CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theories which are relevant to this research. There are two major parts of this section namely theoretical description and review of related studies.

A. Theoretical Description

This section will review some theories and studies related to persuasion in advertising, the persuasive techniques, and linguistic devices of persuasive in advertising.

a. Persuasion in advertising

Persuasionin advertising takes many forms. Persuasion appears in advertising in a form of linguistic tools used by advertisers to create an effective advertisement.

According to Stewart (2015:3) persuasion is about changing the minds and behavior of people. The form of persuasion may vary widely, ranging from simply providing information, to framing that information to 'nudge' an individual in a particular direction, to strong forms of social control. O'Shaughnessy and O'Shaughnessy (2004:5) define persuasion as the process of trying to alter, modify or change the saliency of the values, wants, beliefs and actions of others, social life is dominated by conscious or unconscious, forceful or tangential, attempts at persuasion. Gulledge (2004: 6-15) also says that persuasion means an interaction among people. Persuasion is an ability to convey information to people and to make them believe that the message is valid and real and thus influence their free will (as cited in Dlabacova, 2012). From these statements the writer conclude, that advertisers used persuasive in advertising to changes people's mind, to make people belief and wants to buy their advertisements, and to make the consumers remember about these advertisements.

b. The persuasive Techniques

Ad is made to draw attention to consumers, but many advertisers create the ads just to get the attention. The advertisers do not pay attention to the content of those ads. Getting attention is a necessary condition for persuasion and concomitantly, a sufficient condition for failure. However, too many ads are focused solely on getting attention, for getting that they must also have persuasive content (O'Shaughnessy & O'Shaughnessy, 2004:131).

This section will describe particular persuasive techniques which are used in print advertisements. First, O'Shaughnessy and O'Shaughnessy (2004:131), states that repetition of a message in advertisements is important when it has to compete for attention. Repetition of messages in advertising is essential leads to growth of audience familiarity with the message, and to direct consumers to the ads in order easily to absorbed and familiar. Repetition also leads to increase in popularity of a certain product. Mooij (2005:121) repetition helps people to remember and recall the name of a product, mentioning the example of Canon advertisement *If anyone can, Canon can* (as cited in Dlabacova, 2012). Furthermore, repetition help to deliver impression to the audience through emphasis on key words and ideas (Vaičenonienė: 2006).

Second, use simple phrase for high-involvement product with strong arguments. According to Armstrong (2010:183-184) the strong arguments and clear text in an ad can increase the understanding and persuasiveness. Alba and Marmorstein says, when subject lacked the ability, opportunity, or motivation to understand the information, they were more likely to be persuaded by ads with many favorablle arguments than by those with few favorable arguments (Alba and Marmorstein, 1987). Therefore, using short words, short sentences, and simple punctuation are easier to understand, especially for poor readers, mentioning the example of breakfast cereal advertisement use strong claim *fat-free* (Amstrong, 2010:183). Use simple phrase for high-involvement product with strong arguments help the consumers especially for the poor readers to understand about the meaning of the advertisements.

Third, competition in advertising is very tight, the advertisers are competing to attract the attention of consumers in various ways, especially for the

advertisements that the main target are women. Used the forceful words such as *"free", "improved", "new"* or *"faster"*are easliy to persuade the consumers. Amstrong (2010:187) state that the forceful words have a power that sometimes can change the way people look at a product. Ads with power words that fit the product and were not over used had substantially higher purchase intentions than ads without power words (Kover and James, 1993).

Fourth , Ogilvy also suggested that the ad writer should pretend to be writing a personal letter on behalf of a client. Personal pronoun like "you" can create more persuasive (Ogilvy, 1983). According to Amstrong (2010:193), Amstrong asserted that many experts suggest that ads should use personal pronouns, especially in the headlines. For examples, *"You earned it!"* and *"I guarantee you..."* or *"What the huge national debt means for us."* Some copywriters advise writers to use a friendly conversational tone. This can be done by using sentence fragments, starting sentences with conjunctions, using one sentence paragraphs, and using a proposition to end sentence with.

Finaly, metaphors also must have been invented for advertising. Sullivan (2008: 61) asserted that metaphor is useful for advertisers because it can express the message of the advertisement quickly in a few words. Metaphor involves the reader, it makes the reader stop and think about the message of the advertisement and it uses images in the reader's mind and twist them to the message's purpose (Sullivan 2008: 62). Metaphors are the common denominators of advertising. One of the reasons why advertisers use metaphors, apart from the fact that it is an easier method of quick communication, is that we use and understand metaphors in everyday language. Brierley says, Metaphors are part of our everyday speech. We "chew over" and "iron out" problems. Metaphors also work by best owing meanings on goods (Brierley, 1995:139). Amstrong also says (Amstrong, 2010:200) metaphors can be made more concrete by the choice of words or by adding a visual representation. Example of an ads for Clinique cream said: *"exceptionally soothing cream for upset skin."*

From descriptions above the writer concludes the techniques of persuasive in advertising are as follows:

a) Repetition

Repetition used in advertisements to increase in popularity of a certain product and helps people to remember and recall the name of a product. Example: *"If anyone can, Canon can."*

b) Strong arguments and clear text

Use simple phrase with strong arguments help the consumers especially for poor readers to understand about the meaning of the advertisements. Example: *"fat-free"*

c) Using forceful text

Used the words *"free", "improved", "new" or "faster"* can change the way people look at the product.

d) Using personal tone

Many experts suggest that ads should use personal pronouns tone, especially in the headlines. For example, *"You earned it!" and "I guarantee you..."*

e) Metaphors

Metaphor is useful for advertisers because it can express the message of the advertisement quickly in a few words.

a. Advertising as Discourse

This study is employs persuasive techniques to analyze beauty product advertisements, and it is important to look at advertising as discourse. Cook (2001) argues that discourse does not only concern with language alone, but discourse also examines the context of communication (p.3). Further, Cook (2001) makes distinction between text, context and discourse. Text mainly focuses on linguistic forms which are separated from context for the purpose of analysis. According to Hymes (1972), context divided into eight components namely, (S) Setting including the time and place, physical aspects of the situation such as arrangement of furniture in the classroom, (P) participant identity including personal characteristics such as age and sex, social status, relationship with each other, (E) ends including the purpose of the event itself as well as the individual goals of the participants, (A) act, sequence or how speech acts are organized within a speech event and what topic/s are addressed, (K) key or the tone and

manner in which something is said or written; (I) instrumentalities or the linguistic code i.e. language, dialect, variety and channel i.e. speech or writing, (N) norm or the standard socio-cultural rules of interaction and interpretation, and (G) genre or type of event such as lecture, poem, letter (as cited in Johnston and Marcellino, 2010) . While, According to Cook (2001), context includes the substance, pictures, music, paralanguage (meaningful behavior accompanying language), situation, participants, co-text (other text which participants consider to belong to same discourse), intertext (texts which belong to other discourse), and function. Discourse is the interaction between text and context which is meaningful and unified by the participants (p.3).

Describing advertising as discourse is complex because it involves approaches to describe elements of advertising which are included in the context and how they affect each other (Cook, 2001:5). Figure 1.1 captures the interaction of elements in advertising. Analyzing advertising as discourse is different from analyzing advertising as text. When an advertisement is analyzed as discourse, the language of the advertisement is not analyzed separately from other elements. In fact, the analysis is conducted to investigate how the languagee works together with other elements.
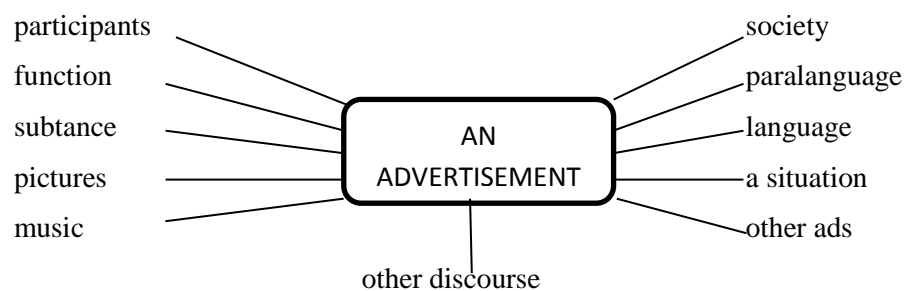
participants   society
function   paralanguage
subtance   AN ADVERTISEMENT   language
pictures   a situation
music   other ads

other discourse

Figure. Interaction of Elements in an Advertisement

(Cook, 2001:6)

b.   **Structure of Advertisement**

According to Lane et al. in Nugrawidhanti (2016:16), most advertisements are presented in a structure beginning with promise of benefit (the headline)

followed by spelling out the promise (the sub-headline, optional), amplication of story, proof of claim, and action to take. Furthermore, Lane et al. Discuss the structure of advertisements as follows:

a.   Headline

The headline is the most essential part of printed advertisements. It is the first thing that can grab readers' attention and make them keep on reading to know more about the product being promoted. Advertisers use headline to directly tell the readers about the benefits of their products. There are several characteristics of effective headline. Effective headline is usually written in short, simple words which are selected to appeal only to prime prospects. An action verb should be included in these words. An affective headline includes primary product benefits, name of the brand, and an interesting idea to make the reader keep on reading. It should give enough information about the product so that the reader who reads only the headline can still get information about the product being promoted.

b.   Sub-headline

If the message is too long to be conveyed in the headline, then a sub-headline is needed. It is a part of the headline written in a smaller type than the main headline but larger than the body copy. The sub-headline provides more information to spell out the promise presented in the headline. It introduces the body copy and invites the readers to read more.

c.   Amplification (Body Copy)

The headline and sub-headline (if any) are followed by the amplification of the advertisement called body copy. The body copy presents the case of the product and how the promise in the headline will be fulfilled. In other words, the body copy is the part where the advertisers amplify what is announced in the headlines. It will attract the main prospects by giving the explanations of the benefits.

d.   Proof

When consumers have been informed about the promised benefits of the product and how it will be fulfilled, they may look for proofs in the advertisement.

Proof is especially important for high-priced products, health products (including beauty products) and new products with special features. There are some ways to offer proof to the reader. Advertisers can use seals of approval from such credible sources to make consumers believe in the quality of the product. Another way to provide proof is by giving guarantees. Many companies offers costumers money-back guarantees for trying specific products. Advertiser can also use trial offers and samples to reduce the consumers risk and make them more interested.

Another way is by offering warranties. When the company offers a promise to repair or replace a product that goes demaged within a fixed period of time, it can be convicing proof for the readers. The text strategy to provide evidence is by showing good reputation. Claiming that the product has a good reputation will make the reader believe. "Before" and "after" demonstrations can also be used to show how the product work. This is particularly powerful to promote a beauty product. Last but not least, testimonials are also a powerful device to attract the reader's attention. In order to be credible, testimonials should come from people who are viewed to have caapability to make judgments about the product being promoted. It will be better if these people are experts who are similar and relevant to to prospects.

c. Linguistic Device of Persuasive in Advertising

The following section describes the most prominent linguistic device, which are used in advertisements. Linguistic device is described from lexical and morphological.

Lexical and Morphological Devices

This section will describe specific words that are used in these advertisements. Lexical level of language studies "the words we use; the vocabulary of a language" (Simpson, 2004:5). Morphological level of language studies "the way words are constructed, words and their constituent structures" (ibid). Each advertiser used different words in their advertisements. This section will describe specific items used in advertisements.

a) Adjectives

There are several features of typical adjectives. Adjectives may have attributive or predicative form. Attributives pre-modify nouns e.g. *The clever boy*. Predicatives follow linking verbs e.g. *seem, look, feel*. Majority of adjectives may be modified by adverbs *very, quite, rather* (Leech and Svartvik, 2002: 231). Gradable adjectives are typical for advertisements. Gradable adjectives may have a form of comparative (adding *–er*) or superlative (adding *–est*) e.g. *better than, biggest*. There is also possibility to express higher degree by the use of *more* e.g. *the most interesting*, *more important*. In addition adjectives may be created from nouns by adding suffixes e.g. *beauty –beautiful* (ibid).

b) Verb phrase

A simple definition of a verb is that it is "a word used for saying something about some person or thing" (Crystal, 2003:207).Verbs may be recognized from their position in the sentence. According to Leech and Svartvik, verbs in English language may have a form of an auxiliary verb (*be, can, will*) or a main verb, which may be regular or irregular. Regular verbs are the most frequent in English language. Regular verbs may have a base form, *-s* form, *-ing* form or *-ed* form (Simpson, 2002:316).

Moreover, verbs in verb clauses may have a passive or an active form. Passives are constructed by verb be + past participle e.g. *will be introduced*. The passive form of a verb is a common feature of formal texts. Incontrast, active form e.g. *he will introduce* is frequent in informal texts or communication. (Leech and Svartvik, 2002:344-345).

c) Pronouns

Pronouns are crucial elements of advertisements. Pronouns are words which can function as a whole noun phrase (*eg* in being subject or object of a clause) or as the head of a noun phrase (Leech and Svartvik, 2002:255). English language distinguishes personal, reflexive, possessive, reciprocal, relative, interrogative, demonstrative and indefinite pronouns.

Probably the most common pronouns in advertisements are personal pronouns e.g. *you, me, he*. Personal pronouns may create a relationship between advertiser and customer and involve the customer into the issue. Preference for first, second or third person vary in genres. However, advertisements use all three

persons. *We* is often the manufacturer. *I* is the expert or adviser, *you* and *I* are observing *he/she* who did not use the product yet. The most frequent is the use of *you* (Cook, 2001:157).

B. Review of Related Studies

The researcher reviews several studies conducted before this study. The first study was bachelor thesis by Dlabačová, Romana (2012) titled "Means of Persuasion in British and American Printed Advertising". The study examined a corpus of 44 British advertisements and a corpus of 42 American advertisements and both of them made use of the marketing persuasive means as well as the verbal and nonverbal means and layout as persuasive means. The aim of this study is to analysis of persuasive means in British and American advertisements that are used to attract the reader´s attention and to persuade customers to buy the advertised product or service. The study consists of the theoretical and practical part. The theoretical part defines advertising, its use and effects, persuasive means in marketing, verbal and nonverbal persuasive means and layout in the advertisements. The practical part researches and analyses the persuasive means used in advertisements. This study help the researcher to get general understanding of persuasion in advertising.

Other related study is "Devices of Persuasive Language: Printed Advertisements for English Language Courses" written by Kubicová (2013). The aim of this study is to analyse persuasive devices of language which are used in advertisements for English language courses. The thesis is divided into theoretical and practical part. The theoretical part characterizes an advertisement and focuses on the persuasive techniques and the language of advertising. The analytical part examines chosen advertisements on the basis of findings which were gained from the theoretical part and sets out conclusions. The analysis explored the type and frequency of persuasive linguistic devices. The analysis proved that advertisements use linguistic devices, which appeal to the attention of the customer and which make advertisements more informal and personal. This involves frequent use of imperatives, verbs in shortened forms and frequent use of personal pronouns. Metaphors and personifications contribute to the attractiveness

of the advertisements. Moreover, the analysis demonstrates the occurrence of puns and unpredictable spelling, which was expected to be higher. Since puns and unpredictable spelling make advertisements more interesting and memorable

The other related study is also bachelor thesis "A Critical Discourse Analysis on *Oriflame* Beauty Product Advertisements" written by Nugrawidhanti (2016). This study focused on analyzing of linguistic feautures, discourse strategies and social implications of Oriflame beauty product advertisements. This reasearch aims to analyze the linguistic features of beauty product advertisement, to discover the discourse strategies used in the beauty product advertisements to construct the concept of ideal beauty, and to invistigate the social implications of Oriflame beauty product advertisements. This study employed a qualitative research design. The source of data used in this research was beauty product advertisement in three digital Oriflame calatogs taken from Oriflame website. In data analysis technique, the researcher used Critical Discourse Analysis (CDA). Based on the data analysis on the linguistic features of Oriflame beauty product advertisements, the researcher finds out that the linguistic features can be categorized into lexical-grammatical devices, rhetorical devices, syntactic features and advertising register. This research is different with the three related study above, the related study just to give better understanding about the persuasion in advertising and also help the researcher to understanding the linguistic features in advertising. This research reveals the prominent of persuasive techniques that are use in Jafra beauty product advertisements.