



APPRAISAL IN THE JAKARTA POST ARTICLES ON NATIONAL EXAMINATION

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Abstract

This study is about appraisals which were used to evaluate the interpersonal meanings found in the article texts published in The Jakarta Post newspaper. It is aimed to answer mainly questions: what appraisals are used in the article texts? and what is the ideology of the of the article texts? The research design of this study is qualitative descriptive. Qualitative method is intended to unmask the text under analysis, while descriptive method is meant to describe the realization interpersonal meanings by using appraisal system as introduced by Martin and Rose (2003). The analysis was based on the system of appraisals which divided into three sub-systems: systems of *affect, appreciation, and judgement*. The analysis showed that the writers of the texts applied all of the appraisal devices (*systems of affect, judgement, appreciation, system of amplification, the source of attitudes system, taxis and logico-semantic relation system*) including the addressees of the appraisals, and the ideology of the texts. While the results of the analysis based on the appraisals devices indicated that most of the evaluation fell on the negative categories. Moreover, based on the ideological analysis, the writer of the texts seemed to refuse the implementation of national examination as the topic under analysis.

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INTRODUCTION

National examinations for the students of senior and junior high schools have attracted our attention of any levels such as government, legislator, and those who directly involved in this field like teachers, students' parents, and the students themselves.

To know people ideas about the issue, the reaseacher chose some article texts from *The Jakarta Post* newspaper (range from the year 2002 to 2011) because this newspaper has strong contribution to influence the opinion of the society.

Appraisals as a particular approach to explore, describe and explain the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationship (White 2001:1).

Appraisal systems introduced by Martin and Rose (2003) gives possibilities to examine texts more detail and accurate based on the linguistic evidences. We may have better understanding about what has been spoken or written by people, how they feel and give evaluations and judgements directly or implied.

Model of language is a theory of language in context, and suggests that language can only be understood in relation to the context in which it is used (Hammond et al 1992: 1). Thus different purposes for using language and different context result in different language texts. The construction of language texts in turn impacts on the context. There is thus a two-way relationship between text and context.

Language is used in a context of situation as well as a context of culture.As Hammond et al (1992: 2) explain that Halliday (1978) suggests that there are three variables within any context of situation that largely determine the language choices that are made in the construction of any language text. These variables function together and are responsible for the configuration of language features found in any text. This

configuration of language features constitutes the *Register* which consists of field, tenor and mode.

People use language to do communication and negotiate their ideas and thought. Matthiessen (1995: 1) says that language is a resource for making and expressing meanings relating to various aspects of social system. Halliday and Hasan (1976: 1) assert that a text in linguistics refers to any passage, spoken or written of whatever length, that forms a unified whole. Moreover, Halliday (1994:311) adds that the text is something that happens, in the form of talking, or writing, listening, or reading. When it is analyzed, people analyze the product of this process.

The analysis of this study will mainly be based on the clauses. People usually communicate their feelings, thoughts, or expressions with others using language. Gerot and Wignell (1994:82) state that the sentence is a unit of written language. Therefore, it is only applicable analyzing the written language instead of the concept of clause that is being applicable for both written and spoken languages. Halliday and Matthiessen (1999: 512) emphasize that the fundamental element of grammar is clause and it presents the parameter within which the processes may unfold.

Based on the two linguists, it can be concluded that people communicate their feelings, thoughts, and ideas in the form of clauses. Through clauses they create meanings in their communication. The whole clauses are arranged in the form of a text.

This study presented seven article texts that were broken into several chunks or clauses. They were analyzed to see whether there were appraisal devices. Gerot and Wignel (1984: 82) say that a clause can be defined as the largest grammatical unit and a complex clause is two or more clauses logically connected.

The mood element consists of two parts, the subject and the finite. Hence, the following two

sections are about structure of the mood and meaning of subject and finite.

Halliday (1994: 68-71) points out that when we use language to interact, one of the things we are doing is establishing a relationship between the person speaking now and the person who will probably speak next. According to Eggins (1994: 156), there are two essential functional constituents of mood components of a clause: a subject and a finite.

Attitude as Martin and Rose (2003: 24-25) explain, consists of three main types: resourcing for expressing feeling which is known as *affect*, resources for judging character which is considered as *judgement*, and resources for valuing the worth of things which is called as *appreciation*.

Ideology is a set of beliefs, values, and opinions that shapes the way of a person or group such as social class thinks, acts, and understands the world (Microsoft® Encarta® 2009). According to Fairclough (1995: 71) ideology is located in discursive events. This has the virtue of representing ideology as a process which goes on in events, and it permits transformation and fluidity to be highlighted. But it can lead to an illusory view of discourse as a free process of formation unless there are simultaneous emphases on structures. There is a textual variant of this location: ideologies reside in texts. While it is true that forms and content of texts do bear the imprint of ideological processes and structures, it is not possible to 'read off' ideologies from texts. This is because meanings are produced through interpretation, and because ideological processes appertain to discourse as whole social events – they are processes between people – not the texts which are reproduced, distributed and interpreted as moments of such events. According to Van Dijk (2001: 11) the usual approach to ideology is to study its effects on discourse forms and meanings, and how discursive structures may in turn contribute to the formation and transformation of

ideologies. However, ideologies are also at play when language users engage in the ongoing construction of context as subjective, as well as group sensitive, interpretation of the social situation.

Eggins (1994: 26-27) divides the kinds of genre into many different types as there are recognizable social activity types in our culture. There are: *literary genres*, *popular written genres*, and *educational genres*. Literary genres consist of short stories, romantic novels, whodunnits, autobiographies, ballads, sonnets, fables, tragedies, sitcoms. Popular written genres comprise of instructional manuals, *newspaper articles*, magazine reports, recipes. While educational genres involve lectures, report/essay writings, leading seminars, examinations, text-book writings.

Thus, the newspaper articles belong to the kind of genre which exists in the social activities. The study of article texts is closely linked to the parts of register, namely tenor and field of the text. Research in tenor seeks to understand the evaluation of the kinds of attitudes that are negotiated in the text.

METHOD

This study is discourse analysis. The design of this kind of research based on the model suggested by Martin and Rose (2003). It implemented qualitative and descriptive of investigation. Qualitative approach or method was used to uncover appraisal devices embedded in the text, while descriptive method was employed to describe the realization of the appraisal devices found in the text.

The data of this study are article texts taken from the Jakarta Post from 2002 to 2011 through downloading from the internet.

In this study the article texts were analyzed by using appraisal systems which is introduced by Martin and Rose (2003: 43) and the model of

analysis introduced by White (2001: 1), and the process of analysis was (a) Reading the text as a whole to have complete understanding and to make it easy for the next steps, (b) The texts are separated into clauses and rewriting them in the analyzing tables each of them is facilitated with columns for putting the appraising items, categorization of each appraisal device, and the appraised. The process of analysis includes the analysis of text based on the system of attitude (affect, judgement, and appreciation), the system of amplification (force and focus), and the system of sources (monogloss and heterogloss), (c) Encoding the appraising lexis by using bold for affection, *italic* for judgement, and underlined for appreciation; *bold and italic* for forcing graduation, bold and underlined for focusing graduation; *italic and underlined* for heterogloss engagement, bold and italic and underlined for monogloss engagement, (d) Cross symbol (X) is put to encode the process in the appropriate row, finally (e) the results of the analysis are to interpret and to draw the conclusion.

FINDINGS AND THE INTERPRETATIONS

The finding data of analysis based on the *system of affect* indicated that from 261 clauses, the positive affect was 105 (40.23%) and the negative affect was 156 (59.77%).

The analysis based on the *system of judgement* found there are 49 clauses evaluating people's character. This number consists of 20 (40.82%) positive judgements and 29 (59.18%) negative judgements. Accordingly, the analysis shows that there is almost balance between positive and negative judgements of the people.

The analysis on the texts based on the *system of appreciation* indicated that there are 138 clauses under the analysis made of 49 (35.51%) clauses are positive and 89 (64.49%) are negative. Table below shows more detail about the data.

Analysis the clauses based on the *amplification* found that there are 296 clauses expressing attitudes, while 104 (35.14%) of them are amplified by using system of amplification. It can be interpreted that the writers of the texts tended to use intensifiers (89.87%) in amplifying the force than other devices such as attitudinal lexis, metaphor or swearing. While for focus amplification, the writers of the texts only use little; it is 24.04%. To show that the ideas were important, high grading of intensifiers (78 clauses or 75%) were applied.

The results of the analysis of the texts based on the *sources of attitudes* showed that the writers of the texts use more monogloss (60.84%) than heterogloss (39.16%). It can be interpreted that the writers of the texts preferred to use their own ideas or opinions, but still give chances or invite others' ideas in forming the opinion to give emphasizes that the opinions formed are more objectives.

Text Analysis based on the Taxis and Logico-semantic Relations Systems showed that they are 573 clauses made of 306 independent clauses and 267 dependent clauses, the rest 75 clauses belongs to both parataxis and hypotaxis and are not analyzed since they have more than one meaning.

In logico-semantic relations system analysis, clauses are classified into expansion and projection. In expansion the relation can be extended through elaboration, extension, and enhancement. While in projection the relation of clauses can be wordings or ideas. From these findings, the interpretations of the text based on the analysis of logico-semantic relation systems are the writers of the texts use both parataxis and hypotaxis systems to obtain more subjects and more detail of ideas in clauses under discussing. Ideas of the clauses derive not only from the writers of the texts but also from others. It gives emphasizes to avoid the sense of subjectiveness. Based on the findings above which showed that the negative evaluations were more

than the positive ones can arise further interpretation that it seemed that the writers of the article texts did not agree with the government policy dealing with the existence of national examination and they felt disappointed with the implementation.

Addressee of Appraisal Analysis Based on the System of Affect. There are 261 targets or addressees in this analysis which can be classified into person, thing, and happening or the combination among them. Target of the texts tend to the things categories with 162 (62.07%) clauses, while in the second rank of the target is occupied by categories of persons; the third category is occupied by happenings. There is no target of state of affair.

Addressee of Appraisal Analysis Based on the System of Judgement. The objects of evaluation are dominated by students (57.14%) and teachers (16.32%). It makes sense as the students are the object of the treatment while teachers are the ones who have close relationship with the students in conducting teaching program.

Addressee of Appraisal Analysis Based on the System of Appreciation showed that the 33 (23.91%) targets belong to object and 105 (76.09%) targets can be categorized into process. Meanwhile, artifact and states of affair do not have any distributions.

The aim of the analysis of ideology is basically to depict the ideological stance of the Jakarta Post articles on national examination. This analysis was done by using of appraisal system particularly the use of systems of affect, judgement, and appreciation.

Ideological stances based on the analysis of appraisals tend to indicate the same findings among the parts of the system of appraisals. These findings are the results of analysis covering the systems of affect, judgement, and appreciation. Each parts shows that the negative evaluation is more dominant than the positive one. Meanwhile,

the ways of delivering messages, the writers of the article texts prefer to use direct expressions.

CONCLUSIONS

Based on the analysis of the selected article texts from the Jakarta Post towards the topic of national examination, it can be concluded that the writers of the article texts applied the *system of appraisal covering the attitude system, the source of attitude and amplification*. The system of attitude covered *the system of affect, the system of judgement and the system of appreciation*.

While the results of the analysis of the article texts based on the appraisals devices indicated that most of the evaluation fell on the negative categories.

Moreover, based on the ideological analysis, the writer of the texts seemed to refuse the implementation of national examination as the topic under analysis.

Language teachers need to achieve of appraisal system. With this system language teachers are able to negotiate their ideas in the social relationship by making interpersonal meanings. They, in turn, are also able to teach the students to know and to use the appraisal devices to express their feelings (affect), to judge the people's character (judgement) and to appreciate things (appreciation). By mastering the appraisal system, students are also able to understand others.

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