

**LANGUAGE METAFUNCTIONS ON THE MAKE OVER ADVERTISEMENTS TO
SUPPORT ALTERNATIVE SOURCE FOR TEACHING DESCRIPTIVE TEXT
FOR EFL SENIOR HIGH SCHOOL**

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ABSTRACT

This study explores the application of language metafunctions within Make Over advertisements to support the teaching of descriptive text in English as a Foreign Language (EFL) classrooms for Senior High School students. Using Systemic Functional Linguistics (SFL) as an analytical framework, the research focuses on ideational and interpersonal meanings to analyze how these advertisements convey meaning and engage audiences. The ideational metafunction examines the representation of processes, participants, and circumstances in advertising language, while the interpersonal metafunction evaluates how linguistic choices build connections with the target audience. Data were collected from advertisements on the Make Over official website and analyzed qualitatively to identify linguistic features that align with the teaching objectives of descriptive text. The findings reveal that Make Over advertisements effectively utilize descriptive and persuasive language to highlight product features, emphasizing vivid imagery and relatable contexts. Ideational meanings are realized through material and relational processes that describe product benefits, while interpersonal meanings are manifested through inclusive language and motivational tones that foster audience engagement. These linguistic features demonstrate the pedagogical potential of advertisements as authentic resources for teaching descriptive texts. By integrating these materials, educators can provide students with real-world language experiences, enhancing their descriptive writing skills and comprehension. This research underscores the significance of multimodal texts in bridging theoretical knowledge and practical language use, contributing to innovative strategies in EFL pedagogy. The study advocates for the incorporation of authentic materials, like advertisements, to create engaging and culturally relevant learning environments.

Keywords: Systemic Functional Linguistics, metafunction, descriptive text, Make Over advertisements.

ABSTRAK

Penelitian ini mengeksplorasi penerapan metafungsi bahasa dalam iklan Make Over untuk mendukung pengajaran teks deskriptif dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) di tingkat Sekolah Menengah Atas. Dengan menggunakan Kerangka Analisis Linguistik Fungsional Sistemik (SFL), penelitian

ini berfokus pada makna ideasional dan interpersonal untuk menganalisis bagaimana iklan-iklan ini menyampaikan makna dan menarik perhatian audiens. Metafungsi ideasional mengkaji representasi proses, partisipan, dan keadaan dalam bahasa iklan, sementara metafungsi interpersonal mengevaluasi bagaimana pilihan bahasa membangun hubungan dengan audiens target. Data dikumpulkan dari iklan-iklan di situs web resmi Make Over dan dianalisis secara kualitatif untuk mengidentifikasi fitur-fitur linguistik yang selaras dengan tujuan pembelajaran teks deskriptif. Temuan penelitian ini mengungkapkan bahwa iklan Make Over secara efektif memanfaatkan bahasa deskriptif dan persuasif untuk menonjolkan fitur produk, dengan menekankan citra yang hidup dan konteks yang relevan. Makna ideasional diwujudkan melalui proses material dan relasional yang menggambarkan manfaat produk, sementara makna interpersonal dimanifestasikan melalui bahasa inklusif dan nada motivasional yang meningkatkan keterlibatan audiens. Fitur-fitur linguistik ini menunjukkan potensi pedagogis iklan sebagai sumber autentik untuk mengajarkan teks deskriptif. Dengan mengintegrasikan materi ini, pendidik dapat memberikan pengalaman bahasa dunia nyata kepada siswa, meningkatkan keterampilan menulis deskriptif dan pemahaman mereka. Penelitian ini menyoroti pentingnya teks multimodal dalam menjembatani pengetahuan teoretis dan penggunaan bahasa praktis, berkontribusi pada strategi inovatif dalam pembelajaran EFL. Studi ini mendorong pengintegrasian materi autentik, seperti iklan, untuk menciptakan lingkungan belajar yang menarik dan relevan secara budaya.

Kata kunci: Linguistik Fungsional Sistemik, metafungsi, teks deskriptif, iklan Make Over.

A. Research Background

Incorporating authentic materials into EFL classrooms has gained prominence due to their effectiveness in bridging theoretical language knowledge with real-world applications. Advertisements, particularly cosmetic ads like those from Make Over, are rich in descriptive and persuasive language, making them ideal for teaching descriptive text to Senior High School students. These advertisements combine multimodal elements, such

as vivid imagery and detailed product descriptions, aligning well with the linguistic and critical thinking skills students need to develop. However, despite their potential, cosmetic advertisements remain underutilized in EFL instruction, and there is a lack of research exploring their integration into teaching practices.

This study aims to fill this gap by analyzing the ideational and interpersonal metafunctions in Make Over advertisements using a Systemic Functional Linguistics

framework. It seeks to explore how these metafunctions contribute to meaning-making and how this analysis can provide innovative teaching strategies for descriptive text. Unlike traditional approaches that focus on lexical and grammatical features, this research delves into the functional aspects of language, offering insights into how advertisements structure information and engage audiences. By leveraging these findings, educators can design engaging lesson plans that make language learning relevant and effective.

The significance of this research extends to various stakeholders, including educators, students, and curriculum developers. For educators, it offers practical ways to integrate authentic materials into the classroom, enhancing students' linguistic competence and creativity. Students benefit from exposure to real-world language use, which improves their descriptive writing and critical thinking skills. Curriculum developers can use the findings to incorporate advertisements as alternative resources in EFL curricula, aligning with modern educational demands. Ultimately, this study contributes to innovative EFL

pedagogy by demonstrating the value of combining multimodal texts with functional linguistics, enriching both teaching practices and student outcomes.

B. Research Methodology

This study employs a qualitative research design, using Systemic Functional Linguistics (SFL) as its analytical framework to explore how language and visuals in Make Over advertisements shape meaning and influence audiences. SFL, developed by Michael Halliday, focuses on three metafunctions of language: ideational, interpersonal, and textual. These functions will be analyzed to uncover how advertisements represent real-world experiences, build relationships with audiences, and organize messages cohesively. The qualitative approach is particularly suitable for this study as it enables an in-depth exploration of the persuasive elements and symbolic meanings within the multimodal texts of advertisements, moving beyond surface-level interpretation.

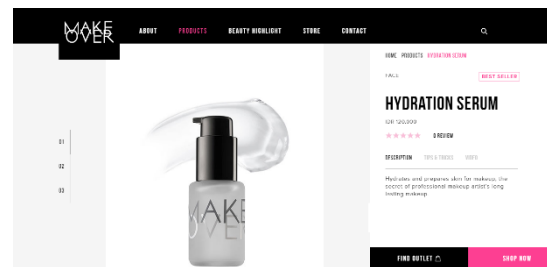
The research will analyze data from the official Make Over website, ensuring the authenticity and relevance of the advertisements studied. These advertisements serve as multimodal texts combining

linguistic and visual elements, requiring analysis of both components to understand their communicative potential fully. Content analysis sheets, structured based on SFL’s metafunctions, will guide the examination. The ideational metafunction focuses on verbs, adjectives, and sensory language that describe product attributes. The interpersonal metafunction evaluates pronouns, modality, and evaluative language used to build relationships between the brand and consumers. The textual metafunction examines cohesion and thematic structure to assess how ads present organized and persuasive messages.

Data collection involves purposive sampling of advertisements that target young audiences, aligning with the study’s objectives to analyze language use in real-world contexts. These materials are chosen for their potential to enhance EFL instruction by providing authentic resources relevant to students' daily experiences. The structured analysis enabled by content analysis sheets ensures consistency and depth across advertisements, contributing to a comprehensive understanding of how linguistic and visual elements work together to influence audiences

and convey meaning. This research aims to offer insights into the integration of authentic materials into language teaching while advancing knowledge in the fields of applied linguistics and multimodal analysis.

C. Research Findings and Discussion



Picture 1 Hydration Serum

1. Analysis of Ideational Meaning

“Hydrates and prepares skin for makeup”

It (hidden)	Hydrates and prepares	Skin	For makeup
Participant	Process :	Goal	Circumstance
Carrier	Material		

First, the Participant/Carrier in the sentence is the hidden subject, “It”, which refers to the product being discussed (likely a Make Over primer). The use of a pronoun simplifies the sentence structure while maintaining reference to the product. The subject acts as the agent performing the processes described.

The Process involves two material actions: “hydrates” and

“prepares”. These represent what the product does—providing hydration and priming the skin. Material processes describe actions or events that affect the external world, making the sentence action-oriented and emphasizing the product's functional benefits.

The Goal of these processes is the “skin”. This is the entity affected by the actions of hydrating and preparation, signifying the target area where the product works. By focusing on the skin, the sentence highlights the direct impact of the product on the user.

The Circumstance in the sentence, “for makeup”, indicates the purpose of the action. It specifies why the product hydrates and prepares the skin, framing the actions in a functional context. This circumstance aligns the product’s benefits with its intended use in the makeup application process.

Other elements like Receiver and Intensive are absent in this sentence. There is no explicit receiver because the sentence does not indicate to whom the benefits are directed. Similarly, there is no relational process or intensifier indicating a quality or degree related to the product’s effects.

2. Analysis of Interpersonal Meaning

“Hydrates and prepares skin for makeup”

(It)	Hydrates and prepares	Skin	For makeup
Subject	Predicate or (Simple present)	Complement	residue
Mood: Declarative			

The sentence, “Hydrates and prepares skin for makeup,” can be analyzed in terms of its interpersonal meaning by breaking it into its functional components. The interpersonal meaning focuses on the relationship between the speaker/writer and the audience, as expressed through mood, modality, and other clause elements.

The Finite-Subject Relationship in this sentence is implicit, as it lacks an explicitly stated subject. This is common in imperative sentences, where the subject is typically understood to be the second-person pronoun “you.” The absence of a stated subject emphasizes the directive nature of the sentence, directly addressing the audience without specifying who is performing the action.

The Mood of the sentence is Declarative., which is appropriate in

the context of skincare product advertisements or instructions. The choice of mood reflects the writer's intention to persuade or guide the audience into taking a specific action, such as using the product described. The Predicator comprises the verbs "hydrates" and "prepares," which are material processes indicating actions performed by the product. These verbs are dynamic, highlighting the active benefits of the product. The absence of a Modal Finite in the sentence reinforces its directness, as there is no suggestion of probability or obligation.

The Polarity of the sentence is positive, meaning there is no negation, ensuring the statement remains affirmative and persuasive. The clause does not contain any explicit Adjuncts, as it focuses entirely on the essential processes and their effect.

The Complement is "skin for makeup," specifying the entity that benefits from the action of the product. This element provides clarity about what is being hydrated and prepared, aligning with the advertising purpose to describe the product's effects.

Finally, the Residue encompasses the predicator and

complement, which work together to deliver the intended meaning. "Hydrates and prepares skin for makeup" is a concise and impactful way to communicate the product's function, making it both informative and persuasive.

3. Analysis Textual Meaning

"Hydrates and prepares skin for makeup"

(it)	Hydrates and prepares For makeup
Theme	Rheme
Unmarked Topical	

Unmarked Topical Theme: The subject "It" is the unmarked theme. It's the main point of the clause, which is the focus of the sentence. The part in parentheses "hidden" indicates that the subject is implied, and its inclusion emphasizes the hidden or implicit subject.

The Rheme is "hydrates and prepares for makeup." The Rheme provides the new or additional information about the Theme. In this sentence, it explains the purpose of the actions of hydrating and preparing the skin. The phrase "for makeup" answers the implied question of why the skin is being prepared, indicating that the purpose is to get the skin ready for makeup application. This part of the sentence is the Rheme

because it delivers new information that expands on the Theme.

This study explores the linguistic and visual strategies in Make Over advertisements, analyzed using Systemic Functional Linguistics (SFL) with a focus on ideational, interpersonal, and textual metafunctions. The findings reveal how advertising language employs material and relational processes to emphasize product functionality and appeal to consumers. Material processes describe actions, such as "hydrates" or "prepares," highlighting tangible benefits, while relational processes define the product's qualities, positioning them as essential or superior. Together, these processes construct narratives that inform and persuade consumers, presenting the products as effective and desirable.

Interpersonal metafunction analysis shows how advertisements build relationships with their audience using declarative and imperative moods to assert confidence and directly engage consumers. Declarative sentences, like "fits all skin tones," provide factual statements to establish credibility, while imperatives, such as "must have item," create urgency and

desirability. Additionally, the language frequently employs positive polarity, modal verbs, and direct addresses, enhancing the persuasive appeal and fostering a sense of inclusion and trust.

Textual metafunctions are reflected in the cohesive organization of verbal and visual elements. Advertisements use thematic structures to prioritize product benefits and ensure clarity. Visual components complement the textual narrative by emphasizing features and creating a coherent multimodal message. These strategies demonstrate the effectiveness of Make Over advertisements in communicating their value and engaging their audience, with implications for EFL education by providing authentic resources to teach descriptive texts

Chart 1 Ideational Meaning

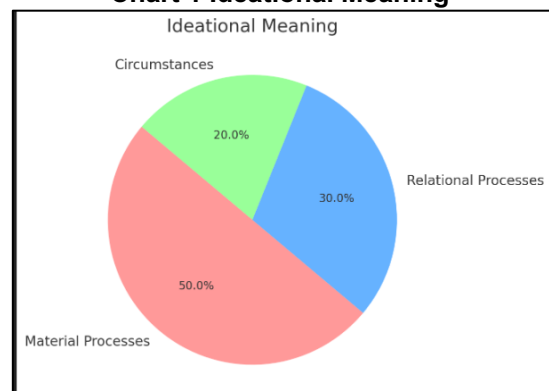


Chart 2 Interpersonal Meaning

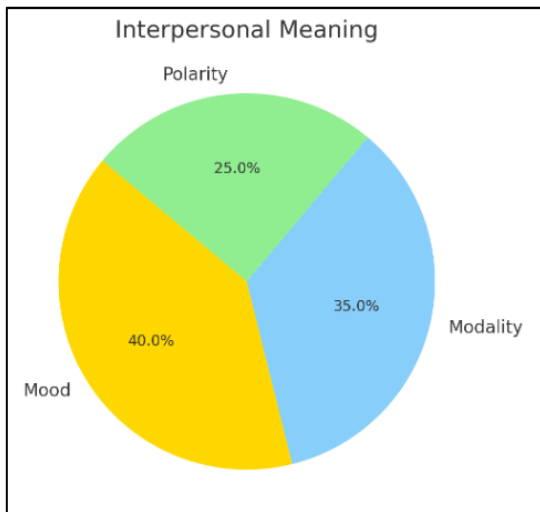
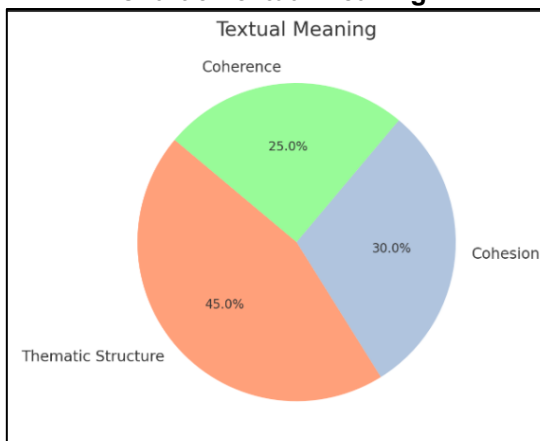


Chart 3 Textual Meaning



The research findings reveal how Make Over advertisements effectively utilize ideational, interpersonal, and textual meanings to craft persuasive and engaging messages. Ideational meaning emphasizes the functional benefits of products through material and relational processes, contextualizing actions like "hydrates" and "prepares" within practical scenarios, while enhancing allure with phrases like "The secret of professional makeup artist's long-lasting." Interpersonal meaning engages audiences through

directive and inclusive language, such as "Must have item!" and "for everyone who loves beauty sculpting," fostering connections and building brand loyalty. Textual meaning ensures clarity and impact through structured, concise messaging, like "Fits all skin tones," and logical flow of information. These linguistic strategies not only enhance advertising effectiveness but also offer valuable insights for teaching descriptive texts, enabling students to understand and apply persuasive communication techniques while developing critical media literacy.

D. Conclusion

Make Over advertisements utilize the ideational metafunction to highlight product attributes through material processes like "hydrates" and relational processes like "is," effectively communicating both actions and inherent qualities. The interpersonal metafunction engages audiences with declarative sentences for credibility, imperative sentences for urgency, and positive polarity to emphasize desirability, building trust and connection. The textual metafunction ensures clarity and coherence by structuring themes and rhemes logically, using cohesive

devices to reinforce key features like “hydrating” and “lightweight.” These advertisements serve as excellent teaching tools for descriptive texts, offering practical examples of engaging language, clear structure, and persuasive techniques, enhancing students’ linguistic skills and critical awareness.

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