

## Engagement in Les Brown Speech's *Enough Is Enough*: Appraisal Analysis

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### ABSTRACT

This study aims to analyse the appraisal system focusing on the engagement used in Les Brown Speech's *Enough Is Enough*. Engagement as source of attitude reflects agree or disagree on someone's statements. In terms of this study, there were two research questions must be responded, namely (1) to find out the type of engagement found in Les Brown speech's *enough is enough*, and (2) to explain how the engagement realized in Les Brown speech's *enough is enough*. The qualitative approach and interpretative was used in revealing related to the application of engagement by the speaker. The findings of the study found 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 speaker was dominant used contraction in heteroglossic system to show that the speaker wants to convey propositions and proposals that contain definite and firm meaning 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.

### 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 (Martin & Rose 2007: 26). The basic system of appraisal are 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 (Martin & White 2005).

In this study, writer is interested to analyze a motivational speech by an American motivator named Les Brown who has gotten some awards like Council of Peers Award of Excellence, National Speakers Association, 1989 retrieved from <https://www.nsaspeaker.org/cpae-speaker-hall-of-fame/>; Regional Emmy Award (Chicago), 1991 for the program *You Deserve with Les Brown* and selected as one of America's top five speakers, Toastmasters International, 1992 retrieved from <https://www.encyclopedia.com/people/history/historians-miscellaneous-biographies/les-brown>. He ever got educably mentally retarded in grade school and he was encouraged by others to continue to learn and be the best he could be. Leading him to unlock his full potential. Those are the basic for Les brown to motivate the other. Les Brown as a motivator has many speeches however writer is interested for one speech entitled *enough is enough* because it can describe a life of human being nowadays. Most people have spent time for useless things and the speaker reminds to move on for the useful life and not to do bad things in vain.

Writer is interested to focus analyzing the clauses of the speech. Within SFL, 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). Those are concerned with information exchange are termed 'propositions' and those with goods-&-services exchanges 'proposals'. (Halliday as cited in Martin & White 2005: 177). By using Appraisal analysis especially in engagement, writer wants find out the type of engagement which found in Les Brown speech's *enough is enough* and to examine more deeply how motivational speaker's

engagement toward their speech by knowing the phrase or clauses which speaker uses because engagement refers to the type of clause that reflects the engagement between the speakers and their speech according to the interpersonal impact of the listener.

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. For example that found in Les Brown speech 'Enough is enough, *life is rough*. Heterogloss, by contrast, acknowledge the possibility of alternative viewpoints, responses and/or truth values. For example that found in Les Brown speech 'Enough is enough, *You can go through life blaming*. Heterogloss can be realised through modal auxiliaries such as: can, may, might, could, must, etc. The more explanation will be discussed in next discussion. In this study, writer only focus for engagement. 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. Heterogloss itself may be either 'dialogically contractive' (restricting possible responses) which is classified as proclaim and disclaim and 'dialogically expansive' (opening up to other voices) which is classified as entertain and attribute (Martin & White, 2005).

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. This is often conveyed though conjunctions and connectives (e.g. although, however, yet, and but). It can also be realised though certain adverbials that act as marks of counter-expectation (surprisingly, for instance). Adject such as even, only, just and still also have a counter-expectational aspect to their meaning. 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, Martin and White (2005) 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 demonstrated 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. This can be realised through: modal auxiliaries (may, might, could, must,); modal attributes (it's possible that, it's likely that); constructions such as in my view, perhaps, probably, maybe, it's possible, I believe that; and cognitive reports (I suspect that, I doubt that), also

entertain the position of others through evidential means/language (such as seems, apparently and suggests and certain types rhetorical questions those which don't assume a specific response but are employed to raise the possibility that some proposition holds). 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).

There are some researchers who discuss the appraisal analysis (Mardiana, 2018; Suriyadi, 2015). Mardiana (2018) used Appraisal Analysis in her journal entitled *The Use of Appraisal and Debate Structure in English Debate Competition of Senior High School Students*. In her journal, she 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.

Suriyadi (2015) used Appraisal analysis in his dissertation entitled *Appraisal dalam Teks Editorial Surat Kabar 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.

## **METHODS**

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. 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 30<sup>th</sup> 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 Martin & White, 2005.

## **RESULT AND DISCUSSION**

The Type of Engagement in Les Brown's Speech

To answer the problem one of this study, the finding is described as follows:

### **Monogloss**

The following were some clauses from Les Brown's speech transcript that showed the monoglossic items:

(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.*

(84) *Now you are moving on to the next thing.*

(105) *You want to continue to learn.*

(115) *Decide to live your fantasy.*

(119) *The choice is in your hands*

The example above is categorized into monoglossic items because it's formed in single sentences without using any modalities and it is presenting an idea as being common sense and having no alternative. 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. Clauses (84), (105), (115) can be found that monoglossic system is used to motivate the listeners by using the positive values with ask to move and continue learning to the next things and in clause (119) by using monoglossic system, it's informed that there is a freedom for the listeners to choose what they have to do next after giving firm sentences by saying the *choice is in your hands*.

### **Deny**

The following were some clauses which described the deny type:

(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*.

(39) You're *not* *powerless*.

(89) *Don't* confuse who you are with what you do and make your mind fertile ground for the seeds of opportunity.

(144) The person who risk *nothing* does *nothing*, has *nothing*, is *nothing*.

The clauses above is categorized into deny type because it uses the negation *not*, *don't*, *powerless*, and *nothing* to show a denial and negative meaning. 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), (89) 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. While clause (39) and (144) show the speaker's views which use negation to motivate the other through gives statements like *you're not powerless* and give information that *the person who risk nothing does nothing has nothing, is nothing* to reassure the listeners that a good thinking can influence action.

### **Pronounce**

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?

(61) *Let me tell you*, I used to do this. I used to do that.

(65) *That means* you've got some more to give.

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 and for clauses (61) and (65) show the speaker's expressions that we can do many things and we can get some more to give.

### **Entertain**

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?*
- (81) You *must* meet with triumph and disaster and treat those two impostors just the same.
- (114) Most people go through life not living their fantasy, going sitting up in the bleachers, looking out on the field, looking out into the arena, *wishing that* they were down there, just fantasizing seeing themselves running with the ball.
- (143) But risk *must* be taken, because the greatest hazard in life is to risk nothing.
- (145) They *may* avoid suffering and sorrow but they cannot learn, feel, change, grow, love, and live.

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. While *must* that described in clause (81) and (143) give meaning that has a great opportunity to occur in the future because it is a must and if it's not done, it can cause a fatal impact and in clause (145) it is found the modality of *may* that place speaker's opinion in low modality. Modality of *may* has a small chance to occur and in clause (19) and (73) 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.

### **Counter**

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.*

### Concur

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. The following were some clauses that showed the concur type:

(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?* The question does not need to be answered because of course everybody want to have a fulfilling life, but it is showed in the clause to remind the listeners about some good things that have to do to get the 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.

### 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.		Disclaim	Deny	75	31, 51%
			Counter	28	11, 76%
		Contraction	Concur	8	3, 36%
			Pronounce	43	18, 07%
	Heterogloss	Proclaim	Endorse	0	0
		Entertain	-	38	15, 97%
		Expansion	Acknowledge	1	0, 42%
		Attribute	Distance	0	0
<b>Total</b>				<b>238</b>	<b>100%</b>

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%).

The findings of this research have shown two important things. Les Brown speech's *Enough is enough* is more dominant used heteroglossic system than monoglossic system to state the speaker's voices where used language to express denial, statement, acceptance.

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. The speaker just used his viewpoints to motivate the other. This thing can have an influence for the listeners toward his speech because the speaker does not convey the other's viewpoints which can support his motivation in the speech.

Second, refer to Suriyadi (2015) in relevant study chapter II, writer finds the difference in the use of the most dominant type of engagement. *Entertain* type is most dominant used in editorial text-Medan's newspaper by using modality in Suryadi's dissertation because newspaper talks 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.

## CONCLUSION

Based on the research findings above, it can be concluded that heteroglossic system is most dominant used than monoglossic system to state the speaker's voices where used language to express denial, statement and acceptance. There are 7 types of engagement that used in Les Brown speech's *enough is enough*, they are monogloss, deny, pronounce, entertain, counter, concur and acknowledge. Writer found there are 238 items of engagement elements which consist of 45 monoglossic 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 writer finds that the speaker was dominant used contraction in heteroglossic 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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