

Engagement System in BBC The Big Questions: Appraisal Approach

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ABSTRACT

In human communication, language is really important because it helps us express ourselves and connect with others by sharing ideas, feelings, and information. Appraisal Theory of Engagement explains how language and emotions are connected. Engagement with the audience involves creating a connection between the speaker or writer and the intended recipients of the message. The research employs qualitative techniques on kinds of engagement system reflected by the host of BBC: The Big Questions. The researcher will focus on BBC The Big Questions show from YouTube entitled "Is digital media good for democracy? BBC News." The result showed that there are 7 Monoglossic clauses and 85 Heretoglossic clauses. Heterogloss clause dominance on BBC The Big Questions demonstrate how the speakers' statements are mostly focused on other people's perspectives. The most heterogloss which found on the show is Entertain. There are 56 clauses out of 85 clauses. It shows that the percentage of Entertain is 65,1%. The dominance of Entertain demonstrates that the speakers both offer an explanation for their beliefs and present alternative points of view.

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1. Introduction

Communication is important because it helps people talk to each other and work together. It lets us make friends, do our jobs, and finish tasks. Basically, language helps us understand each other, learn new things, and connect with others (Jureddi & Brahmaiah, 2016). In human communication, language is really important because it helps us express ourselves and connect with others by sharing ideas, feelings, and information. There's a theory called the Appraisal Theory of Engagement that explains how language and emotions are connected.

Appraisal Theory helps us understand how people think about and react to things that happen in their lives. It says that the words we use are like tools that help us figure out how important different situations are. These thoughts then make us feel emotions that affect how we act and see the world. According to an expert named Roseman (1996), this theory talks about different parts that work together to create feelings. One important part is whether a situation matches with what we want. If it doesn't match, we might feel bad, like angry or regretful.

The Engagement System in Appraisal Theory looks at how words and feelings are connected. It studies how people use words to talk about things and how they feel inside, which can affect how they make others feel. When we look at how words, thoughts, and emotions work together, we can learn more about how words can change minds, show understanding, and create strong connections. This study of language using the Appraisal Theory of Engagement helps us understand how important words are in making people feel certain emotions and how they connect with others.

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Most invitation interactions are influenced by variables. Salmani-Nodoushan (2006) identified three crucial variables: meaning, shared knowledge, and query intonation. The invitation's purpose, such as asking someone to attend or providing them with something, is referenced in the meaning. The interlocutors' common experience is explained by their similar cultural origins, which could have an impact on how they interpret the invitation. Finally, the tone of the question is related to the invitation's tone and may convey meaning beyond what is explicitly spoken.

One of the functions of language is to indicate our opinion and attitude towards the person or thing being discussed (Halliday, 2014). All utterances, whether written or spoken, are referred to as this relation. Statements are valuable and always express viewpoints. (Martin & White, 2005: 92). The communication can take the shape of writing or speaking. While constructing, language also serves as a vehicle for expressing personal and social interactions with others. People aim to engage their listeners by uttering words that make them interested in what they are talking. Saying words that conclude a statement, such as "I am uncertain, I reckon, I am convinced, I assume that, etc." is one way to achieve this.

One of the fundamental uses of language is to communicate with an audience. According to Roman Jakobson (1955), the language we employ serves to express information objectively. The study of textual views is mostly explored in Appraisal theory, specifically under the Engagement system. Halliday's Systemic Functional Linguistic (SFL) theory includes appraisal as one of its branches. The interpersonal aspect of meaning is the main emphasis of the engagement system in appraisal, While the other branches of SFL concentrate on the textual aspect of meaning. Every verbal communication, whether it be spoken or written, is dialogic, as mentioned in Martin & White (2005). Speaking or writing constantly exposes the influence of what has been said or written before, refers to it or picks up on it in some way. It concurrently predicts the responses of actual, hypothetical, and imagined viewers or listeners (Martin & White, 2005: 92).

Engagement with the audience entails establishing a link between the speaker or writer and the message's intended recipients. Discussion with the audience is the exchange of ideas, opinions, and points of view between the communicator and those hearing the message. Both engagement and conversation are essential for good communication and can be influenced by the language approaches used.

The relational maxim, according to Grice (1989:30), states that one should make an effort to be relevant and say things that are important to the conversation. In an attempt to make their speech relevant, presenters make connections between their prior and upcoming talks.

Martin & White (2005) provide the following example of an engagement system.

Table 1: Engagement System Example

MONOGLOSS	HETEROGLOSS
THE STUDENTS WERE DILIGENT	<u>There is the concern, however,</u> that the students have been procrastinating
	<u>In my opinion,</u> the government is not doing the project well.
	<u>Critiques see</u> the government's policy is not favorable to the people.
	<u>There can be no denying</u> that they engage in illegal parking.
	<u>Everyone knows</u> the product is bad for our health.
	<u>The product is not good</u> for our health

The Appraisal Approach has two types of engagement systems: monogloss and heterogloss. A linguistic technique known as monogloss occurs when one voice or point of view predominates in the speech. When someone communicates in a monoglossic manner, they provide only one perspective, assessment, or point of view, which may minimize the existence of opposing viewpoints. This strategy can be applied to highlight a specific position, establish authority, or condense the message to minimize misunderstandings. Since monogloss communication may

not promote a diversity of opinions, it may restrict the depth of involvement and discussion. Both monogloss and heterogloss methods can affect the audience's perception of the speaker's or writer's attitudes and assessments within the framework of appraisal theory. While heterogloss may suggest a desire to engage with opposing views and promote a more open discussion, monogloss may indicate a firm and confident stance on a given subject. Contrarily, heterogloss entails using a variety of voices, viewpoints, or assessments in the discourse. This method acknowledges and offers a range of opinions, assessments, and attitudes, which may encourage a more inclusive and thorough interaction with the audience. Deeper conversations, the promotion of critical thought, and an appreciation of the complexity of the subject at hand can all result from heterogloss communication.

The first monogloss in Table 1 states, as is evident, " There is the concern, however, that the students have been procrastinating " The phrase "there is the concern, however " provides contrasting views or points of view, suggesting that the speaker is not alone in their opinions. It may be promoting a wider and more inclusive audience interaction in the process.

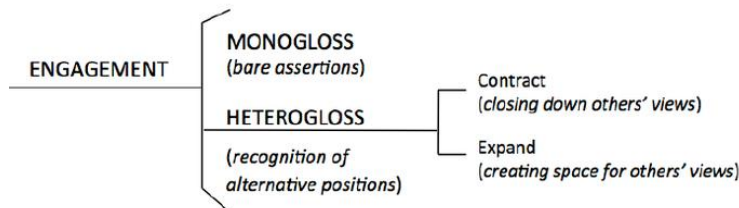


Figure 1: Martin & White (2005) Engagement System

According to the Appraisal Approach theory, Dialogic contraction and dialogic expansion are the two distinct forms of heterogloss. Dialogic Expansion comprises Entertain and Attribute, while Dialogic Contraction comprises Disclaim and Proclaim.

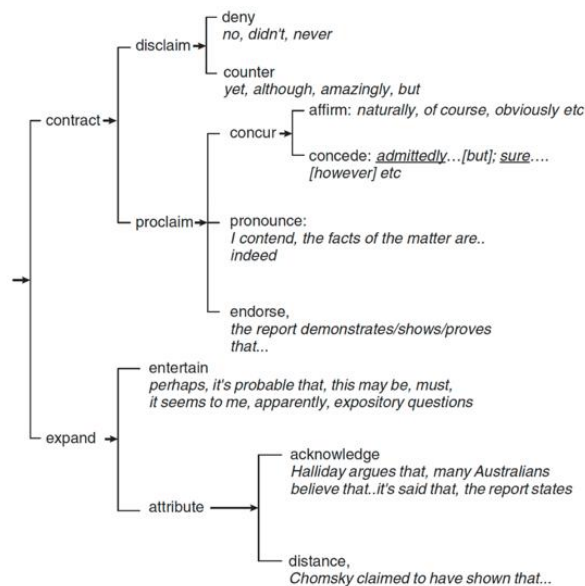


Figure 2. Appraisal Framework: Heterogloss

Disclaim comes in two kinds: Counter and Deny. The term "counter" refers to the ideas that the host and audience use to support their positions in the study in opposition to earlier or more established opinions. The employment of conjunctions or connectives such however, although, and but usually indicates the use of a counter. Deny serves as a tool for bringing up the opposing, positive viewpoint in the conversation, acknowledging it, conversing with it, and ultimately rejecting it (e.g., "it is no doubt that the Government has implemented the rules well"). In this instance, the denial that "it is no doubt that the Government has implemented the rules well" is obviously dialogic because it both references and poses as a refutation of the assertion that "there is a doubt with the Government." Proclaim is concerned with meaning, whereby the writer or speaker expressly chooses one speech over its alternatives, hence stifling heteroglossic variation. The three subcategories of pronounce are "endorsement," "pronounce," and "concur" (White 2003; Martin & White, 2005). Concur indicates that one accepts the viewpoint of one's dialogic counterparts, primarily the receivers. Adverbs like naturally, shockingly, admittedly, and definitely are often used to describe it (Martin and White, 2005: 122). Pronounce is under the second category of proclaim. Different perspectives on the material are presented by emphasising the speaker or using specific references. It's usually communicated with phrases like "I assert," "the truth is that," "you have to acknowledge that," and "we can infer that" (Martin and White, 2005: 125). Endorsement indicates that other sources account for the reasoning behind other people's arguments. The distinction between "endorsement" and "concur" is that the former conveys the addressee's viewpoint. Declaring agreement with the other person by saying things like "*I see what you are saying*" and "*you are correct*," the speaker explicitly connects themselves with the endorsement (Mesa & Chang, 2010).

One kind of Dialogic Expansion is entertainment. The phrase "entertainment" describes the ways in which a speaker expresses their thoughts and creates opportunities for other points of view. Modal auxiliaries like may, might, could, and must are frequently used to indicate it. It can also be characterised by modal characteristics like "it's possible that", "I suppose that," "I'm confident that," —all of which are mental verbs that denote amusement (Martin and White, 2005: 105).

An other type of dialogic extension is attribution. Attributes are categorised into two groups. The first category is acknowledgement, and the second is distance. Distance is the second type of attribution. Distance portrays the point of view as either in agreement or disagreement with the speaker's opinions, neutral or disinterested. It is typically expressed with the reporting verb claim (Martin and White, 2005: 113). According to Jiang's (2019) research, the engagement system under Martin and White's (2005) appraisal theory is the best systematic way to analyse engagement. In order to examine the BBC debate The Big Questions, the ongoing research focusses on the engagement method developed by Martin and White.

Rahman (2018) investigated introductions of international journal articles to find out the heterogloss feature. Haq and Rahyono (2021) investigated engagement on Facebook. Prastikawati (2021) analysed attitude in BBC News' Article, and Asad (2021) analysed attitude realization in news reports.

A few researchers focused on engagement in written text, such as abstracts of articles. Therefore, this research intends to find out engagement system in verbal utterances on debate show to find out what engagement systems are used in a debate show by the speakers to take their stance. The relationship between language and emotions is explained by engagement (Martin & White, 2005). Given that debate is a formal technique for interactive and representational argumentation meant to influence audiences and judges (Alasmari, 2013). The speakers must be able to persuade the arguments and rebuttals and show suitable evidence. Heterogloss in Engagement is a suitable theory in appraisal approach to produce heterogloss statements by opening up the dialogue for different opinions. By opening up the dialogue, it can open different opinions from other speakers.

By presenting opposing views, the BBC: The Big Question engagement system helps the presenters bolster their claims. Selected The Big Question video is examined using the engagement framework derived from appraisal theory. The goal of this innovative study is to ascertain the engagement strategy that presenters employ to keep a discussion show running smoothly and captivating from start to finish. This study also aims to address the research questions concerning the types of engagement mechanisms that are available on BBC: The Big Questions.

2. Methods

Qualitative content analysis was employed in the current study. According to Majhi et al. (2016), content analysis is a set of techniques used to gather data and arrange it in a consistent way so that analysts may deduce the features and meanings of written and recorded materials. Analysing trends, document patterns, authorship patterns, and other topics may be effectively done with its help. The data can be used to draw conclusions about the writers' values and goals by highlighting key themes and relationships. The benefit of qualitative research, according to Moretti et al. (2011), is the richness of the data that is gathered; nevertheless, this material must be understood and coded in a legitimate and trustworthy manner.

Krippendorff (2004) explains that content analysis is a technique for gaining an understanding of the text or other pertinent materials in relation to the context in which they are applied. Qualitative content analysis is one of the many qualitative techniques available at the moment for evaluating information and figuring out its significance. (Schreier, 2012). It provides a systematic, impartial means of characterising and quantifying research events (Downe-Wamboldt, 1992). For content analysis to be successful, data must be converted to concepts that define the phenomenon under research through the development of classifications, notions, framework, theoretical framework, and cognitive map (Elo & Kyngäs, 2008).

In order to fulfil the goals of this research, the essential data has to be collected. In doing the research, a data gathering instruments was used, which is a video. There are 186 clauses in this video. Out of the 186 clauses, 7 clauses are monogloss and 85 clauses are heterogloss. In heterogloss, the researcher classified some parts. There are Deny, Counter, Concur, Pronounce, Endorsement, Entertainment, Acknowledge, and Distance. Entertainment which gives 56 clauses, Deny 15 clauses, Concur 5 clauses, Counter 4 clauses, Pronounce 2 clauses, Endorsement 1 clause, Acknowledge 1 clause and Distance 1 clause.

The main instrument used is a BBC video. The YouTube video titled "Is digital media good for democracy? BBC News" was provided by the BBC News channel. The video was uploaded online by the BBC News channel in 2017. Researchers can be certain that they are obtaining their data from trustworthy sources because the channel has undergone authentication. Polit and Beck (2012) state that the degree of confidence in the data's ability to meet the desired emphasis and the study topic are related to credibility. The Big Questions show "Is digital media good for democracy? BBC News" The question of whether or not digital media fosters democracy was discussed by the participants and invited guests during the filming of "BBC News" at Brunel University in London.

The information is crucial to maintaining the accuracy of content analysis. A letter, word, sentence, section of a page, or word are a few examples of the data unit (Robson, 1993). The data of this study are utterances, word, phrases, clauses uttered by the debate speakers on BBC The Big Questions show entitled "Is digital media good for democracy? BBC News. The setting is a real setting and the researcher wants to find out how they persuade their arguments, rebuttals and show suitable evidence, how they open up the dialogue for different opinions and what types of heterogloss they will use in the debate.

To understand the research findings, data analysis is necessary. Qualitative research can make use of a wide range of analytical methods, such as content analysis, ethnography, grounded theory, phenomenology, and hermeneutics (Burnard, 1995). The content analysis method developed by Miles and Huberman was applied in this investigation.

Vears (2022) highlighted that content analysis goes beyond simple counting because its objective is to establish a link between the outcomes and the setting or context in which they are generated: "A methodical and impartial approach to study is content analysis. efficient deductions from textual or visual data to quantify and characterise particular events"

The talk of BBC "The Big Questions: Is digital media good for democracy? BBC News" will be transcribed and then it will be classified into certain Engagement System according to Martin & White's theory (2005). According to Miles, Huberman, and Saldana (2014), content analysis consists of four stages: data gathering, data condensation, data display, and deriving and validating findings. Techniques of analyzing the data of this study is showed in figure 1.

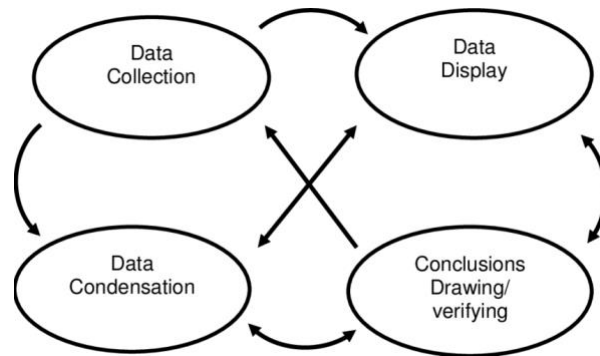


Figure 3. Data Analysis Method proposed by Miles, Huberman, and Saldaña (2014)

Data condensation is the next stage after data collection. In this step, the researcher selected and focused on simplifying, abstracting and transforming the specific data obtained. There are numerous methods to reduce and convert qualitative data, such as selection, summary, and interpretation.

First, the researcher simplified the talk in this video into transcript. The data was collected through video-based observation. In this step, the researcher limited the data to sharpen their information that focus to the research problem. Second, the researcher selected all the data that the researcher has collected. After that, the researcher identified the data that were related to research problems. In classifying, the researcher then classified which talk belong to monogloss and heterogloss. From this step, it presents which talk is monogloss and which talk is herogloss.

The talk of BBC “The Big Questions: Is digital media good for democracy? BBC News” is transcribed and then it was classified into certain Engagement System according to Martin & White’s theory (2005). According to Miles, Huberman, and Saldana (2014), content analysis consists of four stages: data gathering, data condensation, data display, and deriving and validating findings. The talk of BBC “The Big Questions: Is digital media good for democracy? BBC News” was transcribed and then it was classified into certain Engagement System according to Martin & White’s theory (2005). As to Holdford’s (2008) perspective, the reporting and analysis aspect of content analysis ought to strive towards providing readers with a relevant and practical interpretation of the results.

The researcher chose particular data and concentrated on making it simpler, more abstract, and transformed. There are numerous methods to reduce and convert qualitative data, such as selection, summary, and interpretation. First, the researcher made a transcript of the video. The data was collected through video-based observation. In this step, the researcher chose selected utterances based on types of engagement system to sharpen the information that focuses on the research problem. Second, the researcher selected all the data that the researcher has collected. After that, the researcher identified the data that were related to research problems. In classifying, the researcher then classified which talk belongs to monogloss and heterogloss. From this step, it presents which talk is monogloss and which talk is herogloss. After getting monogloss and heterogloss, researcher then identified what kinds of monogloss and heterogloss they are.

3. Results and Discussion

On the BBC show, the researcher found 7 monoglossic clause and 85 heteroglossic clause. Heterogloss is the most Engagement system which found on BBC The Big Question: Is Digital Media Good For Democracy?

Table 2. Engagement System in BBC The Big Question

Engagement System	Number	Percentage
Monogloss	7	7,5%
Heterogloss	85	92,5%
Total	93	100%

Monogloss

On BBC The Big Questions, researcher found that there are 7 monoglossic clauses on the video. Monogloss indicates that it does not use or refer to other person's opinion. Monogloss uses “is” or “was” because it does not need other person’s opinion.

“since clicking a mouse is one aspect”

“distributing leaflets in the cold of February is a separate challenge”

“our approach in the 2015 campaign was to identify and engage with swing voters in key marginal constituencies”

“Facebook enables you is identifying those groups of people and engage with them about the issues”

“currently, digital is merely a medium”

“his excellent opportunity is more equitable and available to individuals”

“Advertising is simply advertising for a purpose”

Heterogloss

On BBC The Big Questions, it was found that there are 85 clauses out of in heterogloss along the video.

Table 3. Heterogloss in BBC The Big Question

	Heterogloss		Number	Percentage
Dialogic Contraction	Disclaim	Deny	15	17,5%
		Counter	4	4,7%
	Proclaim	Concur	5	5,8%
		Pronounce	2	3,5%
		Endorsement	1	1,1
Dialogic Expansion	Entertainment		56	65,1%
	Attribution	Acknowledge	1	1,1%
		Distance	1	1,1%
Total			85	100%

3.1 Entertainment

Entertainment is the most Engagement found on BBC The Big Questions show from YouTube entitled “Is digital media good for democracy? BBC News” with 56 clauses which is 65,1% out of the 85 clauses

“I believe individuals are more inclined to vote if they engage with politics online”

In this clause the speaker said “I believe” to respect the opinions of earlier speakers on their subjects and communicate their opinions in a way that keeps the audience interested.

“I believe many of us, myself included, would be receptive to that”

The clause that the speaker said presents his point of view towards the opinion of previous speaker which said “Twitter has its use it can mobilize campaigners put issues on the agenda.” He would welcome that Twitter can be a media to do a campaign and bring up issues there.

“I believe this is a misjudgment because most people, after a hectic day with jobs and family responsibilities, tend to listen to the radio, watch the evening news, or skim through a newspaper, which remains their primary source of news and information.”

This clause shows that the speaker did not agree with the previous speaker who said that our kind of information environment shows that people are exposed to more news sources on social media than people who don't use. The speaker disagreed with the prior speaker's assertion that individuals are exposed to a greater number of news sources on social media than those who do not utilise it

3.2 Deny

Deny is the second most Engagement found on BBC The Big Questions show from YouTube entitled “Is digital media good for democracy? BBC News” with 15 clauses which is 17,2% out of the 85 clauses.

“I don't think they are taking enough responsibility for it”

This clause shows us that the speaker introduced additional opposing points of view in the phrase. Usually, negation is used to express it. The speaker used the negation "don't" here. Before that, the speaker said that Social media businesses bear the blame for bogus news. However, social media companies are not being responsible enough in preventing fake news on their social media platform in reality.

“I don't think there is enough indignation about this”

This clause said by the speaker rejected a statement before that which says that fake news is absolutely horrendous consequences. That is why Owen Jones came up with a statement that we shouldn't take false seriously which is deliberately fake. Owen Jones said that fake news is to play into the prejudices of very angry sections of the population bill.

*“I **definitely** don't believe we should be eliminating or heavily regulating things to the point of their complete removal, by any means.”*

Dr. Andrew Cole Cut came with a statement that he does not agree that we should stamping out and regulating things out of existence. Laura thinks that is absolute freedom for somebody to be able to say and express themselves in online platform.

3.3 Concur

Concur is the third most Engagement found on BBC The Big Questions show from YouTube entitled “Is digital media good for democracy? BBC News” with 5 clauses which is 5,8% out of the 85 clauses.

*“**However**, it inevitably leads to new issues”*

Jamie Bartlett said this clause because that opinion of dialogic counterparts, mainly referring to the receivers, is accepted. This sentence suggests that while the opinion of the people involved in a conversation or dialogue is acknowledged and taken into account, there are still new challenges or issues that arise as a result. In other words, even though the perspectives of those participating in the conversation are valued, there are complications or difficulties that come with considering these opinions.

*“having more people engaged in the discussion is definitely a benefit **certainly**”*

The sentence is stating that in a conversation, it is generally considered a positive thing when more people are involved. Specifically, it emphasizes that the opinions of those participating in the conversation, especially the people who are receiving and responding to the dialogue, are valued and taken into account. In simpler terms, it means that having more people engaged in a conversation is seen as a good thing, and the viewpoints of all participants, especially those who are actively engaging in the dialogue, are important and respected.

3.4 Counter

Counter is the third most Engagement found on BBC The Big Questions show from YouTube entitled “Is digital media good for democracy? BBC News” with 4 clauses which is 4,7% out of the 85 clauses.

*“Numerous participations and inputs from our **broadly** representative Oxbridge audience as well”*

This is an example sentence illustrating the previous point. It is saying that there were a significant number of contributions related to engagement from an audience that is described as being highly representative of Oxbridge (which likely refers to the prestigious universities of Oxford and Cambridge in the UK).

*“Social media has been **exceptionally** effective in connecting people to the practical realm of politics and was notably successful for Trump.”*

From the clause, the speaker rejected the unrealised expectation where social media seemed to be bad in society. However, the speaker said “social media has exceptionally effective”

3.5 Pronounce

There are 2 clauses found on the show which is 3,5% out of the 85 clauses. Pronounce incorporates additional points of view into the text by emphasizing the speaker or using specific references.

These are 2 clauses which found on the show

“Indeed, what truly matters isn't whether media outlets make occasional errors, but rather the frequency with which these errors are repeated, as repetition holds significant influence”

In this utterance, the speaker said this because the host, Nick Campbell said that fake news has been around the world twice. The speaker then incorporates additional points of view by illustrating the fact that fake news is always there on the media, it doesn't really matter whether fake news has been around once or twice, whether it's only once or twice, the effect on the media is very powerful.

“And since we don't fully understand how they operate, although they are engaging more people in politics, in fact, they may actually be worsening the situation. It remains uncertain whether they are improving politics overall.”

The speaker incorporates additional points of view by pointing out that bringing more people in fact makes it rather worse. Here, the speaker does not agree that people get involved in politics, because if they do correct things when the media or someone else points it out, it can do a lot of good but not a lot of them do it consistently

3.6 Endorsement

There are 1 clause found on the show which is 1,1% out of the 85 clauses. This is the clause which found on the show. The speaker overtly aligns himself or herself with an endorsement by announcing agreement with another speaker.

“I am in agreement with the lady here.”

3.7 Acknowledge

There is 1 clause found on the show which is 1,1% out of the 85 sentences. The opinions of earlier speakers on their subjects and give their perspectives in a way that engages the audience. The stances can be classified as neutral, undecided, standing with, or against (Martin and White, 2005: 93). *Say, report, state, declare, announce, and believe* are common verbs.

“Many attributes his success to a superior command of digital tools.”

The speaker presents their point of view related to the topic being discussed by saying “many attributes”, however the speaker does not specifically identify who said that his victory to a greater mastery of the tools of this digital age.”

3.8 Distance

There is 1 clause found on the show which is 1,1% out of the 85 sentences. Distance portrays the position as either aligned or dis-aligned with the speaker's beliefs or as neutral or uninterested. Usually, the reporting verb *to claim* is used to convey it.

*“If a false claim about you, such as **being labeled** as the head of a drug cartel, spread globally, would you be okay with the stance of ‘no correction needed, free speech’ and allowing people to say whatever they want?”*

The speaker portrays his dis-aligned position by projecting an imagined situation happened to the prior speaker. So that the prior speaker can imagine the situation related to the topic being discussed.

Considering the conclusions and debate from the preceding chapter, it is showed that engagement features are found on BBC The Big Question. There are 7 Monoglossic clauses and 85 Heretoglossic clauses. Heterogloss clause dominance on BBC The Big Questions demonstrate how the speakers' statements are mostly focused on other people's perspectives.

The most heterogloss which found on the show is Entertain. There are 56 clauses out of 85 clauses. It shows that the percentage of Entertain is 65,1%. The domination of Entertain shows that the speakers explain their opinions as well as to open up possibilities in the viewpoints. It is often expressed by modal auxiliaries like *may, might, could, and must*. It may also be described with modal characteristics like *it's possible that... and it's likely that, I guess that, I think, I believe, I'm persuaded that, and I doubt* are all mental verbs that convey amuse (Martin and White, 2005: 105).

The second most heterogloss is Deny. The researcher found that there are 15 clauses out of 85 clauses that indicates Deny. Deny is 17,5 % out of all heteroglossic clauses. Deny as a means of bringing up the opposing, constructive viewpoint in the conversation, acknowledging it, conversing with it, and ultimately rejecting it. The example of Deny is *“it is no doubt that the Government has implemented the rules well”*. Here the denial, “it is no doubt that the Government has implemented the rules well” is clearly dialogic in the sense that it invokes, and presents itself as responding to, claims/beliefs that ‘This is something wrong with meat, bread and potatoes’. A prior and alternative position is thus clearly engaged with dialogistically.

Concur is the third most heterogloss found on the news. There are 5 clauses with the percentage of 5,8%. Concur means that opinion of dialogic counterparts, mainly referring to the receivers, is accepted. Adverbials such as *naturally, shockingly, admittedly, and obviously* are commonly used to depict it (Martin and White, 2005: 122).

The fourth, Counter, has four clauses and a 4.7% word count. Formulations that portray the current proposition as displacing and supplanting a proposal that would have been expected in its place are counter to this. “Surprisingly, McGuinness is especially scathing about ‘the chattering classes’, of which he has long been a member,” is an example of a counterargument.” In this instance, the author raises the counterargument that McGuinness “would not be scathing of the chattering classes,” but she ultimately shows that it is not relevant. As a result, dialogism rejects the opposing viewpoint, or the unfulfilled expectation. When comment adjuncts like “surprisingly,” “amazingly,” or “bizarrely” are employed, the writer/speaker and the actual or imagined communicative reply are shown as sharing the unfulfilled expectation. In other cases, on the other hand, the expectation is expressed more explicitly as that of the perceived respondent rather than the speaker or writer.

Pronounce is the fifth with 3 clauses and 3,5%. Pronounce is the second category of proclaim. Incorporate additional points of view into the text by emphasizing the speaker or using specific references. It is generally

conveyed by phrases like "*I contend*," "*the facts of the matter are that...*", "*you must agree that...*", or "*we can only conclude that*" (Martin and White, 2005: 125).

Endorsement, Acknowledge and Distance are the least heteroglossic on the show. Each one of them shows only 1 clause with 1,1%. Endorsement means that the rationality of others' discourse is explained by other sources. The speaker did not overtly align himself or herself with an endorsement by announcing an agreement to other speakers (Mesa & Chang, 2010) in Pratumtong (2021). The speakers just said their opinions and presented their arguments.

In Acknowledge, presenters must show consideration for the viewpoints of past speakers on their topics and captivate the reader with their points of view. According to Martin and White (2005: 93), the positions might be categorised as neutral, undecided, standing with, or against. Common verbs include say, report, state, declare, announce, believe, and think. The contestants ignored the points made by their opponents.

In Distance, it portrays the position as either aligned or disaligned with the speaker's beliefs, or as neutral or uninterested. It is typically represented by the use of reporting verb *to claim*. (Martin and White, 2005: 113). The debaters also did not use distance by the use of claim. Endorsement, Acknowledge and Distance are the least categories used by the debaters because they lack of facts to deliver their arguments. Entertainment is the dominant category because the debaters delivered their arguments from their personal insight. That is why the debaters mostly used "I think" when they argued with other debaters.

4. Conclusion

From the research, the researcher draws a conclusion that heterogloss appears most than monogloss in a debate. It is because heterogloss involves incorporating multiple voices, presenting a variety of viewpoints perspectives, evaluations, attitudes, or potentially fostering a more inclusive and comprehensive engagement with the audience. However, monogloss does not use or refer to other person's opinion. We can find the use of monogloss by the use of "is" or "was" because it does not need other person's opinion, thus we can find the use of monogloss in written text, such as research paper, thesis, dissertation and research report. Speakers in a debate must be able to persuade the arguments and rebuttals and provide sufficient proof. Debate is a formal style of interactive and representational argument intended to persuade judges and audiences (Alasmari, 2013).. Stance taking, projecting facts are all about debate. Thus, we can draw a conclusion that we can find more heterogloss in spoken text, while monogloss in written academic text.

This research which discusses about Engagement System on debate show contributes to academic discourse. According to Murray (2005), researchers need to be familiar with the literature and understand how their study fits into the larger body of work. The systemic functional frameworks or systems have been used to discuss engagement. The research conducted by Hyland (2005) is one of them. Hyland describes this relationship as posture and participation in his frameworks. Stance is more concerned with the topic's placement from the earlier debate, whereas engagement is more focused on potential readers.

When performing qualitative content analysis, one needs to be critical of oneself and possess strong analytical abilities. From the outset of the study, the researcher should continuously analyse and evaluate their own work when doing a qualitative analysis (Thomas & Magilvy, 2011). It is advised that debaters employ heterogloss in light of the study's findings and discussion in order to include many voices, show a range of opinions, assessments, and attitudes, or even to encourage a more inclusive and thorough interaction with the audience. Heterogloss in Engagement is a suitable theory in appraisal approach to produce heteroglossic statements by opening up the dialogue for different opinions. By opening up the dialogue, it can open different opinions from other speakers. That is the sense of debating, so that the debate will engage the audience better without insisting on using inappropriate language; rude, degrading and offensive words to other speakers.

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