

‘Judgemental Category’ is the Major Concept in Ntozake Shange’s “For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf”

Ismael Hasan Alsanafi, Siti Noor Fazelah Mohd Noor, Zulida Abdul Kadir

Abstract: This paper aims to explore the frequencies of using the Attitudinal resources in Shange’s Postmodern American drama “For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf”. The purpose of that investigation is to make a comparative analysis among all three types of Attitude categories which are: Appreciation, Judgment, and Affect. In order to accomplish the role of being the spokesperson of black American women in the United States of America by delivering the real agony and oppression that those people faced because of their class, gender, and race. The playwright has presented and centered on seven black women who encountered some form of neglect, harassment, and abuse; either emotionally, sexually, or physically. The analysing process has presented that the playwright had utilized many linguistic resources; ‘Judgement’. This category is considered as one of the major Attitudinal systems in the discourse-semantic appraisal mode within Systemic Functional Linguistics (SFL) for interpersonal meanings. Judgement is connected with the evaluation of black women’s characters as well as their behaviours in this literary text. This article intends to discover the reason behind the heavy use of that category compared with the other two types of Attitudinal system. The paper has adopted qualitative and quantitative methods to conduct the objectives of the Attitudinal resources in the selected data sets. This paper has concluded that in the Attitude category, Judgement turned to be the most presentation system comparing with the other Attitudinal types which are Affect and Appreciation. Moreover, within the scope of Judgement ‘Propriety’ and ‘Tenacity’ have exceeded other judgmental subtypes.

Keywords: Attitude, Judgement, Shange, struggle, race struggle, capacity.

I. INTRODUCTION

“I create poems about Black women
which help us grow strong.
I create stories about Black women
Which make our daydreams as real as life”. [18,
p.78]

The above quotation was stated by the African American poet and playwright, Ntozake Shange, who appointed herself as an

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advocate. She aimed to give a voice for the speechless black women in the United States of America by sharing the black women’s experiences as well as their community of that time. Shange’s play was published in 1976, this time in particular and the decade of the 1970s, in general, was very important in America. It witnessed the emerging of the improvement of the status of African American women. During this period, the so-called second phase of Feminism, together with the Women’s’ Liberation Movement, which has attacked the predominant patriarchal system [2]. It is crystal clear that African American people in America and particularly women underwent suffering and violence outside and inside their own community. Starting from the 1960s onwards, the statuses of black Americans were completely changed with the assistance of emerging the two most productive movement in African American history and literature. Not in vain, the Black Arts Movement, as well as the Black Arts Theatre, encouraged many African American writers and particularly female playwrights such as Lorraine Hansberry, Suzan Lori Parks, Ntozake Shange, and Adriane Kennedy to describe the agony of black people in their literary works [3]. The current article attempts to figure out how did the playwright Ntozake Shange masterfully and successfully portray the bad stereotype of black African women to her readers/audiences. This paper aims to discover the linguistic resources which enabled the playwright to achieve his endeavours within the scope of the three Attitudinal categories (Affect, Appreciation, and Judgement). The prominence of this investigation is coming from the broad topic of feminism and womanhood due to the fact that black women’s struggle is suitable to different fields of human sciences. This study can add to the readers new ways of realizing and comprehending Shange’s drama “For colored girls” because the analysis process of this literary work relied only on the speeches within the text’s scope and neglected the other external aspects that may impact the written script. In this way, the obtained results are highly systematic and scientific. The considerable issue of this article is both, general and specific. The general problem is that the white American civilians were highly estimated and valued than black Americans, and that can lead to racial hostility and generate a diverse community in the same country. Consequently, the specific issue of this paper is that a black woman in America experienced another phase of oppression as being a woman in a highly patriarchal society. So, the black women were double marginalized and victimized because of their race as well as their gender too [4].

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The present study is utilizing Appraisal Framework by [19]. The authors have adopted this theory to figure out all the linguistic resources which are entrenched the structures of the discourses and to discover the agony and the struggle of African American woman. The adopted approach is going to examine all the protagonists’ discourses; (seven black women), in order to evaluate their language and neglect any other exterior aspects. The Postmodern American literary era has witnessed a number of courageous names who nominated themselves to approach black American issues with identity and especially women oppression. Some of these names are Hansberry, Kennedy, Shange, Parks, and other playwrights, by which they convincingly portrayed the persecuted black women in their community [9]. All the aforementioned playwrights had a strong belief that theatre and drama could have an essential weapon to change or at least improve the life of the black American people [12].

This paper is interested to have the following objectives as the scope of this article:

1. To explore the recurrences of Attitudinal propositions for the three systems (Appreciation, Affect, and Judgement) in the corpus.
2. To discover the subcategories of the exceeding system ‘judgement’ and give reasonable justifications for the obtained results.

The current paper comprises of six sections, and some of these sections are further divided into subbranches to cover all the paper’s requirement. The first section covers the introductory part by which it involves an overview of the whole study including a social and political environment of the black American, the general and the specific problem, aims and implications of the study. Section two is devoted to drawing the research questions that may limit the scope of this study. The third section is to relate the current study with relevant studies so as to specify the general gap in this article. All the selected literature review has Shange’s “*For Colored Girls ...*” as their main data sets. The fourth section is designated to explain the adopted method that is suitable for this paper and the way to analyse the data sets that intended to be investigated in this study. The fifth section is limited for discussions and findings of Shange’s play. The final section is devoted to drawing the general conclusion and the results.

II. RESEARCH QUESTIONS

1. What are the frequencies of each attitudinal category collectively; (Judgment, Affect, and Appreciation) in Shange’s play.
2. What are the prominent subsystems of the exceeding category; ‘Judgement’? What are the reasons behind that?

III. LITERATURE REVIEW

Reporting the relevant studies is considered one of the most important section for each study. The major target of this part is to gather all connected studies, identify weaknesses or gaps of other researchers’ works [6]. All the reviewed previous studies have 1976 Ntozake Shange’s Postmodern American drama “*For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf*” as their main data sets. The selected play for this paper recounted the story of seven black American women and what it is like to be in a different

race woman in America. The play focused to illustrate the oppression of those women in a form of poems to express their abuse, harassment, and neglect; either emotionally, physically, sexually or emotionally [1]. This play was considered one of the most studied literary pieces in American Postmodern drama, that was very clear when the analysts began the query with the assistance of the three research engines (IEEE Explore; ScienceDirect and Web of Science), researchers found out hundreds of studies have been tacked to examine this play. The analysts later utilized many filtering procedures to concentrate only on the studies that intensified on the aspect of women’s oppression for the last eight years and neglect the other in order to begin when the other researcher finish. Table 1 illustrates all the related studies with sequential system to present the general gap in the current article.

Table 1: Specifying gap

N	Researcher & year	Adopted Theory	Gap	Method	Strong & weak points
1	[13]	Black feminist theory	How patriarchal discourse lead to women’s suffering	Qualitative.	St. Sufficient examining of all characters in this text. We. The study considered the playwright as African American writers who write for black only.
2	[26]	bell hook’s (2004) notion of the cool pose	Criticizes the external factors, helped to destroy women	Qualitative.	St. The study considered Shange as American playwright who wrote for all people. We. Paper does not blame nor condemn black males but rather criticizes the external factors only.
3	[18]	Critical race theory	The importance of language in describing women’s oppression	Qualitative.	St. Utilizing scientific ways to conduct results by tallying and tabulating results. We. Considering this text is autobiographical which expressed the writer’s experiences only
4	[11]	Theory of black consciousness	Cross-sectionality of race	Qualitative.	St. The study focused on the speeches within the text’s scope and neglect other external aspects. We. Neglected the gender issue and focused on race and class aspect only.
5	[21]	Feminist theory	Gender is the main reason for black women’s oppression	Qualitative.	St. Offered adequate illustration of each character un the play. We. Considering gender issue is the main problem and neglect other issues.
6	[2]	Narration theory	Collectively of all seven women	Qualitative.	St. The study generalized the issue of black women to all oppressed woman in the world. We. Sex is the only issue that African American women had experienced.
7	[17]	Womanism theory	Mental illness was the main factor of women’s oppression	Qualitative.	St. The study has presented all psychological factors which impacted black women. We. Considering mental issue was only the problem of the black woman’s oppression.
8	[25]	Postmodern theory	Semiotic and linguistic deconstructions of the patriarchal ideology	Qualitative.	St. Adequate portray of black woman’s oppression and give the meaning of some hidden words. We. The study considered Shange as the racist writer wanted only to free black woman.
9	[1]	Feminist theory	The text is an allegorical play	Qualitative.	St. The study discovered ways of creating feelings out of abstract feelings We. Considering everything is a symbol and did not give any impact on reality.
10	[14]	Semiotics study	patriarchal Standard was the main factor of woman’s oppression	Qualitative.	St. The study established the Black Aesthetic by bringing in signs and symbols from the Black tradition We. Gave more interest to abstract things and neglect the concrete ones.
11	[18]	Racism theory	The race is the only problem of black women	Qualitative.	St. The study questioned the social values and explored human marginalization. devastation, and solitude. We. The paper paid more attention to race issue and neglect class as well as gender problems.
12	My current paper	Attitude system	Utilizing Appraisal framework	Mixed	St. Provides numbers and percentages of each type (Scientific way of analysis)/ We. It is highly valued to use the other 2 tools of Appraisal (Engagement and Graduation).

The outcomes obtained from all previous studies in Table1 are summarized as follows:

1. All the preceding literature reviews adopt qualitative mode method, the present study is adopted a mixed approach.
2. All the preceding researchers have utilized particular literary frameworks to be their lens to analyse their data sets, while this paper is utilizing Appraisal Framework.
3. All the prior articles paid more attention to the environments and factors outside the text scope. This paper is concentrating on the written speeches inside the text’s scope and neglect other external aspects.
4. Most importantly, all the prior studies have focused to portray black women’s oppression only. While this paper is having a stylistic tendency. The researchers are concentrating to present certain linguistic resources ‘Attitudinal’ that the playwright used in order to describe

her characters as well as their behaviours to her readers/audiences.

IV. BRIEF PLOT REVIEW

“For colored girls who have considered suicide/ when the rainbow is enuf”, 1976 is Ntozake Shange's first literary drama. This play was recognized as one of the most acclaimed literary work. It had a certain structure that is different from other plays due to the fact that there was not a traditional construction. Shange’s play did not have a continuous plot or sequences development. It involved a series of twenty monologue poems which was accompanied by dance and music movements [18]. This play recounted many challenges and obstacles that black American women have experienced throughout their lives [2]. “For color girls ...” was conducted by a group of seven black women characters.

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Those women were nameless, each one of them was recognized by her colour: ‘Lady in Purple,’ ‘Lady in Yellow,’ and so on. Each one of those black women was recounting one or sometimes more than one poem to express their bad attitude regarding certain case to the audiences/readers. The narrated poems dealt with rape, love, abandonment, domestic violence, and abortion [13]. In one way or another, many critics have considered this play as the main representative of black women’s oppression in the United States. It did not address only the racial issues inside the black American society but also discovered tensions of submission, segregation, and domination within the community in general [17].

In this play, the playwright; Shange has invented a new structure for recounting the play’s events, that she called ‘the choreopoem’. This new form consisted of combinations of poetry, song, dance, and music, and poetry. “*For color girls ...*” is autobiographical play in nature. Ntozake Shange has utilized certain experiences to reflect her own life. In spite of her social and political privileges, Shange’s life was entirely far from being happy, she grew up impacted by sexism and racism [18, 23]. Since the first performance of Shnge’s play on a stage. Many researchers and critics analysed Shange’s literary work through a feminist or black feminist theory only. Those theories are really concentrated on the patriarchy and recognized it as the major factor for black women’s struggle. However, gender issue was one of the most important aspects which led to marginalize those women with other two important aspects which were class and race [7]. However, this paper recommends to debating Shange’s play “*For colored girls ...*” throughout [19] Appraisal Framework. This approach is concentrating on the seven black women’s discourses; (characters in the play) in order to discover how could they express their emotion with each other as well as with black male friends that they met to figure out their persecution. To cautiously comprehend and examine the seven black women characters in a play as well as to achieve the main aim in this study which is to classify the play’s discourses according to the Attitudinal categories to discover the reason behind exceeding the ‘Judgement’ category upon others. The analysts plan to recognize and consider all the seven African American women characters as one social actor in the analysing spreadsheets, because of the following reasons: First, despite of their different geographical areas in America that those women came from, yet the black girls got varying personalities and attitudes due to their difference in experiences and background they were surrounded with. But all of them were struggling from the same persecution which was not geographically or environmentally specific. Second, [1] argued that “*For colored girls ...*” was a metaphorical literary work that all characters were abstract and were represented by the colour of rainbow such as the lady in yellow or lady in red and so on, that produced them as symbols. So, for that reason and to avoid the matter of putting unnecessary many numbers and percentages. All the seven black women are considered as one social actor, and consider all the black men that they interacted with those women as one social actor too. The obtained results may figure out how did the playwright has presented his characters who were responsible to deliver her message to the readers/audiences.

V. METHODOLOGY

Attitude is one of the most important categories of Appraisal framework. This system is broadly traced back from [19] Appraisal Theory. Appraisal is a recently developed analytical form derived from Systemic Functional Linguistics (SFL) [7]. This paper is designed to adopt a mixed method approach. The primary method in this study is a qualitative one. Qualitative research design emphasizes on "human beings: interpersonal relationships, personal values, meanings, beliefs, thoughts, and feelings. The qualitative researcher attempts to attain rich, real, deep, and valid data and from a rational standpoint, the approach is inductive" [16, p.143]. Moreover, a quantitative way of analysis the frequency of themes which happened in the selected data sets is also done. The quantitative design is accomplished by tallying and tabulating all the attitudinal elements that we will get in the analysing spreadsheet. Appraisal aims to portray numerous ways of linguistic recognition of interpersonal meanings in language use. Appraisal has three important categories, which are: Attitude, Engagement and Graduation [5]. Each one of these categories has certain subsystems as will be explained briefly below. Figure 1 gives an overall view of the whole Appraisal framework.

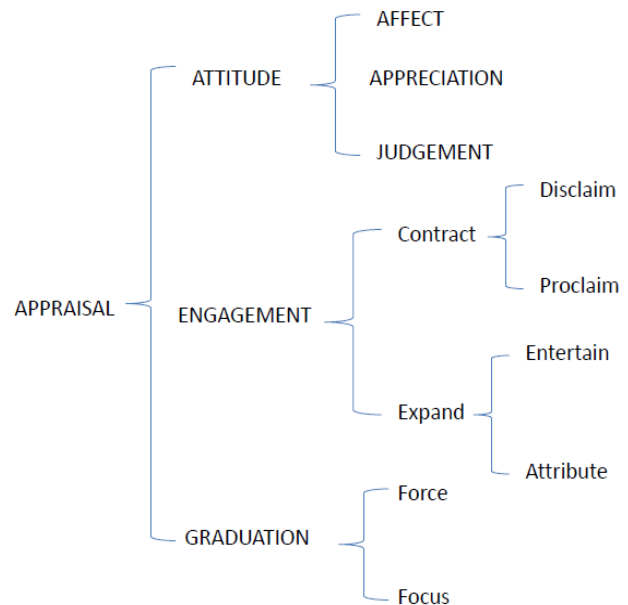


Fig. 1. Appraisal systems

A.Attitude

This category is "concerned with our feelings, including emotional reactions, judgments of behaviour and evaluation of things" [19, p. 38]. Attitude is probably considered as the most studied and important subsystem within Appraisal Theory [3]. It is the essence and major category of the Appraisal Theory. This category is our principal tool in this study. It is the umbrella term for evaluative language in attitudinal positioning in any written or spoken texts (see Fig. 2). This category is concerned with certain resources that might be considered of as praising or criticizing with their meanings by which writers or speakers direct either a positive or negative connotation of people, places, things, and states of affairs [15]. Attitude consists of three important sub-systems which are:



1. Affect

This category deals with passionate and emotional responses. This kind expresses the Attitudinal cases for presenting certain sentiments and emotions [5]. Affect is also sub divided into three other types, which concerned with: ‘Un/happiness’, which is connected with the heart’s affairs such as love, hate. ‘In/security’, is connected to human beings’ self-confidence and well-being such as trust, horror, fear. Finally, ‘Dis/satisfaction’, that is dealt with the pursuit of aims and goals such as please, satisfied, and so on [10].

2. Judgement

This category indicates the evaluation of human beings as well as their behaviours. While the Affect category is highly related to the feelings of the emoter, the Judgement category is to indicate emoter’s attitudes toward the description of other people as well as their behaviours [8]. judgement is also subdivided into two types which are (Social Sanction) and (Social Esteem) [19]. The social esteem points out the criticism or admiration without formal implications, and it is further divided into three systems, which are named: Normality, Capacity, Tenacity. The second type of Judgment is named, ‘Social Sanction’. This category includes assessments by indicating matters of legality/illegality, morality/immorality, or politeness/impoliteness [15]. it is further divided into two systems, which are named: Propriety, Veracity [5].

3. Appreciation

The last kind of Attitude system is called Appreciation. It deals with the assessment of objects [3]. However, this kind of attitude is not like the other prior two which are Affect and Judgement, due to the fact that this category does not concern with the description of people, their emotions as well as their behaviours. It is highly connected to the aesthetic quality of objects [8]. Appreciation is also further divided into three important types which are: Reaction, Valuation, Composition.

This study is limited to analyse the data sets with Attitude only. Though, the paper will describe some of the characteristics regarding the other two kinds of Appraisal. It is crystal clear from Fig. 2 that all the three subtypes of Attitude have their own subsystems.

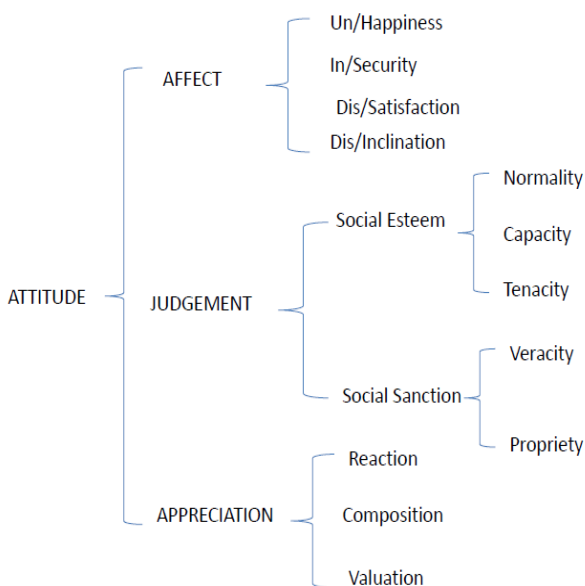


Fig.2: Attitude subsystems

The second essential type of Appraisal category is called Engagement. This system deals with certain linguistics resources that the writer or speaker utilizes to recognize her/his position with regard to the different proposals and propositions conveyed by text [6]. Moreover, Engagement means the positioning of the hearer/reader and speaker/writer in their relation to the content. It involves two important systems which are monoglossia and heteroglossia [20]. The final category of Appraisal framework is named Graduation. It is responsible for 'down-scaling' or 'up-scaling' Attitude and Engagement resources of the Appraisal system. This category is highly dependable on the on Engagement and Attitude. This category is also subdivided into other two important sections which are focus and force [8]. As we have mentioned before that this paper is going to adopt Attitude category only to analyse the data sets.

B. Breakdown of Shange’s play

The first and the final step of analysing process starts from the Shange’s play; “*For colored girls* “. After the deep reading of this literary piece, the analysts specified the most important social actors that all the text’s accidents revolved around. As this paper has determined before, all the play’s characters are going to be grouped together to form two ‘Social Actors’. The first represents all the seven black women and considered them as one figure. Thus, all of them have faced the same horrible experiences in a white patriarchy society. The second group is to consider all the male black friends that have been interacted with those women are the other figure in the play. Though those men are not the same, some of them were good and others were bad. All of those black males have impacted to form the disturbing identity of those women.

The second step is to classify Shange’s play into extracts; (statement). The selected statements indicate the discourse of the seven black women. Interestingly, all the spoke persons in the paly were those black women only. They were recounting their bad stories to the audiences/readers. The selected statements are going to be grouped into two types:

1. The statements recounted by the seven black women to describe themselves. Whether they have positive or negative connotations.
2. The statements recounted by the seven black women to describe black male friends. Whether they have positive or negative connotations.

The next step in the analysing process is to put these statements into the ‘Attitudinal Spreadsheet’ (see Table 2). Statement in the spreadsheet is further divided into models that involve a linguistic case of measuring in SFL. The last procedure is to collect all these propositions in the table to discover which Attitudinal category (Affect, Judgement, Appreciation) has exceeded the other and what is the reasons behind that.

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Table 2: Points out certain examples in the spreadsheet

Attitudinal Analysis						
Play “For colored gils”	Models	Appraised	Appraiser	App	Aff	Jud
it’s funny/it’s hysterical	it’s funny/it’s hysterical	Lady in brown	Lady in brown		Sec	
are we ghouls? children of horror?	are we <u>ghouls?</u>	Lady in brown				Norm
	children of <u>horror?</u>	Lady in brown	Lady in brown		Sec	
but sing her rhythms carin/struggle/hard times	<u>carin/struggle/hard times</u>	Lady in brown	Lady in brown			Ten

VI. FINDINGS AND DISCUSSION

One of the most important characteristics of any written or spoken texts is to establish a site of interaction between writers and putative readers [6]. Within each written or spoken script, a writer usually manages alignment and agreement with a potential or target readers/audiences. This kind of communication and interaction has been well addressed in an academic context by different researchers for numerous purposes such as Appraisal Theory [19]. Attitude is generally the most essential part within the Appraisal Theory and it is absolutely recognized the umbrella which covers most language assessment in any spoken or written texts. As we have explained earlier, Attitude consists of three sub-systems, which are: Affect, Judgement, and Appreciation [4]. The essence of the current part is to explore the semiotic and linguistic analysis of the adopted resources by tracing all the Attitudinal propositions in Shange’s “For Colored Girls Who Have Considered Suicide/When the Rainbow Is Enuf”.

The analysing process of Shange’s play reflects that the playwright has adopted all the aforementioned Attitudinal subsystems which are discussed and analysed successively. In this part, the analysts intend to collect all the selected data sets of the Attitudinal choices. All the obtained outcomes are shown below in a form of Figures and Tables, which includes a complete illustration of all the recurrences and the proportions of each one so as to make a comparison among these kinds. We can have then a crystal-clear picture regarding the ways that African American women were described; (the protagonist characters), to figure out which type has exceeded the other and what was the reasons behind that. The results are reinforced by some extracts taken from the play; [24] with their illustrations to deliver the major theme of this paper.

It is important to reconfirm that Shange’s “For colored girls ...”, though, all the spoken figures were the seven black women only. Those women were recounting twenty poems, each of these poems represented a story by itself to describe the ladies’ emotion, attitudes and feelings. All the stories explained the impact of poverty, lack of education, and unemployment which destroyed and influenced the identity formation of those black women [17].

Table 3: Classification of attitudinal resources based on their kinds in the play

Kinds	Appreciation	Affect	Judgement	Total
Recurrences	102	142	425	669
Percentages	15.24%	21.22 %	63.52%	100%

Kinds of attitude

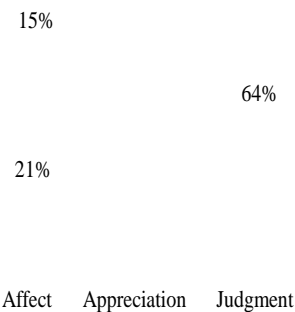


Fig.3: Kinds of attitude

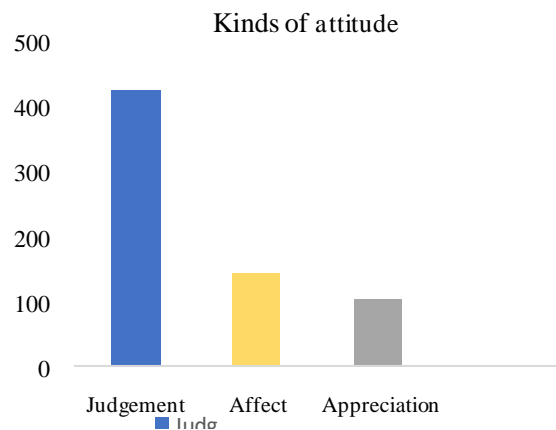


Fig.4: Kinds of attitude



Table 3 displays outstanding results, that judgement category has exceeded the other two attitudinal categories with a huge variation in the whole text. Nearly 64% of all the text’s Attitudinal propositions of analysis held Judgement system. The Table also points out the second place of *analysis* to Affect by almost 21% of all Attitudinal cases in the whole play. Lastly, Appreciation has adopted the final position with only 15% of all Attitudinal choices in this paper. Examples of each Attitudinal kind above-mentioned are as follows:

- (1) ... *it got soo hot* ... Appreciation
- (2) ... *are we ghouls?* ... Judgment
- (3) ... *i waz the only virgin in the crowd* ... Affect

It is crystal clear that (judgement’s frequencies) have been expected to be more recurrent, as this paper’s title has proposed from the very beginning. Judgement has covered the first place in the analysis process comparing with the other two kinds; (Affect and Appreciation). Affect’s resources have taken second place in the analysis process before the Appreciation resources which have taken the final place in the play’s analysis. The obtained results of analysis have been in accordance with the major tendencies of the playwright in “*For Colored Girls Who Have Considered Suicide/When the Rainbow Is Enuf*”. Talking about the current literary piece and its main corpus of analysis. Judgement category must be emphasized to occupy the first position in the analysing spreadsheet. This system is highly regarded as the medium by which Shange; the playwright has selected to convey her depictions of the seven black women as well as their male friends there with their actions in the text. Undoubtedly, this kind of literary genre; (drama) demands a huge number of instances to describe the black women’ activities, physical appearances, and their behaviours. [13] argued that Shange’s literary text was interested in certain aspects, that concentrated on the persecution of black ladies as well as tried to discover the young black lady’s voice and self. Shange; the playwright cannot reach that endeavours unless she adopted a lot on the characteristics of the judgemental system that focuses to describe human beings’ actions as well as behaviours [4].

Affect category has occupied the second position in the analysis process according to the percentage in Table 3 with 21% of all corpus of analysis. it is rational for many reasons. The major characters; (Seven black ladies), did not have to express their emotions directly to the readers and that will not serve the main theme of the play. The successful literary piece should reflect the real-life of human beings as well as must share the experiences of people there. Many people in ordinary daily life do not actually recount their internal feelings and sentiments in an extended way in their daily chats and conversations. Though, any literary drama is primarily established to express the actual situation of the targeted society [4]. Moreover, the margin is very huge between Judgement and Affect because as we have explained earlier that the playwright was concerned to deliver the oppression of her black characters rather than their own feelings only. Finally, the last position in the analysis process is occupied for Appreciation with (only 15%). It is reasonable because this literary work did not demand plenty of descriptions; (i.e. depictions of scenes, actions, and phenomena) that Appreciation is most concerned with.

Table 4: Classification of Judgement resources in the play

Kinds	Prop.	Ten.	Cap.	Norm.	Ver.	Total
Recurrences	139	112	98	70	6	425
Percentages	33%	26%	23%	17%	1%	100%

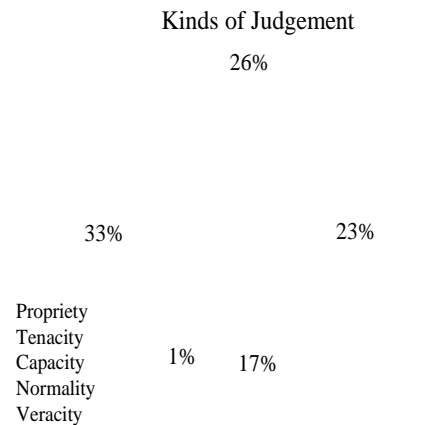


Fig.5: Kinds of Judgement.

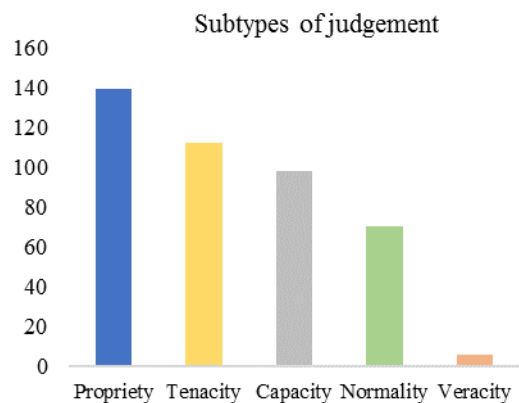


Fig.6: Subtypes of judgement

Based on the obtained outcomes in Table 3 which present out the exceeding of Judgement category upon the other two Attitudinal types. This part of the analysis is to go forward with the Judgement resources to figure out which sub-systems that the characters in the play most used when they intended to recount their stories to describe themselves to the audiences/readers. Table 4 shows that ‘propriety’ sub-system has exceeded other sub-kinds within Judgement category. It was clear that that Shange’s most interest subject matter was to depict a wide range of black women’s problems such as men manipulating black women, unrequited love, rape, seduction, unfaithfulness, unwanted pregnancies, abortion, the physical violation of black women, and abandonment [11, 21]. All the aforementioned themes are categorised below (Social Sanction) of judgemental system, that is why propriety resources have exceeded the other Judgemental subsystems. Examples of ‘propriety’ resources are as follows to give a vivid picture regarding the agony of black African women

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in the United States of America:

(1) *you gave it up in a buick?
yeh, and honey, it was wonderful.
we used to do it all up in the dark
in the corners...*

(2) *a rapist is always to be a stranger to
be legitimate someone you never saw
a man with obvious problems*

The first stanza was recounted by almost all the seven black ladies in the poem “*Now I love somebody more than*”. The playwright attempted within this poem to deliver and indicate the blurred and gloomy phrases of womanhood that those women lived in isolation from the outside society and they were required only when black male asked about sex. According to them, love is merely connected with physical aspects which end when the desire is satisfied [14]. While in the second stanza that was stated by also all the black ladies in the poem “*Latent Rapist*” to indicate that all the black women spoke the rape poem together confirming that this was not a personal story. All of them have experienced that horrible destiny. As a victim of rape, those black women cannot stand people and society looking at them violently, blaming them for the cruel action perpetrated. Furthermore, those black ladies cannot stand people and society looking at them pregnant. As a victim of rape, black women always have been accused to be the rapist and nobody ever dared to condemn the black male [21]. All the previous subject matters that Shanges’ play was interested in was labelled under ‘propriety’ sub-system that is why that type has exceeded other judgmental frequencies.

VII. CONCLUSION

So as to deliver the vivid picture of the seven black African American women. Ntozake Shange found herself compelled to adopt certain linguistics units ‘Judgement category’ that enabled her to depict the real agony and oppression of those people. However, the playwright as an African American woman was completely aware of the silence that was carried out through many years. Consequently, she was not frightened to speak up throughout her seven black characters and condemn what she has been experiencing in the black community, as well as the bigger picture of the patriarchal community. Shange also granted voice and united many black women against the violent and crude realities that many of those women used to undergo in silence. No way to achieve the playwright’s tendencies unless she needed to use the umpteen number of Judgement instances in this play. Many critics and readers have considered Shange’s play “*For colored girls...*” as a descriptive and therapeutic literary piece. It expressed the life of black women in the 1950s and 1960s. As being an instructor, the playwright was required to depict the oppression of the real society and show that to her audiences/readers to shape better statuses and identities for them in the United States.

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