

2. REVIEW OF RELATED LITERATURE

This chapter presents the theory and the relevant studies that the writer uses in analyzing rhetorical devices used by Mark Zuckerberg in Harvard Commencement speech videos. The section that follows below describes the theory of rhetorical devices by Harris (2018) to be supported, to some extent, by that of Grace (n.d.).

2.1 Speech

Speech is a type of communication, which is an activity to deliver a message or opinion to the audience or to more than one person. It is often found in some events, for both formal and non-formal purposes. Speech has several types of purposes, such as to inform, to persuade, and to entertain (George, 2018). The speaker needs to determine the topic and has to have skill to deliver messages to the audience. Speech needs to have an established purpose to bring the topic under control (George, 2018). Speech must be driven fluently in a controlled area to make sure the audience understands the main message or meaning. It is a tough role for a speaker to be able to attract well, while also ensuring the main message can be understood well by people. Speakers need to improve their skills to engage the audience. Based on theory from Gregory (2018), speakers also need to limit their duration of speech, which is 18 minutes to ensure the audience could keep their focus and not get exhausted. Based on the theory that was described, speakers should create a good interaction and effectively attract the audience about certain topics.

2.1.1 Theory of Rhetorical Devices

Rhetorical devices is a collection of techniques used for improving the effectiveness, clarity, and fascination of writing (Harris, 2018). Harris (2018) provides a comprehensive analysis of a variety of rhetorical devices, such as figurative language. Figurative language used to influence listeners. According to Harris (2018), rhetorical devices, also known as figures of speech, involve the use of words in special, uncommon ways: either in atypical arrangements or with special and unusual meaning. These rhetorical devices will also be complemented by theory from Grace (n.d), to be more detailed about each meaning and function on improving communication skill. Due to the duration of Mark Zuckerberg's speech, the writer would selectively use only 11 rhetorical devices which are

in the group of figurative language. Figurative language helps the speaker to add more color to his speech, evokes vivid images, and helps the speaker to stimulate the audience's thought process. These rhetorical devices would be explained below:

A. Simile

According to Harris (2018), a simile is a comparison of two dissimilar objects that share at least one attribute. *Like* is the word that best expresses the comparison. The image must be widely recognized. Because the purpose of the simile is to shed light on the subject. For example,

" In Mrs. Johnson's class, the students sat upright in straight and even rows, like books on a shelf". When one verb or clause is compared to another, the simile is most commonly introduced by *as*. For example, *"Even after the avalanche, the climbers remained constantly attentive to their goal, as a sunflower continues to stay focused on the sun"* (Harris, 2018, p. 88).

According to Grace (n.d), simile is a rhetorical device which is a comparison between two unlike things using "like" or "as". The example for simile is

"Her smile was as warm as the sun."

Based on the explanation above, simile can be concluded as a rhetorical device which helps the speaker to compare two unlike things to light on the subject.

B. Analogy

According to Harris (2018), analogy, like simile, compares two distinct entities by emphasizing their similarities. The differences between a simile and an analogy are that an analogy typically identifies multiple instances of similarity as opposed to just one or two in a simile, and an analogy is used to provide conceptual clarity by explaining an unfamiliar concept by comparing it to a familiar one. In contrast, similes are frequently employed for artistic or emotional effect rather than literal comprehension. For example,

"A flash memory chip works like a chalkboard, in that, when information is written on it, the information remains present even when the power is turned off. Only when the information is deliberately erased will it disappear. And like the chalkboard, flash

memory can be written on and erased many times" (Harris, 2018, p. 89).

Grace (n.d) explains analogy as a comparison between two similar things to explain a complex concept. The sentence shows an example for analogy, *"A heart is like a pump."*

Based on the explanation above, analogy can be concluded as a rhetorical device which helps the speaker to explain a complex concept by comparing several points of similarity.

C. Metaphor

According to Harris (2018), a metaphor, like its relative simile and analogy discussed in the preceding sections, contrasts two distinct entities. The primary difference is that a metaphor connects the subject to the metaphorical image. In other words, a metaphor asserts that the subject is identical to the image, as opposed to stating that the subject is comparable to the image. For example, *"life is a river", "life flows", "the river of life"* (Harris, 2018, p.94). Because metaphors envisage a relationship between the subject and the image, they are more effective than similes at transferring the image's characteristics to the subject.

Metaphor explained by Grace (n.d) as a rhetorical device which used to compare to things that don't immediately spring to mind giving one of those things an added quality. Metaphor is used in comparing two things by stating one is the other. Metaphor is comparing two unlike things without using "like" or "as.". Some examples of metaphor are *"You're a sky full of stars", "The world is a stage" and "Brevity is the soul of wit"*.

Based on the explanation above, metaphor can be concluded as a comparison between two unlike things to transfer the image's characteristics to the subject.

D. Catachresis

According to Harris (2018), catachresis is a frequently incorrect use of words. Metaphor and distinctive language can have a powerful effect. Catachresis can be created by substituting a related item for the desired concept. For example, *"I will speak daggers to her, but use none"* (Harris, 2018, p. 94). The example substitutes *daggers* for the idea of angry words or even *threatening death with daggers*.

Based on the explanation above, catachresis can be concluded as a rhetorical device which gives dramatic effect to the sentence to help the speaker to attract the audience.

E. Metonymy

According to Harris (2018), metonymy is comparable to metaphor in that it refers to a substitute moniker for the original name. In other terms, an associated notion is substituted for the main notion. For example, *"The pen is mightier than the sword"* (Harris, 2018, p. 101). Thus, a pen represents writing or, more accurately, ideas. Grace (n.d) explained metonymy as a rhetorical device method which addresses something with a term that is similar and very close to the original meaning. The example of metonymy can be seen in an example, *"we will swear loyalty to the crown"*. Crown has the close meaning which refers to a royal person.

Based on the explanation above, metonymy helps the speaker to use very close words to the original meaning to give an interesting effect to attract the audience.

F. Synecdoche

Harris (2018) explains that, like metonymy, synecdoche is a replacement metaphor. However, a portion of the topic is substituted for the whole, or the whole for a portion, as opposed to replacing the subject itself. Additionally, the substitution may be the genus for the species, the species for the genus, the material for the manufactured object, or any other portion for a whole or whole for a component. For example, *"If I had some wheels, I'd put on my best threads and ask for Jane's hand"* (Harris, 2018, p. 104). Jane's hand is a part-for-whole replacement for her. Metonymy is sometimes considered a subset of synecdoche. Some rhetoricians do not differentiate between synecdoche and metonymy because it is not always obvious whether the replaced image is an integral component of the topic or solely associated with it.

Synecdoche is used when a person uses a part of a sentence or grammatical structure to refer or represent the whole. Synecdoche is almost the same as metonymy but metonymy addresses something with a term that is similar, while synecdoche uses a part of something to refer to the whole thing. The example of synecdoche can be seen, *"All hands on deck."*

Based on the explanation above, synecdoche can be concluded as a rhetorical device to help the speaker to attract the audiences by changing the word with similar and a close word to refer to the whole.

G. Personification

Through personification, animals, objects, and concepts are granted human characteristics, according to Harris (2018). Human characteristics may include form, behavior, emotions, attitudes, and more. For example, *“The ship began to creak and protest as it struggled against the rising sea”* (Harris, 2018, p. 107). Due to the fact that ships are inanimate, they cannot protest or resist tangibly. In this instance, however, Harris (2018) is able to characterize the ship's behavior during the storm in terms that are comprehensible because they are written in human language.

Personification is a rhetorical device used to attribute human characteristic to inanimate objects, animals, or abstract ideas. In other words, it is giving human qualities to nonhuman things. For example, *“The wind whispered through the trees.”*. Whispered is a human adjective which is used for the trees (non-human thing).

Based on the explanation above, personification can be concluded as a rhetorical device to help the speaker explain inhuman things with human characteristics. This would help the speaker to easily describe something to the audience.

H. Allusion

According to Harris (2018), an allusion is the incidental mention of a well-known person or event. The allusion frequently serves as a quick analogy or illustration to emphasize a point being expressed. For example, *“Plan ahead: It wasn’t raining when Noah built the ark. I think we should do some more risk analysis on this “good idea.” After all, Napoleon thought it was a good idea to march on Moscow in the middle of winter”* (Harris, 2018, p. 114). Literature, history, Shakespeare, the Bible, Greek and Roman mythology, and mythology are among the most common sources of allusions. It was once believed that informed readers would recognize references to these topics.

Allusions explained as sentences which reference some place, events, or a person you are making (Grace, n.d). This rhetorical device is helpful when one tries to get a point across, to help reference something well known and not explain too long. Making reference also can for event or person to create a connection or make a point. Examples of allusions are, *“I’m not Sherlock Holmes to figure that out”* or *“He was a real Romeo with the ladies.”*

Based on the explanation above, allusions can be concluded as rhetorical devices which help the speaker explain sentences which reference some place, events, or a person you are making to mention of a well-known person or event.

I. Eponym

Harris (2018) explains that an eponym is a specific type of allusion that substitutes the name of a renowned person for the attribute itself. This person could be from literature, mythology, history, or the Bible. For example, *"This lid is stuck so tight I need a Hercules to open it"* (Harris, 2018, p. 115). Hercules is known for his strength, so his name is used to refer to a powerful individual.

Eponym can be concluded as a rhetorical device which the speaker uses to substitute the name of a renowned person for the attribute itself.

J. Apostrophe

Harris (2018) explains that an apostrophe indicates a direct allusion to a person, whether present or absent, actual, imagined, or personified. Its most common function is to allow the author to momentarily depart from the topic at hand and express pent-up emotion. For example, *"O books who alone are liberal and free, who give to all who ask of you and enfranchise all who serve you faithfully!"* (Harris, 2018, p. 117). Because the object of the address is frequently a humanized object or abstraction, the apostrophe frequently appears in conjunction with personification. In literature, an apostrophe is typically used to address a personified concept. Grace (n.d) explains apostrophe as a method to address one individual abruptly switches his attention to another person or an item is called apostrophe. This method can be quite common in monologues. This other person or item doesn't even need to be present. For example, *"My dear Sun you torture me, What power this heavenly body possesses over us, oh Lord "*.

Apostrophes usually used by speakers to indicate a direct allusion to a person. This rhetorical device helps the speaker to be able to address one individual and abruptly switches attention to another person or an item.

K. Transferred Epithet

Harris (2018) explains that an ordinary epithet is any adjective or adjective combination that emphasizes a distinctive quality of the noun. For example, *"brightening dawn", "cruel murder", "peaceful sunset"*. Epithets can also be metaphorical, typically involving personified qualities. For example, *"lazy road", "flying time", "tired landscape"* (Harris, 2018, p. 118).

As explained above, can be concluded if the transferred epithet helps the speaker to be able deliver any adjective or combination of adjectives that emphasizes a distinguishing characteristic of the noun to all audiences.

Table 2.1 below summarizes Harris' (2018) theory regarding the rhetorical devices:

Table 2.1. Summary of Rhetorical Devices

no.	Rhetorical Devices	Determining characteristics
a	Simile	<ul style="list-style-type: none"> • Comparison of two dissimilar objects sharing at least one characteristic. • Using <i>like as</i>, i.e: <i>x is <u>like/as</u> y</i> • sitting up right <u>like</u> books on a shelf
b	Analogy	<ul style="list-style-type: none"> • Compare several points of similarity. • Comparing two distinct objects by emphasizing their commonalities. • A comparison between two similar things to explain a complex concept. • e.g: like, love, dislike, hate
c	Metaphor	<ul style="list-style-type: none"> • Contrasting two distinct entities. • A comparison between two unlike things without using "like" or "as". • Subject (entity 1) is identical to metaphorical image (entity 2). • e.g: life is a river; life flows; the river of life.
d	Catachresis	<ul style="list-style-type: none"> • The metaphor catachresis frequently contains incorrect use of words. • Catachresis can be dramatically effective • e.g: to take arms against a sea of troubles

e	Metonymy	<ul style="list-style-type: none"> • Almost similar to a metaphor in which a word is replaced by something very close to the original meaning. • e.g: pen is mightier than the sword (pen as written words and sword as soldiers)
f	Synecdoche	<ul style="list-style-type: none"> • Metaphor of substitution like metonymy • When a part of something is used to refer to the whole. • e.g: do you like my new <u>wheels</u>? (Wheels refers to car)
g	Personification	<ul style="list-style-type: none"> • Combination of anything inhuman with a personal nature or human characteristics. • Manifestation of an abstract quality in human form. • Giving human qualities to nonhuman things. • e.g: the clumsy turtle enjoys the sun
h	Allusion	<ul style="list-style-type: none"> • Mention in passing of a well-known person or event • Casual reference to a famous historical or literary figure or event • Making a reference to another work, event, or person to create a connection or make a point. • e.g: Stop trying to save everyone, you're not <u>Wonder Woman</u>
i	Eponym	<ul style="list-style-type: none"> • Word that comes from the name of a person or place • e.g: Celsius (comes from Anders Celsius)

j	Apostrophe	<ul style="list-style-type: none"> • Direct reference to an individual, living or dead, actual, fictitious, or personified. • Addressing one individual and abruptly switches attention to another person or an item. • e.g: it's so hot! Blow winds, blow!
k.	Transferred Epithet	<ul style="list-style-type: none"> • Any adjective or combination of adjectives that emphasizes a distinguishing characteristic of the noun. • I admit. It was a fun day (the girl's experience was 'fun', not the 'day'.)

2.1.2 Function

Functions of rhetorical devices can be grouped into three criteria which would help speakers such as, emphasis, creating rhythm and adding humor (Shah, n.d). Each function would be discussed below:

2.1.2.1 Emphasis

Emphasis is a capability which would help the speaker to give more power and energy on each sentence to take audiences' attention. Emphasis can show by repeating words or phrases within a sentence to add more detailed information and repeating an idea using different words (Shah, n.d). Harris (2018) describes emphasis as a powerful ability to force the audience to pay attention to the topic. The speaker needs to be able to give a clear meaning to the audiences, to help them understand the speaker's sentence. Emphasizing the message would help the speaker to take audiences' attention and enlighten the speech. By this function, rhetorical devices would help the audience to give more attention to the sentence which has more power to attract them and easily understand the sentence.

2.1.2.2 Creating Rhythm to Dramatize

Rhetorical devices with creating rhythm would have a function to dramatize the sentence. Shah (n,d) explains rhetorical devices can help to strengthen a voice by paying attention to the rhythm. Rhythm can drive dramatic effect depending on how we decide to use rhetorical devices. Speaker can show and express their feelings in the speech. Harris (2018) explains the use of rhetorical devices would help the speaker maintain the audiences' attention. Fresh expressions can be shown in a sentence. Speaker would be able to play on words' rhythm to maintain the dramatic effect on each sentence they use. It would be a strategic technique to help the reader engage the speech while the speaker changes focus. It helps to develop flexibility in delivering the speech.

2.1.2.3 Adding Humor to Attract

Shah (n,d) explains rhetorical devices as a tool to add a touch of humor. Touch of humor would help the speaker to attract the audience. Attract is the one of functions for rhetorical devices to take audiences' attention. Harris (2018) explains "attractiveness" as a function which would help the speaker to give variety or energy to the discussion. Speaker would be able to use an exciting sentence or word to help audiences recall the message in abstract discussion. Attractive sentences would pleasure the audience to remember the story in delivering the message.

Table 2.2 below summarizes the characteristics of rhetorical device's function

Table 2.2. Summary of Characteristics of Rhetorical Devices

o.	Function of Rhetorical Devices	Characteristics
a	Adding Emphasis	<ul style="list-style-type: none">● Repeating words or phrases within a sentence● Repeat an idea using different words
b	Creating Rhythm	<ul style="list-style-type: none">● Strengthen speaker's voice● Repeat a word or phrase at the beginning of two or more phrases● Fresh expressions in a sentence.

c	Adding Humor	<ul style="list-style-type: none"> • Use rhetorical devices to add touches of humor. • Give variety or energy to the discussion. • Use an exciting sentence or word.
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2.2 Review of Related Studies

In this section, there are four reviews of related studies. Based on related studies, this study would use 11 devices which were frequently used in Mark Zuckerberg's inspirational speech to attract audiences. The devices study uses such as *simile, analogy, metaphor, catachresis, metonymy, synecdoche, personification, allusion, eponym, apostrophe, and transferred epithet*.

This research has two related researches: one by Valiantien and another research by Candra and Kuntjara. Both of these research have a similarity as a speech which attracts and inspires all the audiences. These research use rhetorical devices to get the audience's attention and make them memorize the message which is delivered by speakers.

2.2.1 Emma Watson's Magic Spell in Gender Equality: The Use Of Rhetorical Devices in "Heforshe" Campaign (Valiantien, 2015)

Valiantien (2015) conducted a study about the use of rhetorical devices in Emma Watson's campaign speech. The studies used the theory of Jones and Peccei (2004) to make the category of rhetorical devices and the theory of Harris (2013) for the basis of rhetorical devices.

Valiantien (2015) found that Emma Watson repeatedly used the rule of three and parallelism structure in the speech. Rule of three is used as a rhetorical device to emphasize the importance of a certain point and parallelism is used to emphasize the ideas are equal in importance to make the speech more memorable.

Valiantien (2015) discovered that Emma Watson used rhetorical strategies in the speech to aim people's awareness and to persuade people to agree with her. Valiantien (2015) further explanation is that Emma Watson used her figure as an actress to make connections with the audience to get attention.

The similarity between Valiantien's (2015) study and the present writer's study is that both analyze young speech speakers. The difference is that Valiantien (2015) analyzes young female

speakers, while the writer analyzes young male speakers. Another difference is that Valiantien (2015) focuses on the rule of three, parallelism and variation of personal pronoun use, while the present writer focuses on figurative language only.

The study conducted by Valiantien (2015) motivated the present writer to conduct this research. From reading Valiantien (2015) study, the writer learned that speakers frequently use parallelism and the rule of three to persuade the audience and make a memorable speech. This finding inspired the present writer to analyze rhetorical devices used by speakers in another speech context to find out different and interesting results. Speakers have another way or method to improve audience interest for the speech's topic. The study found Emma used rhetorical questions to give emphasis for her closing speech, which would be remarkable and leave the mind of audiences.

2.2.2 Rhetorical Devices Used by Simon Sinek When Delivering an Inspirational Speech (Candra and Kuntjara, 2022)

Candra and Kuntjara (2022) study were analyzing rhetorical devices used by Simon Sinek in his inspirational speech. This study uses Gregory's (2018) theory of rhetorical questions and Gregory's (2018) theory of general purpose of speech to analyze Simon Sinek's speech. Study was focusing on Simon Sinek's ability to engage the audience.

Candra and Kuntjara (2022) use a descriptive qualitative research approach by downloading, transcribing, and analyzing Simon Sinek's speech. This study listed each rhetorical device used and the meaning to improve communication skill to attract audiences and be a memorable speech. Study found Simon Sinek uses alliteration, parallelism, antithesis, and simile when delivering his speech. Analysis found Simon Sinek's speech did not use a rhetorical device which is metaphor because it can allow different interpretations and could decrease the level of clarity in a speech. Final study of Simon Sinek's speech found rhetorical devices as an important element and have positive impact to help amplify the speech. It also helped to convey messages to the audience, give an emphasize and bold statement.

Based on several studies, summarized rhetorical devices have an important role to improve communication skill in delivering messages to the audience. According to research by Valiantien (2015), Candra and Kuntjara (2022) as previous studies, the writer chose Mark Zuckerberg's 2007 commencement speech in Harvard to study more about the speaker's method for engaging the

audience to deliver a message and influence the audience well. Study focused on finding rhetorical devices which Mark Zuckerberg used and the meaning of each element.

Rhetorical devices have a different function on attracting the audience. It helps the audiences to easily get the meaning of messages from the inspirational speech. Each rhetorical device has a different characteristic, function and use. The research by Valiantien (2015) shows if rhetorical devices can help the writer to improve communication skill in giving emphasis to make the speech unforgettable from the audience's mind. Then the research by Candra and Kuntjara (2022) shows an important role to improve communication skill in delivering messages to the audiences.