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Appraisal of Engagement in Les Brown Speech's *Enough is Enough*

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Abstract. This paper concentrated on the appraisal engagement used in Les Brown Speech's Enough Is Enough. The questions posed by this study relate to what type of engagement is found in this speech, and (2) how is the engagement realized in the speech. The study adopts a qualitative analysis to identify engagement used in the text 'Enough Is Enough'.The findings showed that there were monoglossic 45 (18,90%) and heteroglossic 193 (81,10%) which consist of contraction: disclaim 103 (43,27%), proclaim 51 (21,43%) and expansion: entertain 38 (15,97%), attribute 1 (0,42%). The dominantly used contraction in heteroglossic system showed that the speaker conveyed propositions and proposals that contain definite and firm meaning in order to motivate the listeners. In conclusion, the most dominant type which found in disclaim namely 'deny' is used to give command to the listeners not to do something in vain.

Keywords: *appraisal, engagement, heteroglossic, monoglossic, motivator, speech.*

1 Introduction

Appraisal is a system of interpersonal meanings. The system is used for negotiating social relationships by telling the listeners or readers about how the speaker or writer feel about things and people [1], [2]. Appraisal is divided into attitude, engagement and graduation. Attitude type of appraisal theory is used to describe the stereotyped value of the assumptions or perceptions in their opinion. Graduation is concerned with the values of scaling in terms of force and focus. Engagement deals with sourcing attitudes and the play voices around opinions in discourses [1], [3].

Systemic Functional Linguistics (SFL) is a theory of language function and syntax. The function of language is concerned with what language does, and how it does it [4]. It places the production of text in social context [5], [6]. [3] claims that SFLT, in the sense that in principle they are just different or alternative ways of saying the same thing. Sometimes the differences

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might represent 'functional variation' of things [7]. Clauses are classified according to whether they are concerned with the offering or requesting of information (statements and questions), or the offering or requesting of goods-&-services (commands and offers) [4], [8]. Those are concerned with information exchange are termed 'propositions' and those with goods-&-services exchanges 'proposals' [5]. By using Appraisal analysis especially in engagement, the type of engagement which found in Les Brown speech's enough is enough can be examined more deeply. Appraisal is one of SFL conceptual theory that refers to the ways that writers or speakers express approval or disapproval for things, people, behaviour or ideas. The three interacting domains of appraisal are 'attitude', 'engagement' and 'graduation' [1].

Engagement deals with sourcing attitudes and the play voices around opinions in discourses. Two basic choice in the system of engagement are known as *monogloss* and *heterogloss*. Monogloss uses categorical assertions to build shared values with the receiver by presenting an idea as being commonsense and having no alternative. Heterogloss, by contrast, acknowledge the possibility of alternative viewpoints, responses and/or truth values that can be realised through modal auxiliaries such as: can, may, might, could, must, etc. It is classified as proclaim and disclaim and 'dialogically expansive' (opening up to other voices) which is classified as entertain and attribute [1].

In dialogically contractive, disclaim is the textual voice positions itself as at odds with, or rejecting, some contrary position. Disclaim covers constructions that invoke an alternative point of view in order to reject it. Two subtype of this construction are deny and counter. *Deny*, occurs when a writer explicitly denies another's viewpoint through negation (e.g. no, not, nothing, never, none of us, rarely, careless, etc). An alternative point of view is acknowledged and rejected, clearly disaligning the author with the explicit or implicit position holder. *Counter*, where the author responds to a presupposition with a contrary statement. While proclaim is the textual voice which sets itself against, suppresses or rules out alternative positions. Three subtype of this construction are concur, pronounce and endorse. *Concur.* This is usually marked with lexical items such as of course …, naturally…, unsurprisingly… and certainly... certain types of rhetorical or 'leading' questions – those by which the writer/ speaker is presented as assuming that no answer needs to be supplied for a particular question on account of that answer being so 'obvious'. Concurring can either be in terms of affirm (e.g. obviously) or concede (e.g. admittedly). *Pronounce.* Proclamations of the pronounce type include expressions that encode emphases which indicate an author's position (e.g. I contend, the fact is, the truth is, we can conclude, you must agree, there can be no doubt that and in speech, appropriately placed stress (eg. The level of tolerance is the result of government intervention) and clausal intensifiers such as really and indeed). *Endorse.* Under the class of endorse, [1] refer to formulations that attribute propositions to external sources and frame these propositions as ''maximally warrantable'', that is, the author strongly endorses the value of the proposition for example, X *has demostrated that,* X *has shown* ..etc.

In dialogically expansive, *entertain*, by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions. While Attribute, by representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions. The proposition is attributed through either *acknowledgements* or distances. An author acknowledges a position when they cite some other author's viewpoint but do not explicitly indicate their own stance. In this case reporting verbs tend to be employed (e.g. say, report, state, declare, announce, believe or think) and *Distance* is in contrast, an author can overtly distance themselves from a reported proposition. This is realised through a subset of the reporting verbs (e.g. claims).

Some researchers have conducted study related to appraisal analysis. [9] examines how the use of Appraisal in English debate competition of senior high school students. The findings map out the higher use of appreciation in attitude, disclaim in engagement, and force in graduation applied. The use of appreciation items makes students" speeches more appreciative than personal and emotional. While a high occurrence of disclaim is applied for denying the debaters" arguments from the opponent team, and the use of force of graduation is to express meaning when describing the situation or complaining about the statements and build up persuasion by assessing the degree of intensity of qualities and processes. The other researcher, [10] examines appraisal analysis in editorial text of newspaper in Medan. He found that the result of the research showed that (1) the inclination of the use of negative lexis Attitude pattern was showed in negative Affect, negative Judgement, and negative Appreciation by the newspaper editorial writers in Medan. (2) the inclination of the use of negative lexis Engagement pattern by the newspaper editorial writer telling the negative events or negation to the events which were published to society or loyal newspaper readers, (3) the inclination of the use of negative lexis Graduation pattern by the newspaper editorial writers by publishing the domination of the use of metaphorical lexis which occurred in society, and (4) the inclination of the use of Appraisal pattern in newspaper editorial texts in Medan is Graduation - Engagement - Attitude.

2   Method

The research of this study is designed as qualitative method. Qualitative is the research method that collects and analyzes words (oral and written) and human behavior without using numerical data [11]. The reason of using descriptive qualitative research is because this research used transcript data from speech which is a verbal and not numeral data.

The source of the data is Les Brown speech's enough is enough. The speech is retrieved from https://singjupost.com/les-brown-enough-is-enough-full-transcript/ on March 30th 2019. The Data are clauses that were produced by Les Brown in his speech which contained of

engagement elements. It means that clauses that have no engagement elements is not the data. This study used appraisal analysis by [1]. The data were analyzed by following steps proposed by [12]

3   Results and Discussion

3.1   Monogloss and Deny

To answer the problem one of this study, the following were some clauses from Les Brown's speech transcript that showed the 'monoglossic' and 'deny' items. Monoglossic items is formed in single sentences without using any modalities and present an idea as being common sense and having no alternative.

(24) *Life is rough, ladies and gentleman*.
(40) *You are powerful.*
(70) *Life is about growing, is about being productive, is about stretching, is about fact challenging yourself.*

In clauses (24) and (70) are explain about life without more information to convince the listeners that life is rough so enough to think about growing, being productive, stretching and about fact challenging ourselves in life so there's nothing important things than it. In clause (40) is declared certainly that the all of the listeners is powerful so they can do great things.

In terms of 'deny', the following clauses are categorized into deny type of negation not, don't, powerless, and nothing to show a denial and negative meaning.

(4) But I'm *not* going to expend any energy arguing with anybody.
(20) The only thing they have in common: paying the bills — *don't* talk, *don't* communicate, *don't* share anything together.
(38) *Don't* go through life feeling like you're *powerless*.

To explain certain concepts being given, the deny type is used to explain about the attitudes and views of the speaker. In clause (4) expresses the speaker's attitude where the speaker positioned himself to do positive things to motivate the other to be a role model with not to go to expend any energy arguing anybody and clause (20), (38), are some commands which use negation don't to ask to not do bad things like don't confuse who you are and don't go through life like you're powerless because it is only an action that can harm ourselves.

3.2   Pronounce and Entertain

The following were some clauses that showed the pronounce type:

(5) Life is *too* short, ladies and gentleman and unpredictable.
(6) I don't want to spend my time arguing with anybody, *so* I avoid situations that will get me upset.
(52) See, the only think that *really* matter is: what are you going to do about it?

The clauses above is categorized into pronounce type because it shows the author's expressions to inform a detailed information. Based on the clauses (6) can be found that it is affirmed by using so. The use of so aims to provide a more detailed explanation to convince listeners that don't want to spend time arguing with anybody. While in clause (5) and (52), too and really is employed as the voice of speaker sets itself convince listeners about the shortness of life and the important things of a power in life.

Entertain can be used to express attitudes, views, considerations and opinions. The following were some clauses that showed the entertain type:

> (12) If you have people around you who are not sensitive to who you are, and the people that *can* hurt you the most, ladies and gentlemen, are the people that you love.
> (19) *Why do people stay together and they're miserable, sleeping in separate rooms, or arguing?*
> (73) *What got me here, what worked, what did not work, what do I need to do to repeat so that I can get the same kind of results in other areas of my life?*

The clauses above is categorized into entertain type because it uses modality and rhetorical or expository questions to give some points or information for the listeners. Modality is more dominant found in entertain such as can, will, must, may and wishing that and sometimes rhetorical question is used to position a voice to give information. Modality refers to the area of meaning that lies between yes and no- intermediate ground between positive and negative polarity. Modality is used to express consideration, perspective, attitude or judgment of the addresser to the information which are realized by way of statement and question. The terms of modality are high, medium and low. In clause (12) can be found the use modality of can to position the opinions in medium modality that has meaning between positive and negative polarity with mean that the people that we love has possibility to most hurt and not. Modality of may has a small chance to occur and in clause (19) found that there is different way to inform some important points by giving rhetorical questions to make the speech to be more variable and interesting.

3.3   Counter, Concur and Acknowledge

In counter, adjunct of even, only, just and still was more dominantly used in the speech. The following were some clauses that showed the entertain type:

> (9). There are certain things that we *just* go through life *just* taking and at some point you *just* got to draw the line and *just* say, "enough is enough.*"*
> (72). What got me here is a time for celebration *but* also a time for reflection.
> (118). You can go through life blaming *or* you can come up with solution.

The counter- expect is used to make a variety of information so the statement was more interesting that showed in clauses above. Clauses (72) and (118) is showed with contrary statement by using conjunctions but and or for giving consideration to the listeners that there is

a time for celebration but there is a time for reflection and we have a freedom to choose going through life blaming or coming up with solution.

The following were some clauses that showed the concur type. The most dominant that found in this type is rhetorical or leading questions where the questions is presented as assuming that no answer needs to be supplied for a particular question on account of that answer being so obvious.

> (49) I don't know but *I know* you've got the power to do that.
> (123) *Want to have a fulfilling life?*
> (132) *Want to create a greater sense of fulfillment?* Challenge your fears.

In clause (49) by I know, it shows that the speaker presents himself as sharing with the listeners, the knowledge that there is power to do many things. While in clause (123) and (132) can be found that it uses leading questions like want to have a fulfilling life?

Acknowledge in the speech can be found that there is only one viewpoint from the other. Nevertheless, he doesn't describe it clearly as in clause (122): "*Someone said* that your life worth is measured by your accomplishments and not by your complaints.

3.4 Realization of Engagement in Les Brown's Speech

The realization of Engagement in Les Brown's speech are explained as follows:

Table 1 The Realization of Engagement in Les Brown's Speech

No.	ENGAGEMENT ELEMENTS				Σ	%
1.	Monogloss				45	18, 90%
2.	Heterogloss	Contraction	Disclaim	Deny	75	31, 51%
				Counter	28	11, 76%
				Concur	8	3, 36%
			Proclaim	Pronounce	43	18, 07%
				Endorse	0	0
		Expansion	Entertain	-	38	15, 97%
			Attribute	Acknowledge	1	0, 42%
				Distance	0	0
	Total				**238**	**100%**

The table above showed that deny is most dominant than the other elements in Brown's speech. There were 75 items of deny (31, 51%) followed by monogloss with 45 items (18, 90%) , pronounce with 43 items (18, 07%), entertain with 38 items (15, 97%), counter with 28 items (11, 76%), concur with 8 items (3, 36%), and an item for acknowledge (0, 42%).

3.5 Discussion

The findings of this research have shown two important things, the dominant use of heterogloss than monogloss to express denial, statement, acceptance and the difference in the use of the

most dominant type of engagement. To argue about certain ideas being given, first, the most dominant type in the speech is deny type. Deny type is used to give command to the listeners not to do something in vain and it is followed by monogloss as the second dominant where Les brown as a motivator used a simple language without any modalities in giving his motivational speech. A motivator must indeed use a simple language with selection of the right words especially in conveying motivation so it will help the listeners to understand and know what to do in the next like Les Brown does by using monoglossic system. The next type is pronounce which also relates to the previous type that pronounce is used to express the speaker's expressions in detail that to inform his statement he used a simple and detailed statements. The next type is entertain that used to provide information by using modality which can describe a doubt or a possibility toward the statements. Counter is also found to state a contrary statement for giving consideration to the listeners. It is used to give the listeners a freedom to choose and to make a variety of the speech, rhetorical or leading question is also used by concur type even though the question does not need to be answered and for the last type, writer just find an item for acknowledge where there is only a viewpoint from the other and the speaker doesn't describe it clearly.

Furthermore, refering to [10], the occurrence of Entertain type is most dominant used in editorial text- Medan's newspaper by using modality because newspaper talks more about information and the possibilities while in motivational speech, the type which most dominant used is deny type by using negation because a motivator is more dominant to give command and negative statement to remind the listeners not to do something in vain.

4   Conclusion

The findings convey the message of seven types of engagement that used in Les Brown speech's enough is enough, they are monogloss, deny, pronounce, entertain, counter, concur and acknowledge. Based on the research findings above, it can be concluded that hererogloss is the most dominant use than monoglossic to state the speaker's voices where used language to express denial, statement and acceptance.

In this respect, there are 238 items of engagement elements which consist of 45 monogloss system (18, 90%) and 193 heteroglossic system (81, 10%) which consist of contraction for 103 disclaim (43, 27%), 51 proclaim (21, 43%) and expansion for 38 entertain (15, 97%), 1 attribute (0, 42%). Based on the findings above, the use contraction in hererogloss system by using deny to convey propositions and proposals that contain definite and firm meaning to motivate the listeners with not to do bad thing in vain.

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