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ENGAGEMENT RESOURCES IN ONLINE OPINION ARTICLES: AN APPRAISAL ANALYSIS OF *EDUCATIONWEEK*

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Abstract: This study used a qualitative method with a discourse analysis approach and document analysis as the instrument. The theory used by the researcher came from Martin & White regarding the engagement of appraisal theory. The result shows that 185 clauses containing engagement subcategories (*Monogloss, Deny, Counter, Concur, Pronounce, Endorse, Entertain, Acknowledge, Distance*) were found in the three opinion articles. The *Heterogloss* type was the most commonly found. The functions of the subcategories of engagement used by the authors in the three opinion articles include monogloss to express a single viewpoint, deny to reject other views, counter to present two different statements, concur to express the author's support, pronounce to emphasize the author's statement, endorse to present a valid source, entertain to allow space, acknowledge to present other voices implicitly, and distance to provide quotes that seem to scare. This study is expected to increase the knowledge of readers and a reference for further researchers on different topics or media of articles, various backgrounds of writers of articles, other genres such as news, advertisement, editorials, etc., or select certain sub-categories of engagement, like acknowledge or endorse.

Keywords: *appraisal theory, engagement, opinion article, systemic functional linguistics (sfl)*

INTRODUCTION

People use language to communicate with one another. According to Mwakapina (2021), the ability to think, speak, and communicate through language is one of the characteristics that sets humans apart from other living things. Language can be used to share information, ideas, emotions, expressions, and feelings of someone by using words. As an international language, English can be used by people around the world. English is used by people for various purposes, including everyday communication, business, politics, and education. There are many ways to learn English, one of which is learning through text. Based on Supadmi, Sudipa, Budiarsa & Laksana (2020), the text guides what humans must do in life through nonverbal language. Learning English by reading texts can broaden horizons and be a great higher-order critical thinking.

In this case, text is considered a grammatical structure that has a function in it. One term for this is Systemic Functional Linguistics, especially in language contexts. Magfiroh, Herdiawan & Rofi'i (2021) said that using language's form and function in interactions is defined by systemic functional linguistics, or SFL. Functions in language are used to clarify and provide meaningful understanding, called ***Metafunction***. Based on Darong (2022), there

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are three main functions, or metafunctions of language: ideational metafunction, interpersonal metafunction, and textual metafunction. Interpersonal metafunction is related to social relationships where genre, register, and context are considered. In the case of sentences as interactions, the interpersonal metafunction is focused on the context of society, including the interaction between the speaker and the hearer (Hidayah, Wihadi & Rahmatunisa 2023). It can also be the writer and the reader if the sentence is in written form.

In this interpersonal metafunction, there is a term called 'Appraisal', which means evaluation. According to Engelbrecht (2020), interpersonal meaning construction is the focus of appraisal. Appraisal or evaluation theory is a theory that discusses the assessment of a writing that contains the author's opinion. Appraisal theory has 3 types, including attitude (*affect*, *judgement*, and *appreciation*); engagement (*monogloss* and *heterogloss*); and *graduation* (*force* and *focus*). One of the written media in which there are opinions and views of a writer is an article. Articles are usually written by writers to express their opinions about an event or phenomenon. The news media have an important part in sharing information and influencing public opinion, which has a significant effect on society (Lestari, Tallapessy & Murti (2023). Therefore, news articles can provide different views between the writer and the reader.

Engagement is 1 of 3 appraisal domains. Fitriani (2021) said that engagement is the process by which authors provide their sentences or utterances in the text to their readers. This brings out the author's own and external opinions in a text that contains engagement. The authorial voice can position itself with other voices through engagement (Pratumtong, Channuan & Suksawas 2021). Engagement relates to a statement that contains many opinions using words that are included in the expression of opinion. According to Martin & White (2005), there are two types of engagement; *monogloss* and *heterogloss*. *Monogloss* is a statement where the writer or speaker does not allow the reader or listener to provide other views on the statement. Meanwhile, *heterogloss* allows for other opinions or views besides the statement of the writer or speaker. There are some subcategories in *heterogloss*:

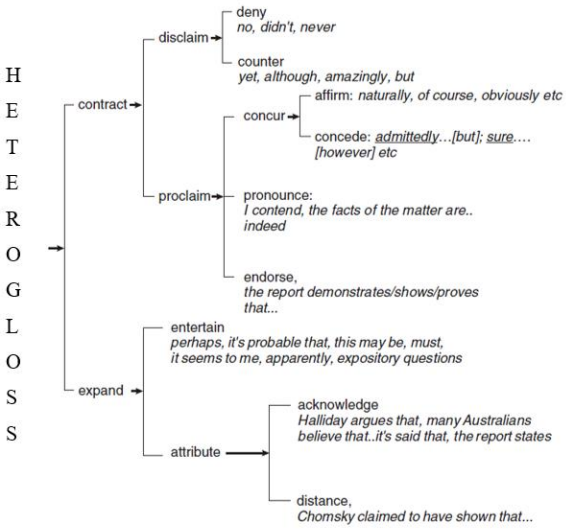

Chart 1. Engagement System by Martin & White (2005)

The analysis of this topic, engagement, has been conducted by several researchers. One of the research studies on engagement conducted by Cahyono & Pribady (2020) that different kinds of engagement systems, especially heterogloss (contract and expand), were used by the teacher to take a particular stance to mediate the students with teaching materials. Ziliwu, Nurlela, and Perangin-angin (2020) found there were *monogloss* 45 (18.90%) and heterogloss 193 (81.10%), which shows that heterogloss is more often found in this study. The other one has been researched by Haryati, Lukmana, and Gunawan (2021), which shows two things those are (1) Realization of *heterogloss* engagement is more than *monogloss*, which means that the counsellor refers to other voice resources in conveying the valuation, and (2) The counsellor shows alignment and solidarity with the student/counselee by choosing certain sources of heterogloss voice.

In this research, the researcher wants to look into the sub-categories of engagement in opinion articles, especially on the "EducationWeek" homepage. There are two reasons for conducting this research. The first reason is that many previous studies have focused on engagement as one of the three domains in appraisal theory. The other reason is that there are several texts that have arguments in them, especially opinion articles. An opinion article is a media that gives a different perspective, which the writers or authors give. This research also tries to discuss the subcategories and their functions of engagement found in the articles entitled *"Should Cellphones Be Permitted in Classrooms? Teachers Offer These Strategies"*, "*Cellphones in Schools: Addiction, Distraction, or Teaching Tool?"*, and *"The Hidden Benefits of Distraction in the Classroom"*. The articles come from the "EducationWeek" homepage. The articles not only give the author's views on this phenomenon but also the views of others who have an opinion on this matter.

RESEARCH METHODOLOGY

This research used a qualitative method to analyze the engagement subcategories in opinion articles. According to Creswell & Creswell (2018), qualitative methods focus on text and image data, have unique steps in analyzing data, and use a variety of designs. In addition, a discourse analysis approach is also needed because this research will deal with the meaning of language. According to Alejandro, Laurence & Maertens (2023), instead of being a strict set of rules, discourse analysis includes a theoretical-ontological approach, which holds that discourse affects society and global politics, as well as an adaptive set of techniques for analyzing this theory empirically. This research used document analysis as a research instrument to collect and process data. The researcher used it to form the texts of opinion articles from the internet into the documents and analyzed them.

The source of data in this research was 3 opinion articles on the "EducationWeek" homepage entitled "*Should Cellphones Be Permitted in Classrooms? Teachers Offer These Strategies*", "*Cellphones in Schools: Addiction, Distraction, or Teaching Tool*?", and "*The Hidden Benefits of Distraction in the Classroom*". EducationWeek is a website that provides many articles on different topics, but mostly about education. Many articles consisted of opinions, but the researcher chose these three articles for this research because the topic relates to our lives, and the writers come from different backgrounds that have different styles of writing. The process of collecting data starts from searching the articles that contain the opinions and views of the writer, reading the articles several times, and understanding the content of the articles. In analyzing the data, there are 1) Selecting and repeatedly reading the

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articles, 2) Identifying and determining the phrases, clauses, or sentences of the subcategories of engagement, 3) Calculating the clauses that contain subcategories, 4) Interpreting the functions of each engagement subcategory, and 5) Making conclusions and suggestions. Therefore, the purpose of this research was to investigate the subcategories and their functions of engagement in opinion articles using The Language of Evaluation (Appraisal Framework) theory from Martin & White (2005).

RESULT AND DISCUSSION

This research analyzed three opinion articles from "EducationWeek" homepage. The articles were used as documents to make it easier to analyze clauses that contain engagement. There were nine subcategories of engagement in appraisal theory, based on the theory by Martin and White (2005), which was used to analyze the data. They were *monogloss* & *heterogloss* (*deny*, *counter*, *concur*, *pronounce*, *endorse*, *entertain*, *acknowledge*, and *distance*). Each of the subcategories of engagement also had a different function. However, not all subcategories of engagement were used in every text of the three opinion articles. The researcher found that the first article, written by educators, used more *monogloss* than other engagement subcategories. The other two articles, written by non-educators, used more sources in their writing, so that more types of *heterogloss* were found. It can be seen in the table below.

Engagement Typology	Engagement Category	Sub-Categories	Sub-Categories	Frequency			Total Sub	Percentage
				Article One	Article Two	Article Three		
Monogloss	-	-	-	39	4	13	56	30.27%
Heterogloss	Contract	Disclaim	Deny	17	3	7	27	14.59%
			Counter	15	8	8	31	16.76%
		Proclaim	Concur	5	3	-	8	4.32%
			Pronounce	4	-	-	4	2.16%
			Endorse	-	2	2	4	2.16%
	Expand	Entertain	-	15	6	20	41	22.16%
		Attribute	Acknowledge	-	13	-	13	7.03%
			Distance	-	1	-	1	0.54%
Total				95	40	50	185	100%

Table 1. Engagement Prevalence of Three Opinion Articles

Based on Table 1, a total of nine sub-categories of engagement, including *monogloss, deny, counter, concur, pronounce, endorse, entertain, acknowledge,* and *distance*, were found in the three articles, totalling 185. The number of clauses from article one that were found the most there were 95 engagements. It was followed by the third article with 50 clauses. While the second article contained the lowest engagement, with 40 clauses. *Monogloss* was found with the highest total of 56 (30.27%). This was followed by *entertain* with the second highest total of 41 (22.16%), *counter* with 31 (16.76%), *deny* with 27 or (14.59%), *acknowledge* with 13 (7.03%), and *concur* with 8 (4.32%). *Pronounce* and *endorse* had the same amount of 4 (2.16%). Meanwhile, the fewest found from the total was *distance*, with a total of 1 (0.54%). So, here are the details of the clauses that contain engagement in each article.

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Article One

This first article is titled *"Should Cellphones Be Permitted in Classrooms? Teachers Offer These Strategies"*. The author of this article is a teacher who also includes the experiences of several other teachers on the issue. In this article, the author shared it in the form of a statement that contains engagement. There were 6 subcategories of engagement in the opinion article entitled *"Should Cellphones Be Permitted in Classrooms? Teachers Offer These Strategies"*. They were *monogloss, deny, counter, concur, pronounce,* and *entertain*. Meanwhile, *heterogloss* subcategories such as *endorse, acknowledge*, and *distance* were not found in this first article. *Monogloss* type was used more than the others. It can be seen in the table below.

Engagement Typology	Engagement Category	Sub-Categories	Sub-Categories	Function	Frequency	Percentage
Monogloss	-	-	-	Presenting a single viewpoint	39	41.05%
Heterogloss	Contract	Disclaim	Deny	Stating denial	17	17.89%
			Counter	Presenting 2 different statements	15	15,79%
		Proclaim	Concur	Expressing the author's agreement explicitly	5	5.26%
			Pronounce	Emphasizing the authorial explicitly	4	4.21%
			Endorse	-	-	-
	Expand	Entertain	-	Entertaining readers explicitly	15	15.79%
		Attribute	Acknowledge	-	-	-
			Distance	-	-	-
Total					95	100%

Table 2. Engagement Prevalence of Three Opinion Articles

Table 2 shows the overall subcategories of engagement found in the "Should Cellphones Be Permitted in Classrooms? Teachers Offer These Strategies" article. *Monogloss* was found more with 39 (41.05%) compared to other subcategories of engagement. Then, followed by *deny* 17 (17.89%), *counter* and *entertain* 15 (15.79%), *concur* 5 (5.26%), and *pronounce* 4 (4.21%). While subcategories such as *endorse, acknowledge*, and *distance* were not found in this article. The function of some example clauses is as shown in the table below.

1. Monogloss

Student cellphone usage has become a major issue of concern for schools, particularly since the beginning of the pandemic.

The clause above belongs to monogloss because it had no other views in its writing. In this statement, the author aimed to state that the issue of student cellphone uses in schools started during the pandemic (Covid-19) without including other opinions or sources.

2. Counter:

***However**, I also recognize that not all classes are the same, and that some may very well offer bigger challenges than mine.*

The word 'however' in the sentence above functioned as a bridge to connect 2 different propositions. Previously, the author explained the rule of keeping cell phones during class in the student's own bag, and it was quite effective. However, the author also knew that all the challenges that teachers face in the classroom had different challenges.

3. Concur:

***Of course**, with every plan, there are the rule breakers.*

The sentence above shows that all plans or rules had rule breakers. In this case, the author also recognizes and agrees with it by using the phrase 'of course'. Specifically, when disciplining students with the rules of cell phone use in class. There must be one or two people who break the rules and are difficult to discipline, which can be a challenge for a teacher.

4. Pronounce

*As a middle school teacher, **I find that I am more conflicted** about cellphones than anything else I face in my day-to-day life as a teacher.*

The sentence above belongs to the subcategories of engagement, specifically, *pronounce* because the writer expresses a personal opinion as a teacher about the issue being discussed. The function of using pronounce in the sentence above was to explicitly emphasize that the writer more often faced the problem of cellphones in the classroom as a teacher.

There were six engagement sub-categories found in article one, including *monogloss, deny, counter, concur, pronounce*, and *entertain. Monogloss* subcategories dominated this article. It is influenced by the writer of this article, who is an educator and familiar with the topic discussed. While the rest of the articles come from educators. So, the next point discusses the details in article two about the clauses that contain engagement.

Article Two

The second article is titled *"Cellphones in Schools: Addiction, Distraction, or Teaching Tool"*. The author of this article is someone who works as an editor at the Education Week Company itself. The author wrote this article to discuss the issue and shared it in the form of a statement that contains engagement. There were 8 subcategories of engagement in the opinion article entitled *"Cellphones in Schools: Addiction, Distraction, or Teaching Tool?"*. They were *monogloss, deny, counter, concur, entertain, endorse, acknowledge,* and *distance*. Meanwhile, *pronounce* was not found in this second article. It can be seen in the table below.

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Engagement Typology	Engagement Category	Sub-Categories	Sub-Categories	Function	Frequency	Percentage
Monogloss	-	-	-	Presenting a single viewpoint	4	10.00%
Heterogloss	Contract	Disclaim	Deny	Stating denial	3	7.50%
			Counter	Presenting 2 different statements	8	20.00%
		Proclaim	Concur	Expressing the author's agreement explicitly	3	7.50%
			Pronounce	-	-	-
			Endorse	Presenting a 'true' or 'valid' proposition	2	5.00%
	Expand	Entertain	-	Entertaining readers explicitly	6	15.00%
		Attribute	Acknowledge	Presenting the implicit existence of another perspective	13	32.50%
			Distance	Presenting a scary quote	1	2.50%
Total					40	100%

Table 3. Engagement Prevalence in the Opinion Article Two

Based on Table 3 above, it can be seen that the number of *acknowledge* was found more in this article with 13 (32.50%). Then followed by the use of *counter* as many as 8 (20.00%), *entertain* as many as 6 (15,00%), *monogloss* as many as 4 (10.00%), *deny* and *concur* as many as 3 (7.50%), *endorse* as many as 2 (5.00%), and *distance* 1 (2.50%). The *acknowledge* is the most frequent number found in this article. However, *pronounce* was not found in any clauses. Thus, the number of clauses that had subcategories of engagement in them was 40. The function of some example clauses is shown below.

1. Entertain

   *And if that sounds familiar, it **might** be because you've been reading modern arguments over the place of AI in schools.*

   The word 'might' was included in the entertain because it invited alternative dialog about the issue being discussed. In the previous sentence, the writer mentioned a teacher who said that if you rely too much on cellphones, it can be detrimental to students. In the sentence above, the writer rewrote what the teacher said and explicitly invites the memory of readers who may have often seen, heard, or read the quote.

2. Acknowledge

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In the past few years, ***several education researchers have also shared*** *best practices on cellphone use in psychologist Angela Duckworth's Ask a Psychologist opinion blog.*

The author restated an outside statement about some researchers who also share the best ways to use cellphones. However, a neutral position was maintained by not showing agreement with the statement.

3. Distance

That's the story of high school biology teacher Mitchell Rutherford, ***who decided to quit teaching in part because of the exhaustion he felt*** *from competing with cellphones for students' attention.*

In the sentence above, the writer emphasized a fact that comes from the experience of a teacher who quit his job as a teacher because he was tired of facing students who had difficulty focusing on learning and paid more attention to their cellphones. Sometimes, *distance* also functions as a quote used to scare the reader or listener. It was usually a 'negative' quote or an incident that was regretted.

There were eight engagement sub-categories found in article one, including *monogloss*, *deny*, *counter*, *concur*, *endorse*, *entertain*, *acknowledge*, and *distance.* This article is dominated by *acknowledge* subcategories. It is influenced by the writer of this article, who is a non-educator and not familiar with the topic discussed. It also happens in the rest article. So, the next point discusses the details in article three about the clauses that contain engagement.

Article Three

The third article is titled "The Hidden Benefits of Distraction in the Classroom". This article came from two people who are researchers, especially in the field of psychology. The authors wrote this article to discuss the issue of cellphones use in classrooms. They talked about how cellphones can be used as a tool rather than a distraction. The authors of this article have shared the discussion in the form of statements that contained engagement. However, not all the engagement subcategories were found in this article. there are 5 subcategories of engagement in the opinion article entitled "The Hidden Benefits of Distraction in the Classroom". They were *monogloss*, *deny*, *counter*, *endorse*, and *entertain*. Meanwhile, *heterogloss* types such as *concur*, *pronounce*, *acknowledge*, and *distance* were not found in this first article. It can be seen in the table below.

Engagement Typology	Engagement Category	Sub-Cateories	Sub-Categories	Function	Frequency	Percentage
Monogloss	-	-	-	Presenting a single viewpoint	13	26%
Heterogloss	Contract	Disclaim	Deny	Stating denial	7	14%
			Counter	Presenting 2 different statements	8	16%
		Proclaim	Concur	-	-	-
			Pronounce	-	-	-

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Engagement Typology	Engagement Category	Sub-Cateories	Sub-Categories	Function	Frequency	Percentage
			Endorse	Presenting a 'true' or 'valid' proposition	2	4%
	Expand	Entertain	-	Entertaining readers explicitly	20	40%
		Attribute	Acknowledge	-	-	-
			Distance	-	-	-
Total					50	100%

Table 4. Engagement Prevalence in the Opinion Article Three

In this article, there were 5 subcategories of engagement found based on Table 4. The *entertain* subcategories were found more, with a total of 20 (40%). After that, it was followed by *monogloss* 13 (26%), *counter* 8 (16%), *deny* 7 (14%), and *endorse* 2 or (4%). Meanwhile, other subcategories, such as *concur, pronounce, acknowledge,* and *distance* were not found in this article. However, the functions of the subcategories found in this article were in line with the number of clauses containing the engagement itself. There were some examples of clauses from each of the subcategories found in this article.

1. Monogloss

   Distraction allows students to reset their emotions by taking a mental step back from an emotional situation, giving them the space and energy to deal with the situation later.

   In the statement above, the author used a single viewpoint and did not include outside sources. This was a way to present statements and suggestions without presenting other opinions that students can be used distraction to space and reset their emotions.

2. Deny

   *But, again, that **doesn't** mean it's always bad.*

   In the previous sentence, the author discussed distraction by students, such as skipping classes or not attending school where they avoid a problem or situation they face. The author denied that distraction was not always negative or bad but can also be a good thing depending on the mentality of the person who relied on it.

3. Endorse

   *In fact, **research shows** that distraction through the creative activity of drawing is a particularly effective way of lessening negative affect and boosting positive affect.*

   The author used an external statement, more appropriately from research that provides a statement as true or valid. In the sentence above, the research showed that drawing was an example of distraction that had a positive impact on a person and, in this case, students.

Based on the findings, all sub-categories of engagement have been found in the three articles on the "EducationWeek" homepage. The sub-categories included *monogloss* and *heterogloss* types: *deny, counter, concur, pronounce, endorse, entertain, acknowledge,* and

distance. The total number of clauses that contained engagement amounted to 185. In article one, 95 clauses were found, article two totaled 40 clauses, and article three totaled 50 clauses. *Monogloss* was the most common in the three articles compared to other sub-categories. However, *heterogloss* type was more dominant when compared to the total clauses of the eight *heterogloss* sub-categories.

In the first article, six sub-categories were found, including *monogloss, deny, counter, concur, pronounce*, and *entertain*. Article two used all sub-categories, except *pronounce*. Also, the sub-categories found in article three include *monogloss, deny, counter*, *endorse*, and *entertain*. The function of each engagement found by the number of clauses found in each sub-category including; *monogloss* is to present a single viewpoint, *deny* to express denial, *counter* to present 2 different statements, *concur* to explicitly express the author's agreement, *pronounce* to explicitly emphasize the author, *endorse* to present a 'true' or 'valid' proposition, *entertain* to explicitly entertain the reader, *acknowledge* to present the implicit existence of another viewpoint, and *distance* to present a scare quote). After presenting the research findings, the next step is to discuss the findings in more depth. The discussion is carried out by connecting the research results with relevant theories and previous studies' results to get a more comprehensive understanding of the problems being researched

The results of this research were dominated by the heterogloss type found in three opinion articles. *Heterogloss*, which had eight sub-categories, was found in 129 clauses, while *monogloss* was only found in 56 clauses. Although *monogloss* dominated article one, the number of *heterogloss* was higher because of the combined three articles. It was similar to Ziliwu, Nurlela, and br Perangin-angin (2020), that *heterogloss* was also found more with 193 than *monogloss*, which is only 45. It has also been explained that it came from speakers expressing denial, statement, and acceptance. In the study, deny dominated compared to the other sub-categories. Therefore, this research had similarities with previous research where *heterogloss* types were found more.

In the three opinion articles, *contract* (a category of heterogloss) was more dominant than the *expand* category. It coincided with Liang (2020) that the results of the study were dominated by dialogic contraction. Dialogic contraction was more commonly employed than dialogue expansion because it allows lawyer to make their points more persuasive while reducing the other party's response space. In addition, four sub-categories were found, consisting of *disclaim* and *proclaim* (*contract*); *entertain* and *attribute* (*expand*). The number of *disclaim* dominated compared to other sub-categories. It was the same as stated in Nguyen and Nguyen (2024) that *disclaim* dominated because the dialogistic space for other voices in the text is typically constricted rather than expanded by Vietnamese authors. This was due to the large number of clauses containing *deny* and *counter*, which were sub-categories of *disclaim*. *Disclaim* were used frequently in dialogical contracts to express the writer's position by rejecting the other position (Liang, 2020).

According to the findings, article one used *monogloss* more than the other sub-categories because the author explicitly expresses the opinion or statement. This was the same as reported by Yonata and Prastikawati (2022) that the number of *monogloss* dominates when compared to the sub-categories of engagement. It was also explained that it is necessary to emphasize the author's position at the beginning of writing an expository text introduction. Meanwhile, *acknowledge* dominated article two with a total of 13 clauses. It was in accord with Cahyono and Pribady (2020) that the *attribute* of *acknowledge* is the most common form, and

no data indicates that students employ the *distance* type. As Martin and White (2005) said that *acknowledge* is dialogic because it involves the author's voice interacting with outside voices. So, the use of *acknowledge* was used more to present to the reader in considering other views.

Article three was dominated by *entertain* with a total of 20 clauses. This was consonant with Pratumtong, Channuan, and Suksawas (2021), where the use of *Entertain* as one of the dialogic expansion categories is widely used. It was explained that the students in the study were aware that their academic writing needed other sources. They used dialogic expansion and limited it by using dialogic contraction simultaneously. The words used by the authorial voice indicate that its position is only one of several possibilities and allows a dialogical space for these possibilities (Martin & White, 2005). This went back to the authors' different backgrounds as educators, staff (editors), and researchers. Even so, the authors of articles two and three also implicitly expressed their opinions in their writing.

The function of each of the sub-categories of engagement is different. *Monogloss* is used to state something without including other voices or opinions in the statement (Martin & White, 2005). In article one, there was a statement "It **isn't** as if cellphones are going to go away", which the author denied that the rule of locking cellphones in lockers would not make cellphones disappear from students' minds. It could be similar to Fitriani (2021) that most of the female writers present more utterances that deny the topic, and they want to show their contradictory ideas towards the government's water law in the study. The function of *deny* is to reject the opposite statement, whereas counter is often used together with deny in direct contradiction and gives rise to the proposition immediately following it (Martin & White, 2005).

This also applied to *concur* and *pronounce* in that both were found more in the first article than the other two. *Concur* has the function of agreeing and supporting when the writer shares the same view on a topic or another voice, while *pronounce* is used to emphasize authorial explicitness (Martin & White, 2005). This was in coincidence with Haq, Rahyono, and Yuwono (2021) that both Facebook accounts (KK and RO) use *Pronounce* more dominantly than *Endorse*. The author usually contributes thoughts in addition to reporting and reposting the facts (Fitriani, 2021). The second and third articles used more engagement that contained other voices or opinions. One of them is endorse that has a function to display a valid source. It can be the same as reported by Haryati, Lukmana, and Gunawan (2021) that *heterogloss* is found more than *monogloss*. It is explained that the counselor does not present his voice, but he uses the view of another voice (the counselee's homeroom teacher) instead. Furthermore, *entertain* was used to entertain readers by allowing alternative voices of other possibilities regarding the author's statement (Martin & White, 2005).

The next one is *acknowledge*, which was only found in article two. *Acknowledge* has a function to present the statement using a voice from outside and respect for the proposition (Martin & White, 2005). This was in line with Dong and Fang (2023) where the use of *Acknowledge* and *Distance* by the two journalistic groups does not differ significantly, which is a reasonably expected outcome given the widely accepted media thought of objectivity and neutrality. It is explained that both present the propositions of outside voices for the reader's consideration, and also move away from propositions attributable to non-authorial voices. *Distance* has a function to provide distance. "It is most typically realised using the reporting verb, to claim and by certain uses of 'scare' quotes" (Martin and White 2005, p. 113). So, they are used when the author presents an outside statement but keeps a neutral position.

In the end, the engagement subcategories found in each article have different amounts. The first article was dominated by the *monogloss* type, and the other two articles were dominated by subcategories that belong to *heterogloss*. Pratumtong et al. (2021) said that the proposition statements were categorized according to whether they respected other people's opinions (*heterogloss*) or not (*monogloss*). This was due to the different professional backgrounds of the articles that were studied. This is also supported by Martin and White (2005, p.135), who state that "Our framework has a prospective or anticipatory orientation in that we are concerned with the way in which the text builds for itself an audience and presents itself as engaging in various ways with this audience". So, the writers of the three articles used the sub-categories of engagement in their own way.

CONCLUSION

Conclusion

In conclusion, 185 clauses contained nine sub-categories of engagement in three opinion articles. The writers in the three opinion articles have different writing styles. The author in the first article expressed more of his statement using monogloss because his profession as a teacher is directly related to the topic discussed in his article. The author's experience also influences it in dealing with the problem of students' cellphone use in the classroom. While the authors in articles two and three are non-educators who use more external sources or voices, such as acknowledge to strengthen their statements and entertain to make dialogical space. Readers are expected to gain knowledge about engagement after reading this study. Therefore, the researcher suggests that further researchers conduct research about engagement on different topics or media of articles, various backgrounds of writers of articles, other genres (news, advertisement, or other texts on social media), or select certain sub-categories of engagement to get deeper research.

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