

Exploring Engagement on Teacher's Speech to Student in Counseling Service

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ABSTRACT

This study is about appraisal system which focuses on the engagement realized by the counsellor (Guidance and counselling teacher) in counselling service. It is a qualitative one since it describes the use of language in the natural situation, that is, in a counselling service. This study takes place in a secondary school in West Java, Indonesia. The data in this study are the counsellor's speech (Guidance and counselling teacher's speech) to student when they interact in counselling service. The data are analysed using parameters of appraisal theory by Martin and White (2005) and Martin and Rose (2003). The results of the study show two things, those are (1) Realization of heteroglossia engagement is more than monogloss. It means that the counsellor refers to other voice resources in conveying the valuation of the proposition he presents; and (2) Counsellor shows alignment and solidarity to the student/counselee by choosing certain sources of heteroglossia voice.

Keywords: *Appraisal, engagement, interpersonal meaning*

1. INTRODUCTION

Guidance counselling activities are part of learning activities and are integrated with other learning activities in schools. The activities are given to the students with or without problems. The activities can be carried out conventionally in the classroom or individually in a certain room. Counselling service has to do with interpersonal matters, since the participants, who are the Guidance and counselling teacher as a counsellor and the student as a counselee, will communicate interpersonally. This interpersonal communicative activity can be traced through interpersonal meaning realized in interpersonal resources. This interpersonal resource can be used to deliver the positive and negative point of view (Hood, 2004). The use of interpersonal resources can be examined by appraisal theory proposed by Martin and his colleagues. Martin and Rose (2003, p. 25) state that "Appraisal is concerned with evaluation—the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned." By applying the appraisal system, it can be found out how the speaker/writer evaluates towards the proposition he presented, the counselee, and other phenomena regarding the discussion in the counselling service engaged.

The appraisal system has been carried out in a variety of mostly in written language contexts. Many studies have carried out in the context of education, which focused on the students' academic writing in various genres, such as text narrative text by Macken-Horarik, (2003) and argumentative text by Hood (2004); Lancaster (2012), and Aull and Lancaster (2014). Appraisal theory has also been implemented for analyzing media (Hidayati & Nugroho, 2010); political text (Bolouri, 2008; Tann, 2008); textbook (Chen, 2008); and literary works (Mani, 2008; Gangni, 2010; Xuqin, 2010). Those studies deal with exploring appraisal system in the context of written language. In fact, the use of the most basic language is the spoken one (Martin & White, 2005). From the literature review, research concerns appraisal system in spoken language is still rare. One research was done by Lipovsky (2008). He examines the job interview in French and English. From the expressions presented during the interview, the interviewers evaluate the candidates' enthusiasm, interest, and professional ability. This study also highlights the damaging effect of expressing negative feelings and opinions. The candidate showed good performance in expressing such enthusiasm, interest, and professional ability which was regarded as capable of having the position offered. By applying appraisal theory, he is successful in showing how the interviewers

and candidates construct affiliation and solidarity in engaging the job interview. However, he focuses only on one sub system of appraisal, that is, attitude, meanwhile engagement has not been explored. Therefore, this study intends to examine the appraisal system in the context of spoken language, that is, the speech of counsellors to the counselee in the counselling service. Also, to fill the gap, this study aims to focus on one of other appraisal subsystems, that is, engagement.

The appraisal theory seems to be a useful parameter to see how the counsellors effectively conveys his speech towards his counselee in counselling services, since the essence of this theory focuses on the evaluation of the speaker (in this study the counsellor) toward what is presented; namely, his interlocutors and other things. By this evaluation, the counsellor tries to establish relationships in such a way that there will be an understanding communication between him/her and his/her counselee.

1.1. Appraisal and SFL

Talking about appraisal cannot be separated from Systemic Functional Language (SFL), since appraisal is the extension of one of language metafunctions proposed by Halliday (1994, 2004), that is interpersonal meaning. Halliday (2007) says the language is used to deliver the 'content' that is, from the speaker experience about the real world. It is then called as an ideational function. Language function to build and keep social relationship that is to express social roles. This function is called as interpersonal function. The last, the language is meant to be a way that describes the language relationship with the features of the situation in which the language is used. This function is known as textual function.

In discussing interpersonal meaning, Halliday (1994, 2004) calls it as a clause as exchange. Martin and White (2005) mention interpersonal resources are concerned with management social relations of how people are interacting. By interacting, they include the feelings they try to share. Because this meaning relates to negotiations in social relations, interpersonal meaning is then associated with the tenor of discourse, which explains how language users engage in social relations. In engaging in this relation, language users tend to propose stance or evaluation which is essential in appraisal.

Appraisal system has three sub systems namely 'attitude', 'engagement', and 'graduation'. Attitude deals with what people feels (affect), how people judge to behaviour, and how people give evaluation to the things or other phenomena. Engagement concerns with language resources used by the speaker/writer, regarding the valuation presented, and that of any potential responds regarding such valuation.

Table 1. The monoglossic and the heteroglossic

Monoglossic (No recognition of dialogistic alternatives)	Heteroglossic (recognition of dialogistic alternatives)
The banks have been greedy	There is the argument though that the banks have been greedy In my view the banks have been greedy Callers to talkback radio see the banks as being greedy The chairman of the consumers association has stated that the banks are being greedy There can be no denying the banks have been greedy. Everyone knows the banks are greedy. The banks haven't been greedy Etc.

Graduation has to do with the scaling of valuation whether it is up-scaling or down-scaling (Martin & White, 2005; Martin & Rose, 2003)

1.2. Engagement: Monogloss vs Heterogloss

Engagement concerns with the language resources used by the speaker/writer to adopt a stance. The language resources include what is called as projection, modality, polarity, concession and any others (Martin & White, 2005). They also state that those language resources put the speaker/writer to have his/her own position toward the propositions being represented as well as to anticipate response from others which have alternative against that value position. Regarding the source of voice, engagement comprises two types. Those are monoglossic and heteroglossic. The former deals with the voice of the internal speaker/writer, the source of attitude is simply from the speaker/writer. The latter concerns with external voice, the source of attitude comes from outside of the speaker. The example of monoglossic and heteroglossic speech is shown in the Table 1 provided by Martin and White (2005).

1.2.1. Types of Monogloss

Monoglossic is divided into two types, namely (1) factual monoglossic, and (2) focal monoglossic. As has been stated above, both are dealing with propositions derived from internal speaker/writer. The difference is that the former concerns about the proposition which will have no dialogistic alternative (Martin & White, 2005). This is due to the proposition is regarded as the taking-for-granted. White (2003) says that this taken-

for-grantedness shows that there will be no room for further dialog, or nothing is to be discussed any more. The latter deals with the proposition which is not regarded as the taking-for-granted. It needs to be discussing further. It has to have more explanations about it to convince the propositions presented.

1.2.2. Types of Heterogloss

The second type of engagement is heterogloss. This type comprises two sub systems, those are, (1) dialogic contraction and (2) dialogic expansion. Dialogic contraction is intended to suppress, replace, reject, or challenge the alternative position and voice. Meanwhile dialogic expansion is concerned with propositions allowing others to have alternative position and voice. Hence, they invite others to put their own point of view. (Martin & White, 2005).

Dialogic contraction is divided into two broad categories, namely ‘disclaim’ and ‘proclaim’. Disclaim is concerned with meaning which are directed toward excluding certain dialogic alternative. Disclaim itself comprises two subcategories, those are ‘deny’ and ‘counter’. Proclaim is dealing with meaning in which the speaker/writer suppresses heteroglossic diversity by explicitly indicating a preference for one utterance over its possible alternatives. Proclaim comprises three subcategories, those are ‘concur’, ‘pronounce’, and ‘endorse’ (White 2003; Martin & White, 2005). Dialogic expansion is then divided into two broad categories too, namely ‘entertain’ and ‘attribute’. Entertain comprises four subcategories; those are ‘epistemic modality’, ‘evidential’, ‘rhetoric question’, and ‘deontic modality’. Attribute comprises two subcategories, those are ‘acknowledgement’ and ‘distance’. The system of engagement of heterogloss is as shown in the Figure 1 provided by Martin and White (2005).

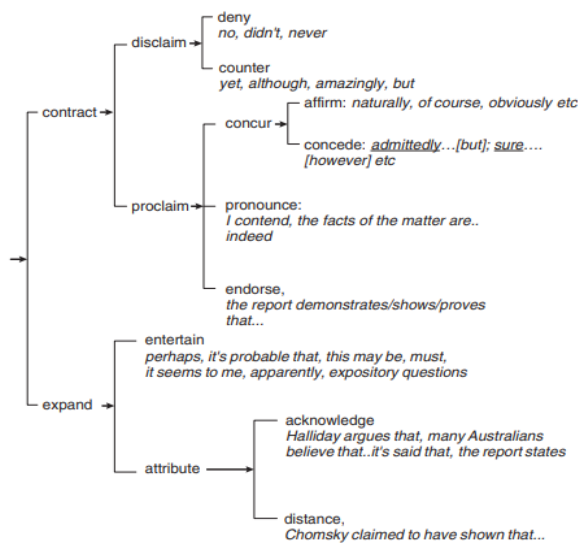


Figure 1 The engagement system

2. METHOD

This study is qualitative descriptive one, since this study describes qualitatively the use of language in natural situations, that is, the language used in counselling service. This research was conducted in a natural situation, so there were no limits in interpreting or understanding the phenomenon being studied. The data in this study are spoken language which is realized by the counsellor towards the counselee in counselling service in a secondary school in West Java, Indonesia. The data obtained through recording. After the data were obtained, then they were transcribed and analysed using appraisal theory proposed by Martin and White (2005) and Martin and Rose (2003). Having analysed the data, some interpretations were found, and they are presented in the Findings and Discussions below.

3. FINDINGS AND DISCUSSION

The analysis of utterances presented by counsellor to student dealing with engagement as one domain of appraisal theory (Martin & White, 2005) in counselling service reveals some important findings. The findings comprise two things. The first is about the distribution of the occurrence of engagement realized, and the second is the example of engagement realization occurs in this study.

3.1. Distribution of Engagement

In realizing his utterances, the counsellor does not use all kinds of engagement taxonomy. The occurrence of heteroglossic, for instance, is more prolific than monoglossic. It shows that the counsellor conveys external voice as a source of position and value of the proposition being presented. The utterances are mainly not of something that is regarded as taken-for-granted, but it deals with something that need further explanation, more support and perhaps even some of alternative point of view (Martin & Rose, 2003).

Furthermore, in heteroglossic, the realization of ‘expand’ occurs much more than ‘contract’. It shows the counsellor lets the counselee have alternative position against his own. From this dialogically alternative position, the counsellor tries to ‘confess’ the position of the counselee, point of view as the way to keep solidarity (Martin & White, 2005). The occurrence of engagement is shown in the Table 2.

The Table 2 shows that:

- 1) Heterogloss engagement (77.3%) occurs more than the monogloss (22.7%). It means that in presenting the valuation of the proposition, he utilizes other voice more than his own.

Table 2. The distribution of engagement

		Counselor's speech		f	%	
Engagement	Monogloss	Factual		6	13,6	
		Focal		4	9,1	
		Sub Total Monogloss		10	22,7	
	Heterogloss	contract	Disclaim	Deny	13	29,5
				Counter	0	0
			Proclaim	Concur	0	0
				Affirm	0	0
				Concede	0	0
				Endorse	0	0
				Pronounce	2	4,5
		Sub Total Contract		16	34,1	
		Expand	Entertain	Epistemic	2	4,5
				Evidential	0	0
Rhetoric	3			6,8		
Attribute	Deontic		12	27,3		
	Acknowledge		2	4,5		
	Distance		0	0		
Sub Total Expand		19	43,2			
Sub Total Heterogloss		35	77,3			
TOTAL ENGAGEMENT		44	100,0			

- 2) Factual monogloss occurs a bit more than focal monogloss. It means that the counsellor’s proposition is mostly about the taken-for-granted matters. No more discussions have to be discussed about the propositions presented.
- 3) The occurrence of heteroglossic contraction (34.1%) is more than the heteroglossic expansion (43.2%). It means that the counselor provides more chance to the counselee to give other proposition point of view.
- 4) In employing heteroglossic contraction, disclaim occurs much more than proclaim. Deny dominated the heteroglossic contraction in counselor’s propositions. It shows that in delivering his speech, the strategy used to align with the counselee is by fending off his propositions in which the lexis of ‘not’, ‘never’, and the like is conveyed.
- 5) In employing heteroglossic expansion, ‘entertain’ occurs much more than ‘attribute’. Deontic modal dominated the heteroglossic expansion in counselor’s propositions. It means that in delivering his speech, the counselor shows solidarity to the counselee. The choice of using deontic modal allows the counselee have alternative point of view about the proposition presented.

3.2. The example of engagement realization

Having explained the distribution of engagement, it now turns to the examples of utterances/ speeches containing engagement taxonomy. The followings are the examples of engagement realization of the counselor’s utterances/speeches:

3.2.1. Monoglossic

The data categorized as monoglossic occurs in factual monoglossic and focal monoglossic as well. Here is the description of each:

1. Factual Monogloss

“Kalau banyak alpa kan jadi kurang bagus penilaian sikapnya.”

“If there is a lot of neglect, valuation of your attitude will not be good enough.”

This proposition is categorized as factual monogloss. It derives from the counselor internal voice. It means that the proposition presented has no dialogistic alternative (Martin & White, 2005). The counselor assumes and the counselee share the same point of view that his proposition is regarded as the taking-for-grantedness. ‘Being neglected that will not come to have good attitude valuation’. It means that nothing is to be discussing any more. Then, there will be no room for further dialogs (White, 2003)

2. Focal Monogloss

“Enggak, ku Bapak sama wali kelas akan ditanyakan kamu ada jatah beasiswa enggak. Mudah-mudahan ada. Cuman, jatah ini bisa keluar kalau siswa nya yang betul-betul bagus. Nah bagusnya teh bukan yang bagus prestasi belajarnya aja. Minimal Anisa kehadiran bagus.”

“Well, I will ask your homeroom teacher whether there is a quota of the scholarship for you. Hopefully it is available. But, but the quota will be available if the student is really good. Well, the requirement of being a good student is not only about the learning

achievement. At least your attendance in class is good."

This proposition is categorized as Focal Monogloss. It also derives from the counselor internal voice. But the proposition that 'the quota of scholarship is available when the student is really good' is not regarded as the taking-for-granted. Then, it needs to be discussing further. It has to have more explanation about it to convince the proposition presented. In doing so, the counselor provides more information to support it. Thus, he states that the requirement of being a good student is not only about the learning achievement, but students' attendance in class is also good.

3.2.2. *Heteroglossic*

The data which are categorized as heteroglossic occur in both contractive heteroglossic and expansive heteroglossic. Here is the description of each:

1. *Heteroglossic Contraction*

In heteroglossic contraction, both 'disclaim' and 'proclaim' occur in this data. Only 'deny' occurs in heteroglossic of contraction of disclaim while in subcategory of heteroglossic of contraction of proclaim, only 'pronounce' occurs. The example is as follows:

a. *Deny*

*"Yang penting Anisanya rajin, ya. Dari sekarang mah **enggak ada** ijin apalagi ada alpa-alpa lagi."*

*"The important thing is you are diligent. From now on there is there is **no** ask permission moreover absent from school again."*

Here the counselor uses kind of heteroglossic resources. It is said so as Martin and White (2005) state that 'negation is a resource for introducing the alternative positive position into the dialogue', which is categorized into the contraction of disclaim of deny. The proposition of 'There is no ask permission moreover absent from school again', used to convey the expression that ask permission moreover absent from school again IS NOT a characteristic of diligent student. The use of negation here is directly to fend off his speech from alternative positive position.

b. *Pronounce*

*"Nu penting mah ini lah... motivasi belajar. Itu yang akan apa... akan menjadi bekal kamu. **Ceuk Bapak** oge nanti keluar SMP ya bisa diikutkan kemana lah oleh sekolah, asal kamunya sekarang positif aja dulu."*

*"What matter is learning motivation. That is what will ... will be your provision. **As I said** if you have graduated from junior high school, you can be promoted somewhere by this school, as long as you are positive."*

This proposition is included as heteroglossic of contracting of proclaim of pronounce. The presence of authorial voice explicitly is intended to show that the propositions being asserted is highly warrantable (Martin & White, 2005). By insisting such value, the counsellor realizes that there will be other voice that will resist or challenge. By recognizing alternative point of view that counter the voice of the speaker, therefore this proposition is regarded as heteroglossic. Though it is heteroglossic diversity, the authorial voice is set against any alternative position.

2. *Heteroglossic Expansion*

In heteroglossic contraction, both 'entertain' and 'attribute' occur in this data. The occurrences of heteroglossic of expansion of entertain are realized in 'epistemic modality', 'rhetorical question', and 'deontic modality'. Meanwhile in subcategory of heteroglossic of expansion of attribute, only 'acknowledgement' occurs. The example is as follows:

a. *Epistemic Modality*

*"Kamu ditinggalkan disini **mungkin** karena tanggung belajar kamu. **Mungkin** ya kamu **mungkin** di ini ya ...dititipkan oleh si Nenek sama orang tua kamu karena tanggung **mungkin**. **Mungkin**."*

*"You were left here **maybe** because of your study is about to finish. **Maybe**, yea..., **maybe**....you are entrusted by your grandmother and your parents because **maybe** you are half way to finish. **Maybe**."*

'Maybe' belongs to epistemic modality. Palmer (1986) says that the use of such epistemic modality is to acknowledge 'lack of commitment to the truth value' of the proposition presented. Meanwhile Hyland (2000) states that it is categorized as 'hedges'. This hedging is represented in a low intensity modal, and it sometimes used to show 'deference, modesty or respect' instead of uncertainty. In Martin and White's view (2005), the use of 'maybe' as epistemic modality is not just about showing lack commitment of the proposition truth, it's not just to show differences, but the important is that the speaker allows other voice which will probably have different views. Here it seems that the counselor tries not only to show insufficient knowledge about the reason why the counselee is entrusted but also let the counselee have other point of view whether she doesn't share the same the counselor view. It means that the counselor merely tries to get align with and show his solidarity with the counselee.

b. Rhetoric Question

“Anisa kan Bapak tahulah seleksinya masuk ke sini. Kan Anisa enggak ada yang beli yah di sini? Enggak ngeluarin biaya kan?”

“Anisa, I know how you attend this school. Anisa, you were not paying anything to be here, were you? You didn't spend any money here, did you?”

This proposition belongs to rhetorical question. This question doesn't need any answer. However, this question leads the listener to an obvious answer (White, 2003). The counselee is directed to supply. It is regarded as heteroglossic of expansion since it allows other voice. Here the question leads the reader to an 'obvious' answer. The counselee is positioned to supply, 'Yes. I was not paying anything to be here. I didn't spend any money here'. Thus, the proposition is dialogic since it represents the counselor voice and the listener voice have the same point of view regarding the low-economic condition of the counselee. The dialogic exchange is employed by the counselor and counselee represent agreement to the situation. It is also regarded as heteroglossic in another dialogic direction. This proposition is actually the opposite of the commonsense view in our situation. 'The students are supposed to pay or spend some money when they firstly attend their new school' is regarding as 'normal or usual'. Thus the function of rhetoric question is to position alternative value that 'normally the students are supposed to pay or spend some money when they firstly attend their new school'. This rhetoric question seems to make the counselee aware of the privilege provided by the school, then she can obey the school regulation.

c. Deontic modal

“Da yang namanya dititipkan mah harus bisa menyesuaikan dengan yang punya rumah ya.”

“Those, who is living with others, must be able to adjust to those who has the house.”

The use of deontic modal such as *must* is categorized to heteroglossic. It is said so since the proposition contains modal is contrasted to the imperative. In modal formulation, the relationship deals with offering information and viewpoint. While in imperative the relationship deals with control and compliance/resist. Here the counselor asserts his assessment as the obligation that the counselee 'must' enact.

d. Acknowledgement

“Nah ari kamu katanya kata wali kelas sekarang malah banyak alpa sama ijin, Tah eta kemana?”

“Well, your homeroom teacher said that you are now having so many getting permission and absent from the class. Where have you been?”

This proposition is regarded as acknowledgement. This is because the counselor attempts to present other voice into his proposition. He doesn't convey his own voice, but he uses the view of other voice (the counselee's homeroom teacher) instead. By using this strategy, the counselor therefore un-implicated in any relationship of solidarity.

4. CONCLUSION AND SUGGESTIONS

From the results of data analysis, there are some conclusions and suggestions that can be taken in this study. In conveying his speech, the counselor realizes his propositions not only monoglossic but also heteroglossic. Heterogloss engagement occurs more than monogloss. It means that the counselor refers more to other voice resources than his own internal voice in conveying the valuation of the proposition he presents.

In addition, the counselor employs two kinds of engagements, those are heteroglossic contraction and heteroglossic expansion. Expansive heterogloss occurs more than contractive heterogloss. It means the counsellor allows more alternative position to come up. By choosing certain sources of heterogloss voice, the counselor seem tries to make alignment and solidarity to the /counselee.

The suggestions for the writers and other parties related to this research are as follows. First, this study only took one communication of counseling service. Future studies should be involving a large sample. Second, this study only focuses on the engagement sub system. Future studies should be complemented by exploring sub system of graduation. Thus, the attitudinal value in propositions engaged will invoke comprehensive stance position, therefore the conclusions drawn will be more solid. Finally, in this study, only the counselor's speech is analyzed. For further research, it seems that counselee's views need to be taken into account by carrying a deep interview as a triangulation. Therefore, the data analysis will be more valid and reliable.

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