Evaluative Language in Students' Review Writings: An Appraisal Approach

[1]Yolanda Marcela BInambuni and [2]Setyo Prasiyanto Cahyono

Universitas Dian Nuswantoro, Semarang, Indonesia
([1]311202002171@mhs.dinus.ac.id, [2]setyocahyono@dsn.dinus.id)

Abstract. This study explores student review writings, employing the schematic organization framework by Gerot and Wignell (1995) and appraisal theory by Martin and White (2005). These frameworks analyze language choices to determine the speaker's feelings, the intensity of these feelings, and their sources by observing the use of attitude, engagement, and graduation. The primary aim is to observe how students' review writings are schematically organized and to identify the appraisal items used within the clauses. The data were collected from fifth-semester students at Universitas Dian Nuswantoro, selected through purposive sampling. A qualitative method was used for analysis, identifying 236 clauses, of which 180 met the evaluative criteria. It is worth noting that one clause encompasses all appraisal systems, with the possibility of having more than one item observed in attitude clauses. Overall, 661 appraisal items were identified, distributed as 15% in the orientation section and 85% in the evaluation section. Of these, attitude comprised 33.89%, engagement 33.59%, and graduation 32.53% of the total appraising items. Most attitude items used were positive, indicating a favorable orientation towards the subjects reviewed, particularly within the appreciation of value. However, the findings also revealed negative items, primarily used to criticize certain aspects of the subjects. The students predominantly employed monoglossic features rather than heteroglossic ones, showing a preference for avoiding dialogistic expansion or contraction. Their attitudinal lexes are prominent, demonstrating a focus on evaluative language in their reviews. In summary, this research provides insights into the evaluative language choices of students, revealing a predominance of positive appraisals and a preference for monoglossic expression. It is hoped that future research will incorporate interdisciplinary fields to expand this area of study and widen existing knowledge.

Keywords: appraisal system, attitude, engagement, graduation, schematic structure

RESEARCH BACKGROUND

Review is one type of writing which aim to offer insight of an individual's judgement towards a subject to the public audience (Gerot & Wignell, 1995). This study focuses of students' review writings which allow to peek into students' perceptions (Smith, 2021). In summary, student review is a writing where students can express their thoughts and opinions about the subjects reviewed. Students' review contains a genre of discourse that reflects on their quality understanding and comprehension of the reviewed subject. Educators are able to see the reflection of students' mind and understand them better through analyzing reviews written by them.

The researcher's aim with this study lies in the prospect of delving into the world of student reviews, brimming with evaluative language. There's an inherent curiosity regarding the students' capacity to effectively communicate their attitudes, and the researcher wants to unravel the intricacies of how linguistic elements are utilized to amplify these attitudes. Exploring student reviews offers a unique point to know the complexities of perception and communication within academic field. By analyzing the linguistic items employed by students to convey their attitude, the researcher aims to analyze not just what is said, but also how it is articulated. Through this analytical lens, the study seeks to know the student feedback, potentially offering valuable insights for educators and institutions striving to enhance their feedback mechanisms and foster a better learning environment. To analyze deeper into

student reviews, educators may employ applied linguistics as a bridge between linguistics theories and practical applications for real-world educational issues (Davies & Elder, 2004). Applied linguistics, a multidisciplinary field in linguistics, utilizes practical applications of linguistic theories and methodologies to address language-related issues (Ellis, 2003). Within applied linguistics, Systemic Functional Linguistics (henceforward SFL) is a comprehensive theoretical framework or analytical tool that examines language as a system of choices made by human to create meaning. Halliday explained that SFL serves three metafunctions: ideational (conveying information), interpersonal (expressing social relations), and textual (organizing discourse) (Halliday & Matthiesen, 2014). To analyze student reviews, this research focuses on using appraisal theory of the interpersonal metafunction in SFL. Appraisal theory operates at the core of how language expresses and negotiates interpersonal meaning (Halliday & Matthiessen, 2014).

REVIEW OF RELATED LITERATURE

Martin and White (2005) emphasize that appraisal involves examining language choices to analyze and find out the speaker's position in the content of their writing, including evaluations of their goodness or badness and construing value judgments. Furthermore, Martin and Rose (2007) explained that appraisal focuses on the evaluation of language, the observation of how texts are made from dynamic opinions, judgments, and feelings rather than it being fixed. Appraisal is constructed of three systems: Attitude, Graduation, and Engagement. Attitude explores the speaker's evaluations of the content, it can be divided into three types namely affect, judgment, and appreciation. Graduation is concerned with the intensity of the evaluations through force and focus. Engagement deals with how speakers position themselves concerning the evaluations shown in the text, this can be realized by observing if the writer aligns with certain viewpoints or distances from others. The concepts associated with engagement are monogloss and heterogloss, with the former having a unified voice in a text and the latter involving multiple viewpoints in a text.

Numerous researches have been done in the field of appraisal. The studies done to analyze attitude include Putriyantina & Said (2018); Cahyono & Setyaningsih (2019); Falaakh & Cahyono (2023). Researches using graduation system by Suswanto & Qomariyah (2018); Zhang & Hood (2020); Putri & Cahyono (2021). While the studies done with engagement system are those by Mori (2017); Cahyono & Pribady (2020); Yonata & Prastikawati (2022). To fill the gap from previous studies, the present study employed holistic systems of the appraisal theory including attitude, graduation, and engagement rather than focusing on one. In addition, the source of data is taken from student review writings and is schematically organized using the genre analysis framework by Gerot and Wignell (1995). The researcher chose student reviews as the data of the research because of the need to gain the knowledge of students' attitudes, judgment, and engagement towards the reviewed subject. The knowledge gained from that will in turn help educators and institutions in providing qualitative feedback on students' perceptions and interpretations within their educational field.

RESEARCH METHOD

The research design selected for the study is a qualitative method with an objective to analyze the evaluative language utilized by subjects in their reviews of an academic article. Qualitative research, as described by Denzin and Lincoln (2018), is characterized by the pursuit of deeper understanding of social phenomena through in-depth exploration and analyzing individual experience. This

approach proves especially helpful in describing the multifaceted, diverse, and detailed nature of student reviews in an academic review setting.

Additionally, this research also employed purposive sampling, also known as judgmental or selective sampling. It is a non-probabilistic sampling technique that is widely used in qualitative research (Palinkas et al., 2015). Different from the random sampling methods which are aimed at achieving representativeness, purposive sampling intentionally selects participants and cases which have specific characteristics that are related to the research goals (Creswell & Creswell, 2017). The researcher used purposive sampling as the embodiment of interests in exploring the specific phenomenon of appraisal, the particular population segment of students, and the diversity of perspectives within the limited sample size.

The data in this study are obtained by the researcher from the assignment in Applied Linguistics academic year 2023/2024, fifth semester class, in the Faculty of Humanities, Universitas Dian Nuswantoro. The assignment was writing a review towards a scholarly work. They each reviewed an academic article entitled "Teaching L2 Students' Critical Review Writing Skill through Appraisal", an article written by Cahyono (2021) in Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS) held by Universitas Sebelas Maret.

RESULTS AND DISCUSSION (HEADING 1 STYLE)

The researcher in this study examined how students articulate their opinions in evaluative language. The paragraphs of the review texts are analyzed based on their schematic structure, divided accordingly to orientation and evaluation. Next, the paragraphs are dissected into clauses within each and analyzed using appraisal theory. The table below provides a breakdown of the evaluative language employed by the students. For clarity and efficiency, certain words have been abbreviated. Appraisal theory encompasses three systems: attitude, graduation, and engagement, each comprising categories. Categories of attitude are affect, judgement, and engagement. Further, engagement are comprised of monogloss and heterogloss. Lastly, graduation includes force and focus. The sub-categories and items in each of the system's category can be referred to Chapter II in the Theoretical Review. Additionally, the schematic structure of the review text is categorized into orientation and evaluation sections.

Table 1. Findings of Data Analysis

Appraisal					Schematic Structure		Σ	%
System	Category	Sub-Category	Item		T	E		
Attitude	Aff	Inclination	Desire	+	0	8	8	1,21%
		Happiness	Affection	+	0	4	4	0,61%
		Unhappiness	Misery	-	0	1	1	0,15%
		Security	Confidence	+	0	2	2	0,30%
			Trust		0	1	1	0,15%
		Satisfaction	Interest	+	0	1	1	0,15%
			Pleasure		0	3	3	0,45%
		Dissatisfaction	Displeasure	-	0	2	2	0,30%

		Normality		+	1	7	8	1,21%
	Jud	Capacity		+	6	12	18	2,72%
		Tenacity		+	1	2	3	0,45%
		Propriety		+	0	2	2	0,30%
				-	0	1	1	0,15%
	App	Reaction	Impact	+	3	17	20	3,03%
			Quality	+	1	6	7	1,06%
		Composition	Balance	+	0	13	13	1,97%
				-	0	2	2	0,30%
			Complexity	+	3	46	49	7,41%
				-	0	4	4	0,61%
		Valuation		+	18	54	72	10,89%
				-	0	3	3	0,45%
Total Attitude							**224**	**33,89%**
Engagement	Mono	Bare Assertion			17	110	127	19,21%
	Hetero	Contract	Disclaim	Counter	1	10	11	1,66%
			Proclaim	Con	1	1	2	0,30%
				Pro	0	2	2	0,30%
				Endr	10	45	55	8,32%
		Expand	Entertain		1	6	7	1,06%
			Attribute	Ack	3	13	16	2,42%
				Dis	0	2	2	0,30%
Total Engagement							**222**	**33,59%**
Graduation	Force	Quantification	Num		1	1	2	0,30%
			Mass		0	2	2	0,30%
			Ext		1	2	3	0,45%
		Intensification	Qlt		2	27	29	4,39%
			Pro		0	4	4	0,61%
		Attitudinal Lexis			29	119	148	22,39%
	Focus	Sharpen			0	15	15	2,27%
		Soften			1	11	12	1,82%
Total Graduation							**215**	**32,53%**
TOTAL DATA					100	561	**661**	**100,00%**
					15%	85%		

In accumulation of all students' data, the researcher discovered 236 clauses. Among these, 180 clauses met the evaluative criteria established by the researcher. Specifically, 26 clauses were located within the orientation section, while 154 clauses were situated in the evaluation segment. Within the appraisal system, each of the clause identified as having appraising item always encompasses all systems of appraisal namely attitude, judgement, and engagement. Under the attitude system, clauses may exhibit polysemy, meaning they may contain more than one variation of categories. For example, a single clause may be comprised of affect, judgement, and appreciation depending on the words or phrases used by the writer. Consequently, the researcher found 661 appraisal items inside 180 clauses. Within the appraising items, 100 data (15%) are found in orientation, while 561 (85%) are found in the evaluation part of the review text. There are 224 items or 33,89% total of attitude, 222 occurrences

(33,59%) engagement 215 data or 32,53% of graduation which in total accounted up to 661 appraising items found by the researcher.

DISCUSSION

1. Schematic Structure in Students' Reviews

a. Orientation

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Excerpt 1: This article is an insightful exploration … . The paper starts with a
good introduction that explains why this study is important. It talks about the
challenges that students learning English face when they try to share their
thoughts in writing …. It uses a way of researching called "descriptive qualitative
research" … .
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The paragraph above is indicated as orientation because the writer's perspective is conveyed through evaluative language and modal verbs. The phrases "an insightful exploration" and "explains why this study is important" indicate the author's viewpoint on the integration of appraisal theory to enhance critical review writing skills. These linguistic markers help establish the author's stance on the topic being reviewed. Other than that, the paragraph engages in an evaluation of existing literature by discussing the challenges faced by students learning English and how appraisal theory addresses these challenges. The paragraph consistently uses present tense. Additionally, the paragraph includes a statement of purpose/objectives, as seen in phrases like "The paper starts with a good introduction that explains why this study is important" and "It uses a way of researching called 'descriptive qualitative research' and a learning cycle to make it easy for students to understand appraisal theory." These expressions articulate the aim and objectives of the study, providing clarity on its intended outcomes.

b. Evaluation

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Excerpt 2: The learning cycle includes different steps like building knowledge,
showing examples, working together, and doing things on their own. …, the paper
does a good job explaining how appraisal theory is used in students' writing. ….
But from my opinion, this paper could be better if it goes deeper into the theories
it uses, like systemic functional linguistics and appraisal theory. …
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There are several linguistic features indicating the evaluation aspect in review texts that can be identified. Firstly, the phrase "does a good job explaining" reflects the reviewer's positive assessment used to express the reviewer's judgment of the paper's discussion of appraisal theory usage in students' writing. It indicated the perceived quality and effectiveness in conveying the information. Additionally, the reviewer suggests areas for improvement by using the phrase "could be better". This is another stance expressing the need to enhance understanding by providing a more comprehensive information if the paper dig deeper into the theoretical framework.

Furthermore, the paragraph synthesizes findings by discussing the paper's focus on different types of attitudes in students' writing, such as feelings, judgments, and appreciations. It particularly emphasizes feelings as the most important type of attitude, indicating a synorientation of the paper's main points regarding the emotional aspects of students' writing. This synorientation provides readers with a better understanding of the emotional dimension of student writing, indicating a comprehensive analysis of the paper's content.

Additionally, the paragraph critically engages with ideas presented in the paper by proposing suggestions for further discussion and exploration. The reviewer suggests that the paper could benefit from discussing how the use of appraisal theory might help students improve their overall language skills and academic success. This critical engagement with the paper's ideas demonstrates an analytical approach to evaluating its content and identifying areas for future research or development.

2. Appraisal System in Students' Reviews

a. Attitude
1) Affect

The first sub-system of attitude, affect, is concerned with how writer express how they feel in regards to the involved subject matter. The main focus is the emotion of the writer which can be analyzed by their linguistic items symbolizing dis/inclination, un/happiness, in/security, and dis/satisfaction. The emotional response may tend to be negative or positive.

a) Dis/Inclination
a. Inclination: Desire

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Excerpt 3: for me personally, I think the researcher could add more examples
especially in the appreciation part, and the researcher also can add a general
understanding of the types of appraisal.
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Based on this data, the student implicitly exhibited **inclination: desire** because he is suggesting or demanding something towards the author of the reviewed subject. The concept behind the phrase "I think the researcher could add more examples" and "the researcher also can add a general understanding" expressed the implicit request. The student personally requested or suggested that the researcher can add additional examples in a specific part of the journal and also the general understanding of each type.

b) Un/Happiness
a. Happiness: Affection

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Excerpt 3: The thing that I like the most about this article is well-written, the
researcher wrote really cohesive and coherent.
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The phrase "I like the most" in the data signaled the **happiness: affection** because it explicitly showcased the disposition of fondness from the writer. When someone like something, the person finds the thing to be enjoyable and satisfactory. The feeling of likeness is boldly indicated from the writer in connection with the reviewed subject followed by several reasons. The student felt liking because the journal reviewed is well-written, cohesive, and coherent.

b. Unhappiness: Misery

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Excerpt 4: Sadly, there are only 2 excerpts in the appreciation type.
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The lexis "sadly" explicitly indicated the feeling of **unhappiness: misery** by the student. The student expressed the feeling of sadness that was caused by the amounts of excerpts in the appreciation type given by the author in the journal. It might be interpreted as the feeling of sadness by student that is caused by the lack of excerpts amount in the journal. Indicated by the phrase "only two", it can be discerned that the student is sad because of the amount.

c) In/Security
a. Security: Confidence

Excerpt 5: It is quite <u>sure</u> for me as a student when writing a review, we tend to show our reaction towards the writings, whether the reaction is positive or negative.

The aspect **security: confidence** is indicated by the lexis "sure" in this data. "Sure" is a lexis uttered when an individual is confident or have no doubt that he is correct. The student displayed confidence by using the lexis, he is sure as a student that he tends to show reaction towards writings negatively or positively. His identity as a student supported the statement, he is confident because of himself being a student. In other words, by writing the lexis "sure", the student is undoubtedly confident of the statement uttered that he is correct.

b. Security: Trust

Excerpt 6: Lastly, I do <u>agree</u> with what the author said in the conclusion of the journal

The student displayed **security: trust** by using the lexis "agree" which exhibited the attitude of comfort. The student showed comfort by saying he agreed with the utterance of the author. Agreeing with something is equal to concurring to something or having the same opinion about particular thing. By agreeing, it is indicated that the student is comfortable with expressing his own accordance to the journal and his trust in regard to the author. He exhibited one view or one opinion with the author and delivered it inside the lexis.

d) Dis/Satisfaction
a. Satisfaction: Interest

Excerpt 7: After I read it <u>again and again</u>, I come to the conclusion that this article is written in compact ways.

In the example above, the phrase "again and again" stated by the writer demonstrated **satisfaction: interest**. The phrase used by the student showed that the student is absorbed and engrossed in the reviewed journal. By using reduplicating of the lexis "again", the writer emphasized his interest in reading it. Reduplication is a word-formation or morphological process aimed to alter or emphasize meaning, in this case it is used to emphasize interest.

b. Satisfaction: Pleasure

Excerpt 8: I can <u>exactly know</u> what the authors mean by reading this article;

By saying "I can exactly know", the writer implicitly indicated **satisfaction: pleasure**. The writer expressed that he can exactly and surely know what the authors tried to convey in the article. The phrase "exactly know" showed that the writer is satisfied with how the author wrote the article to be clear and easily understood. With the lexis "exactly", the writer emphasized the accuracy of his knowledge.

c. Dissatisfaction: Displeasure

Excerpt 9: Although there are several words that <u>I don't really understand</u>, that's okay because it makes me learn new vocabulary.

The excerpt above is considered as a part of **dissatisfaction: displeasure** because of the phrase "I don't really understand". Understanding is to grasp something in the intended way. The utterance stated and implied that the writer himself has lack of understanding of the words used by the author. By showing the lack of understanding, the writer stated he is not able to grasp the meaning hence proved stance of displeasure. This may happen because of the unfamiliar vocabularies the author used in the journal.

2) Judgement
a) Social Esteem
    a. Positive Normality

Excerpt 10: Students <u>usually used</u> the type of attitude appraisal for their critical review writing.

In the line above, "usually used" expressed **positive normality**. The meaning of "usually used" in that example is how students tend to use the type of attitude appraisal for critical review writing. "Usually" means generally or acted upon normal condition. It indicated the normality and naturality of the action using type of attitude appraisal. It is an explicit utterance that the student chose to express the normality of attitude appraisal use.

    b. Positive Capacity

Excerpt 11: The previous researcher, Liu (2013), attitude is one kind of appraisal that she is <u>focusing on</u>.

The student who wrote this review gave a **positive capacity** judgement towards the previous researcher's capacity by using the phrase "focusing on". Focusing means having the capability to pay unbothered attention to a particular object. In this line, the writer indicated the judgement of capability of the previous researcher. It implied that Liu, as the researcher, is competent and accomplished in focusing on attitude that it was quoted in the present research.

b) Social Sanction
    a. Positive Propriety

Excerpt 12: Moreover, the author also **mentioned other researchers** using the appraisal approach like Liu (2013), Fauziah, Warsono, and Widhianto (2019), Ngogo (2016), Refnaldi (2018), Cahyono and Setyaningsih (2018).

The phrase "mentioned other researchers" in the datum implied the characteristic of **positive propriety**. Mentioning is the act of giving references to someone or something, in this case the author gave references to other previous researchers who used the appraisal approach. This is an act with the value of ethical and fairness done by the author as he followed the proper social rule of referencing previous researchers in the journal.

    b. Negative Propriety

Excerpt 14: While it is stated that the data was collected from thirty-nine university students, <u>no further information</u> about their <u>traits or backgrounds</u> is provided.

In the example above, the phrase "no further information about traits or background is provided" indicated **negative propriety** of the students. Stated by the writer, the absence of information of the

traits or backgrounds implied that there is a reproach. Absence is equal to the nonexistence of something. Consequently, the phrase reflects a level of disapproval towards the inadequacy in addressing key aspects of the subject reviewed.

3) Appreciation
a) Reaction
a. Positive Impact

Excerpt 15: The topics that the researcher used are also <u>interesting</u>.

The lexis "interesting" in the excerpt exposed the element of **positive impact** of the journal. When something is considered interesting, it is thought to be excite the attention of people or caused people to have their curiosity aroused. The writer of the datum expressed that the topics are interesting, meaning that the writer's attention was grabbed by the fascinating topics. The interest of the writer was aroused and gave a positive impact to him.

b. Positive Quality

Excerpt 16: The paper starts with a <u>good</u> introduction that explains why this study is important.

The lexis "good" displayed a **positive quality** from the student towards the paper. "Good" is an adjective which denote a thing to be desired or having qualities that are satisfactory. The writer chose the lexis "good" to describe the introduction of the journal, it featured the satisfaction felt by the student regarding the orientation of the journal. It showed that the writer is fond towards the introduction, and therefore displayed the appreciation of positive quality.

b) Composition
a. Positive Balance

Excerpt 17: Second, the lecturer gave an example about how to write the critical review text <u>well organized</u>.

In the datum written by the student, "well organized" represented the quality of **positive balance** because it conveyed the balanced and proportioned of critical review. To have well organized means to be orderly, able to manage, and successfully have something in an efficient way. The student complimented the example of critical review given by the author as well organized, which symbolized the proportioned characteristic of the example.

b. Negative Balance

Excerpt 18: From the method used, readers will probably be very interested in the results that have been produced, but there seems to <u>be a very short misspelled word</u> such as the word 'that' becomes 'thar' in the discussion.

In this example, the student pointed out a mistake of spelling in the article done by the author, which indicated **negative balance**. The misspelled word in the article is pointed out as flawed or a mistake, which is the quality of negative balance. The phrase "a very short misspelled word" can be understood as a word that is incorrectly spelled out which may disturb the surrounding words or deliver the inaccurate idea.

c. Positive Complexity

Excerpt 19: One strong point of the paper is how it explains its methods <u>clearly</u>.

The explicit indication of **positive complexity** can be seen from the lexis "clearly". Clearly is an adverb to convey that something is shown or done in a way that is easily understood and is accurate of the interpretation. The writer of this datum appreciated the methods of this article as being "clearly", and it aligns with the nature of positive complexity of things being clear and precise.

d. Negative Complexity

Excerpt 20: In systemic functional linguistics, appraisal theory is included in the interpersonal metafunction system and it is into **unclearly** discourse semantics

"Unclearly" is identified as **negative complexity** in this data for the reason that it stated the opposite of positive complexity which holds the value of clearness. By using "unclearly," the writer conveys a lack of clarity in the text, suggesting that the information may be difficult to understand or interpret. This negative assessment highlights an area where improvement or clarification may be needed in the text.

c) Valuation
a. Positive Valuation

Excerpt 21: The paper titled "Teaching L2 Students' Critical Review Writing Skill through Appraisal" is an **insightful** exploration into the integration of appraisal theory

"Insightful" is a lexis that showcased **positive valuation** explicitly because it valuated the valuable and helpful qualities of the article. Insightful is defined as a term used to describe content that provides valuable and helpful perspectives or information. So, by labelling the article as "insightful," the writer is acknowledging its power to enlighten and enrich the thinking of the readers.

b. Negative Valuation

Excerpt 22: But from my opinion, this paper <u>could be better</u> if it goes deeper into the theories it uses, like systemic functional linguistics and appraisal theory.

The writer utilized the phrase "could be better", indicating **negative valuation** as it underlines that the current paper is not good enough just yet because it has not gone deeper into the theories. This is an implicit expression showing lack of the paper's potential. Furthermore, need for improvement implies that the paper does not meet the desired standards or expectations, particularly in terms of depth in discussing theories. This implicit expression conveys a critical assessment of the paper's flaw.

b. Graduation
1) Force
a) Quantification
a. Quantification: Number

Excerpt 23: <u>One</u> strong point of the paper is how it explains its methods clearly.

The lexis "one" utilized by the writer is considered as **quantification of number** of the appraising item "strong point". One is the first number after zero in the human's counting system. This denoted the presence of a single occurrence happening. In this example, the writer emphasized that there is one strong point of the paper as how it explains methods clearly.

b. Quantification: Mass/Presence

Excerpt 24: The study in question has been carried out in <u>enormous detail</u>,

"Enormous detail" showcased the **quantification of mass or presence** of the study's detail. The mass of the detail is symbolized as enormous, making it seem as a significant. It is suggesting that the amount of detail included in the study is considerable. This characterization emphasizes the thoroughness of the study's analysis or examination of the subject reviewed.

c. Quantification: Extent: Proximity

Excerpt 25: Addressing the suggested areas for improvement <u>would further strengthen</u> the paper's theoretical foundation

The indication of **proximity of space** in this example lies within the phrase "would further strengthen". The lexis further is implied as the proximity of space because it implies a spatial closeness, it suggests that strengthening the aspect discussed would bring it closer to a desired result.

d. Quantification: Extent: Distribution

Excerpt 26: The learning cycle includes <u>different</u> steps like building knowledge, showing examples, working together, and doing things on their own.

The lexis "different" is segmented as the **distribution of space** because it can be interpreted that the steps in the learning cycle is different or rich and are wide-spread in the article. This expressed that the steps are diverse in the wide range or distribution across the content. This is an explicit expression showing spatial spread of the steps throughout the article.

b) Intensification
a. Intensification: Quality

Excerpt 27: Although there are several words that <u>I don't really understand</u>, that's okay because it makes me learn new vocabulary.

The phrase "don't really understand" signified the **intensification of quality** because it explained that the writer of this datum does not understand several words. The lexis "really" is a realization of the intensifying quality of "understand", it means that there really is a difficulty in understanding the vocabularies used in the journal.

b. Intensification: Process

Excerpt 28: But from my opinion, this paper <u>could be better</u> if it goes deeper into the theories it uses, like systemic functional linguistics and appraisal theory.

In the given data, the writer employs the phrase "could be better" to indicate an **intensification of process**. This expression suggests a potential for improvement in the paper's content of analysis. It signifies a progression towards a more thorough exploration of theoretical frameworks such as

systemic functional linguistics and appraisal theory. By acknowledging the room for improvement, the writer implies a journey of development.

c. Attitudinal Lexis

Excerpt 29: and more importantly, it conducts **successful** research that can be a guide for other lecturers or research in L2 teaching field.

The lexis "successful" is a **raised attitudinal lexis** because it holds significant meaning of achievement, effectiveness, and valuable outcomes. The reviewer describes the work as "successful" symbolizing a sense of accomplishment and pride. This term implies that the research exceeded expectations, it is not only good but also exceeded it.

2) Focus
a) Sharpen

Excerpt 30: The <u>most dominant</u> resource that is found is affect

"Most dominant" is underlined as **sharpen** because it means that affect is the one and only powerful resource compared to others. This sentence is an expression that signifies the resource affect occupy the center of the article. The evaluative language regarding affect is highly significant in determining the stance of speaker. By labelling the term "affect" as the "most powerful" resource, the speaker or writer is giving the resource an explicit emphasis within the evaluative discourse. The narrowing of expression increases the weight in the overall assessment.

b) Soften

Excerpt 31: it <u>would be good</u> to discuss how using appraisal theory <u>might help</u> students in their overall language skills and school success.

The phrase "it would be good" proves **soften** because it suggests the potential benefit in the context of considering the application of appraisal theory in enhancing students' language skills and academic success. This phrase conveys a favorable consideration without confirming absolute certainty. Similarly, when the writer points out that it "might help", the writer implies a speculation, acknowledging the potential of positive impact of integrating appraisal theory.

c. Engagement
1) Monogloss

Excerpt 32: Overall, the paper "Teaching L2 Students' Critical Review Writing Skill through Appraisal" <u>is a valuable contribution to the field of language education</u>

The statement exhibits a **monogloss** as it presents a singular perspective without explicitly acknowledging alternative viewpoints. The use of the term "valuable contribution" suggests a positive assessment of the paper's significance within the field, implying an authoritative judgment without engaging with contrasting opinions. This monoglossic framing puts the paper as an unquestionably positive addition to the discourse.

2) Heterogloss
a) Contract

a. Disclaim: Counter

Excerpt 33: <u>But</u> from my opinion, this paper could be better if it goes deeper into the theories it uses, like systemic functional linguistics and appraisal theory.

"But" is the contrasting lexis which **counter** the previous clause and introduced an alternative perspective by the writer. By using "but," the writer shows a contrasting stance that the paper could be better with deeper dive into the theories. In this case, the lexis indicated a change in perspective, suggesting an improvement towards the paper. The writer expresses some factors that can be considered to improve the quality of the paper reviewed.

b. Proclaim: Concur

Excerpt 34: <u>However</u>, before the students write the text, they have been trained how to use attitudes appraisal items including affect, judgment, and appreciation.

In this context, "however" acts as **concur** because it introduces a clause that aligns with the preceding statement rather than presenting a contrast. The use of "however" here puts additional information that supports the preceding data. It indicates agreement or concurrence with the preceding data, emphasizing continuity or progression in the discourse.

c. Proclaim: Pronounce

Excerpt 35: Furthermore, <u>the mere fact</u> that the research was carried out upon students majoring in English within the university's department of humanities lends it a great deal of credibility.

In the datum above, the phrase "the mere fact" is a **pronounce** because it signifies the certainty and importance of information. The information presented is not just any fact, but a fact which holds considerable weight. By using this phrase, the writer asserts the validity of the research.

d. Proclaim: Endorse

Excerpt 36: The learning cycle <u>includes</u> different steps like building knowledge, showing examples, working together, and doing things on their own.

The lexis "includes" in the excerpt functions as an **endorse** pf the components within the learning cycle. It signifies the speaker's acknowledgment and validation of the various steps involved in the learning process. By using "includes," the speaker affirms the presence and significance of each step, emphasizing their role in the overall learning experience.

b) Expand
a. Entertain

Excerpt 37: <u>In my opinion</u>, this journal <u>seems to be</u> paradoxical for me.

By beginning the statement with "In my opinion," the speaker indicates **entertain** because it acknowledges the writer's subjective viewpoint while expressing openness to considering alternative perspectives. Rather than outrightly endorsing or rejecting the journal, the writer shows subjectivity which invites further exploration and discussion.

b. Attribute: Acknowledge

Excerpt 38: <u>as previous studies have primarily focused</u> on other forms of writing and different proficiency levels.

The phrase "as previous studies have primarily focused" is segmented into attribute **acknowledge** because it acknowledges a specific characteristic or quality to previous studies. By acknowledging the focus of prior research, the statement recognizes the studies and their contributions to the field. This attribution demonstrates an awareness of the discourses surrounding the topic.

c. Attribute: Distance

Excerpt 39: In systemic functional linguistics, <u>appraisal theory is included in the interpersonal metafunction system and it is into unclearly discourse semantics</u>

The statement "In systemic functional linguistics, appraisal theory is included in the interpersonal metafunction system" exhibits **distance** in appraisal theory as it presents appraisal theory as a concept that is somewhat disconnected from systemic functional linguistics and unclear discourse semantics. By positioning appraisal theory within the broader framework of systemic functional linguistics and discourse semantics, the statement creates a sense of separation.

CONCLUSION

The result of this study revealed the presence of all categories of appraisal in the orientation and evaluation of the review text, including attitude, judgement, and appreciation in both the orientation and evaluation section of the review writings. In the attitude, judgement, and appreciation categories, both positive and negative items are found within the review texts. This research provides valuable insights in the appraisal system theory and the schematic structure theory.

In the student writings, the researcher found 661 appraising items in total within the 180 clauses and the prevalence of appraising items found in the evaluative aspect of the review text is evident by its number. The notable observation allocated the difference between appraisal items in the orientation and evaluation sections of the review texts. It is clear that students dominantly put their appraisal within the evaluation segment comprising of 561 items (85%), with a significant contrast in the number of appraising items compared to the orientation of only 100 items (15%). This allocation reflects the typical structure of review texts, where the evaluation section serves as the primary focus for expressing evaluative language, comparison, analysis, and engagement, while the orientation section primarily provides an introductory perspective with minimal evaluation.

Within the attitude system, the dominant category is appreciation with one sub-category. The most dominant item is valuation under the appreciation category, accounting for 72 instances of positive valuation, representing 10.89% of the total data. Conversely, the least dominant items are unhappiness, trust, interest, and propriety, with only 1 datum or representing 0.15% of the total data. Overall, attitude comprises of 33.89%

of the total appraisal items, with positive valuation being the most prominent aspect. The positive attitude shown in the review writings are used to positively valuate the article reviewed, give positive judgement to the author, and express personal feelings of liking towards the article. Furthermore, the negative attitude are mostly used to give a constructive criticism especially in the coherence of the article.

Moreover, graduation system which represents force and focus categories depict varying degrees of intensity and emphasis. Within the the system, attitudinal lexis emerges as the most dominant category, representing the linguistic expression of attitude. Attitudinal lexis has 148 instances of representing 22.39% of the total data. However, the least dominant item is number, under the quantification sub-category with only 1 occurrence totaling to 0.30% of the total data. The graduation system reveals a notable prevalence of force, particularly in the use of raised attitudinal lexis. This inclination towards employing vocabulary items imbued with varying degrees of intensity underscores students' efforts to convey their evaluations with emphasis and underscore the significance of their expressions. Overall, the intensity of the positive attitude by students are expressed using the force category, used to create a space of axiology within the discourse and invite the readers in it.

On the other hand, the engagement system indicates a preference for monoglossic assertions over heteroglossic discourse, with bare assertion outweighing heteroglossic features by 33 items. Under the heterogloss category, contract and expand are introduced as the sub-categories, encompassing variety of items. Among these, endorsement emerges as the most dominant item, with 55 occurrences, representing 8.32% of the total data. Heterogloss accounted up to 95 items while monogloss occurred 127 times (19.21%). This preference implies students' confidence in asserting their own opinions rather than engaging with alternative viewpoints, underscoring the significance of personal perspective in academic discourse. Additionally, although less dominant, the heteroglossic features used in the study function as a tool for students to quote other view points in order to support their own opinions and arguments.

In summary, students exhibit a favorable tendency towards expressing positive attitudes and valuations towards the subjects under review, primarily through emotionally charged language. This self-affirming language reflects their personal evaluation of the articles or studies they engage with, underscoring the significance of personal perspective and subjective valuation in shaping their evaluative language. Overall, these findings illuminate the intricate dynamics of linguistic expression and attitudinal disposition within the context of academic discourse, providing valuable insights for educators and stakeholders in the field of education.

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