

CHAPTER II

REVIEW OF RELATED LITERATURE

There are certain approaches in the analysis of advertisements. Advertisement can be analysed in terms of its language, for example its elements, its texture and so on (see below). It can also be analysed it using the psychological or psycholinguistic approach, for example by analysing the readers or viewers response to it, their understanding, their opinion about it, etc (see, for example, "The Language of Advertising", by Torbern Vestergaard and Kim Schroder, 1989)

Another approach which can be used is the semantic approach used by Leech (1966) in his book "English in Advertising". For example he proposes directness and indirectness in the style of language used in advertisements.

However, the above approaches are not really suitable for this thesis because :(1) The psychological approach is hard to administer and measuring people's reaction towards advertising is not easy; due to the limited time, this is not possible. (2) Semantic approach is more suitable for wordy advertisements, so the choice of words and diction can be analysed using this.

But since classified advertisements is considerably brief (even abbreviated), this approach is not quite suitable.

Therefore, the writer here chooses the discourse approach as her theoretical basis. This approach is chosen because : (1) it does not involve the people's reactions; (2) it offers an approach of studying text, elements, etc. without having to analyse complete sentences, diction. etc. So, in the following section, we will review important concepts of text, referring to some relevant theories.

2.1. TEXT

As the writer has stated, in this thesis she is going to discuss about the language of classified advertising. She has also stated that the approach used is discourse approach, which necessitates us to examine the concept of text.

The term text can be defined as a verbal record of communicative act (Brown and Yule, 1984:6). A text may be differently presented in different editions, with different size of newspaper, in one or two coloms and we still assume, from one edition to the next, that the different presentations all represent the same 'text' (Brown and Yule, 1984, 6). The term 'the same' minimally refers that the text is presented in the same way. Classified adver-

tising always written in the similar way in every edition of newspaper and is written in the form of advertising. One classified advertising may be different from the other in the use abbreviations or in its length of classified advertising.

Halliday and Hasan (1976:2) take the view that the primary determinant of whether a set of sentences do or do not constitute a text depends on cohesive relationships within and between the sentences.... Cohesive relationships within a text are set up 'where the INTERPRETATION of some element in the discourse is dependent on that of another. The one PRESUPPOSES the other in the sense that it cannot be effectively decoded except by recourse to it' (Halliday and Hasan, 1976:4 and also in Brown and Yule, 1984:191). This means that a text has elements and that the elements can be related to each other through presupposition and interpretation in order for us to understand a text.

Halliday and Hasan say that hearers and readers do not depend upon formal markers of cohesion in order to identify a text as a text. Halliday and Hasan remark (1976:23) that they insist on interpreting any passage as text if there is the remotest possibility of doing so. From this statement we can infer that the possibility of interpretation is available not only through markers.

Compare the following :

(1) It was hot yesterday, so John went to buy cassette tapes.

(2) A. There's someone at the door.

B. I'm having a shower.

A. OK.

We can see that (1) has the cohesive marker 'so'; yet, the interpretation of the sentence is not easily done because the two thoughts cannot be coherently connected, in (2) we can see that no explicit markers are available, yet we understand what it is about through interpretation and presupposition. For example, the sentence 'There's someone at the door' presupposes an information that 'we should answer or open the door'.

Compared with the above form of the text, classified advertising is written rather differently, but the above textual principle still apply. Here, the writer will give two examples of the text.

First, the writer gives an example of classssified advertising.

Jcpt reh Darso Permai Selatan II/1
pojok pln 6600w ls.429² hub.alamat tsb.
(JP/12/24/92)

Second, the writer also gives another example of news written in the newspaper:

Gara-gara Presiden AS, Bill Clinton mencukur rambutnya di atas pesawat, lalu lintas di bandara Internasional Los Angles keamrin kacau. Kantor berita Reuter melaporkan pukul 01.45 dini hari tadi, Clinton saat itu sedang menumpang pesawat Air Force One dari California menuju ke Los Angles. Ketika pesawat tadi hendak landing, Clinton belum selesai mencukur rambutnya. Akibatnya pesawatnya harus berputar di atas bandara selama satu jam lebih. Sedangkan pesawat lain rata-rata berputar 17 menit walhasil situasi bandara kacau balau.
(*Jawa Pos*, 22 May 1993)

If we carefully compare the above texts we can see that they are written differently. The classified advertisement is not written in full sentences such as in the ordinary news. However, we can still understand the first text, although not with the same ease as when we read the second. Our understanding of the first text is helped by interpretation, for example an advertisement is about 'rmh' (rumah) 'house', this becomes a presupposed information and we can also use the sub title of classified advertisement for houses as a presupposed information. Then we can understand the rest of the text by interpreting the element in the presupposition in its relation with other elements, for example if a house is sold then we will interpret the following elements to be about the address, the main facilities, etc.

Since the concept of presupposition and interpretation are important for the understanding of a text, they are explained below.

2.2. INTERPRETATION AND PRESUPPOSITION ELABORATED

As explained above, when we read a text, we have to interpret the elements used in that text. In interpreting them in the text, there should be principles of interpretation which are available to the hearer which enable him to determine an appropriate and a reasonable interpretation of elements in the text. One principle which we can identify we shall call the principle of local interpretation. This principle instructs the hearer not to construct a context any larger than he needs to arrive at an interpretation (Brown and Yule, 1984:59). In our example about the classified advertisement for a house above, our interpretation needs not use a context larger than necessary. For instance, since the information needed is about this particular house, the context we use in our interpretation does not include 'all types of house'. This is explained further by Brown and Yule in the following quotation:

"The principle of local interpretation will guide us to interpret a term in a limited context. Local interpretation probably relates to another strategy which instructs the reader to do as little processing as possible, only to construct a representation which is sufficiently specific to permit an interpretation which is adequate for what the reader judge the purpose of an expression might be" (Brown and Yule, 1984:60).

In understanding classified advertisements, we have to understand the term presupposition. The term presuppo-

sition which is used in discourse analysis is pragmatics presupposition, that is defined in terms of assumption the speaker makes about what the hearer is likely to accept without challenge (Givon, 1979:50 in Brown and Yule, 1984 :29). Another definition of presupposition is proposed by Stalnaker. It was defined that presuppositions are what is taken by the speaker to be the common ground of the participants in the conversation (Brown and Yule, 1984:29). If we examine the example of classified advertisement for selling a house above 'rmh' means 'house', it becomes a presupposed information. 'Darmo Permai Selatan II/1 is interpreted as the 'location of the house', 'ls.429m²' is interpreted as the size of the land, etc. Without 'rmh' as a presupposed information, we have difficulties in interpreting other informations.

Another principle which we have to pay attention is in interpreting terms is the principle of analogy. The principle of analogy is one of the fundamental heuristics which readers and analyst adopt in determining interpretations in context (Brown and Yule, 1984:65).

Sometimes, we assume that in interpreting a text we can positively rely on the syntactic structure and lexical items used in a text. As an example of this is the news concerning 'Bill Clinton' quoted above. Here our interpretation is guided by the lexical items and grama-

matical structures. However, we sometimes can point to linguistic messages which are not presented in complete sentences and it cannot be discussed in terms of syntactic well-formedness, but which are readily interpreted. As an example of this is the interpretation of the classified advertisement at the beginning of this chapter.

We probably say that, in addition to our knowledge of sentential structure, we also have a knowledge of other standard format in which information is conveyed. We also rely on some principles that, although there may be no formal linguistic links connecting contiguous linguistic strings, the fact of their contiguity leads us to interpret them as connected (Brown and Yule 1984:224).

If we look at the example of a text below, we think that this is an advertisement :

Honda Accord 85 akhir Ac/tep istimewa
20,750jt Dukuh 4 Kembang Jepun.
(JP/12/5/92)

When we look carefully at the advertisement above, we consider that the advertisement is written to offer a car. Our knowledge of the brand of the car, give us an important information that 'Honda Accord' is a brand of a car. '85' can be interpreted as the year when that car was bought, partly because we know that within classified advertisement the information of the year is the information when the car was bought. 'Dukuh 4 Kembang Jepun'

is interpreted as the address of the advertiser, because when someone writes an advertisement he gives an information about his own address and not the address of others. As stated before, classified advertisement is usually not written in complete sentences, but it can readily be interpreted. Within classified advertisement, we cannot find any linguistic links which connect each element. Although there is not any linguistic links in classified advertisement, the contiguity of each term leads us to interpret them as connected. In offering a car, the buyer needs the information of the brand of the car, the year, the car accesories, the price and the address of the advertiser. If the brand of the car is written without any information about the year, the car accesories or the address; the reader will not get the information of the brand of the car as a classified advertisement. To write a classified advertisement about selling a car, the advertiser has to give other informations.

Within classified advertising, we found abbreviations. We usually have to interpret the abbreviations used in classified advertisement. In interpreting abbreviations within classified advertisements, there must be principles of interpretation available to the hearer which enable him to determine, for instance, a relevant and reasonable interpretation of abbreviation on a par-

ticular occasion of utterance. This principle instructs the hearer not to construct a context any larger than he needs to arrive at an interpretation (as quoted 1984:59). To interpret the abbreviations in classified advertisement, we have to pay attention to the context in which those abbreviations are used. If we look at the example of classified advertisement above, we can see that the advertiser uses abbreviation 'jt' is the abbreviation of juta 'million'. 'Jt' is put after 20,750 and 20,750 is assumed as the price; so 'jt' is interpreted as juta 'million'. In this thesis, the writer does not discuss about the abbreviation she discusses about the patterns of elements within classified advertisements.

2.3. ELEMENT

"There have been several attempts to provide conventional or stereotypic representations of knowledge of the world as a basis for this interpretations of discourse. These representations are mainly used to account the predictable information a writer/speaker can assume his hearer/listener has available whenever a particular situation is described (Brown and Yule 1984:236)."

Given an example of classified advertisement about job vacancy, the reader has the idea that the advertiser will give the information about what kind of job is required, the address of the employer, the qualifica-

tions. The knowledge about what kind of information needed in classified advertising about job vacancy is generally assumed. In representations of this knowledge, conventional aspects of what kind of information is needed, such as what kind of job is required, the address of the employer, or the qualifications can be treated as 'default elements'.

It is a feature of these knowledge representations that they are organised in a fixed way as a complete unit of stereotypic knowledge in memory (Brown and Yule, 1984:236). Thus, knowledge about kind of information needed on classified advertisement for job vacancy is managed as being stored in memory as a single unit, easily obtainable unit, rather than a separated collection of individual facts which have to be constructed from different parts of memory each time we read classified advertisement about job vacancy. Understanding discourse in this way, significantly regaining a stored information from memory and relating it to the encountered discourse (Brown and Yule, 1984:236).

One way of potraying the background knowledge which is used in the composing and the understanding of discourse can be found in Minsky's *frame-theory*. Minsky asserts that our knowledge is stored in memory in the form of data structures, which he calls 'frames' and

which represent stereotyped situations. They are used in the following way :

"When one encountered a new situation (or makes a substantial change in one's view of the present problem) one selects from memory a structure called a *frame*. This is remembered frame work to be adapted to fit reality by changing details as necessary" (Minsky 1975, as quoted in Brown and Yule 1984:238).

Minsky proposes that frames have obligatory elements and optional elements. Obligatory elements are elements which have to be provided, whereas optional elements are elements which might be provided. When we look at the classified advertisements below, we will find which elements are called obligatory elements and which elements are called optional elements.

Dijual rmh tgkt L.349m²jl.Kembar Wisma
Mukti Blok H55/1 pampln2200 6kmt
3kmdi hub.595793 tanpa perantara
(JP/12/14/92)

Dijual rumah uk.6x12 Jl.Kapas Madya
IIB/41 Sby
(JP/12/22/92)

Jual rumah Kertajaya VIIIB/4 Surabaya
tanpa perantara
(JP/12/3/92)

From the examples above, we find that the obligatory elements are 'what kind of commodity is sold' and 'the location of the house. The other elements such as 'the size', 'the facility', 'telephone number' are optional

elements.

A frame is characteristically a fixed representation of knowledge about the world. Some researchers stated a frame to be a static data structure about one stereotyped topic (Charniak, 1975:42 as quoted Brown and Yule in 1984:239). When we read classified advertisements for selling a house, our knowledge is already limited that the informations are presented 'location of the house', 'the size', etc.

2.4.SEQUENCE

If we talk about sequence or contiguity of words within a text, we should know that we have to understand the script concept. The script concept was developed by analogy with Minsky's frame, but 'specialised to deal with event sequences' (Schank and Abelson, 1977 as quoted in Brown and Yule, 1984:241). The script concept was used by Abelson (1976) when applied to text understanding, it incorporates a particular analysis of language understanding proposed by Schank (1972) as conceptual dependency (as quoted in 1984:241).

In a development of the conceptual analysis of sentences, Riesbeck and Schank (1978) describe how our understanding of what we hear and read is very much 'expectation-based' (as quoted in 1984:242). Riesbeck and

Schank (1978:252) point out that our expectations are conceptual rather than lexical and that different lexical realisations in the certain position will all fit our expectations. Evidence that people are 'expectation-based parsers' of the text is provided by the fact the we can make mistakes in our predictions of what will come next.

When we look at the examples of classified advertisements below, we will find that the sequence of elements in each classified advertisements are different.

Binter Bebek Joy th82 mulus mesin ba
ik (460) Kampung Malang Utara I/28
(JP/12/12/92)

JTO th80 (785 ribu)Binter
Mercyth83(925ribu)mulus2 Jl.Bumiarjo V/31
dkt Joyoboyo
(JP/12/19/92)

The sequence of elements of the first classified advertisement are 'what kind of commodity is sold', 'year', 'condition,' 'price', 'address'. Whereas the sequence of elements of the second classified advertisement are 'what kind of commodity is sold', 'year', 'price', 'condition', 'address'. So the sequence of each elements can not be predicted. However, despite the differences in sequence, the elements proposed by Minsky above prevails. As, we can see at a glance, there is an interresting pattern for these elements which is found across advertisements. In the following chapter the

writer will present and analyse all these elements and patterns in the classified advertisements.

CHAPTER III

PRESENTATION OF DATA