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The Employment of Appraisal System in Student Teachers' Talk in ELTAC Class

(A Case Study in English Language Across Curriculum Class in Universitas Negeri Semarang in the Academic Year 2017/2018)

a final project

submitted in partial fulfillment of requirements

for the degree of *Sarjana Pendidikan* in English

by

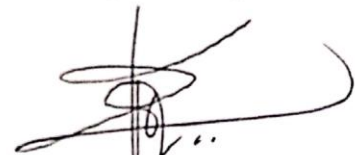Elyda Brilian Nugraheni

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2020

DECLARATION OF ORIGINALITY

I, Elyda Brilian Nugraheni, hereby declare that this final project entitled *The Employment of Appraisal System in Student Teachers' Talk in ELTAC Class* (A Case Study of English Language Across Curriculum Class in Universitas Negeri Semarang in the Academic Year of 2017/2018) is an original work of mine and has not been submitted in any forms for other degrees at any university or other institutes of tertiary education. Information is derived from the published and unpublished works of others has been acknowledged in the text and a list of references in given in the bibliography.

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APPROVAL

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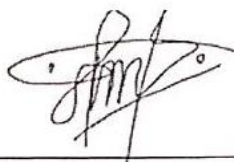   Fatma Hetami, S.S., M.Hum.
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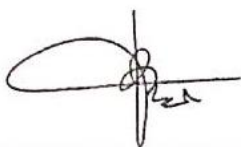   Dra. Sri Suprapti, M.Pd.
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MOTTO AND DEDICATION

Seeing people as teacher, their houses as school, then you will be able to learn

from every body, every where and every time.

-Andi Pangeran-

To

my beloved family.

ACKNOWLEDGEMENTS

At last, I hope that this final project will be useful to all the readers especially teacher candidates and English Departement students, any suggestions and critics are beneficial for this final project.

ABSTRACT

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Language plays substantial role in communication. This study aimed at finding out the language use of teachers' talks of senior TEFL major students of UNNES in taking their peer teaching practices by identifying the most frequent attitudinal resouces appearance using Appraisal System by Martin and White (2005) and the correlation between the most frequent attitudinal resouces based on the theory of Classroom Discourse by Cazden (2001).

The current study refers to several previous studies, especially the study of the identification of language use of teacher's talks in engaging the arrival students to talk and read book using Appraisal System which focusing on the employement of Attitude. Linked to the recent one which is identifying teachers' stances during peer teaching practices focusing on Attitude component.

This study is a qualitative study. The data were taken from four student-teachers' peer teaching performance. Four of twenty videos were selected and transcripted. In analyzing, there are 408 clauses and 245 attitudinal resources were identified.

The Findings revealed that Affect resources are found to be the most frequent Attitude component of Appraisal system in the student-teachers' talks during their peer teachings 42.9%, followed by Judgement in the second place 35.5% and Appreciation 21.6%. Dealing with Classroom Discourse, the component of Affect stands for personal feeling of teachers which shows initiation and motivation to students' participation, the component of Judgement shows teachers' reinforcement to increase students' capabilities and the component of Appreciation represents the teachers' valuation towards students' learning processes.

Considering the huge impact of teachers' talks during learning process, therefore, the study of teachers' talk using other components of Appraisal System is highly recommended.

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CHAPTER 1

INTRODUCTION

This chapter deals with introduction of the study, which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, scope of the study, definition of key term, and outline of the study.

1.1. Background of the Research

In communicating, language has a big role as a means of conveying meanings. Eggins (1994) stated that the fundamental purpose that language has evolved to serve is to enable us to make meanings with each other. It means that the language itself is not designed to exchange sounds, words or sentences but meanings.

In addition, language plays significant role in presenting someone's stance towards the subject he/she is writing or speaking (Wijayanto, 2016). Therefore, language becomes a benchmark of someone's domination and power in society. Being a teacher, for instance, as the director in conducted classroom activity, he/she has to manage good communication between teacher and students; students and students. As it is confirmed by Cazden (1988, 2001) in the theory of classroom discourse (CD) refers to the systematic study of classroom communication with its unique interactional rules and decontex- tualized language, the language use of a teacher should be convincing, effective and

understandable. This term is quite important, as it is one of the essential factors in contributing students' progress in learning.

In the context of CD, the implementation of spoken text has its own challenge since it concerns more in the time management for delivering speech and the perfect arragement for choosing the appropriate dictions. Since a teacher has been the role model for students, the performance of a teacher has an essential impact in a teaching progress. Since it is quite challenging for teachers, the management of language use of teachers also became quite stressful especially for student-teacher and teacher candidates who have not had enough experience in managing the class. The problems that are found during *Program Pengalaman Lapangan* (PPL) or training program for undergraduate students of educational program include the occurence of incomprehension between the trainer or student-teacher's explanation and students, the unconducive class due to the equivocal role of a teacher and many more which these can drive to the low outcome of learning activity. It is affirmed by Ovando and Ramirez (2007) that there are areas of the advancement of educational system which include (a) student performance, (b) teacher preparation programs as well as teacher certification requirements, (c) specific program accountability such as special education as well as other federal programs, (d) school fiscal equity, (e) teacher performance appraisal systems, and (f) principal leadership at all levels.

In analyzing text, Halliday created three metafuntions which each of them represents different meaning. They are Ideational meanings, Interpersonal meanings and Textual meanings (Halliday, 1985). Meanwhile, this study only

focuses on the realisation of Appraisal System (AS) as the extended theory of Intepersonal meanings that is used to evaluate language peformance.

According to Martin and White (2005), AS has three domains to evaluate language performance. They are attitude, engagement and graduation. In addition, the present study will concern to the employment of Attitude in student- teachers' peer teaching.

The analyzed data are taken from four transcriped videos of student teachers who conducted their peer teaching in English Language Across Curriculum (ELTAC) course in the academic year of 2017/2018. In analysing the transcripts, I will use the theory of AS by Martin and White (2005). Based on the research corpus, this study is a case qualitative study where the data are collected based on the actual field or phenomena. This study is also a discourse analysis study which examines the content and meaning in a discourse. The detail description of methodology will be presented in the Chapter III of Research Method.

1.2 Reasons for Choosing the Topic

There are several reasons to conduct the study using Appraisal System in analyzing the language use within peer teaching activity of student teachers.

Firstly, the term of AS draws many benefits in text discourse since this theory focuses on evaluating language performance. The use of this theory can be the base of self-reflection in performing language. For future teacher candidates, using this theory can gain and deepen their knowledge in delivering and intepreting speech especially within classroom activity.

Secondly, analyzing spoken text encourages the interest to surf linguistic practices. Speech as we know, it consists of two forms which are spontaneous and organized speech, this makes both researcher and readers are more critical and thorough in managing the aspects of speaking, consists of pronunciation competence, grammatical ability, vocabulary mastery, the fluently of speaking and the understanding the topic of speaking.

Thirdly, besides this can bring more awareness in using language in speaking, by studying appraisal system in classroom discourse or any discourse can build sensitivity and critical thinking about various things through text.

1.3 Research Questions

To facilitate the continuation of this study and the analysis process, the writer will discover the rising questions:

1. What is the most frequent component of Attitude in the AS that appears on student-teachers' talks during their peer teachings?
2. How are the relations between the frequent emergence of Attitude component and student-teachers' talks in the context of classroom discourse using CD theory?

1.4 Objectives of the Study

By conducting the study of discourse analysis in spoken text of student-teachers' speech performance, this study aims to discover the most frequent component that emerges of Attitude in AS by adding some intepretations. This study will use the Appraisal System theory proposed by Martin and White (2005).

By analyzing the emerged components that are found in the text will hopefully show the perception of interpersonal language held in classroom activity.

In doing discourse analysis, therefore, brings many advantages for scholars especially language program students. First, using AS theory as the main key to conduct the study offers many benefits since this theory is used to evaluate someone's speech performance and his/her impacts to society. Moreover, this knowledge not only can be used to analyse teacher or other written texts. In the professional world for instance, companies often apply this theory of appraisal system to assess the employee candidates. Second, we can use Appraisal System theory as our basic awareness in organizing words, phrase, clause that we use in our daily life.

1.5 Significance of the Study

Hopefully, this study gives benefits to the readers as follows:

1. Theoretically, the study hopefully can help to enrich the study of Systemic Functional Linguistic, especially about Appraisal System.

2. Practically, the study is expected to give new insight about teacher's role in a classroom especially in communication during teaching and learning process.

3. Pedagogically, the study is expected to provide better understanding about Appraisal System and Classroom Discourse.

1.6 Scope of the Study

In order to give a limitation of the study, there will be outlines from the object of the study and the theories use in analyzing.

The object that is taken for this study is from the video transcripts of student-teachers' peer teaching that are conducted by English education undergraduate students of Universitas Negeri Semarang (UNNES). The object to analyze is taken in the form of clauses, phrases and words from student-teachers' talk during their peer teaching performance. For the theories use in this study are using the theory of AS by Martin and White (2005) and the theory of CD delivered by Cazden (2001). As the base theory for conducting the analysis, AS, in this study only focuses on the emergence of Attitude component which is divided into three sub component, they are Affect, Judgement and Appreciation. Since this recent study is dealing with peer teaching, the researcher also applies

1.7 Definition of Key Terminology

1. The metafunction of Halliday has three meanings, they are (1) transitivity structures (ideational meaning) (2) mood structures (Interpersonal meaning) and (3) theme structures (textual meaning).

2. Ideational meanings are meanings about phenomena, process and circumstance around the happening things. It is realised in wording through Participants, Processes, and Circumstances.

3. Textual meanings, express the relation between text and context, it is realised through pattern of Theme and Rheme.

4. Interpersonal meanings are meanings which express a speaker's attitudes and judgments or semantics of interaction. These are meanings for acting upon and with others meanings are realized in wordings through what is called MOOD and Modality.

5. Appraisal system is the extended theory of Systemic Functional Grammar from Halliday in Intepersonal meanings scope which is used to evaluate text peformance.

6. Attitude of Appraisal System concerns with feeling and emotional reaction, judgements of behaviour and evaluation of things. Attitude is divided into three regions of feeling, affect, jugdement and appreciation.

7. Affect deals with recources for construing emotional reactions.

8. Judgement deals with assessing behaviour to various normative principles.

9. Appreciation deals with construing the value of things.

10. Classroom discourse, discourse which is defined within the context of classroom community.

11. Discourse Analysis is the analysis of text in a context.

1.7 Outline of the Research Report

This final project consists of five chapters. In order to facilitate the readers to understand the study, this study will be orginzed as follows:

Chapter I as the introduction of the study, it includes several points. Background of the study, which emphasizes the background of the rising issue, reasons for choosing the topics, the objectives of the study, significance of the

study, scope of the study, definition of key terminology, and outline of the research study.

Chapter II is the review of related literature. In this chapter, the researcher explores the things related to the subject. They are review of previous studies, theoretical studies, and the theoretical framework. Review of previous studies provides some studies that have been done by other researchers. Theoretical studies contain theories used in this study. They are Systemic Functional Linguistics, Metafunctions, Interpersonal meaning, Appraisal system, Classroom discourse, Discourse Analysis.

Chapter III which presents the research methodology which consists of research design, object of the study, unit of analysis, role of the researcher, types of the data, method of the data collection, procedures of the data analysis and triangulation.

Chapter IV is the findings and discussions. This chapter provides the findings of the research and the discussions towards text intepretation.

The last chapter of this final project is Chapter V which contains conclusion and suggestions.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The second chapter consists of three sections, they are the review of previous studies which about reviewing the former studies of related area; theories of the studies, provide theories to strengthten the present study; and theoritical framework is about how the reseracher does this research.

2.1 Reviews of the Previous Studies

In this chapter, I present previous studies of Appraisal System and Classroom Discourse which were conducted by scholars and experts. The conducted studies are presented in groups based on their similarities with the recent one.

2.1.1 Appraisal System

As mention in the Chapter 1, the study of Appraisal System has been used for long time by both scholars and experts. The use of appraisal system in analyzing text has various purposes. Through its function for evaluating text, some researchers used to seek hidden ideologies in texts and interpret the authors' stances. Those studies are conducted by both in spoken and written text. To see deeper the conducted studies, several related former studies is presented to strengthen the present study.

2.1.1.1 Appraisal System in Media Discourse

The journey of the use of AS stems from its use in the analysis of Media Discourse which initially introduced by Martin and White and their colleagues in the 1990s and 2000s. The study focused on evaluating media literacy consists of opinion posts, literature and speeches in mass media. This section will be differentiated into two texts, they are written and spoken.

However, starting with the study from Iedema, Feez and White (1994), they introduced the theory of Appraisal System to explore both objectivity and subjectivity within journalistic discourse, at that time, persuasive and argumentative text. The use of judgment, on the other hand was firstly published in this study to assess human behaviour by reference to social norms.

In present studies, the use of Appraisal System theory is broadened by employing other elements. Widya (2008), Metasari (2013), Wigunandi (2014), Wijayanto (2016) conducted their studies to diagnose articles in order to find personal stances. Those articles consist of opinions toward a certain topic in mass media. The findings of those studies show the polarities tendency of authors' attitude toward certain subject in mass media which are positive polarity and negative polarity. Meanwhile, Santosa (2011) and Widiastuti (2015) managed their studies in news item context, intepreting stances of character or party in certain cases from the emergence of the Attitude component and the social effect of journalists' written product which show that the expression of journalists' words affects an attitude assessment of the characters or parties he/she wrote. In addition, Benham and Bahar (2013), Rodrigues Jr (2013) and Ardianto (2014)

employed appraisal system theory to identify hidden meaning in literature which focuses on seeking the hidden ideology from both the writers and the community they live in. By contributing AS and focusing the ways of delivering meanings (evoked and inscribed), the former reserchers showed the hidden ideology and the way the author impresses their readers.

Furthermore, the spoken text in mass media include song and speech, the previous studies have been conducted by Priyatmojo (2011), Rahmawati (2016), Sitinjak (2018) who conducted the research of speech in mass media which have specific discussion about politics. The studies aimed to explore the stances of politicians, their power and domination over citizens. The positive findings represent positive and optimistic character of speakers, this also influences the way people assess the orators stance overall during their speech.   Therefore, Alves de Souza (2006) and Li (2016) broadened the analysis of spoken text in mass media in song discourse which about seeking the main attitudinal resources the songs the authors utilize to contrue and negotiate the feeling with their audiences. By employing the AS in analyzing, the attitudinal resources appeared mostly in the Affect of component of feeling which this empacts readers' feeling too.

According to these related studies about AS in mass media, this can be concluded that writers' attitude and ideologies toward certain topic in articles in mass media can be identified through evaluating appraisal devices. From taking the AS analysis, it can be seen the polarity inclination raised by the authors and the speakers which shows both of their attitude and ideology toward an event.

2.1.1.2 Appraisal System in Narrative Genre

Accroding to Anderson (1997), narrative is a piece of text, tells a story and in doing so, entertains or informs the readers or the listeners. The studies of employing AS in narrative genre have been done by Page (2003), Painter (2003) and Wiebe, et al (2006) who conducted researches employing Appraisal System theory which is proposed by Martin to evaluate language in spoken area. The similar objective of the conducted studies is in seeking the attitude of the speakers. However, Wiebe (2006) employed Appraisal theory to show expressions lay in the private states of language such as emotions, opinions, speculations etc. This case is broadened by Page (2003) who used the theory to seek the differences of women and men personality through narrating their childbirth experience. Also, Painter (2003) used to explore the meaning beyond early children conversation. The conclusions derive from the basic utility in concerning the appraisal system in society relationship, such as causal relations and generalizations.

2.1.1.3 Appraisal System in Educational Discourse

In educational discourse, the use of appraisal system theory brings benefits to investigating the characteristics of pupils, scholars, even teachers and lecturers through their language use in spoken and written forms. These related studies were conducted by Nakamura (2009) and Padmanabhan (2011) who examined students' attitude and stance to discover writer-reader relations and subjectivity through their written texts, and also examine the capability of scholars in choosing words in persuasive context. The studies showed that the background of the writers represents the way they convey the meanings, in this case is International

students or ESL/EFL students. In addition, investigating the identity of scholars occupies a position that is widely researched. The studies conducted by Liu (2013) and Lee (2015) who handled their research in students' work on argumentative and persuassive essays focused on analyzing the use of evaluative language in their written text and examining the stance through comparing between the low and the high grade of students. This analysis applied the component of Attitude and showed how the formal and persuasive the text of students.

In short, the use of Appraisal System to evaluate language brings huge impact to society since it is used many times to seek meaning beyond the text in various kinds of genre and context. Based on the former researches above, it is concluded that Appraisal System theory is a theory which uses subject perspective in the evaluation, hence the results can be bias and provocative, so that we cannot take the results as an absolute answer but an idea that can be a reference.

Since there are many terms about seeking ideology and author's stance using this theory, in this recent study, the researcher intends to try to apply this theory to analyze student-teacher's talk which initiated from the study of Chu (2014) who examined teacher's talk in classroom to engage the new arrival students. The method she used was focusing on the engagement system of Attitude in AS theory.

2.1.2 Classroom discourse

Classroom Discourse (CD) is a set of fundamental component to use in implementing teaching and learning process in the classroom. As to learning and teaching, the communication that happens in the classroom influences the course of classroom activity. This theory has been used to evaluate and develop the teaching and learning activity application. One of the basic terms the writer found in classroom discourse previous studies is in the oral management and interaction from both of the teacher and students. The studies were conducted to see teacher's skill in managing the classroom through speaking and interacting with the students. Hence, the importance of spoken discourse in the classroom determines the quality of the classroom itself. Nystrand (2006), Zhang (2008), Wagner (2010), Kiemer et al (2015), Lioyd et al (2016), Mickan (2016), Herbel-Eisenmann and Ong (2017) conducted the reaserch focusing on classroom talks considering the use of language and technique has an essential role in engaging students during teaching and learning, and in the quality of learning outcomes.

Linked to the work of Zhang (2008), Kiemer et al (2015), Lioyds et al (2016), Mickan (2016), and Herbel-Eisenmann and Ong (2017) who discussed the relation between classroom talk or spoken discourse and students quality, which the role of teacher here as the consultant and has the authority to manage the class brings a huge impact to the on going classroom activity. Added by Wagner (2010) who strengthened the existence of teacher stance influences the success of teaching and learning activity. Wagner who focused on the positioning and authority matters

within classroom. This emphasizes more to the interpersonal relationship between the teacher and the students.

In coclusion, the spoken discourse in classroom is considered as the most important component which has to be aware of. Teacher and students interaction is named as a central reason of students' interest and motivation which leads the outcomes of the learning process.

2.2 Theoritical Studies

The section of theoritical studies consists of elaboration of each theory used in this recent study, they are the theory of Appraisal System and theory of Classroom Discourse.

2.2.1 Discourse Analysis and Text Analysis

In order to gain connection, people as socialized individuals can do through speaking and/or writing in communication. The use of language in this case is substantial to connect with others, connecting to expert says about the basic purpose of language is enable us to make meanings with each other (Eggins, 1994). Discourse is considered to be an important area of the present language study. The term discourse is taken here to refer both to what a text producer meant by a text and what a text meant to the receiver (Widdowson, 2007). Seeing that discourse cannot be separated from texts and contexts, "discourse analysis therefore an analysis which is concerned with the study of relationship between language and the context in which it is used and it is not only concerned with the descriptions and analysis of spoken interaction but it is equally unterested in the organization of written interaction (McCarthy, 1998:3)"

2.2.2 Systemic Functional Linguistics

In analyzing the language, this study sees language from the SFL frame. SFL or Systemic Functional Linguistic is known as 'systemic' theory. SFL approach to language is concerned with how people use language and how language is structured for use. Systemic theory is a theory of meaning as choice. By which a language or any other semiotic system is interpreted as network interlocking option (Halliday, 1994: 116). SFL is applied in order to understand the quality of texts. Furthermore, through SFL, we can find out why a text means what it does and why it is valued as it is.

According to Eggins, systemic linguits see language as for main points.

> Systemic linguits suggest four main claims about language: that language is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using languages is a semiotic process, a process of making meanings by choosing (Eggins, 1994:2).

From these four points, it can be concluded that the systemic approach is a functional-semantic approach to language.

In SFL, langauge was characterized as a tri-stratal semiotic system, involving strata of meanings, strata of wordings, and strata of sounds/orthography (Eggings, 1994:81). The model of language is represented below:

Table 2.1 The Strata of Language

	Folk Names	**Technical Tames**
Content	Meanings	(discourse) Semantics
	Wordings (words and structures)	Lexico-grammar
Expression	Sounds/letters	Phonology/ graphology

(Eggings, 1994)

The table above shows that, in languange, meanings are the highest stratum of language which is realized as wordings and wordings are finally formed through sounds or letters. In technical terms, discourse-semantics are realized through lexico-grammar, which in trun are realized through the phonology or graphology.

The unit of analysis of each therefore are also different. In doing the analysis of discourse-semantics, the main unit is the text. Meanwhile, to analyze the lecixo-grammar, the focused unit of analysis is on the clauses. If we analyse the phonology, we can focus on the phoneme. The relations can be seen from the following table:

Table 2.2 Units of Analyses at Each Stratum of Language

Stratum	LANGUAGE	Unit of analysis/ description
Discourse-semantics		text
Lexico-grammar		clause
Phonology/graphology		phoneme/grapheme

(Eggings, 1994)

The model of SFL in social context has three genereal social functions of language use. They are:

1. enacting the social relationships

2. representing experience to each other

3. organizing text

Dealing with SFL in social context, Martin and Rose (2003) also create a tool for discourse analysis as SFL is viewed as an 'extravagant' theory which has the basic principle consist of two perspectives (Martin and Rose, 2003:3)

1. three levels of language : as grammar, as discourse, and as social context (known as the strata of language)

2. three general function of language in social contexts : to enact our relationships, to represent our experience, and to organize discourse as meaningful text (known as metafunction)

2.2.3   Language, Text and Context

Communication is people's main daily activity, besides to connect with society, it also used to share ideas. To optimalize the relations, language exists as a tool and provider used in communication. Using the language is typical, not exceptional, means people do not "just talk" or "just write". Any use of language is motivated by purpose so that it has meanings (Eggins, 1994).

In order to make meanings with each other, people need is text. In discourse analysis, text is not just a written language but also spoken language. Halliday describes a text as a functional language (1992:13) this means that text has

particular purpose. As it is also defined by Fiarclough that a text as a social spaces in which two fundemental social processes simulatneously occur: cognition and representation of the world, and social interaction (1995:6). Thus, it can be concluded that text is the linguistic products of everyday language events.

Using language therefore cannot be separated with the context. To have meanings, language is influenced by context surround it. Using language without paying attention to the context it may bring an ambiguity. That is why to intepret the language, we also need to take into account the context of use (Eggins, 1994:7). Besides, of course we also need to pay attention to the structure of a language. In addition, text is a language form which also always connected with the context.

2.2.3.1 Context of Culture (Genre)

Based on SFL, there are two kinds of context, context of culture (genre) and context of situation (register). Context of culture is seen from the perspective of culture, and is 'interpreted as a system of social processes' (Martin 1992b: 494 in). Thus, it is the way the social process happened. Since meanings are also influenced by the culture, people also need to consider the context of culture of use. In accordance with Gerrot and Wignell (1994), context of culture determines what we can mean through being 'who we are', doing 'what we do', saying 'what we say'. By considering the context of culture, we can interpret a text through who is talking in a text, what is he/she doing, what is he/she saying.

2.2.3.2 Context of Situation (Register)

The SFL model of register or context of situation correlates with metafunctions, in the proportions ideational is to field, textual is to mode and interpersonal is to tenor. Register describes the impact of dimentions of the immediate context of situation of a language event on the way language is used (Eggins, 1994: 9, 27).
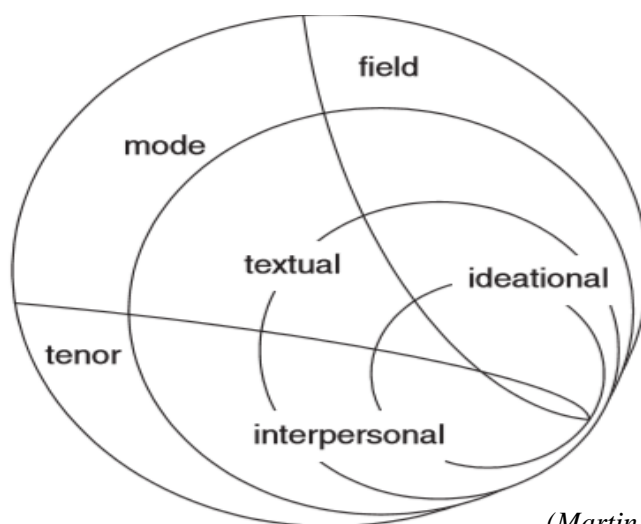
(Martin and White, 2005)

Figure 2.1 Metafunctions in Relation to Field, Mode and Tenor

Field is what the language is being used to talk about. Field is concerned with the discourse pattern that realizes the domestic or institutionalised activity that is going on. These activity sequences involve participants, process and circumstances. Mode is the role that language is playing in the interaction or how the language itself is being used or arranged. Mode deals with the channelling of communication within the form of spoken and/or written text, and is used as action or reflection. Tenor is the role relationships between the interactants. It

refers to who is taking part, to the nature of the communicative participants, their statuses and roles. (Halliday 1985b/9:12)

Those three register variables can be recognized in a text through a systemic relationship between context and text. In a text, the wordings simultaneously encode three types of meaning. They are Ideational meanings, Interpersonal meanings and Textual meanings.

1. The Ideational metafunction, to represent experience realized as field

2. The Interpersonal metafunction, to enact relationship realized as tenor

3. The textual metafunction, to organized text realized as mode

2.2.4 Appraisal System

Appraisal is an approach to explore, to describe and to elaborate evaluative uses of language. On the basis of the complementarities introduced above, appraisal as an interpersonal system at the level of discourse semantics (Martin and White, 2005: 33) which realizes variations in the tenor of social interactions enacted in text. It is focusing on negotiation and involvemnet. The negotiation complements appraisal by focusing on the interactive aspects of discourse, speech function and exchange structure (Martin, 1992b). Involvement complement appraisal therefore, focusing on negotiating tenor relations, especially solidarity.

The term appraisal is chosen because it can cover all the terms of all the uses of evaluative language (White, 1999). Through the recources of appraisal, the writer or speaker tells his/her reader or listener shared feelings, values and particular authorial identities or personae. The interpretation of the appraisal

recources depends on the social and ideological position of the reader or listener, they also depend on the co-text and context of a text.

As one of the three major discourse semantic resources construing interpersonal meaning alongside involvement and negotiation, appraisal is regionalised as three interacting domains, they are attiitude, engagement and graduation. Attitude is concerned with the feelings and emotional reaction, judgement of behaviour and appreciation or evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinion in discourse. Graduation deals with grading the phenomena where the feelings are amplified or blurred. To provide more information dealing with analysis the writer use in this study, thus the domain of attitude will be more explained.

2.2.4.1 Attitude

Attitude deals with the utterances that can be interpreted as indicating that people and their behaviour, thing, situation, action and event or state of affairs is to be viewed either positively or negatively. Martin (2003) defines attitude as the feelings and values that are negotiated with the readers. It means that the attitudinal utterances are the uttreances which can be interpreted as inviting the reader to make their own negative or positive assessments. Martin and White (2005) characterized the three semantic regions of attitude referred to as emotion, ethics and aesthetics. Those semantic regions are below:
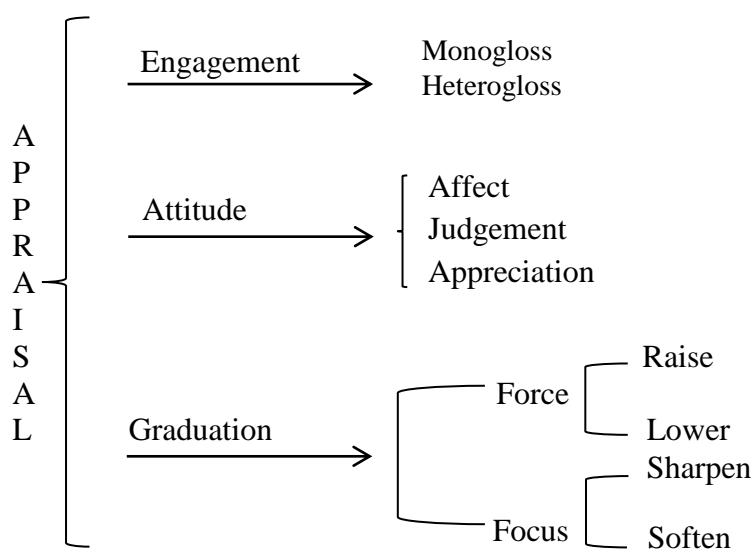
(Martin and White, 2005)

Figure 2.2 An Overview of Appraisal Resource

2.2.4.1.1   Affect

Affect is concerned with registering positive and negative feelings (Martin and White, 2005: 42). In terms of Halliday 1994, these realisations comprise modification of participants and processes, affective mental and behavioural process, and modal Adjuncts.

Table 2.3 The forms of affect

Affect as 'quality'

Describing participants	*a **sad** captain*	Epithet
Attributed to participants	*the captain was **sad***	Attribute
Manner of processes	*the captain left **sadly***	Circumstance

Affect as 'process'

Affective mental	*His departure **upset** him*	Process (affective)
	*He **missed** them*	Process (middle)
Affective behavioural	*The captain **wept***	Process

Affect as 'comment'

Desiderative	***Sadly,** he had to go*	Modal Adjunct

(Martin and White, 2005)

In affect, there are three main emotions:

1. Un/happiness, the feeling which involves sadness, anger, happiness, or love.

2. In/security, involves anxiety and confidence.

3. Dis/satisfaction, involves interest or exasperation. This category also includes the expression realized by mental processes of affection such as verbs of liking and hating.

Affect can also be sub-categorized in terms of whether the emotional response is 'realis' (to do with the here and now) or 'irrealis' (to do with possible future states) (Thompson: 2004,77).

To classify the emotions, Martin and White in their study in 2005 have differed six factors types of emotion which we can ask. They are :

1. Are the feelings positive or negative?

2. Are the feelings a surge of emotion or an ongoing mental state?

3. Are the feelings reacting to some specific external agency or an ongoing mood?

4. Are the feelings as more or less intense?

5. Do the feelings involve intention rather than reaction?

6. Are the feelings to do with un/happiness, in/security or dis/satisfaction?

Affect is a main aspect that is important in attitude because it focuses on the individuals feeling and emotional dispositions.

2.2.4.1.2 Judgment

Judgement is the region of meaning construing our attitudes to people and the way they behave their character (Martin and White, 2005). It is the evaluation of human behaviour with respect to social norms. Judgements of people can be positive or negative and can be expressed directly or indirectly in a text. In general terms of judgement can be divided into two, 'social esteem' and 'social sanction'.

1. Social esteem

Social esteem or personal judgement does not involve legal implications which means the actor will not be considered as sinful or criminally guilty (White, 1998:34). According to Martin & White (2005) social esteem includes these categories: 'how unusual someone is?' (normality), 'how capable they are?' (capacity) and 'how resolute they are?' (tenacity). In social esteem, admiration is the term to define positive assessment while criticism has the negative meaning. Also the assessment of social esteem tends to be policed in the oral culture, through chat, gossip, jokes and stories of various kinds of humour often having a critical role to play (Eggins & Slade, 1997).

2. Social sanction

This category on the other hand, most likely be found in a form of written text as edicts, decrees, rules, regulations, and laws about how to behave. It allows the actors to be judged as either sinful or criminal due its inclusion in legal matter. Social sanction consists of veracity 'how truthful someone is?' and proprierty 'how ethical someone is?'
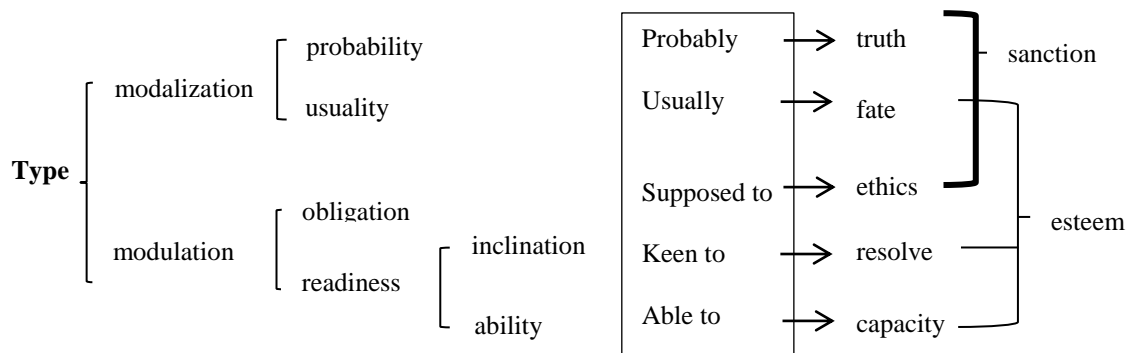
(Martin and White, 2005)

Figure 2.3 Modality and Types of Judgement

2.2.4.1.3   Appreciation

The term appreciation deals with our evaluation of things, especially things we make and performance we give, but also including natural phenomena (Martin and White, 2005). According to Eggins (1997:126), appreciation can be probed by the question "what do/did you think of that?"

Appreciation can be positive or negative and it can also express directly or indirectly. The system of appreciation itself is divided into three, they are:

1. Reaction

Under the question "do they catch our attention, do they please us?". Reaction expresses whether we like something or find something appealing (Eggins, 1997:127). It deals with attention (reaction: impact) and the emotional impact it has on us with the degree to which the text or process in question captures our (reaction: quality)

Reaction is concerned with the speaker's or writer's interpersonal response.

2. Composition

Composition is concerned with the texture of the text process, with the detail or balance, expressed through such evaluation as *harmonious, well-presented, unfinished, etc* (Eggins, 1997:127). focusing on the perceptions of proportionality (composition: balance) and the detail (composition: complexity) in a text/ process. Reaction is concerned with the textual response.

3. Valuation

This category of appraisal is concerened with the evaluation of the content or the message being put across (Eggins, 1997:128). It deals with our assessment of the social significance of the text/process.

2.2.5 Classroom Discourse

As an essential component in conducting the teaching learning process, classroom discourse has commonly used by teachers in managing the students to reach an object of student learning outcomes and values. The theory of classroom discourse is derived by Cazden (2001) talking about two different types of classroom discourse. They are traditional and non-traditional lesson. The traditional lesson refers to the using of a three-part sequence of talking: teacher initiation, students' response, and teacher evaluation or follow-up (IRE or IRF). On the other hand, the non-traditional lesson does not have the trial sequence in the calssroom (Cazden, 2001). In most secondary and primary schools use traditional lesson, thus the activity of classroom is dominated generally by the teacher, students have fewer opportunities to ask their own questions or generate subtopics (Gutierrez, 1994). This view is also supported by Wood (1992) and

Lemke (1990), who advocate teacher to use a less controlling type of discourse to encourage students' participation to the largest extent.

2.3 Theoritical Framework

The theoritical framework used in this study is summarized from the main theories which are used as a means of doing data analysis. In this case, the writer follows what has been suggested by Martin and White (2005) on Appraisal System, especially Attitude (Affect, Judgement, and Appreciation).

The theory of Martin and White (2005) is used to analyze the words realization and the kind of Attitude; Affect (Emotional State, Physical Expression, Extraordinary Behaviour and Metaphor), Judgment (Normality, Capacity, Tenacity, Veracity, and Propriety), and Appreciation (Reaction, Composition, and Valuation). This theory is used to analyse whether the kinds of Attitudes are positive or negative. The theoritical framework used in analysing spoken text that is University students' peer teaching work.

This study aims to describe 1) How Appraisal System is used focusing on Attitude's components to express University Students' Attitudes in peer teaching, 2) The relationship between the components and classroom discourse. In reaching the research objectives, the writer uses qualitative approach and descriptive elaboration.

The concept used in this case is within Systemic Fungsional Linguitics derived and developed by Michael Halliday, and expanded in its metafunction by Martin along with his friends since the late of 20th century. The work focuses

more on text evaluation employing the system of attitude, graduation and engagement.
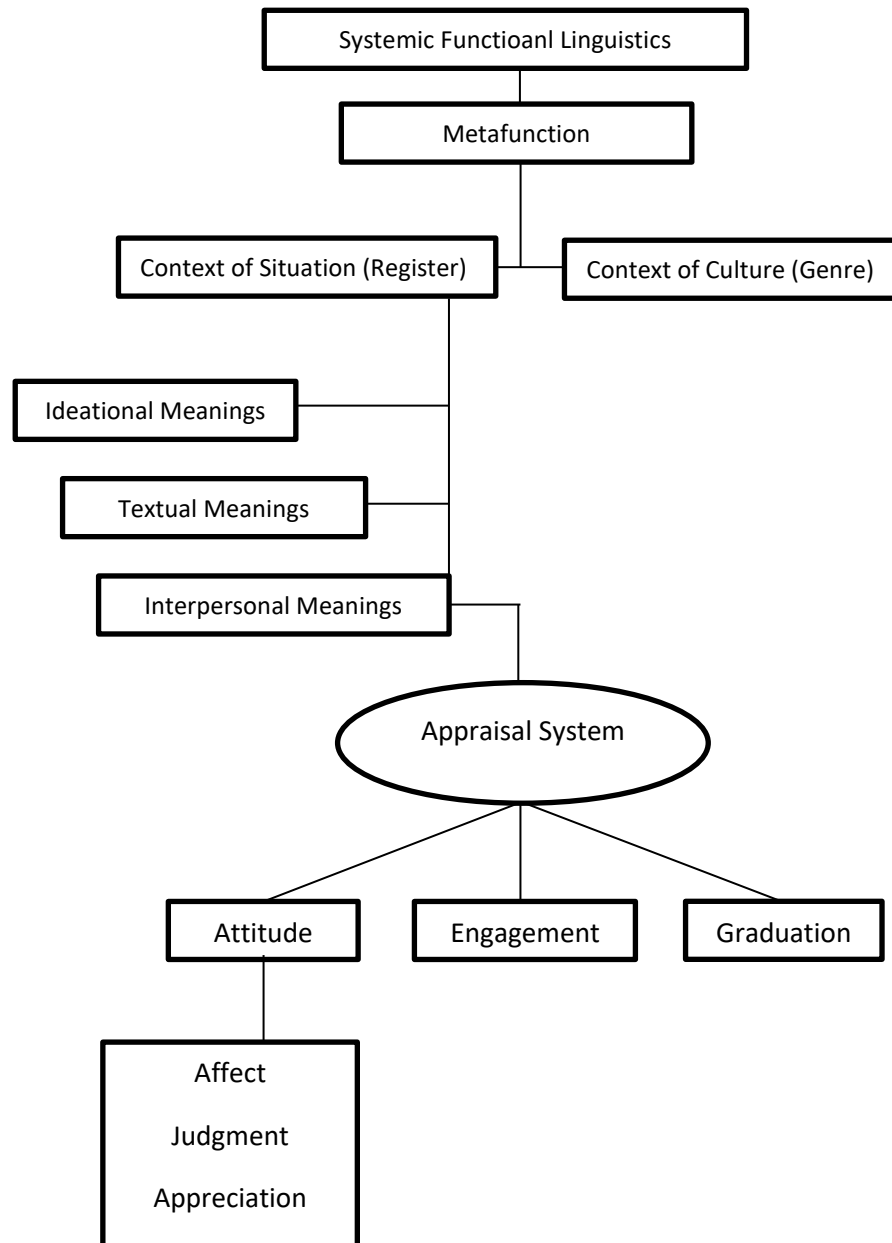
Figure 2.4 Appraisal System Framework

CHAPTER 3

METHODOLOGY

The third chapter consists of the research design, object of the study, unit of analysis, role of the researcher, types of data, method of the data collection, procedure of the data analysis and triangulation.

3.1 Research Design

This research focuses on appraisal system realization on student teacher's talk in peer teaching in English Language Across Curriculum (ELTAC) subject. To discover the realization of the meaning in the student teachers' talk, the researcher provides descriptive elaboration of their realizations occur in the data. Thus, the analysis uses the qualitative descriptive approach in the form of text analysis.

A qualitative research therefore, is a kind of research which aims to explore and understand the meaning of individuals or groups dealing with a social or human problem (Creswell, 2008). This research consists of data collection procedures which the result is open-ended or non-numerical data. The resaerch describes the data as they are without any interference to findings. The analysis uses non-statistical method (Domeyei, 2007), that is of text analysis, in which this study will analyze the text form using appraisal system (Martin and White, 2005).

3.2   Object of the Study

The object of the study are video transcripts of student teachers' talk in the ELTAC subject which was conducted by undergraduate students in English department of Universitas Negeri Semarang in the year of 2017/2018. The analysis will be focusing on student teacher's language use during classroom activity. Four videos are taken as the sample to analyze. The videos of peer teaching consist of teaching sociology, teaching mathmatics, teaching biology and teaching Japanese language. This research will show how the attitudinal resources are realized in teacher's talk and how language operates in classroom discourse.

3.3 Unit of Analysis

The spoken texts which are produced from teacher's talk of undergraduate students are transcribed and analyzed using Appraisal: Attitude System. The unit of analysis is on word, group of words and clause level which contains attitudinal resource.

3.4 Role of Researcher

The researcher works in this study has a role as a data collector, an analyst and a writer. As a data collector, the researcher collects the data of spoken text form which are taken from student teacher's peer teaching activity in the classroom. As an analyst, the researcher analyzes the data in order to get the answer of the problems. In this case, the analyst analyzes the appraisal system in the context of classroom discourse that is realized in student teachers' speech peformance.

Furthermore, the researcher roles as a writer who writes the conclusion and complete the report based on the research finding.

3.5 Procedures of Collecting the Data

In order to gain the data, the researcher uses the procedure of collecting the data, those are:

a. Documentation

   The reseracher in this study observes the presentation by documenting through audio-visual media or video.

b. Transcription

   The process of trancribing the taken audio-visual product of student-teachers' peer teaching performance.

c. Listing

   The transcribed data of student-teachers role presentation are listed into clauses to ease the analysis process.

d. Identifying

   The researcher, after that, began to identify the appraisal system focusing on the attitude component in the context of classroom discourse and analyze the realization and the meaning of each student-teacher's talk.

3.6   Procedures of Data Analysis

In conducting the analysis, the analyst has several steps to take. Those steps are explained as follows:

(1) Reading the transcription text of students' presentation

(2) Breaking the texts into clauses

To ease the analysis process, the spoken languages used by the students are divided into clauses:

(i) Thank you for your attention

(ii) Thank you for your participation

(iii) See you next week

(3) Analysis

The analysis begin with underlining and bolding the words/ phrases/ clauses/ attitudinal resources which are assumed to contain Appraisal values. The underlined resources are next classified into certain Appraisal types based on their classification such as affect, judgment and appreciation in the given table below.

Table 4 The Analysis of Appraisal System

No	Clauses	Attitude		
		Types	Explicitness	Polarity
1	Okay			
2	**Good morning** students.	Affect: Hap	Inv	+
3	How are you all today?			

Each column is explained as follows:

'No' refers to the number of each coloumn of analysis for each clause.

'Clause' stands for clauses produced from teacher's talk which will be analyzed.

'Types' refer to the types of attitude (affect, judgement, appreciation) and the component of each type (affect: happiness, satisfaction, security, desire; judgement: normality, capacity, tenacity, proprierty; appreciation: reaction, composition, valuation).

'Explicitness' refers to the way the meanings are delivered. It consists of inscribed and invoked.

'Polarity' stands for the positive, negative or ambiguous values which lay within attitudinal resources.

(4)   Presenting and discussing the results of the analysis

To present and discuss, the researcher uses informal and formal technique. The informal technique here is the way of compiling writing using casual words even though with its technical terminology. On the other hand, formal technique is the use of signs and symbols in order to simplified the analyzis (Sudaryanto, 1993:145)

Therefore, in order to simplify the analysis, the researcher provides abbreviations as follow:

+	'positive attitude'		
-	'negative attitude'		
Amb	'ambiguous attitude'		
Inv	'invoked'		
Ins	'inscribed'		
Des	'affect:desire'	Ten	'judgment: tenacity'
Hap	'affect: un/happiness'	Ver	'judgment: veracity'
Sec	'affect: in/security'	Prop	'judgment: proprierty'

Sat	'affect: dis/satisfaction'	Reac	'appreciation: reaction'
Norm	'judgment: normality'	Comp	'appreciation: composition'
Cap	'judgment: capacity'	Val	'appreciation: valuation'

In presenting the findings, the reseracher will elaborate the results of analysis of each type of attitude by providing the table of analysis results as follows in apendix while in the Findings section, the researcher will only provide it in the form of percentage:

Table 3.1 The Results of Affect

AFFECT			1	2	3	4	TOTAL	PERCENTAGE
No. Video			1	2	3	4	TOTAL	PERCENTAGE
Desire	Inscribe	+						
		-						
		Amb						
	Invoke	+						
		-						
		Amb						
Happiness	Inscribe	+						
		-						
		Amb						
	Invoke	+						
		-						
		Amb						
Satisfaction	Inscribe	+						
		-						
		Amb						
	Invoke	+						
		-						
		Amb						
Security	Inscribe	+						
		-						
		Amb						
	Invoke	+						
		-						
		Amb						

After elaborating the results of each component of attitude, the researcher then provides the total frequency of the appereance of attitude component, the table as follows:

Table 3.2 The Percentage of the Most Frequently Appeared Component

Attitude	
Affect	
Judgement	
Appreciation	

In counting the results of each component, the researcher uses the following formula:

$$X = \frac{N}{\Sigma N} \times 100\%$$

In which :

X   = Percentage of component frequency

N   = Number of existed component

ΣN   = Total number of attitudinal resources

3.7 Procedure of Reporting Data

 1. Presenting the table

     In the sub section of Finding, the researcher will present the table of analysis results to display the appereance of attitudinal resource and table of precentage of attitude frequency to support the analysis of appraisal system.

2. Discussion

In the sub section of Discussion, the researcher will descriptively elaborate the table of results analysis from the sub section of Finding and interpret the relation between the results and the context of classroom discourse.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter contains the findings and discussions of the employment of Appraisal System within peer teaching that is conducted by undergraduate students of English education. This chapter elaborates the answer of each research problem stated in Chapter One. The work of the analysis of the data is provided in the appendices. However, the calculation of the analysis is provided in this chapter and grouped based on each component of attitude i.e. affect, judgement and appreciation. The findings of the analysis are interpreted and inferred to draw the conclusions.

4.1 Findings

The findings are divided into two points. The first point presents the frequency of appereance of each Attitude component in teacher's speech performance while doing peer teaching. The second point explains the relation between those components and teacher's presentation in classroom discourse context. Also, the researcher provides some examples that are taken from the data to support the explanation of the findings.

Firstly, according to the analysis of student-teachers' talk in their peer teaching, it shows the overall percentage of the emergence of Attitude's components. The finding is showed below:

Table 4.1 The Percentage of Attitude Components

Attitude	
Affect	42.9%
Judgement	35.5%
Appreciation	21.6%

The table above shows overall emergence of Attitude's components which is dominated with the appearance of Affect (42.9%) and followed by Judgement (35.5%) and Appreciation (21.6%). For further details of each component, the researcher will present it below.

4.1.1 Attitude Resources Employed in Student Teachers' Talks in Peer Teaching

As stated previously, the researcher only focuses on the employment of Attitude resources contained in teacher's talk. It consists of three components. They are affect, judgment and appreciation. The findings of Attitude analysis portrayed author's feeling which contains positive, negative and ambiguous polarities; inscribed and invoked. In addition, this part answers the first research question about what the most frequent Attitude component appears is.

4.1.1.1 Attitude (Affect, Judgement and Appreciation)

In this study, researcher took 4 of 20 samples of peer teaching videos which represent the existence of attitudinal resources in student teachers' speech performance. The 4 videos of peer teaching contain the video of teaching sociology, teaching mathmatics, teaching biology and teaching Japanese language.

There are 408 clauses are recorded. Those clauses contain 245 attitudinal resources which are the data of analysis.

4.1.1.1.1 Affect

The component of Affect encompasses the feeling of desire, happiness, security and satisfaction which seemingly appear in student teachers' speech performance. The result of the use of Affect in each peer teaching video is displayed below:

Table 4.2 The Findings of Affect Analysis

	No. Video		1	2	3	4	TOTAL	PERCENTAGE
Desire	Inscribed	+	2	10	13	8	33	31.4%
		-					-	
		Amb					-	
	Invoked	+	2		5	13	20	19%
		-					-	
		Amb		5			5	4.8%
Happiness	Inscribed	+	1	8	1		10	9.5%
		-					-	
		Amb					-	
	Invoked	+	1		1		2	1.9%
		-					-	
		Amb					-	
Satisfaction	Inscribed	+					-	
		-					-	
		Amb					-	
	Invoked	+	3	2	5	2	12	11.4%
		-		1			1	0.9%
		Amb					-	
Security	Inscribed	+					-	
		-					-	
		Amb					-	
	Invoked	+			2	3	5	4.8%
		-		1	7	6	2	16	15.2%
		Amb		1			1	0.9%

TOTAL	**105**	**100%**

Based on the table, all four feelings of Affect are employed in studemt teachers' speech. The emergence of these feelings is happened in all positive, negative and ambiguous polarities. The explicitness of language use also happen both in inscribed and invoked ways. By the total of attitudinal resources of affect is 105 lexises, the researcher elaborates the results based on each video.

In video one, it shows that from 11 attitudinal resources, the component of positive invoked satisfaction appears dominantly which occurs 6 times in the data. Meanwhile, the least frequent components appear in video one are positive invoked happiness, positive inscribed happiness and negative invoked satisfaction which each of them only appears one time.

Different from the first video, the second and third videos record positive inscribed desire as the emergence of dominant frequency. Each of them shows 10 and 13 times of appereance. Other than that, the least frequency of Affect components are positive inscribed happiness, positive invoked happiness and invoked ambiguous security.

As being the dominant component in the second and third videos, the component of desire also seems to dominate its existence in the forth video. The component of invoked positive desire appears 13 times, and the least frequencies are positive invoked satisfaction and negative invoked security.

In short, the finding of frequent component of Affect which occurs from video one to four shows that the component of Desire has the most frequent appearance in student teachers' speech performance during their peer teaching. The existence of Desire, therefore, is various in its explicitness. It consists of invoked and inscribed expressions which contain personal meaning. The researcher found that invoked explicitness is the most frequently employed by the teacher with the addition of positive polarity. As the overall findings of Affect, the component of Desire inscribed positive leads the emergence in student-teachers' talk, that is 31.4% which the component emerges 33 times within all videos. Based on the findings, the use of positive Desire seems widely used by the teachers as the starting point to build interactive learning in the classroom. The example of positive Desire is as follows

"Okay, **let's** review" *video 1, clause 6*

The words **let's** (let us) is an invitation expression which sounds friendly and interactive to use.

4.1.1.1.2 Judgement

Judgement in Appraisal is focused on the evaluation of behavior. It consists of 5 components which are Normality, Capacity, Tenacity, Proprierty and Veracity. The result of the analysis is provided below:

Table 4.3 The Findings of Judgement Analysis

No. Video			1	2	3	4	TOTAL	PERCENTAGE
Nor	Inscribe	+					-	
		-					-	

Category	Type		V1	V2	V3	V4	Total	Percentage
		Amb					-	
	Invoke	+					-	
		-	1	1			2	2.3%
		Amb					-	
Capacity	Inscribe	+			2		2	2.3%
		-		1			1	1.1%
		Amb					-	
	Invoke	+			1		1	1.1%
		-	1	1			2	2.3%
		Amb	7	31	17	16	71	==81.6%==
Tenacity	Inscribe	+					-	
		-					-	
		Amb					-	
	Invoke	+					-	
		-					-	
		Amb				4	4	4.6%
Propierty	Inscribe	+					-	
		-					-	
		Amb					-	
	Invoke	+	1				1	1.1%
		-					-	
		Amb		2			2	2.3%
Veracity	Inscribe	+					-	
		-					-	
		Amb					-	
	Invoke	+					-	
		-					-	
		Amb		1			1	1.1%
TOTAL							**87**	**100%**

From the displayed table above, the word 'judgement' represents the activity of commenting someone's behavior which the context of judgement in attitude of appraisal system theory is not far from giving idea in the form of comment, criticsm, and suggestion towards behaviour of persons by either invoked and/or inscribed ways. From the total 87 recorded attitudinal resources, the component of ambiguous invoked capacity has dominantly appeared within all four peer teaching videos. The total of emergence of this component in each video

is various. The first video presents 7 times, the second video is 31 times, the third video is 17 times. This component also becomes the highest percentage of appearance frequency in this video and 16 times of appereance in the forth video.

Meanwhile, the least frequencies of Judgement component are on the negative inscribed capacity, positive invoked capacity, positive invoked proprierty and ambiguous invoked veracity. Those components appear one time of each.

Summarily, from 87 attitudinal resources, the result shows the component of ambiguous invoked capacity plays biggest role during the lecture, it is discovered 71 attitudinal resources which is 81.6% of it's emergence and become the highest position in each peer teaching video. The ambiguous polarity in this result also dominates the language use of teachers. This is indicated by the use of interrogative sentences which are delivered to students. Below is the example of ambiguous polarity use of a teacher:

"What was it is about?" *Video 1, clause 8*

By the use of interrogative sentences like in the example, it expresses teacher's questioning about students' capacity in understanding the material implicitly or in invoked way. This recourse become ambiguous, it is assumed by the apperance of question mark which it is said to be an indication that the attitude of the student teacher shows neither positive nor negative.

4.1.1.1.3 Appreciation

This component deals with our evaluation towards things including circumstance, process even appereance of someone and/or something. The detail result of Appreciation analysis is presented below:

Table 4.4 The Findings of Appreciation Analysis

	No. Video		1	2	3	4	TOTAL	PERCENTAGE
Reaction	Inscribe	+	5	2	10	4	21	39.6%
		-					-	
		Amb					-	
	Invoke	+	6	4	9	2	21	39.6%
		-	1	1			2	3.8%
		Amb	1	1			2	3.8%
Composition	Inscribe	+			2		2	3.8%
		-					-	
		Amb					-	
	Invoke	+	1	1			2	3.8%
		-		1			1	1.9%
		Amb					-	
Valuation	Inscribe	+					-	
		-					-	
		Amb	1	1			2	3.8%
	Invoke	+					-	
		-					-	
		Amb					-	
TOTAL							**53**	**100%**

Appreciation focuses on the quality of things. The way to express the idea in the form of comment and criticsm also has the same two ways of explicitness as affect and judgement, they are invoked and inscribed. Based on the table, it is recorded 53 total attitudinal resources.

As the displayed table above, it shows that the component of positive reaction dominates its frequency both in inscribed and invoked ways. This finding

shows positive invoked reaction in the first video is 6 times appereance, the second video is 4 times, while the positive inscribed reaction happens 10 times in the third video and 4 times in the forth.

When the component of Reaction exhibits its domination of frequency, the component of Composition is in the lowest position on it's domination of frequency. This is proved by the existence of negative invoked composition which only occurs one time in the first video.

In conclusion, from the total of 53 attitudinal resources, it shows that the positive reaction is mostly used by the teachers in teaching process. By the use of this component in both invoked and inscribed ways with the percentage is 39.6% which 21 times appearance, teachers deliver their encourgament towards students. This can be seen from the examples below:

The component of positive inscribed reaction

"Ok, great." *Video 1, clause 10*

"**Okay, thank you."** *Video 2, clause 22*

"(student confirm) **Nice,** will be written as follows." *Video 2, clause 80*

The reaction inscribe positive shows explicit expression in delivering the idea to react towards the things, in this case, a teacher reacts to the results of her student who understand what she has said.

On the other hand, the component of positive invoked reaction:

"Thank you for asking." *Video 1, clause 5*

"Okay then, thank you very well thanks for today" *Video 2, clause 123*

The way of conveying the idea to give reaction is implicitly done by the teacher. The lexis "thank you" becomes the attitudinal resource represents positive invoked reaction as the reaction for student's empathy.

4.1.2 The Relations between the Component of Attitude and Student Teachers' Talks in Classroom Discourse

The second part of the findings is about the interpretation of the component of Attitude. Firstly, analysing using Appraisal System theory is based on the subjective point of view or reader's perspective. In order to detail the interpretation, several examples are provided to represent each component of Attitude. Secondly, the example is interpreted based on the reader/ researcher point of view.

4.1.2.1 Component of Affect

This component of Affect deals with interpersonal emotion, which leads to subject perspective towards student teachers' attitude during their speech performance in teaching and learning activity. Each component of Attitude has three kinds of polarity which are positive, negative and ambiguous. These polarities, therefore, emphasizes teacher's tendency on he/she behaviour that can appear in two ways, they are invoked (implicitly) and inscribed (explicitly).

Based on the findings of the frequency component of Affect above, it displays the results of several components which have the most frequent appereance in teacher's peer teaching. The result shows that the component of positive inscribed desire is dominant to appear during lecture. Desire, on the other hand, is the component of Attitude in which spurs on self motivation to do something. This represents teacher's motivation or initiation in order to attract the attention of students in participating within teaching and learning activity.

"But before that, I **would like** to show you, a video." *Video 1, Clause 13*

"So **I'll give** you homework." *Video 2, clause 119*

The examples above represent the component of positive inscribed desire which mostly appears in teacher's speech performance. This attitudinal resource is delivered using inscribed way or explicitly. The words "**would like**" and "**I'll give.**" represent the initiation of teacher who lets the students know the activity he/she wants to share, in this case is showing the video and giving homework. Since this activity shows positive tendency of a teacher, hence the researcher claims this attitudinal resource has positive polarity.

"How have you been today? " *Video 2, Clause 2*

The second example represents the component of positive invoked desire. This component has the same meaning that is showing personal intention. Different from the former example, invoked ways is done implicitly. The attitudinal resource of **"How have you been today? "** shows student teacher's

initiation to know students' condition in which this part is usually done in the initial part of teaching in order to earn students' connection personally.

In conclusion, the feeling of desire mostly appears in teacher personality in conducting teaching and learning activity. This also can be interpreted as the sign in which teacher has the dominant role inside classroom, since it considers to personal initiative and teacher is interpreted as a source of initiative that appears.

4.1.2.2 Component of Judgement

If Affect is more refleting the personal feeling, the component of Judgement deals more with personal opinion or judgement towards someone's behaviour which this depends on social and cultural assessment. This component is divided into two aspects. They are social esteem and social sanction.

From the table of analysis result that is provided in the first section of findings, it displays the result of the most frequent component that appears is ambiguous invoked capacity. This component of capacity dominates the existence 71 times in each video. The component of capacity represents personal opinion in which focusing on someone's capacity. It is about how comprehend and competence someone is. The domination of polarity is ambiguous which means the tendency of teacher's behaviour is unpredictable or can be both negative and positive.

"What was it is about?", *Video 1, Clause 8*

"All of you **must** has -all of you have **understood** about that, **right?"**, *Video 1, Clause 9*

"Is there any question?", *Video 4, Clause 39*

The examples above show how the component of ambiguous invoked capacity looks like. As we can see that all the examples of ambiguous invoked capacity are in interrogative form. Those questions the teachers asked lead to student teachers' tendency to measure students' competency towards learning material. Since it occured in question form in which the function is to seek information, there is also an ambiguous perspective in grouping these attitudinal resources between the component of Desire and Capacity. However, the researcher point of view groups these resources as Capacity. This action is strengthened by the aim of the teacher's speech who conveys his/her questions in order to convince the doubt towards students' ability.

In short, the existence of the component of capacity leads in the student teacher's speech performance. This may be concluded that student teachers' comments on capacity of their students have important position to influence students' motivation. The comment can be positive, negative even ambiguous which those are done for the sake of students' encouragement and class interaction.

4.1.2.3 Component of Appreciation

Component of appreciation is a component in which someone gives evaluation towards things or processes or circumstances. Different with

judgement, this aspect is more dealing with personal evaluation/ subject perspective and not based on social norms.

In accordance with the result table of Appreciation analysis, the most frequent appereance of Appreciation components are positive inscribed reaction and positive invoked reaction. The component of reaction seems dominant in its position, both in invoked and inscribed ways.

The component of reaction represents the expression in which a feedback is reflected from the circumstance that is attracting.

Teacher : *"Ohayo gozaimasu."*

(students reply)

Teacher : "**Ok, excellent.",** *Video 4, Clause 9*

The attitudinal resource above is the example of positive inscribed reaction which appears after students replied student teacher's statement in Japanese Language. This expression belongs to the component of reaction since it is a form of feedback of teacher which delivered to the process of replying teacher's greeting in Japanese Language.

"Uh**…thank you for your attention.",** *Video 3, Clause 113*

The example above represents the component of positive invoked reaction. Different from former example, this example is delivered in implicit ways which means the teacher's reaction is convey indirectly. This expression of thanking

represents positive reaction towards the process of conducted learning activity. This expression is usually used at the end of the lesson to appreciate the process of whole learning activity.

4.2 Discussions

This section presents further explanation and interpretation of findings, related previous studies and the use of theory in this research. This section will be divided into 3 parts. They are discussing about each most frequent component that is appear in student teacher's speech performance. The components are Attitude, Judgement and Appreciation.

4.2.1 The Component of Affect in Student Teachers' Talks

Attitude is known as the core of appraisal system. It is a part of Appraisal System theory which concerns with the feeling and emotional reactions on its evaluation. Based on Martin and White (2005), Attitude consists of three components, they are affect, judgement and appreciation which those components seemingly appear in peer teaching which is conducted by undergraduate students majoring English Education (ELTAC students) focuses on student teacher's speech performance.

Based on the findings above, each component has its own dominant aspect which appears. As being showed in the findings section, the component of Affect shows the Desire as the dominant aspect, Judgment shows the Capacity and Appreciation is the Reaction which each of them has its own function in the implementation of classroom activity.

As being mention previously, the component of desire has important role, as we know that teachers play substantial role within classroom activity. Their roles lead the students and provide them with materials and services. This is in line with the study from Zang (2008) followed by other researchers, Kiemer et al (2015), Lioyds et al (2016), Mickan (2016), and Herbel-Eisenmann and Ong (2017) who highlight teacher's important role in the quality of students' learning which is associated with the quality of classroom discourse.

Firstly, it is important to fathom what classroom discourse is before conducting or plunging the world of teaching. Classroom Discourse is the scope of discussion that explores all the problems that occur and are likely to occur during teaching and learning activities. This theory was raised for discussion by Cazden. In classroom sequence of practice, Cazden (2001) explained that there are two different types of classroom discourse. They are traditional and non-traditional lesson.

He described that traditional lesson refers to the use of three sequences of action if focused on teacher's and students' role in successing the running activity of teaching and learning. The three sequences are teacher initiation, students' response and teacher evaluation, this sequence is mostly known as IRE and IRF. The use of traditional lesson is mostly conducted in formal classroom activity which is in school. On the other hand, the use of non-traditional lesson does not have sequence. This type of lesson tends to have a random pattern which the use of it is also rarely used in the formal situation or formal learning activity. However, this traditional lesson type proposed by Cazden employes the dominant

role of the teacher rather than the students. This fact is supported by the statement from (Gutierrez, 1994) who stated that this type seemingly drives the role of teacher more and fewer opportunities for students to have their role. Altough this type is applicable in classroom activity. There are several researchers who refuted this statement. Lemke (1990) and Wood (1992) in their studies stated that teacher need to use less controlling type in order to encourage students participation to the largest extent. It means the role of teacher should not be dominating the whole class activity, yet should be the provider of students' need.

There are several examples from the taken data which shows the act of teacher as the provider of successing students' need.

"And **I want to know"** *Video 3, Clause 13*

The example above represents the positive inscribed desire component. The attitudinal resources say "**I want to kno.**" The word "**want"** here shows student teacher's eagerness to explore deeper towards students' knowledg, and this clause from the teacher leads students' initiative also to speak up.

"From…. **let's start** it from you." *Video 3, Clause 15*

The other example also represents the positive inscribed desire. The solicitation sentence made by the teacher as in the example above has the invitation meaning which encourages students' reactions and contributions during lesson.

In conclusion, the initiation has substantial position in conducting the learning and tecahing activity and successing this actvity going. This can come from both teacher and the students.

4.2.2 The Component of Judgement in Student Teachers' Talks

The second most important thing to fathom in classroom discourse before conducting the lesson is the role of teacher as the influencer. Besides initiation, teacher's comment, criticism and judgment bring huge impact to the students' quality. This is strengthened by Zang (2008) in his study which shows that the act of teacher is the source of quality of the classroom.

Giving comment, criticism and judgemnet, on the other hand, is important to be done. Those activities are conducted in order to merely encourage students' motivation and make this lesson interractive. The component of judgement, as what stated before, has two parts which are based on social esteem and social sanction, therefore, the most commonly used of Judgemnet in the context of classroom discourse is the component of capacity. It is proved by the act of questioning and commenting the students' capacity by the teacher during the lesson. Based on the taken data, teachers seemingly often use invoked or implicit ways to judge students' capacity.

"**Can** you guess?" *Video 3, Clause 6*

"**plus uh.. you got confused with this method, right?",** *Video 2, Clause 118*

Both examples above show the ambiguous and negative Judgement forms. The first example claimed as ambiguous judgement by the reason that this

resource is in the form of interrogative which the tendency of teacher's personal feeling is still unpredictable and ambiguous. The second example above shows negative form of Judgement. This attitudinal resource is also in the form of question tag, yet it shows teacher's negative tendency in his/her personal assumption. The expression "**you got confused with this method"** which the words **got** and **confused** become the attitudinal resource which represents the teacher's doubt on students understanding toward the material.

4.2.3 The Component of Appreciation in Student Teachers' Talks

The third most frequent component that appears is the component of Appreciation. Appreciation deals with the use of feedback. In this context is teacher's feedback. In order to gain students motivation also reflection of the process and circumstance of the conducted lesson, the feedback of a teacher has its own position. It shows teacher's intervention towards students and activity of the class which leads to students' encouragement in participating the learning and teaching process. It also discusses in Kiemer (2015) that the practices of teacher's close question and feedback impacts the run of class activity. This may sound more teacher-centered than student-centered since it is commonly for teacher to give feedback during the class.

"(student confirm) **Nice,** will be written as follows." *Video 2, Clause 80*

The example above shows one of the many Appreciation form in the data. This example represents the positive inscribed reaction which also dominates its frequency in teacher's speech performance. Giving reaction or feedback is an

activity that is done towards the process, in this case, students contribution in giving confirmation to teacher's statement.

In order to gain the effective teaching and learning process, there are several things that can be consider in maintaining the way teacher's talk and communicate to students.

Firstly, the course of teaching and learning activities cannot be separated from the system inside classroom. The common insight is the stage the teacher should consider to. There are three main stages in conducting the clasroom activity, they are the initial part or the openings which deals with greeting, praying and giving brief overview of the current lesson material. The second is the main activity of teaching itself which consists of the material implementation and explanation. The third is the closing, consists of giving feedback or evaluation.

In the initial part of the lesson, it is better for teacher or future teacher candidates to consider more the expression of positivity. This is very essential to be implemented on the behalf of conducting the effective and efficient teaching and learning process. By showing positive interpersonal feeling through speech performance can indirectly or directly set students mind, hence they will get more positive energy and motivation to join and concentrate during lesson. This is also strengthened by the use of positive engagement as researched by Chu (2014) who examined the teacher's talk within classroom discourse. This stabilized that the positivity brings huge impact in successing classroom activity.

Secondly, not only expressing the positivity of affect, negative can also be an essential way in successing the process of learning, the use of judgement and appreciation can be the tool for giving students treatment as scaffolding, by using positive feedback to appraise and/or negative feedback accompanied by the solutions to correct the wrong parts. This activity makes the teachers more concern towards students' progress in their learning process which this is very helpful in their understanding and study results.

CHAPTER 5

CONCLUSION AND SUGGESTION

The chapter of conclusion and discussion provides brief explanation to the answer of the research problem in this undergraduate thesis and suggestions that are related to the issue, henceforth, the topic in this current research can also be developed.

5.1 Conclusions

The current reserach focuses on the analyzing of the implementation of attitude component of appraisal system theory inside student teacher's speech performance during peer teaching or teaching and learning process. Based on the analysis, several conclusions have been taken by the researcher.

First, those three components of Attitude exist in student teacher's speech performance. The components are affect, judgement and appreciation, with the negative and positive polar of each component. Affect, on the other hand, is the most frequent component used in delivering speech and communicate in teaching process, by the percentage of 42.9% appeareance. It is followed by judgement in the second most frequent appereance 35.5% and appreciation with the percentage of 21.6% appereance. In each component of Affect, Judgement and Appreciation, it is also shown the dominant aspect which mostly emerges in student-teachers' talk with the implicit (invoked) and explicit (inscribed) ways and those positive, negative, even ambiguous polarities.

Secondly, each component has relation to the theory of classroom discourse which delivered by Cazden (2001) which argued that teacher's planning in conducting classroom activity is essential point to encourage students quality in learning, this is in the case of interaction between teacher and students. The component of Affect which focuses on personal feeling has important value in motivating in learning, so it is with Judgement and Appreciation, those component have seemingly been used in order to engage students' interest in learning.

1.2 Suggestions

After managing the research, as the researcher and the writer of this study, there are some suggestions delivering for several parties which may be used in related further studies:

The first suggestion is delivered to scholars and researchers who are attracted in surfing linguistics especially in evaluative linguistics such as Appraisal System theory. This theory produces many benefits as I stated previously in the objective of the study. Doing research using this theory especially for practical activity such as teaching can realize our contribution in the sphere of education especially in Indonesia. By using not only Attitude system, but also Engagement and Graduation can explore more broadly about the problems and the strengths of teacher's role in classroom activity.

For English students, it is important to understand language since we are majoring in English. To deepen and sharpen our knowledge and understanding of language use, the researcher suggests to understand the meanings beyond text. By applying this theory of Appraisal system can be the tool to make us more critical towards meanings in all text forms whether in spoken or written texts.

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APPENDICES

THE APPRAISAL SYSTEM ANALYSIS

Abbreviations:

+   'positive attitude'
-     'negative attitude'
Amb   'ambiguous attitude'
Inv 'invoked'
Ins 'inscribed'

Des	'affect:desire'	Ten	'judgment: tenacity'
Hap	'affect: un/happiness'	Ver	'judgment: veracity'
Sec	'affect: in/security'	Prop	'judgment: proprierty'
Sat	'affect: dis/satisfaction'	Reac	'appreciation: reaction'
Norm	'judgment: normality'	Comp	'appreciation: composition'
Cap	'judgment: capacity'	Val	'appreciation: valuation'

Appendix 1 Student-teacher's Talk 1

No	Clauses	Attitude		
		Types	Explicitness	Polarity
1	Okay			
2	**Good morning** students.	Affect: Hap	Inv	+
3	How are you all today?			
4	I'm **fine** too**.**	Affect: Hap	Ins	+
5	**Thank you** for asking.	Appreciation: Reac	Inv	+
6	Okay, **let's** review	Affect: Des	Inv	+
7	what we have learned in the previous meeting.			
8	**What was it is about?**	Judgement: Cap	Inv	Amb
9	All of you **must** has -all of you have **understood** about that, **right?**	Judgement: Cap	Inv	Amb
10	**Ok, great.**	Appreciation: Reac	Ins	+
11	Now we can move to the next lesson,			

12	which is about Social Deviation.			
13	But before that, I **would like** to show you, a video.	Affect: Des	Ins	+
14	**Please pay attention** to the video.	Judgement: Norm	Inv	-
15	Okay, after you watch this video,			
16	**can** you take a conclusion	Judgement: Cap	Inv	Amb
17	what is it about?			
18	**What social deviation means?**	Judgement: Cap	Inv	Amb
19	**Any of you?**	Judgement: Cap	Inv	Amb
20	**Yes, good. O.. kay.**	Appreciation: Reac	Ins	+
21	The brief defi- the brief definition of social deviation is,			
22	it is a phenomenon			
23	that has existed in all societies			
24	where -where they have been normed.			
25	There are two possibilities			
26	for how an individual will act in the face of social norms.			
27	They can confirm			
28	or they can violate.			
29	Uh, there are two kinds of deviation.			
30	Uh… Disapproved and Approved.			
31	**Anyone want to.. help me.. with this?**	Judgement: Prop	Inv	+
32	Ya, Indri.			
33	Okay, **thank you** Indri.	Appreciation: Reac	Inv	+
34	The next is distinguish between deviant and criminal.			
35	So, what makes them different is normally,			
36	criminal is such person			
37	who breaks the law of the land.			
38	Meanwhile, deviant is such person			
39	who breaks the norm of society.			
40	So both of them is different.			
41	And there are some causes of social deviation.			
42	The first one is Lack in Socialization,			
43	the second one is Ridged, Unpopular Social Laws, Extra Ordinary Exploitation, and..			

	Cultural Invasion.			
44	So what is meant by Lack of Socialization			
45	is Socialization plays vital role in forming a good and responsible citizen			
46	if the process of socialization is not given proper attention.			
47	Then, the degree of social deviation increases in society			
48	Okay, before that **uh…**	Affect: Sec	Inv	-
49	I **would like** you to mention uh.. the example of social deviation	Affect: Des	Ins	+
50	that you… ever seen.			
51	**What is it?**	Judgement: Cap	Inv	Amb
52	**Smuggling?**	Affect: Sat	Inv	-
53	**Smoking.**	Affect: Sat	Inv	+
54	**Yes, good.**	Appreciation: Reac	Ins	+
55	**Is it categorized in Disapproved or Approved?**	Judgement: Cap	Inv	Amb
56	**Disapproved?**	Judgement: Cap	Inv	-
57	**Let's** try.	Affect: Des	Inv	+
58	The definition, **uh… um… No, I think it-it is-it considers as approved**	Appreciation: Comp	Inv	-
59	because it doesn't break the.. the law of-uh.. the land.			
60	And.. next is Ridged.			
61	So, uh.. the definition of Ridged is			
62	if the culture of society is unflexible and uncompatible with changing circumstances			
63	the new generation ex-presses its anger over the citizen. Ridgidity.			
64	And the next is Unpopular Social Laws			
65	Uh- Sometimes, the government implements such laws which be in the interest of the government but not in the public.. interest.			
66	And then is Extraordinary Exploitation.			
67	It means			
68	that if any group or nation is suffering from extraordinary exploitation,			
69	then such group or nation main devices can protest over the exploitation to attract the			

No				
	attention of the government or international community.			
70	Uh… the last is Cultural Invasion.			
71	So, what is meant by cultural invasion,			
72	it means that any other culture to the extra degree the people deviant from their own culture pattern			
73	and to adapt-the other culture pattern.			
74	Okay students, Uh.. I **think that's -all** our lesson today	Affect: Sat	Inv	+
75	**Thank you** for your attention and participation.	Appreciation: Reac	Inv	+
76	**See you next week.**	Affect: Sat	Inv	+

Appendix 2 Student-teacher's Talk 2

No	Clauses	Attitude		
		Types	Explicitness	Polarity
1	**Good afternoon**, class	Affect: Hap	Inv	+
2	**How have you been today?**	Affect: Des	Inv	+
3	**Okay, Okay then.** Uh- before we start our lesson.	Appreciation: Reac	Inv	Amb
4	I.. **I want** Julia please, lead your friends to pray together.	Affect: Des	Ins	+
5	Okay, **thank you** Julia.	Appreciation: Reac	Inv	+
6	Uh.. class, **who is absent today?**	Affect: Des	Inv	Amb
7	**No one?**	Appreciation: Reac	Inv	+
8	**Okay, good.**	Appreciation: Reac	Inv	+
9	Then, **I'm.. going to** give you something.	Affect: Des	Ins	+
10	Does **any of you would like to come to help me** with this one?	Judgement: Prop	Inv	Amb
11	Um… Dinda, **Would you please?**	Judgement: Cap	Inv	Amb
12	Yes, **come forward please**.	Affect: Des	Inv	Amb

13	No, you just need to… answer one item.			
14	**Yes.**	Appreciation: Comp	Inv	+
15	**This is right?** (asking to the whole class)	Judgement: Cap	Inv	Amb
16	One. One plus five it means.. (writing on the white board)			
17	So, this is the result.			
18	**How about the second item?**	Judgement: Cap	Inv	Amb
19	**Any of you would like to help** me to calculate?	Judgement: Prop	Inv	Amb
20	Uh.. mba Ayu **please come forward.**	Affect: Des	Inv	Amb
21	Aya, aya **please come forward.**	Affect: Des	Inv	Amb
22	**Okay, thank you.**	Appreciation: Reac	Ins	+
23	So, okay class.			
24	You still use **this ordinary method,** right?	Appreciation: Val	Ins	Amb
25	But here, I **would like** to teach you another way to find out the answer.	Affect: Des	Ins	+
26	So **please pay attention** to me.	Judgement: Norm	Inv	-
27	Um.. seventeen multiply thirteen.			
28	You just **need to** concern with this uh.. decent digit number, **okay?**	Affect: Des	Inv	+
29	(student confirm) **No, no.** I will move here.	Appreciation: Reac	Inv	-
30	Seventeen and thirteen. You just **need to** focus in that digit number, **okay?**	Affect: Des	Inv	+
31	And then, the second D number will be plus one. **Okay?**	Judgement: Cap	Inv	Amb
32	And then we will get two, **right?**	Judgement: Cap	Inv	Amb
33	One plus one will be two, **okay?**	Judgement: Cap	Inv	Amb
34	Then, **you have to** uh.. multiply this digit - this dazen digit number to -this..kind of digit number. **Okay?**	Affect: Des	Inv	+
35	One multiply two **will be?**	Judgement: Cap	Inv	Amb
36	Two. Two here. And then seven here, multiply three **will be?**	Judgement: Cap	Inv	Amb
37	twenty one. Twenty one up here. **Okay, understood?**	Judgement: Cap	Inv	Amb

38	**Did you get the point?**	Judgement: Cap	Inv	Amb
39	Okay, **we'll move** to this second item.	Affect: Des	Inv	+
40	Twenty four multiplies twenty six.			
41	You just need to concern with this number and this number.			
42	And then this have to.. plus one. **Okay?**	Judgement: Cap	Inv	Amb
43	**Have you?**	Judgement: Cap	Inv	Amb
44	Then this one is multiplied with this, three.			
45	**Did you get the point?**	Judgement: Cap	Inv	Amb
46	Two multiplies three **will be?**	Judgement: Cap	Inv	Amb
47	Six. **Get it?**	Judgement: Cap	Inv	Amb
48	And then four, multiplied six will be twenty four.			
49	It is similar with this one,			
50	**did you get my point?**	Judgement: Cap	Inv	Amb
51	Okay, **I will** make you be.. uh.. clearer.. to this method.	Affect: Des	Ins	+
52	So, **I need** one volunteer.	Affect: Des	Ins	+
53	Dida **please come forward.**	Affect: Des	Inv	+
54	This one for you.			
55	U-uh, **you should** use this one	Judgement: Cap	Inv	-
56	Periodical 'uhum'			
57	**Yes, This is right.**	Affect: Sat	Inv	+
58	Okay class, then **I'll** give you another way to find out the answer.	Affect: Des	Ins	+
59	This is the first method.			
60	The second method to do this multiplication is called 'Line' method.			
61	So this **Line method is.. rather difficult**	Affect: Sec	Inv	-
62	than the method you have learnt before			
63	so **you have to much pay attention, okay?**	Affect: Sec	Inv	-
64	For example, seventeen -eh no not seventeen, but fourteen multiply thirteen.			
65	Uh… to.. use this method you have the important point you have to remember is uh.			
66	The.. di -the direction of line writing is	Judgement:	Inv	Amb

	from	Cap		
	the left side, uh.. to the right side. **Okay?**			
67	**Did you get the point?**	Judgement: Cap	Inv	Amb
68	From the left side to the right… side			
69	Okay, **I will** do it then.	Affect: Des	Ins	+
70	Okay, fourteen. Thirteen. This place is as the different between the decent digit number and the unit number, **okay?**	Judgement: Cap	Inv	Amb
71	**Did you get my point?**	Judgement: Cap	Inv	Amb
72	So this is, uh… represent to the forty itself. **Okay?**	Judgement: Cap	Inv	Amb
73	And then, thirteen would be like this.			
74	**Did you get the point?**	Judgement: Cap	Inv	Amb
75	**Not really?**	Affect: Sec	Inv	-
76	**Like this, like this, like this…**	Affect: Sec	Inv	-
77	One important point from this line method is we have to draw… the directions-			
78	the direction of the left writing is from the left side to the right side. **Okay?**	Judgement: Cap	Inv	Amb
79	For example fourteen.			
80	(student confirm) **Nice,** will be written as follows.	Appreciation: Reac	Ins	+
81	this pale, this as the different shelter between the di -uh- between… decent digit number and the unit number itself.			
82	This is one, this if for four.			
83	**Did you get it?**	Judgement: Cap	Inv	Amb
84	And then, thirteen will be drawn as follows.			
85	One, one, two, three.			
86	**Okay? Did you get it?**	Judgement: Cap	Inv	Amb
87	Then we have to separate, separate each part of this line into three parts. **Okay?**	Judgement: Cap	Inv	Amb
88	like this.			
89	One, and then this is two, two, three.			
90	**Did you get my point?**	Judgement: Cap	Inv	Amb
91	So, **uh..** we have to separate this part based on the intersection	Affect: Sec	Inv	-
92	which is provided there. **Okay?**	Judgement: Cap	Inv	Amb

93	This is the represent the… thousands,			
94	and then this is as decent number,			
95	and then this is as the unit number.			
96	Which is count the intersection line,			
97	which is there it.			
98	So, this is will be one.			
99	And this is will be One, two, three, for, five, six, seven.			
100	Seven. Plus one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.			
101	So, it will be two, eight, one.			
102	This is the result.			
103	**Did you get my point?**	Judgement: Cap	Inv	Amb
104	**Are you sure?**	Judgement: Ver	Inv	Amb
105	So **I need** one volunteer again to make you clearer with this method.	Judgement: Cap	Inv	Amb
106	Ayu **please come forward.**	Affect: Des	Inv	+
107	And then you separate into three parts.			
108	This is the result.			
109	**Have you got the point?**	Judgement: Cap	Inv	Amb
110	**Not really?**	Affect: Sec	Inv	-
111	**A little bit?**	Affect: Sec	Inv	-
112	**So uh.. I need** one volunteer more.	Affect: Des	Ins	+
113	Vidya **please come forward.**	Affect: Des	Inv	+
114	**I want** to know your understanding.	Affect: Des	Ins	+
115	So, this is the result guys.			
116	And then.. I have demonstrated to you two kind of.. different methods.			
117	And… **I think that's all** for today,	Affect: Sat	Inv	Amb
118	**plus uh.. you got confused with this method, right?**	Judgement: Cap	Ins	-
119	So **I'll give** you homework	Affect: Des	Ins	+
120	**so that you could.. study.. in your house.**			
121	**Please** write it down.	Affect: Des	Inv	Amb
122	Finished?			
123	**Okay then, thank you very well thanks for today**	Appreciation: Reac	Inv	+
124	I **hope**	Affect: Des	Ins	+
125	that you get.. uh… a new knowledge from this meeting.			

No	Clauses	Attitude		
		Types	Explicitness	Polarity
126	**See you next week**	Affect: Sat	Inv	+
127	**have a nice day**,	Affect: Hap	Inv	+

Appendix 3 Student-teacher's Talk 3

No	Clauses	Attitude		
		Types	Explicitness	Polarity
1	**Good afternoon** students	Affect: Hap	Inv	+
2	**How are you today?**	Affect: Des	Inv	+
3	I am **very well,**	Affect: Hap	Ins	+
4	**thank you.**	Appreciation: Reac	inv	+
5	**Uh..** is it our first meeting **right?**	Affect: Sat	Inv	+
6	**Can** you guess	Judgement: Cap	Inv	Amb
7	what.. what.. we are going to learn today?			
8	**Alright**	Appreciation: Reac	Inv	+
9	**I will be** your biology teacher in this class	Affect: Des	Ins	+
10	Uh.. **let me** introduce myself.	Affect: Des	Ins	+
11	My name is Fella Uswatun Khasanah			
12	and **you call me** Fella.	Affect: Sec	Inv	+
13	And **I want to know**	Affect: Des	Ins	+
14	what... what is your.. your.. name.			
15	From…. **let's start** it from you.	Affect: Des	Ins	+
16	(student answers/ introduces himself) And **where do you come from?**	Affect: Des	Inv	+
17	**Okay**	Appreciation: Reac	Inv	+
18	Kendal, **really?**	Appreciation: Reac	Inv	+
19	**Wow… okay.**	Appreciation: Reac	Ins	+
20	So… uh.. we are going to learn about biology.			
21	Biology, **what is** Biology?	Judgement: Cap	Inv	Amb
22	**What do you think about biology?**	Judgement:	Inv	Amb

			Cap		
23	(student answers) **Yes, that's right.**	Affect: Sat	Inv	+
24	We are going to… we study about biology.			
25	**We are.. we are.. we'd -we….** would like to learn about living and non- living things.	Affect: Sec	Inv	-
26	And, before I explain living and non- living things.			
27	Uh.. um… **let me explain** first about biology.	Affect: Des	Ins	+
28	Biology is a study of life.			
29	So, when we learn about biology,			
30	we learn about life in.. in around us.			
31	Biata said that Biology learn about living and living things.			
32	Biata, **can you** uh… **can you** explain to us,	Judgement: Cap	Inv	+
33	what is living things mean and non- living things mean?			
34	(Biata answers) **Yeah, excellent!**	Appreciation: Comp	Ins	+
35	**That's.. right.**	Appreciation: Comp	Ins	+
36	Yes, of course. **You're brilliant!**	Appreciation: Reac	Ins	+
37	Okay, uh… look- look around you.			
38	We.. are learning in the outside, right?			
39	Because **I want to.. show** you	Affect: Des	Ins	+
40	that we.. learn about living things			
41	we are- we are learning, we are… studying **about uh….. about… uh…** creature.. creature	Affect: Sec	Inv	-
42	that living_ actively.			
43	So, uh… **can you mention**, uh… can you mention uh… what kind of-what kind of_ uh… what kind of things uh..	Judgement: Cap	Inv	Amb
44	that is- that belong to living things?			
45	**Start from you Dida.**	Affect: Des	Inv	+
46	Trees, **yah**.	Appreciation: Reac	Inv	+
47	And **then… you?**	Affect: Des	Inv	+
48	**Birds?**	Judgement; Cap	Inv	Amb
49	**Ya, that's right.**	Appreciation: Reac	Ins	+
50	Elephant? **Yah!**	Appreciation:	Inv	+

			Reac		
51	**<u>Yas, good.</u>**	Appreciation; Reac	Inv	+
52	So…. that you… **<u>studed -stud - stated</u>** before uh... animals, humans, plants,	Affect: Sec	Inv	-
53	they are include to living things.			
54	And then... about non -living things.			
55	**<u>Do you… do you know</u>** about liv- non-living things?	Judgement: Cap	Inv	Amb
56	Stone, yeah **<u>that's right.</u>**	Appreciation: Reac	Ins	+
57	Statue, **<u>that's right.</u>**	Appreciation: Reac	Ins	+
58	**<u>Uh… okay.</u>**	Appreciation: Reac	Ins	+
59	Uh… I think you are,			
60	**<u>you… all are able to</u>**… to… explain and mention the.. lIving things and non- living things.	Judgement: Cap	Ins	+
61	And, **<u>I want to know</u>** -eh I want to… and.. now, I want to ask you to write uh… living things and non- living things in this place.	Affect: Des	Ins	+
62	**<u>Do you understand?</u>**	Judgement: Cap	Inv	Amb
63	Yeah, **<u>let's… start</u>** it.	Affect: Des	Ins	+
64	**<u>Let's get started now.</u>**	Affect: Des	Ins	+
65	In this area.			
66	**<u>Yeah, sure.</u>**	Affect: Des	Inv	+
67	We… we're study in the outside			
68	because **<u>I want</u>** you to explore this place	Affect: Des	Ins	+
69	that you can find living things and non-living things.			
70	**<u>Don't go too far. Alright?</u>**	Affect: Sec	Inv	-
71	Five minutes left.			
72	Or… ya. Kecebong is a living things.			
73	Okay. Okay student's,			
74	**<u>let's</u>** gather around.	Affect: Des	Ins	+
75	Okay, **<u>we can continue</u>** our study uh… next week	Affect: Des	Inv	+
76	because **<u>I think uh.. I- I think</u>**	Affect: Sec	Inv	-
77	the time is.. up			
78	so we **<u>can end up</u>** our lesson today uh… in… here.	Affect: Sat	Inv	+
79	So...okay. For you assignment, uh… for	Judgement:	Inv	Amb

	your assignment, **I want to ask** you.. to find a living things and non- living things in your.. area eh- in your home.	Cap		
80	Okay students, **do you understand?**	Judgement: Cap	Inv	Amb
81	Oh.. **okay no questions?**	Judgement: Cap	Inv	Amb
82	**I want to ask** you the… last question,	Affect: Des	Ins	+
83	**uh this… is it - is- is- is.. it..** belongs to living things and non- living things?	Affect: Sec	Inv	-
84	**Why?**	Judgement: Cap	Inv	Amb
85	**What's** your reason?	Judgement: Cap	Inv	Amb
86	**Yeah, yeah. That's right, that's good answer.**	Appreciation: Reac	Ins	+
87	So, **I think you are…. you are…. now about you are…understand** about living things and.	Judgement: Cap	Ins	+
88	Okay, when we learn about living things			
89	we should know about the characteristic of living things.			
90	Uh… **do you know**	Judgement: Cap	Inv	Amb
91	what the characteristics of living things?			
92	**Yak**, move, grow, breath.	Appreciation: Reac	Inv	+
93	And..**ya, that's right.** Uh	Appreciation: Reac	Ins	+
94	**Any question?**	Judgement: Cap	Inv	Amb
95	Oh ya, the different- the difference between uh.. living things and non -living things are.. living things			
96	living things can move, can grow,can breathe, the production, and etc			
97	but non-living things they cannot..			
98	they cannot move,			
99	they cannot grow,			
100	they cannot act like uh living things.			
101	So, that's the different between living things and non-living things.			
102	Uh.. if you, when you… take a breath uh…			
103	**what do you think** about the air?	Judgement: Cap	Inv	Amb

104	Is it living things or non-living things?			
105	**Yeah,** because the air is not.. move.	Appreciation: Reac	Ins	+
106	it is not grow.			
107	**How about** sun?	Judgement: Cap	Inv	Amb
108	**The sun.. light?**	Judgement: Cap	Inv	Amb
109	Sun.			
110	**Yeah that's good.**	Appreciation: Reac	Ins	+
111	I hope you… I hope you to learn to learn.. uh… the next material			
112	and we.. **would like to…meet in the next meeting.**	Affect: Sat	Inv	+
113	Uh**…thank you for your attention.**	Appreciation: Reac	Inv	+
114	**See you.**	Affect: Sat	Inv	+

Appendix 4 Student-teacher's Talk 4

No	Clauses	Attitude		
		Types	Explicitness	Polarity
1	*Ohayo gozaimasu.*	Affect: Des	Inv	+
2	**Do you know** *ohayo gozaimasu*?	Judgement: Cap	Inv	Amb
3	**Ok.**	Appreciation: Reac	Ins	+
4	So, everyone, *ohayo gozaimasu* in English we called it good morning.			
5	So, if I say *ohayo gozaimasu* u will replace me *ohayo gozaimasu.*			
6	**Ok?**	Judgement: Cap	Inv	Amb
7	**We will** do it again.	Affect: Des	Inv	+
8	*Ohayo gozaimasu.*			
9	(students reply) **Ok, excellent.**	Appreciation: Reac	Ins	+

10	Umm… **do you** know me?	Judgement: Cap	Inv	Amb
11	Ok we… its its our first time for			
12	Its our first meeting **right?**	Judgement: Cap	Inv	Amb
13	So, **let me** introduce myself	Affect: Des	Ins	+
14	My name is Ocvaria Melati Sukma			
15	You **can call me miss Mella, miss ria or miss sukma.**	Affect: Sec	Inv	+
16	**It's up to you**	Affect: Sec	Inv	+
17	And I'll be your japan teacher for this semester			
18	So, today, **do you** know	Judgement: Cap	Inv	Amb
19	why we learn outside ?			
20	**Why?**	Judgement: Cap	Inv	Amb
21	So for your.. **for your information**, umm…it is my time to teach outside in the first in the first meeting in the first semester.	Affect: Des	Inv	+
22	Ok, **now we go** to the lesson.	Affect: Des	Inv	+
23	Because it is first meeting			
24	We will learn about introduction			
25	Um.. **please** repeat after me.	Affect: Des	Inv	+
26	*Hajimemashite*			
27	**Alright.**	Appreciation: Reac	Inv	+
28	So, **please** open your handout, your handout	Affect: Des	Inv	+
29	Hmm…**I will…..i will uh..**	Affect: Sec	Inv	-
30	So in.. in japan.. there is three points, three point to um…to introduce yourself			
31	So the first time is a. **I will umm.. I will** read the three point	Affect: Des	Ins	+
32	So, (japan sentence) means like for.. for the first time you meet someone			
33	The first.. the first.. umm.. sentence, the first word and sentence do you that you say is (japan sentence).			
34	**Understand?**	Judgement: Cap	Inv	Amb
35	So, The second point is (japan word) your			

	name (japan word)			
36	So, for example my name is Ocva, (japan word)			
37	**Right?**	Judgement: Cap	Inv	Amb
38	And then (jpg) is means like nice to meet you.			
39	**Is there any question?**	Judgement: Cap	Inv	Amb
40	**No?**	Affect: Sat	Inv	+
41	Ok, and then umm.. I **want** you to add.. add aaa… add aaa	Affect: Des	Ins	+
42	what is it			
43	Addd a something to your introduction.			
44	For the example..eh**.. I want** you to add something in your introduction except that three points..	Affect: Des	Ins	+
45	So wage **what do you want** to add to.. add to… in your introduction?	Affect: Des	Ins	+
46	**Age?**	Affect: Des	Inv	+
47	And then fella.			
48	**Oke**	Appreciation: Reac	Ins	+
49	Like **where do you** come from ya?	Affect: Des	Inv	+
50	And linda, hobby			
51	**Alright,**	Appreciation: Reac	Ins	+
52	**and then dream?**	Affect: Des	Inv	+
53	So,we have more point to add to the introduction, age, place, hobby, and then dream.			
54	So, for the place,, eh for the age, **do you know** someone age?	Judgement: Cap	Inv	Amb
55	You can aa… **you can** say in japan (japan sentence)	Affect: Des	Inv	+
56	For example, my age is 29			
57	So you, you put.. you put (japan word) in the first line			
58	and then your age plus … (japan word)			
59	**Please** write in your handout.	Affect: Des	Inv	+
60	And then for the uh.. first place, you can add (japan word) your place (japan word)			
61	Please write in your handout			

62	And then next is… to hobby			
63	we can say (japan word) in your…(japan sentence) your hobby and then (japan word), and then (japan word) your dream (japan word)			
64	and then you add (japanese word)			
65	Have you please .. **have you written** to your handout?	Judgement: Ten	Inv	Amb
66	So, that's.. that's.. our points			
67	that **you add to** your introduction	Affect: Des	Inv	+
68	**Okay?**	Judgement: Cap	Inv	Amb
69	So, **who wants to try?**	Judgement: Ten	Inv	Amb
70	**Any question** to the hobby or dream or age ?	Judgement: Cap	Inv	Amb
71	**Wage?**	Affect: Des	Inv	+
72	Seventeen in japan, we called it (japanese language)			
73	**Any other?**	Judgement: Ten	Inv	Amb
74	About your hobby, **you know** in japan?	Judgement: Cap	Inv	Amb
75	**You know?**	Judgement: Cap	Inv	Amb
76	Jep.. in japan.. (japanese language) and then cooking is (japanese language)			
77	Listening to the musoic is (japanese language)			
78	**Is there any question anything?**	Judgement: Cap	Inv	Amb
79	So, **if there is no question**	Affect: Sec	Inv	+
80	I **want** one of you to stand here and introduce yourself with the four points four points.. to your introduction	Affect: Des	Ins	+
81	so **who want to**…stand up here	Judgement: Ten	Inv	Amb
82	**Give applause to Wage**	Appreciation: Reac	Inv	+
83	Because.. I think			
84	the time is … **I think** is**… I think** is up	Affect: Sec	Inv	-
85	That's all for me			
86	I **want** you to um.. practice that the introduction you have met	Affect: Des	Ins	+
87	And I **want** the next meeting	Affect: Des	Ins	+

88	you will umm.. you will perform you introduction.			
89	**Okay?**	Judgement: Cap	Inv	Amb
90	So , (japanese language)			
91	(japanese language) **Means see ya..**	Affect: Sat	Inv	+