (A traffic jam like in the Garuda Rosta Peanut advert has made the ad star ask what kind of snacks are suitable.)
POCKY 68	<i>Udah cobain Pocky?</i> (Ad stars ask other ad stars about Pocky.)

- 1) *Kenapa? Kenapa? (TSBA 1)*

The analysis of the use of rhetorical questions in the advertisement above is found in the word " Kenapa? Kenapa??".

- 2) *Hah... ada enam? (BKT 11)*

The use of a rhetorical question in the advertisement above is contained in the phrase " Hah... ada enam??".

- 3) *Hmm... lezat ya bebeb? (CWR 25)*

The use of a rhetorical question in the advertisement above is contained in the phrase " Hmm... lezat ya bebeb??".

4) *Enaknya ngemil apa ya? (KGR 45)*

The analysis of the use of the rhetorical question figure of speech in the advertisement above is found in the sentence " Enaknya ngemil apa ya?".

5) *Udah cobain Pocky? (POCKY 68)*

The analysis of the use of rhetorical questions in the advertisement above is found in the sentence " Udah cobain Pocky?".

Asyndeton

Data Code	Data
FULAMI 120	<i>Fullo renyah, fullo vanilla, fullo enak.</i> (Fullo makanan ringan yang sangat renyah, krim vanilla yang manis dan memiliki rasa yang enak.)
CHIKI 132	<i>Chiki twist, chiki puffs, dan chiki net.</i> (Chiki snacks come in various forms, including chiki twists (like sticks), chiki net (like nets), and chiki puffs (like puffing)).
POCKY 96	<i>Saatnya kebersamaan keluarga, saatnya buka Pockylah!</i> (Pocky snacks are very suitable to be enjoyed when gathering with family.)
RMG 77	<i>lebih enak, lebih bernutrisi!</i> (Roma Marie Gold is a snack that tastes very good and is very nutritious because it is smeared with eggs and is made from milk originating from New Zealand which is high in protein.)
ASC 131	<i>yang Aice Sweet Corn, yang pertama selalu dari Aice!</i> (Aice Sweet Corn is a corn-flavored snack. The first is always from Aice.)

1) *Fullo renyah, fullo vanilla, fullo enak. (FULAMI: 84)*

The use of the asyndeton in the advertisement above lies in the sentence " Fullo renyah, fullo vanilla, fullo enak. "

2) *Chiki twist, chiki puffs, chiki net. (CHIKI: 94)*

The use of the asyndeton in the advertisement above lies in the sentence " Chiki twist, chiki puffs, chiki net. "

3) *Saatnya kebersamaan keluarga, saatnya buka pockylah! (POCKY: 96)*

The use of the asyndeton in the advertisement above lies in the sentence " Saatnya kebersamaan keluarga, saatnya buka pockylah!".

4) *Lebih enak, lebih bernutrisi! (RMG: 77)*

The use of asyndeton in the ad above lies in the phrase " Lebih enak, lebih bernutrisi!".

- 5) *Yang Aice Sweet Corn, yang pertama selalu dari Aice!* (ASC: 131)

The use of the asindeton in the advertisement above lies in the phrase " Yang Aice Sweet Corn, yang pertama selalu dari Aice!".

Alliteration

Data Code	Data
GAPI 16	<i>Sama yang ini, Sama yang itu.</i> (Pilus Garuda is spicy or Pilus Garuda is original..)
GCO 37	<i>Garuda Crunchy, Rasain bedanya, bedain rasanya!</i> (Garuda Crunchy snacks have a distinctive taste, so they taste different from other variants and can be distinguished from other variant flavors..)
GCO 34	<i>Crunchy... Crunchy... Crunchy...</i> (Crunchy, crunchy, crunchy)
GCO 36	<i>O'corn... O'corn... O'corn...</i> (Garuda Crunchy O'corn very crunchy snack made from corn and shaped like a cone.)
GCO 35	<i>Rasain bedanya! Beda rasanya!</i> ((Garuda Crunchy snacks have a distinctive taste so they taste different from other variants and can be distinguished from other variant flavors.)

- 1) *sama yang ini, sama yang itu* (GAPI: 16)

The use of alliteration in advertisements 1) lies in the phrase " sama yang ini, sama yang itu ".

- 2) *garuda crunchy, rasain bedanya, bedain rasanya!* (GCO: 37)

The use of alliteration in advertisements 2) lies in the phrase " garuda crunchy, rasain bedanya, bedain rasanya ".

- 3) *crunchy, crunchy, crunchy* (GCO: 34)

The use of alliteration in advertisements 3) lies in the words "crunchy, crunchy, crunchy".

- 4) *o'corn, o'corn, o'corn* (GCO: 35)

The use of alliteration in advertisements 4) lies in the word "o'corn, o'corn, o'corn".

- 5) *rasain dedanya, beda rasanya* (GCO: 36)

The use of alliteration in advertisements 5) lies in the phrase " rasain dedanya, beda rasanya ".

Correction / Epanortosis

Data Code	Data
BKT 10	<i>Kita berempat, kalian berdua, Minggu! Kita ada enam!</i> (situation where there are as many as four commercials stars while there are only two of them. So, they step aside because they are blocking the road. However, there are not two of us, but six.

CWR 27	<p><i>Yang benar kalau ngomong, Bukan lezat tapi Lezatos!</i></p> <p>(If you want to talk about Chocolatos Wafer Roll you have to be right, it's not delicious but very delicious 'Lezatos').</p>
CWR 28	<p><i>Jangan ngomong yang biasa soal chocolatos, lihat coklat Italiano yang melimpah, begitu digigit berasa dimakan, Lezatos!</i></p> <p>(Don't talk casually about the Chocolatos Wafer Roll because you can see from the Italian chocolate which is very much and when you bite into it you can taste the chocolate.)</p>

- 1) *Kita berempat, kalian berdua, minggir! kita ada enam!* (BKT: 10)
The use of correction/epanortosis in the advertisement above is found in the sentence "Kita berempat, kalian berdua, minggir! kita ada enam!"
- 2) *Yang benar kalau ngomong, bukan lezat tapi Lezatos!* (CWR: 27)
The use of correction/epanortosis in the advertisement above is contained in the sentence "Yang benar kalau ngomong, bukan lezat tapi Lezatos!"
- 3) *Jangan ngomong yang biasa soal chocolatos, lihat coklat italiano yang melimpah, begitu digigit berasa dimakan, Lezatos!* (CWR: 28)
The use of the correction/epanortosis in the advertisement above is contained in the sentence "Jangan ngomong yang biasa soal chocolatos, lihat coklat italiano yang melimpah, begitu digigit berasa dimakan, Lezatos!"

Prolepsis / Anticipation

Kode Data	Data
POCKY 97	<p><i>Ngemil pada berantakan, berbersih nggak ada habisnya!</i></p> <p>(It can be seen when the mother character in this advertisement is cleaning the house because her children's snacks are scattered, making the mother's work unfinished.)</p>

- 1) *Ngemil pada berantakan, berbersih nggak ada habisnya.* (POCKY: 97)
The use of prolepsis/anticipation in the advertisement above is found in the sentence " Ngemil pada berantakan, berbersih nggak ada habisnya

Forms of Non-Comparative Figure of Speech in Commercials of Snacks on Indonesian Private Television

Sentences

Data Code	Data
JELLIN 40	<i>Jelly Inaco dibuat dengan taburan keceriaan.</i> (Inaco Jelly is made from selected ingredients such as sugar and real fruit juice which makes Jelly Inaco have a sweet taste. The sweet taste makes happiness.)
COCO 122	<i>Ada piring terbang, bawa coklat no 1 di alam semesta!</i> (Cookiez Chocolate is likened to a flying saucer in the universe that carries chocolate no. 1).
MGC 73	<i>Coklat Belgian mewah menyatu dengan kekrunchsnya.</i> (There is a new variant of Roma Malkist, namely Roma Malkist Belgian Chocolate. Luxurious Belgian chocolate blends with the crunch of the biscuit.)

Jelly Inaco dibuat dengan taburan keceriaan (JELLIN:40). In data 12 there was a grammar used in the use of hyperbole which was a sentence. Sentences are units of language that can stand alone, have final intonation patterns and consist of clauses. This can be seen in data 12 " *Jelly Inaco dibuat dengan taburan keceriaan.*" that there is a syntactic function in the sentence *Jelly Inaco* (S) *dibuat dengan* (P) *taburan keceriaan* (Pel).

Ada piring terbang, bawa coklat no 1 di alam semesta (COCO: 122) In data 48, the grammar used in the use of hyperbole is a sentence. Sentences are units of language that can stand alone, have final intonation patterns and consist of clauses. This can be seen in data 48 " *Ada piring terbang, bawa coklat no 1 di alam semesta.*" that there is a syntactic function in the sentence " *Ada piring terbang* (S) *bawa* (P) *coklat* (O) *no 1* (Pel) *di alam semesta* (Ket.Place).

Coklat Belgian mewah menyatu dengan kekrunchsnya (MGC:73). In data 33 there is a grammar used in the use of hyperbole is a sentence. Sentences are units of language that can stand alone, have final intonation patterns and consist of clauses. This can be seen in data 33, where sentences have a syntactic function. *Coklat Belgian mewah* (S) *menyatu* (P) *dengan kekrunchsnya* (Pel).

Phrases

CodeData	Data
TBSA 5	<i>Bikin ketagihan!</i> (Original Onion Tic-Tic a snack that everyone is addicted to eating.)
BKT 11	<i>Hah... ada enam?</i> (One ad star was confused as to why there could be six of them.)

GEGI 113	<i>Get git... manisnya</i> (Get Git wafer-shaped snacks with a sweet taste.)
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- 1) *Bikin ketagihan! (TSBA:5)*
“bikin ketagihan” which includes that there is a combination of two words and does not have a predicative nature in a sentence.
- 2) *ada enam? (BKT:11)*
“ada enam” that there is a combination of two words and does not have a predicative nature in a sentence.
- 3) *Getgit... manisnya (GEGI:113)*
“getgit manisnya” that there is a combination of two words and does not have a predicative nature in a sentence.

Words

Data Code	Data
TBSA 1	Kenapa? Kenapa? (The Original Tic-Tic Onion Snack is a new variant snack that everyone is curious about.)
CWR 26	Apa? Lezat? (The ad star's response to the previous explanation, was surprised and asked again for the word 'delicious'.)

- 1) *Kenapa? Kenapa? (TSBA:1)*
The word "kenapa" can be said as a word which is a basic word consisting of one or more syllables, namely the arrangement of syllables ke.na.pa which has the meaning as a question word to ask for a cause or reason.
- 2) *Apa? Lezat? (CWR:26)*
In data 2, advertisers use two words, namely "apa" and "lezat". This is in accordance with the opinion of Harimurti, et al. (1985, p. 16) states that non-linguistic definitions of words, namely definitions related to the perceptions of language users, state that words are grammatical units that are repeated and can potentially stand alone.

The Meaning of Non-Comparative Figure of Speech in Commercials for Snacks on Indonesian Private Television

Connotative Meaning

Data Code	Data
RMG 76	Buat dicelup nggak gampang patah beda dari yang biasa. (The advantage of Roma Marie Gold is that when dipped in milk, tea or coffee it doesn't break easily, so this snack is different from the usual ones.)
MAXI 110	Maxicorn dengan rasa berani, renyah mengigit. (Maxicorn is a snack that tastes great and is so crunchy when bitten.)
GEGI 117	Get git.. enak gilaa! (Get Git snacks that taste really good.)
JELLIN 40	Jelly Inaco dibuat dengan taburan keceriaan. (Inaco Jelly is made from selected ingredients such as sugar and real fruit juice which makes Jelly Inaco have a sweet taste. The sweet taste makes happiness.)
BEBE 24	Beng-beng... makin besar, makin cinta! (Beng-Beng snacks the bigger the size the more loved by everyone.)

1) *Buat dicelup nggak gampang patah beda dari yang biasa* (RMG: 76).

The use of the saying “Buat dicelup nggak gampang patah beda dari yang biasa” is an expression of the feelings of someone who has consumed Roma Marie Gold. This connotative meaning arises because of the association of one's feelings towards the word used and is also emotional and subjective.

2) *Maxicorn dengan rasa berani, renyah mengigit* (MAXI: 110).

The use of the saying “Maxicorn dengan rasa berani, renyah mengigit” expresses the feelings of people who have consumed Maxicorn which has such a delicious taste and the crunch is also really felt on the tongue. The speech used is not the true meaning or does not refer directly to the object.

3) *Get git, enak gila!* (GEGI: 117)

The use of the saying “get git, enak gila!” is an expression of the feelings of someone who has consumed Get Git products, a wafer that is crunchy, sweet, and savory. The speech used is also emotional and subjective.

4) *Jelly Inaco dibuat dengan taburan keceriaan.* (JELLIN: 40)

The use of the saying “Jelly Inaco dibuat dengan taburan keceriaan” is an expression of the feelings of someone who has consumed Jelly Inaco. This connotative meaning arises because of the association of one's feelings towards the word used and is also emotional and subjective.

5) *Beng-beng, makin besar, makin cinta!* (BEBE: 24)

The use of the saying “Beng-beng, makin besar, makin cinta” is an expression of the feelings of someone who has consumed Beng-beng. This connotative meaning arises because of the association of one's feelings towards the word used and is also emotional and subjective.

Contextual Meaning

Data Code	Data
TBSA 1	Kenapa? Kenapa? (The Original Tic-Tic Onion Snack is a new variant snack that everyone is curious about.)
BKT 10	Kita berempat, kalian berdua, Minggir! Kita ada enam! (A situation that shows that there are as many as four ad stars while there are only two of them. So, step aside because they are blocking the road. However, there are not two of us, but there are six.)
BTR 59	Uuw... tugas online numpuk, bikin bad mood? (When online assignments pile up makes for a bad feeling.)
KIKO 143	Beli kikonya banyak sekali, Bu? (You can see in the ad that a mother is shopping and buying kiko in large quantities. It makes people around her wonder and ask questions.)
OREO 52	Lupain stresnya, stop dulu kerjaannya! (A lot of work makes the mind messy and causes stress, but forget the stress, stop working first.)

1) *Kenapa? Kenapa?* (TSBA:1)

In this advertisement, the speaker describes a surprising atmosphere or situation with a new variant of the original onion tictic snack which is curious and the word "kenapa" is used as a form of the speaker's question in knowing the situation that occurred.

2) *Kita berempat, kalian berdua, Minggir! Kita ada enam!* (BKT:7)

The advertisement shows a tense situation where two children are wearing elementary school clothes using their bicycles when crossing a bridge. They meet four children who are both using bicycles and ask the two children to pull over because they are blocking the road. It can be seen that the advertisement uses a corrective figure of speech and contains a contextual figure of speech because the context of the situation forces the speaker to look for words whose meaning is related to the situation.

3) *Uuw... tugas online numpuk, bikin bad mood?* (BTR:40)

The meaning contained in the snack ad above is a contextual meaning. This Better ad describes when someone is carrying out or doing many/accumulated online assignments that make their mood bad/unpleasant. The language used in the ad is appropriate to the situation or context.

4) *Beli kiko banyak sekali, Bu? (KIKO: 143)*

The meaning contained in the snack ad above is a contextual meaning. This Kiko ad depicts when a mother goes shopping and her child asks to buy ice kiko. When his mother bought kiko in large quantities, it made someone who saw it wonder and wonder. The language used in the ad is appropriate to the situation or context.

5) *Lupain stresnya stop dulu kerjaannya! (OREO: 52)*

The meaning contained in the snack ad above is a contextual meaning. The ad looks in a bad mood (unpleasant feeling) when a lot of work is stressful. This Oreo ad depicts when a person is faced with a lot of stressful work that makes the mood unpleasant. Forget for a moment the stress because of work and take a break from the job. The language used in the ad is appropriate to the situation or context.

Meaning of Terms

Data Code	Data
CWR 29	<i>Hmmm... Lezatos beb...</i> (Lezatos comes from Italian which means delicious. The Chocolatos Wafer Roll tastes really delicious.)
GCO 34	<i>Crunchy... Crunchy... Crunchy...</i> (Crunchy, crunchy, crunchy)
GCO 36	<i>O'corn... O'corn... O'corn...</i> (Garuda Crunchy O'corn very crunchy snack made from corn and shaped like a cone.)

1) *Hmmm... Lezatos beb... (CWR: 29)*

From the use of advertising language "Lezatos" comes from the Greek which means delicious. By the understanding of the terms explained earlier, the word delicious is used in special terms in the culinary field to describe the delicious taste of a particular food dish.

2) *Crunchy... Crunchy... Crunchy... (GCO: 34)*

From the use of the utterance "crunchy, crunchy, crunchy" which means crunchy, crunchy, crunchy. By the fact that the Garuda Crunchy O'corn snack is a new variant of the Garuda snack, has a different taste, and also has a crunchy texture.

3) *O'corn... O'corn... O'corn... (GCO: 36)*

From the use of the utterance "O'corn O'corn O'corn" which means a unique cone-shaped corn snack. By the fact that the Garuda Crunchy O'corn snack is a new variant of the Garuda snack, has a different taste, and also has a unique cone-like shape.

Denotative Meaning

Data Code	Data
CHIKI 132	<i>Chiki twist, chiki puffs, dan chiki net.</i> (Chiki snacks come in various forms, namely chiki twists (like sticks), chiki net (like nets), and chiki puffs (like puffing)).
BKT 13	<i>Kekuatan yang baik dari dalam</i> (The good power comes from within a person.)
CHITO 87	<i>Hidup itu selalu ada pilihan, jadi ikuti hati.</i> (In life there will always be choices so just follow your heart.)

- (1) *Chiki twist, chiki puffs, dan chiki net.* (CHIKI:94)

The saying “*Chiki twist, chiki puffs, dan chiki net.*” which means chiki which has a shape like a round, other types of chiki have a shape like a blow, and types of chiki which have a shape like a net.

- (2) *Kekuatan yang baik dari dalam.* (BKT: 13)

The saying “*Kekuatan yang baik dari dalam*” means a good power that comes from within one's heart.

- (3) *Hidup itu selalu ada pilihan jadi ikuti hati.* (CHITO: 87)

The saying “*Hidup itu selalu ada pilihan jadi ikuti hati.*” which means the life you live there is always a choice so follow your heart. According to the fact that Chitato Lite has many variants and can be chosen according to taste.

Advertisement Text Materials in Learning at School based on the 2013 Curriculum and Independent Curriculum for Grade VIII SMP

Compiler	Rizka Amalia Fitrah, S.Pd.
School	SMPN 18 Padang
Subject	Indonesian
Core Material	Advertisement Texts
Curriculum	Independent Curriculum
Phase/Class/Semester	D / VIII / 1 (Odd)
Learning Outcomes	Phase D Students can analyze and interpret information in the form of ideas, thoughts, feelings, views, directions or appropriate messages from various types of audiovisual and aural texts (non-fiction and fiction) in the form of monologues, dialogues, and speech titles. Students can explore and evaluate various information from actual topics heard.

Number of meetings	9
Time allocation	28 JP (6 X 40 Minutes)
Elements/Domain	Listening, reading, viewing, speaking, presenting, and writing
Initial Competence	Students can understand advertisements, slogans, and posters and use them to convey information in everyday life to the public.
Pancasila Student Profile	After studying the topic of this material, it is hoped that the character of mutual cooperation, creativity, critical reasoning will grow.
Materials	Regarding advertisements, concluding messages in commercial advertisements, concluding messages in non-commercial advertisements, writing slogans, making posters, making advertisements, and writing persuasive and imperative sentences in advertisement pictures.
Facilities and Infrastructure	Media : Video Youtube, PPT Tools : Laptop, Handphone Learning Environment : Classroom, Park Reading Materials: Modules, Dictionaries, Magazines
Student Target	Regular /tipikal (32 students per class) Learning Barriers Student Learning Styles
Learning Model	Face-to-Face, CTL with Group Discussion
Learning Mode	Face-to-Face
Learning Resources	Student books, teacher books, internet modules, KBBI, PUEBI, youtube, instagram, tiktok
Learning Media	PPT and Learning Videos

Compiler	Rizka Amalia Fitrah, S.Pd.
School	SMPN 18 Padang
Subject	Indonesian
Core Materials	Advertisement Texts, Slogans, and Posters
Time Allocation	8 X 40 minutes (four meetings)
Curriculum	2013 Curriculum
Class/Semester	VIII / 1 (Odd)
Core Competency	KI -3 Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, arts and culture, related to visible phenomena and events. KI-4 Trying, processing, and presenting in the realm of concrete (using, parsing, assembling, modifying, and creating) and the realm

	of the abstract (writing, reading, counting, drawing, and composing) according to what is learned in school and other similar sources from a theoretical point of view.
Basic Competence	<p>KD 3.4 Examining the presentation pattern and language of advertisement texts, slogans, posters (which make you proud and motivating) from various sources that are read and heard.</p> <p>KD 4.4 Presenting ideas, messages and invitations in the form of advertisements, slogans or posters in written and oral forms.</p>
Competency	3.4.1 Determining the presentation patterns of advertisement texts, slogans and posters appropriately.
Achievement Indicator	<p>3.4.2 Determining the language features of advertisement texts, slogans and posters appropriately.</p> <p>4.4.1 Analyzing the steps for writing advertisement texts, slogans and posters correctly</p> <p>4.4.2 Making advertisement texts, slogans and posters appropriately</p>
Focus of Attitude	Creative and responsibility
Values	
Learning Objectives	<p>First Meeting</p> <ol style="list-style-type: none"> 1. By observing examples of advertisement texts, slogans and posters, students can determine the pattern of presentation of advertisements, slogans and posters. 2. By observing examples of advertisement texts, slogans and posters, students can determine the language features of advertisement texts, slogans and posters. <p>Second Meeting</p> <p>After reading the advertisement texts students can make advertisements appropriately according to the language characteristics.</p> <p>Third Meeting</p> <p>After reading the slogan texts, students can make slogans according to the language characteristics.</p> <p>Fourth Meeting</p> <p>Students determine the language features of advertisement texts, slogans and posters from newspapers or magazines.</p>

Pancasila Student Profile	After studying the topic of this material, it is hoped that the character of mutual cooperation, creativity, critical reasoning will grow.
Learning Materials	<p>Regular Learning Materials</p> <p>For example, language features, steps for writing ad text, slogans and posters.</p> <p>Enrichment Learning Materials</p> <p>Students search for advertisements, slogans and posters from various sources, such as magazines, the internet, radio or television and they edit them.</p> <p>Remedial Learning Materials</p> <p>Students determine the language features of advertising texts, slogans and posters from newspapers or magazines.</p>
Learning Method	Scientific method and text-based learning
Media, Tools and Learning Materials	<p>Newspapers, magazines and laptops.</p> <p>Materials (examples of advertisements, slogans, and posters)</p>
Learning Resources	Teacher books, student books, internet, youtube

Discussion

The research entitled The Use of Non-comparative Figures of Speech in Snack Advertisements on Indonesian Television aims to describe the types, forms, and meanings of non-comparative figures of speech in snack advertisements on Indonesian private television. In this sub-chapter, the researcher explains the findings of the research data taken from the previous data analysis process. Non-comparative or rhetorical figure of speech consists of alliteration, assonance, anastrophes, apophysis or preterition, apostrophes, asyndeton, polysyndeton, chiasmus, ellipses, euphemisms, litotes, hysteron proterons, pleonasms and tautologies, periphrasis, prolepsis or anticipation, erotesis or rhetorical questions, syllepsis and zeugma, correction or epanorthosis, hyperbole, paradox, and oxymoron.

In addition, the results of this study can be used by teachers as teaching materials, especially regarding figures of speech and advertising. This research can assist teachers in adding knowledge in advertisement text materials and slogans. This is contained in the 2013 revised Curriculum in 2017 in learning Indonesian for grade VIII junior high school with the main material of advertisement texts, slogans and posters. Basic Competency 3.4 "Examine the presentation patterns and language of advertising texts, slogans, posters (which make you proud and motivating) from various sources that

are read and heard." Basic Competency 4.4 "Presenting ideas, messages and invitations in the form of advertisements, slogans or posters orally and in writing."

Moreover, material regarding advertising text is also contained in the Independent Curriculum in grade VIII SMP with advertising materials, concluding messages in commercial advertisements, concluding messages in non-commercial advertisements, writing slogans, making posters, making advertisements and writing persuasive and imperative sentences in advertising images. Learning Outcomes: in phase D students can analyze and interpret information in the form of ideas, thoughts, feelings, views, directions or appropriate messages from various types of audiovisual and aural texts (non-fiction and fiction) in the form of monologues, dialogues, and speech titles. Learners can explore and evaluate various information from actual topics heard.

Types and forms (Words, Phrases, and Sentences) of Non-comparative Figure of Speech

Types of non-comparative figures of speech are grouped into several types, including alliteration, assonance, rhetorical questions, hyperbole, correction, and asyndeton (Keraf, 2006).

Hyperbole

Hyperbole is a figure of speech that contains exaggerated statements. Therefore, hyperbole emphasizes a statement or situation to increase the impression and influence. This is by the opinion of Keraf, (2006) explaining that hyperbole is a kind of figurative language which contains an exaggerated statement by exaggerating something. The researchers found ninety seven data using hyperbole. Besides that, hyperbole was found in the structure of the sentences found in sentences in each advertisement language.

Assonance

Assonance is a repetition figure of speech which refers to the repetition of vowels in words or phrases and assonance serves to emphasize. This is by the opinion of Keraf, (2006) explaining that assonance is a kind of figurative language in the form of repetition of the same vowel sound and is usually used to obtain an effect of emphasis or simply beauty. The researchers found fifteen data using assonance figures of speech. In addition, assonance was found in the sentence structures in words, phrases and sentences in each advertising language.

Rhetorical Questions

A rhetorical question is a kind of question used in speech or writing to achieve a deeper effect and a reasonable emphasis and does not require an answer at all Keraf, (2006). In rhetorical questions there is an assumption that there is only one possible answer. The questioner's answer or intention is already contained in the question. The researchers found fourteen data using rhetorical questions. In

addition, rhetorical questions were found in the structure of the sentence most often found in phrases in each advertising language.

Asyndeton

Asyndeton is a figure of speech that expresses phrases, clauses, sentences or discourse without conjunctions. Therefore, figurative language correction aims to speed up the rhythm of an element of language and make an idea or concept easier to remember. This is by the opinion of Keraf (2006), explaining that asyndeton is a style in the form of a reference, which is solid and condensed in which several words, phrases or clauses of the equivalent are not connected by conjunctions. Commas usually separate the forms. The researchers found ten data using asyndeton figure of speech. In addition, asyndeton was found most in the sentence structures with phrases in each advertisement language.

Alliteration

Alliteration is a figure of speech in the form of repetition of the same consonants (Keraf, . Alliteration is a figure of speech that uses repetition of consonant letters (consonants) in the opening of words, in which there are at least two repetitions of consonant letters. The researchers found five data using alliteration. In addition, alliteration was found in the sentence structure of words and phrases in each advertisement language.

Correctional

This is a figure of speech that emphasizes something that is deemed inappropriate and then corrected or corrected. This is by the opinion of Keraf, (2006) explaining that figurative correction is a tangible style, at first it emphasizes something, but then fixes it. The research found three data using correctional figure of speech. In addition, the correctional figure of speech was found in the sentence structures in sentences in each advertisement language.

Prolepsis / Anticipation

Prolepsis/anticipation is a figure of speech that uses a word or a word before an actual event occurs. This is by the opinion of Keraf, (2006) explaining that the prolepsis/anticipation figure of speech is a kind of figure of speech in which people first use words or a word before the actual event or idea occurs. The researchers found one data that used the prolepsis/anticipation figure of speech. In addition, the prolepsis/anticipation was found in the sentence structure in the advertisement language sentences.

Types of Non-comparative Figure of Meaning

In this non-comparative figure of speech, four types of meaning were found, namely connotative meaning, contextual meaning, term meaning, and denotative meaning. In this study, the researchers found only one meaning in each snack advertisement. The researchers found ninety-five connotative meanings, forty contextual meanings, seven term meanings, and three denotative meanings in using non-comparative figurative language in snack advertisements on Indonesian television. Connotative meanings are impressions or associations which are usually emotional and subjective. Connotative meaning is the meaning that arises as a result of the association of the feelings of the language user towards the words heard or read (Pateda, 2010). Connotative meaning is not the actual meaning or does not refer directly to the object. The researchers found ninety five data which contained connotative meaning.

Then, contextual or situational meaning arises due to the relationship between speech and context. Context can be manifested in many ways, namely: 1) the context of the person, including matters relating to gender, speaker's position, age of speaker/listener, socioeconomic background of speaker/listener; 2) the context of the situation, for example a safe situation, a noisy situation; 3) context of purpose, for example asking, expecting something; 4) the formal context of the conversation; 5) the context of the speaker/listener's mood, for example fear, joy, annoyance; 6) time context, for example evening, after sunset; 7) the context of the place, whether the place is at school, in the market, in front of the cinema; 8) object context, meaning what is the focus of the conversation; 9) the context of the speech/hearing equipment of the speaker/listener; 10) linguistic context, meaning whether it fulfills the language conventions used by both parties; and 11) language context, namely the language used (Pateda, 2010). The researchers found forty data that contained contextual meaning.

The terms' meaning applies in special circles or in a special field, which usually contains an accurate meaning (Manaf, 2010). The meaning of a term is one or a combination of words expressing a concept, process, condition, or characteristic in a particular field. The researchers found seven data that contained the meaning of the term.

Furthermore, the denotative meaning is the meaning of the language unit according to the reference that we can observe or feel with our senses without being accompanied by the sense value contained in the language unit (Manaf, 2010). denotative meaning is also defined as the word as it is or the real meaning of the word. The researchers found only three data that contained denotative meaning.

CONCLUSION

In conclusion, it is known that non-comparative or rhetorical figure of speech consists of alliteration, assonance, anastrophes, apophasis or preterition, apostrophes, asyndeton, polysyndeton, chiasmus, ellipses, euphemisms, litotes, hysteron proterons, pleonasms and tautologies, periphrasis, prolepsis or anticipation, erotesis or rhetorical questions, syllepsis and zeugma, correction or epanorthosis, hyperbole, paradox, and oxymoron. However, this study's results revealed hyperbole, assonance, rhetorical questions, asyndeton, alliteration, correction/epanorthosis, and prolepsis/anticipation in snack advertisements on Indonesian private television. Thus, this study gives implications for the development of linguistics and Indonesian language teaching at the junior high school level because it is in accordance with the 2013 curriculum and the independent curriculum in advertising text material.

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