

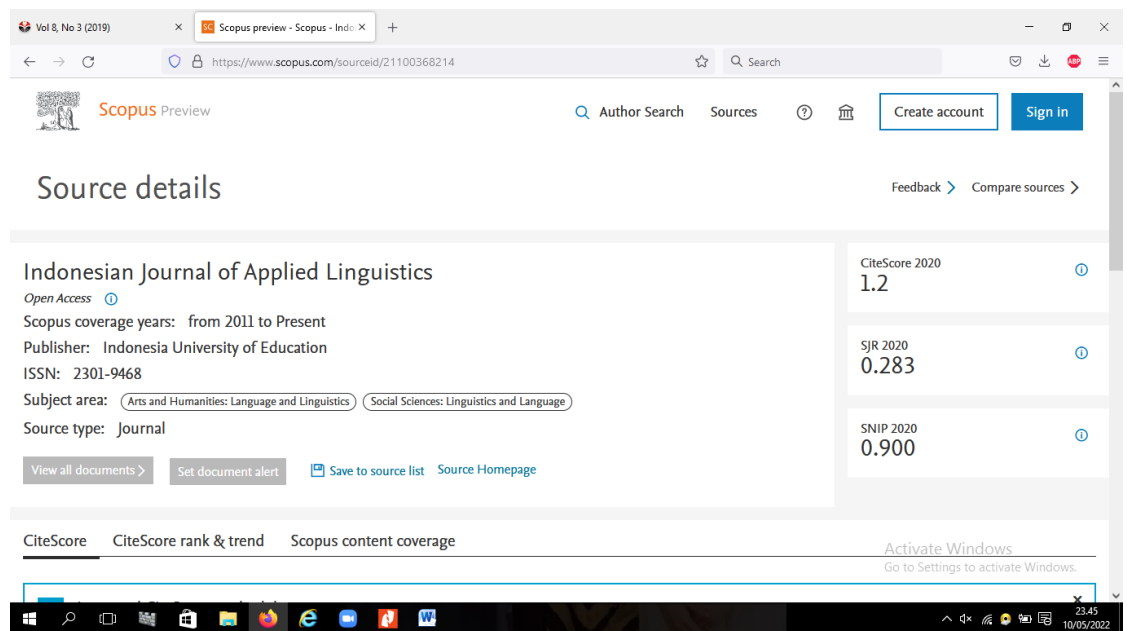
BUKTI KORESPONDENSI
ARTIKEL JURNAL INTERNASIONAL BEREPUTASI

Judul Artikel : **Non-native writers and the use of appraisal resources in research article introductions**

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Jurnal : Indonesian Journal of Applied Linguistics
Vol 8, No 3 (2019), 638-645

Indeksasi Jurnal : Scopus Q2 dengan SJR 0.283



| No | Perihal | Tanggal |
|----|--|------------------|
| 1 | Bukti konfirmasi submit artikel dan artikel yang disubmit | 29 Maret 2018 |
| 2 | Bukti konfirmasi review dan hasil review pertama | 13 November 2018 |
| 3 | Bukti konfirmasi submit revisi pertama, respon kepada reviewer dan artikel yang diresubmit | 18 November 2018 |
| 4 | Bukti konfirmasi review dan hasil review kedua | 16 Desember 2018 |
| 5 | Bukti konfirmasi submit revisi kedua, respon kepada reviewer dan artikel yang diresubmit | 3 Januari 2019 |
| 6 | Bukti konfirmasi artikel accepted | 11 Januari 2019 |

Bukti konfirmasi submit artikel dan artikel yang disubmit

ADDITIONAL MENU

- SEARCH BY SUBJECT
- PUBLICATION ETHICS
- EDITORIAL TEAM
- AUTHOR(S) GUIDELINES
- FOCUS & SCOPE
- INDEX(S) & REPUTATION

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#10645 SUMMARY

SUMMARY
REVIEW
EDITING
SUBMISSION

Authors Sri Wuli Fitriati, Yuni Awalaturrohmah Solihah
Title NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS
Original file 10645-22000-1-SM.DOCX 2018-03-29
Supp. files None
Submitter Dr Sri Wuli Fitriati
Date submitted March 29, 2018 - 10:22 PM
Section Regular Articles
Editor Akhmad Muslim
Author comments Dear the Editor,
I am submitting the article as its topic lies in the focus and scope of IJAL, and hoping this is accepted to be published and useful for the readers.
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NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research-based article presents the interpersonal voice and arguments to build up persuasiveness to the readers. Such a qualified research article introduction can be achieved by using the appraisal resources to represent the writers' ideas and propositions effectively. Involving twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this present study is conducted to examine the use of appraisal resources in the introduction sections of research articles and to compare the distribution of appraisal resources. By employing written discourse analysis and using Appraisal resources theory drawn from Martin and White (2005), the findings reveal that there are similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of their research articles. Both Indonesian and Chinese writers have similar occurrence to the most dominant distribution of appraisal resources in their writing, including attitude (appreciation), expand (engagement), and force (graduation). In addition, the different occurrence is that the Indonesian writers are more dominant than Chinese writers to produce overall appraisal resources, except graduation resources in which the Chinese writers are successful to use force as higher occurrence in graduation resources than Indonesian writers. This study is expected to provide some pedagogical implications for students of English as a foreign language to improve and strengthen their voice and arguments in the writing of research article introductions by appropriately applying appraisal resources.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

Academic writing is one of the important goals for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good academic writing, the writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). It is in line with Jalilifar and Hemmati (2013) who state that, "qualified academic writing enhances a writer's interaction with the potential readers by

taking a special voice, exploiting interpersonal meanings and delivering a sound argument so that the readers are persuaded to take a voice as the writer's" (p. 58). This means that an academic writing provides the writers to utilize their ideas and opinions in intriguing the readers' mind.

In academic context, creating an academic writing is a crucial issue for a majority of scholars, especially writing research-based articles (henceforth, research articles). The scholars explore certain topics to be investigated as their studies in order that the readers know the

significance and results from their research articles. According to Hyland (2009a, p. 67), “research articles is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making”. It means that making a research article carries out a study in an academic field to obtain informative findings for the readers. Moreover, a research article involves the writers’ personal voice towards the topic explored which is needed for the readers in helping them to enrich their knowledge.

A research article consists of several parts in which an introduction section is one of the important parts to figure out the interest of writers, the importance of the topic, the significance of the topic, and the background of the topic. It is the main part in the research article to introduce why the writer puts and investigates the topic. It is also the first viewpoint for the readers to know the problems of topic that will be answered in the following section in the research articles. In other words, by reading the introduction section, the readers can infer the reasons why the writer takes the topic to be investigated.

As a result, the writers need to build the interaction between their writing and the readers. One way to establish such interaction through the interpersonal meaning of a language is the use of appraisal resources. Appraisal is a theory to discover how the writers or speakers use the language in constructing their relationship with the readers and listeners. This theory can help us to analyze how the writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005a, p. 174), “appraisal theory is one such tool which is regarded as the most systematic because it offers a typology of evaluative resources available in English.” Through

appraisal resources, the English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). It is a framework for analyzing the evaluation of language to discover meaning in the context. White (2015) states that to negotiate meaning, it has speaker’s/writer’s personal evaluation towards phenomena so that speaker/writer shares their proposition to take his/her assumption whether it is positive or negative position. According to Martin and Rose (2003), Appraisal resources relate to negotiate the social relationship between the speaker/writer and listener/reader. Moreover, Martin and White (2005) state that the theory of Appraisal proposes a taxonomy that consists of attitude, engagement, and graduation resources. Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). It is the exploration of the interpersonal meaning at discourse semantic level to analyze the positioning in the contexts.

This kind of evaluative language that is known as appraisal resources has been carried out in academic context with different purposes, focus, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students’ argumentative essays (e.g. Mei & Allison, 2003; Xinghua & Thompson, 2009; Jalilifar & Hemmati, 2013; Liu 2013; and Yang, 2016). For example, Yuliana and Gandana (2018)

conducted a study of engagement analysis in students' analytical exposition texts to examine how Indonesian university students construct their' voice in analytical exposition texts. They divided into three categories of students, including above average (AA), average (A), and below average (BA) to obtain to what extent they produce engagement resources to support their voices in their texts. The results show that the students who have above average (AA) are successful to construct a well-argued text and show a stronger sense of authority. This study also gives contribution to develop students' writers' voice by using engagement resources in their academic writing, especially for EFL learners.

Saptani (2017) carried out a study to compare how male and female students produce appraisal resources in undergraduate students' introduction section of final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences. Those similarities and differences were regarding the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources used by the students. In terms of engagement resources, there had two similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to the most favored kind of graduation that was force, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in

American writing are well-structured than Chinese writing. In attitude system, the Chinese and American writers produced more appreciation than judgement and affect. In engagement analysis, the Chinese writers used more contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. In graduation analysis, the Chinese and American writers produced more force than focus.

Previous studies on evaluation of language use have rapid development in the field of English as a foreign language education. However, there are few studies on exploring the use of evaluative language in the scholars' writing, especially writers of research articles. The research article is one of academic writing that can be investigated due to the fact that it involves the knowledge-meaning for the readers so that it is needed to discover the intention of writers of research article itself. Over the years, the scholars have published their research articles that can be accessed by the readers. This development of writing research articles have been spread in the area of English as a Second Language (ESL) or English as a Foreign Language (EFL) learners. According to Yang (2016, p. 1002), "in the field of second language learning, Chinese researchers paid more and more interests in second language writing". It proves that the Chinese writers publish their research articles in which the readers are easy to find their writing in the internet.

Relating to this, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for the Indonesian scholars/writers to show their academic writing skills. As the non-native writers, like Indonesian and Chinese writers,

writing research articles is a good opportunity to develop their competence in writing. Hyland (2003, as cited in Yang, 2016) states that “second language writing is not only a great challenge in second language but also a hot research topic” (p. 1002). Farnia and Barati (2017) argue that “numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach” (p. 486). This implies that investigating research articles would be a relatively new trend and phenomenon in the academic context.

Each writer has his/her own style of writing. This present study investigates the language use in research articles produced by Indonesian and Chinese writers. Due to the fact that Indonesian and Chinese writers are non-native writers, this present study would map out the tendency of non-native writers to use language in their writing, especially research articles. Unlike the previous studies described above, which compared the use of appraisal resources in students’ argumentative writing written by native and non-native writers, this present study takes the comparison of appraisal resources in non-native writers’ research article introductions. As far as the researchers are concerned, the investigation of the use of appraisal resources in the introduction sections of research articles which compare between those produced by Indonesian and Chinese writers was not conducted yet. This present study lies on the interpersonal meaning resources to analyze how the intention of writers in conveying their attitudes, opinions, or ideas with their choice of words. Therefore, this study examines the use of appraisal resources in the introduction section of non-native writers’ research articles, especially Indonesian and Chinese writers. The aim is to explore the similarities and differences

in the use of appraisal resources in the introduction section of Indonesian and Chinese writers’ research articles.

METHOD

This study aimed at exploring and evaluating the use of appraisal resources in the introduction section of Indonesian and Chinese writers’ research articles. To achieve this aim, the researchers used written discourse analysis as a research approach. Discourse analysis is defined as an attempt to study the organization of language above the sentence, or above clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983, Widdowson, 2005).

The researchers collected 20 research articles altogether: 10 research articles written by Indonesian writers and 10 written by Chinese writers. We took 10 research articles from “The 6th ELTLT Conference Proceedings 2017” for Indonesian writers, and 10 research articles by Chinese writers were taken from some journals including *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. The researchers selected 20 research articles randomly by considering the origin of the writers whether they are from Indonesia or China. The researchers took the research articles from the proceedings of an international conference published by one university in Indonesia to easily identify the Indonesian writers, and the researchers identified the Chinese writers through their bio-note stated at the end of their research articles. This bio-note made us know where the writer comes from.

The framework of appraisal resources used in this study was drawn from Martin and White’s theory (2005) in which this

study analyzed three domains: attitude, engagement, and graduation. The units of analysis in this study were words, phrases, and clauses which were identified as the appraising items.

The procedures of the data analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed the similarities and differences in the use of appraisal resources in Indonesian and Chinese writers' introduction sections of research articles. Those similarities and differences affect the way Indonesian and Chinese construct their introduction sections. It is shown from the distribution of attitude, engagement, and graduation resources in their introduction section of research articles. A detailed explanation is discussed as follows:

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers had a high occurrence in all subsystems of appraisal resources, including attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer's feelings, emotions, and judgement toward something in conveying meaning/information during the interaction (Martin & Rose 2003; and Martin & White 2005). It relates to the expressing the emotion or feeling the user of language to judge or appreciate things in the context. It

is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgement resources, and expressing value of things as appreciation resources (Martin & Rose 2003; and Martin & White 2005). In line with White (2011), attitudinal meaning concerns on positive and negative assessment that relies on three broad domains of attitude, such as affect, judgement, and appreciation as subsystems of attitude resources.

The finding shows that the appreciation is the most dominant resources of other domains of attitude resources in both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things/phenomena as their certain topics in their introduction section of research articles. It also reveals that their introduction section of research articles explain and describe things that are related to their topics. The examples of appreciation resources that are found in the Indonesian and Chinese writers are provided in Excerpt 1 and Excerpt 2.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.*

*Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.*

*Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by emphasizing the two senses at the same time, namely hearing and sight (I2)*

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.*

*PDA has gained **great**[APPRECIATION] interest from scholars at home and abroad.*

However, there are few research studying Chinese leaders' speech nowadays (C4)

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are the examples of appreciation resources. Those words represent the evaluation of the writers toward the phenomena, and in this case, it evaluates phenomena relating to the topic that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item 'important' evaluates the advertising as the Indonesian writers' topic in their introduction section. The writer tends to convey his appreciation toward the value of advertising. This appreciation/evaluation examines the way writer explains the important role of advertising in role marketing and sales of product. Moreover, the appraising item 'big' involves the evaluation to the television in that sentence in which it explains role of television in the society. It is also shown in the appraising item 'persuasive' that the writer tends to evaluate the power of television as a medium communication. For the appraising item 'strong', the writer examines the influence of television due to the powerful persuasion. All appraising items in Excerpt 1 examines the evaluation to things/phenomena, especially the role of advertising and television to introduce their certain topic in introduction section of research article.

In Excerpt 2, the writer describes 'new' as the appraising item to evaluate the

innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item 'theoretical' explains the authenticity of positive discourse analysis and appraisal theory. The other appraising item 'great' evaluates the popularity of PDA in the research area for the scholars. From the appraising items of Excerpt 2, it includes the evaluation/assessment of the writer towards things/phenomena, especially the topic of study in the research article introduction. It focuses to evaluate the innovation of discourse analysis in a research area. As a result, in the attitude analysis, appreciation is a dominant resource that evaluates or examines things that relate to the topic of study in the introduction section of research articles. This findings confirm Hood (2004) who states that, "the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental". Thus, the use of appreciation is an important resources that makes their introduction section more appreciative than emotional and judgmental.

The second subsystem of appraisal resources is engagement. Engagement is agreement and disagreement to express writers/speakers' assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that "engagement resources reflect writers/speakers' subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable". It is divided into monogloss and heterogloss. In this present study, ~~but~~ the researchers focused on the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either contracting or expanding the proposition to negotiate the meaning. The expand makes

allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

The finding shows that the distribution of expand resources is the most dominant resources of engagement in both Indonesian and Chinese writers' research article introductions. This finding is in line with the research findings of Yuliana and Gandana (2018), Saptani (2017), Liu (2013), Mei and Allison (2003), and Yang (2016). The dominant use of expand resources indicates that the writers convey their proposition with the external voices to support their ideas/opinion in their introduction sections of research articles. Jones (2011) stresses that the ethics of academic writing will guide the students to respect and care every reference to contribute to their writing. It makes their writing sound more objective so that their introduction section also sound reasonable. Thus, by using expand resources, they attempted to strengthen their ideas/intention to create clear position in explaining the reasons why the writers choose those topics. The examples of expansive resources can be seen in Excerpts 3, 4 and 5.

Excerpt 3

***Dam and Volman (2004) point out that**[ATTRIBUTE] *critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world. In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement* **(Tapper, 2004)**[ATTRIBUTE](18)*

Excerpt 4

*Compliments have been said to "grease the social wheels" and thus to serve as "social lubricants" **(Wolfson, 1983, p.89)***[ATTRIBUTE](C7)

Excerpt 5

*The discussion deals with poetic diction that **may**[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems(15)*

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant distribution of engagement resources in both Indonesian and Chinese writers' introduction. It can be seen from Excerpt 3, the writer provides the external voice to convey another idea from the other sources that aims to support writer's ideas/proposition in their utterances. The writer puts Dam and Volman's and Tapper's ideas about the critical thinking relating to the topic that is being investigated. In addition, it is in line with Excerpt 4 that involves the attribute resources by representing external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. It is needed to build the writer's position so that the readers believe in ideas/proposition that is being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'must' belongs to expand resource in terms of entertain. According to Liu (2013), probability such as 'may', 'probably', 'maybe', and 'perhaps' are included into entertain. Martin and White (2005, p. 98) explain that entertain deals with "the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions". This means that in Excerpt 5, the appraising item 'may' represents the writer's individual subjectivity towards the discussion about the influence of poetic diction.

Both Indonesian and Chinese writers used the external voices to support their arguments in explaining the reasons of

choosing the topic in the research article as well as they conveyed their individual subjectivity to persuade the readers with the writers' viewpoint to the topic that is being discussed.

The third subsystem of appraisal resources is graduation. Graduation is concerned with "scaling of the meaning of text in the context in which it is valued to the force and focus as resources of graduation" (Martin & White, 2005, p. 137). They also states that "force relies on the intensification and quantification that describe the degree of intensity and amount in the context" (p. 140). Focus relates to "the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling" (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produce more force than focus. This findings are similar to what have been reported in other studies conducted by Yang (2016) and Jalilifar and Hemmati (2016). The Indonesian and Chinese writers in this present study tend to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. It involves to what extent the Indonesian and Chinese writers intensify and quantify to things/phenomena regarding the topics in their introduction sections. It is needed to show their emphasis of propositions/ideas through this resource, especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

*As students learning process happen at the university, the learning result is **highly**[FORCE] affected by the formality of the institute.*

There is a phenomenon in English Department of UNNES where

***some**[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are **frequently** [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive (APPRECIATION) attitudes. (I4)*

Excerpt 7

*In the late 20th century, studies on the writing of English as a second language **gradually**[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it **slowly**[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).*

*Generally speaking, Chinese second language writing research follows a multiple approach, with **more**[FORCE] scientific and practical studies and **various**[FORCE] research methods, and putting particular emphasis on writing teaching (see Figure 1). (C5)*

In Excerpts 6 and 7, the appraising items 'highly', 'frequently', 'some', 'gradually', 'slowly', 'more', and 'various' are considered as the graduation in terms of force as the most dominant resources in graduation. Those appraising items represent the writers' emphasis on ideas/propositions in the research article introduction. In Excerpt 6, the appraising item 'highly' and 'frequently' involves intensification to represent the intensity of process in the context. It can be seen that the writer of the research article tends to convey his idea about a high degree of intensity of learning result that is affected by several factors. Moreover, the appraising item 'some' includes quantification to convey scaling of number of subjects in the context. In this case, the writer expresses more than a student of Unnes who belong to good colleagues to emphasize the readers to know specified

number of subjects in the context. The appraising item 'frequently' is indicated as intensification to express the level of quality in the context. The writer tends to describe the quality of behaviour by students of Unnes in which the phenomena reports that they are often self-exposed to create humor. This indicates that the case about behaviour of students of Unnes often happen to convince the readers to the topic that is discussed.

In Excerpt 7, the appraising item 'gradually' is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies while the appraising item 'slowly' explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study is not occurred in a quick way. In addition, the appraising item 'more' involves intensification to describe intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item 'various' to describe the quantity of research methods in the context. It tends to describe the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of Appraisal resources

In terms of differences in the use of appraisal between Indonesian and Chinese

writers, the Indonesian writers are more dominant in overall distribution of appraisal resources than Chinese writers, except graduation resources. The Chinese writers also produce appraisal resources in their introduction sections, but the specific distribution shows that the use of each appraisal resources is less than the Indonesians'. This findings confirmed Yang's study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. This indicates that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections based on the findings on the use of appraisal resources in this present study.

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the distribution of graduation resources written by Chinese writers is higher than Indonesian writers in the introduction sections of their research articles. This finding indicates that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. As Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strengthen their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses.

CONCLUSION

Twenty introduction sections of research articles written by Indonesian and Chinese writers have been examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall distribution of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers use appreciation as the most dominant resource in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher distribution of appreciation, it makes their writings appreciate and evaluate things/phenomena relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas/propositions with external sources/voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative position (Yuliana & Gandana, 2018). It makes their writings sound more reasonable and objective to explain the topic being investigated.

Concerning the graduation, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using higher force resource, it makes their writings achieve the purpose of aligning and persuading the readers. It indicates that the writers emphasize their choices of words to amplify attitude and engagement

in intensifying and quantifying things/phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is the distribution of graduation resources. There have been similar distribution for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force) utilized by Indonesian and Chinese writers. The Indonesian writers predominantly have dominant distribution in almost subsystems of appraisal resources rather than Chinese writers. However, the distribution of graduation resources show a clear distinction between Indonesian and Chinese writers. The Chinese writers are successful to produce more force than Indonesian writers. It indicates that the Chinese writers succeed to strengthen their arguments in order to persuade the readers through dominant occurrence of force resources than Indonesian writers.

The pedagogical implications gained from this present study for the English writing instruction in EFL/ESL context is that, in addition to exposing English language learners with correct grammar use in context, English language teachers and/or lecturers should pay more careful attention on the teaching of evaluative language (appraisal) in writing classes, especially academic writing. The employment of appraisal resources is needed to develop students' writing skills in order to strengthen their arguments. It helps the students to achieve the communicative purpose of academic writing, that is, building up their voice and authority, particularly in writing research-based articles.

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Bukti konfirmasi review dan hasil review pertama

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Didi Sukyadi <dsukyadi@upi.edu>

Tue, Nov 13, 2018 at 4:16 PM

To: SriWuli.Fitriati@mail.unnes.ac.id, missyuniasolihah@gmail.com

Dear Sri Wuli Fitriati and Yuni Awalaturrohmah Solihah,

We have finished reviewing your manuscript. The reviewer has decided that your manuscript will go to the next stage of paper processing if you are able to response to the feedback of the reviewer enclosed. In addition, please attend to the following details:

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- 2) Use the the mauscript file we enclosed.
- 3) Do not change the file name and format.
- 4) Use green colour to mark your revision.
- 5) Finalize the authorships and one corresponding author for manuscript written by more than one author. After this stage, you cannot change the number and sequence of the authors and corresponding author.
- 6) Check the grammar and ask a professional grammar editor to proofread your manuscript.
- 7) Make sure that every source you cite in the body of the text appears in the reference list and vice versa.
- 8) Check the sequence of tables, figures, and charts.
- 9) Make sure that you comment and narrate every table, graph, picture, or chart you use.
- 10) Make sure that all data or excerpts which are originally not in English have already been translated into English.
- 11) Keep your manuscript in one column only.
- 12) Use the enclosed format to indicate your general response to feedback.
- 13) Please follow APA style strictly.
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We thank you for the manuscript submission.

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NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research-based article presents the interpersonal voice and arguments to build up persuasiveness to the readers. Such a qualified research article introduction can be achieved by using the appraisal resources to represent the writers' ideas and propositions effectively. Involving twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this present study is conducted to examine the use of appraisal resources in the introduction sections of research articles and to compare the distribution of appraisal resources. By employing written discourse analysis and using Appraisal resources theory drawn from Martin and White (2005), the findings reveal that there are similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of their research articles. Both Indonesian and Chinese writers have similar occurrence to the most dominant distribution of appraisal resources in their writing, including attitude (appreciation), expand (engagement), and force (graduation). In addition, the different occurrence is that the Indonesian writers are more dominant than Chinese writers to produce overall appraisal resources, except graduation resources in which the Chinese writers are successful to use force as higher occurrence in graduation resources than Indonesian writers. This study is expected to provide some pedagogical implications for students of English as a foreign language to improve and strengthen their voice and arguments in the writing of research article introductions by appropriately applying appraisal resources.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

Academic writing is one of the important goals for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good academic writing, the writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). It is in line with Jalilifar and Hemmati (2013) who state that, "qualified academic writing enhances a writer's interaction with the potential readers by

taking a special voice, exploiting interpersonal meanings and delivering a sound argument so that the readers are persuaded to take a voice as the writer's" (p. 58). This means that an academic writing provides the writers with a means to utilize their ideas and opinions in intriguing the readers' mind.

In academic context, creating an academic writing is a crucial issue for a majority of scholars, especially writing research-based articles (henceforth, research articles). The scholars explore certain topics to be investigated as their studies in order that the readers know the

Comment [ek1]: What do you mean by "writing as a goal"?

significance and results from their research articles. According to Hyland (2009a, p. 67), “research articles is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making”. It means that making a research article carries out a study in an academic field to obtain informative findings for the readers. Moreover, a research article involves the writers’ personal voice towards the topic explored which is needed for the readers in helping them to enrich their knowledge.

A research article consists of several parts in which an introduction section is one of the important parts to figure out the interest of writers, the importance of the topic, the significance of the topic, and the background of the topic. It is the main part in the research article to introduce why the writer puts and investigates the topic. It is also the first viewpoint for the readers to know the problems of topic that will be answered in the following section in the research articles. In other words, by reading the introduction section, the readers can infer the reasons why the writer takes the topic to be investigated.

As a result, the writers need to build the interaction between their writing and the readers. One way to establish such interaction through the interpersonal meaning of a language is the use of appraisal resources. Appraisal is a theory to discover how the writers or speakers use the language in constructing their relationship with the readers and listeners. This theory can help us to analyze how the writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005a, p. 174), “appraisal theory is one such tool which is regarded as the most systematic because it offers a typology of evaluative resources available in English.” Through

appraisal resources, the English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). It is a framework for analyzing the evaluation of language to discover meaning in the context. White (2015) states that to negotiate meaning, it has speaker’s/writer’s personal evaluation towards phenomena so that speaker/writer shares ~~their~~ his/her proposition to take his/her assumption whether it is positive or negative position. According to Martin and Rose (2003), Appraisal resources relate to negotiate the social relationship between the speaker/writer and listener/reader. Moreover, Martin and White (2005) state that the theory of Appraisal proposes a taxonomy that consists of attitude, engagement, and graduation resources. Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). It is the exploration of the interpersonal meaning at discourse semantic level to analyze the positioning in the contexts.

This kind of evaluative language that is known as appraisal resources has been carried out in academic context with different purposes, focuses, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students’ argumentative essays (e.g. Mei & Allison, 2003; Xinghua & Thompson, 2009; Jalilifar & Hemmati, 2013; Liu 2013; and Yang, 2016). For example, Yuliana and Gandana (2018)

Comment [ek2]: ?

Comment [ek3]: Confusing

Comment [ek6]: Refers to what?

Comment [ek4]: Citations needed

Comment [ek5]: Who said this? Any citations?

Comment [ek7]: Consistently adopt APA Referencing Style!

conducted a study of engagement analysis in students' analytical exposition texts to examine how Indonesian university students construct their voice in analytical exposition texts. They divided into three categories of students, including above average (AA), average (A), and below average (BA) to obtain to what extent they produce engagement resources to support their voices in their texts. The results show that the students who have above average (AA) are successful to construct a well-argued text and show a stronger sense of authority. This study also gives contribution to developing students' writers' voice by using engagement resources in their academic writing, especially for EFL learners.

Saptani (2017) carried out a study to compare how male and female students produce appraisal resources in undergraduate students' introduction section of final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences. Those similarities and differences were regarding the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources used by the students. In terms of engagement resources, there ~~had~~are two similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to the most favored kind of graduation that was force, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in

American writing ~~are~~is well-structured than Chinese writing. In attitude system, the Chinese and American writers produced more appreciation than judgement and affect. In engagement analysis, the Chinese writers used more contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. In graduation analysis, the Chinese and American writers produced more force than focus.

Previous studies on evaluation of language use have rapid development in the field of English as a foreign language education. However, there are few studies on exploring the use of evaluative language in the scholars' writing, especially writers of research articles. The research article is one of academic writing that can be investigated due to the fact that it involves the knowledge-meaning for the readers so that it is ~~needed~~of empirical interest to discover the intention of writers of research article itself. Over the years, the scholars have published their research articles that can be accessed by the readers. This development of writing research articles have been spread in the area of English as a Second Language (ESL) or English as a Foreign Language (EFL) learners. According to Yang (2016, p. 1002), "in the field of second language learning, Chinese researchers paid more and more interests in second language writing". It proves that the Chinese writers publish their research articles in which the readers are easy to find their writing in the internet.

Relating to this, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for the Indonesian scholars/writers to show their academic writing skills. As the non-native writers, like Indonesian and Chinese writers,

Comment [ek8]: How does this support the point you are making? This has nothing to do with access/internet as far as the citation says.

writing research articles is a good opportunity to develop their competence in writing. Hyland (2003, as cited in Yang, 2016) states that “second language writing is not only a great challenge in second language but also a hot research topic” (p. 1002). Farnia and Barati (2017) argue that “numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach” (p. 486). This implies that investigating research articles would be a relatively new trend and phenomenon in the academic context.

Each writer has his/her own style of writing. This present study investigates the language use in research articles produced by Indonesian and Chinese writers. Due to the fact that Indonesian and Chinese writers are non-native writers, this present study would map out the tendency of non-native writers to use language in their writing, especially research articles. Unlike the previous studies described above, which compared the use of appraisal resources in students’ argumentative writing written by native and non-native writers, this present study takes the comparison of appraisal resources in non-native writers’ research article introductions. As far as the researchers are concerned, the investigation of the use of appraisal resources in the introduction sections of research articles which compares between those produced by Indonesian and Chinese writers was not conducted yet. This present study lies on the interpersonal meaning resources to analyze how the intention of writers in conveying their attitudes, opinions, or ideas with their choice of words. Therefore, this study examines the use of appraisal resources in the introduction section of non-native writers’ research articles, especially Indonesian and Chinese writers. The aim is to explore the similarities and

differences in the use of appraisal resources in the introduction section of Indonesian and Chinese writers’ research articles.

METHOD

This study aimed at exploring and evaluating the use of appraisal resources in the introduction section of Indonesian and Chinese writers’ research articles. To achieve this aim, the researchers used written discourse analysis as a research approach. Discourse analysis is defined as an attempt to study the organization of language above the sentence, or above clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983, Widdowson, 2005).

The researchers collected 20 research articles altogether: 10 research articles written by Indonesian writers and 10 written by Chinese writers. We took 10 research articles from “The 6th ELTLT Conference Proceedings 2017” for Indonesian writers, and 10 research articles by Chinese writers were taken from some journals including *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. The researchers selected 20 research articles randomly by considering the origin of the writers whether they are from Indonesia or China. The researchers took the research articles from the proceedings of an international conference published by one university in Indonesia to easily identify the Indonesian writers, and the researchers identified the Chinese writers through their bionote stated at the end of their research articles. This bio-note made us know where the writer comes from.

The framework of appraisal resources used in this study was drawn from Martin

Comment [ek9]: It’s been a growing trend for years as you can check in the literature.

Comment [ek10]: Why this pairing? Any specific reasons?

Comment [ek11]: This is a weak argument for the choice of informants.

Comment [ek13]: Why compared conference proceedings to journal articles? Yes, they both are research articles, but they involve a somewhat different review process (whereby journal articles are much stricter) and differ in size of the articles (whereby journal articles are generally longer).

Comment [ek12]: Why is it so important to discover this? What is so special about Indonesian and Chinese writing/writers?

and White's theory (2005) in which this study analyzed three domains: attitude, engagement, and graduation. The units of analysis in this study were words, phrases, and clauses which were identified as the appraising items.

The procedures of the data analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed the similarities and differences in the use of appraisal resources in Indonesian and Chinese writers' introduction sections of research articles. Those similarities and differences affect the way Indonesian and Chinese construct their introduction sections. It is shown from the distribution of attitude, engagement, and graduation resources in their introduction section of research articles. A detailed explanation is discussed as follows:

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers had a high occurrence in all subsystems of appraisal resources, including attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer's feelings, emotions, and judgement toward something in conveying meaning/information during the interaction (Martin & Rose 2003; and Martin & White 2005). It relates to the expressing the emotion or feeling the user of language to

judge or appreciate things in the context. It is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgement resources, and expressing value of things as appreciation resources (Martin & Rose 2003; and Martin & White 2005). In line with White (2011), attitudinal meaning concerns ~~on~~ positive and negative assessment that relies on three broad domains of attitude, such as affect, judgement, and appreciation as subsystems of attitude resources.

The finding shows that the appreciation is the most dominant resources of other domains of attitude resources in both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things/phenomena as their certain topics in their introduction section of research articles. It also reveals that their introduction section of research articles explains and describes things that are related to their topics. The examples of appreciation resources that are found in the Indonesian and Chinese writers are provided in Excerpt 1 and Excerpt 2.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.*

*Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.*

*Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by*

emphasizing the two senses at the same time, namely hearing and sight (I2)

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.*

*PDA has gained **great**(APPRECIATION) interest from scholars at home and abroad.*

However, there are few research studying Chinese leaders' speech nowadays (C4)

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are the examples of appreciation resources. Those words represent the evaluation of the writers toward the phenomena, and in this case, it evaluates phenomena relating to the topic that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item 'important' evaluates the advertising as the Indonesian writers' topic in their introduction section. The writer tends to convey his appreciation toward the value of advertising. This appreciation/evaluation examines the way writer explains the important role of advertising in role marketing and sales of product. Moreover, the appraising item 'big' involves the evaluation to the television in that sentence in which it explains role of television in the society. It is also shown in the appraising item 'persuasive' that the writer tends to evaluate the power of television as a medium communication. For the appraising item 'strong', the writer examines the influence of television due to the powerful persuasion. All appraising items in Excerpt 1 examines the evaluation to things/phenomena, especially the role of advertising and television to introduce their certain topic in introduction section of research article.

In Excerpt 2, the writer describes 'new' as the appraising item to evaluate the innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item 'theoretical' explains the authenticity of positive discourse analysis and appraisal theory. The other appraising item 'great' evaluates the popularity of PDA in the research area for the scholars. From the appraising items of Excerpt 2, it includes the evaluation/assessment of the writer towards things/phenomena, especially the topic of study in the research article introduction. It focuses to evaluate the innovation of discourse analysis in a research area. As a result, in the attitude analysis, appreciation is a dominant resource that evaluates or examines things that relate to the topic of study in the introduction section of research articles. This findings confirm Hood (2004) who states that, "the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental". Thus, the use of appreciation is an important resources that makes the introduction section more appreciative than emotional and judgmental.

The second subsystem of appraisal resources is engagement. Engagement is agreement and disagreement to express writers/speakers' assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that "engagement resources reflect writers/speakers' subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable". It is divided into monogloss and heterogloss. In this present study, ~~but~~ the researchers focused on the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either

contracting or expanding the proposition to negotiate the meaning. The expand makes allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

The finding shows that the distribution of expand resources is the most dominant resources of engagement in both Indonesian and Chinese writers' research article introductions. This finding is in line with the research findings of Yuliana and Gandana (2018), Saptani (2017), Liu (2013), Mei and Allison (2003), and Yang (2016). The dominant use of expand resources indicates that the writers convey their proposition with the external voices to support their ideas/opinion in their introduction sections of research articles. Jones (2011) stresses that the ethics of academic writing will guide the students to respect and care every reference to contribute to their writing. It makes their writing sound more objective so that their introduction section also sound reasonable. Thus, by using expand resources, they attempted to strengthen their ideas/intention to create a clear position in explaining the reasons why the writers choose those topics. The examples of expansive resources can be seen in Excerpts 3, 4 and 5.

Excerpt 3

***Dam and Volman (2004) point out that**[ATTRIBUTE] critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world. In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement **(Tapper, 2004)**[ATTRIBUTE](18)*

Excerpt 4

Compliments have been said to "grease the social wheels" and thus to serve as "social

*lubricants" **(Wolfson, 1983, p.89)**[ATTRIBUTE](C7)*

Excerpt 5

*The discussion deals with poetic diction that **may**[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems(15)*

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant distribution of engagement resources in both Indonesian and Chinese writers' introduction. It can be seen from Excerpt 3, the writer provides the external voice to convey another idea from the other sources that aims to support writer's ideas/proposition in their utterances. The writer puts Dam and Volman's and Tapper's ideas about the critical thinking relating to the topic that is being investigated. In addition, **it** is in line with Excerpt 4 that involves the attribute resources by representing external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. **It** is needed to build the writer's position so that the readers believe in ideas/proposition that is being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'must' belongs to expand resource in terms of entertain. According to Liu (2013), probability such as 'may', 'probably', 'maybe', and 'perhaps' are included into entertain. Martin and White (2005, p. 98) explain that entertain deals with "the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions". This means that in Excerpt 5, the appraising item 'may' represents the writer's individual subjectivity towards the discussion about the influence of poetic diction.

Comment [ek14]: Refers to what?

Comment [ek15]: Refers to what?

Both Indonesian and Chinese writers used the external voices to support their arguments in explaining the reasons of choosing the topic in the research article as well as they conveyed their individual subjectivity to persuade the readers with the writers' viewpoint to the topic that is being discussed.

The third subsystem of appraisal resources is graduation. Graduation is concerned with "scaling of the meaning of text in the context in which it is valued to the force and focus as resources of graduation" (Martin & White, 2005, p. 137). They also states that "force relies on the intensification and quantification that describe the degree of intensity and amount in the context" (p. 140). Focus relates to "the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling" (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produce more force than focus. These findings are similar to what have been reported in other studies conducted by Yang (2016) and Jalilifar and Hemmati (2016). The Indonesian and Chinese writers in this present study tend to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. It involves to what extent the Indonesian and Chinese writers intensify and quantify to things/phenomena regarding the topics in their introduction sections. It is needed to show their emphasis of propositions/ideas through this resource, especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

As students learning process happen at the university, the learning result is

highly[FORCE] affected by the formality of the institute.

There is a phenomenon in English Department of UNNES where some[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are frequently [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive(APPRECIATION) attitudes. (I4)

Excerpt 7

In the late 20th century, studies on the writing of English as a second language gradually[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it slowly[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).

Generally speaking, Chinese second language writing research follows a multiple approach, with more[FORCE] scientific and practical studies and various[FORCE] research methods, and putting particular emphasis on writing teaching (see Figure 1). (C5)

In Excerpts 6 and 7, the appraising items 'highly', 'frequently', 'some', 'gradually', 'slowly', 'more', and 'various' are considered as the graduation in terms of force as the most dominant resources in graduation. Those appraising items represent the writers' emphasis on ideas/propositions in the research article introduction. In Excerpt 6, the appraising item 'highly' and 'frequently' involves intensification to represent the intensity of process in the context. It can be seen that the writer of the research article tends to convey his idea about a high degree of intensity of learning result that is affected by several factors. Moreover, the appraising item 'some' includes quantification to convey scaling of number

Comment [ek16]: Refers to what?

of subjects in the context. In this case, the writer expresses more than a student of Unnes who belong to good colleagues to emphasize the readers to know specified number of subjects in the context. The appraising item 'frequently' is indicated as intensification to express the level of quality in the context. The writer tends to describe the quality of behaviour by students of Unnes in which the phenomena reports that they are often self-exposed to create humor. This indicates that the case about behaviour of students of Unnes often happen to convince the readers to the topic that is discussed.

In Excerpt 7, the appraising item 'gradually' is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies while the appraising item 'slowly' explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study ~~is~~ *does* not occur ~~ed~~ in a quick way. In addition, the appraising item 'more' involves intensification to describe intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item 'various' to describe the quantity of research methods in the context. It tends to describe the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of Appraisal resources

In terms of differences in the use of appraisal between Indonesian and Chinese writers, the Indonesian writers are more dominant in overall distribution of appraisal resources than Chinese writers, except graduation resources. The Chinese writers also produce appraisal resources in their introduction sections, but the specific distribution shows that the use of each appraisal resources is less than the Indonesians'. This findings confirm ~~sed~~ Yang's study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. This indicates that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections based on the findings on the use of appraisal resources in this present study.

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the distribution of graduation resources written by Chinese writers is higher than Indonesian writers in the introduction sections of their research articles. This finding indicates that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. ~~As~~ Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strenghten their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more

Comment [ek17]: What accounts for this? Provide justification!

Comment [ek18]: Elaborate more what you mean by this. Any interference from the first language?

reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses.

CONCLUSION

Twenty introduction sections of research articles written by Indonesian and Chinese writers have been examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall distribution of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers use appreciation as the most dominant resource in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher distribution of appreciation, it makes their writings appreciate and evaluate things/phenomena relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas/propositions with external sources/voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative position (Yuliana & Gandana, 2018). It makes their writings sound more reasonable and objective to explain the topic being investigated.

Concerning the graduation, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using higher force resource, it makes their

writings achieve the purpose of aligning and persuading the readers. It indicates that the writers emphasize their choices of words to amplify attitude and engagement in intensifying and quantifying things/phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is the distribution of graduation resources. There have been similar distribution for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force) utilized by Indonesian and Chinese writers. The Indonesian writers predominantly have dominant distribution in almost subsystems of appraisal resources rather than Chinese writers. However, the distribution of graduation resources show a clear distinction between Indonesian and Chinese writers. The Chinese writers are successful to produce more force than Indonesian writers. It indicates that the Chinese writers succeed to strengthen their arguments in order to persuade the readers through dominant occurrence of force resources than Indonesian writers.

The pedagogical implications gained from this present study for the English writing instruction in EFL/ESL context is that, in addition to exposing English language learners with correct grammar use in context, English language teachers and/or lecturers should pay more careful attention on the teaching of evaluative language (appraisal) in writing classes, especially academic writing. The employment of appraisal resources is needed to develop students' writing skills in order to strengthen their arguments. It helps the students to achieve the communicative purpose of academic writing, that is, building up their voice and

authority, particularly in writing research-based articles.

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Review Report

Title of the article: NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES
IN RESEARCH ARTICLE INTRODUCTIONS

Manuscript number: _____

I.

| Mark ✓ on your decision for the following questions | Not at all ----- Absolutely | | | | |
|---|-----------------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Is the paper an original and significant contribution to second language theory or practice? If you believe it overlaps with any article published by the author or anyone else, please advise the vice chief editor. | | | ✓ | | |
| Does the paper provide fresh and useful information on applied linguistics studies seen from the international perspectives? | | ✓ | | | |
| Is the relevant published literature (study background, previous studies) appropriately introduced and discussed? | | | ✓ | | |
| Are theoretical aspects clearly developed and relevant to the findings reported? | | | ✓ | | |
| Does the paper include all the important features appropriate to applied language research? | | | ✓ | | |
| Are alternative interpretations identified, discussed and adequately addressed? | | ✓ | | | |
| Is the paper written clearly in an acceptable style? If you think the paper needs language editing, please say so below. | | ✓ | | | |
| Is the paper formatted according to the APA guidelines (including full list reference)? | | ✓ | | | |
| Total | 20/40 | | | | |

II. Recommendation:

Considering everything, I therefore recommend that it be: (please choose one and mark ✓)

_____ **Accepted and published with high priority**

Use only for papers with high originality and needing no changes.

_____ **Accepted with minor revisions**

Use for a paper that is interesting and well written but needs a minor change.

✓ _____ **Reconsidered after major revision**

Use for a paper that needs major changes. When revised, it will be reviewed fully.

_____ **Rejected**

Required major rewriting. Give suggestions, but do not promise reconsideration.

Review Report

III. Overall Comments

Comment on the strengths and weaknesses of the paper, in terms of originality, significance, interest, up-to-datedness, coherence, and balanced argumentation.

Please look at detailed comments in the paper. In general, this paper is quite potential; it has some findings which International readers may find useful. However, there are some areas in different parts of the paper that beg further elaboration and clarification. Upon revision, this paper is worth reconsidering for another review.

IV. Suggestions for Revision

Comment on the areas that need revision (e.g. research questions, significance of the study, literature, methodology, findings, etc.) and offer suggestions for improvement. Your comments will be transmitted to the author(s) anonymously.

Please have this paper proofread for language fluency and accuracy.

Detailed comments are enclosed in the paper.

**Bukti konfirmasi submit revisi pertama, respon kepada reviewer
dan artikel yang diresubmit**



Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

IJAL_Review Result

Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

Sun, Nov 18, 2018 at 9:10 AM

To: dsukyadi@upi.edu

Dear Prof. Dr. Didi Sukyadi, M.A.

Thank you very much for the review results that we received on 13 November 2018.

Now, we enclosed our revised manuscript in this email, in two formats: a manuscript in one column and a manuscript in two columns in case it is also required.

We have followed all the feedback from the reviewer and also your notes in the 13-November-email.

Thank you very much, Prof, for the opportunity.

Thank you again. And, I am looking forward to hearing from you.

Best regards,

Sri Wuli Fitriati (Ms. Wuli)

[Quoted text hidden]

2 attachments



10-10645-22000-1-SM (1) - revised manuscript - 18 November 2018 - One Column.docx

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10-10645-22000-1-SM (1) - revised manuscript - 18 November 2018 - Two Columns.docx

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NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research-based article presents the interpersonal voice and arguments to build up persuasiveness to the readers. Such a qualified research article introduction can be achieved by using the appraisal resources to represent the writers' ideas and propositions effectively. Involving twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this present study is conducted to examine the use of appraisal resources in the introduction sections of research articles and to compare the distribution of appraisal resources. By employing written discourse analysis and using Appraisal resources theory drawn from Martin and White (2005), the findings reveal that there are similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of their research articles. Both Indonesian and Chinese writers have similar occurrence to the most dominant distribution of appraisal resources in their writing, including attitude (appreciation), expand (engagement), and force (graduation). In addition, the different occurrence is that the Indonesian writers are more dominant than Chinese writers to produce overall appraisal resources, except graduation resources in which the Chinese writers are successful to use force as higher occurrence in graduation resources than Indonesian writers. This study is expected to provide some pedagogical implications for students of English as a foreign language to improve and strengthen their voice and arguments in the writing of research article introductions by appropriately applying appraisal resources.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

Writing scientific papers such as research articles is one of the important language skills for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good academic writing, the writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). It is in line with Jalilifar and Hemmati (2013) who state that, "qualified academic writing enhances a writer's interaction with the potential readers by taking a special voice, exploiting interpersonal meanings and delivering a sound argument so that the readers are persuaded to take a voice as the writer's" (p. 58). This means that an academic writing provides the writers with a means to utilize their ideas and opinions in intriguing the readers' mind.

In academic context, creating an academic writing is a crucial issue for a majority of scholars, especially writing research-based articles (henceforth, research articles). The scholars explore certain topics to be investigated as their studies in

order that the readers know the significance and results from their research articles. According to Hyland (2009, p. 67), “a research article is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making”. It means that **research articles are important as they give models for English language learners on writing scientific papers and they are sources of knowledge dissemination in particular fields.** Moreover, a research article involves the writers’ personal voice towards the topic explored which is needed for the readers in helping them to enrich their knowledge.

A research article consists of several parts in which an introduction section is one of the important parts to figure out the interest of writers, the importance of the topic, the significance of the topic, and the background of the topic. (Hyland, 2005; Hyland, 2009). Hood (2004) asserts that **in writing introduction to a research paper, writers need to persuade the readers that their research has some significance, that there is space for new knowledge around the topic, and that they can make a contribution to knowledge. Therefore, an introduction section is the main part in the research article to introduce why the writer puts and investigates the topic.** It is also the first viewpoint for the readers to know the problems of topic that will be answered in the following section in the research articles. In other words, by reading the introduction section, the readers can infer the reasons why the writer takes the topic to be investigated.

As a result, the writers need to build the interaction between their writing and the readers (Thornbury, 2005). One way to establish such interaction through the interpersonal meaning of a language is the use of appraisal resources. Appraisal is a theory to discover how the writers or speakers use the language in constructing their relationship with the readers and listeners. This theory can help us to analyze how the writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005, p. 174), “appraisal theory is one such tool which is regarded as the most systematic because it offers a typology of evaluative resources available in English.” Through appraisal resources, the English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). It is a framework for analyzing the evaluation of language to discover meaning in the context. White (2015) states that to negotiate meaning, **utterances produced by a speaker or clauses produced by a writer have** speaker’s/writer’s personal evaluation towards phenomena so that speaker/writer shares **his/her** proposition to take his/her assumption whether it is positive or negative position. According to Martin and Rose (2003), Appraisal resources negotiate the social relationship between the speaker/writer and listener/reader. Moreover, Martin and White (2005) state that the theory of Appraisal proposes a taxonomy that consists of attitude, engagement, and graduation resources. Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things. Engagement deals with sourcing attitudes and the

play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). It is the exploration of the interpersonal meaning at discourse semantic level to analyze the positioning in the contexts.

This kind of evaluative language that is known as appraisal resources has been carried out in academic context with different purposes, focuses, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students' argumentative essays (e.g. Jalilifar & Hemmati, 2013; Liu 2013; Mei & Allison, 2003; Xinghua & Thompson, 2009; Yang, 2016). For example, Yuliana and Gandana (2018) conducted a study of engagement analysis in students' analytical exposition texts to examine how Indonesian university students construct their' voice in analytical exposition texts. They divided into three categories of students, including above average (AA), average (A), and below average (BA) to obtain to what extent they produce engagement resources to support their voices in their texts. The results show that the students who have above average (AA) are successful to construct a well-argued text and show a stronger sense of authority. This study also gives contribution to developing students' writers' voice by using engagement resources in their academic writing, especially for EFL learners.

Saptani (2017) carried out a study to compare how male and female students produce appraisal resources in undergraduate students' introduction section of final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences. Those similarities and differences were regarding the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources used by the students. In terms of engagement resources, there are two similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to the most favored kind of graduation that was force, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in American writing is well-structured than Chinese writing. In attitude system, the Chinese and American writers produced more appreciation than judgement and affect. In engagement analysis, the Chinese writers used more contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. In graduation analysis, the Chinese and American writers produced more force than focus.

Previous studies on evaluation of language use have rapid development in the field of English as a foreign language education. However, there are few studies on exploring the use of evaluative language in the scholars' writing, especially writers of research articles. The research article is one of academic writing that can be

investigated due to the fact that it involves the knowledge-meaning for the readers so that it is of empirical interest to discover the intention of writers of research article itself. Over the years, the scholars have published their research articles that can be accessed by the readers. This development of writing research articles have been spread in the area of English as a Second Language (ESL) or English as a Foreign Language (EFL) learners. According to Yang (2016, p. 1002), “in the field of second language learning, Chinese researchers paid more and more interests in second language writing”. Numerous Chinese researchers contribute their writing in the second language learning studies that make the readers easy to find out their studies in scientific research journals.

Relating to this, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for the Indonesian scholars/writers to show their academic writing skills. As the non-native writers, like Indonesian and Chinese writers, writing research articles is a good opportunity to develop their competence in writing. Hyland (2003) as cited in Yang (2016) states that “second language writing is not only a great challenge in second language but also a hot research topic” (p. 1002). Farnia and Barati (2017) argue that “numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach” (p. 486). Investigating research articles indeed have been a growing trend for years. However, studies on research articles with the focus on the appraisal used by non-English native speakers have been relatively limited.

Each writer has his/her own style of writing. This present study investigates the language use in research articles produced by Indonesian and Chinese writers. Indonesian and Chinese writers are non-native speakers of English. According to Moussu (2006, p. viii), “non-native speakers are someone who has learned a language other than English as a first language, and is learning or has learned English as an additional language.” The choice of Indonesian and Chinese writers was based on the practical reason that in China, the English language is a foreign language (Rao, 2013) as well as in Indonesia.

This present study would map out the tendency of non-native writers to use language in their writing, especially research articles. Unlike the previous studies described above, which compared the use of appraisal resources in students’ argumentative writing written by native and non-native writers, this present study takes the comparison of appraisal resources in non-native writers’ research article introductions. As far as the researchers are concerned, the investigation of the use of appraisal resources in the introduction sections of research articles which compares between those produced by Indonesian and Chinese writers was not conducted yet. As explained, Yang (2016) examines that the Chinese researchers had a growing interest in writing research articles. This phenomenon triggered the researchers to investigate their writing in terms of appraisal analysis.

This present study lies on the interpersonal meaning resources to analyze how the intention of writers in conveying their attitudes, opinions, or ideas with their choice of

words. Therefore, this study examines the use of appraisal resources in the introduction section of non-native writers' research articles, especially Indonesian and Chinese writers. The aim is to explore the similarities and differences in the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles.

METHOD

This study aimed at exploring and evaluating the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles. To achieve this aim, the researchers used written discourse analysis as a research approach. Discourse analysis is defined as an attempt to study the organization of language above the sentence, or above clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983; Widdowson, 2004).

The researchers collected 20 research articles altogether: 10 research articles written by Indonesian writers and 10 written by Chinese writers. We took 10 research articles from "The 6th ELTLT Conference Proceedings 2017" for Indonesian writers, and 10 research articles by Chinese writers were taken from some journals including *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. We acknowledged that the review process of the published articles in proceedings and journals might be slightly different. Generally, the review process in journals are stricter than in that of proceedings. However, we employed a purposeful sampling technique. This means that the articles in this present study had to be research-based articles in the field of English language teaching, and the length of the article are averagely the same. In addition, the articles from the proceedings derived from an international conference with some reviewers from foreign countries, so the appropriateness of the sources of data in this study could be achieved.

The researchers selected 20 research articles by considering the origin of the writers whether they are from Indonesia or China. The researchers took the research articles from the proceedings of an international conference published by one university in Indonesia to easily identify the Indonesian writers, and the researchers identified the Chinese writers through their bio-note stated at the end of their research articles. This bio-note made us know where the writer comes from.

The framework of appraisal resources used in this study was drawn from Martin and White's theory (2005) in which this study analyzed three domains: attitude, engagement, and graduation. The units of analysis in this study were words, phrases, and clauses which were identified as the appraising items.

The procedures of the data analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed the similarities and differences in the use of appraisal resources in Indonesian and Chinese writers' introduction sections of research articles. Those similarities and differences affect the way Indonesian and Chinese construct their introduction sections. It is shown from the distribution of attitude, engagement, and graduation resources in their introduction section of research articles. A detailed explanation is discussed as follows:

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers had a high occurrence in all subsystems of appraisal resources, including attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer's feelings, emotions, and judgement toward something in conveying meaning/information during the interaction (Martin & Rose 2003; Martin & White 2005). It relates to the expressing the emotion or feeling the user of language to judge or appreciate things in the context. It is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgement resources, and expressing value of things as appreciation resources (Martin & Rose 2003; Martin & White 2005). In line with White (2015), attitudinal meaning concerns positive and negative assessment that relies on three broad domains of attitude, such as affect, judgement, and appreciation as subsystems of attitude resources.

The finding shows that the appreciation is the most dominant resources of other domains of attitude resources in both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things/phenomena as their certain topics in their introduction section of research articles. It also reveals that their introduction section of research articles explains and describes things that are related to their topics. The examples of appreciation resources that are found in the Indonesian and Chinese writers are provided in Excerpt 1 and Excerpt 2.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.
Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.
Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by emphasizing the two senses at the same time, namely hearing and sight (I2)*

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.*

*PDA has gained **great**[APPRECIATION] interest from scholars at home and abroad. However, there are few research studying Chinese leaders' speech nowadays (C4)*

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are the examples of appreciation resources. Those words represent the evaluation of the writers toward the phenomena, and in this case, it evaluates phenomena relating to the topic that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item 'important' evaluates the advertising as the Indonesian writers' topic in their introduction section. The writer tends to convey his appreciation toward the value of advertising. This appreciation/evaluation examines the way writer explains the important role of advertising in role marketing and sales of product. Moreover, the appraising item 'big' involves the evaluation to the television in that sentence in which it explains role of television in the society. It is also shown in the appraising item 'persuasive' that the writer tends to evaluate the power of television as a medium communication. For the appraising item 'strong', the writer examines the influence of television due to the powerful persuasion. All appraising items in Excerpt 1 examines the evaluation to things/phenomena, especially the role of advertising and television to introduce their certain topic in introduction section of research article.

In Excerpt 2, the writer describes 'new' as the appraising item to evaluate the innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item 'theoretical' explains the authenticity of positive discourse analysis and appraisal theory. The other appraising item 'great' evaluates the popularity of PDA in the research area for the scholars. From the appraising items of Excerpt 2, it includes the evaluation/assessment of the writer towards things/phenomena, especially the topic of study in the research article introduction. It focuses to evaluate the innovation of discourse analysis in a research area. As a result, in the attitude analysis, appreciation is a dominant resource that evaluates or examines things that relate to the topic of study in the introduction section of research articles. This findings confirm Hood (2004, p. 127) who states that, "the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental." Thus, the use of appreciation is an important resource that makes the introduction section more appreciative than emotional and judgmental.

The second subsystem of appraisal resources is engagement. Engagement is agreement and disagreement to express writers/speakers' assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that "engagement resources reflect writers/speakers' subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable". It is divided into monogloss and heterogloss. In this present study, the researchers focused on the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either contracting or expanding the proposition to negotiate the

meaning. The expand makes allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

The finding shows that the distribution of expand resources is the most dominant resources of engagement in both Indonesian and Chinese writers' research article introductions. This finding is in line with the research findings of Mei and Allison (2003), Liu (2013), Yang (2016), Saptani (2017), Yuliana and Gandana (2018). The dominant use of expand resources indicates that the writers convey their proposition with the external voices to support their ideas/opinion in their introduction sections of research articles. Jones (2011) stresses that the ethics of academic writing will guide the students to respect and care every reference to contribute to their writing. It makes their writing sound more objective so that their introduction section also sound reasonable. Thus, by using expand resources, they attempted to strengthen their ideas/intention to create a clear position in explaining the reasons why the writers choose those topics. The examples of expansive resources can be seen in Excerpts 3, 4 and 5.

Excerpt 3

***Dam and Volman (2004) point out that**[ATTRIBUTE] critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world.*

*In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement (**Tapper, 2004**)[ATTRIBUTE](I8)*

Excerpt 4

*Compliments have been said to "grease the social wheels" and thus to serve as "social lubricants" (**Wolfson, 1983, p.89**)[ATTRIBUTE](C7)*

Excerpt 5

*The discussion deals with poetic diction that **may**[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems(I5)*

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant distribution of engagement resources in both Indonesian and Chinese writers' introduction. It can be seen from Excerpt 3, the writer provides the external voice to convey another idea from the other sources that aims to support writer's ideas/proposition in their utterances. The writer puts Dam and Volman's and Tapper's ideas about the critical thinking relating to the topic that is being investigated. In addition, Excerpt 3 is in line with Excerpt 4 that involves the attribute resources by representing external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. The appraising item of attribute in Excerpt 4 is needed to build the writer's position so that the readers believe in ideas/proposition that is being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'may' belong to expand resource in terms of entertain. According to Liu (2013), probability such as 'may', 'probably', 'maybe',

and ‘perhaps’ are included into entertain. Martin and White (2005, p. 98) explain that entertain deals with “the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions”. This means that in Excerpt 5, the appraising item ‘may’ represents the writer’s individual subjectivity towards the discussion about the influence of poetic diction.

Both Indonesian and Chinese writers used the external voices to support their arguments in explaining the reasons of choosing the topic in the research article as well as they conveyed their individual subjectivity to persuade the readers with the writers’ viewpoint to the topic that is being discussed.

The third subsystem of appraisal resources is graduation. Graduation is concerned with scaling of the meaning of text in the context in which it is valued to the force and focus as resources of graduation (Martin & White, 2005). They also state that “force relies on the intensification and quantification that describe the degree of intensity and amount in the context” (p. 140). Focus relates to “the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling” (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produce more force than focus. **These** findings are similar to what have been reported in other studies conducted by Yang (2016) and Jalilifar and Hemmati (2016). The Indonesian and Chinese writers in this present study tend to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. It involves to what extent the Indonesian and Chinese writers intensify and quantify to things/phenomena regarding the topics in their introduction sections. **The appraising items intensification and quantification are** needed to show their emphasis of propositions/ideas through this resource, especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

*As students learning process happen at the university, the learning result is **highly**[FORCE] affected by the formality of the institute.*

*There is a phenomenon in English Department of UNNES where **some**[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are **frequently** [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive(APPRECIATION) attitudes. (I4)*

Excerpt 7

*In the late 20th century, studies on the writing of English as a second language **gradually**[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it **slowly**[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).*

*Generally speaking, Chinese second language writing research follows a multiple approach, with **more**[FORCE] scientific and practical studies and **various**[FORCE]*

research methods, and putting particular emphasis on writing teaching (see Figure 1).
(C5)

In Excerpts 6 and 7, the appraising items ‘highly’, ‘frequently’, ‘some’, ‘gradually’, ‘slowly’, ‘more’, and ‘various’ are considered as the graduation in terms of force as the most dominant resources in graduation. Those appraising items represent the writers’ emphasis on ideas/propositions in the research article introduction. In Excerpt 6, the appraising item ‘highly’ and ‘frequently’ involves intensification to represent the intensity of process in the context. It can be seen that the writer of the research article tends to convey his idea about a high degree of intensity of learning result that is affected by several factors. Moreover, the appraising item ‘some’ includes quantification to convey scaling of number of subjects in the context. In this case, the writer expresses more than one student of UNNES who belong to good colleagues to emphasize the readers to know specified number of subjects in the context. The appraising item ‘frequently’ is indicated as intensification to express the level of quality in the context. The writer tends to describe the quality of behaviour of students of UNNES in which the phenomena reports that they are often self-exposed to create humor. This indicates that the case about behaviour of students of Unnes often happen to convince the readers to the topic that is discussed.

In Excerpt 7, the appraising item ‘gradually’ is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies while the appraising item ‘slowly’ explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study **does** not occur in a quick way. In addition, the appraising item ‘more’ involves intensification to describe intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item ‘various’ to describe the quantity of research methods in the context. It tends to describe the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of Appraisal resources

In terms of differences in the use of appraisal between Indonesian and Chinese writers, the Indonesian writers are more dominant in overall distribution of appraisal resources than Chinese writers, except graduation resources. **In other words, the Indonesian writers used mostly attitude and engagement than the Chinese writers; whereas, the Chinese writers used mostly graduation. This might be because the Chinese writers try to maintain writer-reader relationships by avoiding explicit attitudinal evaluation of the work of others, as also found in Xiaoyu’s study (2017).**

The Chinese writers also produce appraisal resources in their introduction sections, but the specific distribution shows that the use of each appraisal resources is less than the Indonesians'. This finding confirms Yang's study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. This indicates that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections, *as found in the study conducted by Xie (2017) that Chinese writers "are generally able to manipulate the grading orientation in ways that are conducive to strengthening or weakening their evaluations when necessary" (p.17).*

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the distribution of graduation resources written by Chinese writers is higher than Indonesian writers in the introduction sections of their research articles. This finding indicates that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strengthen their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses.

CONCLUSION

Twenty introduction sections of research articles written by Indonesian and Chinese writers have been examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall distribution of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers use appreciation as the most dominant resource in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher distribution of appreciation, it makes their writings appreciate and evaluate things/phenomena relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas/propositions with external sources/voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative position (Yuliana & Gandana, 2018). It makes their writings sound more reasonable and objective to explain the topic being investigated.

Concerning the graduation, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using higher force resource, it makes their writings achieve the purpose of aligning and persuading the readers. It indicates that the writers emphasize their choices of words to amplify attitude and engagement in intensifying and quantifying things/phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is the distribution of graduation resources. There have been similar distribution for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force) utilized by Indonesian and Chinese writers. The Indonesian writers predominantly have dominant distribution in almost subsystems of appraisal resources rather than Chinese writers. However, the distribution of graduation resources show a clear distinction between Indonesian and Chinese writers. The Chinese writers are successful to produce more force than Indonesian writers. It indicates that the Chinese writers succeed to strengthen their arguments in order to persuade the readers through dominant occurrence of force resources than Indonesian writers.

The pedagogical implications gained from this present study for the English writing instruction in EFL/ESL context is that, in addition to exposing English language learners with correct grammar use in context, English language teachers and/or lecturers should pay more careful attention on the teaching of evaluative language (appraisal) in writing classes, especially academic writing. The employment of appraisal resources is needed to develop students' writing skills in order to strengthen their arguments. It helps the students to achieve the communicative purpose of academic writing, that is, building up their voice and authority, particularly in writing research-based articles.

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NON-NATIVE WRITERS' USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research-based article presents the interpersonal voice and arguments to build up persuasiveness to the readers. Such a qualified research article introduction can be achieved by using the appraisal resources to represent the writers' ideas and propositions effectively. Involving twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this present study is conducted to examine the use of appraisal resources in the introduction sections of research articles and to compare the distribution of appraisal resources. By employing written discourse analysis and using Appraisal resources theory drawn from Martin and White (2005), the findings reveal that there are similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of their research articles. Both Indonesian and Chinese writers have similar occurrence to the most dominant distribution of appraisal resources in their writing, including attitude (appreciation), expand (engagement), and force (graduation). In addition, the different occurrence is that the Indonesian writers are more dominant than Chinese writers to produce overall appraisal resources, except graduation resources in which the Chinese writers are successful to use force as higher occurrence in graduation resources than Indonesian writers. This study is expected to provide some pedagogical implications for students of English as a foreign language to improve and strengthen their voice and arguments in the writing of research article introductions by appropriately applying appraisal resources.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

Writing scientific papers such as research articles is one of the important language skills for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good academic writing, the writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). It is in line with Jalilifar and Hemmati (2013) who state that, "qualified academic writing enhances

a writer's interaction with the potential readers by taking a special voice, exploiting interpersonal meanings and delivering a sound argument so that the readers are persuaded to take a voice as the writer's" (p. 58). This means that an academic writing provides the writers **with a means** to utilize their ideas and opinions in intriguing the readers' mind.

In academic context, creating an academic writing is a crucial issue for a majority of scholars, especially writing research-based articles (henceforth, research articles). The scholars explore certain topics to be investigated as their

studies in order that the readers know the significance and results from their research articles. According to Hyland (2009, p. 67), “a research article is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making”. It means that **research articles are important as they give models for English language learners on writing scientific papers and they are sources of knowledge dissemination in particular fields.** Moreover, a research article involves the writers’ personal voice towards the topic explored which is needed for the readers in helping them to enrich their knowledge.

A research article consists of several parts in which an introduction section is one of the important parts to figure out the interest of writers, the importance of the topic, the significance of the topic, and the background of the topic. (Hyland, 2005; Hyland, 2009). Hood (2004) asserts that **in writing introduction to a research paper, writers need to persuade the readers that their research has some significance, that there is space for new knowledge around the topic, and that they can make a contribution to knowledge. Therefore, an introduction section is the main part in the research article to introduce why the writer puts and investigates the topic. It is also the first viewpoint for the readers to know the problems of topic that will be answered in the following section in the research articles. In other words, by reading the introduction section, the readers can infer the reasons why the writer takes the topic to be investigated.**

As a result, the writers need to build the interaction between their writing and the readers (Thornbury, 2005). One way to establish such interaction through the interpersonal meaning of a language is the use of appraisal resources. Appraisal is a

theory to discover how the writers or speakers use the language in constructing their relationship with the readers and listeners. This theory can help us to analyze how the writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005, p. 174), “appraisal theory is one such tool which is regarded as the most systematic because it offers a typology of evaluative resources available in English.” Through appraisal resources, the English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). It is a framework for analyzing the evaluation of language to discover meaning in the context. White (2015) states that to negotiate meaning, **utterances produced by a speaker or clauses produced by a writer have speaker’s/writer’s personal evaluation towards phenomena so that speaker/writer shares his/her proposition to take his/her assumption whether it is positive or negative position.** According to Martin and Rose (2003), Appraisal resources negotiate the social relationship between the speaker/writer and listener/reader. Moreover, Martin and White (2005) state that the theory of Appraisal proposes a taxonomy that consists of attitude, engagement, and graduation resources. Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). It is the exploration of the interpersonal meaning at discourse

semantic level to analyze the positioning in the contexts.

This kind of evaluative language that is known as appraisal resources has been carried out in academic context with different purposes, focuses, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students' argumentative essays (e.g. Jalilifar & Hemmati, 2013; Liu 2013; Mei & Allison, 2003; Xinghua & Thompson, 2009; Yang, 2016). For example, Yuliana and Gandana (2018) conducted a study of engagement analysis in students' analytical exposition texts to examine how Indonesian university students construct their' voice in analytical exposition texts. They divided into three categories of students, including above average (AA), average (A), and below average (BA) to obtain to what extent they produce engagement resources to support their voices in their texts. The results show that the students who have above average (AA) are successful to construct a well-argued text and show a stronger sense of authority. This study also gives contribution to developing students' writers' voice by using engagement resources in their academic writing, especially for EFL learners.

Saptani (2017) carried out a study to compare how male and female students produce appraisal resources in undergraduate students' introduction section of final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences. Those similarities and differences were regarding the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources used by the students. In terms of engagement resources, there are two

similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to the most favored kind of graduation that was force, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in American writing is well-structured than Chinese writing. In attitude system, the Chinese and American writers produced more appreciation than judgement and affect. In engagement analysis, the Chinese writers used more contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. In graduation analysis, the Chinese and American writers produced more force than focus.

Previous studies on evaluation of language use have rapid development in the field of English as a foreign language education. However, there are few studies on exploring the use of evaluative language in the scholars' writing, especially writers of research articles. The research article is one of academic writing that can be investigated due to the fact that it involves the knowledge-meaning for the readers so that it is of empirical interest to discover the intention of writers of research article itself. Over the years, the scholars have published their research articles that can be accessed by the readers. This development of writing research articles have been spread in the area of English as a Second Language (ESL) or English as a Foreign Language (EFL) learners. According to Yang (2016, p. 1002), "in the field of

second language learning, Chinese researchers paid more and more interests in second language writing". Numerous Chinese researchers contribute their writing in the second language learning studies that make the readers easy to find out their studies in scientific research journals.

Relating to this, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for the Indonesian scholars/writers to show their academic writing skills. As the non-native writers, like Indonesian and Chinese writers, writing research articles is a good opportunity to develop their competence in writing. Hyland (2003) as cited in Yang (2016) states that "second language writing is not only a great challenge in second language but also a hot research topic" (p. 1002). Farnia and Barati (2017) argue that "numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach" (p. 486). Investigating research articles indeed have been a growing trend for years. However, studies on research articles with the focus on the appraisal used by non-English native speakers have been relatively limited.

Each writer has his/her own style of writing. This present study investigates the language use in research articles produced by Indonesian and Chinese writers. Indonesian and Chinese writers are non-native speakers of English. According to Moussu (2006, p. viii), "non-native speakers are someone who has learned a language other than English as a first language, and is learning or has learned English as an additional language." The choice of Indonesian and Chinese writers was based on the practical reason that in China, the English language is a foreign

language (Rao, 2013) as well as in Indonesia.

This present study would map out the tendency of non-native writers to use language in their writing, especially research articles. Unlike the previous studies described above, which compared the use of appraisal resources in students' argumentative writing written by native and non-native writers, this present study takes the comparison of appraisal resources in non-native writers' research article introductions. As far as the researchers are concerned, the investigation of the use of appraisal resources in the introduction sections of research articles which compares between those produced by Indonesian and Chinese writers was not conducted yet. As explained, Yang (2016) examines that the Chinese researchers had a growing interest in writing research articles. This phenomenon triggered the researchers to investigate their writing in terms of appraisal analysis.

This present study lies on the interpersonal meaning resources to analyze how the intention of writers in conveying their attitudes, opinions, or ideas with their choice of words. Therefore, this study examines the use of appraisal resources in the introduction section of non-native writers' research articles, especially Indonesian and Chinese writers. The aim is to explore the similarities and differences in the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles.

METHOD

This study aimed at exploring and evaluating the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles. To achieve this aim, the researchers used written discourse analysis as a research approach. Discourse analysis is defined as

an attempt to study the organization of language above the sentence, or above clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983; Widdowson, 2004).

The researchers collected 20 research articles altogether: 10 research articles written by Indonesian writers and 10 written by Chinese writers. We took 10 research articles from “The 6th ELTLT Conference Proceedings 2017” for Indonesian writers, and 10 research articles by Chinese writers were taken from some journals including *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. We acknowledged that the review process of the published articles in proceedings and journals might be slightly different. Generally, the review process in journals are stricter than in that of proceedings. However, we employed a purposeful sampling technique. This means that the articles in this present study had to be research-based articles in the field of English language teaching, and the length of the article are averagely the same. In addition, the articles from the proceedings derived from an international conference with some reviewers from foreign countries, so the appropriateness of the sources of data in this study could be achieved.

The researchers selected 20 research articles by considering the origin of the writers whether they are from Indonesia or China. The researchers took the research articles from the proceedings of an international conference published by one university in Indonesia to easily identify the Indonesian writers, and the researchers identified the Chinese writers through their bionote stated at the end of their research

articles. This bio-note made us know where the writer comes from.

The framework of appraisal resources used in this study was drawn from Martin and White’s theory (2005) in which this study analyzed three domains: attitude, engagement, and graduation. The units of analysis in this study were words, phrases, and clauses which were identified as the appraising items.

The procedures of the data analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed the similarities and differences in the use of appraisal resources in Indonesian and Chinese writers’ introduction sections of research articles. Those similarities and differences affect the way Indonesian and Chinese construct their introduction sections. It is shown from the distribution of attitude, engagement, and graduation resources in their introduction section of research articles. A detailed explanation is discussed as follows:

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers had a high occurrence in all subsystems of appraisal resources, including attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer’s feelings, emotions, and judgement toward something in conveying

meaning/information during the interaction (Martin & Rose 2003; Martin & White 2005). It relates to the expressing the emotion or feeling the user of language to judge or appreciate things in the context. It is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgement resources, and expressing value of things as appreciation resources (Martin & Rose 2003; Martin & White 2005). In line with White (2015), attitudinal meaning concerns positive and negative assessment that relies on three broad domains of attitude, such as affect, judgement, and appreciation as subsystems of attitude resources.

The finding shows that the appreciation is the most dominant resources of other domains of attitude resources in both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things/phenomena as their certain topics in their introduction section of research articles. It also reveals that their introduction section of research articles explains and describes things that are related to their topics. The examples of appreciation resources that are found in the Indonesian and Chinese writers are provided in Excerpt 1 and Excerpt 2.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.*
*Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.*

*Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by emphasizing the two senses at the same time, namely hearing and sight (I2)*

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.*

*PDA has gained **great**[APPRECIATION] interest from scholars at home and abroad.*

However, there are few research studying Chinese leaders' speech nowadays (C4)

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are the examples of appreciation resources. Those words represent the evaluation of the writers toward the phenomena, and in this case, it evaluates phenomena relating to the topic that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item 'important' evaluates the advertising as the Indonesian writers' topic in their introduction section. The writer tends to convey his appreciation toward the value of advertising. This appreciation/evaluation examines the way writer explains the important role of advertising in role marketing and sales of product. Moreover, the appraising item 'big' involves the evaluation to the television in that sentence in which it explains role of television in the society. It is also shown in the appraising item 'persuasive' that the writer tends to evaluate the power of television as a medium communication. For the appraising item 'strong', the writer examines the influence of television due to the powerful persuasion. All appraising items in Excerpt 1 examines the evaluation to things/phenomena, especially the role of

advertising and television to introduce their certain topic in introduction section of research article.

In Excerpt 2, the writer describes 'new' as the appraising item to evaluate the innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item 'theoretical' explains the authenticity of positive discourse analysis and appraisal theory. The other appraising item 'great' evaluates the popularity of PDA in the research area for the scholars. From the appraising items of Excerpt 2, it includes the evaluation/assessment of the writer towards things/phenomena, especially the topic of study in the research article introduction. It focuses to evaluate the innovation of discourse analysis in a research area. As a result, in the attitude analysis, appreciation is a dominant resource that evaluates or examines things that relate to the topic of study in the introduction section of research articles. This findings confirm Hood (2004, p. 127) who states that, "the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental." Thus, the use of appreciation is an important resource that makes the introduction section more appreciative than emotional and judgmental.

The second subsystem of appraisal resources is engagement. Engagement is agreement and disagreement to express writers/speakers' assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that "engagement resources reflect writers/speakers' subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable". It is divided into monogloss and heterogloss. In this present study, the researchers focused on

the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either contracting or expanding the proposition to negotiate the meaning. The expand makes allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

The finding shows that the distribution of expand resources is the most dominant resources of engagement in both Indonesian and Chinese writers' research article introductions. This finding is in line with the research findings of Mei and Allison (2003), Liu (2013), Yang (2016), Saptani (2017), Yuliana and Gandana (2018). The dominant use of expand resources indicates that the writers convey their proposition with the external voices to support their ideas/opinion in their introduction sections of research articles. Jones (2011) stresses that the ethics of academic writing will guide the students to respect and care every reference to contribute to their writing. It makes their writing sound more objective so that their introduction section also sound reasonable. Thus, by using expand resources, they attempted to strengthen their ideas/intention to create a clear position in explaining the reasons why the writers choose those topics. The examples of expansive resources can be seen in Excerpts 3, 4 and 5.

Excerpt 3

Dam and Volman (2004) point out that[ATTRIBUTE] critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world. In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection,

questioning, inference, and judgement
(Tapper, 2004)[ATTRIBUTE](18)

Excerpt 4

Compliments have been said to “grease the social wheels” and thus to serve as “social lubricants” **(Wolfson, 1983, p.89)**[ATTRIBUTE](C7)

Excerpt 5

*The discussion deals with poetic diction that **may**[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems*(15)

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant distribution of engagement resources in both Indonesian and Chinese writers' introduction. It can be seen from Excerpt 3, the writer provides the external voice to convey another idea from the other sources that aims to support writer's ideas/proposition in their utterances. The writer puts Dam and Volman's and Tapper's ideas about the critical thinking relating to the topic that is being investigated. In addition, **Excerpt 3** is in line with Excerpt 4 that involves the attribute resources by representing external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. **The appraising item of attribute in Excerpt 4** is needed to build the writer's position so that the readers believe in ideas/proposition that is being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'may' belong to expand resource in terms of entertain. According to Liu (2013), probability such as 'may', 'probably', 'maybe', and 'perhaps' are included into entertain. Martin and White (2005, p. 98) explain that entertain deals with “the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions”.

This means that in Excerpt 5, the appraising item 'may' represents the writer's individual subjectivity towards the discussion about the influence of poetic diction.

Both Indonesian and Chinese writers used the external voices to support their arguments in explaining the reasons of choosing the topic in the research article as well as they conveyed their individual subjectivity to persuade the readers with the writers' viewpoint to the topic that is being discussed.

The third subsystem of appraisal resources is graduation. Graduation is concerned with scaling of the meaning of text in the context in which it is valued to the force and focus as resources of graduation (Martin & White, 2005). They also state that “force relies on the intensification and quantification that describe the degree of intensity and amount in the context” (p. 140). Focus relates to “the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling” (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produce more force than focus. **These findings are similar to what have been reported in other studies conducted by Yang (2016) and Jalilifar and Hemmati (2016).** The Indonesian and Chinese writers in this present study tend to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. It involves to what extent the Indonesian and Chinese writers intensify and quantify to things/phenomena regarding the topics in their introduction sections. **The appraising items intensification and quantification are needed to show their emphasis of propositions/ideas through this resource,**

especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

*As students learning process happen at the university, the learning result is **highly**[FORCE] affected by the formality of the institute.*

*There is a phenomenon in English Department of UNNES where **some**[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are **frequently** [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive(APPRECIATION) attitudes. (I4)*

Excerpt 7

*In the late 20th century, studies on the writing of English as a second language **gradually**[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it **slowly**[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).*

*Generally speaking, Chinese second language writing research follows a multiple approach, with **more**[FORCE] scientific and practical studies and **various**[FORCE] research methods, and putting particular emphasis on writing teaching (see Figure 1). (C5)*

In Excerpts 6 and 7, the appraising items ‘highly’, ‘frequently’, ‘some’, ‘gradually’, ‘slowly’, ‘more’, and ‘various’ are considered as the graduation in terms of force as the most dominant resources in graduation. Those appraising items represent the writers’ emphasis on ideas/propositions in the research article introduction. In Excerpt 6, the appraising item ‘highly’ and ‘frequently’ involves intensification to represent the intensity of process in the context. It can be seen that

the writer of the research article tends to convey his idea about a high degree of intensity of learning result that is affected by several factors. Moreover, the appraising item ‘some’ includes quantification to convey scaling of number of subjects in the context. In this case, the writer expresses more than one student of UNNES who belong to good colleagues to emphasize the readers to know specified number of subjects in the context. The appraising item ‘frequently’ is indicated as intensification to express the level of quality in the context. The writer tends to describe the quality of behaviour of students of UNNES in which the phenomena reports that they are often self-exposed to create humor. This indicates that the case about behaviour of students of Unnes often happen to convince the readers to the topic that is discussed.

In Excerpt 7, the appraising item ‘gradually’ is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies while the appraising item ‘slowly’ explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study **does** not occur in a quick way. In addition, the appraising item ‘more’ involves intensification to describe intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item ‘various’ to describe the quantity of research methods in the context. It tends to describe the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and

intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of Appraisal resources

In terms of differences in the use of appraisal between Indonesian and Chinese writers, the Indonesian writers are more dominant in overall distribution of appraisal resources than Chinese writers, except graduation resources. In other words, the Indonesian writers used mostly attitude and engagement than the Chinese writers; whereas, the Chinese writers used mostly graduation. This might be because the Chinese writers try to maintain writer-reader relationships by avoiding explicit attitudinal evaluation of the work of others, as also found in Xiaoyu's study (2017). The Chinese writers also produce appraisal resources in their introduction sections, but the specific distribution shows that the use of each appraisal resources is less than the Indonesians'. This finding confirms Yang's study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. This indicates that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections, as found in the study conducted by Xie (2017) that Chinese writers "are generally able to manipulate the grading orientation in ways that are conducive to strengthening or weakening their evaluations when necessary" (p.17).

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the distribution of graduation resources written by Chinese writers is higher than Indonesian writers in

the introduction sections of their research articles. This finding indicates that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strengthen their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses.

CONCLUSION

Twenty introduction sections of research articles written by Indonesian and Chinese writers have been examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall distribution of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers use appreciation as the most dominant resource in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher distribution of appreciation, it makes their writings appreciate and evaluate things/phenomena

relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas/propositions with external sources/voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative position (Yuliana & Gandana, 2018). It makes their writings sound more reasonable and objective to explain the topic being investigated.

Concerning the graduation, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using higher force resource, it makes their writings achieve the purpose of aligning and persuading the readers. It indicates that the writers emphasize their choices of words to amplify attitude and engagement in intensifying and quantifying things/phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is the distribution of graduation resources. There have been similar distribution for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force) utilized by Indonesian and Chinese writers. The Indonesian writers predominantly have dominant distribution in almost subsystems of appraisal resources rather than Chinese writers. However, the distribution of graduation resources show a clear distinction between Indonesian and Chinese writers. The Chinese writers are successful to produce more force than Indonesian writers. It indicates that the Chinese writers succeed to strengthen their

arguments in order to persuade the readers through dominant occurrence of force resources than Indonesian writers.

The pedagogical implications gained from this present study for the English writing instruction in EFL/ESL context is that, in addition to exposing English language learners with correct grammar use in context, English language teachers and/or lecturers should pay more careful attention on the teaching of evaluative language (appraisal) in writing classes, especially academic writing. The employment of appraisal resources is needed to develop students' writing skills in order to strengthen their arguments. It helps the students to achieve the communicative purpose of academic writing, that is, building up their voice and authority, particularly in writing research-based articles.

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article feedbacks

Ahmad Bukhori Muslim <abukhmuslim@upi.edu>

Sun, Dec 16, 2018 at 10:39 PM

To: SRIWULI.FITRIATI@mail.unnes.ac.id, MISSYUNIASOLIHAAH@gmail.com

Dear author,

IJAL Editor in Chief has assigned me to provide language editing for your article. The topic of your article is interesting but its language still needs major polishing. Attached please find some feedbacks on your article to be followed accordingly.

I look forward to hearing more from you as soon as possible.

All the best.

Best,

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Ahmad Bukhori Muslim <abukhmuslim@upi.edu>
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Tue, Jan 1, 2019 at 12:33 PM

Dear Author,

How's the progress of your article revision?
Please kindly advise. Thank you.

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Wed, Jan 2, 2019 at 7:10 AM

Kindly send me the most final version of your article.
Many thanks.

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Thu, Jan 3, 2019 at 9:19 PM

Noted with thanks.

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Fri, Jan 11, 2019 at 11:54 AM

To: Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

I have sent your article to the Editor in Chief who will make further decision on publication.
Hopefully, it will go to the final stage of publication process.
Thank you for your inquiry.

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Thu, Jan 3, 2019 at 7:13 AM

Sure, no problem. Thank you.

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Wed, Dec 19, 2018 at 1:41 PM

Dear author,

Thank you for revising your article. I still have some suggestions to make it more readable. Its language, however, still needs polishing. You may need to find a professional proofreader for this.

Best,
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NON-NATIVE WRITERS AND THE USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research article usually requires the interpersonal voice and arguments to build up a sense of persuasiveness that will entice readers. A quality research article introduction can be achieved by using appraisal resources to represent the writers' ideas and propositions effectively. Using twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this study examines the use of appraisal resources and compares their distributions. By employing textual analysis and using Appraisal resources theory drawn from the work of Martin and White (2005), the findings reveal that there are both similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of research articles. In terms of similarities, both Indonesian and Chinese writers use attitude (appreciation), expand (engagement), and force (graduation) as the most used appraisal resources in their writing. What is different, however, is that the Indonesian writers seem more likely than Chinese writers to use appraisal resources overall, except for graduation resources, which were used more often by the Chinese writers. This article discusses some of the pedagogical implications for those who are teaching students of English as a foreign language and want to improve and strengthen their voice and arguments in the writing of research article introductions.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

INTRODUCTION

Writing scientific papers such as research articles is an important skill for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good piece of academic writing, writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). This is in line with Jalilifar and Hemmati (2013), who suggest that the interaction between a writer and potential readers can be achieved through the interpersonal meanings of the text, by employing sound arguments so that the readers are persuaded. Academic writing provides writers with a means to utilize their ideas and opinions and therefore intrigue readers' mind.

In academic contexts, creating academic writing is a crucial issue for many scholars, especially in relation to writing research-based articles (henceforth, research articles). Scholars explore certain topics which are investigated as part of their studies, in order that those reading their work will understand the significance and

know the results of their research. According to Hyland (2009), “a research article is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making” (p. 67). This highlights that research articles are important as they give models for English language learners to use for writing scientific papers and they are sources of knowledge dissemination in particular fields. Moreover, a research article involves the writers’ personal voice towards the topic explored and this is needed for helping readers to enrich their knowledge.

A research article consists of several parts, including an introduction section which is one of the important parts to help readers figure out the interest of the writers, and the importance, significance and background of the topic (Hyland, 2005, 2009). Hood (2004) asserts that in writing an introduction to a research paper writers need to persuade readers that their research has some significance, that there is space for new knowledge around the topic, and that they can make a contribution to knowledge. Therefore, an introduction section is the main part in the research article to introduce why the writer has investigated the topic. It is also the first viewpoint for readers to know the problems of the topic that will be answered in the sections of the research articles. In other words, by reading the introduction section, readers can infer the reasons why the writer takes the topic to be investigated.

As a result, writers need to build the interaction between their writing and readers (Thornbury, 2005). One way to establish such interaction and make the interpersonal meaning of language more effective is the use of appraisal resources (Hyland, 2005; Martin & Rose, 2003; Martin & White, 2005). Appraisal theory helps to explain how writers or speakers use language to construct their relationship with readers and listeners (Hyland, 2005; Martin & White, 2005). This theory can help us to analyze how writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005), appraisal theory offers a systematic tool which can be used to analyse language as it offers a typology of evaluative resources. Through appraisal resources, English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). The resources provide a framework for analyzing the evaluation of language and to discover meaning in the context where it is used. White (2015) states that, to negotiate meaning, utterances produced by a speaker or clauses produced by a writer show the speaker’s or writer’s personal evaluation towards phenomena, thus sharing his/her position, whether it is positive or negative. According to Martin and Rose (2003), appraisal resources negotiate the social relationship between the speaker/writer and listener/reader. As Martin and White (2005) state, the theory of appraisal proposes a taxonomy that consists of three domains: attitude, engagement, and graduation resources. Attitude is concerned with feelings, including emotional reactions, judgments of behavior, and

evaluation of phenomena. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena, whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). Thus the resources allow the exploration of interpersonal meaning at discourse semantic level and the analysis of the writer's positioning of the phenomena within a particular context.

Research on this evaluative language known as appraisal resources has been carried out in a range of academic contexts with different purposes, focuses, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students' argumentative essays (e.g., Jalilifar & Hemmati, 2013; Liu 2013; Mei & Allison, 2003; Xinghua & Thompson, 2009; Yang, 2016). For example, Yuliana and Gandana (2018) conducted a study of engagement analysis to examine how Indonesian university students construct their voice in analytical expository texts. They considered three categories of students – those with results above average, average, and below average – to examine to what extent they produce engagement resources to support their voices in their texts. The results show that the above average students are successful in constructing a well-argued text and showing a stronger sense of authority. This study also gives consideration to developing students' voice in writing by using engagement resources, especially for EFL learners.

Another appraisal study of academic papers was carried out by Saptani (2017) who compared how male and female undergraduate students produce appraisal resources in the introduction section of writing about their final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences between the writing of male and female students and in relation to the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources. In terms of engagement resources, there are two similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to force, as the most favored type of graduation, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in American writing is better structured than Chinese writing. In relation to attitude, the Chinese and American writers produced more appreciation than judgement and affect. With engagement, the Chinese writers used more of the contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. In relation to graduation, the Chinese and American writers produced more force than focus.

Previous studies on evaluation in language use have shown rapid development in the educational field of English as a foreign language. However, there are few studies

that explore the use of evaluative language in scholars' writing, especially research articles. The research article is one type of academic writing that can be investigated, due to the fact that it involves the dissemination of knowledge-meaning for readers. As a result, it is of empirical interest to discover the intention of writers of the research article itself. Over the years, scholars have published their research articles so that they can be accessed by readers. According to Yang (2016), "in the field of second language learning, Chinese researchers paid more and more interests in second language writing" (p. 1002). Numerous Chinese researchers contribute their writing in second language learning studies and readers can easily find their studies in scientific research journals.

Similarly, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for Indonesian scholars/writers to show their academic writing skills and their research abilities and findings. As non-native writers of English, like Indonesian and Chinese writers, writing research articles is a good opportunity to develop and enhance competence in writing. Hyland (2003) as cited in Yang (2016) states that "second language writing is not only a great challenge in second language but also a hot research topic" (p. 1002). Farnia and Barati (2017) argue that "numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach" (p. 486). Indeed, investigating research articles has been a growing trend for years. However, studies on research articles with the focus on the appraisal resources used by non-English native speakers have been relatively limited.

The study described in this article investigates language use in research articles produced by Indonesian and Chinese writers, who are non-native speakers of English. The choice of Indonesian and Chinese writers was based on the practical reason that in China, as well as in Indonesia, the English language is a foreign language (Rao, 2013). The particular focus of the research was the use of appraisal resources.

Unlike previous studies which compared the use of appraisal resources in native and non-native students' argumentative writing (e.g., Saptani, 2017; Yang, 2016), this study investigates appraisal resources in non-native writers' research article introductions. As far as the researchers are aware, investigation of the use of appraisal resources in the introduction sections of research articles produced by Indonesian and Chinese writers has not been previously conducted.

The current investigation explores the interpersonal meaning resources that are used, to analyze how the intention of writers in conveying their attitudes, opinions, or ideas is evident in their choice of words. In particular, the aim is to examine the similarities and differences in the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles.

METHOD

To achieve the study's aim, the researchers used discourse analysis of written text as a research approach. Discourse analysis is defined as an attempt to study the

organization of language above the sentence or clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983; Widdowson, 2004).

The researchers collected a total of 20 research articles: 10 research articles written by Indonesian writers and 10 written by Chinese writers. The 10 examples from Indonesian writers came from “The 6th ELTLT Conference Proceedings 2017”, and the 10 research articles by Chinese writers were taken from a selection of journals including the *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. We acknowledge that the review process of the published articles in proceedings and journals might be slightly different. Generally, the review process for journals is stricter than that for conference proceedings. However, we employed a purposeful sampling technique. This means that the articles in this present study had to be research-based articles in the field of English language teaching, and of approximately the same length. In addition, the articles from the proceedings derived from an international conference with some reviewers from foreign countries, so the appropriateness of the sources of data in this study could be achieved. The authors’ biosnotes were used to identify the authors’ country.

The framework of appraisal resources used for the analysis of writing was drawn from Martin and White’s theory (2005). As Chatterjee (2008) explains, the appraisal taxonomy can be used to make sense of the lexical and grammatical choices made by writers. This type of analysis enables researchers to examine texts that authors have written and to infer the decisions made by those writers as they constructed their introductions to research papers.

The 10 introductions were analyzed in relation to the three domains: attitude, engagement, and graduation. Words, phrases, and clauses were identified as the appraising items. The procedures of the analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed some similarities and differences in the use of appraisal resources in Indonesian and Chinese writers’ introduction sections of research articles. It is important to note, however, that this study analysed only a small number of writing samples. Although there is much to learn from the analysis, it is important to remember that the findings cannot be generalised to explain all examples of writing from all Indonesian and Chinese scholars. Rather, the findings open up for discussion the use of appraisal resources and possible interpretation of what their use might mean for those teaching English as a second or foreign language. In the discussion below, the scholars’ writing is quoted verbatim. As a result, some errors in language usage and grammar are evident.

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers have a high occurrence in all subsystems of appraisal resources, namely attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer's feelings, emotions, and judgement toward something in conveying meaning/information during the interaction (Martin & Rose 2003; Martin & White 2005). It relates to the language user's emotions or feelings to judge or appreciate things in the context. It is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgment resources, and expressing value of things as appreciation resources (Martin & Rose 2003; Martin & White 2005). In line with White (2015), attitudinal meaning concerns positive and negative assessment that relies on three broad domains of attitude, such as affect, judgment, and appreciation as subsystems of attitude resources.

The analysis shows that in terms of the attitude subsystem, appreciation is used by both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things or phenomena as their certain topics in the introduction section of research articles. It also reveals that they use the introduction section of research articles to explain and describe things that are related to their topics. Some examples of appreciation resources that are found in the Indonesian and Chinese writers' introductions are provided in Excerpt 1 and Excerpt 2 respectively.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.
Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.
Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by emphasizing the two senses at the same time, namely hearing and sight (I2)*

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.
PDA has gained **great**[APPRECIATION] interest from scholars at home and abroad.
However, there are few research studying Chinese leaders' speech nowadays (C4)*

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are examples of appreciation resources. Those words represent the writers' evaluations of the phenomena, and in this case, the words evaluate phenomena relating to the topics that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item ‘important’ evaluates advertising as the Indonesian writers’ topic. The writer conveys his appreciation toward the value of advertising. This appreciation/evaluation presents the writer’s view of the importance of advertising in the marketing and sales of a product. Moreover, in the second sentence, the appraising item ‘big’ evaluates the role of television in sharing information to society. It is also shown in the appraising item ‘persuasive’ that the writer seems to be evaluating the power of television as a medium of communication. For the appraising item ‘strong’, the writer examines the influence of television due to the powerful persuasion that it can engender. All appraising items in Excerpt 1 examine the evaluation of things or phenomena, especially the role of advertising and television, as a way of introducing the topic in the introduction section of research article.

In Excerpt 2, the writer describes ‘new’ as the appraising item to evaluate the innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item ‘theoretical’ provides a way of explaining and justifying the authenticity of positive discourse analysis and appraisal theory. The other appraising item ‘great’ evaluates the popularity of positive discourse analysis in the research area. The topics of positive discourse analysis and appraisal theory are the topics of the writing and information about them is important for scholars to know and share. Appreciation, then, is a dominant resource for evaluating or examining those topics of study. These findings confirm the findings of Hood (2004) who states that, “the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental” (p. 127). Thus, the use of appreciation is an important resource that makes the introduction section more appreciative than emotional and judgmental.

Engagement is agreement and disagreement to express writers’/speakers’ assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that “engagement resources reflect writers/speakers’ subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable” (p. 1004). It is divided into monogloss and heterogloss. In this present study, the researchers focused on the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either contracting or expanding the proposition to negotiate the meaning. The expand makes allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

In relation to the second domain of appraisal, engagement, the data analysis shows that the distribution of expand resources is the most dominant resource of engagement used by both the Indonesian and Chinese writers in their research article introductions. This finding is in line with the research findings of Mei and Allison (2003), Liu (2013), Yang (2016), Saptani (2017), Yuliana and Gandana (2018). The dominant use of expand resources indicates that the writers convey their proposition

with external voices, to support the ideas and opinions in the introduction sections of their research articles. Jones (2011) stresses that the ethics of academic writing will guide students to respect and care for every reference that contributes to their writing. It makes their writing sound more objective so their introduction sections also sound reasonable. Thus, by using expand resources, they attempt to strengthen their ideas and intention to create a clear position, by explaining the reasons why they chose the particular topics of their writing. Examples of expansive resources can be seen in Excerpts 3, 4 and 5. Excerpts 3 and 4 were written by Indonesian writers, while Excerpt 5 was written by a Chinese writer.

Excerpt 3

***Dam and Volman (2004) point out that**[ATTRIBUTE] critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world.*

*In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement **(Tapper, 2004)**[ATTRIBUTE](I8)*

Excerpt 4

*Compliments have been said to “grease the social wheels” and thus to serve as “social lubricants” **(Wolfson, 1983, p.89)**[ATTRIBUTE](C7)*

Excerpt 5

*The discussion deals with poetic diction that **may**[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems(I5)*

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant use of engagement resources in both the Indonesian and Chinese writers' introductions. It can be seen in Excerpt 3 that the writer provides external voices – Dan and Volman, and Tapper – to convey ideas from other sources that support and provide evidence for ideas and propositions about critical thinking. In addition, Excerpt 3 is in line with Excerpt 4 that also involves the attribute resources by representing an external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. The appraising item of attribute in Excerpt 4 is needed to build the writer's position so that the readers believe in the ideas or propositions that are being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'may' belongs to the expand resources in terms of entertain. According to Liu (2013), probability words such as 'may', 'probably', 'maybe', and 'perhaps' are included in the entertain subsystem of engagement. Martin and White (2005) explain that entertain deals with “the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions” (p. 98). This means that, in Excerpt 5, the appraising item 'may' represents the writer's individual subjectivity towards the discussion about the influence of poetic diction.

Both Indonesian and Chinese writers used external voices to support their arguments in explaining their reasons for choosing the topic in the research article.

They also conveyed their individual subjectivity towards persuading the readers with the writers' viewpoint on the topic that is being discussed.

The third domain of appraisal resources is graduation. Graduation is concerned with the scaling of the meaning of text in the context in which it is valued to the force and focus as the resources of graduation (Martin & White, 2005). Martin and White (2005) explain that force "relies on the intensification and quantification that describe the degree of intensity and amount in the context" (p. 140). Focus relates to "the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling" (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produced more force than focus. These findings are similar to those that have been reported in the studies conducted by Yang (2016) and Jalilifar and Hemmati (2016). The Indonesian and Chinese writers in this present study tended to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. This shows how the Indonesian and Chinese writers intensify and quantify things or phenomena relevant to the topics in their introduction sections. The appraising items intensification and quantification are needed to show their emphasis of propositions and ideas through this resource, especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

*As students learning process happen at the university, the learning result is **highly**[FORCE] affected by the formality of the institute.*

*There is a phenomenon in English Department of UNNES where **some**[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are **frequently** [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive(APPRECIATION) attitudes. (I4)*

Excerpt 7

*In the late 20th century, studies on the writing of English as a second language **gradually**[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it **slowly**[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).*

*Generally speaking, Chinese second language writing research follows a multiple approach, with **more**[FORCE] scientific and practical studies and **various**[FORCE] research methods, and putting particular emphasis on writing teaching (see Figure 1). (C5)*

In Excerpts 6 and 7, the appraising items 'highly', 'frequently', 'some', 'gradually', 'slowly', 'more', and 'various' are examples of force as the dominant resources of graduation. Those appraising items represent the writers' emphasis on ideas or propositions in the research article introduction. In Excerpt 6, the appraising items 'highly' and 'frequently' involve intensification to represent the intensity of process in the context. It is evident that the writer of the research article is conveying

his idea about a high degree of impact on learning results. Moreover, the appraising item ‘some’ is an example of quantification to convey a scaling of the number of subjects in the context. In this case, the writer uses ‘some’ to explain to readers that more than one student was involved in the context. The appraising item ‘frequently’ is indicated as intensification to express the level of quality in the context. This suggests that the case about behaviour of students of UNNES often happens, to convince readers about the topic that is being discussed.

In Excerpt 7, the appraising item ‘gradually’ is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies, while the appraising item ‘slowly’ explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study does not occur in a quick way. In addition, the appraising item ‘more’ describes the intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item ‘various’ to describe the quantity of research methods in the context. It describes the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of appraisal resources

In terms of differences in the use of appraisal between the Indonesian and Chinese writers in this study, the Indonesian writers used more appraisal resources than the Chinese writers, except in relation to graduation resources. In other words, the Indonesian writers used more attitude and engagement than the Chinese writers did; whereas, the Chinese writers used more graduation resources. Although this was a small study, the differences between the two groups of writers raise some important considerations about why they exist. Because the study is based on the assumption that all of the writers were using English as a second or foreign language, it may be that some cultural factors are involved. For example, it might be because the Chinese writers try to maintain writer-reader relationships by avoiding explicit attitudinal evaluation of the work of others, as also found in Xiaoyu’s study (2017).

This finding also confirms Yang’s study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. This suggests that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections, as found in the study conducted by Xie (2017) that Chinese writers “are generally able to manipulate the grading orientation in ways that are conducive to strengthening or weakening their evaluations when necessary” (p.17).

There are also other possibilities for explaining why the two groups of writers demonstrated different preferences for appraisal resources, including how the writers were taught to write in English. However, an explanation is beyond the scope of this study.

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the number of graduation resources used by Chinese writers is higher than Indonesian writers in the introduction sections of their research articles. This finding suggests that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strengthen their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses. For teachers in English as a second or foreign language context, the findings of this study indicate that teachers need to be aware of potential differences between students from different countries in their use of appraisal resources. As will be explained in the Conclusions section, such awareness is important for considering the pedagogical implications of the findings.

CONCLUSIONS

Twenty introduction sections of research articles written by Indonesian and Chinese writers were examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall use of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers mostly use appreciation in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher use of appreciation, it makes their writings appreciate and evaluate things or phenomena relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas or propositions with external sources or voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative positions. This makes the explanations in their writing sound more reasonable and objective.

Concerning the graduation resource, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using more of the force resource, their writing is able to achieve the purposes of aligning and persuading the readers. The use of force also indicates that

the writers emphasize their choices of words to amplify attitude and engagement in intensifying and quantifying things or phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is their use of graduation resources. There has been a similar amount of usage for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force). It is the use of graduation resources that shows a clear distinction between the Indonesian and Chinese writers. The Chinese writers are successful in producing more force than Indonesian writers. This indicates that the Chinese writers succeed to strengthen their arguments in order to persuade the readers through force resources.

In terms of the pedagogical implications gained for English writing instruction in English as a second or foreign language contexts, this study provides some considerations for teachers about how writers from different cultural backgrounds can have different strengths and weaknesses in relation to the use of appraisal resources. However, because the findings are based on a small sample of written texts, the findings cannot be generalised to the broader population. Nevertheless, it is useful for teachers to know the types of differences that might exist and to plan to understand which appraisal resources their students can already use successfully.

Teaching should not be about a one-size-fits-all approach. Teachers need to be able to assess what their students are able to do and what they need to learn. Knowing that different students can use different appraisal resources could lead to some useful discussions with students about the work done by particular appraisal resources and how pieces of writing might be further strengthened. Another possibility might be the use of peer tutoring, where the students share their knowledge about appraisal resources.

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article feedbacks

Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

Thu, Jan 3, 2019 at 9:16 PM

To: Ahmad Bukhori Muslim <abukhmuslim@upi.edu>

Assalamu'alaikum Wr. Wb.

Dear Bapak Ahmad Bukhori Muslim, Ph.D.

I am sending you my revised paper. (Could you please see them attached?)

There are two files: a revised paper with different font colors, and a revised paper all typed in black.

The revised paper with different font colors is to show you the parts that I added or revised.

Honorary Associate Professor Robyn Henderson, from the School of Teacher Education and Early Childhood of the University of Southern Queensland, has helped me proofread my article.

Thank you, Bapak Ahmad Bukhori for giving me the opportunity to revise my paper.

I am looking forward to hearing from you.

Thank you.

Wassalamu'alaikum Wr. Wb.

Best regards,
Sri Wuli Fitriati (Wuli)

[Quoted text hidden]

2 attachments



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54K



10-10645-22000-1-SM-Revision-3 January 2019.docx

50K



Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

article feedbacks

Sri Wuli Fitriati <sriwuli.fitriati@mail.unnes.ac.id>

Thu, Jan 3, 2019 at 6:55 AM

To: Ahmad Bukhori Muslim <abukhmuslim@upi.edu>

Dear Bapak Ahmad Bukhori Muslim, Ph.D.

Assalamu'alaikum Wr. Wb.

Good morning,

Alhamdulillah, I think I have almost done with my revision.

However, can I ask your kindness, please.

Could I send my revised article later this evening, please?

Thank you very much.

Wassalamu'alaikum Wr. Wb.

Best regards,

Sri Wuli Fitriati (Wuli)

[Quoted text hidden]

NON-NATIVE WRITERS AND THE USE OF APPRAISAL RESOURCES IN RESEARCH ARTICLE INTRODUCTIONS

Abstract

Writing an introduction section of a research article usually requires the interpersonal voice and arguments to build up a sense of persuasiveness that will entice readers. A quality research article introduction can be achieved by using appraisal resources to represent the writers' ideas and propositions effectively. Using twenty introduction sections of research articles written in English by Indonesian and Chinese writers as non-native writers, this study examines the use of appraisal resources and compares their distributions. By employing textual analysis and using Appraisal resources theory drawn from the work of Martin and White (2005), the findings reveal that there are both similarities and differences in the distribution of appraisal resources between Indonesian and Chinese writers in the introduction sections of research articles. In terms of similarities, both Indonesian and Chinese writers use attitude (appreciation), expand (engagement), and force (graduation) as the most used appraisal resources in their writing. What is different, however, is that the Indonesian writers seem more likely than Chinese writers to use appraisal resources overall, except for graduation resources, which were used more often by the Chinese writers. This article discusses some of the pedagogical implications for those who are teaching students of English as a foreign language and want to improve and strengthen their voice and arguments in the writing of research article introductions.

Keywords: appraisal resources, research article introductions, non-native writers, discourse analysis

INTRODUCTION

Writing scientific papers such as research articles is an important skill for advanced learners of English as a Second Language (ESL) or English as a Foreign Language (EFL). As a process-oriented, the English language learners might attempt to create a good academic writing through their language use. Yuliana and Gandana (2018) argue that to make a good piece of academic writing, writers "present a clear position and show engagement with a range of ideas to support it" (p. 613). This is in line with Jalilifar and Hemmati (2013), who suggest that the interaction between a writer and potential readers can be achieved through the interpersonal meanings of the text, by employing sound arguments so that the readers are persuaded. Academic writing provides writers with a means to utilize their ideas and opinions and therefore intrigue readers' mind.

In academic contexts, creating academic writing is a crucial issue for many scholars, especially in relation to writing research-based articles (henceforth, research articles). Scholars explore certain topics which are investigated as part of their studies, in order that those reading their work will understand the significance and

know the results of their research. According to Hyland (2009), “a research article is a widely researched area for English for Academic Purposes (EAP) and it continues to be the pre-eminent genre of the academy and is the principal site of knowledge-making” (p. 67). This highlights that research articles are important as they give models for English language learners to use for writing scientific papers and they are sources of knowledge dissemination in particular fields. Moreover, a research article involves the writers’ personal voice towards the topic explored and this is needed for helping readers to enrich their knowledge.

A research article consists of several parts, including an introduction section which is one of the important parts to help readers figure out the interest of the writers, and the importance, significance and background of the topic (Hyland, 2005, 2009). Hood (2004) asserts that in writing an introduction to a research paper writers need to persuade readers that their research has some significance, that there is space for new knowledge around the topic, and that they can make a contribution to knowledge. Therefore, an introduction section is the main part in the research article to introduce why the writer has investigated the topic. It is also the first viewpoint for readers to know the problems of the topic that will be answered in the sections of the research articles. In other words, by reading the introduction section, readers can infer the reasons why the writer takes the topic to be investigated.

As a result, writers need to build the interaction between their writing and readers (Thornbury, 2005). One way to establish such interaction and make the interpersonal meaning of language more effective is the use of appraisal resources (Hyland, 2005; Martin & Rose, 2003; Martin & White, 2005). Appraisal theory helps to explain how writers or speakers use language to construct their relationship with readers and listeners (Hyland, 2005; Martin & White, 2005). This theory can help us to analyze how writers’ voices and ideas are conveyed through the choice of words in their writing or speaking. According to Hyland (2005), appraisal theory offers a systematic tool which can be used to analyse language as it offers a typology of evaluative resources. Through appraisal resources, English language users can create different varieties of meaning-making.

Appraisal resources were developed from the interpersonal metafunction in the framework of Systemic Functional Linguistics (SFL). The resources provide a framework for analyzing the evaluation of language and to discover meaning in the context where it is used. White (2015) states that, to negotiate meaning, utterances produced by a speaker or clauses produced by a writer show the speaker’s or writer’s personal evaluation towards phenomena, thus sharing his/her position, whether it is positive or negative. According to Martin and Rose (2003), appraisal resources negotiate the social relationship between the speaker/writer and listener/reader. As Martin and White (2005) state, the theory of appraisal proposes a taxonomy that consists of three domains: attitude, engagement, and graduation resources. Attitude is concerned with feelings, including emotional reactions, judgments of behavior, and

evaluation of **phenomena**. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena, whereby feelings are amplified and categories blurred (Martin & White, 2005, p. 35). **Thus the resources allow** the exploration of interpersonal meaning at discourse semantic level **and** the analysis of the **writer's** positioning of the **phenomena within a particular** context.

Research on this evaluative language known as appraisal resources has been carried out in **a range of** academic contexts with different purposes, focuses, and scholars. Some researchers are predominantly interested in investigating the use of appraisal resources in academic writing, especially students' argumentative essays (e.g., Jalilifar & Hemmati, 2013; Liu 2013; Mei & Allison, 2003; Xinghua & Thompson, 2009; Yang, 2016). For example, Yuliana and Gandana (2018) conducted a study of **engagement** analysis to examine how Indonesian university students construct their voice in analytical **expository** texts. They **considered** three categories of students – **those with results** above average, average, and below average – to **examine** to what extent they produce engagement resources to support their voices in their texts. The results show that the **above average** students are successful in constructing a well-argued text and **showing** a stronger sense of authority. This study also gives **consideration** to developing students' voice **in writing** by using engagement resources, especially for EFL **learners**.

Another appraisal study of academic papers was carried out by Saptani (2017) who compared how male and female undergraduate students produce appraisal resources in the introduction section of writing about their final projects. She analyzed all resources of appraisal: attitude, engagement, and graduation. The results show that there are three similarities and three differences **between the writing of male and female students and in relation to** the most and the least favorable kinds of attitude, what were appraised, and the variety of attitude resources. In terms of engagement resources, there **are** two similarities regarding the types of engagement used and no differences. In terms of graduation system, two similarities and a difference were identified. The similarities were in relation to **force**, **as** the most favored **type** of graduation, whereas the difference was regarding the use of focus in male students' introductions.

Furthermore, Yang (2016) investigated the appraisal resources used by Chinese and American writers in English argumentative essays. The results show that overall use of appraisal resources in American writing **is better** structured than Chinese writing. **In relation to** attitude, the Chinese and American writers produced more appreciation than judgement and affect. **With** engagement, the Chinese writers used more **of the** contract subsystem in the form of disclaim and proclaim, while the American writers used more expand subsystem including entertain and attribute. **In relation to** graduation, the Chinese and American writers produced more force than focus.

Previous studies on evaluation **in** language use have **shown** rapid development in the **educational** field of English as a foreign language. However, there are few studies

that explore the use of evaluative language in scholars' writing, especially research articles. The research article is one type of academic writing that can be investigated, due to the fact that it involves the dissemination of knowledge-meaning for readers. As a result, it is of empirical interest to discover the intention of writers of the research article itself. Over the years, scholars have published their research articles so that they can be accessed by readers. According to Yang (2016), "in the field of second language learning, Chinese researchers paid more and more interests in second language writing" (p. 1002). Numerous Chinese researchers contribute their writing in second language learning studies and readers can easily find their studies in scientific research journals.

Similarly, many Indonesian writers also write research articles that are published in conference proceedings and academic journals. Proceedings and journals are the places for Indonesian scholars/writers to show their academic writing skills and their research abilities and findings. As non-native writers of English, like Indonesian and Chinese writers, writing research articles is a good opportunity to develop and enhance competence in writing. Hyland (2003) as cited in Yang (2016) states that "second language writing is not only a great challenge in second language but also a hot research topic" (p. 1002). Farnia and Barati (2017) argue that "numerous studies have examined how different research article sections in diverse disciplines are written using genre-based approach" (p. 486). Indeed, investigating research articles has been a growing trend for years. However, studies on research articles with the focus on the appraisal resources used by non-English native speakers have been relatively limited.

The study described in this article investigates language use in research articles produced by Indonesian and Chinese writers, who are non-native speakers of English. The choice of Indonesian and Chinese writers was based on the practical reason that in China, as well as in Indonesia, the English language is a foreign language (Rao, 2013). The particular focus of the research was the use of appraisal resources.

Unlike previous studies which compared the use of appraisal resources in native and non-native students' argumentative writing (e.g., Saptani, 2017; Yang, 2016), this study investigates appraisal resources in non-native writers' research article introductions. As far as the researchers are aware, investigation of the use of appraisal resources in the introduction sections of research articles produced by Indonesian and Chinese writers has not been previously conducted.

The current investigation explores the interpersonal meaning resources that are used, to analyze how the intention of writers in conveying their attitudes, opinions, or ideas is evident in their choice of words. In particular, the aim is to examine the similarities and differences in the use of appraisal resources in the introduction section of Indonesian and Chinese writers' research articles.

METHOD

To achieve the study's aim, the researchers used discourse analysis of written text as a research approach. Discourse analysis is defined as an attempt to study the

organization of language above the sentence or clause, and therefore to study larger linguistic units, such as conversational exchanges or written text (Stubbs, 1983; Widdowson, 2004).

The researchers collected a total of 20 research articles: 10 research articles written by Indonesian writers and 10 written by Chinese writers. The 10 examples from Indonesian writers came from “The 6th ELTLT Conference Proceedings 2017”, and the 10 research articles by Chinese writers were taken from a selection of journals including the *Electronic Journal of Foreign Language Teaching*, *Journal of Language Teaching and Research*, *Issues in Language Teaching*, *Prospect*, and *Canadian Social Science*. We acknowledge that the review process of the published articles in proceedings and journals might be slightly different. Generally, the review process for journals is stricter than that for conference proceedings. However, we employed a purposeful sampling technique. This means that the articles in this present study had to be research-based articles in the field of English language teaching, and of approximately the same length. In addition, the articles from the proceedings derived from an international conference with some reviewers from foreign countries, so the appropriateness of the sources of data in this study could be achieved. The authors’ biosnotes were used to identify the authors’ country.

The framework of appraisal resources used for the analysis of writing was drawn from Martin and White’s theory (2005). As Chatterjee (2008) explains, the appraisal taxonomy can be used to make sense of the lexical and grammatical choices made by writers. This type of analysis enables researchers to examine texts that authors have written and to infer the decisions made by those writers as they constructed their introductions to research papers.

The 10 introductions were analyzed in relation to the three domains: attitude, engagement, and graduation. Words, phrases, and clauses were identified as the appraising items. The procedures of the analysis were: (1) classifying the appraising items in the introduction section of research articles; (2) quantifying the use of appraisal resources in the form of a table; (3) discovering the similarities and differences between Indonesian and Chinese writers in using the appraisal resources.

FINDINGS AND DISCUSSION

The findings revealed some similarities and differences in the use of appraisal resources in Indonesian and Chinese writers’ introduction sections of research articles. It is important to note, however, that this study analysed only a small number of writing samples. Although there is much to learn from the analysis, it is important to remember that the findings cannot be generalised to explain all examples of writing from all Indonesian and Chinese scholars. Rather, the findings open up for discussion the use of appraisal resources and possible interpretation of what their use might mean for those teaching English as a second or foreign language. In the discussion below, the scholars’ writing is quoted verbatim. As a result, some errors in language usage and grammar are evident.

Similarities in the use of Appraisal resources

In terms of similarities in the use of appraisal, the Indonesian and Chinese writers **have** a high occurrence in all subsystems of appraisal resources, **namely** attitude (appreciation), engagement (expand), and graduation (force).

The first subsystem of appraisal resources is attitude. Attitude is the main resource in Appraisal theory that explains speaker/writer's feelings, emotions, and judgement toward something in conveying meaning/information during the interaction (Martin & Rose 2003; Martin & White 2005). **It relates to the language user's emotions or feelings to judge or appreciate things in the context.** It is divided into three resources, namely: expressing feelings/emotion as affect resources, expressing for judging character/human behaviour as judgment resources, and expressing value of things as appreciation resources (Martin & Rose 2003; Martin & White 2005). In line with White (2015), attitudinal meaning concerns positive and negative assessment that relies on three broad domains of attitude, such as affect, judgment, and appreciation as subsystems of attitude resources.

The analysis shows that in terms of the attitude subsystem, appreciation is used by both Indonesian and Chinese writers. This finding is in line with the studies by Lee (2006), Xinghua and Thompson (2009), Liu and Thompson (2009), Liu (2013), and Jalilifar and Hemmati (2013). It indicates that the Indonesian and Chinese writers appreciate and evaluate things **or** phenomena as their certain topics in the introduction section of research articles. It also reveals that **they use** the introduction section of research articles to explain and describe things that are related to their topics. **Some** examples of appreciation resources that are found in the Indonesian and Chinese writers' **introductions** are provided in Excerpt 1 and Excerpt 2 **respectively**.

Excerpt 1:

*Advertising plays an **important**[APPRECIATION] role marketing and sales of a product.
Television as a medium of mass communication has a **big**[APPRECIATION] role in disseminating information and providing entertainment to all levels of society.
Television as a media of communication has the power of **persuasive**[APPRECIATION] information since it is able to generate **strong**[APPRECIATION] influence by emphasizing the two senses at the same time, namely hearing and sight (I2)*

Excerpt 2

*J. R. Martin has put forward a **new**[APPRECIATION] angle for discourse analysis, that is, positive discourse analysis (PDA) and appraisal theory serves as its **theoretical**(APPRECIATION) basis.
PDA has gained **great**[APPRECIATION] interest from scholars at home and abroad.
However, there are few research studying Chinese leaders' speech nowadays (C4)*

As can be seen in Excerpts 1 and 2, the appraising items of 'important', 'big', 'persuasive', 'strong', 'new', 'theoretical', 'great', and 'major' are examples of appreciation resources. Those words represent the **writers'** evaluations of the phenomena, and in this case, **the words** evaluate phenomena relating to the topics that are discussed in the introduction section of research articles.

In Excerpt 1, the appraising item ‘important’ evaluates advertising as the Indonesian writers’ topic. The writer conveys his appreciation toward the value of advertising. This appreciation/evaluation presents the writer’s view of the importance of advertising in the marketing and sales of a product. Moreover, in the second sentence, the appraising item ‘big’ evaluates the role of television in sharing information to society. It is also shown in the appraising item ‘persuasive’ that the writer seems to be evaluating the power of television as a medium of communication. For the appraising item ‘strong’, the writer examines the influence of television due to the powerful persuasion that it can engender. All appraising items in Excerpt 1 examine the evaluation of things or phenomena, especially the role of advertising and television, as a way of introducing the topic in the introduction section of research article.

In Excerpt 2, the writer describes ‘new’ as the appraising item to evaluate the innovation which is formed by J. R. Martin about a field of discourse analysis. The appraising item ‘theoretical’ provides a way of explaining and justifying the authenticity of positive discourse analysis and appraisal theory. The other appraising item ‘great’ evaluates the popularity of positive discourse analysis in the research area. The topics of positive discourse analysis and appraisal theory are the topics of the writing and information about them is important for scholars to know and share. Appreciation, then, is a dominant resource for evaluating or examining those topics of study. These findings confirm the findings of Hood (2004) who states that, “the resultant rhetorical effect of the predominance of appreciation values is to make the text sound more appreciative than emotional and judgmental” (p. 127). Thus, the use of appreciation is an important resource that makes the introduction section more appreciative than emotional and judgmental.

Engagement is agreement and disagreement to express writers’/speakers’ assumption/proposition toward the phenomena (Martin & White, 2005, p. 95). It deals with the arguability of their proposition to engage dialogically with the interlocutors. Yang (2016) states that “engagement resources reflect writers’/speakers’ subjectivity or objectivity in the open dialogic space, and make the discourse more negotiable” (p. 1004). It is divided into monogloss and heterogloss. In this present study, the researchers focused on the analysis of heterogloss, including disclaim, proclaim, entertain, and attribute. The heteroglossic statements can be either contracting or expanding the proposition to negotiate the meaning. The expand makes allowances for dialogically alternative positions and voice actively, while contract makes allowances for alternative, acting to challenge, fending off or restricting the scope of positions and voices.

In relation to the second domain of appraisal, engagement, the data analysis shows that the distribution of expand resources is the most dominant resource of engagement used by both the Indonesian and Chinese writers in their research article introductions. This finding is in line with the research findings of Mei and Allison (2003), Liu (2013), Yang (2016), Saptani (2017), Yuliana and Gandana (2018). The dominant use of expand resources indicates that the writers convey their proposition

with external voices, to support the ideas and opinions in the introduction sections of their research articles. Jones (2011) stresses that the ethics of academic writing will guide students to respect and care for every reference that contributes to their writing. It makes their writing sound more objective so their introduction sections also sound reasonable. Thus, by using expand resources, they attempt to strengthen their ideas and intention to create a clear position, by explaining the reasons why they chose the particular topics of their writing. Examples of expansive resources can be seen in Excerpts 3, 4 and 5. Excerpts 3 and 4 were written by Indonesian writers, while Excerpt 5 was written by a Chinese writer.

Excerpt 3

Dam and Volman (2004) point out that[ATTRIBUTE] critical thinking is the essence of thoughtful, democratic citizenship, and thus occupies in central position in education in the modern world.

In higher education, critical thinking is defined in terms of abilities or skills such as selection, evaluation, analysis, reflection, questioning, inference, and judgement (Tapper, 2004)[ATTRIBUTE](I8)

Excerpt 4

Compliments have been said to “grease the social wheels” and thus to serve as “social lubricants” (Wolfson, 1983, p.89)[ATTRIBUTE](C7)

Excerpt 5

The discussion deals with poetic diction that may[ENTERTAIN] influence the whole(FORCE) message intended in both SL and TL poems(I5)

Excerpts 3, 4 and 5 show the appraising items of entertain and attribute as the dominant use of engagement resources in both the Indonesian and Chinese writers' introductions. It can be seen in Excerpt 3 that the writer provides external voices – Dan and Volman, and Tapper – to convey ideas from other sources that support and provide evidence for ideas and propositions about critical thinking. In addition, Excerpt 3 is in line with Excerpt 4 that also involves the attribute resources by representing an external source. In Excerpt 4, the writer takes Wolfson's idea that argues to the writer's idea relating to the topic. The appraising item of attribute in Excerpt 4 is needed to build the writer's position so that the readers believe in the ideas or propositions that are being explained in the introduction section of the research article.

In Excerpt 5, the appraising item 'may' belongs to the expand resources in terms of entertain. According to Liu (2013), probability words such as 'may', 'probably', 'maybe', and 'perhaps' are included in the entertain subsystem of engagement. Martin and White (2005) explain that entertain deals with “the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represents the proposition as but one of a range of possible positions” (p. 98). This means that, in Excerpt 5, the appraising item 'may' represents the writer's individual subjectivity towards the discussion about the influence of poetic diction.

Both Indonesian and Chinese writers used external voices to support their arguments in explaining their reasons for choosing the topic in the research article.

They **also** conveyed their individual subjectivity **towards** persuading the readers with the writers' viewpoint on the topic that is being discussed.

The third domain of appraisal resources is graduation. Graduation is concerned with **the** scaling of the meaning of text in the context in which it is valued to the force and focus as **the** resources of graduation (Martin & White, 2005). **Martin and White (2005) explain that force** “relies on the intensification and quantification that describe the degree of intensity and amount in the context” (p. 140). Focus relates to “the grading to core and marginal meaning in the context in which it lies on the resources of sharpen and soften scaling” (Martin & Rose, 2003, p. 38).

In regard to the graduation analysis, both Indonesian and Chinese writers produced more force than focus. **These** findings are similar to **those that** have been reported in **the** studies conducted by Yang (2016) and Jalilifar and Hemmati (2016). The Indonesian and Chinese writers in this present study tended to emphasize their propositions through attitude and engagement by using intensification and quantification as subsystems of graduation. **This shows how** the Indonesian and Chinese writers intensify and quantify things or phenomena **relevant to** the topics in their introduction sections. **The appraising items intensification and quantification are** needed to show their emphasis of propositions and ideas through this resource, especially force resources. The examples of force resources are identified in Excerpts 6 and 7.

Excerpt 6

*As students learning process happen at the university, the learning result is **highly**[FORCE] affected by the formality of the institute.*

*There is a phenomenon in English Department of UNNES where **some**[FORCE] students whose intelligence and behavior are praised as good or great by their lecturers and fellow colleagues are **frequently** [FORCE] self-exposed themselves with humor from internet which in most cases contains countervailing values compared to formal and positive(APPRECIATION) attitudes. (I4)*

Excerpt 7

*In the late 20th century, studies on the writing of English as a second language **gradually**[FORCE] developed, and, with its own theories, objects of study, research methods and research teams, it **slowly**[force] became an independent discipline that carried the clear study scope (Hyland, 2003, 2009; Kroll, 2003; Leki, Cumming, & Silva, 2008; Silva & Matsuda, 2012).*

*Generally speaking, Chinese second language writing research follows a multiple approach, with **more**[FORCE] scientific and practical studies and **various**[FORCE] research methods, and putting particular emphasis on writing teaching (see Figure 1). (C5)*

In Excerpts 6 and 7, the appraising items ‘highly’, ‘frequently’, ‘some’, ‘gradually’, ‘slowly’, ‘more’, and ‘various’ are **examples** of force as the dominant resources of graduation. Those appraising items represent the writers' emphasis on ideas **or** propositions in the research article introduction. In Excerpt 6, the appraising items ‘highly’ and ‘frequently’ involve intensification to represent the intensity of process in the context. It **is evident** that the writer of the research article **is conveying**

his idea about a high degree of **impact on** learning results. Moreover, the appraising item ‘some’ **is an example of** quantification to convey a scaling of the number of subjects in the context. In this case, the writer **uses ‘some’ to explain to readers that** more than one student **was involved** in the context. The appraising item ‘frequently’ is indicated as intensification to express the level of quality in the context. This **suggests** that the case about behaviour of students of UNNES often happens, to convince readers **about** the topic that is being discussed.

In Excerpt 7, the appraising item ‘gradually’ is to express the intensity of process in the context. The writer describes a high level of intensity in the development of second language writing studies, while the appraising item ‘slowly’ explains the intensity of process in carrying a clear study in a low degree. It indicates that the process of carrying a clear study **does** not occur in a quick way. In addition, the appraising item ‘more’ describes **the** intensity of quality of studies in the context. It means that the quality of studies becomes better than before, that is, more scientific and practical. The quantification belongs to the appraising item ‘various’ to describe the quantity of research methods in the context. It describes the variety of research methods that are conducted in Chinese studies.

In short, in terms of similarities in the use of appraisal resources, Indonesian and Chinese writers use more force in graduation in regard to quantification and intensification. The purpose of the use of force is to describe and explain the level of intensity and the number of things relating to the topic that is being discussed in the research articles introductions.

Difference in the use of appraisal resources

In terms of differences in the use of appraisal between **the** Indonesian and Chinese writers **in this study**, the Indonesian writers **used more** appraisal resources than **the** Chinese writers, except **in relation to** graduation resources. **In other words, the Indonesian writers used more attitude and engagement than the Chinese writers did; whereas, the Chinese writers used more graduation resources. Although this was a small study, the differences between the two groups of writers raise some important considerations about why they exist. Because the study is based on the assumption that all of the writers were using English as a second or foreign language, it may be that some cultural factors are involved. For example, it might be because the Chinese writers try to maintain writer-reader relationships by avoiding explicit attitudinal evaluation of the work of others, as also found in Xiaoyu’s study (2017).**

This finding **also** confirms Yang’s study (2016) that discovered that Chinese writers fell far behind American writers in the use of appraisal resources. **This suggests** that the Chinese writers have their own way to convey their ideas and arguments in the introduction sections, **as found in the study conducted by Xie (2017) that Chinese writers “are generally able to manipulate the grading orientation in ways that are conducive to strengthening or weakening their evaluations when necessary” (p.17).**

There are also other possibilities for explaining why the two groups of writers demonstrated different preferences for appraisal resources, including how the writers were taught to write in English. However, an explanation is beyond the scope of this study.

Despite the prominent difference that Indonesian writers in this present study use appraisal resources more frequently than the Chinese writers, the number of graduation resources used by Chinese writers is higher than Indonesian writers in the introduction sections of their research articles. This finding suggests that the Chinese writers emphasize their ideas and propositions more effectively than the Indonesian writers by using intensification and quantification. Liu (2013) asserts that the use of force is to build up persuasion; therefore, the Chinese writers tend to strengthen their voice in building the persuasiveness to the readers by using graduation resources.

To sum up, the findings have provided evidence of the way Indonesian and Chinese writers use the English language to present their propositions, ideas, and arguments in their research article introductions. They also convey the external voices and individual subjectivity to make their introduction sections more reasonable and objective to build up persuasiveness by expressing the scaling of intensification and quantification of their clauses. For teachers in English as a second or foreign language context, the findings of this study indicate that teachers need to be aware of potential differences between students from different countries in their use of appraisal resources. As will be explained in the Conclusions section, such awareness is important for considering the pedagogical implications of the findings.

CONCLUSIONS

Twenty introduction sections of research articles written by Indonesian and Chinese writers were examined to explore the use of appraisal resources and to discover the similarities and differences of the distribution of appraisal resources between the two groups of non-native writers. The present study shows two prominent findings.

First, there is a noticeable similarity in overall use of appraisal resources, including attitude, engagement, and graduation. In attitude resources, Indonesian and Chinese writers mostly use appreciation in their research article introductions. This finding indicates that their writings are more appreciative than judgemental or emotional. Due to the higher use of appreciation, it makes their writings appreciate and evaluate things or phenomena relating to the topic that is being investigated. Moreover, Indonesian and Chinese writers predominantly have expand than contract resources in engagement to represent their ideas or propositions with external sources or voices to support arguments in their introduction sections. This means that the writers tend to strengthen their voices with acknowledgement of alternative positions. This makes the explanations in their writing sound more reasonable and objective.

Concerning the graduation resource, similar to the Indonesian writers, the Chinese writers produce a higher occurrence in force resource in their introduction sections. By using more of the force resource, their writing is able to achieve the purposes of aligning and persuading the readers. The use of force also indicates that

the writers emphasize their choices of words to amplify attitude and engagement in intensifying and quantifying things or phenomena relating to the topic that is investigated to build up persuasion.

Second, the main difference in the use of appraisal resources between Indonesian and Chinese writers in their research article introductions is their use of graduation resources. There has been a similar amount of usage for the most dominant resources in overall appraisal resources involving attitude (appreciation), engagement (expand), and graduation (force). It is the use of graduation resources that shows a clear distinction between the Indonesian and Chinese writers. The Chinese writers are successful in producing more force than Indonesian writers. This indicates that the Chinese writers succeed to strengthen their arguments in order to persuade the readers through force resources.

In terms of the pedagogical implications gained for English writing instruction in English as a second or foreign language contexts, this study provides some considerations for teachers about how writers from different cultural backgrounds can have different strengths and weaknesses in relation to the use of appraisal resources. However, because the findings are based on a small sample of written texts, the findings cannot be generalised to the broader population. Nevertheless, it is useful for teachers to know the types of differences that might exist and to plan to understand which appraisal resources their students can already use successfully.

Teaching should not be about a one-size-fits-all approach. Teachers need to be able to assess what their students are able to do and what they need to learn. Knowing that different students can use different appraisal resources could lead to some useful discussions with students about the work done by particular appraisal resources and how pieces of writing might be further strengthened. Another possibility might be the use of peer tutoring, where the students share their knowledge about appraisal resources.

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Bukti konfirmasi artikel published online



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Fri, Jan 11, 2019 at 11:54 AM

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