



The Textual Features In Persuading Student on School Advertisement: A Textual Analysis

Neneng Farida Rahmah¹, Nurfithri²

¹STAI Baitul Arqom Al-Islami Ciparay, ²Politeknik Padjadjaran, Indonesia

E-mail: nfaridarahmah@gmail.com, nurfithriucu@gmail.com

Article Info	Abstract
Article History Received: 2024-10-11 Revised: 2024-11-27 Published: 2024-12-06 Keywords: <i>Textual Analysis; Textual Features; School Advertisement.</i>	<p>This research focuses on the textual features used in persuading Student in the school advertisement: A Discourse study. Those strategies can be analyzed by a discourse study to find what kind of textual features used in the advertisement and what the function of those features. This research employs descriptive qualitative method by which the researcher categories, describes, and analyzes. The researcher uses the theory of textual analysis (Fairclough, 2003), discourse of advertising (Cook, 1992) and some supporting theories to solve the problem presented in the research questions. The data used in this research are taken from the Masdrasah Aliyah in Bandung Regency. There are 25 school advertisement that are heading the Madrasah Aliyah. The finding shows that there are five textual features that have been analyzed. They are the use of pronoun 'you, your', and 'we', our' that is to establish a certain type of correlation between the student as a reader and the advertiser. In term of grammatical mood, there are 3 kinds of sentences. The imperative is the most used. This means building a close relationship between readers and advertisers by persuading readers to take an action such buy the product. In the grammatical feature, the product uses the positive adjective that highlights the positive effects in quality of product, while only twice the advertisers use the negative adjectives to connect to the problems which existed prior to using the products. In modality, there are two kinds of modals used in this product, they are 'will' that means the commitment to act, and 'can' that means the commitment of ability. Last, the researcher finds that the product uses the sense of causal means problem-solving that motivates Student to 'buy product' by providing reasons.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-10-11 Direvisi: 2024-11-27 Dipublikasi: 2024-12-06 Kata kunci: <i>Analisis Tekstual; Fitur Tekstual; Iklan Sekolah.</i>	<p>Penelitian ini berfokus pada fitur tekstual yang digunakan dalam membujuk Siswa dalam iklan sekolah: Sebuah studi Wacana. Penelitian ini menggunakan metode kualitatif deskriptif dimana peneliti mengkategorikan, mendeskripsikan, dan menganalisis. Peneliti menggunakan teori analisis tekstual (Fairclough, 2003), wacana periklanan (Cook, 1992) dan beberapa teori pendukung untuk memecahkan masalah yang disajikan dalam pertanyaan penelitian. Data yang digunakan dalam penelitian ini diambil dari Masdrasah Aliyah di Kabupaten Bandung. Ada 25 iklan sekolah yang menuju Madrasah Aliyah. Temuan menunjukkan bahwa ada lima fitur tekstual yang telah dianalisis. Mereka adalah penggunaan kata ganti 'Anda, milik Anda', dan 'kami', milik kita' yaitu untuk membangun jenis korelasi tertentu antara siswa sebagai pembaca dan pengiklan. Dalam hal suasana tata bahasa, ada 3 jenis kalimat. Imperatif adalah yang paling banyak digunakan. Ini berarti membangun hubungan yang erat antara pembaca dan pengiklan dengan membujuk pembaca untuk mengambil tindakan seperti membeli produk. Dalam fitur tata bahasa, produk menggunakan kata sifat positif yang menyoroti efek positif dalam kualitas produk, sementara hanya dua kali pengiklan menggunakan kata sifat negatif untuk menghubungkan ke masalah yang ada sebelum menggunakan produk. Dalam modalitas, ada dua jenis modal yang digunakan dalam produk ini, yaitu 'akan' yang berarti komitmen untuk bertindak, dan 'dapat' yang berarti komitmen kemampuan. Terakhir, peneliti menemukan bahwa produk menggunakan arti kausal berarti pemecahan masalah yang memotivasi Siswa untuk 'membeli produk' dengan memberikan alasan.</p>

I. INTRODUCTION

As there are more products introduced to the public, the competition gets tougher day by day. The high competition in attracting prospective student forces the advertisers to enter the interesting school more than just a school. They

are forced not only to school qualified schools but also how to persuading a student to enter the school. This condition leads the advertisers to employ sophisticated advertising strategies techniques in order to be able to compete with others. It also happens to Madrasah Aliyah

corporations which target student as their target. They do not only advertise to introduce their school, but also to construct an idea that the ideal problem solving to student's issue can only be obtained by bad school (Renaldo, 2017).

Advertisements seem to be something we find routinely in daily life as what Cook (Cook, 1992) said that Advertising in contemporary society is everywhere. We cannot walk down the watch television, shop, street, log on to the Internet, go through our mail, read a magazine or take a train without encountering it. Weather we are alone, in crowd, or with our family or friends, advertising is always with us, if only on the label of something we are using". Advertisements are actually made to target a specific group with a specific aim. Manufacturers take specific media to target their groups. They create advertisements as attractive as possible. One of the attractiveness in advertisement is actually presented in the language. The language is used creatively to persuade the consumers to buy the product that they advertise. This is in line with what Davidson (Davidson, 1993) said that advertising as a genre of reader/viewer experience, a social language, a technique of persuasion is almost a world in itself, with its own language, customs and history, and which determines the tone and pace of most of our lives. For most people, advertising is something that persuades or encourages them to buy a particular product.

In terms of persuasive, Camp (M. Á. Campos Pardillos, 1995) states that in persuasive text, the main focus is to influence the way a reader feels, acts, or thinks. It means that one of the ways to persuade people is in how to write in influencing people, what strategies the advertiser as writer used in making advertisements. To understand what kind of methods are employed and what the functions of these strategies, the discourse analysis is used as the medium to discover what is the way that advertiser used to persuade people.

Discourse has been described by Cook (Cook, 1992) as stretches of language perceived to be meaningful, unified, and purposive. This perceiving to be meaningful, unified, and purposive can be realized in the advertisement as what Semino (Semino, 1997) has noticed that advertising is a genre in which the precise setting of discourse situations and contexts is often crucial to the achievement of the text creator's goals. Thus, the researcher is interested to analyze the whole text in one of the popular

advertisement, especially beauty product's advertisements.

In this study, the researcher has chosen School advertisement focused only on the textual to be analyzed. As important element in the school development, School advertisement mission is to offer innovative and accessible school to every student by combining technologically to study.

Fairclough (Fairclough, 2003) states in the book entitled *Textual Analysis* sees this book as a development of previously published work in the field of discourse analysis towards a more detailed linguistic analysis of texts. There are various versions of discourse analysis. One of the main divisions is between approaches that include detailed text analysis and those that do not.

Fairclough's discourse analysis has attempted to transcend the distinction between work inspired by social theory that does not aim to analyse texts, and work that focuses on the language of texts but tends not to engage with the issues of social theory. This is not, and should not be, an 'either/or'. Any analysis of texts which aims to be significant in social scientific terms must engage with a range of theoretical questions about discourse. Moreover, no real understanding of the social effects of discourse is possible without looking closely at what happens when people write and speak.

Text analysis is thus a fundamental part of discourse analysis, but discourse analysis is not simply a linguistic analysis of texts. Discourse analysis has the characteristic of 'oscillating' between a focus on the order of discourse and a focus on particular texts.

In textual analysis, we mainly focus on how to describe the things and what type of vocabulary they are using. Fairclough (Fairclough, 2003) in the approach to text analysis says that My point of reference within existing literature on text analysis is Systemic Functional Language (SFL), a linguistic theory and associated analytical techniques especially associated with Michael Halliday (Halliday, 1985). Unlike the Chomskyan tradition which tends to be influential in Linguistics, SFL pays close attention to the correlation between language and a number of elements and other aspects of social life, and its approach to linguistic analysis of texts is always oriented towards the social character of the text. A number of textual analysis points that will be included in advertising texts include:

1. Meaning relation between sentences and clauses

Here are a summary of the main semantic correlations between clauses and sentences.

- a) Causal
- b) Additive
- c) Elaboration
- d) Contrastive/concessive (the train was delayed, but we were still in time)

Fairclough (Fairclough, 2003) states that the primary speech functions that is distinguishing are: Demand, Offer, Question, Statement – Acknowledgement is a relatively secondary one. One thing to note right away about a number of the terms here is that since Fairclough is only making the main distinction at a general level, 'Requests' for example cover a number of things that are not 'requests' in the general definition of the term. Thus, while 'please have a pint of Guinness' might be said to be 'demanding' – although the 'please' makes it a bit absurd – it is more likely to be called a 'request', or indeed an 'order' in the specific sense of 'ordering' a drink or food in a pub or restaurant. Offers for example would include threatening, promising, thanking, apologizing, and requests would include ordering, begging and so on.

There are several different types of statement:

- a) Statement of fact ('realis' statement)
- b) 'irealis' statements
- c) Evaluations
- d) Grammatical Mood

2. The function of speech is related to grammatical mood, with the distinction between the main 'sentence types' (interrogative, declarative, imperative), although the correlation is not direct. (see below).

- a) '/no' interrogative
Verbs precedes Subject (e.g. 'Is the book on the desk?')
- b) Imperative
No subject (e.g. 'Put the book on the desk')
- c) Declarative
Subject precedes Verb (e.g. 'the book is on desk')
- d) 'Wh' interrogative
Initial 'wh' word ('when', 'who', 'why', etc. – 'Where is the book?')

The correlation between Speech Function and Grammatical Mood is a tendential one rather than a simple correspondence matter. The strongest link is between statements and declarative clauses. Questions are usually interrogative, but there are also 'declarative questions' (compare 'how old are you?' and 'you are over seventeen?', the former is interrogative and the latter – despite the question mark – is declarative). Offers able to be interrogative (Do you need a pint of Guinness?), imperative (Have a pint of Guinness!), or declarative (Here's is a pint of Guinness). And while requests are essentially imperative (Give me a pint of Guinness), they can also be interrogative in the case of so-called 'request-questions' (Can I get a pint of Guinness?), or declarative (I'd like a pint of Guinness). There are certain Speech Function markers that narrow the gap between these functions and Grammar. For example, a no/yes interrogative with 'please' (e.g., 'Can you open the door?') would be a request (request-question) rather than a question. However, determining the Speech Function of a clause often requires consideration of social contextual factors (Manning & Weninger, 2004).

3. Modality and Evaluation

Modality and evaluation will be known in terms of what authors commit themselves to, with respect to what is necessary and what is true (modality), and with respect to what is undesirable or desirable, bad or good (evaluation). There are actually different types of modalities that can be associated with different types of exchanges and speech functions:

- a) Knowledge exchange ('epistemic' modality)
- b) Activity exchange ('deontic' modality)

This view of modality is one that needs to be considered in going beyond cases of explicit modalization. That is, cases that have explicit modality markers. The archetypal modality markers are 'modal verbs' (will, can, must, may, ought to, would, etc.), although there are many other ways in which modality is marked (see below). However, in the case of Statements, the modalized cases here are seen as intermediate between Denial and Affirmation, typically manifesting as negative statements (e.g. 'Conflict is not seen as creative') and positive Statements (e.g. 'Conflict is seen as creative') without other

modal markers or modal verbs (Norman & Isabela, 2015).

In evaluation and values, Fairclough (Fairclough, 2003) wants to use 'evaluation' in a general definition to encompass not only the Statement type, but also other more or less implicit or explicit ways in which the writer is committed to values. Here are some of the categories:

a) Evaluative Statements (Statements with deontic modalities).

Before, we distinguished the Statement categories: statements of predictions ('irealis' statements), fact ('realis' statements), and evaluation. Evaluative statements (evaluations) are statements about desirability and undesirability, what is bad and what is good (e.g. 'it is a bad book', 'it is a good book', 'that book is awful', 'that book is wonderful').

The evaluative component is in the attribute, which can be a noun phrase (e.g. 'a bad book') or an adjective (e.g. good). Evaluative statements alternatively can be discovered as other processes in which the evaluative element is a verb – instead of saying 'he is a coward', one might say 'he is a coward'. Evaluative statements can also be recognized as other types of processes by evaluative adverbs (e.g. 'The author has put together this book very badly', 'The author has summarized the argument very well', – material and verbal processes respectively). Exclamations (that can be known as a separate Grammatical Mood if minor) are an alternative to evaluative statements (e.g. 'What an amazing book!' instead of 'This book is amazing')

Evaluative statements are statements about what is undesirable or desirable. With words like 'bad', 'good', 'terrible', 'amazing', what is desirable is quite explicit. But evaluative statements also have an evaluative nature in terms of usefulness, importance, and so on, where what is desirable is assumed. Thus, evaluative statements like 'this book is useless', 'this book is important' indicate that the book is undesirable or desirable – it is generally judged that what is 'useful' or 'important' is desirable.

Evaluation come on a 'scale intensity' (White 2001). Evaluative add adjectives verbs anas well as 'affective' mental process verbs cluster in semantic sets of

terms which range from low to high intensity.

b) Statements with affective mental process verbs Value assumption

Already in these rather transparent cases referring to values which are implicit or assumed. But in 2003 Fairclough is reserving the category of 'assumed values' for cases without the relatively transparent markers of evaluation (evaluative statements, deontic modalities, affective mental process verbs) above, where values are often much more deeply embedded in texts (Fairclough, 2003).

If we use the metaphor of 'depth', one stage 'down' is the evaluation triggered in the text by a number of words such as 'helps': for example, 'this book helps to...', anything that follows 'helps to' tends to be evaluated positively (e.g. 'sheds light on the debate about globalisation'). Even 'deeper' are a number of assumed values which are not 'triggered' in this case, but depend on an assumed shared familiarity with (not necessarily acceptance of) an implicit value system between interpreter and author (of course that familiarity may not really be shared).

The conversational tone of advertising discourse

Implicit meaning can be formed in a variety of ways, some of which have already been stated, but three aspects that need to be discussed include the use of pronouns, ellipsis, and presuppositions. A number of these linguistic features contribute to the conversational tone that characterizes advertising discourse (M. Á. Campos Pardillos, 1995). This dialogic tone often appears even when the text in the advertisement appears to be a monologue, and this tone has the effect of involving the recipient of the message directly in the discourse situation, which directly appeals to the recipient's interests, knowledge, and emotions (M. Á. Campos Pardillos, 1995).

Personal pronouns play a fundamental role because they have the nature of a deictic element, namely a linguistic element that has various elements of meaning that are determined contextually. In face-to-face interactions, the majority of deictic information relevant to the discourse situation, including place, time, and participants, can be

observed directly from the immediate physical context, thus it does not need to be stated. However, in written communication, where there is usually a mismatch between the time of encoding the message and the time of receiving the message, the relevant deictic information needed in interpreting the text is generally presented in an explicit manner. This is evident, for example, in fictional writing, where the text describes the location and time of the events being presented. Advertising is a mixed technique, with more features of face-to-face interaction; this effect is formed partly through visual support, which provides a striking guide to the descriptive information, and partly by direct address to the reader, which has the effect of involving the recipient directly in the conditions which the advertisement forms (Chen et al., 2010).

As Campos Pardillos (M. A. Campos Pardillos, 1995) stated, "the role of all deictics is to contextualize and place the text in a particular environment: the environment of the recipient." Thus, the "you" in advertising refers to the character in the fictional situation depicted in the advertisement and the (multiple) recipients, the "I" is the producer and interlocutor in the fictional situation, often an expert or advisor, and, finally, "he" or "she" is often a person who does not buy the product (Cook, 1992) or a competing company. Relationships of intimacy, trust, and confidence are established through direct address to the recipient using "you," which may be contrasted with other, more distant, third-person referents.

II. METHOD

This section elaborates the research design used in this research; including some steps that the researcher did in the research. It also explains how the data were collected and analyzed the final result.

Data are the object of the study or anything is as the attention target in research. Alwasilah (Alwasilah, 2002) says, "Data are commonly viewed as used information used to decide and discuss the object of investigation." In this study, the researcher takes that are used School Advertisement of Madrasah Aliyah as the primary data. This study employs a qualitative study design. It is used since the study was intended to find the Textual Features in the school's advertisement. The data are taken from Madrasah Aliyah in Bandung regency.

III. RESULTS AND DISCUSSION

The analysis is presented at the textual analysis based on Fairclough's (Fairclough, 2003) and Cook (Cook, 1992) and some supporting theories that support the researcher in doing analysis. There are five textual features that has been analyzed in the School Advertisement;

1. The use of Pronoun

In this Ads of School advertisement, the second pronouns are extensively used which hides the actual actor. From 25 school advertisement data that have been analyzed there are 26 pronoun of 'you' and 'your'. The use of the second-person personal and possessive pronoun such as 'you' and 'your' seek to address the readers directly and highly valued. This handling of people is referred as 'synthetic personalization' (Fairclough, 1989:62). The use of personal pronouns reflects a personal engagement student as a reader is addressed directly.

Examples of Data:

- a) Your good future is coming. (MA Assiroji)
- b) AL-Gozali ready to take you!. (MA Al-Gozali)
- c) A good school is your good future (MA Baitu Shofa)

The use of pronoun 'we' and 'our' are also common in this ads. The use of first person pronouns indicates that the advertiser and the school are making honest and school promises. This forms a certain relationship between the student as reader and the advertiser. This type of pronoun is considered to imply power and authority.

Examples of data:

- a) Enter our school! Yooo de yooo (MA Al Ikhlas)
- b) We are ready to you (MA As-Syifa)

2. Modality

The researcher found two kinds of modality in the data, they are 'can' and 'will'.

Modality will be known in terms of what authors commit themselves to. The modality of 'can' indicates knowledge exchange ('epistemic' modality) that the statements mean 'author's' commitment to truth'. In the data, the sentence that uses this kind of modality is;

- a) Let's learn here! You will get a good future (MAS Darunni'am)

This is the advertiser's commitment in truth that the audiences are certainly able

to learn. This commitment persuades the Student to trust entering the school.

Another modal found in the data is 'will'. This kind of modality indicates an Activity exchange ('deontic' modality) that means demand: 'author's' commitment to necessity/obligation.

- b) The easiest study, you able to studying a good mood and will love it. (MAS Darunnajah)
- c) You will get an interesting study. (MAS Al Aitam)

This is the advertiser's commitment to obligation/ necessity. Means, the advertiser commits to the readers that Student will obsess over the smooth glide and enticing results after using the product. So the advertisers persuade more the Student to buy the product (or it can be said by forcing the readers).

3. Grammatical mood

In term of grammatical mood, there are three kinds of sentences found in the data, they are declarative, imperative, and interrogative sentences. The most used in the data is imperative that means demanding Student to take an action related to the data. Thus, advertisements usually use imperatives. There are 19 imperative sentences in the data. the following are the examples of imperative sentences found;

- a) Find the best schoo for the best future!.(MAS Assalam)
- b) Make your dream! (MAS Al Amar)
- c) Leave saturated learning and not exiting (MAS Al Ikhlas)
- d) Start Study.(MAS Assiroji)
- e) Finish the Lazy.(MAS Darul Falah)

While, the declarative sentences found in the data are fourteen, less than imperative sentences that are 19 in number. Declarative sentences found mean informing something to the readers or evaluate something to the readers. Thus, there are 3 kinds of statements from the declarative data, they are;

- a) Statement of fact (realis statement)

Example:

- 1) All good things come to you. (MAS Ibnu Rusyd)
- School make you to study. (MAS Cikande)
- 2) We have got student to study. (MAS Mathlaul Anwar)

Those are the statements of fact that is about what is, was, has been the case. Thus, the advertisers inform the information about the truth of the school.

- b) irealis statement

Irealis statement means predictions and hypothetical statements. Thus, the advertisers predict or even promising the readers about what will be happening when they buy the product and use it.

Examples:

- 1) Our school changer will be effectively get your future today. (MAS At Sauri)
- 2) You are going to have a good day in study (MAS Mualimin Manbaul Huda)
- 3) The teachers are ready for your good study. (MAS Cikande)

- c) Evaluations

Examples:

- 1) Our teacher is the best teacher. (MAS An-Nur)
- 2) It's perfect to study in al mufasir. (MAS Al Mufasir)

In the last, the data shows that there are 4 sentences in interrogative. Interrogative is generally used to ask the question to someone for getting answer from its question. Whereas, the interrogative here does not mean questioning someone or asking someone a question. It can be analyzed that the interrogative sentences in the data are the question imposed. As has been known, imposed question is to force into the company or on the attention of another **impose** oneself on others. This is the feature to create a personal relationship by simulating informal conversation with the readers to engage them rather than merely conveying information of the school. Such question gives them a sense of inequality between advertisers and readers as student, such type of discourse by using questions in their advertisements that the readers view themselves bound that they must buy that product otherwise they are suffering from the lost. This is the psyche of the Student, so the advertisers use this kind of questions to increase the market value of the product. The imposed questions found in the data are;

- a) How do you study with *ngobang*? Baitul Arqom is the answer (MAS Baitul Arqom Al Islami)

- b) Why it is right for your study? (MAS Misbahul Falah)
- c) Why it is right for you - ENJOY (MAS Assalam)
- d) Ready for learning attractive? (MAS Al-Bi'tsah)

4. Adjective

There are 23 positive-adjective found in the data while there are only 2 negative adjectives found. Vocabulary is a means for advertisers to express ideological opinions about events and people. Adjectives are relevant in advertising because they convey negative or positive affective meanings (Delin, 2000). Affective meanings will display the reader's positive or negative assessment of an item displayed. Advertisements in this study contain adjectives with negative and positive connotations. Positive adjectives are used to highlight certain qualities and values to ideal Student, which stimulates certain fantasies, emotions, desires, and dreams among Student and these adjectives are employed to arouse the feeling that we have to purchase that product that all those adjectives. These are such universal fact that every Student thinks there have to be a huge social circle of them always praising their beauty so that's the reason of why they think they need to buy that products when they hear or read that kind of adjectives. Here are the positive-adjectives found in the data;

cleaver, best, perfect, nice, smart, soft, naturally-shaped, high-impact, strong, expert, attractive, competitive, talented, helpful, creative, diligent, intelligent, enthusiastic, responsible, supportive, good.

While, the negative adjectives are used to link the problems which existed prior to enter the school. The two negative-adjectives are *bad, lazy*.

5. Meaning relation between sentences and clauses

In data, there are 20 sentences that use causal. By such feature, the advertisers motivates Student to 'buy the product' by providing reasons, as we say this with confidence. By such this feature, the 'problem' is the needs or desires attributed to potential student, the 'solution' is the student. Here are the examples of the causal found in data;

- a) The intelligent teacher always explains the difficult concepts clearly. (MAS Al Farabi)

- b) The talented student performed excellently in the school play. (MAS Al Fitroh)
- c) The responsible student always takes their school. (MA YPKM Al Hidayah)

IV. CONCLUSION AND SUGGESTION

A. Conclusion

By analyzing the data, it can be concluded that the advertisers use some textual features in persuading Student to buy the product they advertise. There are five textual features that have been analyzed. They are the use of pronoun 'you, your', and 'we, our' that indicate the advertiser and the audience. The uses of those kinds of pronoun establish a certain type of relationship between the advertiser and the reader. In term of grammatical mood, there are 3 kind of sentences. They are imperative, declarative, and interrogative. In interrogative sentence, the meaning is imposed question that such force the readers to buy the product, so the meaning is not as generally existed as questioning. In declarative, there are 3 kind of statements, they are realis, irrealis, and evaluative.

The imperative is the most used in this kind of feature. This means building a close relationship between readers and advertisers by persuading and asking readers to take an action such buy the product. In the grammatical feature, the product uses the positive adjective that highlights the positive effects in quality of school, while only twice the advertisers use the negative adjectives to link to the problems which existed prior to using in the school advertisement or due to not choosing the school. In modality, there are two kinds of modals used in this product, they are 'will' that means the commitment to act, and 'can' that means the commitment of ability. Last, the researcher finds that the objects uses the sense of causal means problem-solving that is motivated Student to choose the school by providing reasons.

There are still many sides and many features that can be analyzed in such advertisements. Hopefully, future study may include others object as well as bigger sample size.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively about The

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