



**THE COMPARISON BETWEEN APPRAISAL OF
DONALD TRUMP AND HILLARY CLINTON
REALIZED IN THE CAMPAIGN SPEECHES OF THE
UNITED STATES PRESIDENTIAL ELECTION 2016**

a Thesis

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Pendidikan* in English Language Education

**by
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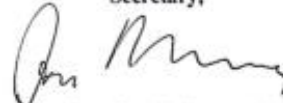
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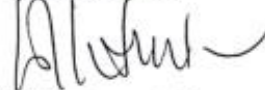
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Menyatakan bahwa yang tertulis dalam tesis yang berjudul “The Comparison Between Appraisal of Donald Trump and Hillary Clinton Realized in the Campaign Speeches of the United States Presidential Election 2016” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya secara pribadi siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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MOTTO AND DEDICATION

Motto:

“We are all born with an innate knowledge of grammar that serves as the basis for all language acquisition.”

Noam Chomsky

Dedication:

This thesis is dedicated to my parents and brother

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Semarang, November 2018

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ABSTRACT

Novi, Aris. 2018. *The Comparison Between Appraisal of Donald Trump and Hillary Clinton Realized in the Campaign Speeches of the United States Presidential Election 2016*. A Thesis. English Language Education. Pascasarjana. Universitas Negeri Semarang. Advisor I: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D Advisor II: Dr. Djoko Sutopo, M.Si.

Keywords: comparison, appraisal, the campaign speeches of Donald Trump and Hillary Clinton.

Communication is the activity of using language that is motivated by the purpose of transactional and interpersonal meaning. The transactional purpose allows the participants to exchange the information, meanwhile the interpersonal meaning sees the language as a medium to establish social relationship among the participants. This study aims to compare and explain the appraisal resource of Donald Trump and Hillary Clinton realized in the campaign speeches of the United States Presidential Election 2016. Besides, it is also important to identify the pedagogical implication of study towards the English language teaching and learning.

This study is discourse analysis, by employing appraisal framework (Martin & White, 2005). The analysis works on disclosure the utilization of appraisal resources; attitude, engagement, and graduation utilized by Donald Trump and Hillary Clinton in the campaign speeches of the United States Presidential election 2016. In this phase, their first and last campaign speeches were taken as the data in this study since they could portray the overall issues during the campaign rally.

The findings show that Donald Trump deployed 876 appraising items in the first speech and 524 appraising items in the last speech. It is identified that the speeches were replete with the expressions of engagement with 444 items in the first speech and 251 items in the last speech. In the campaign speeches of Hillary Clinton, there were 569 appraising items found in the first speech and 196 appraising items in the last speech. In this phase, engagement with 222 items in the first speech and 79 items in the last speech were the most significant feature used by the speaker. In dealing with the similarities of appraisal deployed by both speakers, it relies on attitude (appreciation) in the last speech, engagement (entertain) in the first speech, and graduation (force) in the all speeches. Meanwhile, the differences of appraisal were found in attitude (affect and judgment) in all speeches, attitude (appreciation) in the first speech, and engagement in the last speech. In relation to the pedagogical implication of the study, it suggests that teaching English with appraisal contextualized in hortatory text (exposition) is an appropriate technique, the students are engaged to experience the relevant English language skills effectively and produce text properly as well as behave appropriately.

ABSTRAK

Novi, Aris. 2018. Perbandingan Antara Bahasa Penilaian Donald Trump dan Hillary Clinton dalam Pidato Kampanye Pemilihan Presiden Amerika Serikat Tahun 2016. Tesis. Pendidikan Bahasa Inggris. Pascasarjana. Universitas Negeri Semarang. Pembimbing I: Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D Pembimbing II: Dr. Djoko Sutopo, M.Si.

Kata kunci: perbandingan, Bahasa penilaian, pidato kampanye Donald Trump dan Hillary Clinton.

Komunikasi merupakan aktivitas dalam menggunakan Bahasa yang dilandasi oleh tujuan transaksional dan interpersonal. Tujuan transaksional merupakan tujuan yang memfasilitasi para pembicara untuk dapat saling bertukar informasi. Sementara tujuan interpersonal biasanya muncul ketika para pembicara menggunakan Bahasa untuk menjaga hubungan sosial diantara mereka. Studi ini bertujuan untuk menjelaskan dan membandingkan realisasi Bahasa penilaian yang digunakan oleh Donald Trump dan Hillary Clinton dalam pidato kampanye pemilihan Presiden Amerika pada tahun 2016. Selain itu, studi ini juga berusaha untuk mengidentifikasi implikasi dari hasil penelitian terhadap pembelajaran Bahasa Inggris.

Studi ini merupakan analisis wacana, dengan menggunakan teori Bahasa penilaian (Martin & White, 2005), proses analisis difokuskan untuk mengetahui penggunaan Bahasa penilaian; sikap, pertalian, dan pertingkatan yang digunakan oleh Donald Trump dan Hillary Clinton dalam pidato kampanye pemilihan presiden Amerika pada tahun 2016. Dalam hal ini, pidato kampanye mereka yang pertama dan terakhir dipilih sebagai data dengan pertimbangan bahwa data tersebut dapat menyimpulkan keseluruhan issue selama tahapan kampanye.

Temuan penelitian ini menunjukkan bahwa Donald Trump menyampaikan 876 item penilaian Bahasa pada pidatonya yang pertama dan 524 item penilaian Bahasa pada pidatonya yang terakhir. Diketahui bahwa pidato tersebut didominasi oleh pertalian (engagement) dengan 444 item pada pidatonya yang pertama dan 251 item pada pidatonya yang terakhir. Pada pidato kampanye Hillary Clinton, terdapat 569 item penilaian Bahasa digunakan pada pidatonya yang pertama dan 196 item penilaian Bahasa yang digunakan pada pidatonya yang terakhir. Sejalan dengan pidato Trump, penggunaan Bahasa penilaian didominasi oleh pertalian (engagement) dengan 222 item pada pidatonya yang pertama dan 79 item pada pidato yang terakhir. Terkait dengan persamaan Bahasa penilaian ke-dua pembicara, hal tersebut terdapat pada penggunaan sikap (penghargaan) pada pidato kampanye yang terakhir, pertalian (menghibur) pada pidato kampanye yang pertama, dan pertingkatan (penguatan) pada semua pidato kampanye. Sementara itu, perbedaan penggunaan Bahasa penilaian terdapat pada sikap (pengaruh dan penaksiran) pada semua pidato kampanye, sikap (penghargaan)

pada pidato kampanye yang pertama, dan pertalian pada pidato kampanye yang terakhir. Selanjutnya, studi ini juga menyarankan bahwa pembelajaran penilaian Bahasa yang dipadukan dengan teks hortatotary (eksposition) merupakan teknik yang sesuai, siswa diarahkan untuk mendapatkan pengalaman belajar secara efektif dan membuat teks dengan benar serta bersikap dengan pantas.

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CHAPTER I

INTRODUCTION

This section discusses background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definition of key terminology, and organization of the report.

1.1. Background of the Study

Communication is the activity of using language that is motivated by the transactional and interpersonal purposes. In the same way, Brown (2000, p. 5) argues that language is a system consisting vocal, written, or gestural symbol that enable people to communicate intelligibly with one another. As human, it is nearly impossible to spend time without communication, since such activity is used for not only exchanging information, but also serving to establish and maintain social solidarity. Moreover, most communication occurs in both spoken and written text. Text as the basis of communication deals with communicative meaningful event formed in any passages in either spoken or written that forms a unified whole, and it is in contrast to summary or paraphrase. In this case, Thornbury (2005, p. 19) states that a good text is self-contained, well-formed, hang together (cohesive), make sense (coherence), have a clear communicative purpose, recognizable text types, and appropriate to their context of use.

Languages exist and grow with human civilization, they provide various sources for making and expressing meaning that internalized in the language users' culture and social system. To address communicative communication

however, communication should carry adequate context since the participants can only understand communication that supported acceptable information. In this phase, the speakers' culture and social system play significant role in realizing adequate context that contributes to the goal of communication. Moreover, according to Halliday (1994, p. 13) stated that language is structured to make three main kinds of meaning; ideational, interpersonal, and textual meaning. Gerrot and Wignell (1994) stated that ideational meanings are meaning about phenomena-about things (living and non-living, abstract and concrete), about goings on (what the things are or do) and the circumstance surrounding these happening and doings; Interpersonal meanings are meaning which express a speaker's attitudes and judgments; Textual meaning expresses the relation of language to its environment, including both the verbal and environment (context).

This study is going to compare and explain the interpersonal meaning that utilized in campaign speeches of Donald Trump and Hillary Clinton in the United States presidential election 2016. In this case, the analysis is focused on the realization of appraisal produced by the speakers in their campaign speeches. Appraisal is one of the interpersonal meanings that concerns with evaluation of attitudes that are negotiated in text, the strength of feeling involved, and the ways of values are sourced and readers aligned. In other words, such theory is used to express the speaker's/writers' attitude, including their feelings, judgment of people's behavior, and their evaluations of natural and social phenomena.

Basically, theory of appraisal which is proposed and popularized by Martin, White, and their colleagues is the extension of M.A.K. Halliday's theory

of interpersonal meaning in Systemic Functional Linguistic. This system involves three elements of negotiation attitude in discourse semantic; attitude, engagement, and graduation. Attitude deals with evaluating things, people's character and their feeling. Such evaluation can be more or less intense, that is they may be more or less amplified (Martin and Rose, 2007, p. 26). Engagement deals with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer engages with respect to the value position being advanced and with respect to potential responses to that value position-by quoting or reporting, acknowledging a possibility, deny, countering, affirming and so on (Martin and White, 2005, p. 36). While graduation encompasses resources which strengthen or weaken attitude, resource for "adjusting the volume" of items (Martin and Rose, 2003, p. 41).

As one of communication media, speech facilitates the speaker to convey information, share emotion and persuade the audience that something should or not be the matter. Sellnow (as cited in Ghasani, 2017, p. 3) asserts that speech is "a sustained formal presentation to inform, persuade, or entertain made by a speaker to an audience." The purpose is to express the speaker's viewpoint on a given issue, influence the audience's mindset, develop their passion and share the same speaker's idea. In relation to the present study, it deals with campaign speech of Donald Trump and Hillary Clinton in the United Presidential election 2016, this speech is one that is used to carry on political interest, it is vital and apparent for the speakers to deliver information and demand services. Besides, the speakers also expect to offer particular information to the audience

showing their political point view and trying to persuade them to take action as their instruction.

The campaign speech is chosen as the main source of data because it is identified as spoken text that contains various evaluative meanings used by the speakers to realize their political goals. In this phase, Donald Trump delivers his first speech during campaign rally at Trump's Tower on Fifth Avenue in New York City on Tuesday June 16, 2015. While his last campaign speech takes place in Grand Rapids, Michigan on November 8, 2016. On the other hand, Hillary Clinton delivers her first speech in Roosevelt Island New York City on June 13, 2015 and her last campaign speech takes place at North Carolina State University in Raleigh on November 7, 2016. In this respect, their first and last speech are considered as the data of the study since they could summarize the overall issues on economy, social, politic, national-international security that realized in the speakers' interpersonal utterances.

The interpersonal meaning works on all utilization of language to maintain social and personal relations (Zhuanglin, 1998, p. 313). This comprises the multiple ways the speaker enters a speech situation and performs a speech act. In dealing with the present study, it assumes that Donald Trump and Hillary Clinton, each of them has different style of communication in attracting and engaging audience's emotion, sympathy, and spirit. It then could be inferred that comparing and explaining the realization of appraisal in this topic is supposed to give many benefits, the researcher wishes that this study could not only contribute to the theoretical implication, but also pedagogical one. In the context of English

teaching and learning in Indonesia, the findings of the study are expected to be able to inspire the English teachers to engage their students to have adequate communicative competence in creating text. By using appropriate teaching method, the teachers may adopt appraisal resource into classroom activity, applying the speeches produced by the native speakers of English as learning media to achieve particular target language. By doing so, the students are supposed to be able to learn English effectively as well as able to express their interpersonal in a context-appropriate manner.

Besides, a number of researchers have employed the retrospective studies; even so, it is little that explains the comparison of appraisal realized in campaign speeches that produced by famous public figures. Because of this fact, the researcher assumes that it is going to be worth to compare and explain the utterance produced by the speakers through its interpersonal meaning on appraisal. In addition, the researcher also expects that the findings of the study could give deeper understanding for the readers of this thesis, enhancing their horizon concerning the realization interpersonal meaning in terms of appraisal resource manifested in the speech delivered by the native speakers of English.

1.2 Reasons for Choosing the Topic

This study is going to analyze the appraisal of Donald Trump and Hillary Clinton realized in the campaign speeches of the United States Presidential election 2016 based on the following reasons:

First, Interpersonal meaning as the basis of appraisal is concerned with negotiating social relations; how people are interacting, including the feeling they try to share (Martin and White, 2005, p. 7). It means that such meaning gives significant contribution in developing communicative communication where the participants are able interactively to share and express their feeling that contextualized in the utterances. Moreover, communication without interpersonal meaning would be awkward and unnatural since the participants could not freely tell ideas based on their feeling and emotion. Related to the present study, it focuses on explaining and comparing the interpersonal meaning in the case of appraisal realized in the campaign speeches of the United States Presidential candidates, Donald Trump and Hillary Clinton. After Following Presidential primary elections and caucuses, Donald Trump from Republican Party and Hillary Clinton from Democratic Party come out as the presidential nominees in the United States election in 2016. As eloquent speakers, they have good competence to play rhetoric into their speeches; they are able to attract audience by providing various wording and phrasing. In this way, Donald Trump, he sometimes delivers controversial statement that cleaves public opinion into pros and cons. On the other hand, Hillary Clinton in all her speeches, he uses politeness speaking style but firm. In essence, analyzing the appraisal produced by the native speakers of English is quite worth, language learners could learn a lot of things; how Donald Trump and Hillary Clinton produce the interpersonal utterance into a good text for reflecting feeling, belief, and attitude to realize their political interest.

Second, the choice of the campaign speeches of Donald Trump and Hillary Clinton in the United States Presidential election in 2016 as the object of the study is considered as the most relevant data to be adopted since such democracy event is the recent presidential election that the United States held. Besides, those who will read this study are supposed to be interested since the analysis concerns with the realization of appraisal produced by the famous public figures.

Third, the theory of appraisal is the extension of M.A.K. Halliday's metafunctions ideas which is contextualized in the interpersonal meaning. This theory is well developed by J.R. Martin, P.R.R. White and their colleagues in the 1990's and 2000's as appraisal theory. Consequently, it then implies the fact that this theory is categorized as a new study in which there are limited numbers of studies on appraisal especially that focuses on comparing and explaining the appraisal produced by famous public figures. In this regard, the researcher assumes that this study could provide novelty reference for readers related to the actualization of interpersonal meaning as the part of metafunctions.

1.3 Research Questions

There are five research questions of the study:

- 1) How are the appraisals realized in the campaign speeches of Donald Trump?
 - a. How is the attitude realized in the speech?
 - b. How is the engagement realized in the speech?
 - c. How is the graduation realized in the speech?
- 2) How are the appraisals realized in the campaign speeches of Hillary Clinton?

- a. How is the attitude realized in the speech?
 - b. How is the engagement realized in the speech?
 - c. How is the graduation realized in the speech?
- 3) How are the similarities of appraisals realized in the campaign speeches of Donald Trump and Hillary Clinton?
- a. How are the similarities of attitude realized in the campaign speeches of the two candidates?
 - b. How are the similarities of engagement realized in the campaign speeches of the two candidates?
 - c. How are the similarities of graduation realized in the campaign speeches of the two candidates?
- 4) How are the differences of appraisals realized in the campaign speeches of Donald Trump and Hillary Clinton?
- a. How are the differences of attitude realized in the campaign speeches of the two candidates?
 - b. How are the differences of engagement realized in the campaign speeches of the two candidates?
 - c. How are the differences of graduation realized in the campaign speeches of the two candidates?

1.4 Objectives of the Study

In dealing with the above research questions, this study is intended to meet the following objectives:

- 1) To analyze the realization of appraisals in the campaign speeches of Donald Trump.
 - a. To analyze how the attitude is realized in the speech.
 - b. To analyze how the engagement is realized in the speech.
 - c. To analyze how the graduation is realized in the speech.
- 2) To analyze the realization of appraisals in the campaign speeches of Hillary Clinton.
 - a. To analyze how the attitude is realized in the speech.
 - b. To analyze how the engagement is realized in the speech.
 - c. To analyze how the graduation is realized in the speech.
- 3) To analyze the similarities of appraisals in the campaign speeches of Donald Trump and Hillary Clinton.
 - a. To analyze how the similarities of attitude are realized in the campaign speeches of the two candidates.
 - b. To analyze how the similarities of engagement are realized in the campaign speeches of the two candidates.
 - c. To analyze how the similarities of graduation are realized in the campaign speeches of the two candidates.
- 4) To analyze the differences of appraisals in the campaign speeches of Donald Trump and Hillary Clinton.
 - a. To analyze how the differences of attitude are realized in the campaign speeches of the two candidates.

- b. To analyze how the differences of engagement are realized in the campaign speeches of the two candidates.
- c. To analyze how the differences of graduation are realized in the campaign speeches of the two candidates.

1.5 Significance of the Study

This study attempts to contribute some significance aspects for educational practitioners; theoretically, practically, and pedagogically for those who relate to the appraisal resources.

The answer of research questions No. 1 is useful theoretically to give some explanations how appraisals are realized in the campaign speeches of Donald Trump;

- a. The attitude realized in the speech.
- b. The engagement realized in the speech.
- c. The graduation realized in the speech.

Practically, it will be useful to identify the ideal model of speeches delivered by the native speakers of English that could be used as learning media. Pedagogically, the answer of research questions of No. 1 is expected to find certain suggestion to the alternative approach of Teaching English as Foreign Language in Indonesia.

The answer of research question No. 2 is useful theoretically to give some explanations how appraisal is realized in the campaign speeches of Hillary Clinton;

- a. The attitude realized in the speech.
- b. The engagement realized in the speech.
- c. The graduation realized in the speech.

Practically, it will be useful for the teachers to identify the valuable information related to the importance of using appropriate expressions in behaving and interacting with others. Pedagogically, the answer of research questions of No. 2 is expected to find certain recommendation to the development of appropriate material for teaching text type; hortatory text (exposition).

The answer of research question No. 3 is useful theoretically to give some explanations how the similarities of appraisal are realized in the campaign speeches of Donald Trump and Hillary Clinton;

- a. The similarities of attitude realized in the campaign speeches of the two candidates.
- b. The similarities of engagement realized in the campaign speeches of the two candidates.
- c. The similarities of graduation realized in the campaign speeches of the two candidates.

Practically, it will be useful to identify the effective media for English as Foreign Language learners to learn and improve their ability in creating adequate speech. Pedagogically, the answer of research questions of No. 3 is expected to find particular suggestion to the development of authentic media to improve students' pronunciation ability.

The answer of research question No. 4 is useful theoretically to give some explanations how the differences of appraisals are realized in the campaign speeches of Donald Trump and Hillary Clinton;

- a. The differences of attitude realized in the campaign speeches of the two candidates.
- b. The differences of engagement realized in the campaign speeches of the two candidates.
- c. The differences of graduation realized in the campaign speeches of the two candidates.

Practically, it will be useful to identify the appropriate technique for students in actualizing their interpersonal meaning through selecting and producing appropriate expressions. Pedagogically, the answer of research questions of No. 4 is expected to find certain recommendation to the development of learning media to improve students' speaking or writing ability.

1.6 Scope of the Study

The scope of study encompasses the appraisal resources; attitude, engagement, and graduation found in the campaign speeches of Donald Trump and Hillary Clinton in the United States Presidential election 2016.

Relating to the definition of terminology, it comprises appraisal, campaign, and speech. In this phase, appraisal is a discourse semantic resource construing interpersonal meaning (Martin and White, 2005, p. 34). This theory focuses on negotiating our feeling, attitude, and social relationship that are

realized in the text; how values are sourced and readers aligned. Moreover, appraisal is regionalized as three interacting domains; attitude, engagement, and graduation (Martin and White, 2005, p. 35). Attitude is concerned with our feelings, e.g., emotional reactions, judgments of behavior and evaluation of things. Engagement deals with sourcing attitudes and the function of various voices around opinions in discourse. And graduation works on grading phenomena whereby feelings are amplified and categories blurred.

According to Sutopo (2009, p. 21) asserts that the campaign relates to the exercise of power is achieved through ideological workings of language where public space serves a rhetorical means. In this case, competing figures establish their voices by constructing counter-narratives in public space. Furthermore, a campaign is other things as well—a mobilization of the electorate, a transfer of political power, an extraordinary expenditure of money-but mostly it helps leaders get to know their constituents and become known by them as well (Hart, 2000, p. 103). Meanwhile, speech is “a sustained formal presentation to inform, persuade, or entertain made by a speaker to an audience” (Sellnow, 2005, p. 58). In this way, the speech that used to influence audience members’ attitude, beliefs, values, and/or behavior is referring to the persuasive speech (O’Hair, Stewart, and Rubenstein, 2015, p. 344). In relation to the present study, it deals with campaign speech, this speech concerns with formal exchange of certain perspective on what courses of action need to be taken to solve societal issues. Therefore, it could be said that campaign speech is categorized as persuasive speech.

Dealing with organization of the report of this thesis, it covers five chapters. The first chapter is introduction, it presents the introductory part which includes the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study (definition of terminologies and the organization of the report). The background of study is developed from the importance of using the language as a means of communication for transactional and interpersonal purpose. Then it is focused on the interpersonal meaning in terms of appraisal realized in the campaign speeches of Donald Trump and Hillary Clinton that is needed to be analyzed. Moreover, the reason for choosing the topic extends the explanation of background of study related to the importance of conducting the present study. The research questions encompass four main questions and twelve sub-questions that integratedly have the objective to analyze the realization of appraisal resources in the campaign speeches of Donald Trump and Hillary Clinton. By determining the objective, the present study is supposed to be able to disclosure the interpersonal meaning found in the campaign speeches of Donald Trump and Hillary Clinton as well as give theoretical, practical, and pedagogical significance for those who concern with the evaluative language. In dealing with the scope of the study, it is as stated above that it consists of the appraisal resources; attitude, engagement, and graduation utilized in campaign speeches of Donald Trump and Hillary Clinton in the United States Presidential election 2016, and in the definitions of key terminologies, the researcher puts the definition of appraisal, campaign, and speech from some

experts. Additionally, this chapter provides also the organization of the report that presents how this thesis is organized from the chapter I to V.

Chapter II is review of related literature, it comprises three sections, they are review of previous studies, reviews of theoretical studies and theoretical framework of the study. In this case, the relevant previous studies are categorized in parts, the studies conducted on appraisal are grouped into (attitude), (engagement), (attitude and engagement), (attitude and graduation), (graduation), (attitude, engagement, and graduation). Meanwhile, others studies that still relate to the present study are classified into the studies on metafunctions (ideational, textual, and interpersonal meaning), speech and rhetoric, and pedagogical study of appraisal. Further, each topic is highlighted, therefore the researcher could identify the similarities and the differences of this study with the previous ones. Meanwhile, various studies on metafunctions, speech and rhetoric, and pedagogical study of appraisal are also analyzed to deepen the theoretical and practical information about the related topic, those studies are integrated and discussed in this chapter. In terms of review of theoretical studies, they encompass Discourse, Context, Systemic Functional Grammar, Metafunctions, Interpersonal Meaning, Appraisal, and Speech. Here, the theory proposed by Halliday (1978, p. 96), Hall (2001, p. 72), and Thornbury (2005, p. 6) are applied since they give a suitable point of view related to the importance of discourse to achieved communicative communication in either spoken or written text. The theories of Halliday (1978), Bead (2003, p. 85), Coultas (2003, p. 97), Eggins (2004, p. 9), and Canadian Language Benchmark (2012, p. 206) on context are involved in this

study since they provide the same perspective of context. In the area of Systemic Functional Linguistic, the theory stated by Martin, Matthiessen and Painter (1997, p. 1), Gerot, and Wignell (1994, p. 6), Maurer and Machado (2009) are utilized in this study. As the root of interpersonal meaning, the theory of metafunctions proposed by Halliday (1994, p. 38) is adopted, it is also supported by the explanation from Martin and White (2005, p. 7). In the connection to the interpersonal meaning, the theory applied is referred to Coulthard (1985, p. 1), Halliday (1994, p. 68), Leuwen (2006, p. 290). Martin and Rose's (2003) theory on appraisal is employed in this study, their theory however, only focuses on analyzing attitudinal domains. In this respect, the most appropriate theory is Martin and White's (2005) theory which brings three domains of appraisal resources; attitude, engagement, and graduation. Referring to the theory on speech, the researcher considers the theory of Lucas (2004, p. 4), Murcia and Olstain (2007, p. 166), O'Hair et al., (2015, p. 108) as appropriate theories to be utilized since they portray the general and specific information about the speech. In addition, the theoretical framework of the study is also provided in this chapter in the form of figure that describes the procedures of conducting the present study.

Chapter III is research methodology, this chapter comprises the research assumption, subject and object of the study, roles of the researcher, type of data, instruments for collecting the data, procedure of collecting the data, procedure of analyzing the data, procedure of reporting the data, and triangulation. In this phase, research assumption of the study considers that by using discourse analysis and appraisal framework (Martin and White, 2005), it could disclosure the

evaluative expressions of Donald Trump and Hillary Clinton realized in their speeches. The object of the study deals with the first and last campaign speech of Donald Trump and Hillary Clinton in the campaign rally of the United Presidential election 2016. While the subject of the study is Donald Trump and Hillary Clinton as the speakers of the speeches. Referring to the roles of the researcher, he is as a data collector and data analyst. Concerning with the type of data of the study, campaign speeches of Donald Trump and Hillary Clinton are categorized as spoken text, meanwhile, since they have been downloaded from You Tube, such speeches are categorized as secondary data. In addition, as the instrument of collecting the data, the researcher uses document in forms of table of appraisal analysis in which the speeches are segmented into clause, then the data are analyzed based on the theory chosen and reported in accordance with the points of research questions. Finally, to evaluate the result of analysis, the triangulation is conducted by an investigator.

Chapter IV is findings and discussions. The findings are composed based on the research questions to achieve the objectives of the study, and they are presented in the table and followed with its description. Besides, to assist the readers' understanding, this section also provides the example of appraising items found in the speeches. In this way, the finding shows that the appraisal items are proportionally deployed by the speakers to persuade and convince the audience to vote for them. Further, it is identified that Donald Trump deployed greater appraising items than Hillary Clinton. The similarities of appraisals conveyed by the speakers realized on attitude (appreciation) in the last speech, engagement

(entertain) in the first speech, and graduation (force) in all speeches. Considering the differences of appraisals, they manifested on attitude (affect and judgment) in all speeches, attitude (appreciation) in the first speech, and engagement in the last speech. In addition, the existence of discussion contributes to present comprehensive explanation of the finding in relation to the previous studies and the utilization of underlying theories.

The last chapter or chapter V is conclusions and suggestions. The present study concludes that the attitudinal domains applied by Donald Trump in both speeches contains more appreciation. While judgment takes large portion in the campaign speeches of Hillary Clinton. In the area of engagement, Donald Trump and Hillary Clinton dominate their speeches with disclaim. Furthermore, they have also the same utilization in graduation where force is more frequently deployed than focus. In the case of suggestions, they are provided theoretically, practically, and pedagogically. Theoretically, in order to understand the realization of evaluative expression in both spoken and written text, the learners need to have enough competence in appraisal. Practically, to realize the use of real English language, the teachers could adopt appraisal resources into English classroom activity. Pedagogically, to achieve certain target language, the utilization of appraisal resources in English teaching and learning is supposed to be adjust with suitable material based on the Indonesian culture and local wisdom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section deals with three main parts, they are review of previous studies, review of theoretical studies which encompasses Discourse, Context, Systemic Functional Grammar (Linguistic), Metafunctions, Interpersonal Meaning, Appraisal, and Speech. And the last, Theoretical Framework of Study.

2.1 Review of Previous Studies

There are a number of studies that are relevant to the present study have been conducted in various fields of object study. Some of them are used as reference to support in conducting the present study, those previous studies are classified based on their topic of analysis. In dealing with the studies conducted on appraisal resources, they comprise of attitude; engagement; attitude and engagement; attitude and graduation; graduation; attitude, engagement, and graduation. Besides, various studies on metafunctions; ideational, textual, and interpersonal meaning that still relate to the present study have also been considered. Since the present study relates to the speech and rhetoric, some related of previous studies have also been adopted. In addition, a number of pedagogical studies of appraisal have been added due to the fact that they could inform the significance of such theory towards English teaching and learning.

The first category of previous study is dealing with attitude, there is a number of studies in this topic have been adopted for the present study, in dealing with the study concerns with spoken text, Chin et. al. (2017; see also Painter,

2003; Wiannastiti, 2010; Priyatmoko, 2011; Ngo, et.al., 2012; Anna 2014; Peñuelas and Prados, 2014; Ngo and Unsworth, 2015; Ademilokun, 2015; Natalia, 2017; Sangka, 2017; Solihah, et.al., 2018) conducted a study on appraisal situated in Chinese as second language classroom interaction, the result describes that attitudinal features realized rapport through teachers' acts of providing encouragement, giving positive feedback, facilitating face-saving and in promoting students' self-esteem during classroom teaching. Meanwhile, in written text, Page's (2003; see also Souza, 2003; Purwanto, 2008; Kawamitsu, 2012; Liu and Thompson, 2009; Jatikusumo, 2012; Wu, 2013; Cheng, 2014; Wigunandi, 2014; Ekawati, 2015; Widiastuti, 2015 Lee, 2015; Hadidi and Mohammadbagheri-Parvin, 2015; Li, 2016;) study which focuses on appraisal and gender, his study reveals that affect and appreciation are widely used in narrative text, in this way women's narrative tend to be more personalized than men's, they could involve more potential interpersonal in their utterance than men did.

In this respect, the similarity between the above studies and the present study is related to the topic of study, those studies explain the realization of appraisal. By contrast, the differences are in the source of data and unit of analysis. The previous studies focus on explaining the realization of attitude in various fields of object study whereas the present study deals with the realization of all domains of appraisal resources; attitude, engagement, and graduation in the campaign speeches. The previous studies however, they could be relevant reference to the present study since they have similar topic to the current study.

The second category of previous studies is the study on engagement, in spoken text, Mesa and Chang (2010; see also Lin, 2008) analyzed the use of engagement in two classes of mathematic, they report that the language used by the instructors indicate different usage of engagement, moreover, such linguistic technique is also applied to facilitate dialogic possibilities that can influence students' performance. On the other hand, in written text, it could be represented by the study done by Hadidi and Bagheri (2012; see also Mei, 2006; Mei, 2007; Pascual and Unger, 2010; Ansarin and Tarlani-Aliabdi, 2011; Tian, 2013; Miller et. al., 2014; Yang and Xiaojuan, 2015; Mori, 2017; Yuliana and Gandana, 2018), their study focuses on the engagement found in the English literature (prose fiction) and the News (news articles), they inform that both genres dominantly use the four subsystems of engagement, those texts tend to use more dialogic expansion for various purposes.

In this respect, the present study also focuses on explaining the realization of appraisal. However, this study differs from the above previous studies; the present study carries all domains of appraisal into analysis while the previous studies only focus on analyzing the features of engagement. Furthermore, the present study employs campaign speech as the main source of data whereas the above studies deal with different data. Hence, the researcher assumes that the above previous studies are constructive to be model of studies on appraisal since they had drawn the realization of evaluative meanings in different field of object study.

In dealing with the third category of previous studies which are the study on attitude and engagement. Some studies are utilized as relevant studies, those studies are done by Gallardo and Ferrari (2010), Bock (2011), Zhang (2014), Starfield, et. al. (2015). As the example, Gallardo and Ferrari (2011) conducted a study which focuses on describing how doctors consider their health in the job's environment. The finding indicates that most doctors use negative category of attitude, in this phase, they are very aware of risk to their own health as well as other professional problems, they think that their job as hard and distressful, they also express a tendency to present the propositions as unproblematic and tend to predict that their audience shared their position. In terms of written text, Starfield et. al. (2015) examined the language of evaluation in examiners' reports on doctoral theses, it shows that the use engagement interface with choices from attitude, carrying some positive and negative evaluations. Here, judgment or appreciation in terms of capacity could be made more delicate, by demonstrating the difference between physical and cognitive capacity.

My evaluation to the above studies, the topic of study is alike to the present study, those studies explain the realization of appraisal. Such studies however, only bring attitude and engagement as unit of analysis whereas the present study does with all domains of appraisal. Besides, the previous studies deal with different data in either spoken and written, while the present study deals with campaign speeches which categorized as spoken text. Even so, those prior studies are quite valuable, so that they could be adopted as the basis in conducting the present study.

The fourth category of previous studies is related to the study on attitude and graduation, here, Hood and Forey (2008) investigated the call center conversation between the Filipino Customer Service Representatives (CSRs) and American clients, it reports that there is limited reliance on explicit attitudes produced by both speakers, in this way, such items are used to create implicative meaning rather than explicit. Further, Jalilifar and Savaedi's (2012) study which regards to the evaluative expressions used by presidential candidates during the United States 2008 and Iranian 2009 election reveals that there are significant differences among the winners and losers of each group; affect and judgment are substantially utilized by the winners in both American and Iranian contexts, meanwhile appreciation items are actualized to indicate context-sensitive.

In this sense, comparing Hood and Forey's (2008), Jalilifar and Savaedi's (2012) to the present study, it indicates the similarities in terms topic of study, in which those studies deal with appraisal. On the other hand, the difference among such studies rely on the unit of analysis, Hood and Forey's (2008) and Jalilifar and Savaedi's (2012) study explore attitude and graduation, whereas the present study does with all domains of appraisal. Moreover, those studies involve different source of data each other's. In this way, Hood and Forey's (2008) study uses call center conversation, Jalilifar and Savaedi (2012) does with the winner and loser candidates' speech in election, meanwhile, the current study involves the campaign speeches. All in all, Hood and Forey's (2008), and Jalilifar and Savaedi's (2012) study are identified as relevant reference to the present study since their similarity in the case topic of study.

As the fifth category of previous study, the study on graduation has been conducted by Wan (2008), this study concerns with examining the realization of interpersonal meaning used in 100 English telephone conversations. This study reveals that the interpersonal meaning is not only made through verbiage but also voice quality. In regard to Wan's (2008) study, the present study also involves the same unit of analysis that is graduation. However, such study concerns only with such domain whereas the current study brings all domains of appraisal. Moreover, the data in the above study uses call center conversation while the present study concerns with the campaign speeches. Wan's (2008) study nevertheless is relevant study due to the fact that it has provided useful information related to a unit of analysis that is going to be focus of the present study.

In the sixth category, it covers the studies on all domains of appraisal; attitude, engagement, and graduation. In spoken text, Munday (2017; see also Sukarno, 2008; Xi, 2014; Ghasani and Sofwan, 2016; Ademilokun, 2016; Keshavarz and Fumani, 2016; Hidayati, 2017; Mardiana 2018; Maula, et. al., 2018) investigated the comparison of President Trump (2017) and Obama's (2009) inaugural speech, he reports that attitudinal items rarely shift; in this case, the positive evaluation in the Trump's inaugural predominates and is distributed across the different categories of attitude, meanwhile in the inaugural of Obama, the majority evaluation distributed in judgment through comments of ethical nature. Referring to the engagement, the shift occurs with the frequent deictic positioning produced in the speech, while shift in graduation, Donald trump uses less frequent than Obama, it is caused by the reduced speed of delivery does not

influence the interpreter into a number of omissions. By contrast, in written text, Geng and Wharton (2016; see also Gales, 2011; Arunsirot, 2012; Metasari, 2013; Stewart, 2014; Santosa, et. al., 2014; Su, 2016; Loi, et. al., 2016; Cheung and Low, 2017; Fitriati and Ghasani, 2017; Saptani, 2017) evaluated the discussion section of doctoral theses produced by both First Language Chinese and L1 English, their study informs that there is no significant difference found in the use of appraisal options between the L1 Chinese and L1 English writers.

The similarity between the above previous studies and the current study is in the case topic of study and unit of analysis. The topic of those studies and this study deal with appraisal analysis. Furthermore, the unit of analysis of prior studies and this study involve all domains of appraisal resources; attitude, engagement, and graduation. In contrast, the difference between the previous studies and the present study relies on the source of data. The above retrospective studies like others, they analyze the appraisal in various fields of object studies that are not the same as the present study which concerns with the campaign speeches. In essence, although the fact that those previous studies differ from the present study, they still relate and give many enlightenments to the current study.

Concerning with the seventh category, it involves the studies on metafunctions (ideational, textual, and interpersonal meaning). In dealing with ideational meaning, Mulatsih's (2007; see also San, et. al., 2007; Hidayat, 2014; Andrianto, 2015; Puspasari and Nurhayati, 2015; Anggraeni, 2017; Hermawan and Sukyadi, 2017; Pahlevi and Warsono, 2018) study which focuses on the realization of ideational meaning in the students' recount, reports that students

used sequences figures, the elements of figures which include process, participant, and circumstances realized in the system of lexicogrammar.

In relation to textual meaning, Gunawan and Aziza (2017; see also Foley, 2013; Emilia and Hamied, 2015; Nurjamin, 2017; Putra and Lukmana, 2017; Yunita, S., 2018) examined the theme and thematic progression of undergraduate thesis, such study reveals that the three types of theme; topical, interpersonal and textual themes were realized in the thesis which follow the conventional features of good academic writings. Besides, the topical theme dominantly occupies the theme system chosen for the thesis.

Referring to the study conducted on other sub-systems of interpersonal meaning, Firmansah's (2015; see also Sriyono, 2009; Samanhudi and Arifin, 2010; Meiristiani, 2011; Rahma, 2012; Wijayati and Cahyono, 2013; Yuliati, 2013; Yuyun, 2014; Khamkien, 2014; Pertiwi, 2014; Sari, 2014; Sugiarto, et. al., 2015; Paranginangin and Prihartoro, 2015; Sutomo, 2015; Sakina and Nirmala, 2016; Yuliana and Imperiani, 2017; Susanto and Watik, 2017; Arifin, 2018) study which investigated the interpersonal meaning in Netanyahu's speech, informs that Netanyahu's interpersonal meaning is realized through the placement of subject and the adoption of finite, modality and mood adjuncts. It is also identified that the differences of the field could determine the interpersonal meaning of the speaker through the comparison of subject and finite.

In the area of all functions of metafunctions, Pertama (2018; see also Adenan, 2001; Sutopo, 2009; 2011; 2017; Imtihani, 2010; Bumela, 2012; 2014; Madjidi, 2014; Soegiyono, 2015; Jing, 2017; Trinh, et. al., 2017) investigated the

three metafunctions in verbal language and visual image of students' textbook, it then reveals that the verbal language is dominated by ideational metafunction (relational processes), interpersonal metafunction (statement speech act), and textual metafunction (multiple themes). In the case of visual language, the students' textbook is significantly utilized ideational metafunction (the narrative process which is the reaction process), interpersonal metafunction (the indirect gaze with the long shot and horizontal frontal angle), while the textual metafunction (the left right value). In this regard, the above studies show that the existence of metafunctions in various fields of object studies have been analyzed by the researchers. Although they are not focused on interpersonal meaning in terms of appraisal, such studies are still relevant to the current study due to the fact that they relate and support the theoretical studies of the present study.

Additionally, since the present study relates to the speech and rhetoric, the researcher has also collected the studies on related topic, in this phase, Fengjie et. al. (2016; see also Irimea, 2010; Utomo, 2011; Jones, 2015) conducted a study dealing with the rhetorical devices in Obama's public speeches, such study reveals that Obama tends to apply alliteration in order to create rhythmical effect which could attract more audience's attention and make the speaker's words more powerful and persuading.

Finally, the pedagogical study on appraisal is the last category of previous study utilized in the present study, it involves the studies completed by Osam and Aksit (1999), Liu (2010), Haromi (2014). Those studies are chosen since they provide valuable information that shed light on the effectiveness of appraisal in

English teaching and learning. For instance, Liu (2010) examined the use of appraisal theory in teaching college English reading in China, the study reveals that the use of such theory is very helpful to improve the students' reading comprehension; the students are able to have better understanding to the material.

In short, the similarities and differences the above previous studies are in the topic of study, unit of analysis, and source of data. Regardless of its similarities and differences, those studies are considered as relevant, valuable, and informative reference to the present study. In this respect, the researcher uses all those previous studies as empirical information to compare and explain the appraisal of Donald Trump and Hillary Clinton realized in the campaign speeches of the United States Presidential Election 2016, it is expected that this study could provide the readers with novelty information concerning the theory of appraisal and the development of English language teaching and learning.

2.2 Review of Theoretical Studies

2.2.1 Discourse

Discourse deals with the way that language either spoken or written is used for communicative effect in a real-world situation (Thornbury, 2005, p. 6). Moreover, discourse is rules in certain ways of talking about a topic, describing an acceptable and intelligible way to talk, write or conduct oneself and also rules out, limits and restricts other ways of talking, of conducting ourselves in relation to the topic or constructing knowledge about it (Hall, 2001, p. 72).

Basically, discourse is rooted from discourse competence, the competence that refers to the ability in selecting, sequencing and arranging of words, structures and utterances to achieve a unified spoken and written message (Celce-Murcia, 2007, p. 46). As the basis of discourse, language always occurs in text, it is realized when people communicate to each other in spoken or written text. In this case, text is seen as the fabric where discourse is manifested in either spoken or written, and produced by one or more participants. Moreover, discourse is a multidimensional process and text as its product not only embodies the same kind of polyphonic structuring as is found in grammar, (in the structure of the clause, as message, exchanges and representation), but also since it is functioning at a higher level of the code, as the realization of semiotic orders ‘above’ language, may contain in itself all the inconsistencies, contradictions and conflicts that can exist within and between such high order semiotic systems (Halliday, 1978, p. 96).

Moreover, besides its closed relationship with text, discourse also could not be separated with its context. It is parallel with McCarthy’s (1991, p. 3) ideas which argues that discourse analysis as “the study of relationship between language and the context in which it is used and it is not concerned with the description and analysis of spoken interaction but it is equally interested in the organization of written interaction.” In other words, discourse analysis deals with studies of text-forming, including lexico-grammatical analysis of the language in terms of social, physical, cognitive, cultural, interpersonal, and situational context. In this case, text is placed as the core of context, those elements have interrelated

since the latter is as part of the former. Moreover, Eggins (1994, pp. 7-9) defines that:

Context is in text: text carries with it, as a part of it, aspects of the context in which it was produced and, presumably, within which it would be considered appropriate.” Context gives information about the language used in the text, as a whole unity, to create the meaning. Meanings are determined by the texts’ relationship with the context of culture (genre) and the context of situation.

In essence, discourse analysis is the study about how to analyze the features and the use of texts, while the text itself is seen as the product of such analysis. In this respect, the present study applies discourse analysis since it is used to analyze and explain the appraisal realized in the campaign speeches.

2.2.2 Context

As explained in advance, language can only be understood in relation to the context in which it is used. According to Systemic Functional Linguistic, the environment of language seen as texts - specific texts and their component parts - is the context of situation, whereas the environment of language seen as a system - its lexical items and grammatical categories - is the context of culture (Halliday, 1978). Consequently, to realize communicative communication, text is supposed to be composed by adequate context. According to Beard (2003, p. 85) describes context as literally “with the text.” It could be said that his idea on context is seen as the particular term of condition that influences the speakers/author in creating meaning in the text. In the same way, Coultas (2003, p. 97) defines context as

both situation within which language is used and the other relevant features which make up the surroundings of the text. In this case, he considers that the aspect of situation and relevant features of text as the primary elements in realizing ideal context in text.

Furthermore, Canadian Language Benchmark (2012, p. 206) states that context is physical and socio-cultural world that surrounds and interacts with text in the creation of discourse, including physical situation, participants (status and roles) and background knowledge needed to interpret or create meaning in discourse. In this regard, this theory underlines that context comprises the specific features of contexts; socio-cultural and physical situation as fundamental elements in the text. In addition, Eggins (2004, pp. 9-10) argues that there are two kinds of context: context of situation (register) and context of culture (genre). Context of situation deals with field (subject matter), tenor (who is involved), and mode (channel) whereas context of culture is extremely developed by the genre (purpose), (Butt et. al., 1995, p. 12).

In conclusion, although the above definitions of context highlight different explanation, all of them have the same orientation that context is concerned with situation and condition that influence the meaning in text. In connection to the present study, the term of context proposed by Eggins (2004, pp. 9-10) is taken into consider as the most relevant reference adopted in this study since it brings comprehensive features of context. Therefore, context of culture and situation will be discussed in the part which follows.

2.2.2.1 Context of Culture (Genre)

Context of culture refers to the meaning that constructed to realize certain communicative purpose. Gerot and Wignell (1994, p. 10) describe that context of culture determines what we can mean through being “who we are,” doing “what we do,” and saying “what we say.” So that, it could be concluded that context of culture is concerned with a set of meaningfully information in communication that enable the participants gain, manage, and interact with adequate information.

According to Widdowson (2007, p. 129) points out that genre is a particular kind of language use. Generally, genre is kind of text which consists of communicative purpose, generic structure (particular stages; distinctive beginnings, middles and ends), and linguistic features. Moreover, Martin (1992, p. 505) defines genre as “a stage, goal oriented social process-purposeful activity where speakers are engaged as members of the culture.” Hence, it could be inferred that genre plays substantial role in producing text by providing a set of activity that constructed by linguistic devices.

One of the genres is reviews text, this text aims to criticize an artwork or event for a public audience. The generic structure of reviews text comprises orientation, interpretative recount, evaluation, and evaluative (Gerrot and Wignel, 1994, p. 217). The orientation deals with basic element of text where context either in general or particular contributes to realize appropriate text. In terms of Interpretative recount, it refers to how the text presents the information/activity in sequence order. The evaluation is a means to emphasize the main point of text; this generic structure could be reflected by repetition or stated the conclusion of

text. Meanwhile, evaluative summation focuses on the reviewers' point of view related to the message (issue) of text.

2.2.2.2 Context of Situation (Register)

Context of situation deals with a term to cover the things going on in the world outside the text what it is (Butt et al., 1996, p. 12). This definition is in line with Malinowski (1923) as quoted by Halliday and Hassan (1989) who describes that context of situation deals with "the environment of the text." More specifically, Davies (2007, p. 101) defines that context of situation refers to the relationship between external world features (place and participant) and a language utterance. Thus, it is clear that his opinion on such context concerns with the interaction where place and participant as the external world feature could influence the utterance produced in text.

Moreover, Gerot and Wignell (1994, p. 11) specify context of situation through three register variables; field, tenor, and mode. In this case, field mainly focuses on what is going on, including activity focus (nature of social activity) and object focus (subject matter). While tenor deals with the social relationships between those taking parts, this feature comprises status of power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality), and contact (frequency, duration and intimacy of social contact). Meanwhile, mode refers how language is being used whether; the channel of communication is spoken or written, and language is being used as a mode of action or reflection.

Based on the above information, it could be said that context of situation is any circumstance outside the text that contributes to create adequate utterance and

meaning in the text, this feature is developed by three elements; field (topic of text), tenor (social relationship of related participants in text), and mode (the use of either spoken or written style in the text and its implication).

2.2.3 Systemic Functional Grammar (Linguistic)

According to Martin, Matthiessen, and Painter (1997, p. 1) state that “functional grammar is a way of looking at grammar in terms of how grammar is used.” This theory sees grammar as the rule of language that used as a means of communication in which every part of utterance stands for specific function and meaning. Moreover, Gerot and Wignell (1994, p. 6) argue that Systemic Functional Grammars view language as a resource for making meaning, they are concerned not only with the structures but also how those structures construct meaning (Gerot and Wignell, 1994, p. 6). Therefore, it can be inferred that their idea on Systemic Functional Grammar deals with language as a resource of meaning would be used communicatively if it comprises appropriate language usage and structure.

Systemic Functional Linguistic is the extension of the theory in Systemic Functional Grammar which proposed by M.A.K. Halliday in 1960's. In Systemic Functional Grammar, language is used as resource for making meaning which has functional aspects, whereas Systemic Functional Linguistic deals with grammatical description that focuses on social semiotic as the basis of linguistic devices; word, phrase, sentence, and text that used by community based on convention. Moreover, Meurer and Machado (2009) assert that Systemic Functional Linguistic tries to “describe how people use language in authentic

situations and how language is structured to construe different meaning.” In addition, Eggins (as cited in Sutopo, 2011, p. 6) points out that the reason how people use the language leads systemic linguists to advance four main theoretical claims about language: that language use is functional; that the function is to make meanings; that these meanings are influenced by the social and cultural contexts in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing.

In this sense, the above explanation could be summarized that Systemic Functional Grammar and Systemic Functional Linguistic puts the language as a resource of meaning making where language is not only the matter of constructions but also how those elements present meaningfully information. So that, to realize a communicative language in actual use, communication should carry adequate texts and contexts.

2.2.4 Metafunctions

Language is a set of functional system in which the use of any languages in communication is to serve different functions. In this case, these functions are concerned with metafunctions. The theory of metafunctions cover the semantic and grammar system rather than the formal and syntactic of language. Halliday (1985) argues that the concept of metafunctions is one of a small set of principles that are necessary to describe how language works; this concept of function in language is necessary to describe the organization of the semantic system of language. He also adds that metafunctions are considered to be “a fundamental

property of language itself.” So that, it can be said that such theory comprises the elements that dominantly contribute to the meaningfully communication.

Halliday (1994, p. 38) points out that “language is structured to create three kinds of meanings: ideational, interpersonal, and textual. In the same way, Martin and White (2005, p. 7) define that ideational resources are concerned with construing experience; what’s going on, including who’s doing what to whom, where, when, why and how and the logical relation of one-going-on to another. While interpersonal resources are concerned with negotiating social relations: how people are interacting, including the feeling they try to share. Meanwhile, textual resources are concerned with the information flow: the ways in which ideational and interpersonal meanings are distributed in waves of semiosis, including interconnections among waves and between language and attendant modalities.

In addition, there is a close relation between metafunctions and context of situation (register); metafunctions are considered as the extension of context of situation in which the features of both systems are interrelated each other. In this case, the following figure could explicitly describe the relationship between the system of metafunctions and the context of situation (register);

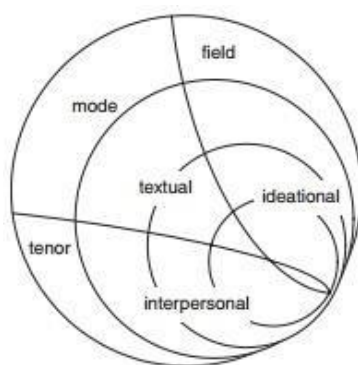


Figure 2.1 Metafunctions in relation to field, mode and tenor (Martin and White, 2005, p. 27)

Based on the above table, field is realized through ideational meaning where it comprises processes, participants, and circumstances. Tenor refers to the social relation between participants, it is actualized through interpersonal meaning, this meaning involves mood, attitudinal, and modality. In terms of mode, it is contextualized through textual meaning. In this way, Sutopo (2009, p. 15) adds that textual meaning refers to the way the text is organized as a piece of speech. Hence, such meaning deals with how the language is being presented in which it brings cohesion, coherence, and thematic patterns in text. In relation to the present study, it mainly focuses on interpersonal meaning that situated in appraisal resource.

2.2.5 Interpersonal Meaning

Language is a fundamentally way of behaving and making others behave (Coulthard, 1985, p. 1). Interpersonal meaning places language as a means of interaction that provides social relationship between the participants. This meaning comes into play in speakers' and listeners' interaction with each other (Leeuwen 2006, p. 290). Consequently, the interpersonal meaning then actualized into interpersonal utterance, the utterance that refers to as something that a speaker says in order to convey a certain interpersonal function, i.e. the grammatical choices enabling the speaker to enact his/her complex and varied interpersonal relations (Mujiyanto, 2017, p. 288). Accordingly, it could be underlined that interpersonal meaning deals with the way where people interact and behave through the language including attitudes, judgments, and feelings that

expressed in spoken and written language, and the function of this meaning is to serve to establish and maintain group solidarity.

In relation to the spoken language, the speakers play particular speech role in either giving or demanding something that contextualized in various commodities; goods and services, or information. According to Halliday (1994, pp. 68-70), the exchange, giving and demanding, of good and service, or information constitutes the four primary speech functions of offer, command, statement and question. Here, the speakers may actualize such expressions through certain voice, intonation, and body language (pointing, signaling or facial expressions). Furthermore, interpersonal meanings are most centrally influenced by tenor of discourse (Gerot and Wignell, 1994, p. 13). It then implies that these meanings are contextualized in wordings in terms of mood and modality.

Mood is concerned with the kind of people are allowed to order others about, including its degree of informality or formality and attitudinal lexis which expresses affect (like or dislike) (Gerot and Wignell, 1994, p. 13). They also add that mood is structured by “subject and finite,” while modality is as a resource which sets up a semantic space between yes and no, a cline running between positive and negative poles (Martin, 2003, p. 48). In the case of its structure, modality comprises the modal operators which reveal the speaker’s certainty and mood adjunct which reveal attitude or judgment (Gerot and Wignell, 1994, p. 13).

2.2.6 Appraisal

Appraisal is dealing with evaluation-the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are

sourced and reader aligned (Martin and Rose, 2003, p. 26). It is parallel with White (2001, p. 1) who argues that appraisal is understood as a particular approach to exploring and describing the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positioning and relationships.

As the interpersonal meaning, appraisal is used by people to express, negotiate, and naturalize their subjectivity and ideological. Moreover, the use of such theory in conversation is more specifically about the language of evaluation, attitude, emotion in accordance with a set of resources/utterances that indicate the speakers' proposal and proposition interpersonally. As the basis of semantic discourse, appraisal is also employed for three reasons (Martin and White, 2005, p. 10) as follows;

- a. The realization of an attitude tends to splash across a phase of discourse, irrespective of grammatical boundaries-especially where amplified.
- b. A given attitude can be realized across a range of grammatical categories.
- c. The process whereby meaning is cooked twice as it were, introducing a degree of tension between wording and meaning.

Additionally, Martin and White (2005, p. 35) state that appraisal is regionalized as three interacting domains, including attitude, engagement, and graduation. In this sense, their theory is one that is relevant to the present study, so that it is applied as the basis of data analysis in explaining the realization of appraisal resources; attitude, engagement, and graduation in the campaign speeches of Donald Trump and Hillary Clinton.

2.2.6.1 Attitude

Attitude has to do with evaluating things, people's character and their feelings (Martin and Rose, 2003, p. 26). This resource is constructed from three semantic regions covering what is traditionally referred to as emotion, ethics and aesthetic. Those elements are internalized with the speakers' feeling; emotional reactions, judgments of behavior and evaluation of things that is implemented in words. Therefore, it could be noted that the productions of such expressions indicate the speakers' behavior in scaling, intensifying, and comparing the meaning beyond the language. In addition, attitude could be distinguished into three regions of feeling; 'affect,' 'judgment' and 'appreciation' (Martin and White, 2005, p. 42).

2.2.6.1.1 Affect

Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored (Martin and White, 2005, p. 42). This resource is reflected into emotional response and disposition and is typically realized through mental processes of reaction and through attributive relational of affect. The values of affect occur in either positive or negative categories in which each meaning is located along a sliding scale of force or intensity from low to high. In dealing with its function, affect can be found and acted into several function (Halliday, 1994). In terms structure of affect, he further explains that this feature relies on modification of participant and processes, affective mental and behavioral process, and modal adjuncts. In this phase, the following table could give a brief description about the function and the realization of affect;

Table 2.1 Affect Function

Function	Example	Part of Speech
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 (effective)
	He missed them	Process (middle)
Affective behavioral	The captain wept	Process
Affect as 'comment'		
Desiderative	Sadly , he had to go	Modal Adjunct

(Martin and White, 2005, p. 46)

Since this study involves analyzing the attitudinal feature (affect), this process focuses on the affect groups emotion into three major sets having to do with 'un/happiness,' 'in/security' and 'dis/satisfaction' (Martin and White, 2005, p. 49).

- 1) The un/happiness sets meanings that are probably the first to come to mind when we think about emotions, and is included in all of the inventories we have encountered. This feature is used to evaluate something where the speakers could express their feeling in terms of happy/sad, and like/dislike. The words categorized as this feature are illustrated as follows:

Table 2.2 Un/happiness

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

(Martin and White, 2005, p. 49)

- 2) In/security covers our feelings of peace and anxiety in relation to our environs, including the people sharing them with us. The words categorized as this feature are presented as follows:

Table 2.3 Affect - In/security

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

(Martin and White, 2005, p. 50)

- 3) Dis/satisfaction deals with our feeling of achievement and frustration in relation to the activities in which we are engaged, including our role as both

participants and spectators. This feature covers emotions in case of telos, ennui, displeasure, curiosity, respect. The words identified as dis/satisfaction are displayed as follows:

Table 2.4 Affect Dis/satisfaction

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

(Martin and White, 2005, p. 51)

2.2.6.1.2 Judgment

Judgments deals with attitudes towards behavior, which we admire or criticize, praise or condemns (Martin and White, 2005, p. 42). It is a means to evaluate human behavior that underpinned by the value of positive and negative institutionalized norms. Generally, judgment can be distinguished into ‘social esteem’ and ‘social sanction’ (Martin and White, 2005, p. 52).

- a. Judgments of social esteem have to do with ‘normality’ (how unusual someone is), ‘capacity’ (how capable they are) and ‘tenacity’ (how resolute they are). Besides, Martin and White (2005, p. 52) argue that this feature tends to be policed in oral culture, through chat, gossip, jokes and stories of

various kinds-with humor often having a critical role to play. The words recognized as social esteem are presented as follows;

Table 2.5 Judgment-Social Esteem

Social Esteem	Positive	Negative
Normality 'How special?'	Lucky, fortunate, charmed...; normal natural, familiar; cool, stable, predictable...; in, fashionable, avant garde...; celebrated, unsung	Unlucky, hapless, star-crossed...; odd, peculiar, eccentric...; erratic, unpredictable...; dated, daggy, retrograde...; obscure, also-ran
Capacity 'how capable?'	Powerful, vigorous, robust...; sound, healthy, fit; adult, mature, experienced...; witty, humorous, droll...; insightful, clever, gifted...; balanced, together, sane...; sensible, expert, shrewd...; competent, accomplished...; successful, productive	Mild, weak, whimpy...: unsound, sick, crippled...; immature, childish, helpless...; dull, dreary, grave...; slow, stupid, thick...; flaky, neurotic, insane...; naïve, inexpert, foolish...; illiterate, uneducated, ignorant...; incompetent; unaccomplished...; unsuccessful, unproductive...
Tenacity 'how dependable?'	Plucky, brave, heroic...; cautious, wary, patient...; careful, thorough, meticulous tireless, persevering, resolute...; reliable, dependable...; faithful, loyal, constant...; flexible, adaptable, accommodating...	Timid, cowardly, gutless...; rash, impatient, impetuous...; hasty, capricious, reckless...; weak, distracted, despondent...; unreliable, undependable...; unfaithful, disloyal, inconstant...; stubborn, obstinate, willful..

(Martin and White, 2005, p. 53)

- b. Judgments of social sanction have to do with 'veracity' (how truthful someone is) and 'propriety' (how ethical someone is). Generally, this feature

is more often codified in writing, as edicts, decrees, rules, and laws about how to behave as shrieved by state with punishments. The words identified as social sanction are displayed as follows;

Table 2.6 Judgment-Social Sanction

Social Sanction	Positive	Negative
Veracity [truth] ‘how honest?’	Truthful, honest, credible...; frank, candid, direct...; discrete, tactful...	Dishonest, deceitful, lying...; deceptive, manipulative, devious...; blunt, blabbermouth...
Propriety [ethics] ‘how far beyond reproach?’	Good, moral, ethical...; law abiding, fair, just...; sensitive, kind, caring...; unassuming, modest, humble...; polite, respectful, reverent...; altruistic, generous. Charitable...	Bad, immoral, evil...; corrupt, unfair, unjust...; insensitive, mean, cruel...; vain, snobby, arrogant...; rude, discourteous, irreverent...; selfish, greedy, avaricious...

(Martin and White, 2005, p. 53)

2.2.6.1.3 Appreciation

Appreciation refers to the evaluation where it is as the product or processes that involves the aspect of social valuation. According to Martin and White (as cited in Fitriati and Ghasani, 2017, p. 507) assert that the appraising items of appreciation are revealed a lot as the writer gives the judgment towards phenomena. Evaluation in this term is dominantly influenced by what is called as aesthetic where the positive and negative aspect that used to assess the form, appearance, construction, presentation of objects and entities. Moreover, Martin and White (2005, p. 43) define appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field. It means that such sub-feature of appraisal might also be used to evaluate human

when they are taken into consider as entities than as specific participants who behave.

In addition, appreciation could be divided into three categories, such as; 'reaction' to things (do they catch our attention; do they please us?), their 'composition' (balance and complexity), and their 'value' (how innovative, authentic, timely, etc.) (Martin and White, 2005, p. 56). And the words recognized into those categories are presented in the table as follows;

Table 2.7 Types of Appreciation

Appreciation	Positive	Negative
Reaction: Impact ‘did it grab me?’	Arresting, captivating, engaging...; fascinating, exciting, moving...; lively, dramatic, intense...; remarkable, notable, sensational...	Dull, boring, tedious...; dry, ascetic, uninviting...; flat, predictable, monotonous...; unremarkable, pedestrian...
Reaction: Quality ‘did I like it?’	Okay, fine, good...; lovely, beautiful, splendid...; appealing, enchanting, welcome...	Bad, yuk, nasty...; plain, ugly, grotesque...; repulsive, revolting, off putting...
Composition: Balance ‘did it hang together?’	Balanced, harmonious, unified, symmetrical, proportioned...; consistent, considered, logical...; shapely, curvaceous, willowy...	Unbalanced, discordant, irregular, uneven, flawed...; contradictory, disorganized...; shapeless, amorphous, distorted...
Composition: Complexity ‘was it hard to follow?’	Simple, pure, elegant...; lucid, clear, precise...; intricate, rich, detailed, precise...	ornate, extravagant, byzantine ...; arcane, unclear, woolly ...; plain, monolithic, simplistic ...
Valuation ‘was it worthwhile?’	penetrating, profound, deep ...; innovative, original, creative ...; timely, long awaited, landmark ...; inimitable, exceptional, unique ...; authentic, real, genuine ...; valuable, priceless, worthwhile ...; appropriate, helpful, effective ...	shallow, reductive, insignificant ...; derivative, conventional, prosaic ...; dated, overdue, untimely ...; dime-a-dozen, everyday, common; fake, bogus, glitzy ...; worthless, shoddy, pricey ...; ineffective, useless, write-off ...

(Martin and White, 2005, p. 56)

2.2.6.2 Engagement

Engagement is concerned with the various ranges of resources that the speakers use to adjust and negotiate their feeling through the voice management in

the utterances. Here, the dialogistic positioning aspect is taken into account where engagement facilitates the speaker's/author's voice with respect to the various proposition and proposals conveyed by a text.

Moreover, Martin and White (2005, p. 94) argue that engagement includes wordings which have traditionally been treated under such headings as modality, polarity, evidentiality, intensification, attribution, concession, and consequentiality. Besides, there are four taxonomies of engagement used to identify the particular dialogistic positioning associated with given meaning and towards describing what is at stake when one meaning rather than another is employed (Martin and White, 2005, p. 97);

- a. Disclaim focuses on the textual voice positions itself as at odds with, or rejecting, some contrary position:

- 1) (deny) negation (*You don't need to give up potatoes to lose weight*).

- 2) (counter) concession/counter expectation (*Although he ate potatoes most days he still lost weight*).

- b. Proclaim deals with representing the proposition as highly warrantable (compelling, valid, plausible, well-founded, generally agreed, reliable, etc.), the textual voice sets itself against, suppresses or rules out alternative positions:

- 1) (concur) *naturally ... , of course ... , obviously ... , admittedly ...* etc.; some types of 'rhetorical' or 'leading' question

- 2) (pronounce) *I contend ... , the truth of the matter is ... , there can be no doubt that ...* etc.

3) (Endorse) *X has demonstrated that ...; As X has shown ... etc.*

- c. Entertain is used to present the proposition as grounded in its own contingent that influenced by individual subjectivity, the authorial voice represents the certain idea as but one of a range of possible positions - it thereby entertains or invokes these dialogic alternatives:

1) *it seems, the evidence suggests, apparently, I hear*

2) *perhaps, probably, maybe, it's possible, in my view, I suspect that, I it's almost certain that, believe that, may/will/must;* some types of 'rhetorical' or 'expository' question.

- d. Attribute concerns with representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions in which such element thereby invokes the following dialogic alternatives:

1) (acknowledge) *X said..., X believes ..., according to X, in X's view.*

2) (distance) *X claims that, it's rumored that.*

2.2.6.3 Graduation

Graduation is concerned with gradability in which it has to do with adjusting the degree of an evaluation, how strong or weak the feeling is (Martin and White, 2005, p. 37). This resource is used to classify the phenomena or values by which speakers graduate (raise or lower) the interpersonal impact, force or volume of their utterances, and by which they graduate (blur or sharpen) the focus of their semantic categorizations.

Furthermore, graduation consists of two features; force and focus (Martin and White, 2005, p. 137). Force is operationalized based on intensity or amount in which it considers the natural domain of certain things, such as size, vigour, extent, proximity, etc. In contrast, evaluating certain things depends on its prototypicality and preciseness is identified as focus. This feature is used to scale the phenomena based on the degree to which they match some supposed core or exemplary instance of a semantic category. In this case, a true, real, genuine (i.e., He's a true friend); kind of, of sorts, effectively, bordering on, and the suffix -ish (i.e., It was an apology of sorts, we'll be there at five o'clock-ish) are identified as the features of focus (Martin and White, 2005, p. 137). Additionally, the system network of graduation could be described in the following figure:

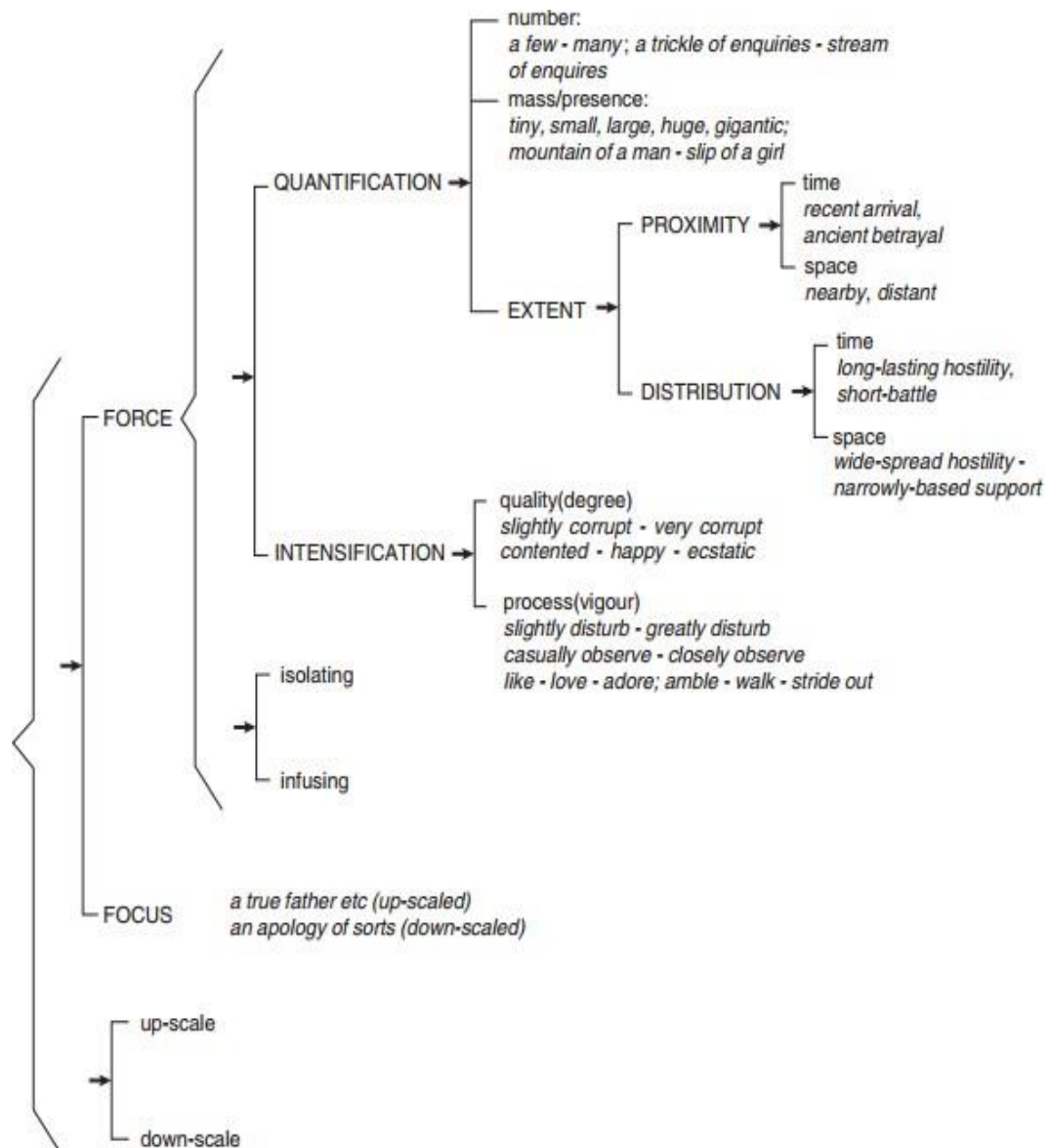


Figure 2.2 System network of graduation; force and focus

2.2.7 Speech

Speech refers to the utterance that produced by the speaker to inform the audience about the his/her idea, belief, and emotion related to particular issue. Lucas (2004, p. 4) states that speech is a way of making your ideas public of sharing with other people and of influencing other people. Furthermore, according

to Celce Murcia and Olshtain (2007, p. 166) describe that speech as “oral interaction in which speaker wants to communicate ideas, feelings, attitudes, and information.”

Generally, speech is delivered to fulfill two main purpose, they are general and specific purpose. The general purpose of speech is to inform, persuade, or mark a special occasion. On the other hand, the specific purpose of speech relates to the speaker’s want the audience to get from the speech (O’Hair et. al., 2015, pp. 108-114). In this respect, it can be underlined that general purpose of speech is as media of transforming information to the audience, whereas the specific purpose is concerned with the speaker’s interest to influence the audience to have the same perception as the speaker or writer.

Furthermore, there are two types of speech, informative speech and persuasive speech. The informative speech is one that brings comprehensive information to the audience, while the informative speech is used to “increase the audience’s understanding and awareness of a topic by defining, describing, or demonstrating your knowledge of the subject (O’Hair et. al., 2015, p. 108).” In this way, since this study concerns with campaign speeches where it is categorized as persuasive speech, the discussion will only be focused on such kind of speech.

Persuasive speech is meant to influence audience members’ attitudes, beliefs, values, and/or behavior by appealing to some combination of their needs, desires, interests, and even fears (O’Hair et. al., 2015, p. 344). This speech is utilized by the speaker to influence the audience’s point of view to the particular issue that implies to the particular action. The general purpose of a persuasive

speech goes beyond informing to affect some degree of change in the audience's attitudes, beliefs, or even specific behaviors (e.g., "Only eat wild salmon") (O'Hair et. al., 2015, p. 108). In fact, since this speech attempts to influence audience's attitudes, beliefs, and other specific behavior, it then engages the speakers to limit alternative choice of the subject. Persuasive speech however, is also paying attention to the audience choice. Here, this speech plays its role to serve as guide to the audience's decision.

2.2.7.1 Speech Structure

Speech structure stands as the framework that organizes the content, a clear structure comprises the element of macrostructure and microstructure (Sellnow, 2005, p. 60). Moreover, speech structure is composed by three main parts, they are introduction, body, and conclusion (O'Hair et. al., 2015, p. 108)

a. Introduction

The introduction establishes the purpose of the speech and shows its relevance to the audience (O'Hair et. al., 2015, p. 108). This part contributes to give pre-information that gains the audience's attention, introduces the topic, and previews the main points. Moreover, according to O'Hair et. al., (2015, p. 2019) asserts that an ideal introduction serves to arouse your audience's attention and willingness to listen; inform the topic and purpose; establish your credibility to speak on the topic; preview the main points; engage the audience or readers to understand your speech goals.

b. Body

The body of the speech focuses on main points that are intended to fulfill the speech purpose (O’Hair et. al., 2015, p. 108). It is in line with Sellnow’s (2005, p. 62) idea which argues “the body of speech is “where you describe what you mean by each main point.” In this phase, it could be inferred that main points are central features of speech, and to realize the purpose of speech, the speaker should select the main points carefully, phrase them precisely, and arrange them strategically (Lucas, 2009, p. 167).

c. Conclusion

The conclusion is used as signal to close the speech where the speaker may underline the main points, reiterate the purpose, and leave the audience with something to consider about or offer a call to action—or, again, assign it its own numbering system or write it out (O’Hair et. al., 2015, p. 195). In this way, the effective conclusion is the one that results the audience with a sense of logical and emotional closure. Therefore, through conclusion the speaker may create good relationship with the audience.

2.2.8 Theoretical Framework

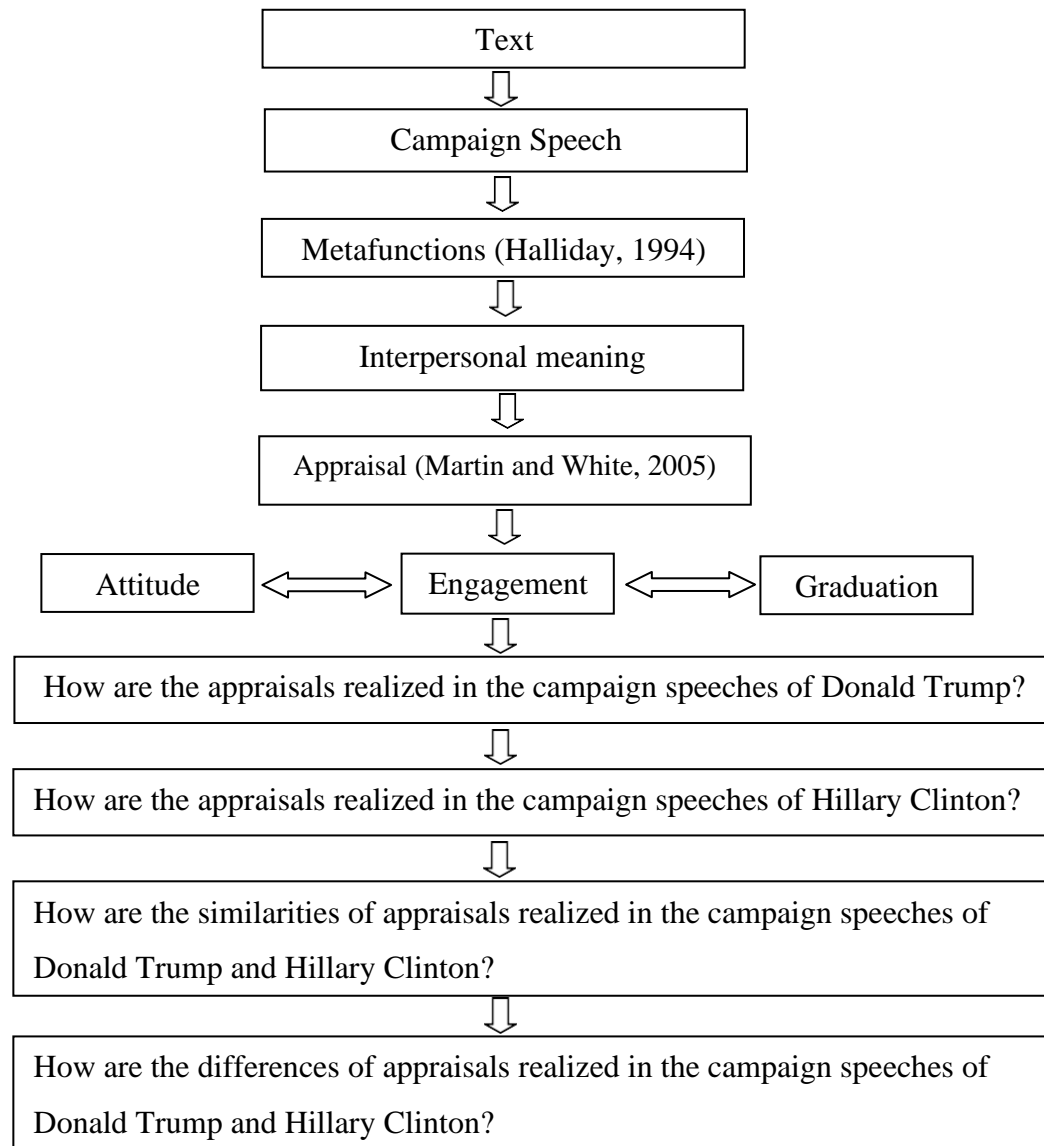


Figure 2.3 Theoretical framework of the study

The communication always occurs as text, it is realized when people communicate to each other in form of spoken and written text. Text refers to meaningful communicative event that characterized by self-contained, well formed, hang together, make sense, contextual, and communicative. Derewianka (as cited in Rukmini and Sugiati, 2017, p. 159) argues that a text is any

meaningful stretch of language—oral (spoken) or written. Moreover, Halliday and Hasan (1976, p. 1) assert that text is both spoken and written passage of whatever length that form a unified whole.

In this case, campaign speech is considered as one of spoken texts that used to offer particular information to the audience, showing speaker's political point of view and try to persuade them that something should or not be the matter. In relation to the current study, the first and last campaign speech of Donald Trump and Hilary Clinton in the United States presidential election 2016 are selected as the source of data since they could summarize overall issues happened in such democracy event.

As a product of spoken texts, campaign speech is developed by the system of metafunctions that comprises of the ideational, interpersonal, and textual meaning. Here, the present study is focused on analyzing the interpersonal meaning in terms of appraisal; how Donald Trump and Hillary Clinton negotiate their feeling and relationship with audience. Besides, to capture the comprehensive description of evaluative expressions realized in the speeches, this study brings three domains of appraisal; attitude, engagement, and graduation into analysis.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. The conclusions are organized based on the research questions while the suggestions provided are categorized into theoretical, practical, and pedagogical.

5.1 Conclusions

In regard to the first research question, it could be concluded that appraisal resources; attitude, engagement, and graduation had been proportionally utilized by Donald Trump in his speeches. As the most significant feature, engagement is used to make promise, pledges, affirmation and declaration with the audience (Bull, Fetzer and Johansson, 2008). Dealing with graduation, such domains mostly utilized to strengthen Trump's rhetoric when trying to convince voters of his proposal and good intentions (Tenorio, 2002, p. 245). Meanwhile, the existence of attitude as the least feature found in the campaign speeches is to positively and negatively evaluate his audience and the issues on economic, social, and politic in his country.

Related to the second research question, it shows that the engagement used in the speeches is the same as Trump's speeches in which it belongs to be dominant feature discovered in the campaign speeches of Hillary Clinton. In this way, the existence of various items of rejecting or contrary position is to mean Hillary's effort to clarify, even counter-strike all issues she deals with, while graduation is used to attract more public attention. Through attitude, Hillary

intentionally respects the Americans' potentials that are needed to develop the country and reminds the people towards the importance of national solidarity and unity as the pillar of the country.

Regarding the third research question, the similarities of appraisal resources in the campaign speeches of Donald Trump and Hillary Clinton found in the utilization of on attitude (appreciation in the last campaign speech), engagement in the first speech, and graduation in all speeches. In this way, engagement and graduation are prominently conveyed by the speakers in their speeches, furthermore, the speech delivered are categorized as persuasive speech in the case of political speech where they are used not only to share or inform certain issue, but also to have serious political implications to the audience or society.

Concerning with the fourth research question, it is known that the differences of evaluative expressions used by Donald Trump and Hillary Clinton are manifested in attitude (affect and judgment in all speeches, and appreciation in the first speech), and engagement in the last speech. In this respect, Donald Trump and Hillary Clinton intentionally promote themselves to become the next president by persuading the audience to vote for them. In doing so, they involve the above features into various rhetoric, such as highlighting the recent issues, introducing their programs as well as promising to meet the public expectations.

5.2 Suggestions

The suggestions provided in this study encompass theoretical suggestion, practical suggestion, and pedagogical suggestion.

Theoretically, in order to master the realization of appraisal in the spoken and written text, those who concern with this sub-system of interpersonal meaning are supposed to have enough theoretical and practical competence how appraisal is utilized by the speakers and writers to show their feelings. Furthermore, the teachers, students, and readers also need to practice of analyzing their utterance from interactional perspective in both formal and casual situation.

Practically, the study indicates that the appraisal is exploited to influence others' emotion and persuade them to vote for particular president candidates. In the context of English teaching and learning, by using hortatory text (exposition) in terms of political speeches, the teacher may design classroom activity where the students are engaged to make others to sympathize with their own views that something should or not be the case.

Pedagogically, to achieve particular target of language, the utilization of appraisal in English teaching and learning is supposed to adjust with the suitable material based on the Indonesian culture and local wisdom. Dealing with the genre-based approach, it is possible that appraisal could be contextualized with not only hortatory text but also other text types.

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