THE APPLICATION OF APPRAISING SYSTEM IN DOYLE'S ENTITLED *A STUDY IN SCARLET* IN ELT

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by

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MOTTO AND DEDICATION

Motto:

1.The use of appraising items in the novel could help the readers to comprehend the personality trait and nature from the characters in the novel.

2.The teacher could use the appraising items to improve students' interpersonal skill in making a meaningful conversation.

Dedication:

This thesis is dedicated to English Language Education, Pascasarjana, Universitas Negeri Semarang.

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ABSTRACT

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This research investigated the interpersonal meaning in a novel, how the appraising items are used by the main characters in the novel and also its pedagogical implication to English education. The objectives of this research were to explain the use of the appraising items used by the main characters which are consisting of affect, judgment, and appreciation and how it can affect the reader's emotion and opinion.

Using the framework of interpersonal meaning by Halliday (2004) and Kress van Leeuwen (2006), this research carried out a discourse analysis which belongs to qualitative research. The object was an English novel *A Study in Scarlet* written by Sir Arthur Conan Doyle. The object of this research is divided into two chapters consisting of nine subchapters. The researcher took the main characters from the novel, Sherlock Holmes and Dr. Watson utterances and monologues. The units were clauses in the chapters and they are analyzed into several stages. There are classifying the texts, classifying the data into observation sheets which consisting of the clauses, the attitude types, the appraiser as the one who performs the appraisal and the appraisee as the one who is appraised. After the data is gained, the researcher interpreted the finding.

The findings showed that the use of the attitude from affect, judgment and appreciation was dominated by Dr. Watson as the main character and also the narrator. In affect domain, he used mostly happiness, negative capacity, and normality in judgment and positive reaction in appreciation. It can be concluded that, the writer portrayed Sherlock Holmes through Dr. Watson's utterances and monologues in order to show Holmes' characters, how he reacted to series of events in the novel by using certain appraising items. Regarding English education, by applying appraising items in teaching-learning, the teacher could help the students to enhance their communication skill whether it is inside or outside the classroom. The appraising system in the end hopefully can make them reach the purpose of having varied and natural conversation and mutual understanding.

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, reasons for choosing the topic, research problems, objectives of the study, significances of the study, scope and limitation, definition of key terms, and outline of the thesis.

1.1 Background of the Study

A novel usually concerns with a human being from which the story gives the reader valuable messages. The writer works on the characters and brings them to life. Usually, characters in the novel resemble a human being in real life with the purpose of amusement, or for the sake of information. It is a fictional text which has a substantial length and definite complexity that deals with imaginatively human experiences which normally connecting each other through sequential events involving a group of persons in a certain and a specific setting. As Kennedy (1979, p. 231) states that a novel is a book of length story in prose whose authors try to creates the sense that, while we read our experience actual life. By length story, it means the story including the complex plot, diverse characters, and various setting which spends forty-five thousand words or more (Kenney, 1966, p. 103).

There are several reasons why the reader wants to read a novel. It can be to append the knowledge, personal interest, connection or maybe merely as entertainment when they are bored. The purpose of a novel can be different and subjective, neither fixed or a singular one. Of all the

rewards that the novel can bring, the one for sure is enjoyment. For the reader to enjoy and invest more time in reading the novel, the author and the reader should find a way to fill in the gap. It can be done by creating trust, relationship, and interest to each other whether it is fiction or non-fiction.

In order to help the readers, every story needs to have a context. The context means a state of affair which forms a background, setting, or surroundings of occurrences. To add, the context shapes a background of an event, idea or statement in such a way as to enable the readers to understand the literary piece. It provides the background of the story and who involved in the story. This is an essential part and it helps to engage the reader. The novel should have a clear context which is part of a discourse that surrounds a word or passage and can throw light on its meaning. The author should be able to provide interesting information such as related to the personality traits, the backstory, the setting, etc. Especially in fiction, the author at least should create a compelling and relatable character so that the reader can enjoy reading the novel.

For the development of the characters themselves, Hawthorn (1985, p. 1) says, a novel may include references to real places, people, events, but it contains only such reference and remains a novel. Even though the characters and the actions are imaginary, but they are in some sense are the representative of real life, even though they are fictional, they bear the resemblance to the real. Related to likeliness, the characters should be able to reach the readers' interest and desire to read the whole novel and

feel the emotion through the characters and the story. Through them, the author can describe and deliver not only emotion but also experiences into the readers' mind. Whether the character is sympathetic or not, it should attain the emotional responses from the reader through the character's actions or moves.

Regarding this matter, appraisal plays an important part to contribute to achieving this goal. According to Martin and White (2005), appraisal is composed of three interacting domains: attitude (feelings of emotional reactions, judgments of behaviour and evaluation of things), engagement (sourcing attitudes and the play voices around opinions in discourse), and graduation (grading phenomena whereby feelings are amplified and categories blurred).

Mostly, the Appraisal theory is concerned with; 1) how the writers or the speakers construe particular authorial identities for themselves; 2) how authors align themselves with actual or potential respondents; and 3) how writers or speakers construct an ideal audience for their text (Martin & White, 2005; Pankovskyi, 2013). In other words, appraisal theory is the way how the writers or speakers expressing themselves; feelings or beliefs, into the community towards the readers or listeners. The appraisal is used to semantic resources including words, phrases, and structures which speakers or writers employ to negotiate emotion, judgments, and valuations (Wei et al., 2015). By applying appraisal, the reader could grasp the emotion that the characters deliver through their action and state of mind by using some emotive or evaluative words or

sentences. These words or sentences can deliver sympathy or empathy, sadness or happiness depend on what characters that the author shows in the story.

In 2016, Bartley and Castro conducted research on how evaluative and attitude may reflect the mentality of Irish society in relation to the LGBT community. From the research, it can be seen that society considered gays and lesbians as deviant evil behavior, sinful, criminal, rude and outrageous that can threaten the society's stability. From all the existing results, the evaluative words that the Irish media wrote vocalize the sound of the society themselves. The examples of attitude used in tabloids and newspaper articles in this research mostly came negatively and it might directly affect how the LGBT society feel about the rejection and condemnation. In addition, (Li & Gao, 2013) investigated about attitude stated that the appraising items used in the Chinese novel about the relationship between mother and daughter-in-law portrayed the differences in lifestyle and social status. The author showed that the conflict happened in the novel caused by different values and opinions that in the end created disagreement and conflict. As the attitude used in the novel, it helps the reader to interpret what kind of relationship that the characters have.

According to Fitriati, Sutopo, and Maula (2018), the appraisal used in eulogy could help to reach the communicative purpose of the text. The appraising items used in the text showed the eulogizer's assessment towards the deceased. By using appraising in delivering the eulogy, the

audience could have a special event to honor their families who died, to mourn and also the same time to praise their life. Appraisal has become the main aspect that must be there in the eulogy. The function of appraising items in the novel is the same as in eulogy wherein the author expresses his or her feeling through the characters in order for the readers to experience the same. It directly contributes in shaping the character's personality, their point of view and makes them more alive via memorable and interesting dialogues.

Based on Manan (2001), the language that is used to portray events and people shows selections that are made out of all the available options in the linguistic system and these choices support special ways of noticing and reading. The appraising items used in the novel might influence public perspective, opinions and probably social actions that will be taken by the reader. From the previous research, it can be said that the appraising items that the writer wrote in the newspaper influenced how the readers looked at the LGBT society and it might cause dissented situation depends on the appraising items used. In the novel, the appraising items choice by the author could determine the reader's sentiment and mindset regarding how they react to similar events.

Based on the explanation above, the researcher thought it was important to conduct the study about appraising items focusing on the attitude domains in a novel. The quality of the novel can be seen as how much feelings and time the reader spent on the book, how the characters

affect the reader's opinion and emotion. This research was different because of crime or mystery genre has never been an object in the appraisal analysis. The dialogues from the main characters from *A Study in Scarlet* written by Sir Arthur Conan Doyle were chosen to see how the author captured the relationship between them and how it can affect the reader to keep continue reading the story. The characters in this novel have been one of the most relatable characters in English fiction. Therefore, the researcher wanted to discover how relatable the characters in the story and how their connection in the story can give a good impression for the reader.

In this research, the researcher focused only on the attitude domains (affect, judgment, and appreciation). It is necessary to mention that there are other kinds of strategies in the appraisal theory using different genre in English. In order to deepen the knowledge in appraising items, more research is needed to study those as well bear in mind that appraisal is not a fixed product.

1.2 Reasons for Choosing the Topic

The researcher conducted this research based on the following reasons:

The first reason is the importance of learning the interpersonal meaning. It can be realized through the appraisal theory which helps them to construe the meaning in a spoken or written text. This research focused on the appraising items found in the novel as the way the writer expresses his ideas, belief, and feeling to build the relationship between him and

the reader. Since there are various readers who read the novel, the use of the appraising items could be understood differently. In order to know the story, it is necessary for the readers to look at the appraising items carefully.

The second reason is that Doyle's novel *A Study in Scarlet* as the first novel that he wrote which marked the first appearance of the famous and eccentric literary detective character, Sherlock Holmes, and his best friend, Dr. Watson. The researcher wanted to see how the writer portrayed his characters through the use of his appraising items in order to gain more readers. *A Study in Scarlet* presented three different parts in which the first part shows us the first encounter of Dr. Watson and Sherlock Holmes and how they found a mysterious murder in London. The second part is the personal reason from the murderer's point of view about the murder. The last part from the novel is the opinion from Dr. Watson about it which in the end concluded the case and perfectly close the chapter.

1.3 Research Problems

The main problem of this research was: How are the appraising items (affect, judgment, and appreciation) used in *A Study in Scarlet* by the main characters, which can be elaborated into 4 questions:

1. How is affect used in the novel?
2. How is judgment used in the novel?
3. How is appreciation used in the novel?

4. What is the application of appraising system in English language teaching?

1.4 Objectives of the Study

The objectives of this research are, as follows:

1. To explain the use of affect in the novel.
2. To explain the used of judgment in the novel.
3. To explain the used of appreciation in the novel.
4. To explain the application of appraising system in English language teaching.

1.5 Significance of the Study

Hopefully, this research would give some significance, as follows:

The affect used by the main characters in the novel is explained in this research so that theoretically; the finding is expected to provide more information in expressing personal emotion and ideas. Practically; the finding is expected to lead the students in using a proper phrase to proclaim their emotion in a conversation. Pedagogically; the finding is expected to give teachers useful insight in assisting the students to study about emotional responses.

The judgment used by the main characters in the novel is explained in this research so that theoretically; the finding is expected to give a better understanding on how to evaluate or to judge human behavior in general. Practically; the finding is expected for the students to let them asses the other people's behavior related to ethical and society region

through the right judgment. Pedagogically; the finding is expected to provide an insightful knowledge for the teachers so they could teach the students on how to appropriately measure human's character.

The appreciation used by the main characters in the novel is explained in this research so that theoretically; the finding is expected to provide an insight for the people on how to evaluate non-living objects and process. Practically; the finding is expected to give the students the capability to assess products or events. Pedagogically; the finding is expected to provide the teachers meaningful information about how to appreciate and to judge non-living things and teach this to the students.

The application of the findings in English language teaching is explained in this research so that theoretically; the teachers would have a comprehension of how the appraising system applied in English education. Practically; the teachers could help the students to learn the attitude in order to evaluate people's behavior, things and expressing their own feeling. Pedagogically; the finding from this research could give an insightful contribution towards the English education and teaching-learning process.

1.6 Scope of the Study

The object of this research was Doyle's entitled *A Study in Scarlet*. The story in this novel was examined to see the interpersonal meaning that the writer used through his characters, Sherlock Holmes and Dr. Watson. The researcher focused on both the utterances from the characters and the narration that was told by Dr. Watson. He was the main narrator from all

Doyle's novel that directly gave us the representation of Holmes personality from the second person's point of view. The researcher then observed the appraising items that the writer used through Dr. Watson's utterances and narration.

1.7 Definition of Key Terms

Definition of key terms are important for the reader to understand and to recognize the key points from this study so that the writer and the readers can have the same comprehension :

a) Appraisal theory: Martin and White (2005) stated that appraisal as an interpersonal system developed to complement two other interpersonal systems, negotiation and involvement. They also added that 'appraisal itself is regionalized as three interacting domains; attitude, engagement, and graduation.' Meanwhile, based on Ekawati (2015), appraisal theory is a particular approach to exploring, describing and explaining the way language used in constructing interpersonal positions and relationships.

b) Appraising items: Referring to table in Martin and White (2005, p. 71) in their books, The Language of Evaluation, the three kinds of attitude; affect, judgment and appreciation are called appraising items. Therefore, the clause or clause complexes which categorized in attitude that the researcher found in this research is called as appraising items.

c) Novel: A novel is a long fictional prose narrative. It was the close relation to the real-life condition that differentiated it from roman in most European languages that indicating the adjacency of the forms (Goody, 2006, p. 18). Meanwhile, based on the Oxford dictionary, it means a fictitious prose narrative of book length, typically representing character and action with some degree of realism.

1.8 Outline of the Report

The following is the outline of the report.

The first chapter presents several basic subchapters such as background of the study which acted as the underlying theories and ideas that encouraged the research to conduct the research, reasons for choosing the topic as convincing reasons on why this research worth to conduct, research problems, objectives of the study, significances of the study and scope of the study. The background of the study begins with the introduction of metafunction of language which consisted of ideational, textual and interpersonal metafunction. With the focused of this research to interpersonal metafunction, the researcher applied the appraisal theory from Martin and White (2005) in order to see how a novel writer portrayed his characters in front of the reader. The following questions are analyzed and explained in this research. By accomplishing the objectives, hopefully, this research could contribute in terms of theoretical, practical and pedagogical matters.

The second chapter explains about three subchapters. The first one was the review of previous studies as the underlying studies to support this research. The previous studies are categorized into the used of appraisal such as in argumentative writings, news, speech and etc, discourse analysis, interpersonal meaning, Conan Doyle's novel and also the application in English education. Each of them is reviewed so the researcher would know the differences between the previous studies and this research. The next subchapter review of theoretical studies which explained the metafunction of language, the concept of a clause, the appraisal system which consisted of attitude, graduation and engagement and the last one was novel. The third subchapter was the theoretical framework of the present study that would help the researcher to describe certain phenomena using some evidence and facts based on the theory that the researcher used in this research.

The third chapter, research methodology consists of nine subchapters, such as research assumptions, research design, the object of the research, roles of the researcher, types of data/unit of analysis, instruments for collecting data, methods for collecting data, procedures for analyzing data and triangulation. The research assumption showed that the researcher assumed there were appraising items used in the novel. Furthermore, the research design of this research was qualitative data and used the novel as the object of the research. The data was labeled as clause and clause complexes or sentences. These data later put in three different instruments based on each category. Lastly, the data are

validated with methodological triangulation by comparing the finding with some previous studies finding and investigator triangulation by lecturers from a Private University in Semarang.

The fourth chapter is finding and discussions. The first subchapter, findings would describe the appraising items found in the novel and gave the reasons alongside with the evidence to prove that each clause is in the right category. The last subchapter, discussions would discuss the findings from this research and compared it with another theory in order to obtain another point of view towards the findings.

The last chapter is the conclusion and suggestions related to the findings of the study. Based on the conclusion, it can be concluded that the appraising items from all category, affect, judgment and appreciation is used mostly by Dr. Watson. It was because first Dr. Watson was also the narrator of the novel. The writer described Holmes character, his reaction towards a series of events, how he behaves through Dr. Watson monologue or conversation. From this finding, the reader could get a better impression of the main characters that directly supported them to luxuriate the whole story. From this research, it is suggested that the teachers could help the students to improve their interpersonal skill in daily communication and in their social life. Mastering interpersonal skill through the help of appraisal could support the student's ability to express their emotions and judgment in delivering better communication with a mutual understanding.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the review of related literature, there are three subchapters: review of previous studies, review of theoretical studies and theoretical framework of the present study.

2.1 Review of Previous Studies

This part would discuss several previous studies regarding the use of appraising items in the novel and the relation to its finding to English language teaching. The previous studies in this subchapter are divided into six parts, they were appraisal, discourse analysis, interpersonal meaning, Doyle's novel, and the application in English language teaching.

The first previous studies were about appraisal. There were several researchers who had done their research about appraisal, they were Benham and Bahar (2013); Li and Gao (2013); Wu (2013); Hadidi and Parvin (2015); Widiastuti (2015); Apriliani and Priyatmojo (2016); Gashani and Sofwan (2017); Hidayati (2017); Pusparini, Djatmika and Santosa (2017); Mardiana, Anggani and Sutopo (2018); Fitriati, Sutopo, and Maula (2018). In the one of the research, the researcher could see how the speakers positioned themselves and also how they achieve and persuade the audiences by using the words they used to express their feeling and judgment (Yang, 2016). The finding showed the distinction of the appraisal system used by Chinese and American students and the research is applied successfully in college student's writing. Another research as stated in Kusumawardhani (2012), the appraisal system is used in

Javanese Catholic daily prayers as in demanding goods and services. It used all the domains from appraisal such as affect, judgments, appreciations, graduations, and sources. This could be a relatable material for teaching languages to the students especially how to address and to demand politely to God.

In addition, discourse analysis is closely related to the present research. Conducting research to a novel, speech, newspaper or any other kinds of discourse, means that the researcher wants to study the message which mostly in written text. It allows the reader to see how the message is organized, used and understood. Several researchers such as Nugroho (2009); Priyatmojo (2011); Su (2016); Matin (2017); Sukrisno (2010); Tabrizi, Gupta and Saxena (2014); Helmanita, Emzir and Rafli (2018); Mandarani, et al (2018); Sari, et al (2018); Wahyuningsih (2018). Olowu and Akinkurolere (2015) had conducted research on multimodal discourse analysis on malaria drugs advertisement. The result showed that the use of visual resources such as color, pictures, symbols, icons, gaze and posture increasing the quality of the advertisement. It is proven that the malaria advertisement can deliver the message perfectly as a communication device and attracted the readers to read it. On the other hand, the research about English song's discourse by Li (2016) stated that the understanding of attitude resources such as affect and appreciation used in the song helped the listeners to comprehend the meaning behind each word.

The next previous studies were about interpersonal meaning which had been conducted by Hadidi (2015); Sugiarto, Sofwan and Sutopo (2015); Hartati (2016); Mafruchatunnisa and Agustien (2016); Yuliati (2016); Hermawan and

Sukyadi (2017); Yuliana and Imperiani (2017); Kartika and Wihadi (2018); Pahlevi, Rukmini and Warsono (2018). The research conducted by Firmansah (2015) in political speech showed that the speech realized often from the placement of subject and the utilization of finite, mood adjuncts and modality. The mood structure realized in the speech and the difference determined in the interpersonal meaning from the speakers could be seen from the subject and finite comparison. In addition, Mafruchatunnisa and Agustien (2016) in their research found that the contact from Michele Obama, as the one who delivered the speech was not too frequent because the speech that the researcher chose was a eulogy speech as the object.

On the other hand, Doyle's novel has been used as the object of the research conducted by Arista and Murni (2014); Syafar, Djamiluddin, and Mukrim (2014); Affifatusholihah and Setyawan (2016); Rahmawati (2017). In Syafar, Djamiluddin, and Mukrim (2014), the researchers carried out an experiment on how the English student used the cultural assumption in translating the sentences from Doyle's novel, A Study in Scarlet. The finding showed that the students did not use their cultural assumption in translating and used mostly dictionary to translate it. It directly made the sentences sound weird, unnatural and biased in meaning because of the mistranslated sentences. In addition, another research by Arista and Murni (2014) found that Holmes used to express his agreement and conveying the codes or clues in order to find out the truth from his investigation by stating metalinguistic and referential function often.

The other previous studies were about the application of English education. Some researchers have tried to apply their research to education with varieties of the object they chose, such as novels and speech, they were Utomo (2011); Barakat and Bedri (2018); Triana (2018). In Barakat and Bedri (2018) research about teaching students by using simplified novels in secondary school gave the improvement in student's reading and vocabulary skill. In addition, Triana (2018) stated that social and family relationship found in The Great Gatsby could help the students to learn about cross-cultural understanding. It also intensified their speaking skill because of the richness in American culture and native expressions contained in the novel. By reviewing all the previous studies, the researcher concluded that they were appropriate for this present research in order to support and to provide more information about conducting research about appraisal system in a novel and the application towards English language teaching.

In conclusion, interpersonal meaning focus on the interactivity of the language whether it is in spoken or written text. In the text, interlocutors expect to tell listeners or readers via text. It is correlated with discourse analysis which acts as a study of how sentences in spoken or written language form larger meaningful unit as in paragraphs, conversations, interviews and etc (Richards, Platt & Weber, 1985, p. 84). The correlation for each part written in this subchapter can be used as practical guidance for the researcher because of the relevancy of their previous research and this present research.

The researchers had used several different objects such as books, newspaper, interview, songs, thesis writings, books, daily prayers, movies and

so on. The appraisal itself is not a fixed product where the results always varied from one to another. So it is necessary to look up for more future research about it in order to see the development of the appraisal theory itself.

This research was different from the previous research because no research has mentioned appraisal system in a crime-mystery fiction. Doyle's novel has been used to see the used of Grice's maxims and translation technique but not the appraising items particularly attitude domain. The research about appraisal in the novel mentioned before focused on varieties of discourse such as conflict discourse, folklores, social commentary and so on. None of them chose crime fiction as the object of their research and connected it to the English language teaching especially in improving the students' interpersonal skill. Therefore, the study in appraisal theory especially attitude domain and its relation to students' mastery in interpersonal skill was important to be conducted. Thus, in this research, the researcher tried to study the importance of appraising items found in *A Study in Scarlet* and the application of its finding to improve students' proficiency in interpersonal skill and in English language teaching in general.

2.2 Review of Theoretical Studies

In the review of theoretical studies, there are several sub chapters presented, as follows: metafunctions of language, concept of clause, appraisal system, and novel.

2.2.1 Metafunctions of Language

Language that used in a social context has three functions based on Martin and Rose (2003, p. 6). There are (i) to represent our experience to each other; (ii) to enact our social relationships; and (iii) to organize our enactments and representations as meaningful text that later called as the metafunctions of language in social interactions. Based on Halliday (1985. p. 44) the meaning of metafunction is that part of the system of a language

- the particular semantic and lexicogrammatical resources that have evolved to perform the function in question. In metafunction, there are three meanings; a meaning about interaction (an interpersonal meaning); a meaning about reality (an experiential meaning); and a meaning about the message (a textual meaning). These three meanings laters are known as the metafunctions.

Halliday in his book, Language in Education, stated that the ideational metafunction is the ideational function which 'the content function of language' (Halliday, 2007, p. 183). This term is expressed within transitivity and it is the resource for construing our experience of the world around us and inside. Ideational meaning clearly represents the reality which can be expressed through phenomena that happen around us. Gerot and Wignell (1994, p. 12-13) also said that ideational meaning is a meaning about phenomena - about living things (living and non-living, abstract or concrete), about goings on (what the things are done), and the circumstances surrounding these happenings and doings. That realized in wordings as participant, processes, and circumstances.

The next is the interpersonal function which the resource for enacting roles and relations in dialogic interaction or it can be called as 'participatory function of language'. Butt et al (1995, p. 13) stated that interpersonal metafunction uses language to encode interaction and to show how defensible or binding we find our proposition or proposals: that is, it makes interpersonal meanings. The meanings can realize in wordings through mood and modality. The last is the textual function that Halliday interpolated as,

> All languages organized around two kinds of meaning, the "ideational‟ or "reflective", and the "interpersonal‟ or "active" also combined with a third metafunctional component, the "textual" that relevance into the other two. (Halliday, 1994, p. 39).

To conclude it, textual metafunction enables the speaker to present and to express their ideational and interpersonal meanings as information organized into text that unfolds in the context that can be realized in cohesion and information structure (Halliday, 2007, p. 184). Martin and Rose (2003, p. 7) later developed these previous three metafunctions into five key terms: (i) Appraisal, (ii) Ideation, (iii) Conjunction, (iv) Identification, and (v) Periodicity.

An appraisal is a part of interpersonal metafunction that is used to negotiate and to express attitudes and behavior. Mostly it concerned with the evaluation, which means what kind of attitudes that are negotiated in a text, how weak or strong the feelings involved and the ways in which values are sourced and readers aligned. The appraisal is interpersonal kinds of meanings that realize in Tenor of a text (Martin & Rose, 2003, p. 16).

Meanwhile, ideation is a part of ideational metafunction that used for representing how our experience as a 'reality, symbolic and material' experience. It can also be said that ideation focuses on what kinds of activities are undertaken, and how participants undertaking these activities are described and classified. These are traditional kinds of meaning that realize the field of the text (Martin & Rose, 2003, p. 17). Next, Martin and Rose (2003, p. 17) also stated that conjunction looks at inter-connections between activities – reformulating them, adding to them, sequencing them, explaining them and so on. These are also ideational types of meaning, but of the subtype 'logical'. Logical meanings are used to form temporal, causal and other kinds of connectivity (Martin & Rose, 2003, p. 17).

Furthermore, identification is part of textual metafunction that used for tracking people, places, things that introduced in a text that later could be tracked through the whole discourse. These are the textual resources, concerned with how discourse makes sense to the reader by keeping track of identities (Martin & Rose, 2003, p. 17). While the last is periodicity that considers the rhythm of discourse, that is the layers of prediction that flag for readers what is to come, and the layers of consolidation that accumulate the meanings made. This is also part of textual meanings that concerned with organizing discourse as pulses of information (Martin & Rose, 2003, p. 17).

2.2.2 Concept of Clause

In order to communicate with others, people may use spoken or written language. Gerot and Wignell (1994, p. 82) confirm that a sentence is a unit

of written language, therefore, it is only applicable in analyzing the written language instead of the concept of a clause that is being applied for both written and spoken languages. But on the other hand, Halliday and Matthiessen (1999, p. 512) emphasize that the fundamental element of grammar is clause and it presents the parameter within which the processes may unfold.

A clause based on Gerot and Wignell (1994, p. 82) is the largest grammatical unit and a clause complex is two or more clauses logically connected. The three broad metafunctions from Halliday: textual, ideational, and interpersonal have their own different mode of meaning in clauses. The textual metafunction talks about the verbal word, especially the information that related to a text and concerned in clauses as a message. Meanwhile, ideational metafunction talks about the natural world, about human consciousness and concerned in clauses as a representation. The last is the interpersonal metafunction that talks about social world especially with the relationship between the speaker and the listener and concerned in clauses as an exchange.

1) Clause as message

Clause as message is related to the structure of the sentence. It is divided into two main parts, theme and rheme. Based on Halliday and Matthiessen (2004, p. 64) theme is the element which serves as 'the starting point for the message'; it is what the clause is 'going to be about.' While rheme stated in Eggins (2004, p. 300) is the part of the clause in which the theme is developed. This function is the

realization of a textual meaning. Theme is always located at the beginning of the sentence while rheme is the rest of the theme or at the end of the sentence. Basically, to separate them all, everything which is not the theme, is the rheme. Theme has the important part as the point of the topic or the clause. In the preceding clause, theme will convey a new information. Later for the next clause, this introduced information becomes old.

2) Clause as representation

The function of clause as representation is to represent something. Following Halliday (1994, p. 106), a clause as representation is related to the clause in its experiential function, its guise as the way of representing patterns of experience. The most powerful impression of experience of human beings is that it consists of 'goings-on' – happening, doing, sensing, meaning, and being and becoming (Halliday, 1985, p. 101). The grammatical system used for this purpose is the system of Transitivity. The Transitivity system construes the world of experience into a set of processes, participants, and circumstances (optional).

3) Clause as an exchange

Clause as an exchange is a clause that delivered a way to interact with each other. The meaning is to exchange something; a transaction or a negotiation between the speaker and the listener. This function is the realization as an interpersonal meaning. Halliday (1994, p. 68) states that in the act of speaking, the speaker adopts for himself a particular

speech role, and in so doing assigns to the audience a complementary role. Gerot and Wignell (1994, p. 23) said that there are actually two most fundamental types of speech role: (a) giving, and (b) demanding. It means that if a speaker is giving you information or goods, he is actually inviting you to receive that information or goods. On the other hand, if he demands an information or goods from you, then you are invited to give him that information or goods.

2.2.3 Appraisal System

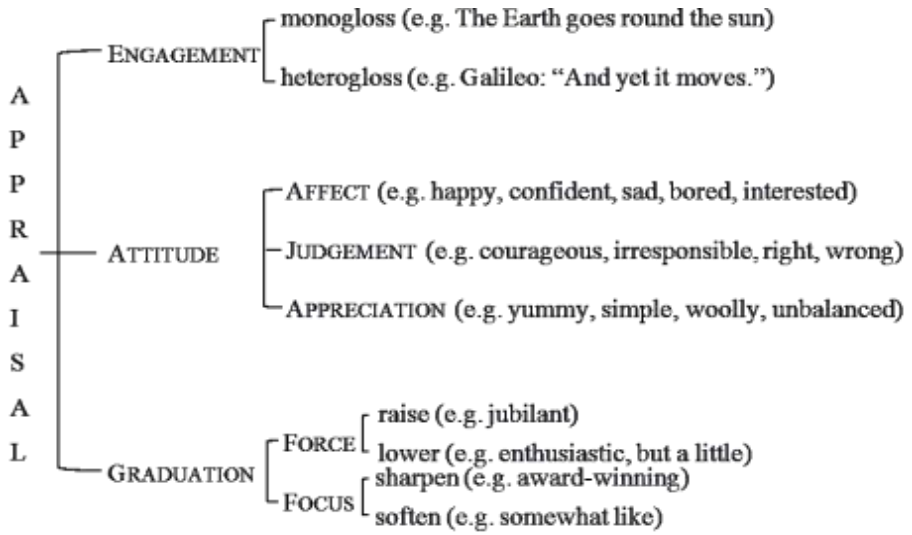
In written language, the appraisal has a strong connection with how people expressing their own interpersonal meaning. Appraisal system will perceive how a speaker or a writer delivered their judgment towards people, event, things, and how to see the world in a general way. In written language, the appraisal has a strong connection with how people expressing their own interpersonal meaning. There are several definitions of appraisal theory that has been stated by some experts. The first is from Eggins and Slade (1997) who stated that appraisal refers to the attitudinal coloring of talk during a range of dimension, including; certainty, emotional, response, social evaluation, and intensity. It is primarily realized lexically, but it can also be realized by clauses. There are four main categories of appraisal; affect, judgment, appreciation, and amplification.

Moreover, appraisal model is also a framework that categorizes language choices made in texts as resources for constructing interpersonal meanings, however, it also captures the relationship between these and the

ideational/textual meanings simultaneously realized in a text (Hood, 2004). Martin and Rose (2003, p. 22) stated that “appraisal is concerned with evaluation, which is the kinds of attitudes that are negotiated in a text, the feeling involved, and the values which aligned with source and readers". Their analysis is organized into five major components; appraisal (interpersonal meanings which realize variation in the tenor of a text), ideation (ideational meanings which realize the field of the text), conjunction (logical meanings which realize the logical subtype of ideational meaning), identification (textual resources concerned with tracking participants in a text), and periodicity (concerned with the rhythm of discourse which have to do with the flow of information distribution) . They divided appraisal into two big categories; kinds of attitudes and amplifying attitudes. Kinds of attitudes consist of affect, judgment, and appreciation.

In addition, Martin and White (2005) said that appraisal as an interpersonal system was developed to complement two other interpersonal systems; negotiation (involving speech function and exchange structure) and involvement (non-gradable resources especially for expressing solidarity). Martin and White (2005, p. 35) give an overview of how these three discourse semantic domains realize tenor relations. As a discourse semantic systems, appraisal divided into three domains including attitude, engagement, and graduation (Martin & White, 2005, p. 35). Those three domains can be seen down below.

Figure 2.1. Appraisal System



(Martin & White, 2005, p. 38)

Martin and White's theory was chosen for this research because they provide a more detailed explanation and it was as the improvement from the previous explanation from another expert. There are only slight differences among all definitions of appraisal since most of them have the same theory. Martin and Rose (2001, p. 26) for example divided judgment into two categories; personal and moral. While Eggins and Slide (1997, p. 133) divided judgment into two subcategories; social sanction and social esteem. The categories from Eggins and Slide also used by Martin and White (2005, p. 53) but with some adjustments, for example, there are 3 sub-categories in social esteem such as normality, capacity, and tenacity. Also 2 more sub-categories in social sanction which are veracity and propriety.

In addition, Martin and White's theory also applied in many research and most of them were stated in this research as its previous studies. The previous definition from several experts helped to seek a way to expand the theory of appraisal since its development is still an ongoing process where further research needed. Concerning about Martin and White's theory that is used in most of the studies, it was decided to use it as the theory that supported this research.

2.2.4 Attitude

Attitude is the way to evaluate an object as Martin and Rose (2003, p. 22) defined as attitudes as "something to do with evaluating things, people's characters, and their feelings." Furthermore, based on Martin and White (2005, p. 35) attitude is concerned with our feelings, including emotional reactions, judgments of behavior and evaluation of things. Basically, these are the way the writer or the speaker directing their emotions and attitude towards an object. It could be love, anger, jealousy, satisfaction, excitement and so on.

This attitude is seen from the realization of the clauses. In one particular clause, the writer could construe his experience that could be mixed with his evaluation of things and also presenting his attitude towards it. The attitude that the writer expressed could be more or less amplified; more or less intense. In judging people's feeling and character or appreciating things, the writer could also attribute to some other sources, which means that the writer can use his own feeling or add other's feelings by referring somebody else's words. From the previous diagram

from Martin and White (2005, p. 38), attitude is divided into three branches; affect, judgment and engagement which will be explained further below.

2.2.4.1 Affect

Based on Martin and White (2005, p. 42) affect is something that concern with registering positive and negative feelings, do we feel happy or sad, confident or anxious, interested or bored. It is a real manifestation of the writer or the speaker that brought particularly because of the third participant mostly related to the emotional region. This will reflect the emotional responses and evaluation from the writer or the speaker. Furthermore, Halliday (1994) also stated in Martin and White (2005, p. 46) set usual range of grammatical metaphors for affect including nominalized realizations of qualities (joy, sadness, and sorrow), processes (grief, sobs, constriction in his throat) and comment. All these stages are the ways people realizing their emotional disposition to person, things, or state of affairs that is happening.

Table 2.1. Affect Function

Grammatical Niches	Examples	Function
Affect as 'quality' ✓ Describing participants ✓ Attributed to participants	✓ A sad captain ✓ The captain was sad ✓ The captain	✓ Epithet ✓ Attribute ✓ Circumstance

✓ Manner of process	left sadly	
Affect as 'process' ✓ Affective mental	✓ His departure upset him ✓ He missed them	✓ Process (effective) ✓ Process (middle)
✓ Affective behavioral	✓ The captain wept	✓ Process
Affect as 'comment' ✓ Desiderative	✓ Sadly, he had to go	✓ Modal adjunct

(Martin & White, 2005, p. 46)

Hereinafter, Halliday (1994) classifying affect into six factors as stated in Martin and White (2005, p. 46).

1) This emotion construed as positive or negative feelings. For example 'he is happy' and 'he is sad'. There are several processes of emotive that internally embroiled in the writer or the speaker such as behavioral (he smiled at her), mental (he hates her) and relational (he felt sad because of him) processes.
2) The feeling realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic

manifestation as a kind of emotive state or mental process. For example, ‘the captain wept’ and ‘the captain disliked’.

3) The writer or the speaker directed their emotion directly or as their reaction to some specific emotional trigger. For example 'she disliked the idea' as a reaction to the other, while 'he was happy' as undirected mood.
4) In affect, he also said that in affect, feeling or emotion can be graded; low, median and high. For example, ‘she disliked’ (low), ‘she hated’ (median) and ‘she detested’ (high).
5) Feelings that *involve* intention (rather than reaction) should be considered towards an irrealis stimulus (rather than realis). Irrealis here means that the speaker does not realize that certain action or situation have happened as the speaker talking. For example, 'he disliked' (realis) and 'he feared' (irrealis).
6) The last factor is a group of affect that can be categorized as un/happiness, dis/inclination, in/security and dis/satisfaction.

Based on the last point, Martin and White (2005, p. 49) proposed three kinds of affect, which are un/happiness, in/security, and dis/satisfaction.

a) The un/happiness covered sadness, hate, love, happiness and etc. This emotion involves sad or happy feeling and the possibility

for people to direct their liking or disliking to something (Martin & White, 2005, p. 49). Words that show affect un/happiness is shown in the table below.

Table 2.2. Affect Un/happiness

Un/Happiness	**Surge (of behaviour)**	**Disposition**
Unhappiness		
Misery (mood: in me)	Whimper Cry Wail	Down (low) Sad (median) Miserable (high)
Antipathy (directed feeling: at you)	Rubbish Abuse Revile	Dislike Hate Abhor
Happiness		
Cheer	Chuckle Laugh Rejoice	Cheerful Buoyant Jubilant
Affection	Shake hands Hug Embrace	Be fond of Love Adore

(Martin & White, 2005, p. 49)

b) The in/security that concerned with the ecosocial well being such as trust, confidence, fear, anxiety, and etc in relation to our environs (Martin & White, 2005, p. 49). Words that show affect in/security is shown in the table below.

Table 2.3. Affect In/security

In/Security	**Surge (of behaviour)**	**Disposition**
Insecurity		
Disquite	Restless Twitching Shaking	Unseasy Anxious Freaked out
Surprise	Start Cry out Faint	Startled Jolted Staggered
Security		
Confidence	Declare Assert Proclaim	Together Confident Assured
Trust	Delegate Commit Entrust	Comfortable with Confident in/about Trusting

(Martin & White, 2005, p. 50)

c) The dis/satisfaction which concerned with the pursuit of goal such as curiosity, respect, displeasure, ennui, and etc. It deals with our feelings of achievement and frustration related to the activities we engaged (Martin & White, 2005, p. 50). Words that show affect dis/satisfaction is shown in the table below.

Table 2.4. Affect Dis/satisfaction

Dis/Satisfaction	**Surge (of behaviour)**	**Disposition**
Dissatisfaction		

Ennui	Fidget Yawn Tune out	Flat Stale Jaded
Displeasure	Caution Scold Castigate	Cross, bored with Angry, sick of Furious, fed up with
Satisfaction		
Interest	Attentive Busy Industrious	Involved Absorbed Engrossed
Pleasure	Pat on the back Compliment Reward	Satisfied, impressed Pleased, charmed Chuffed, thrilled

(Martin & White, 2005, p. 51)

Furthermore, the table below provided more example from a broaden spectrum proposed by Roget thesaurus with the meaning such as follows (Martin & White. 2005, p. 51).

Table 2.5. Affect by Roget

Affect	Positive	Negative
Dis/inclination	Miss, long for, yearn for	Wary, fearful, terrorised
Un/happiness	Cheerful, buoyant, jubilant; like, love, adore	Sad, melancholy, despondent; cut up, heart-broken.. broken-hearted, heavy-hearted, sick at heart; sorrowful... grief-stricken, woebegone... dejected...; dejected, joyless, dreary, cheerless, unhappy,

		sad; gloomy, despondent, downcast, low, down, down in the mouth, depressed...; weepy, wet-eyed, tearful, in tears...
In/security	Together, confident, assured; comfortable, confident, trusting	Uneasy, anxious, freaked out; startled, surprised, astonished
Dis/satisfaction	Involved, absorbed, engrossed; satisfied, pleased, chuffed/ impressed, charmed, thrilled	Flat, stale, jaded; cross, angry, furious; bored with, sick of, fed up with

(Martin & White, 2005, p. 51)

2.2.4.2 Judgment

Judgment based on Martin and White is how people decipher the meaning towards someone else's behavior or attitude or how their character measures up. This has something to do with ethical region. The evaluation of judgment is related to the ethical norms of society. There are two main distinctions in judgment; social sanction and social esteem. The differences between these two areas stated clearly by Martin (2000, p. 156),

> Social esteem consists of admiration and criticism, without any legal implications; you may need a therapist if you find a difficulties in this section. Meanwhile, social sanction, consists of praise and condemnation, usually accompany legal implications; you may need a lawyer if you have a problem in this part.

To be concluded, social sanction has correlated with legal and moral issues. From a religious perspective, if someone breaks these rules, it might be categorized as a sin. Meanwhile, from a legal perspective, it can be said as crimes and they need to

have punishment or a sanction for their crimes. On the other hand, social esteem does not have any correlation with legal or moral issues. Their behavior will be graded as lowered or raised in society. It is not a sin or a crime for someone to break this rule, but their attitude and behavior will be seen as dysfunctional, inappropriate, or discouraged.

Social sanction can involve veracity (evaluating someone's honesty; such as "Can we trust President in this matters?") and propriety (evaluating someone's moral behavior; such as "A cruel and violent boss"). Furthermore, social esteem can involve normality (about how normal a person behaves; such as "She is so peculiar"), capacity (about how capable a person is; such as " She is so weak to play", and the last part is tenacity (about how dependable a person is; for example "She took the book slowly").

Table 2.6. Judgment (social esteem)

Social Esteem	**Positive (admire)**	**Negative (criticise)**
Normality *(how special?)*	lucky, fortune, familiar, charmed, fashionable, natural, normal, stable,.....	unlucky, unfortunate, odd, peculiar, obscure, erratic, dated, unpredictable,....
Capacity *(how capable?)*	powerful, vigorous, clever, gifted, humorous, sensible,	mild, weak, unsuccessful, insane, foolish, ignorant, naive, stupid,.....

	educated,.....	
Tenacity *(how dependable?)*	adaptable, careful, dependable, reliable, faithful, wary, patient,....	cowardly, impatient, reckless, stubborn, distracted, rash, gutless, ...

(Martin & White, 2005, p. 53)

Table 2.7. Judgment (social sanction)

Social Sanction 'mortal'	**Positive (praise)**	**Negative (condemn)**
Veracity 'truth' *(how honest?)*	truthful, honest, discrete, frank, credible,.....	dishonest, lying, devious, manipulative, deceptive, blunt,...
Propriety 'ethics' *(how far beyond reproach?)*	ethical, moral, generous, charitable, polite, caring, kind,....	bad, immoral, evil, corrupt, greedy, selfish, cruel, mean, snobby,.....

(Martin & White, 2005, p. 53)

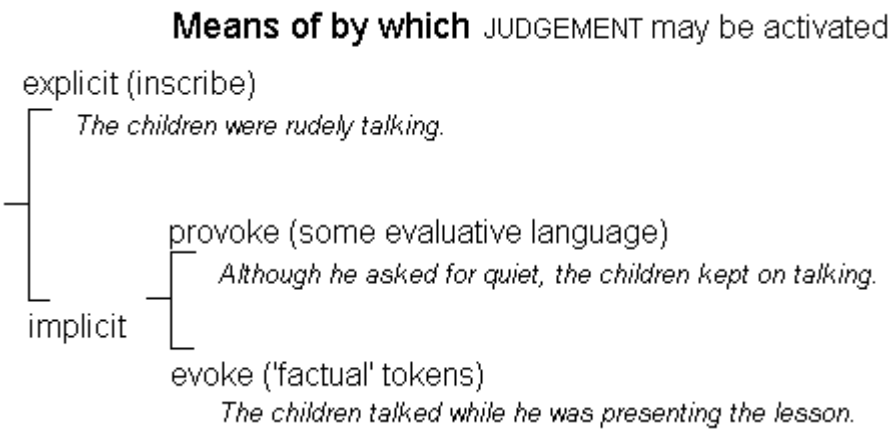
In addition, in moral evaluation, it associated with such an action is so firmly established in our culture as to be virtually automatic or can be said as provoke. It can be said to be somewhere in between explicit and evoke (implicit) judgment because it can be presented by the speaker or the writer by using some evaluative language.

> Although the law allows the Minister to address the plenary meeting on the President's behalf, the House of

> Representatives kept on asking the President to respond about political communication (Sijabat, 2007, p. 3)

There is no clear situation from the above's example but the idea of the attitudinal assessment described in the second clause seems untoward and unexpected. There is still something vaguely accusatory or critical about the wording such as 'although' and 'kept on.' Here evoked judgment occurs when there is purely 'factual' description which, nonetheless, is likely to lead to some interferences of good/bad, praiseworthy/blameworthy, appropriate/ inappropriate behavior. It can be concluded that it belongs to provoke judgment.

Figure 2.2. Types of Judgment



(White, 1998)

On the other hand, Halliday's work on mood, modality and interpersonal metaphor provides the bridge between interpersonal grammar and appraisal which underpins these connections (Halliday 1994, Martin 1992b, 1995b, and Lemke 1998). Begins with propositions, it can be constructed that the

realisations for both probability, usuality and capacity starts with congruent realisations and pushes through metaphorical towards lexis which is clearly appraising in nature.

2.2.4.3 Appreciation

Appreciation tends to relate to an aesthetic region which evaluating non-living object such as products, events, even the product of human behavior. Appreciation can also be said as a system which shows a positive or negative feeling from the speaker or the writer towards processes, events, products or entities that set as evaluations. Even though appreciation also evaluates human behavior just like judgment, but appreciation typically sees it as more abstract, such as plan or policies and also natural objects. When judgment sees a human as a participant who behaves and judges their behavior, appreciation sees a human as entities such as a beautiful girl or a key figure.

According to Rothery and Stenglin (2000), there are three subcategories of appreciation: reaction, composition, and valuation. They stated that reaction is interpersonally tuned which describes the impact of work on the reader or listener or the viewer that later lead them to evaluate the quality of the product or the process. For example positive impact such as arresting, stunning, dramatic and etc or negative impact such as dull, uninviting, monotonous and etc. There is also some example of positive

quality such as lovely, splendid, attractive and etc or negative quality such as ugly, plain and etc.

Under composition, the product or the process is textually tuned which describes the work in terms of details and complexity. For examples positive balance such as unified, symmetrical, harmonious and etc or the negative balance such as unbalanced, incomplete, discordant and etc. Another example of positive complexity such as simple, intricate, precise and etc or negative complexity such as convoluted, simplistic and etc.

Meanwhile, under the terms of valuation, the process or the products are evaluated according to various of social conventions. In this context, it can be seen from the key values where the social aspects are dominant or salience such as important, noteworthy, significant, crucial and etc or if the condition or the phenomenon is in harm such as damaging, dangerous, unhealthy and etc.

Table 2.8. Types of Appreciation

Types of Appreciation	**Positive**	**Negative**
Reaction *(impact; "did it grab me?")*	arresting, captivating, moving, intense, notable, sensational,	boring, dull, pedestrian, monotonous, flat, predictable,....

	dramatic, lively,....	
Reaction *(quality; "did i like it?")*	okay, fine, good, welcome, enchanting, splendid, beautiful,....	nasty, off-putting, ugly, grotesque, plain, repulsive,...
Composition *(balance; "did it hang together?")*	shapely, proportioned, symmetrical, consistent, balanced, harmonious,....	flawed, distorted, shapeless, irregular, uneven, disorganized,...
Composition *(complexity; "was it hard to follow?")*	precise, rich, elegant, pure, clear, simple, detailed, intricate,....	ornate, woolly, plain, unclear, extravagant, arcane,....
Valuation *("was it worthwhile?")*	deep, worthwhile, effective, real, genuine, creative, unique, valuable, authentic,....	Fake, pricey, worthless, prosaic, dated, overdue, common, every day, bogus, glitzy, shoddy,...

(Martin & White, 2005, p. 56)

2.2.5 Graduation (Amplifying Attitudes)

In evaluating things, human being or their feelings, people might use different attitudes towards them. Because every people have different opinion and thoughts that might lead them to use different assessment. Martin and Rose (2003, p. 37) further explain that attitudes are gradable. It means that we can say that to evaluate something or someone, it can be strong or weak depends on how the people feel about it. For example, to make it stronger, they can use words such as very, extremely, really and so on. To make it lower, they can use a word as sort of, slightly and so on.

There are two kinds of amplifying attitudes based on Martin and White (2005, p. 137), they are focus and force. In their book, it said that focus is typically in categories which viewed as an experiential perspective that is not scalable. It can be understood that focus is a way to 'sharpening' or 'softening' categories of people or things. For example to sharpen people or things; a true friend or a real book. If someone said a true friend after his friend did something big for him and by saying that it means, they upgrading their friendship status from friend to true friendship. Moreover, sharpening has been investigated by Labov (1984) and Hayland (2000) and they are considered of using terms intensifiers, amplifiers, and boosters. On the other hand, to soften these categories, Channell (1994) and Lakoff (1973) has explored these issues and used the terms ' hedges' and 'vague language'. The example is such as kind of, sort of, about and so on.

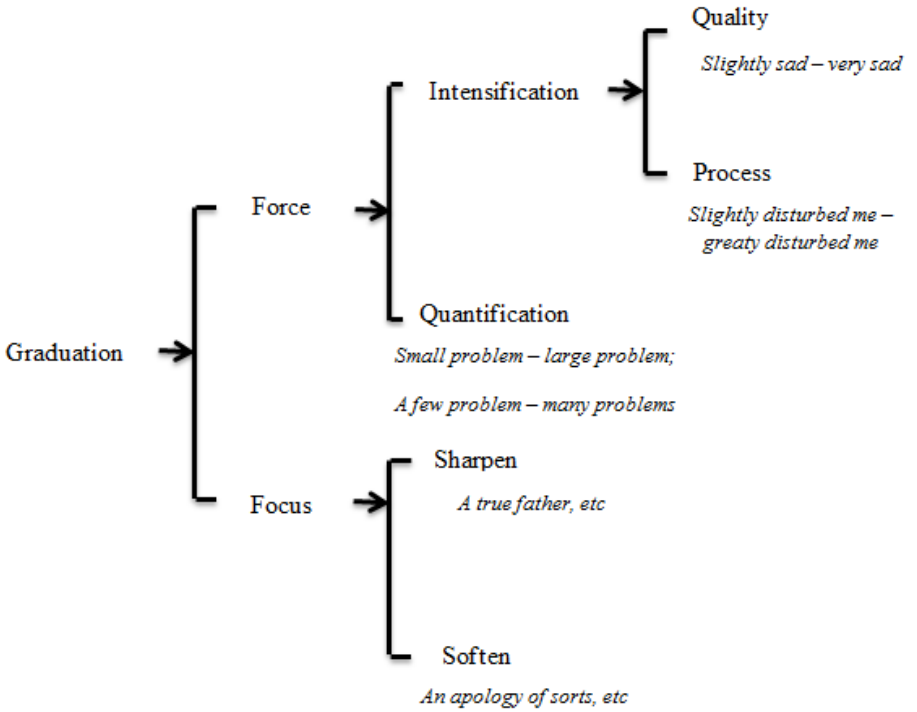
On the other hand, for the force, Martin, and White (2005, p. 140) said that it covers assessment as to a degree of intensity and as to amount. This assessment of the degree of intensity can be categorized into qualities,

processes, verbal modalities such as inclination and obligation. They divided force into two main terms which are intensification (for scaling process and qualities) and quantification (for scaling with respect to the amount, with respect to the extent and with the extent to time and space).

There are six key points of intensification, which are: a) it can up-scaling or down-scaling to either quality (slightly greedy, very greedy) or verbal process (reduced it slightly, reduced it greatly); b) it can be realized either via an isolated lexeme (slightly, very, greatly), via semantic infusion (happy^ecstatic; trickled^poured) or via repetition (laughed and laughed and laughed); c) the realization either figurative (crystal clear, prices sky-rocketed) or non-figurative (very clear, greatly reduced, moved rapidly); d) in the case of isolated, it can be realized grammatically (very easy, greatly reduced) or lexically (amazingly easy, crystal clear): e) lexical intensifications of qualities are typically attitudinal (amazingly, dreadfully, ridiculuously) with a few exception such as ice cold; and lexial intesifications of processes are not typically attitudinal (moved swiftly, stared intently) with a few exceptions such as prices fell dramatically (Martin & White, 2005, p. 148).

In terms of quantification, Martin, and White (2005, p. 150) focus on the imprecise number (few, many, multitude), for mass and presence (small, large, thin, thick, heavy, bright, dim), for the extent of time and space being measured with respect to proximity (near, far, ancient, recent), and distribution (long-lasting, short-term and wide-spread). Below is the figure of graduation.

Figure 2.3. Graduation



(Martin & White, 2005, p. 138-141)

2.2.6 Engagement (Source of Attitudes)

Based on Martin (2003, p. 142) appraisal concept on engagement indicates the speaker's degree of commitment to the appraisal being expressed. Martin and White (2005, p. 92) identified with Stubb's (1996) in Martin and White (2005) view that "whenever speakers (or writers) say anything, they encode their point of view towards it".

Engagement itself can be divided into two, they are monoglossia (single voice) and heteroglossia (multiple voices). Monoglossia means when someone expressed their idea they do not make reference to other voices and viewpoints while heteroglossia means when someone invokes or allow for dialogistic alternatives or it can be said that they are allowing

other voices in the text as a reference to evidence and support (Martin & White, 2005, p. 99-100). Based on Martin (2003, p. 142) appraisal concept on engagement indicates the speaker's degree of commitment to the appraisal being expressed. Martin and White (2005, p. 92) identified with Stubb's (1996) in Martin and White (2005) view that "whenever speakers (or writers) say anything, they encode their point of view towards it".

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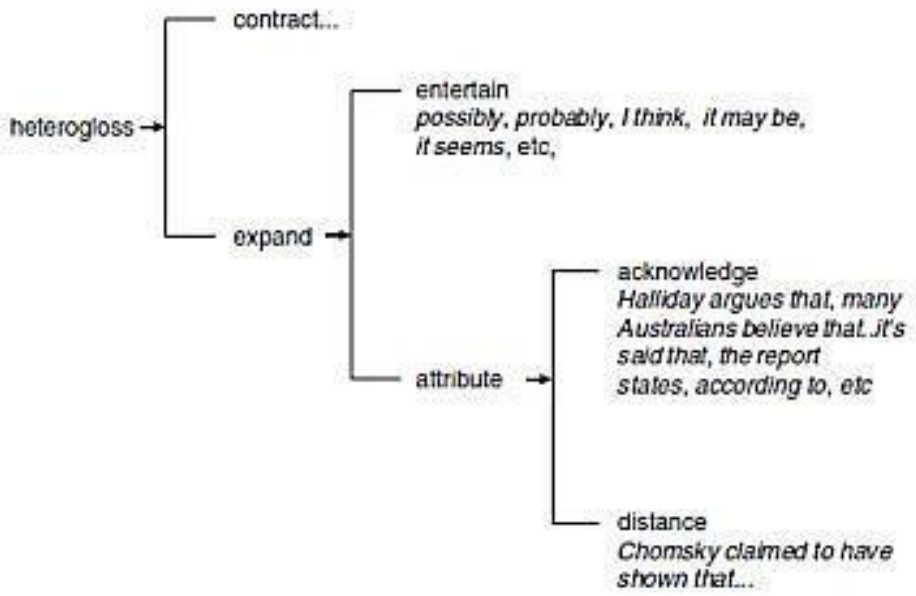
In heteroglossia, there are two dimensions; dialogic expansion and dialogic contraction. The dialogic expansion means that entertaining other voices, acknowledging sources and distancing from the authorial voice. Entertaining means when the readers got entertained by the lexicogrammatical features such as adverbials and modal verbs (so we see that in the Hong Kong situation ESL speakers may not "pick up" meaningful cultural markers). Furthermore, acknowledging means when authorial voice standing with respect to propositions used as 'reporting' (say, state, argue, believe, think, report, etc). Meanwhile, distancing means distancing away from author's position employing "scare quotes" or lexical items like claim (Chomsky claimed to have shown that… (Martin

& White, 2005, p.112)). To make the explanation clear, here is the diagram of dialogic expansion.

Figure 2.4. Dialogic Expansion



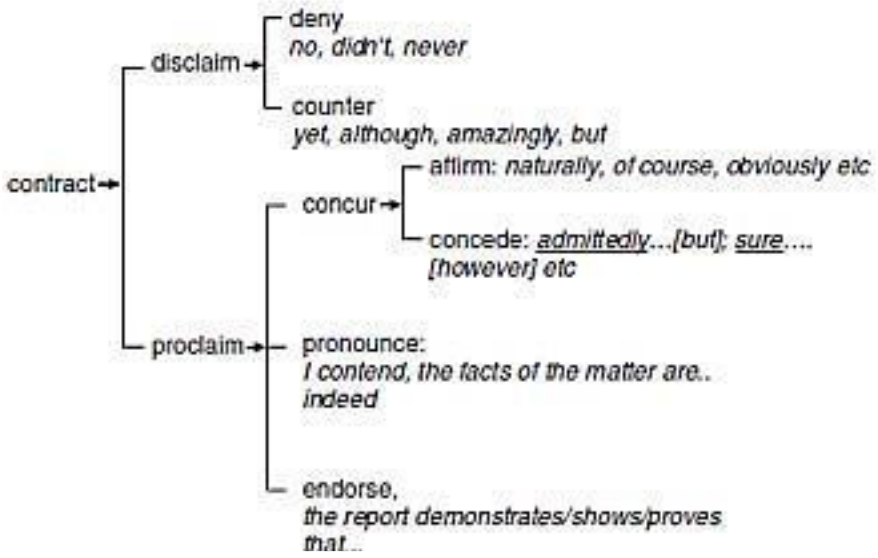
(Martin & White, 2005, p. 117)

While dialogic contraction is narrowing down of the space for a certain dialogic alternative in two ways, proclaim (limitation) and disclaim (denial and countering). Proclaim or limitation can be separated into three; concur, pronounce and endorsement. Concur means the agreement or alignment to the dialogic partner to show or to share the same knowledge (naturally, of course, definitely). On the other hand, pronounce emphasizing on the authorial or explicit authorial intervention or interpolation (I contend…, as a matter of fact, really, indeed). Moreover, an endorsement means sourcing with the authorial subjectivity of external

sources as a correct, valid, undeniable or maximally warrantable (prove, show, demonstrate, etc).

Disclaim that divided into deny (negation) and counter (concession). Deny or negation means the reader introduce another alternative positive position into the dialogue but then reject it and disalignment with the third party and use some lexical items (no, never, do not). Counter, on the other hand, using adverbial or adjuncts to invoke some contrary position (although, but, however, etc). To make the explanation clear, here is the diagram of dialogic contraction.

Figure 2.5. Dialogic Contraction



(Martin & White, 2005, p. 134)

2.2.7 Novel

Sumardjo (1998, p. 29) stated that "novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many characters, and various setting". In conclusion, a novel is a long narrative that is normally in the form of prose, which describes fictional

characters and series of events, usually in a sequential story. It can also be said as a short story since both of them are categorized as prose narrative fiction. Sumardjo and Saini (1991, p. 29) stated that both of them have the same elements such as theme, plot, characters, setting, a point of view, etc. They also added that a novel may have complex themes, many characters with various atmospheres.

2.2.7.1 Theme

A theme must represent every part of the story because it develops the whole story. It has an underlying message as a critical belief about life that the writer wants to show. The theme usually has to be universal to touch human experiences and relates to the real-life situation regardless of race and languages. For a novel to be meaningful and lasting, it should have a deeper theme and meaning, not only floating on the surface but also needs to go down far beyond it and not as shallow as a sitcom tv. Staton (2007, p. 7) said that theme gives a strong explanation of the unity of what is happening in the story and tell the story of life in a common context.

A theme is a center of the writing that brings everything together: characters, settings, plots, genre, conflicts, a point of view, etc.

2.2.7.2 Plot

A plot is a literary term used to describe important events that occur in the story. Staton (2007, p. 26) stated that it is a series of

events that happen in a story. These events relate to each other and create a pattern or a sequence. The plot is closely related to the characters. The event in the plot is affecting the other event and it keeps going to affect another one that determines how the whole story goes. Each of the events must be clear, real and logic, so the reader will understand which one is the beginning, middle and the end of the story. The plot also is known as the foundation of the story where the characters and settings are built. The function of it is to organize information and events in a logical manner. There are five elements in the plot: introduction, rising action, climax, falling action, and resolution.

2.2.7.3 Characters

According to Harahap (2007, p. 23), a character is the aggregate of traits and features that form the nature of some person or animal. The character here also refers to moral qualities and ethical standard and principles. The reader can learn about certain characters through their words, actions, from what other characters said about them and how would they react towards them. The character in the novel as the vehicles for the author to convey about his or her world to the reader. There are two types of characters: a major character and a minor character. The major character consists of the protagonist and the antagonist. While the manor character, even though it is not as important as the major character but still it helps the story forward. It consists of a foil, static, dynamic, flat,

round, and stock. In the story, at least it has one protagonist as the main character to generate the story and engages the reader's empathy and interest. The protagonist often as a hero or heroine. The story usually told from his point of view. The protagonist is usually a well-developed character which is more relatable for the reader. While the opposite, the antagonist, is the bad character against the protagonist.

2.2.7.4 Setting

A setting can be many things for example where it takes place, when, the background, the regional aspect, social statuses, weather, historical period, details about immediate surroundings, and so on. Hamalian and Karl (1967, p. 59) stated that the setting is not only a particular time and a particular place, or a very substance of a region, but also how the people react things, their insanities, their prejudices and also their lifestyle along with all elements that connect directed to them indirectly. It means the setting also includes the atmospheres in the story, a series of details, and nuances that will give a certain shape to the theme and plot.

2.2.7.5 Point of view

Point of view is used as the device to the narrator to indicate the position from which an action is observed and narrated which shows us the emotions or opinion of the individuals involved in a situation. Hamalian and Karl (1967, p. 445-447) stated that the point of view is a term for who tells the story and how the story

gets told. Point of view will direct the way on how the story goes. Coyle (1998, p. 248) added that it is the way from the author perception as a tool to appear some characters, actions, settings, and many kinds of events in the story to the reader. Point of view from the writer builds a psychological connection with the reader in order to understand the story. There three major kinds of point of view: first person which involves the use of either "i" or "we", second person which involves pronoun "you", third person which involves pronoun like "he", "she", "it", "they", or a name.

2.2.7.6 Genre

A genre means a type of art, literature, music characterized by specific form, content or style. Every genre has its own characteristics, features, and functions. For the reader to understand the meaning it conveys, they need to know what kind of genre they are reading. In literature, there are five major genres, such as poetry, drama, prose, non-fiction,and fiction.

2.2.8 Stylistic Analysis

There are basic categories, levels, and units of analyzing a language that can help the researcher to conduct a stylistic analysis. Some major levels in language are phonology (phonetics), graphology, morphology, syntax (grammar), lexical analysis (lexicology), semantic, and pragmatics (discourse analysis). These can be identified in the stylistic analysis of a text.

Stylistic itself is a study of style which deals with literary or non-literary text. It studies and clarifies text with respect to their linguistic and tonal style. Widdowson (1975, p.3) observes that stylistic analysis can provide the means whereby the learner can relate a piece of literary writing with his own experience of language and so extend that experience. Within a literary text, stylistics aims to prove how certain language style can develop meanings in order to avoid the appreciation of the literary works that are based on assumption.

Furthermore, Leech (1969, p. 19) defines style as a manner in which something is spoken, written or performed. It is used by the writer or the speaker in a specific way to express their thoughts and emotion. Meanwhile based on Lawal (1997) style is a feature of the language that deals with choices of diction, phrases, sentences and linguistic materials within a text. According to Abrams (1999, p. 303), the way of constructing linguistic expression is done in prose or verse is also called style. The style here means that the writer picks the right word at the right time and the right place. It is associated with the writer's effort in showing their expression and ideas. The style that the writer used is analyzed by looking at his use of vocabulary, types of words, through his figurative and emotive language, and also by the involvement of his personal emotion and attitude. By applying the style, a writer creates specific meanings and effects in his works (Bradford, 1997, p. 14).

In connection with this research, based on Short (1990, p. 181), the meaning of discourse analysis and stylistic analysis can be similar.

Discourse analysis can be carried out for spoken or written text including matters related to coherence and cohesion and inferencing the meaning of the words for the readers or listeners. It also includes pragmatics and stylistics. On the other hand, stylistic analysis can apply just for literary work or not, restricted to the style only or the study of meaning.

The similarity between stylistic analysis and discourse analysis is quite inseparable. Both of this analysis are related to linguistic disciplines which can cause confusion to draw a line between them. Discourse analysis is a way to analyze communication. It examines how the writer or the speaker structure his linguistic messages for the reader or the listener and how in the end this can help them to interpret the messages (Taiwo, 2010). He also added that social context plays an important role in generating meaning within the discourse. It generates data for analysis based on the observation and the intuition of the language users. He believes that a discourse analyst can analyze virtually every conversation, such as casual phone conversation, gossip, formal speeches, debates, news, plays, novels, etc.

Stylistics, on the other hand, refers to the study of style and pattern of use by a writer or a speaker. It is the identification of patterns of usage in speech and writing (Ahmad, 2016). This is skillfully unraveled by the reader or writer by studying the style of the initiator of the communication (writer or speaker). It directly makes the style as the center of stylistic analysis. For example, in conducting stylistic analysis, the researcher is focusing on certain linguistic features such as graphology, semantics, and

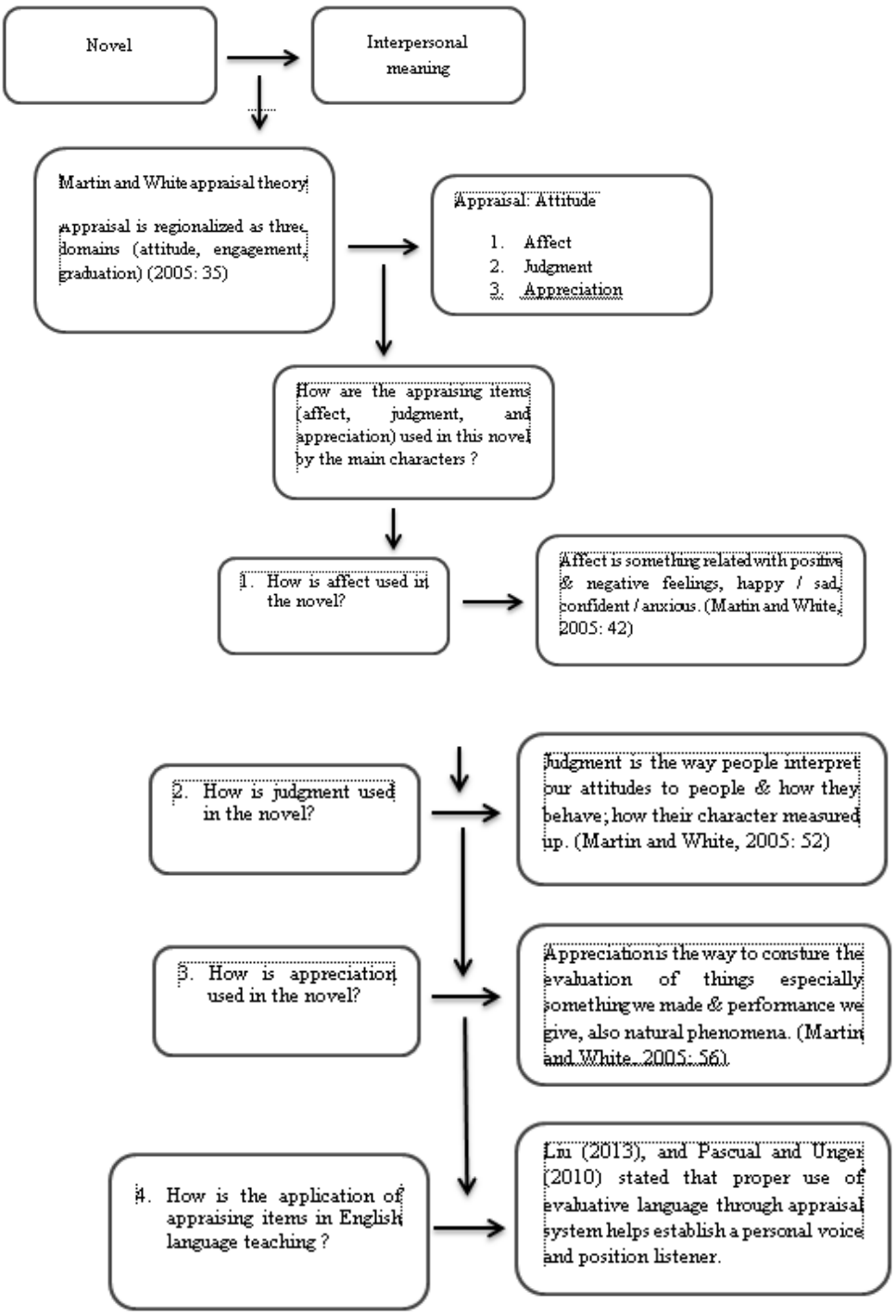
lexis. Meanwhile, in discourse analysis, the researcher can concentrate on cohesion and coherence, reference, and the power or ideology used by the writer or the speaker.

In conclusion, the discourse analyst can look for such textuality and how cohesive and coherence plays its part to show the ideology of the text. While the stylistic analyst analyzes the style and pattern of language use in a text. The only thing that makes this analysis similar is that both have text as the object of analysis.

2.3 Theoretical Framework of the Present Study

Eisenhart defined a theoretical framework as "a structure that guides research by relying on formal theory, constructed by using an established, coherent explanation of certain phenomena and relationships" (1991, p. 205). In this research, the theoretical framework helped the researcher to describe certain phenomena based on the evidence or facts. As for the source of the data, the researcher used a written text in the form of a novel. The theoretical framework of this research is displayed below.

Figure 2.6. Theoretical framework of the present study



The main focus of this research was how the writer built an interpersonal relationship with the reader. To see how the writer expresses their interpersonal meaning, it can be seen from the use of the appraisal theory stated by Martin and White (2005) and focus only on attitudinal components. Attitudinal components consist of three subsystems: affect, judgment, and appreciation. The researcher examined the use of the appraising items in the novel and divided it into two results, part one and part two with each consist of the appraising items used by Sherlock Holmes and Dr. Watson. It could be a simple sentence or complex sentences that need to be broken down into small parts. Furthermore, the researcher interprets the finding to draw conclusions.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion and the suggestions for future research and educational practitioners, i.e the teachers and textbook writers. The conclusion referred to the finding and discussions mentioned in the previous chapter. The conclusion was also highlighted to answer three research problems which were stated in the first chapter of this research.

5.1 Conclusions

Regarding the four research problems stated in the first chapter, they were four conclusions which should be presented. However, the conclusions were elaborated to draw a more detailed conclusion.

The finding in this research showed that the most used affect was from Dr. Watson which around 85% with the used of happiness 34 items. One thing that the readers need to remember that the expression of happiness from Dr. Watson was not purely his, half of it was the representation from the writer to portray how Holmes reacted to some utterances or actions. On the other hand, through the findings, it could also be seen that, the differences between Holmes and Dr. Watson in expressing happiness. When Dr. Watson was happy, he did express it without having another hidden meaning. Meanwhile, Holmes was happy most of the times because he wanted to mock or to demean others. It showed the reader how their personality was different from each other.

Furthermore, the most used judgment was also from Dr. Watson which around 51 % consisted of mostly negative capacity and negative normality. It can be concluded that in the novel the writer emphasized Holmes knowledge and ability related to the case he and Dr. Watson worked in. Through Dr. Watson, the writer showed the capability of being the detecti 96 directly told the readers that Holmes was an ignorant and arrogant person. The way Holmes always praised himself and how Dr. Watson described him as one of a cocky person gave the reader the affirmation that Holmes could be both brilliant and cocky in a more interesting way.

The third finding showed that the most used positive reaction also held by Dr. Watson which around 56 %. It can be concluded that the writer wanted to show the readers that Dr. Watson appreciated and valued Holmes way of thinking and the process that they need to experience to solve the case. The way Dr. Watson praised Holmes for his work showed his respect.

The last finding showed that the application of appraising items have been put in English book material published by the Indonesian Ministry of Education and Culture. This book is used as a reference book for grade 9 in Arut Selatan 6 Junior High School. It can be concluded that in the English teaching, the appraising items are used in the subject as contained in the book. The teacher introduced the items to the students so they could use expression properly in expressing their hopes, wish, congratulatory and also applied the right

response. The students could also focus on analyzing songs, advertisements and any other subject. Even though appraising items could be found in other English subjects not only in certain subjects, this could be an example that appraising items exist in English language teaching.

5.2 Suggestions

From the result of this research, there are some suggestions that the researcher wanted to offer especially for the teachers and the future researchers, such as follows:

1. For English teachers

The finding of appraising items in the novel used in this research is expected to provide references for English teachers in order to help the students know about appraising items in class. In addition, with the use of appraising items in English material book, the teachers should be able to explore the students' interpersonal skill in building a meaningful simple conversation with the other people.

2. For future researchers

The finding of appraising items in the novel used in this research is expected to be used as references for other researchers in conducting another research. Since the product of the appraisal system is not a fixed product, the future researchers could develop new research with different object besides novel and try to apply it not only inside a classroom but also in another English learning activity.

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