DEPICTING APPRAISAL SYSTEMS ON DESCRIPTIVE TEXTS FROM THE 12TH GRADE OF THE ENGLISH TEXTBOOK

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ABSTRACT

This study explains the appraisal systems especially the attitude types. Appraisal theory is the development of Systemic Functional Linguistics theory in the realm of interpersonal meaning initiated by Martin and White. This study used qualitative research with discourse analysis (DA) techniques. The object of analysis in this study is descriptive text of the English textbooks for senior high school students published by Erlangga 2017. This study employed a document analysis as a technique for collecting data. The findings shows that there were 26 systems of attitude which consist of 2 positive affect, 2 positive judgment, 1 negative judgment, 20 positive appreciation, 1 negative appreciation. The finding indicates that the higher appreciation was useful to achieve the communicative purpose of the descriptive text itself. To entertain the reader, the author use more appreciation to involve evaluating objects, performance, and natural phenomena that are displayed in the events in the story. It helps the readers involved in the stories and it was important for the readers to understand what the writers express their ideas in the stories.

Keywords: *Appraisal Theory, Attitude, Descriptive text*

INTRODUCTION

Descriptive text are familiar to students, because descriptive text have become part of learning material. Student who learn English are often involved in descriptive text analysis. This makes students only focus on each sentence written in the text. Usually in senior high school students are difficult to understand texts, especially descriptive texts, they are just trying to explain and read the text. In fact, analyzing descriptive texts is not only limited to that. Each sentence in the descriptive text has a meaning, there is a message or opinion from the author. When we understand it, we will feel directly involved and know the expression of

the author's feelings. According to Martin and White (2005 as cited in Magfiroh, et. al 2021) referring to attitude as a framework for mapping feelings as they are constructed in English texts. Therefore, the usage of attitude analysis is one of the research used to determine the sense of expression.

Appraisal is a system of interpersonal meaning. Appraisal is concerned with the evaluation the kinds of attitudes that are negotiated in a text, the strength of feeling involved, and the ways in which values are sourced and readers aligned (Martin & Rose, 2007, p, 63). It may be concluded that the act of evaluating language on discourse, which centered on attitude, feeling, and values, is how appraisal is negotiated with interpersonal meaning.

Appraisal system was included into Systemic Functional Linguistics (SFL) by Michael Halliday. SFL is one of analysis tools in the design of critical discourse analysis (CDA). CDA is the study of discourse (talk and text) and put the language as a form of social semiotic. In discourse analysis, the linguistics phenomenon studied is a text. It can be concluded that SFL is a tool that can be used to analyze text.

Texts are important means of education since texts are used as educational materials in schools and have a crucial place in language education. There are several types of text such as recount, report, exposition, discussion, narrative and descriptive texts (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011).

In this study, the author analyzed descriptive text. Descriptive text is a kind of text with a purpose to give information. This type of texts used to describe the people, places, or things in such a way that an image is formed in the mind of the reader.

Based on the description above, the researcher tried to find out a descriptive text of the English textbooks for senior high school students published by Erlangga 2017. This study is used SFL as the analytical tool for CDA. The researchers analyzed descriptive text from the realm of interpersonal meaning using appraisal theory, and focuses on attitude. Based on the background of research above, the research questions are formulated as follows:

1. What kinds of appraisal systems depicted in descriptive textbook?
2. What types of appraisal systems mostly used in descriptive text?

RESEARCH METHODOLOGY

This study used qualitative research with discourse analysis (DA) techniques. According to Creswell (2013) qualitative research is research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems. It concerns on what people talk through interviews, focus groups,

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diaries, social media or documents. Basically, this is the how discourse analysis (DA) can be used to examine qualitative data.

The object of analysis in this study is descriptive text of English textbooks for senior high school students published by Erlangga 2017. This study employed a document analysis as a technique for collecting data. According to Alwasilah (2011, as cited in Martiana 2013) document analysis is one of the methods for collecting data in qualitative study. In other to collect the data, the writer does some steps among others identifying the descriptive text of the English textbook for senior high school students published by Erlangga 2017, then justifying the research's core difficulty by selecting a clause from the descriptive text that is presumed to have an appraisal system. The last, data will then be tabulated, and the clause will be numbered as the final step.

FINDINGS

The data was collected from the descriptive text from 12th grade English textbooks for senior high school published by Erlangga 2017. The results of attitudes that consist of Affect, Judgment, and Appreciation are explained as follow:

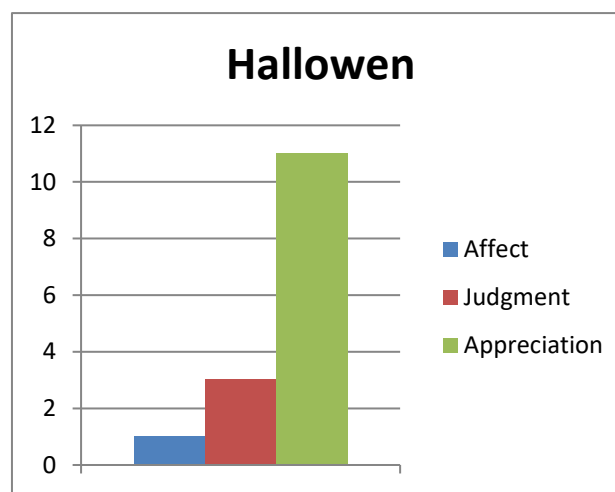**Figure 4.1**
Analysis results of text 1
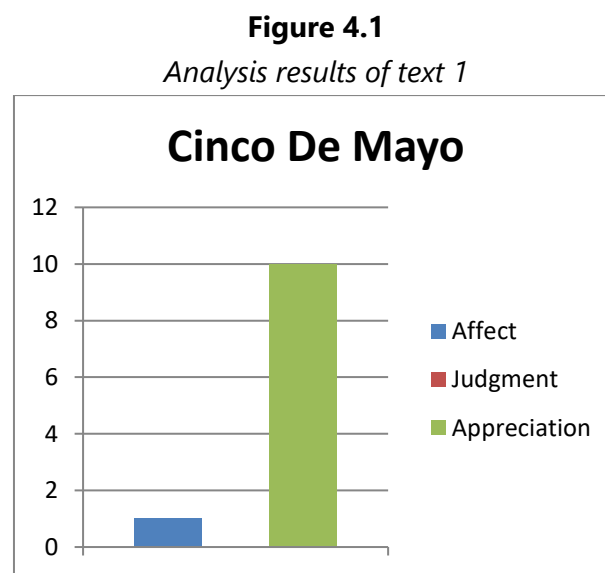
Based on the data from figure 4.1, it can be seen that there are three attitude from

text 1. The first attitude is affect, which is concerned with resources for emotions, or positive and negative feelings. In text 1, found to have 1 attitude for affect. This shows that in the text 1 affect is still low because it shows feelings about the activities of people involved. In addition, in text 1 after analyzing judgment is not found. Meanwhile, found 10 appreciation in the text. This shows that in text 1 appreciation is very influential because it shows an evaluation of the impact that is affected and the quality of the things involved. It can be concluded that appreciation is mostly used on descriptive text.

Figure 4.2

Analysis results of text 2

Based on the data from figure 4.2, it can be seen that there are three attitude from text 1. The first attitude is affect, which is concerned with resources for emotions, or positive and negative feelings. In text 1, found to have 1 attitude for affect. This shows that in the text 1 affect is still low because it shows feelings about the activities of people involved. In addition, in text 2 after analyzing there are 3 attitudes of judgment. This shows that judgment is still low. Meanwhile, found 11 appreciation in the text. This shows that in text 2 appreciation is very influential because it shows an evaluation of the impact that is affected and the quality of the things involved. It can be concluded that appreciation is mostly used on descriptive text.

As a realization of the attitude device, I have analyzed it based on text 1 and text 2, it can be seen below:

Text 1 (Cinco De Mayo)

Every year, Mexican people celebrate a holiday, called Cinco de Mayo. It is celebrated to commemorate the Battle of Puebla on 5 May 1862. It is not the anniversary of Mexico's victory against the French in 1867. It is also not the independence celebration which is held on 16 September. It is believed that the origins of Cinco de Mayo lie in the response of the Mexicans living in California in the 1860s to French rule in Mexico at that time.

Cinco de Mayo is a day to celebrate the culture, achievements and experiences of Mexican people who live in the United States. There will be parades, dancing, and festivals in Puebla and many USA cities with large Mexican populations. Some of the largest Cinco de Mayo celebrations are in Los Angeles, San Jose, San Fransisco, and San Antonio. Traditional Mexican food is often served or sold in this celebration. It's a fun holiday, really more about celebrating the Mexican way of life than about remembering a battle which happened 150 years ago. It is sometimes referred to as the 'Mexican St. Patrick's Day."

The examples below illustrate the analysis of affect category on text 1 in positive way.

POSITIVE AFFECT

Clause	Statements	Aff
P1, line 1	**Every year, Mexican people celebrate a holiday**, called Cinco de Mayo.	+ Satisfaction

The first clause (P1, line 1) shows that the feeling of goals about activities that people are engaged.

In addition, the proportion of the category 'Appreciation'. Below is the positive Appreciation found in text 1.

POSITIVE APPRECIATION

Clause	Statements	Appr
P2, line 2	It is celebrated to **commemorate the Battle of Puebla** on 5 May 1862.	+ Valuation
P3, line 3	**It is not the anniversary of Mexico's** victory against the French in 1867.	+ Valuation
P4, line 4	**It is also not the independence celebration** which is held on 16 September.	+ Valuation
P5, line 5	**It is believed that the origins of Cinco de Mayo lie in the response of the Mexicans living in California** in the 1860 to French rule in Mexico	+ Valuation

		at that time.	
P6, line 6	**Cinco de Mayo is a day celebrate the culture**, achievements and experiences of Mexican people who live in the United States.	**+ Valuation**
P7, line 7	**There will be parades, dancing, and festivals in Puebla** and many USA cities with large Mexican populations.	**+ Valuation**
P8, line 8	**Some of the largest Cinco de Mayo celebrations** are in Los Angeles, San Jose, San Francisco, and San Antonio.	**+ Valuation**
P9, line 9	**Traditional Mexican food is often served** or sold in this celebration.	**+ Valuation**
P10, line 10	**It's a fun holiday**, really more about celebrating the Mexican way of lie than about remembering a battle which happened 150 years ago.	**+ Reaction**
P11, line 11	It is sometimes referred to as the "**Mexican St. Patrick's Day**."	**+ Reaction**

The first clause, (P2, line 2), (P3, line 3), (P4, line 4), (P5, line 5), (P6, line 6), (P7, line 7), (P8, line 8), (P9, line 9) it shows the evaluation of value something. In addition, the clause (P10, line 10) and (P11, line 11) it show the evaluation of the impact that is affected and quality that is involved in things.

Text 2 (Halloween)

Halloween is always identified with pumpkins, candles, or black-colored decorations. Halloween is celebrated yearly on the night of 31 October or the All Saints Day Eve in some European and American countries. Halloween originated from a Celtic festival, known as Samhain. The festival was celebrated at the end of harvest season. The celebration marked the time to take stock of supplies and prepare for winter. It was believed that October 31 is the boundary between the worlds of the living and the dead. Gaelic people believe that the spirits of the deceased would come back and cause bad things, such as damage to crops. In the Christian culture, 1 November was celebrated to honor all saints. People made Samhain a celebration before they celebrated All Saints Day, and it became Halloween.

People usually make bonfires on Halloween. It was believed that the fire would help them to send away the spirits of the deceased who wanted to do bad things. At the same time, people wear masks and costumes to mimic the evil spirits.

On Halloween, children play trick-or-treat. It is a game in which children come to houses in the neighborhood asking for treats, such as bonbons or chocolates. If the home-owners do not give the any treats, they will play "tricks" on the home-owners. Traditionally, families will do Halloween shopping to purchase treats in preparation for trick-or-treat.

The examples below illustrate the analysis of affect category on text 2 in positive way.

POSITIVE AFFECT

Clause	Statements	Aff
P2, line 2	**Halloween is celebrated yearly on the night of 31 October** or the All Sainsts Day Eve in some European and American countries.	+ Satisfaction

The first clause (P2, line 2) shows that the feeling of goals about activities that people are engaged.

In addition, the proportion of the category 'Judgment'. Below is the positive Judgment found in text 2.

POSITIVE JUDGMENT

Clause	Statements	Judg
P14, line 14	It is a game in which **children come to houses in the neighborhood asking for treats**, such as bonbons or chocolates.	+ Propriety
P16, line 16	**Traditionally, families will do Halloween shopping to purchase treats in preparation** for trick-or-treat.	+ Propriety

In clause (P14, line 14) and (P16, line 16) the sentence show good behavior toward how ethical someone does something.

On the other hand, in descriptive text also conveyed the negative way. As in the first clause (P15, line 15), the sentence is categorized into negative it shows how ethical someone.

NEGATIVE JUDGMENT

Clause	Statements	Judg
P15, line 15	If the home-owners do not give them any treats, **they will play "tricks" on the home-owners**.	- Propriety

POSITIVE APPRECIATION

Clause	Statements	Appr
P1, line 1	**Halloween is always identified** with pumpkins, candles, or black-colored decorations.	+ Valuation
P3, line 3	**Halloween originated from a Celtic festival**, known as Samhain.	+ Valuation
P4, line 4	**The festival was celebrated at the end of the harvest season**.	+ Reaction
P5, line 5	**The celebration marked the time to take stock of supplies and prepare for winter**.	+ Reaction
P6, line 6	**It was believed** that October 31 is the boundary between the worlds of the living and the dead.	+ Valuation
P8, line 8	In the Christian culture, **1 November was celebrated to honor all sainsts**.	+ Valuation
P9, line 9	**People made Samhain a celebration** before they celebrated All Saints Day, and it became Halloween.	+ Valuation
P10, line 10	**People usually make bonfires on Halloween**.	+ Valuation
P11, line 11	**It was believed** that the fire would help them to send away the spirits of the deceased who wanted to do bad things.	+ Reaction
P12, line 12	At the same time, **people wear masks and costumes to mimic the evil spirits.**	+ Valuation
P13, line 13	**On Halloween, children play trick-or-treat**.	+ Valuation

The first clause (P1, line 1) and (P3, line 3) it shows the evaluation of value something.

In addition, in clause (P4, line 4), (P5, line 5), (P6, line 6), (P8, line 8), (P9, line 9), (P10, line 10), (P11, line 11), (P12, line 12), and (P13, line 13) it show the evaluation of the impact that is affected and quality that is involved in things.

NEGATIVE APPRECIATION

Clause	Statements	Appr
P7, line 7	**Gaelic people believe that the spirits of the deceased would come back and cause bad things**, such as damage to crops.	- Reaction

The first clause (P7, line 7) shows that the feeling bad because bad things will happen.

DISCUSSION

1. Kinds of appraisal systems are depicted on descriptive text

Based on the results of figure 4.1 and figure 4.2, it can be concluded that the type of appraisal systems is mostly described in descriptive text from English textbook for 12th grade students of senior high school, published by Erlangga 2017. In appraisal systems, the kinds of affect has two positive affect. Positive affect is realized on text representing the figure feeling toward activities that people are engaged. It is line with Martin and Rose (2005, as cited in Truly Armando Pasaribu 2020) deals with our feelings of achievement and frustration in relation to the activities in which we are engaged, including our roles as both participants.

Meanwhile, in appraisal systems kinds of judgment, there are two positive and negative affect in descriptive text from English textbook for 12th grade students of senior high school, published by Erlangga 2017. This shows that positive judgment is realized on text representing the figure good behavior toward how ethical someone does something. In addition, negative judgment is realized on text representing the figure how ethical someone. It is line with an Martin and Rose (2005, as cited in Truly Armando Pasaribu 2020) these sources express admiration, criticism, or praises.

On the other hand, in appraisal systems kinds appreciation can divided into our reaction, composition, and valuation. In text 1 and text 2, there are 16 positive valuation and 5 positive reaction in descriptive text of the English textbook for the 12th grade students of senior high school, published by Erlangga 2017. This shows that positive valuation is realized on text representing the figure evaluation of value something. In addition, positive reaction shows that the evaluation of the impact that is affected and quality that is involved in things. It is line with an Martin and Rose (2005, as cited in Truly Armando Pasaribu 2020) Appreciation involves "evaluation of semiotic and natural phenomena", according to the way they are valued or not in a particular field. It can be concluded that appreciation is mostly used on descriptive text.

2. Types of appraisal systems mostly used in descriptive text

To answer this questions we can see Figure 4.1 and Figure 4.2 the details of results analysis. The data show the result three types of attitude. First, the results of the data from

affect in descriptive text 1 are 1 positive affect. Meanwhile, in descriptive text 2 there are 1 positive affect. Second, the results of the data from judgment in descriptive text 2 are 3 consisting of 2 positive judgment and 1 negative judgment. Third, the results of the data from appreciation in descriptive text 1 are 10 positive appreciation. Meanwhile, in descriptive text 2 there are 11 appreciation consisting 10 positive appreciation and 1 negative appreciation. It can be concluded that the type of attitude is widely used in descriptive text is appreciation.

Based on the answer of research questions, appreciation is useful to achieve the communicate purpose in descriptive text. The researcher assumes that the author used more appreciation of expression in his writing, because easy to imagine within the story to get pleasure and information. It can be said that the writer expresses or imagines something more than judging someone. According to Febriani (2011:17, as cited in as cited in Rahayu et. al 2020) the purpose of descriptive text is to get the reader imagine within the story to get pleasure and information. Then, the other purpose of descriptive text is description gives a significant point of view because it transforms our feeling and extends our experiences Barbara (2004, as cited in Rahayu et. al 2020). It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely. To entertain the reader, the author use more appreciation to involve evaluating objects, performance, and natural phenomena that are displayed in the events in the story. It helps the readers involved in the stories and it was important for the readers to understand what the writers express their ideas in the stories.

Through the use of evaluative language, appraisal systems of descriptive texts taken from textbooks revealed how they offer a summary of attitudes, assessments, and context in the text. The use of attitudes in descriptive texts is still low, because overall only 26 attitudes were found by researchers from the two descriptive texts.

The researcher assumes that the author used more appreciation of expression in his writing, because easy to imagine within the story to get pleasure and information. It can be said that the writer expresses or imagines something more than judging someone. According to Fagley (2018) appreciation has been defined as acknowledging the value and meaning of something an event, a person, a behavior, an object, and feeling a positive emotional connection to it. So that students can learn more about certain textbook and develop their understanding which in turn can help them have a great learning experience, support students proficiency growth and to enable a complete learning experience. Therefore, the learning objectives taught by the teacher are achieved. This is in accordance with the function of the textbook itself to support the teaching and learning process.

CONCLUSIONS

Based on the description above, it can be concluded that all type appraisal systems devices are recognized in both of descriptive text, although there are several types of incomplete appraisal systems in the text, such as judgment. The data show that the total affect are 1 in text 1 and 1 in text 2. Then, the total of judgment are 3 in text 2. The last, the total of appreciation are 10 in text 1 and 11 in text 2. The finding indicates that the higher appreciation was useful to achieve the communicative purpose of the descriptive text itself. To entertain the reader, the author use more appreciation to involve evaluating objects, performance, and natural phenomena that are displayed in the events in the story. It helps the readers involved in the stories and it was important for the readers to understand what the writers express their ideas in the stories.

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