



Engagement as Positioning Resource in The Evaluative Language of Malay Newspaper Discourse

Suhaini Sarikon^{*1}, Roksana Bibi Abdullah²

^{1,2} National Institute of Education-Nanyang Technological University, Singapore

*Corresponding Author: suhaini.b.sarikon@gmail.com

ARTICLE INFO

Article history:

Received 26 December 2025

Revised 8 January 2026

Accepted 25 January 2026

Available online

<https://talenta.usu.ac.id/lingpoet>

E-ISSN: 2964-1713

P-ISSN: 2775-5622

How to cite:

Suhaini, S. & Roksana, B. A. (2026). Engagement as Positioning Resource in the Evaluative Language of Malay Newspaper Discourse. *LingPoet: Journal of Linguistics and Literary Research*, 7 (1), 1-11

ABSTRACT

This article delves into the exploration of Evaluative Language Theory particularly the concept of Engagement as positioning resource within the discourse of Malay newspaper. Two types of newspapers were used in this study: *Berita Harian/Berita Minggu Singapura (BH/BM S'pura)* and *Berita Harian/Berita Ahad Malaysia (BH/BA M'sia)*. Only commentary articles were selected as study materials, ensuring they were related to the bombing of the World Trade Center in New York that occurred on September 11, 2001. This study is limited to articles with such themes due to their similar context. The study explores the strategies employed by newspapers through their commentators to influence readers, enabling the newspapers to instill the propositions they aim to advance within the readers. This description is based on analytical findings regarding Engagement in Malay newspaper discourse contained within the texts. The study is grounded in Systemic-Functional Linguistics as a linguistic framework for examining the Engagement system present in Malay language newspaper discourse. Engagement consists of types such as monogloss and heterogloss. The concept of Evaluative Language in Malay newspaper discourse can be explained by outlining these types of Engagement.

Keyword: Evaluative Language, discourse, Engagement, monogloss, heterogloss



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.
<http://doi.org/10.26594/register.v6i1.idarticle>

1. Introduction

Evaluative Language is one of the sources of semantic discourse used to realize interpersonal meaning (Martin and White, 2005). Evaluative Language can be realized through several main entities, which are semantic components used to evaluate something so that its meaning can be interpreted. Among these entities is *Attitude*, which involves the evaluation of human feelings, human behaviour, and phenomena within the text. Thus, it encompasses other sub-entities: *Affect*, *Judgement*, and *Appreciation*. The next entity is *Engagement*. In this entity, the speaker's/writer's position to their evaluation of human feelings, human behaviour, and phenomena in the text is revealed (White, 2002). This article will demonstrate how such position can be enacted through the Engagement system.

1.1. The Revised Evaluative Language in Malay Newspaper Discourse Framework

The Revised Evaluative Language in Malay Newspaper Discourse Framework serves as the working framework for this study. It was developed based on inputs from other evaluative language frameworks, particularly the foundational framework for English developed by Martin and White (2005) and the framework for English newspaper texts advanced by White (1998). Data was obtained from Malay newspaper texts, specifically *BH/BM S'pura* and *BH/BA M'sia*, focusing on commentary and report types. Therefore, this framework is suitable for these genres and can also be referred to as the Malay Evaluative Language Framework for commentary and reports in *BH/BM S'pura* and *BH/BA M'sia*. (Suhaini, 2021). In terms of the entities contained within the said framework, there are no differences in the types of entities found in the Martin's and White's model and the White's model. The Revised Evaluative Language in Malay Newspaper Discourse Framework can be illustrated as follows:

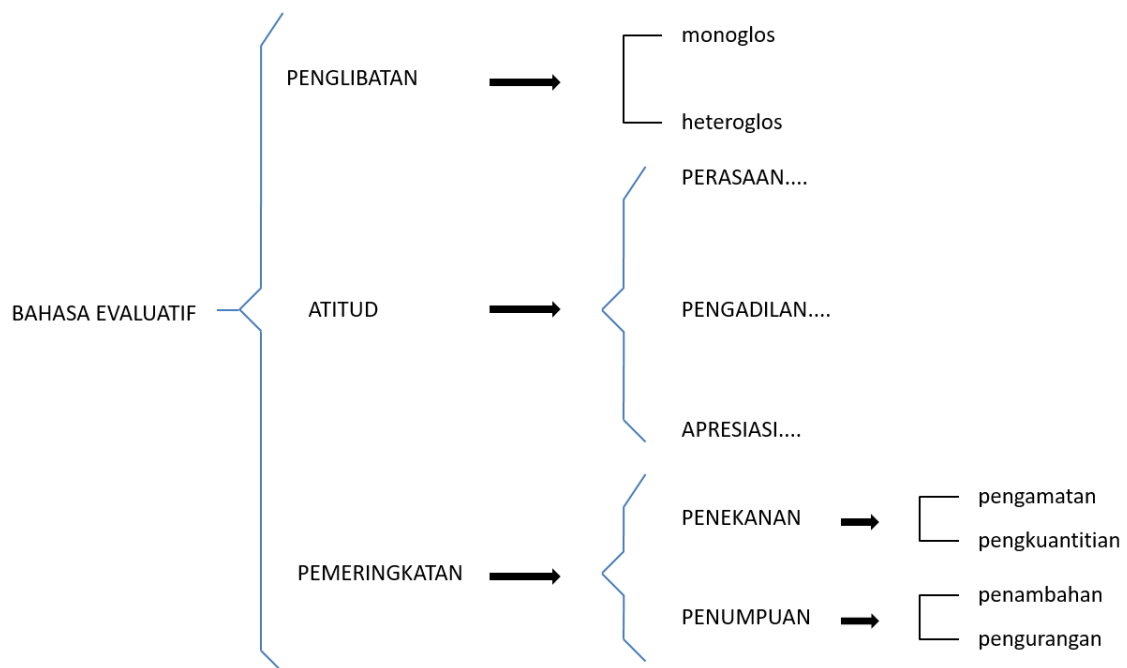


Figure 1 Revised Evaluative Language in Malay Newspaper Discourse Framework

1.2. Engagement/Penglibatan

Engagement is one of the key entities in the framework of Evaluative Language. Initially, a text may contain evaluations of feelings, behaviours, and phenomena. The entity of Engagement allows the writer or speaker to express their stance when making these evaluations. Essentially, it means that when the writer or speaker makes an evaluation, they also express their position to that evaluation. Therefore, with the systems present in the field of Engagement, this position can be clarified. For example, the Engagement system promotes either expanded or contracted involvement of the reader or listener. In this case, if the evaluation made falls under expanded involvement, it means that the writer or speaker widens the opportunity for anyone, including the reader, to provide alternatives to the stance, as the writer or speaker suggests that the stance is still open to questioning due to potential uncertainty. The opposite can also occur, where an evaluation falls under contracted involvement. In this case, the writer or speaker narrows down any opportunity for alternative stances, considering the stance taken as the true and valid one. The phenomenon of expanding and contracting alternatives in the Engagement system arises from the framework of Evaluative Language's commitment to the concept of dialogism (White, 1998).

1.3. The Concept of Dialogism

The concept of dialogism was first introduced by Bakhtin (1981), a Russian linguist. His colleague, Voloshinov (1995), supported this concept. It has had such a significant influence in the field of linguistics that it continues to be relevant today. According to Bakhtin and Voloshinov, every form of communication, especially in spoken and written forms, is dialogic in nature. This means that when someone speaks or writes, they produce a text. The text produced will reveal several things. First, the influence of other texts that have been spoken or written before. Second, references to those texts, and third, the expectation that the produced text will receive a response from existing and future listeners or readers. This has been explained by Voloshinov as follows:

Dialogue....can also be understood in a broader sense, meaning not only direct, face-to-face, vocalised verbal communication between persons, but also verbal communication of any type whatsoever. A book, i.e. a verbal performance in print, is also an element of verbal communication....[it] inevitably orients itself with respect to previous performances in the same sphere....Thus the printed verbal performance engages, as it were, in ideological colloquy of a large scale: it responds to something, affirms something, anticipates possible responses and objections, seeks support, and so on."

(Voloshinov, 1995: 139)

Such a principle was also raised earlier by Bakhtin in his commentary on the concept of utterance. He described utterance as existing under the following conditions:

"....against a backdrop of other concrete utterances on the same theme, a background made up of contradictory opinions, points of view and value judgements....pregnant with responses and objections."

(Bakhtin, 1981: 281)

Bakhtin further expressed his position on utterance as follows:

"Every utterance must be regarded as primarily a response to preceding utterances of the given sphere....Each utterance refutes, affirms, supplements and relies upon the others, presupposes them to be known, and somehow takes them into account....Therefore each kind of utterance is filled with various kinds of responsive reactions to other utterances of the given sphere of speech communication."

(Bakhtin, 1986: 66-69)

Therefore, it can be concluded that from a dialogic perspective, the Engagement system reveals the relational features between the writer and the reader when engaging in dialogue about matters within a shared realm of meaning. The first feature is the relationship between the writer and the reader who may have already established their stance on the issue. The need to build this relationship becomes more pressing if the reader has already adopted a set of social values that are accepted by other readers as true and appropriate. In such a case, how does the writer acknowledge the presence of these pre-existing stances? Do they reject them, accept them, remain neutral towards them, or display uncertainty about whether to reject, accept, or take a middle ground? The second feature involves the anticipation of the text. This means there is a relationship between the writer's utterance and the utterances of those involved in the dialogue. These responses are, in fact, anticipated. Therefore, in summary, the dialogic perspective also examines the writer's utterance as containing signs that reflect how the writer anticipates the responses of others involved—whether they will respond to the proposition and value position presented. Is the value position portrayed as

insignificant, novel, problematic, contentious, or one that is likely to be questioned, challenged, or rejected?

Thus, the Evaluative Language framework aims to show how matters related to the writer's position can be explained. This framework also aims to characterize the writer's interpersonal style and the rhetorical strategies used. This is done through the way the writer constructs a heteroglossic backdrop when putting forward any proposition. This backdrop contains other voices or utterances, including those that are alternatives to the writer's own voice or utterance. The writer decides what kind of heteroglossic backdrop they wish to create, considering that it includes other voices or utterances which may contradict the writer's proposition or, alternatively, offer other perspectives or options. Finally, the framework also seeks to characterize the interpersonal style and rhetorical strategies used based on how the existing voices or utterances engage with those present within the backdrop.

Based on the concept of dialogism, what then is the purpose of developing the Engagement system? Martin and White (2005) state that, firstly, this system plays a role in the process of meaning-making, as it shows how speakers/writers take certain steps to achieve alignment, considering that there are other value positions being advanced within the text. In this way, it also means that the writer is taking these steps to determine alignment in relation to shared attitudes, values, and social beliefs connected to the value positions. Alignment and misalignment refer to agreement or disagreement with attitudinal evaluations and beliefs or assumptions about the nature of the world, events that have happened in the world, and what ought to happen in the world. Therefore, when the speaker/writer states their position, they are not only asserting their stance, but at the same time, inviting others to support their position and to share in their feelings, interests, and the normative evaluations they express. Hence, when the speaker/writer makes an announcement of attitude, it means that the announcement moves dialogically toward aligning the audience to become members who hold the same values and beliefs.

1.3.1. **Monogloss**

Overall, the Engagement system can be divided into two broad categories: monogloss (or monoglossia) and heterogloss (or heteroglossia). Monogloss is often equated with the meaning of a bare assertion. It refers to an utterance that does not engage in any form of dialogue with other utterances—whether those utterances have occurred, are occurring, or are anticipated to occur. Therefore, it is often described as an undialogised utterance. As such, monogloss is considered neutral in terms of intersubjectivity, objective, and based on fact. Monogloss is different from heterogloss because it does not reference other utterances or acknowledge alternative positions. As a result, the communicative context is interpreted as a single voice.

1.3.2. **Heterogloss**

Heterogloss refers to a type of utterance that is often characterized as subjective and non-factive—that is, not based on objective facts but on the speaker's or writer's opinion. A heteroglossic utterance can identify and engage with a dialogic backdrop, which contains other utterances and voices offering alternative perspectives to the heteroglossic utterance itself. In other words, this utterance enters into dialogue with other utterances—whether they are currently being expressed, have occurred in the past, or are anticipated in the future. Therefore, the term heterogloss is used to refer to utterances that function in this manner. In this way, it can be concluded that there is diversity within the communicative backdrop.

The Revised Engagement System in Malay Newspaper Discourse is as shown in Figure 2 below:

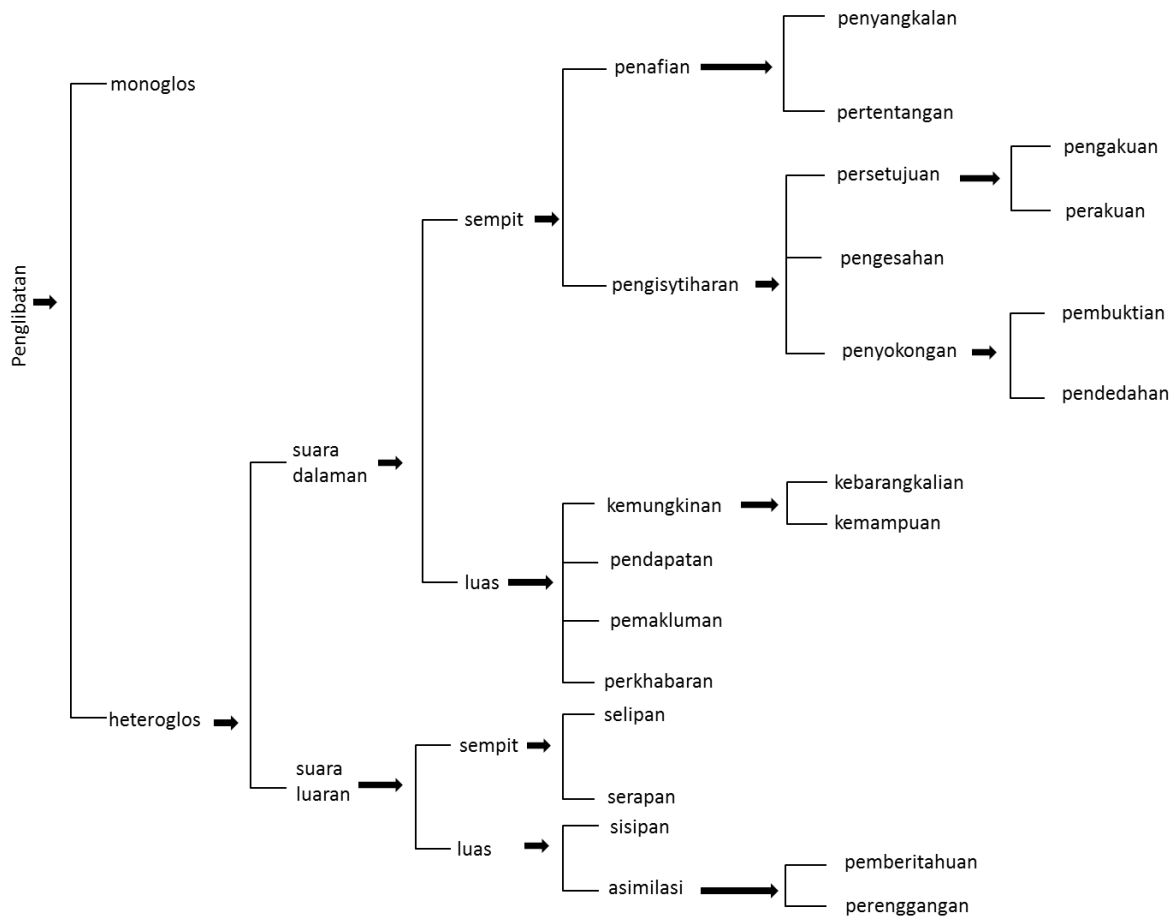


Figure 2. Revised Engagement System in Malay Newspaper Discourse

In terms of the function of the said system, it reflects the position of an individual who makes an evaluation about something. This position is grounded in the concept of dialogism. Therefore, when someone expresses their position to an evaluation, it is not made in a vacuum, but rather within a space filled with dialogue. This dialogue occurs between that position and other positions—those that have been expressed, are currently being expressed, or will be expressed by readers, listeners, or anyone else.

2. Method

The studies on Engagement as Evaluative Language in *Telling Media Tales: The News Story as Rhetoric* by White (1998) and Engagement as Evaluative Language in *The Language of Evaluation: Appraisal in English* by Martin and White (2005) served as the foundation for this investigation. Based on their findings, this study determined the Engagement Framework as Evaluative Language in Malay Newspaper Discourse.

The data source of this study came from an editorial published commentary and reports from an online newspaper that was accessible through their official website *BH/BM S'pura* and *BH/BA M'sia*, both in September 2001. A total of 13 articles from each newspaper were used.

The source was selected because it is a credible online news source and was named the most trusted news in Singapore and Malaysia. Following the materials' empirical investigation, these resources served as the basis for data collecting. Apart from serving as the primary data sources,

BH/BM *S'pura* and BH/BA *M'sia* also provided analysis and newspaper stories about the September 11, 2001, terrorist assault in the United States.

This study used qualitative designs, which reflects the strategy taken. The concept of Evaluative Language can be used to gauge the subjectivity in a discourse. The data was examined using the Revised Evaluative Framework namely the Engagement system. As a unit of analysis, each sentence was analysed. After analysis, they were categorized as the evaluative objects that belonged in the evaluative resources. The researcher computed or approximated the frequency of every Engagement subsystem present in the BBC web article. The results were then interpreted into paragraphs by the researcher and placed into tables to identify the variety of Engagement that go into rendering and interpreting the functional meaning.

3. Result and Discussion

Result

The kinds and subtypes of Evaluative Language focus only on Engagement, which has the subtypes Intra-Vocalization and Extra-Vocalization. The findings are described below.

3.1. Intra-Vocalization/Suara Dalam

Intra-Vocalization is one of the forms of voice classified as heteroglossic. Intra-Vocalization refers to speech that has been incorporated into the text and appears to originate from the writer themselves, rather than from another person—such as a social actor within the text. Therefore, intra-vocalization also enters into dialogue with other texts or voices and negotiates with the reader in two main ways: by contracting or expanding the space for dialogue.

3.1.1. Contract/Sempit

Here, *contract* refers to the narrowing of dialogic space. This means that the writer's utterance is heteroglossic, and therefore, in dialogue with other texts or voices. However, the space has been narrowed so that these other texts or voices are not able to challenge the utterance as viable alternatives or options. There are two main types of narrowed dialogic space: those that are *denial-based* and those that are *proclamatory* in nature.

(1) Denial/Penafian

A denying utterance narrows all heteroglossic options—thus eliminating the possibility of alternative texts or voices—by outright rejection and by cancelling or nullifying any potential alternatives. There are two further subtypes when a denying utterance is produced: *countering utterances* and *rebutting utterances*.

(A) Countering/Penyangkalan

The characteristics of countering are conveyed through elements such as **tidak**, as in: '*Amerika telah menyeru warganya yang berada di luar negeri agar waspada dan dianjurkan agar tidak ke kawasan....*' (BH/BM Singapore, Text 13, No. 12). Countering can also be expressed by using the element **bukan**.

(B) Rebuttal/Pertentangan

Among the elements commonly used in rebuttal utterances are words such as **hanya**, **masih**, **telah**, **walaupun**, **tetapi** and **namun**. An example of **tetapi** can be seen in: '*Tetapi, jika rakyat diajak menentang kerajaan yang memperjuangkan kesucian Islam, ia tentu bercanggah dengan pengertian jihad sebenarnya*' (BH/BA Malaysia, Text 6, No. 23).

(2) Proclamation/Pengisytiharan

An utterance that demonstrates the writer's inclination towards a particular statement will narrow down any heteroglossic options that could serve as alternatives to that utterance. There are three other subtypes when a proclaimed utterance is produced: *utterances that show agreement*, *utterances that show affirmation*, and *utterances that show support*.

(A) Agreement/*Persetujuan*

Agreement is a type of heteroglossic utterance that declares the writer's alignment with statements from specific texts or voices. In addition, agreement-type utterances can also be realized when the writer poses a question that does not actually require an answer from the reader, as the answer is obvious and widely accepted. In such instances, the writer and reader engage in dialogue as though they are mutually in agreement about the answer. These types of questions are referred to as *Declarative-Agreement Questions*. Overall, through agreement-type utterances, the writer appears to form a collective group that aligns with their viewpoint. There are two types of *Agreement*: *Acknowledgement* and *Endorsement*.

(a) Acknowledgement/*Pengakuan*

In Malay, this type of utterance can be conveyed through elements such as *sekali, pastinya, yang jelas, memang jelas bahawa...., sesungguhnya* and *sememangnya*. An example of the use of *pasti* can be seen in: '*Tiap orang siuman pasti akan kutuk tindakan ganas yang meranapkan dua bangunan Pusat Dagangan Dunia....*' (BH/BM Singapore, Text 6, No. 2).

(b) Endorsement/*Perakuan*

This type of utterance contrasts with acknowledgement-type utterances. In Malay, such utterances can be realized through elements like *memang diakui bahawa....tetapi...., ia sepatutnya diterima....namun....* and *yang jelas kita harus....tetapi.....*. However, no examples of this type were found in the texts.

(B) Assertion/*Pengesahan*

Elements in Malay commonly associated with assertion-type utterances include, first, clause constructions such as *saya menegaskan bahawa...., saya pasti anda setuju bahawa...., anda seharusnya bersetuju bahawa...., kita hanya dapat membuat kesimpulan bahawa....* dan *saya percaya bahawa....*. Second, assertion-type utterances also involve the writer by using modal verbs. Among them are expressions like *kita akan...., mereka harus....* and *saya mesti....*. For example, the use of *mesti* in '*Seperti orang lain, tentunya masyarakat Islam juga berpendirian siapa sahaja yang bertanggungjawab mesti dihukum sekeras-keras hukuman....*' (BH/BM Singapore, Text 3, No. 15). Third, assertion is also realized by using the emphatic particle - *lah* dalam *sayalah yang bertanggungjawab...., merekalah yang telah....*. Other examples include *kitalah yang harus....*. Fourth, assertion may also take the form of emphasizing structures using *ialah* and *adalah*.

(C) Assistance/*Penyokongan*

Assistance is a type of heteroglossic utterance that declares, by using an external source, that the writer voices it and it is regarded as true, valid, justified, and beyond doubt. The external source appears to assist the writer's proposition through its utterance. Assistance-type utterances can be further divided into several categories, namely *substantiation* and *disclosure*

(a) Substantiation/*Pembuktian*

Assistance through substantiation-type utterances serves to strengthen the status of the external source. An example of a substantiation utterance is: *laporan itu membuktikan bahawa....*. Misalnya *membuktikan* dalam '*Tetapi serangan itu membuktikan ancaman lain bukan lagi menjadi satu khayalan dan untuk mereka....*' (BH/BA Malaysia, Text 2, No. 49).

(b) Disclosure/*Pendedahan*

Examples of disclosure-type utterances include: *laporan itu menunjukkan bahawa...., laporan itu mempamerkan bahawa.... dan laporan itu memperlihatkan bahawa.* For instance, the word *menunjukkan* in ‘*Satu tinjauan Berita Minggu menunjukkan rata-rata orang Islam setempat menyertai masyarakat dunia untuk mengutuk serangan itu*’.”

(BH/BM Singapore, Text 4, No. 4). In addition, the element *membayangkan* or *suggests* is also considered a feature of Disclosure.

3.1.2. Expand/Luas

Expand refers to the expansion of dialogic space. In contrast to the narrowing of dialogic space, expansion allows more room for other texts and voices to engage in dialogue, enabling these texts or voices to compete with the original utterance as alternatives or replacements. There are four main options for an expanded dialogic space: those that express *possibility, opinion, features of declaration* and *features of reporting*.

(1) Possibility/*Kemungkinan*

Possibility refers to a type of utterance that allows other voices or texts to serve as alternatives or options that could replace the writer’s original utterance. This means that a possibility-type utterance serves as a way for the writer to express that their statement is not absolute, as it is merely one among many possible alternatives. In this way, the dialogic space is expanded, allowing other texts or voices to engage with the writer’s utterance. There are two subtypes of possibility utterances: *Probability* and *Capability*.

(A) Probability/*Kebarangkalian*

Among the elements used in Malay to express probability are words such as *mungkin* in “*Dan lebih penting lagi mungkin ada kanak-kanak di sana*” (BH/BM Singapore, Text 3, No. 13). In addition, the element *barangkali* can also be classified as a subtype of probability.

(B) Capacity/*Kemampuan*

Among the resources used to convey this type of utterance are elements such as *boleh, mampu* or *dapat*. For example: “*Kita juga mesti berwaspada terhadap kejadian-kejadian dan trend-trend luar negara yang boleh menjejaskan keharmonian kaum dan agama kita*” (BH/BM Singapore, Text 7, No. 7).

(2) Opinion/*Pendapatan*

Examples of such utterances include expressions like *pada pendapat saya...., pada hemat saya.... dan pada pandangan saya.* For example: ‘*Kiau rasa kenyataan seperti ini dibuat atas desakan perasaan dan bukan daripada fikiran yang waras*’ (BH/BA Malaysia, Text 7, No. 22).

(3) Declaration/*Pemakluman*

Among the elements in the Malay language that can function as declaring utterances are expressions such as *kelihatan* or *nampaknya* as seen in the sentence: ‘*Perdana Menteri Britain, Tony Blair serta Duncan Smith nampaknya sedia menjadi ‘pak turut’ Amerika*’ (BH/BA Malaysia, Text 10, No. 6). In addition, such utterances may also take the form of questions. In such cases, the question posed already contains a proposition that represents one possible answer to the question. This type of question is referred to as a declaration question. However, no such data was found in the materials examined.

(4) Reporting/*Perkhabaran*

Among the Malay language sources that can be used in this type of utterance are words such as *dengar/dengar-dengar, diberitakan* or *dilaporkan* as in: ‘*Sebuah lagi pesawat serupa pula dilaporkan meledak di pinggir kota Pittsburg*’ (BH/BM Singapore, Text 1, No. 5).

3.2. Extra-Vocalization/Suara Luaran

Extra-vocalization is the second type of voice that is heteroglossic in nature. In the case of extra-vocalization, voices from external sources are incorporated into the text. The process of drawing from external sources is often referred to as *attribution*. However, extra-vocalization is somewhat like intra-vocalization in this revised framework because extra-vocalization can be evaluated from two perspectives: first, one that **narrows** the heteroglossic space, and second, one that **expands** that space.

3.2.1. Contract/Sempit

Although voices from external sources have been incorporated into the text, this form of extra-vocalization is still not exempted from narrowing the heteroglossic space. This means that, like intra-vocalization, extra-vocalization also has the potential to reduce the opportunity for other voices or texts to become alternatives to the original. This aim can be achieved in two ways: first, by *inserting* the external source, and second, by *absorbing* it.

(1) Insertion/Selipan

An example of this is: '**Baginda bersabda yang lebih kurang begini bunyinya: “Berjihadlah dengan nama Allah dan keranaNya”**' (BH/BA Malaysia, Text 7, No. 26).

(2) Absorption/Serapan

An example of this is as follows: '**Mengulas, Ketua Pegawai Eksekutif (CEO) Yayasan Mendaki, Encik Sumardi Ali, berkata tindakan ganas itu sama sekali tidak dapat diterima oleh masyarakat Islam**' (BH/BM Singapore, Text 4, No. 12).

3.2.2. Expand/Luas

As with intra-vocalization, extra-vocalization also contributes to the expansion of the heteroglossic space because of utterances from extra-vocalization types. The term *expand* in the context of extra-vocalization carries the same meaning as in intra-vocalization, that is, the broadening of space for other texts and voices to engage in dialogue, so that these texts or voices may serve as alternatives or substitutes to the original utterance. There are two main types of expanded heteroglossic space in this context: the first is *insertion* and the second is *assimilation*.

(1) Injection/Sisipan

An example as follows: '**...Encik Ibrahim ketika ditemui wartawan dalam majlis jamuan malam SGM Koperatif Berhad (SGM) malam kelmarin, berkata: “Saya rasa masyarakat Islam Singapura sama-sama menanggung rasa kesedihan dengan masyarakat Amerika....”**' (BH/BM Singapore, Text 8, No. 4).

(2) Assimilation/Asimilasi

As in the case of *absorption*, *assimilation* occurs when the voice from an external source is inserted into the text by first making changes to its original form. These changes may include the restructuring of words in the text or alterations to the context. As seen in the process of *absorption*, the *assimilation* of an external source into the text is done with the intention of making it blend in and align with the writing style of the text. Typically, *assimilation* can be identified through the use of reported speech in the text. In terms of linguistic elements, there is no difference between the elements found in *injection*. What differentiates them is the form—*assimilation* as opposed to *injection*. There are two options for demonstrating how the process of *assimilation* can be carried out. First, through the method of notifying; and second, through the method of distancing.

(A) Notification/Pemberitahuan

For example: '*Menurut Encik Ibrahim, masyarakat Islam bagaimanapun perlu bersedia menghadapi kemungkinan Amerika mengambil langkah bertindak balas ke atas sebuah negara Islam*' (BH/BM Singapore, Text 8, No. 8).

(B) Distance/*Perenggangan*

One such example is as follows: '*Satu kumpulan bawah tanah di Kashmir Pakistan mendakwa bahawa pihaknya bertanggungjawab melakukan serangan itu*' (BH/BA Malaysia, Text 5, No. 6).

Discussion

The Engagement System presents two major categories: monogloss utterances and heterogloss utterances. Based on the data analysed, a total of 1,191 items were collected. Of this total, the majority were heterogloss utterances, comprising 83.4% of all utterance types. This means that the remaining utterances, namely monogloss utterances, amounted to only 198 items or 16.6%.

The analysis of heterogloss utterances found that two types of voices—*intra-vocalization* and *extra-vocalization*—were present in the data. *Intra-vocalization* appeared in significantly higher frequency and percentage compared to *extra-vocalization*. *Intra-vocalization* occurred 697 times, accounting for 70.2% of all voice types. In contrast, *extra-vocalization* appeared 296 times, or 29.8% of all voice types.

The analysis of *intra-vocalization* revealed two main forms: *contractive* and *expansive*. Within the *contractive* form, two primary types were identified: **Denial** and **Proclamation**. In contrast, four types were identified under the *expansive* form: **Possibility**, **Opinion**, **Declaration**, and **Reporting**.

For **Denial** under the *contractive* form, two subtypes were analysed: **Countering** and **Rebuttal**. Meanwhile, for **Proclamation**, three subtypes were found in the text: **Agreement**, **Assertion**, and **Assistance**. Within **Agreement**, two further subcategories were identified: **Acknowledgement** and **Endorsement**. As for **Assistance**, two types were noted: **Substantiation** and **Disclosure**. Under **Possibility**, which falls under the *expansive* form, two subcategories were also identified: **Probability** and **Capacity**.

A comparison between the two main forms shows that the *contractive* form accounts for a significantly higher number, with 632 occurrences or 90.6%, compared to the *expansive* form, which only accounts for 65 occurrences or 9.4%.

From the perspective of *contractive intra-vocalization*, both types—**Denial** and **Proclamation**—are present in the material. In terms of number and percentage, the difference between them is not significant. **Denial** appears 308 times (48.7%), while **Proclamation** appears 324 times (51.3%).

In its *expansive intra-vocalization* form, all four types—**Possibility**, **Opinion**, **Declaration** and **Reporting**—are present. The **Possibility** type records the highest frequency and percentage, with 43 instances (66.2%). This is followed by **Reporting** with 10 instances (15.4%), and **Declaration** with 8 instances (12.2%). The least frequent is **Opinion**, with only 4 instances (6.2%).

As with *intra-vocalization*, the analysis of *extra-vocalization* also reveals that there are two main forms: the *contracted* form and the *expanded* form. For the *contracted* form, there are two main types: **Insertion** and **Absorption**, while for the *expanded* form, there are also two main types: **Injection** and **Assimilation**. Within **Assimilation**, two further types have been analyzed: **Notification** and **Distancing**.

The analysis of the *contracted* form found that two distinct types were identified, namely the **Insertion** type and the **Absorption** type. In this regard, the **Absorption** type was found to be used more frequently, with a total of 145 occurrences. In terms of percentage, this represents 54.7%. Meanwhile, the **Insertion** type was used 120 times, accounting for 45.3%.

The analysis of the *expanded* form of *extra-vocalization* found that its two types—**Injection** and **Assimilation**—were present in the materials examined. The findings indicate that the **Assimilation** form appeared more frequently, with 21 occurrences or 67.7%, while the **Injection** form appeared only 10 times, accounting for 32.3%.

4. Conclusion

In conclusion, newspaper articles contain a far greater proportion of heteroglossic resources than monoglossic ones because journalism is inherently dialogic and socially accountable. Heterogloss allows writers to acknowledge, incorporate, and negotiate multiple voices, viewpoints, and sources of authority. Newspapers routinely report statements from officials, experts, institutions, and the public, and they hedge, attribute, endorse, or distance themselves from these voices to maintain credibility and objectivity. By contrast, monoglossic statements present information as unchallenged fact and leave little room for alternative perspectives, which is less compatible with journalistic norms of balance, verification, and accountability. Therefore, the dominance of heterogloss in newspaper discourse reflects the press's role in mediating public debate rather than asserting a single, authorial voice.

References

- Asmah Haji Omar. (2011). *Teori dan Kaedah Nahu: Sejarah Pertumbuhan Aliran Pemikiran*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Eggs, S. (1994). *An Introduction to Systemic Functional Linguistics* (1st ed.). London: Pinter.
- Halliday, M. A. K. (1976). *System and Function in Language* (G. Kress, Ed.). London: Oxford University Press.
- Halliday, M. A. K. (1984). Language as Code and Language as Behaviour: A Systemic Functional Interpretation of the Nature and Ontogenesis of Dialogue. In R. P. Fawcett et al. (Eds.), *The Semiotics of Language and Culture: Vol 1: Language as Social Semiotic* (pp. 3-35). London: Pinter.
- Halliday, M. A. K. (1985). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar* (2nd ed.). London: Edward Arnold.
- Korner, H. (2000). *Negotiating Authority: The Logogenesis of Dialogue in Common Law Judgements*. (Doctoral dissertation, University of Sydney).
- Martin, J. R. (1992). *English Text: System and Structure*. Philadelphia and Amsterdam: John Benjamins Pub. Co.
- Martin, J. R. (2000). Beyond Exchange: APPRAISAL Systems in English. In S. Hunston & G. Thompson (Eds.), *Evaluation in Text: Authorial Stance and the Construction of Discourse* (pp. 142-175). Oxford: Oxford University Press.
- Martin, J. R., & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. London: Palgrave Macmillan.
- Matthiessen, C. et al. (2010). *Key Terms in Systemic Functional Linguistics*. London: Continuum International Publishing.
- Suhaini, S. (2021). *Bahasa Evaluatif dalam Wacana Akhbar Melayu*. (Doctoral dissertation, National Institute of Education-Nanyang Technological University).
- White, P. R. R. (1998). *Telling Media Tales: The News Story as Rhetoric*. (Doctoral dissertation, University of Sydney).
- White, P. R. R. (2002). Appraisal. In J. Verschueren (Ed.), *Handbook of Pragmatics* (2002 Installment) (pp. 1-27). Amsterdam: John Benjamins.
- Widiastuti, N. 2015. "Appraisal System In News Item," *LANTERN (Journal on English Language, Culture and Literature)*, vol. 4, no. 2, Feb. 2015. [Online].