The Interpersonal Meaning of Positive Valuation of Appreciation in.pdf

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The Interpersonal Meaning of Positive Valuation of Appreciation in ELT Articles

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Abstract

The objective of this research is to find out and describe the implementation of interpersonal meaning of positive valuation in four ELT articles. The concept of positive valuation of appreciation is when a human being participant gives value criteria to things or non-human being objects based on its benefits (Martin and White 2005:56). In order to analyze the objects, this research applied qualitative design with valuation lexical list as the instrument. The first object showed the positive valuation to the research method, object as the good impression material, time of occurrence, the strength of data findings behind its weakness, and the study limitation. The second object showed the implementation to the standard product quality, independent character, and competence indicator. The third object showed the implementation to the potential benefit of a research object. The fourth object showed the implementation to the skill values, research design, the validity of research process and collecting data steps. It is concluded that the application of positive valuation of appreciation identification could help researchers to select the potential benefits of the non-human being objects for their research plan and process.

Keywords: Interpersonal, Appraisal, Valuation, Appreciation, ELT

1. INTRODUCTION

The application of Discourse study especially Critical Discourse Analysis is beneficial at the present time which could be identified at the level of social and ideology aspect first. The involvement of CDA could build the critical environment to the education practitioners including students, teachers, or lecturers. The critical skill is needed by teacher in order to filter the material, ideology, issue, and other material which may probably give negative stimulus to students. Widuna (2018) found the importance rule of CDA in the ideologies by investigating how and why the social interaction occurrence in the media of learning. It is a good example of how beneficial of CDA application for education practitioners.

Another beneficial for the use of CDA into the education environment is that its sensitivity to detect the problem as soon as possible. It is good application for the problem solving in academic or in non-academic context. Huckin et al (2012) had studied and proven that CDA uses rigorous and empirical method that are sensitive to both context and theory of teaching learning. It is a good choice to be involved in the education practice.

The positive contribution of CDA into ELT or English Language Teaching was proven by several previous studies. Hashemi & Ghanizadeh (2012), in their experiment study, found that CDA has a positive and significant influence to students' critical thinking ability. Rahimi &

Sharififar (2015) found that CDA facilitated nurturing critical thinking ability in students. Khanshan & Kuhi (2017) found that the application of CDA gave positive and significant impact and benefit to students on ELT or EFL to think critically with the interpretation and recognizing unstated assumption. Case (2005) found the benefit of CDA which were to give information of issue of race, class, and gender to teachers of the ESL class. The whole previous studies could be a basis to build a concept background that CDA application is totally beneficial to ELT or ESL teaching learning activities. It could give benefits to both students and teachers. Students could be trained to think critically. They could be active and creative learners. They could be encouraged to carry out the self-learning practice. They even could be encouraged to conduct self-evaluation and reflection for the ELT process and result. CDA was also proven to give benefit to teachers especially for teacher-evaluation and strategy. Based on the Case's study (2005), English teachers could identify the characteristic of their students for the first class meeting. Teachers could identify the sensitive issue for the students, so that they could avoid getting conflict in the teaching learning process.

CDA is also beneficial to be practiced in outside classroom application. It could be both for education practice context, and supporting education context. Vargas (2012) could bring students to develop their interest into social reality into EFL class. Meanwhile, Almeciga (2012) studied the power relationship and uneven condition in English education through discourse identity study in education document. Those two previous studies explained to us indirectly that the CDA is very flexible for its application, implication, and benefit prospect. The benefit could be targeted to the practitioner themselves, or to the instrument of the ELT practice.

In order to gain the critical thinking skill, it needs to learn and train the CDA concept in which one of them is Appraisal. Appraisal is interpersonal meaning study (Martin & Rose: 2003). In this research, the Appraisal was applied to analyze the interpersonal meaning of positive valuation of appreciation.

This research applied one item of Appraisal which is Appreciation in term of positive valuation. Martin & White (2005:56) propose "With appreciation we turn to meanings construing our evaluations of 'things', especially things we make and performances we give, but also including natural phenomena – what such things are worth (how we value them)". The concept of appreciation is to give value to a non-human being object. It is a personal value from a human being to a non-human being.

This research concerns to one item of appreciation which is positive valuation. Martin & White (2005:56) propose the concept of positive valuation as "was it worthwhile?". The main concept of positive valuation of appreciation of Appraisal is to describe a thing or a non human being object whether it is beneficial or not beneficial.

In order to apply the concept of positive valuation, this research proposes one research question which is *"how is the implementation of the interpersonal meaning of positive valuation of appreciation of Appraisal in the ELT articles?"*. The objective of this research is to describe the interpersonal meaning and the context of use for the interpersonal meaning itself. Through this research, it is expected that the English practitioner such as students, teachers, lecturers, etc could apply the concept of Appraisal to increase the ability of identifying interpersonal meaning.

There are some previous studies that involved the implication of appreciation of Appraisal. Babai et al (2017) found that the English authors included more appreciation than the other Appraisal parts as the representation of feeling discovering. Xinghua & Thompson (2009) studied that the application of appreciation is similar with other Appraisal branches which were affect and judgment. Ngongo (2017) found that the application of appreciation was lower than the judgment. It could be concluded that the study of appreciation is dynamic. It is unpredictable that means it needs the evidence based on the field study. It is in line with the Discourse study that requires field research. It is not a conceptual or just reviewing concept of theories. It

requires real action. It is also as the basis of this research as a field research. In general, Discourse research including appreciation research is based on evident that must be got from the field. It is not the imaginary study.

2. RESEARCH METHOD

The research method comprises the design, object, limitation, instrument, and technique of collecting and analyzing data. The design is qualitative case study that conducts the concept the research based on the real-world context. It follows the concept of Yin (2011:17) that qualitative case study is "the study of a phenomenon (the "case") in its real-world context. The research object is four ELT articles which were published in journal. It was coded as object 1 till 4. The topic of object 1 is the study of lexical bundles or LBs in L2 writing. The topic of object 2 is the study of the relationship between reading habit and writing mastery. The topic of object 3 is the study of English noun postmodifiers in composition. The topic of object 4 is reflective reading for writing. The limitation of the study is the implementation of positive valuation of appreciation. It was not combined by other concept of appreciation including the negative valuation. The instrument is also related with the limitation which is the lexical list of positive valuation of appreciation based on Martin and White (2005:56). In order to collect the data, researcher applied coding technique for the lexical existence in the article of every object. Then, it was analyzed based on the use, purpose, evidence, and the concept of positive valuation of appreciation. The analysis technique is parallel with Yin's adherence to evidence concept (2011:20) as explained that "a final objective is that qualitative research based on an explicit of evidence".

3. FINDINGS AND DISCUSSION

The findings and discussion were presented in the separated parts for every object. It was intended to make the information become clear and understandable. It could be viewed below.

3.1 *The Implementation of Positive Valuation in the Object 1*

It was found seven data findings in the object 1. Every data finding was described comprehensively below. It was presented according to the finding place from the beginning till the end of the object or article 1.

The first implementation is to describe the positive method that could give benefits to the users. The writers gave the description to a method as "innovative method". It must be understood by understanding the whole content of the sentence. The data refers to two potential benefits. The first refers to the preceding phrase which is to analyze the object of LBs or lexical bundles that included the definite article. It is a direct benefit statement as a normative method to analyze a specific finding. The second benefit refers to the further phrase which was to identify the use of article error. In this case, the "innovative method" is a multi benefit method whose two functions. It was an effective positive valuation because one phrase contains more than one benefit. The other side is that it required "half of indirect" conclusion from readers. Readers were required indirectly to conclude the value of the object based on the combination of phrases. It is the example of using appreciation effectively and efficiently.

The other implementation is to describe the positive value of an object in order to increase the positive impression of the research topic. The finding is the application of "longitudinal" description to some previous studies. It must be understood by reading the whole

content of the sub-chapter of "English article" review. The purpose of the review is to show that there are similar research topics that had ever been conducted successfully. It means that the research topic was also scientific and acceptable because it had been proven by the previous studies. In this context, the description of "longitudinal" implied a meaning that the topic had been very long time ago proven as scientific topic. It contains positive value that the topic is not "just taken for granted", but it had passed a deep consideration and review from the writers. It motivated readers not to be doubt with the research topic choice. It is the writers' indirect declaration for the appropriate choice of the research topic. It could also be "a soft approach" to readers.

The third implementation is to compare two positive values based on the time of occurrence. It is the use of "long" description. The complete statement is "it has not been so long time before it become a normal city…". The object is "city" which was compared in the past and the present. The statement indicated that the city got unexpected condition in the past. It occurred in the long time means the condition seemed almost impossible to be changed. It described that the city has no other benefit excluding the place of living. The second value is the positive thing of the city in the present time. The present condition was described as a desire that had been got indirectly. It indicated the writers appreciated the city more than just a living place at the present time based on the empiric benefit and condition. It also shows the writers' pleasure for the present time. It asked anyone to keep the present time condition.

The other implementation is to conclude the strength of an object a reasonable and valuable study recommendation. The description is "unique" that refers to LBs. It was in the conclusion of the article. It reflects that the "unique" description was constructed after passing some deep analysis in the previous part. It was a deep statement. The writers described the LBs as the useful material because they were fixed expression. Then, it applied the description of "unique" to it. The combination of "unique" with "useful" indicated the high tension of appreciation to the object of LBs. The LBs was placed as a very beneficial and useful material in this case. The usefulness and uniqueness of the object application were justified as a real new finding. The object of LBs or lexical bundles had existed before the research was being conducted, but the focus was on "how to apply it appropriate". The unique application also means that it was rare and only a few practitioners who realized it. It also means the usefulness was still possible to be studied and developed in the future.

The next implementation is to counter the possible bad impression to the research finding and discussion. It was the application of "worthwhile" description in the conclusion chapter. The topic of the paragraph is the possibility of pragmatic rule against the article rule and function. In the common knowledge of linguistics, article rule and function refer to semantic. In this context, the writer tried to avoid getting bad impression that pragmatic against semantic and vice versa. It was indicated by two statements. The first statement contains information that pragmatic can usually present the speaker's intention. The second statement contains information that article could be useful when extralinguisitc cannot help writer. Although it was not explained, in the linguistic study, extralinguistic refers to pragmatic study and application. The writer presented the implicit meaning that pragmatic and semantic cannot overlap or against to each other, because every one of them has its own study, application, and benefits area. It was good technique to defend the positive valuation to the object without decreasing the impression of one of them.

The implementation of the sixth finding is to counter the potential weakness impression by presenting the potential strength of an object. The object is the article error. The potential weakness impression is that article errors could be unimportant in the speech or verbal application. It will not give crucial effect. Then, the researcher countered it by stating "appropriate article use become more crucial in writing". It ensured that the potential weakness of the article error in the verbal use is only about the "appropriate use in the appropriate

location". It gives two perspectives. The first is that the every study object has the most appropriate term of location of application. The second is the implicit declaration that the research topic is still scientific because the research topic was the article use and study in written text. It was a comprehensive explanation. The finding was the application of "appropriate" description.

The other implementation is to explain the limitation of study and application of an object in order to get the maximum result. The limitation is the appropriate use of article. The object of benefits is the L2 students or users. It implied the implicit meaning that L2 students must apply the appropriate use of article in order to get the maximum benefits. The benefit is "to master the discoursal function". It implied the meaning that the maximum benefit could be gained if the L2 students applied the appropriate use of the object. It was a requirement for the application. It also gave an understanding that the failure of an object application must be analyzed deeply to find the causes. The description of "appropriate use" give a motivation to students that the benefit requires effort of study and mastery. It was "not a free" benefit. It was a cause and effect relationship in order to gain the benefit.

3.2   *The Implementation of Positive Valuation in the Object 2*

There are three findings of the implementation of positive valuation of appreciation in the object 2. Every data finding was discussed deeply one by one. It is the representation of the article interpersonal meaning.

The implementation of object as the first place is to describe the quality standard of a study product. It explains the criteria of "a good paragraph" which includes "appropriate structure, grammar, mechanics, and other aspect of writing". The "good paragraph" is the product or result of a study. The sequence of appropriate criteria is the criteria for a paragraph to get the description of good. The position of appropriate is also a requirement for the learners to get the criteria of "good learners" too. It is an indirect relationship that a good study product is the result of good learners' learning process. Actually, the finding contains a hedge technique to avoid strong statement. It will give stronger meaning if the sequence of appropriate criteria was placed in the first phrase, then followed with the "good paragraph". The position of the data finding was positioned as the consequences softly. It was the implementation of "appropriate" description.

The other implementation in the object 2 is to strengthen the character of an independent variable that cannot be influenced or changed by anything. It is a short and comprehensive explanation that there is no right and wrong classification and description for everyone to use the "appropriate intelligence". In the study, research, or pedagogy area, intelligence is an independent variable. The level of intelligence cannot be change or influenced no matter how hard someone studied a material. It strengthened the status of intelligence in the study process and result. It also has implicit message that learners do not try to blame the level of intelligence for the unexpected study result. The problem is how hard the effort to use and apply the intelligence potential. It could be understood as a protest too that it is a wrong attitude if a practitioner still discussed the intelligence problem and measurement. It was the implementation of "appropriate" description use.

The last implementation is to describe one indicator of a competence as the cause for benefit prospect. The competence is intrapersonal intelligence. It is the desired competence for learners to support their performance. In order to gain the competence, it requires some indicators which one of them was to make appropriate choice. The "appropriate choice" was in the fatal position because it was placed as the first entry point to continue to the other indicators. The other indicators will follow it if the appropriate choice had been passed by the learners. It

was also the requirement to give the benefits of the intrapersonal intelligence. It was explained indirectly about the benefits of the intrapersonal intelligence, so the indicator of appropriate choice also determines the benefits prospect. It was a simple statement that contains positive valuation. It is the implementation of "appropriate" use.

3.3   The Implementation of Positive Valuation in the Object 3

It was found two implementation of positive valuation of appreciation in the object 3. Every finding was presented comprehensively below. It was based on the use in the article.

The first implementation is to describe and promote the benefit strength of an object behind its weakness. The object is "finite and non-finite clauses". The weakness was presented in the first phrase that it was less in term of compactness of information. The strength was presented in the further phrase that it helpful in delivering message. It was actually an honest admission from the writers. It is their effort to be objective and responsible with the writing object. It avoided giving unfounded personal claim. They presented both strength and weakness before continuing to explore the further prospect of the value. The writers would like to be responsible with the existence of the object. It is a good effort from the researchers to keep the validity of the writing quality. It was a short, but effective statement to imply the value and honesty. It is the implementation of "helpful" description.

The second implementation in the object 3 is to describe the potential benefit as the strength of an object behind its weakness. It is almost similar with the first implementation. They were in the similar sentence and phrase. It is one combination of "effective and helpful". It represented the similar meaning. It has one prospect of meaning. The value is similar that the writers would like to show that the object has strengths behind its weakness. It brings readers to view from all sides of perspectives objectively. It required readers not to underestimate a research method or object from one weakness. It is an equal presentation of the weakness and the potential benefit of the object through the use of "effective" description.

3.4   The Implementation of Positive Valuation in the Object 4

It was found five implementation of positive valuation in the object 4. It was explained one by one in comprehensively below. The analysis was based on its empiric use in the article.

The first data finding implementation is to declare the truthfulness of micro skill standard as the indicator of beneficial competence. The competence target is the writing skill. Then, it was described one of the indicator of the writing skill is the use of appropriate grammar, syntax, and mechanics. The use of the indicator is as the standard to gain the beneficial competence of writing skill. It means the students can give their writing benefit to other person or application if they had got the competence. It is a simple standard for the target. It was the application of "appropriate" description.

The second implementation is to describe the limited skill of writing as the standard of beneficial competence. It is almost similar with the first implementation, but it is more specific. The description of data 2 is "how to edit text for appropriate grammar". It focused to "grammar competence", not the other skill or competence. Grammar was justified as the most critical part in this term. It has implicit meaning that grammar ability cannot be bargained in the writing skill. Meanwhile, the other competence still got tolerance for the weakness. It justified grammar is as a must perfect competence that must be mastered by students. It is the application of "appropriate" description.

The other implementation is to strengthen the writer's choice of research design in half confident. The data refers to a direct quotation of an expert that the qualitative research is the most appropriate for the process of reflective reading. The topic and design of the object 4 are also reading study and qualitative. The position of the quotation is to strengthen the choice of the study topic and the research design. It could be "a safe way" for the writer to get question why the study of reading was not conducted through objective or quantitative study. In the other side, it could be described as a half confident because the writer did not state directly the reason of his choice. It was the application of "appropriate" description.

The other implementation of data 4 is to keep the validity of the data collection process to gain the valid data finding. The process was explained to read the students' material that had posted in the journal in order to give appropriate response. It was an effort of collecting data in order to gain the qualified data finding although it was not explained for the data finding type. The description of "appropriate response" is a positive value to give benefit to gain the qualified data finding. It is the application of "appropriate" description.

The last implementation is to describe and elaborate the steps of filed application in order to get the maximum result and benefit a study scope. The description came from a quotation which was in line or parallel with the research topic. The quotation is five stages to implement the effective reading journal. The "effective implementation" is the standard operational to gain the benefit of the topic. It was categorized as the requirement to gain an expected result. The field technique is the five steps. It is the application of "effective" description.

4. CONCLUSIONS

Some conclusion could be conducted from this research process, findings, and discussion. The implementation of the positive valuation based on benefit orientation could be the limitation to justify whether an object is useful or not. In the research application, it is actually very useful for researchers to predict the positive potential of an object. The other conclusion is that the positive valuation require evident. It cannot be a blind claim. One example is that when an object was described as "effective", it must be preceded or followed by the empiric evident for the positive contribution or benefit. At least, it refers to fulfill the scientific criteria. In ELT context, it could be a filter to include an object or material in the teaching learning or research process. Based on the finding and analysis, the positive valuation of an object tends to give positive contribution to the research process and result. In the end, we need to identify the empiric benefit of an object before deciding whether it is could be categorized as positive valuation or not.

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