

CHAPTER II

REVIEW OF RELATED LITERATURE

As the writer has stated, in this thesis, she is going to discuss adjectives in kids-products advertisements. In this chapter, the writer presents Linguistics theories concerning adjective and Related theories concerning advertisement that support her analysis.

2.1. The Definition of Adjective

Adjective is a word that indicates a quality of the person or thing referred to by a noun, such as *big, rotten, foreign* in *a big house, rotten apples, foreign names* (Oxford Advanced Learner's Dictionary:15). According to Longman **Dictionary** of English Language and Culture (1992:13), the word adjective refers to "a word that describes a noun." Whereas, Francis (1958:280) says that adjectives are a class of lexical words identified by their ability to fill the position between a noun-determiner and a noun and the position after a linking verb and a qualifier such as *very, rather, absolutely, and quite*. From the explanation above the writer concludes that adjective **is** a word whose function is to qualify, describe, and give state to a noun. Moreover, adjectives fill their position between a noun-determiner and a noun, such as *the strong man, this uncomfortable position*; and following the qualifier such as *very interesting, quite*

strong. In practices, adjectives may be applied in various ways to serve the needs of language users in communication.

2.2. Characteristics of Adjectives

According to Quirk et al (1987:402), **many** common adjectives **have** no identifying form, such as *good, hot, little, young, fat*. Moreover, some adjectives inflect **for** comparative and superlative, such **as** *great, greater, greatest*. Nevertheless, we cannot tell whether a word is an adjective by **looking** at it in isolation. Some suffixes are indeed found *only*, or typically w'th adjectives. For example: *-able* in *comfortable*; *-ful* in *playful*; *-ous* in *dangerous*; etc.

In discussing characteristics of adjectives, Quirk et al (1987:402-403) say that there are four important features. First, adjective **may** freely occur in an **ATTRIBUTIVE** function. Second, adjective may freely occur in a **PREDICATIVE** function. Third, adjective can be premodified by an **INTENSIFIER** such as *very, quite, and rather*. Fourth, adjective **can take** **COMPARATIVE** and **SUPERLATIVE** forms.

2.3. Functions of Adjectives

2.3.1 Attributive

According to Quirk et al (1987:402), adjective may freely occur **in** an attributive function:

a. The adjective can premodify a noun, such **as**:

an &painting

popular ballads

- b. The adjective may appear between a noun determiner (including zero article) and the head of a noun phrase, such as:

the round table

dirty linen

2.3.2 Predicative

According to Quirk et al (1987:417), adjectives are predicative when they function as a subject complement, as in *the painting is ugly*; or an object complement, as in *he thought the painting ugly*.

- a. Adjectives are subject complements not only to noun phrases, but also to clauses, which may be finite clauses [1,2] or nonfinite clauses [3,4].

[1] *That you need a car is obvious*.

[2] *Whether he will resign is uncertain*

[3] *To drive a car is dangerous*

[4] *Playing chess is enjoyable*

- b. Adjectives functioning as object complements often express the result of the process denoted by the verb, as in:

[5] *He pulled his belt tight*

[6] *He pushed the window open*

[7] *He writes his letters large*

The result can be stated for each sentence by using the verb **be**:

[5a] His belt is tight

[6a] The window is open

[7a] His letters are large

c. Adjectives can also be object complements to clauses, **as** in:

I consider what he did foolish

2.4. Forms of Adjectives

2.4.1 Positive

According to Curme (1931:499), positive is the simple form of adjective: ‘a *strong* man’.

2.4.2 Comparative

According to Quirk et al (1987:403), adjectives can take COMPARATIVE forms, **by** means of inflections **{-et}**, or **by** the addition of the premodifiers **more**:

The children are happier now

These students are more intelligent

2.4.3 Superlative

According to Quirk et al (1987:403), adjectives can take SUPERLATIVE forms, **by** means of inflections **{-est}**, or **by** the addition of the premodifiers **most**:

They are the happiest people I know

They are the most beautiful paintings I have ever seen

2.5. Types of Adjectives

2.5.1 Opinion Adjectives

Opinion adjectives tell us what someone thinks of something, such as nice/beautiful.

2.5.2 Fact Adjective

Fact adjectives give us objective information about something (age, colour, size, etc.), such as new/large/round/wooden.

If there are two or more fact adjectives, we usually put those adjectives in this order:

	HOW BIG?	HOW OLD?	WHAT COLOUR?	WHERE FORM?	WHAT IS IT MADE OF?	NOUN
a	tall	young	-	-	-	man
-	big	-	blue	-	-	eyes
a	small	-	black	-	plastic	bag
a	large	-	-	-	wooden	table
an	-	old	-	Russian	-	song
an	-	old	white	-	cotton	shirt

Adjectives of size and length (*big/small/tall/short/long etc.*) usually go before adjectives of shape and width (*round/fat/thin/slim/wide etc.*); such **as**:

DETERMINER	SIZE & LENGTH'	SHAPE & WIDTH	NOUN
a	large	round	table
a	tall	thin	girl
a	long	narrow	street

DETERMINER	OPINION	FACT	NOUN
a	nice	sunny	day
an	intelligent	young	man
a	beautiful	large round wooden	table
-	delicious	hot	soup

2.6. Speaker Meaning and Sentence Meaning

It seems to public that meaning is so vague, insubstantial, and elusive that is impossible to come to any clear, concrete, or tangible conclusion about it. Hurford and Heasley (1983:1) say that by careful thought about the language you speak and the way it is used, definite conclusions can be arrived at concerning meaning.

In explaining and clarifying the nature of meaning, we need to recognize what we are talking about what speakers mean or what words (or sentences) mean. **Once** again, Hurford and Heasley (1983:3) give an idea about it. Speaker meaning is what a speaker means (i.e. intends to convey) when he uses a piece of language. Whereas, sentence meaning (or word meaning) is what a sentence (or word) means, i.e. what it counts **as** the equivalent of **m** the language

concerned. In this thesis, the writer thinks that the speaker is the advertising agency, especially the copy writer, who gives the message to the consumers or buyers. On the other hand, the consumers or buyers who catch the message of advertisement act **as** the sentence or word. In this case, the consumers or buyers may interpret the advertisements by using their knowledge and experience.

Sentence meaning deals with literal meaning. Therefore, it has a relationship with sense. According to Hurford and Heasley (1983:28), the sense of an expressions is its place in a system of semantic relationships with other expressions in the language. These semantic relationship is sameness **of** meaning, as in: *I (almost)fell over*

I (nearly)fell over

Words in the brackets above have the same meaning. Furthermore, Hurford and Heasley (1983:29) added that in some cases, the same word can **have** more than one sense, **as in:**

A mug of milk

He is a mug

Moreover, Soekemi (2000:12) says that in talking sense, we deal with relationship inside the language. Sense relates to complex system **of** relationships between one linguistic element with other linguistic elements. It deals only with intra-linguistic relation.

2.7. Concept of Advertisement

The discussion about the concept of advertisement is divided into the following **parts**:

2.7.1 The Understanding of Advertisement

“Advertisement” is something used for advertising things, such **as** a notice on the wall, or in newspaper, or a short **film** shown on television” (Longman Dictionary of English Language and Culture:16). Wells et al (1989:11) say that advertising is paid nonpersonal communication from an identified sponsor using mass media to persuade or influence an audience. This means advertising is a paid form of communication, although some forms of advertising, such **as** public service, use donated space and time. Not only is the message paid for, but the sponsor is identified. In some cases the point of the message is simply to make consumers aware of the product or company, although most advertising tries to persuade or influence the consumer to do something. The message is conveyed through many different kinds of mass media reaching a large audience of potential consumers. Because advertising is a form of mass communication, it is also nonpersonal. Finally, advertisements must persuade people to believe or ,do something. A persuasive message will try to establish, reinforce or change an attitude, build an argument, and touch an emotion.

2.7.2 Structure of an Advertisement

Lane and Russell (2001:253) says that most advertisements are presented in the following order:

- a) promise a benefit (the headline)
- b) spelling out of promise (the subheadline, optional)
- c) amplification of story (as needed)
- d) proof of claim (as needed)
- e) action to take (if not obvious)

Moreover, Lane and Russell (2001:253), state that people tend to scan print advertisements in the following manner: illustration first, followed by the headline, first line **of** the *body copy* (subhead), and then the logo. If they are still interested, they will go back and read the rest of the copy, including body copy. An explanation of each are elaborated as follows:

a) The headline

Lane and Russell (2001:253), say that the headline **is** the most important part of an advertisement. It is the first thing read, and it should arouse interest so the consumer wants to keep on reading and get to know more about the product being sold. If the headline does not excite the interest of the particular group of prime prospects the advertiser wants to reach, the rest of the advertisement will probably go unread.

b) Subheads

Lane and Russell (2001:256) say that a subheadline **has** smaller type than a main headline, but larger than the body copy. The subheadline can spell out the promise presented in the headline. It can be longer than the headline. It can invite further reading, and it serves as a transition to the opening paragraph **of** the copy.

c) Body Copy

Lane and Russell (2001:256-257) say that a body copy does *amplify* what the headline promised. In other words, body copy explaining how the promise in the headline will be fulfilled for the product presented. What you say and how deep you go depend on the amount of information the prime prospect needs at this point **in** the buying process.

Another researcher, Bovee and Arens (1986:266-267) say that body copy tells the complete sales story. It **is** a logical continuation **of** the headline and subheads. The body copy is set in smaller type than headlines or subheads. Body copy is also where the sale is closed. Moreover, the text must explain how the product or service being advertised satisfies the customer's need. The text **may** concentrate on a single benefit or several benefits **as** they relate specifically to the target audience. To make it clear, some points given below:

- a) don't beat around the bush. Get straight to the point
- b) be specific, factual, Don't generalized
- c) avoid superlatives (people usually don't believe them)
- d) be truthful and make the truth fascinating. Don't be a bore.

e) be enthusiastic, friendly, and memorable. Tell the whole story and no more.

2.7.3 Advantages of Magazine Advertising

William (1970:24) says that magazine advertising is used mainly by national advertisers. Through magazines they can reach a special interest group, because each magazine attracts its own type of readers. For example, national advertisers can select magazines that are read by homemakers (McCall's, Good Housekeeping), by teenagers (Seventeen), by business people (Business Week, Fortune), or by farmers (Farm Journal). Furthermore, magazines are kept and referred to by readers for a longer period. Thus their advertisements have more time to make an impression. Another advantage is that magazines offer high-quality printing and true color reproduction that present the advertiser's product in an appealing way.