

Rhetorical Devices Used in Speeches of Miss Grand International: Campaign to Stop the War and Violence

วาทศิลป์ในสุนทรพจน์ของมิสแกรนด์อินเตอร์เนชันแนล:
การรณรงค์เพื่อยุติสงครามและความรุนแรง

Suwit Tikham / สุวิทย์ ทิคำ

Department of English, School of Liberal Arts, University of Phayao, Phayao 56000, Thailand
สาขาวิชาภาษาอังกฤษ คณะศิลปศาสตร์ มหาวิทยาลัยพะเยา, พะเยา 56000, ประเทศไทย

Email: suwit.ti@up.ac.th

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Abstract

At present, there are many beauty pageants that are interested by young women around the world, and Miss Grand International is one of well-known beauty pageants that allows the contestants to give speeches to stop the war and violence. The use of rhetorical devices appears in the speeches. The aims of this research were 1) to study the rhetorical devices used in speeches of the Miss Grand International and 2) to analyze rhetorical devices used in speeches of the Miss Grand International. The data were collected from video clips and transcribed into the written language from forty-six English speeches. The clips in this research were derived by purposive sampling between 2014 and 2018. The theoretical frameworks of Harris (2016), and Michalik and Michalska-Suchanek (2016) were employed. The study found that most frequently used rhetorical devices in speeches were Pronouns, followed by Parallelism, Adjective (Degree), Anaphora and Rhetorical Questions, respectively. However, Synecdoche, Simile and Epanalepsis were the three types of rhetorical devices that were used the least. The data analysis shows that rhetorical devices in the speeches influence audiences' thoughts and views. These findings tend to indicate the importance of using rhetorical devices that could affect the attitudes and opinions of the audiences.

Keywords: Rhetorical Devices, Miss Grand International, Speech

บทคัดย่อ

ในปัจจุบันนี้มีการประกวดนางงามหลายเวทีที่ให้ความสนใจโดยหญิงสาวทั่วโลกและมิสแกรนด์อินเตอร์เนชันแนลก็เป็นหนึ่งเวทีประกวดนางงามที่รู้จักกันดีซึ่งให้ผู้เข้าแข่งขันได้กล่าวสุนทรพจน์เพื่อยุติสงครามและความรุนแรง การใช้วาทศิลป์ได้ปรากฏในการกล่าวสุนทรพจน์ งานวิจัยนี้มีวัตถุประสงค์ 1) ศึกษาการใช้วาทศิลป์ในสุนทรพจน์ของมิสแกรนด์อินเตอร์เนชันแนล และ 2) วิเคราะห์การใช้วาทศิลป์ในสุนทรพจน์ของมิสแกรนด์อินเตอร์เนชันแนล การเก็บข้อมูลเก็บจากวิดีโอคลิปและถอดความเป็นภาษาไทยทั้งหมดจำนวน 46 บทความ วิดีโอที่ใช้ในวิจัยครั้งนี้เลือกจากการสุ่มแบบเจาะจงตั้งแต่ปี 2014 ถึง 2018 กรอบทฤษฎีที่ใช้คือทฤษฎีวาทศิลป์ของ Harris (2016) และ Michalik and Michalska-Suchanek (2016) ผลการศึกษาพบว่าวาทศิลป์ที่ถูกใช้มากที่สุดได้แก่ การใช้คำสรรพนาม โครงสร้างคู่ขนาน ระดับคำคุณศัพท์ การใช้คำสรรพนามหรือหน่วยภาษาอื่นเพื่ออ้างอิงและคำถามเชิงโวหารตามลำดับ อย่างไรก็ตามอนุนามัย, อุปมาและ การทำซ้ำ เป็นกลยุทธ์ 3 ประเภทที่ถูกใช้น้อยที่สุด จากการวิเคราะห์แสดงให้เห็นว่าวาทศิลป์ในสุนทรพจน์มีอิทธิพลต่อความคิดและทัศนคติของผู้ฟัง ผลการศึกษายังชี้ให้เห็นความสำคัญของการใช้วาทศิลป์ว่าสามารถส่งผลต่อทัศนคติและความคิดเห็นของผู้ฟังได้อีกด้วย

คำสำคัญ: วาทศิลป์, มิสแกรนด์อินเตอร์เนชันแนล, สุนทรพจน์

Introduction

Language is a tool for communication between people around the world in order to connect with each other, and it is a key to help speakers to communicate with listeners. Additionally, in the language of persuasion, the speaker attempts to encourage the listeners to change their minds and attitudes by listening to the persuasive arguments put forward (Khomkamnak et al., 2019). Rhetorical devices play a very important role to lend aesthetic and empower the use of language in terms of persuading the audiences, viewers, readers and listeners. Also, persuasive and stylistic devices are used as techniques of language to convey a point and convince an audience or a listener more effectively (Mayuuf, 2015).

Moreover, rhetorical devices have been used for communication in many fields such as business, politics, and even for novels. Tom and Eve (1999) defined rhetoric as “the discipline of argumentation, and it is concerned not only with the message but with the determination of the most effective persuasive method of presentation and frequently incorporates the use of rhetorical figure or devices” (p.39). With regard to business, rhetoric is the discipline of linguistics which is important to attract customers. For example, a seller uses this strategy in advertising in order to influence consumers’

decisions to buy the products. In addition, the use of rhetorical devices has been used in persuading and brings more success in negotiation more effectively (Zulkipli & Arffin, 2019). Furthermore, a rhetorical device is a technique employed to evoke emotion by using words in a certain way to convey meaning or to persuade the readers or audiences. For instance, the speakers use many different types of rhetorical devices in their conversation to convey specific effects to the listeners. The process of giving messages, particularly with rhetorical devices or persuasive communication, is to provide shaping, thus reinforcing and changing others' response (Cano-Basave & He, 2016).

Likewise, Chetia (2015) demonstrated that a rhetorical device is a linguistic tool that employs a particular type of sentence structure, sound, or pattern of meaning in order to evoke a particular reaction from an audience. Furthermore, each rhetorical device is a distinct tool that can be used to construct an argument or make an existing argument more compelling. Whilst a writer or a speaker tries to inform, persuade, or argue with readers or audiences, they are engaging in the use of rhetoric. For example, if an audience has emotional reactions to a speech or they changed their minds about issues or topics after hearing the speakers, it means they have experienced the power of rhetorical devices. Indeed, a rhetorical device as a use of language is intended to have an effect on audiences. In addition to this, the goal of the persuasion, especially in speaking, is to convince the listener to accept certain point of views or recommendations. Therefore, rhetorical devices can add literary flavor to the texts, gratify audience's aesthetic needs, and deepen their impressions.

Moreover, rhetorical devices applied in the original text are replaced with new ones in the translation, thereby enhancing audiences' memory and also providing pleasure and gratifying aesthetic needs, involving emotion and enhanced memorization (Cui & Zhao, 2014). Additionally, rhetoric is originally held as a technique for the communication of speeches in order to influence the listeners' minds (Young, 2017). Hence, the use of rhetorical devices can take place in conversation, writing, advertisement and speech. In addition to this, the speech could be used in politics, and even in a beauty pageant such as Miss Grand International.

In life, beauty is linked with humanity from the past to the present time, and a beauty pageant not only presents the beauty of women but also shows intelligence and attitude towards the beauty pageant (Sukdarunpattha & Iamratanakul, 2017). The beauty pageants around the world have been improved with regards to the purposes of the beauty competition that represents the international beauty because female

beauty pageant contestants have to do more than just use their looks to succeed (Bowers, 2016). Likewise, Miss Grand International was first established in 2013 by the founder, Mr. Nawat Itsaragrisil from Thailand (Wirunmat & Chantaweerot, 2018). In this beauty pageant, all contestants participated in the swimsuit competition, the national costume competition, and an interview. In the final show of this beauty pageant, it consists of an introduction to the participants, top twenty semifinalists, swimsuit competition, top ten finalists, giving a speech to stop the war and violence, evening gown, top five finalists, to five finalist questions, and the crowning moment. In the round for the top ten finalists, all ten beauty pageant contestants, as the ambassador of this campaign, have to give their own speeches through the thorough Miss Grand International campaign, called "Stop the War and Violence". This is to influence people about these issues, such as the judges, the audience in the hall and people who watch them through the live show worldwide (Plodmusik & Common, 2018). The purpose of Miss Grand International is to promote the ideal of womanhood; it is one of the global beauty pageant competitions held to find the most beautiful woman on the international stage. Unlike other pageant, the top ten finalists of Miss Grand International have to give their own speech to stop the war and violence (Miss Grand International, 2016).

In this research, the study focused on analysis of the rhetorical devices as used in the speeches given by the top ten finalists in Miss Grand International through using of the theoretical framework of Harris (2013), and Michalik and Michalska-Suchanek (2016).

Objectives of the Study

1. To study the use of rhetorical devices strategies in Miss Grand International speeches
2. To analyze the use of rhetorical devices strategies in Miss Grand International speeches

Literature Review

Definitions of Rhetorical Devices

The definition of rhetoric was developed within the Greek and Roman cultures and has been transmitted throughout the centuries with specific terminology for certain contexts. Further, it is also a system of persuasive techniques which is an instrument of language. Many people as they listen, notice that rhetoric is rather old-fashioned and pedantic (Albashir & Alfaki, 2015). Likewise, Krutnet and Choochert (2020) demonstrate that language always relates to the human mind. For instance, if a speaker uses rhetorical devices in speaking, it can affect to a listener. The audience might agree or disagree from listening speeches. Furthermore, in political fields, politicians use rhetorical language before an election to show their vision or policies in order to persuade people to vote for them as members of parliament (Naksawat et al., 2016).

Currently, the use of rhetoric in language has become more important, for example, it has been used for advertisements which aim to promote products so customers believe and trust in the products. The use of rhetoric in speeches is more subtle and effective. As mentioned above, rhetoric has been used in everyday life because it is a branch of applied linguistics for organizing ideas (Farrokhi & Nazemi, 2015). The language of persuasion employed within rhetorical devices, is used to lead audiences to accept what the speakers have been saying to them (Wongthai, 2013). Peeples' (2015) suggested that rhetoric is the persuasive use of language and is an instrument of language. The art of persuasion has its own individual goals and perceptions. Persuasion is a process to make other people believe or trust in the same way, thus securing cooperation to accomplish corporate goals. In addition, persuaders use reason, credibility and emotional appeal to guide the audience towards adopting beliefs, values, attitudes or behavior which is often already subconsciously preferred by the person being persuaded (Legget & Rosanas, 2008).

Related Studies

There were many studies about rhetorical devices. The examples were Fengie et al. (2016), and Circugeda and Ruiz's (2013) studies that focused on rhetoric from Barak Obama's political speeches for identifying his speeches. The study showed that he used alliteration, simile, metaphor, metonymy, synecdoche, antithesis, and parallelism to convince people and deal with community people to believe in him. Likewise,

Taping et al. (2017) explored Hillary Clinton's concession speech and found that she used emphasis rhetorical devices to emphasize her purposes to make her speech distinctly and explicitly to the audience. Moreover, Liu et al. (2017) studied rhetorical devices in TED Talks television show from analyzing the transcripts for 2,123 videos and found that the linguistic style was the most frequent use, followed by emotion expression, phonetic structures, name projection, gratitude expression, rhetorical question and applause expression respectively. Besides, Valentien (2015) studied Emma Watson's magic spell in gender equality in the Heforshe campaign and it found that her speech included the rule of three, parallelism, and variation of personal pronoun. Lastly, Tonawanik (2015) studied rhetorical figures in taglines, and found that it can attract the consumers' decision making to buy products from their understanding of the products' concept and qualification. However, no research has been done on the use of rhetorical devices in beauty pageant. Therefore, the researcher would like to study in the use of rhetorical devices from the beauty contestants in beauty pageant.

The Theoretical Framework in the Study

The theoretical framework for this current study is underpinned by the rhetorical devices strategies presented by Harris (2013), and Michalik and Michalska-Suchanek (2016). In the study of Harris (2013), the rhetorical strategies are Antithesis, Hypophora, Simile, Metaphor, Parallelism, Rhetorical Question, Asyndeton, Anadiplosis, Polysyndeton, A Sentential Adverb, Synecdoche, and Epanalepsis. For Michalik and Michalska-Suchanek's (2016) study, there are many strategies of rhetorical devices in their works, but three strategies were employed in this study namely Pronouns, Adjective (Degree) and Repetition. All strategies were chosen to form main guideline used in analyzing rhetorical devices of this study. The definitions of each rhetorical term presented are described below:

1. Antithesis is contrasting the relationship between two ideas. It emphasizes the contrast between two ideas. The structure of the phrases or clauses is usually similar in order to draw the reader's or listener's attention directly to the contrast.

2. Hypophora is a question raised and answered by the author or speaker. The author or speaker raises a question and also gives an answer to the question.

3. Simile is direct comparison. Two things are compared directly by using "like."

4. Metaphor is a figurative expression that compares two different things in a figurative sense. Unlike a simile, the word "like" is not used in metaphor.

5. Parallelism is the way that parallel sentences are structured and it makes it easier for the reader or listener to concentrate on the message.

6. Rhetorical Question is a question without a direct answer. The speaker raises a question, but does not answer it directly as he or she already knows the answer. The answer is “Yes” and “No.” Rhetorical questions are used to provoke, emphasize or argue a point.

7. Asyndeton is a way that a writer or a speaker omits the use of a conjunction between words, phrases, or clauses.

8. Anadiplosis is the strategy that repeats the last word of one phrase, clause, or sentence at, or very near, the beginning of the next one.

9. Polysyndeton is the use of conjunctions between words, phrases, or clauses. It is the opposite of Asyndeton. The effect of using Polysyndeton is sharing and building up with feeling.

10. A Sentential Adverb is a single word or short phrase that is used to interrupt normal syntax from a pause or interruption in a sentence.

11. Synecdoche is a type of metaphor and it can be in short, portion, section or main quality.

12. Epanalepsis is an aesthetic that repeats the beginning word of a clause or sentence at the end.

13. Pronouns is a strategy that aims to direct the closer relationship between the speakers and the audiences purposefully.

14. Adjective (Degree) is a strategy that can persuade the audiences’ desire or demand.

15. Repetition is a strategy that repeats the given message to show its importance.

Methodology

Samples

In the unit of analysis, the samples of this study were collected by using purposive sampling from the clips in the final shows in speeches of Miss Grand International from 2014 to 2018. The speeches related to stop the war and violence campaign and presented in English by the top ten finalists were analyzed qualitatively and quantitatively. The data were collected from watching video clips in the period when the speeches were given and they were transcribed into the written language. The total numbers of five selected video clips lasted about sixty minutes.

Firstly, in Miss Grand International 2014, there were nine contestants who gave their speeches in English. Then, in Miss Grand International 2015, there were also nine contestants that gave speeches in English. Thirdly, in Miss Grand International 2016, all contestants in this year used English as a medium to give their own speeches. Fourthly, there were nine English speeches from Miss Grand International 2017. Lastly, in Miss Grand International 2018, nine contestants spoke English for their speeches.

Thus, the total speeches in this research were forty-six. However, four speeches from contestants that were not spoken in English were not included in this research.

Data Collection

The data were collected from the clips of the official website on YouTube.com of Miss Grand International from 2014 to 2018. The speeches were listed in a table to examine the use of rhetorical devices strategies by using statistics and calculated the frequency and percentage.

Data Analysis

The collected data were analyzed qualitatively from the frequency of the use of rhetorical devices relevant to the theoretical framework of Harris (2013), and Michalik and Michalska-Suchanek (2016) was examined qualitatively. The results and discussion are based on the score gained from the transcribed speeches for the rhetorical devices.

Results

The Occurrence of Rhetorical Devices in Miss Grand International

The results shown in Table 1 are categorized into fifteen strategies based on works of Harris (2013) and Michalik & Michalska-Suchanek (2016). The data collection was based on the clips of forty-six speeches about stop the war and violence campaign from Miss Grand International beauty pageant in the final show.

Table 1 Use of Rhetorical Devices in Miss Grand International speeches from 2014 to 2018

Rhetorical Devices Strategies	Frequency	Percentage
Pronouns	205	57.83
Parallelism	63	17.95
Adjective (degree)	27	7.69
Repetition	18	5.13
Rhetorical Questions	10	2.85
Asyndeton	7	1.99
Anadiplosis	6	1.71
Antithesis	3	0.85
Metaphor	3	0.85
Polysyndeton	3	0.85
Hypophora	3	0.85
A Sentential Adverb	2	0.57
Synecdoche	1	0.28
Simile	1	0.28
Epanalepsis	1	0.28
Total	351	100

From Table 1, it can be seen that the highest percentage (57.83%) was for Pronouns as the most common use of rhetorical devices strategies, followed by Parallelism which was 17.95%, and Adjective (Degree) which accounted for 7.69%. Repetition was 5.13%, and Rhetorical Questions accounted for 2.85%. Moreover, 1.99% was the use of Asyndeton and 1.71% was Anadiplosis. However, Antithesis, Metaphor, Polysyndeton and Hypophora had the same percentage (0.85%) and A Sentential Adverb was used in only two instances (0.57%). Lastly, only one case each of Synecdoche, Simile and Epanalepsis (0.28%) were found, meaning that they were the least used strategies in the speeches.

Discussion

The following extracts from speeches are presented to describe in detail of rhetorical devices used within the Miss Grand International from 2014 to 2018:

1. The use of Pronouns in this study consists of “we”, “our”, “us”, “you” and “your”. The use of these pronouns was remarkable, forming the largest number of rhetorical devices found in the speeches of the beauty contestants. Examples included:

Extract 1: **We** all deserve to live a happy life. No matter what country **we** are from or what **we** do or what the colour of **our** skin is.

(Miss Grand International, Speech 8)

Extract 2: **We** must put **our** pride behind **us** and start building a bridge that leads to peace and that starts with **you**. Let’s begin this journey by forgiving those who have wronged **us** and forgive them and live **your** life in peace and spread the message of love.

(Miss Grand International, Speech 12)

Due to the above examples, Pronouns are from a small subcategory of nouns and they can be substituted for other nouns. However, this study focuses only on the pronouns “you”, “your”, “we”, “us” and “our”. As speakers, they wanted audiences to get involved with their speeches by letting them to be part of the team by using these words to make audiences think and realize that they should be united together without distinguishing between nationalities and races. Consequently, the use of the pronouns “we” and “our” help to make audiences feel that they are in the same community. This evidence is clearly supported by Zulkpli and Ariffin’s (2015) study, and showed that this form of speech emphasizes that the contestants refer to themselves or their audiences as the part of the message.

2. Parallelism in speech is when the speakers use the word “and” to connect previous words or sentences. Examples included:

Extract 3: As for children, I want to see happy children because the world is full of **negativity, violence and destruction**. (Miss Grand International, Speech 29)

Extract 4: Today, I stand here knowing that it is my responsibility to fight for peace, to strive for peace in this world through *love, compassion, understanding and education*. (Miss Grand International, Speech 32)

Regarding the Parallelism Strategy, this is when the beauty contestants wanted to gain the attention of the audience and make that part of the speech stand out from the rest of it. Interestingly, this strategy can express several ideas in a series of similar structures. This was in line with Valiantien's (2015) study in that it can convey the speaker's points of view to the audience. With regard to extract 3, the speaker connected the word "negativity", "violence", and "destruction" which are the same parts of speech. In extract 4, the speaker also connected the words "love", "compassion", "understanding" and "education". From the examples, the words in Parallelism are in the same parts of speech which are nouns, and the speakers used the conjunction "and" in their speeches. Moreover, it can emphasize and express the important ideas of the speaker as well as make the speech more memorable.

3. Adjectives (Degree) as rhetorical devices are used to describe, identify, modify or quantify nouns or pronouns. The quoted instances are:

Extract 5: Even in *the smallest voice* when multiplied by millions can transform this world. (Miss Grand International, Speech 15)

Extract 6: Let's come together to make this world *a better place*. (Miss Grand International, Speech 20)

With the use of Adjective (Degree), the comparative and superlative degrees are used to compare two or more subjects or objects. In this way, the contestants showed that they wanted to compare one thing with another to enlighten audiences to see the differences. This agrees with the study of Tom and Eve (1999), it revealed that it is a right decision for people to stop the war. Moreover, in extracts 5, with the use of superlative adjectives, the beauty contestant used this to demonstrate to the audience that they believed in. For example, the speaker referred to "...the smallest voice..". Therefore, using superlative degrees shows the audiences that they can trust in the speech. Moreover, in extract 6, the speaker mentioned "...a better place." in the speeches using comparative degree to help promote the audience to believe in this speech.

4. With regards to Repetition, this is where words or phrases are repeated to emphasize the importance of speeches. For example:

Extract 7: All my life, I have dreamed to have the opportunity to give **a message** in front of millions of people. **A message** that can effect a change that starts with me tonight. (Miss Grand International, Speech 23)

Extract 8: **More and more women** are losing hopes and dreams. **More and more** women are losing their lives. (Miss Grand International, Speech 38)

With Repetition, this can help promote the meaning of the sentence and also strengthens its meaning. It shows the speakers repeat words because they want their speeches to reach the heart of the audience and to remember the points made. Extract 7 shows that the speaker used the word “message” twice to catch the audience’s attention. In extract 7, the speaker said “More and more women... More and more women” to identify that a beauty contestant and as an ambassador of the country, she represented the world that she wanted, a world that would listen to her messages in order to save the world from the war. This evidence is in line with the work of Taping et al. (2017) in the context, the speaker wanted her words to resound with the audience.

5. Regarding Rhetorical Questions, this refers to questions that the contestants ask without expecting an answer from the audience. These include:

Extract 9: What are we fighting for? What are we killing for?
(Miss Grand International, Speech 10)

Extract 10: Why is it so difficult for humankind to live in peace, tolerance, compassion? (Miss Grand International, Speech 31)

Based on the main reason for the use of Rhetorical Questions in speeches, the speaker wants to magnify the point, if the answer is glaringly obvious. In addition to this, it makes the speeches stand out, and these questions are often asked to emphasize a point. This kind of speech is also known as a question that does not have an answer. This evidence is supported by Wongthai’s (2015) study; the rhetorical questions in the examples show how the speakers have encountered the audience. As illustrated, it shows that speakers often ask questions, but they do not expect an answer and continued on

with their speeches. Other advantages of using the rhetorical devices strategy are to persuade someone and they can be for literary effect. When a speaker poses a question to the audience, they can spend some time in thoughtful contemplation.

6. With regards to Asyndeton in a speech, this is where the speaker did not use conjunctions in their speeches. Omitting a series of words, phrases or clauses, it is used to shorten a sentence and focus on its meaning.

Extract 11: All we need to do is to open our heart and spread the message of *love, peace, kindness* to one another. (Miss Grand International, Speech 37)

Extract 12: Let us honor that by choosing peace. Peace for *our homes, our children, our future*. (Miss Grand International, Speech 15)

The speakers used Asyndeton which can be an effective and useful tool when writing, in order to create a more concise, dramatic effect. This finding is in line with Albashir and Alfaki (2015), and it can be used to quicken the pace or emphasize a point. When drafting or revising, an author may look for ways to remove certain words from a sentence; omitting conjunctions can be an effective strategy which is known as asyndeton.

7. Anadiplosis is a word or group of words, located at the end of one clause or sentence, which is repeated at or near the beginning of the following clause or sentence.

Extract 13: Let's stop *the war* before *the war* destroys all of us.
(Miss Grand International, Speech 9)

Extract 14: We need to believe that one kind act can become viral and change someone's life, that person can change *a community*, that *community* can change *a country*, and that *country* changes this world. (Miss Grand International, Speech 25)

Due to the role of Anadiplosis, it can be the repetition of a single word or multiple words. As can be seen from extract 13, the speaker used the word "war" at the end of the first clause and then again at the beginning of the second clause. In extract 14, the speaker repeated the words "community" and "country" twice. This finding is in line

with Harris (2016), in terms of using the words or phrases at the end of the clause and at the beginning of the new clause.

8. Antithesis literally means “opposite.” Further, it is a rhetorical device in which two opposite ideas are put together in a sentence to achieve a contrasting effect.

Extract 15: They *need to fight for their dreams, not their lives*.

(Miss Grand International, Speech 24)

Extract 16: If people can learn *how to hate*, we must teach them *how to love*. (Miss Grand International, Speech 31)

Similarly, Antithesis emphasizes the idea of contrast by parallel structures of the contrasted phrases or clauses. The structures of phrases and clauses are similar, in order to draw the attention of the listeners or readers. In this part, the speakers used the contrasting ideas of “fight for their dreams, not their lives” in extract 15, and “how to hate ... how to love” in extract 16, in order to emphasize the significance of stopping the warfare for humanity. This evidence is consistent with the work of Tonawanik (2015) illustrating that this rhetorical device is intended to make the speech more encouraging and mesmerizing for the audience.

9. Metaphor is a type of comparison. In rhetorical devices, a metaphor is a figure of speech that is used to make a comparison between two things that are not alike but do have something in common.

Extract 17: I believe *love is the best medicine*. (Miss Grand International, Speech 4)

Extract 18: I believe *education is an important key* in our fight against the violence. (Miss Grand International, Speech 4)

For Metaphor, from the extract above, the phrase “love is the best medicine” in the extract 17 showed that the speakers symbolized “love” with “medicine”. Therefore, if people realized what love is, it could change people’s mind about warfare. As medicine, it can cure all people around the world. Furthermore, as can be seen in the extract 18, it shows that the speaker compares “education” as “an important key” which is the way to fight and is against violence for humanity. Based on the findings of this study, this is

in line with Mayuuf (2015) who demonstrated that metaphor can be used as a powerful language to make aspects clearer for audiences.

10. Polysyndeton is a literary device that uses multiple repetitions of the same conjunction such as and, but, if, etc, most commonly the word “and.”

Extract 19: They have lives **and** families **and** hopes **and** dreams.

(Miss Grand International, Speech 10)

Extract 20: Let’s begin this journey by forgiving those who have wronged use

and forgive them **and** live your life in peace **and** spread the

message of love. (Miss Grand International, Speech 12)

Polysyndeton is a stylistic device in which several coordinating conjunctions are used in succession in order to achieve an artistic effect. The examples are mostly found in literature and in day-to-day conversations. In a normal situation, the coordinating conjunction “and” is used to join the last two words of the list, and the rest of the words in the list are separated or joined by a comma. Considering the examples of the extracts above, it shows that the speakers use this strategy to create a pause. This finding is in line with Taping et al. (2017) that using Polysyndeton shows the power of the words.

11. Hypophora is a figure of speech in which a writer raises a question, and then immediately provides an answer to that question.

Extract 21: “Is it a good change?” “No.” (Miss Grand International, Speech 42)

Extract 22: And I wonder why? Why is there a war? Why is there violence?

Money, power, wealth? My answer is ‘No’. (Miss Grand International, Speech 45)

Using Hypophora is where a question is raised and then answered immediately. For instance, in extract 21, the speaker asked “Is it a good change?”, and then listeners answered “No”. While in the extract 22, the speaker used questions with the word “why” for three times and then she answered with the word “No” immediately. This evidence is related to Chetia’s (2015) study in that the use of Hypophora shows that the speakers asked the questions of the audience in the hall without waiting for an answer, they answer it themselves.

12. A Sentential Adverb is a literary rhetorical device, and often found in general literature and also general speech.

Extract 23: When we talk about war and violence, *of course*, everybody does not want to hear that and nobody needs to let it happen.

(Miss Grand International, Speech 26)

Extract 24: *In fact*, before migrating to America I did not know how to read or write in any language. (Miss Grand International, Speech 34)

A Sentential Adverb is sometimes controversial in grammar circles, mainly because sentences can function structurally well without them. The sentential adverbial, as a single word or a short phrase, modifies an entire sentence. The usual form interrupts normal syntax. It modifies the words closest to the adverbial, but the effect is on the entire sentence. According to Taping et al. (2017), this echoes the work of a sentential adverb that all examples have only one clause. That is because the mobility of a sentence adverbial is easiest for students to see in single-clause examples. Placement can become very complicated if other clauses are introduced and it is best to avoid explaining the complexities, at least in introductory lessons.

13. A Synecdoche is a member of the figurative language family. It is an odd word for what is simply using part of a whole to represent the whole.

Extract 25: Tonight, I want to tell you the story about *white paper*. *The white paper* must be grown up and colour the world with unity and harmony in diversity. (Miss Grand International, Speech 30)

With Synecdoche, the example above, addressing, the word “white paper” that used in Synecdoche comparing with the children or younger generation with the white papers, and the white papers refer to innocent children. This evidence accords with Harris (2016) who demonstrates that it acts as a message from the speaker to the audiences.

14. A Simile is one type of rhetorical devices that compares two different things by using the word “like” or “as”.

Extract 26: All the children born in this world are *like* white papers.

(Miss Grand International, Speech 30)

Using Simile in a sentence can be used a way to spark interesting connections in a reader's or listener's mind, and it is one of the most common form that can be found in poems or song lyrics and even daily conversations. The contestant used the word "like" to compare "children" with "white papers". Overall, in this sentence, the speaker uses simile as an effective rhetorical device that affects the minds of the audience. Furthermore, it creates an association between "children" and "white papers" to promote ideas that illuminate each other and enhance the meaning. Moreover, the audience's understanding of the meaning of the sentence is enhanced through the use of rhetorical devices. This is supported by the study of Fengjie et al. (2016) whereby simile is an essential literary device for both writers and speakers. Similes also allow speakers to create imagery for audiences through rhetorical devices that might otherwise be limited by just descriptive language. In other words, an effective simile eliminates the need for excessive explanation or description on the part of the speakers. Instead, by creating similarity through comparing two different things, an image is created for the reader to allow for greater meaning and understanding. This imagery is a powerful result of using simile as a literary device.

15. Epanalepsis is one of rhetorical devices in which the beginning of a clause or sentence is repeated at the end of that same clause or sentence, with words intervening.

Extract 27: *Mankind* must put an end to war before war will put an end to *mankind*. (Miss Grand International, Speech 2)

For Epanalepsis, the speaker places two words with repetition at the beginning and end of the sentence. Similarly, in a study carried out by Harris (2013), the speaker used Epanalepsis to place greater emphasis on a string of words or an idea. In particular, it is used for persuading audiences. Further, it could be aid memorization by the audiences as well as making the speaker's words more pleasing by adding to the feeling of rhythm and musicality. From the example sentence, the speaker begins the sentence with the word "mankind" and also ends the sentences with the word "mankind". According to the use of this word, the speaker repeats it twice so that people remember both the first and last parts of a sentence.

Conclusion

After analyzing forty-six Miss Grand International beauty contestants' speeches from the theoretical basis of rhetorical devices, this research identifies the most used rhetorical devices in all speeches. For example, with regard to Pronouns, the speakers tend to attempt to involve the audiences with their speeches in order to create rhythmical effect which can better attract the audience's attention. It uses of "you" and "we" is common in the way that the speakers and the audiences are closer to the speech as well as recognize the problems. The interpretation from giving speech is that the message establishes relation among people.

Furthermore, the speakers' speeches are more powerful and can persuade the audience. Using another rhetorical device, the speakers utilized Adjective (Degree) to show something in better ways to make their speeches more understandable in their own ways. Likewise, the speakers also employed other strategies of rhetorical devices in their speeches such as Metaphor and Simile to replace something and express their ideas in vivid ways. In addition, Rhetorical Questions and Epanalepsis are two strategies that used questions as the main strategies to attract the audience's attention. Other strategies including Pararellism, Repetition, Asyndeton, Anadiplosis, Antithesis, Polysyndeton, Hypophora, A Sentential Adverb and Synecdoche also help speakers to achieve their aims.

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