

## **An Appraisal Analysis of Narrative Text from the 11<sup>th</sup> Grade English Textbook**

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### **ABSTRACT**

*This This present study explains the appraisal devices especially the attitude types. Appraisal theory is the development of Systemic Functional Linguistics theory in the realm of interpersonal meaning initiated by Martin and White. This study used qualitative research with discourse analysis (DA) techniques. The object of analysis in this study is narrative text of the English textbooks for senior high school students published by the Ministry of Education and Culture. This study employed a document analysis as a technique for collecting data. The findings showed that there were 65 systems of attitude which consist of 19 positive affect, 25 negative affect, 8 positive judgment, 8 negative judgment, 1 positive appreciation, and 4 negative appreciations. This finding shows that to achieve the communicative purpose of the narrative text itself the authors use the higher affect. To amuse and entertain the readers, the authors use affects more to deliver the feelings/emotion that are proven in the characters and occasions of tales. It enables the readers involved in the memories. It became critical for the readers to apprehend what the writers specific their ideas within the tales. additionally, the distribution of attitude in their text consists of the use of basic English words and repetition that assist readers understand the stories in the texts.*

*Keywords: Appraisal theory, Attitude, Narrative text*

### **INTRODUCTION**

Analyzing narrative text is a common activity that students do in learning English. Teachers often ask students to analyze a narrative text only from the external components, for example analyzing characters, generic structure and language features. This makes students only focus on each clause or sentence written in the text. Whereas, analyzing a narrative text is not only limited to that. Each clause or sentence in narrative text contain a meaning, there is a message or opinion from the author of narrative text. When we understand it, we will feel directly involved and know the feelings expression of the author. One of the studies to know the feeling of expression is use attitude analysis. It is appropriate with Martin and white (2005) referring attitude as a framework for mapping feeling as they are construed in English text.

Attitude is one of components of appraisal. Appraisal is a system of interpersonal meanings, it is concern with evaluation - the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned (Martin & Rose, 2007). It can be concluded that Appraisal is negotiated with

interpersonal meaning by the act of evaluation of language on discourse which focused on attitude, feeling, and values.

Appraisal system was included into Systemic Functional Linguistics (SFL) by Michael Halliday. SFL is one of analysis tools in the design of critical discourse analysis (CDA). CDA is the study of discourse (talk and text) and put the language as a form of social semiotic. In discourse analysis, the linguistic phenomenon studied is a text.

Texts have a crucial place and essential thing of education since texts used as educational materials in schools and language education. There are several kinds of text such as report, exposition, recount, discussion, descriptive and narrative texts (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011).

In this study, the author analyzed a narrative text. Narrative is a story about past event which have purpose is amusing or entertaining the reader through the text. It contains how the way the researchers communicate through feeling expressions and judgment someone or things.

Based on the description above, the researchers tried to find out a narrative text of the English textbooks for senior high school students published by the Ministry of Education and Culture in the form of a content analysis study. This study is used SFL as the analytical tool for CDA. The researchers analyzed narrative text from the realm of interpersonal meaning using appraisal theory, and focused on attitude. The researchers have objectives of the study as follows:

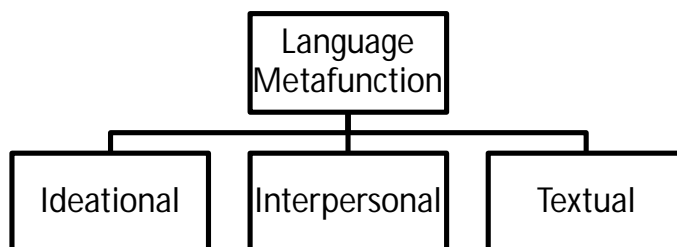
- To explain the types of attitude device are recognized in narrative text
- To explain the types of attitudes is widely used in narrative text

## **LITERATURE REVIEW**

### **CRITICAL DISCOURSE ANALYSIS (CDA) AND SYSTEMIC FUNCTIONAL LINGUISTICS (SFL)**

Critical Discourse Analysis (CDA) helps understand the language in its use. Language is not only a means of communication, but is also used as an instrument to do something or a means of implementing a power strategy. Through language, people produce meaning in social life. According to Blommaert and Bulcaen, Collin, Fairclough, and Luke (as cited in Rogers et al, 2005) CDA is the study about discipline settings of the relationships between texts, discourse and social practices. It defines that CDA is a discipline about social life that can be analyzed. Besides, Systemic functional linguistics (SFL) defines using the form and function of language in interactions. SFL have three components as follows: ideational, interpersonal, and textual.

## LANGUAGE METAFUNCTIONS

**Figure 2.1.2**

*The types of language metafunction, (Halliday, 1985)*

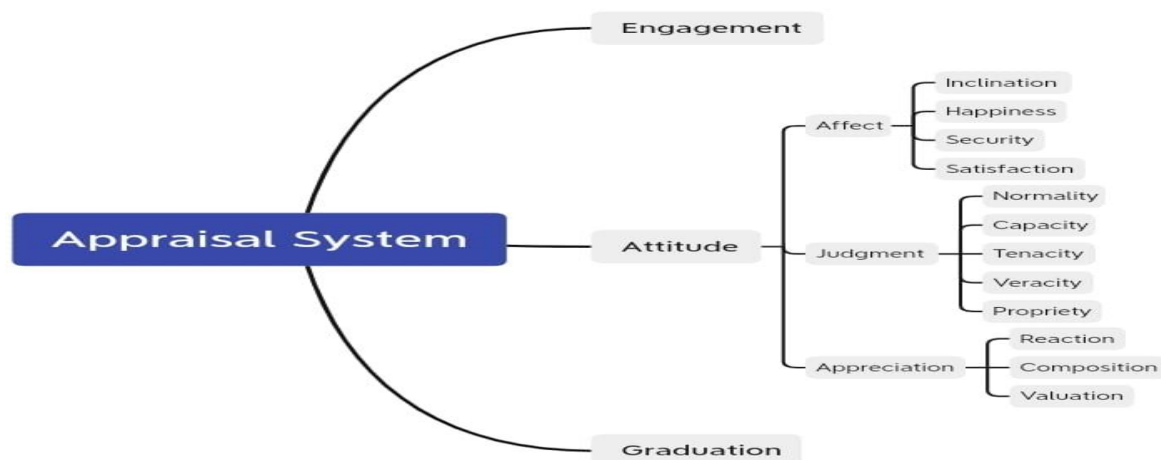
Metafunction turns into part of Systemic functional Linguistics and make the language evaluation more exciting through register. the important concept of metafunction initiated by Halliday's method particularly 'the context of situation' which is acquired through a systematic relationship between 'the social surroundings' and 'language functional organization'. those ideas have been affecting the language studies around the world.

Halliday (1985, as cited in Paziraie, 2013) divided Systemic Functional Linguistics (SFL) into three metafunctions, they're ideational, interpersonal and textual metafunction. As Halliday (1970: 143, as cited in Paziraie, 2013) defines, "the ideational metafunction is focussed with the speaker's revel in of the actual world." The interpersonal metafunction "serves to set up and hold social relations", and the textual metafunction "allows the speaker or author to arrange the texts."

The first part of metafunction by Halliday is ideational function. This function used to organize, understand, and express human's opinion about the world and their consciousness (Halliday, 1994 in Bloor a Bloor, 1995:9). It is concluded that ideational is relation between human's thoughts and their opinion about experienced in their environment. The second part is interpersonal function. This function can be showed that through language choice the people established and maintanace their social relationships with other (Schlepppegrell, 2008:48). It means that people must be have their own way to maintain and established their relation among each other's. The last part of metafunction is textual function. Figueiredo (2010:122) wrote that textual meaning or function is how to organized the text in relation to its message and context. The statement means that textual function has been connecting between context of the text and its message because focus on the text or clause as message.

## APPRAISAL THEORY

Martin and White (2005) devise appraisal theory as "Evaluative use of language" by concern on one of language metafunction such as interpersonal metafunction. Appraisal Theory negotiated with the people evaluation (Attitude), how this evaluation could be higher and lower (Graduation), and resources for constructing the identity of writer, mainly in interaction with others (Engagement).



*The types of appraisal system (Martin and White, 2005)*

Appraisal Theory has three main components: (1) engagement refers to a clause or type of clause that shows the closeness of the author and reader or speaker and listener. (2) attitude refers to the negative or positive feeling of the reader or listener towards the writer and (3) graduation refers to a shift in meaning expressed by the reader or listener which is marked by the use of special emphasis on a phrase. For example, using *a bit* in *difficult* words makes different meanings.

This study focuses especially on attitude. According to Rahayu, Herdiawan & Syarifah (2020) attitudes relate to the interpersonal meaning where the language is used to establish the relationship among the people both in the form of spoken or written discourse. Martin and White (2005) contend that the attitude component has three systems that are affect, judgment and appreciation. Furthermore, according to Herdiawan, Saleh & Sutopo (2020) attitudes covers three subsystems which are; (1) affect is the representative of person's feeling; (2) Judgment represents evaluating person's characters and his/her behaviors; (3) Appreciation functions to evaluate the objects or things. The evaluations could be positive and negative.

The first systems of attitude are "affect". Affect examines the type of positive feeling (happy, confident interested, etc) and negative feelings (sad, anxious, bored, etc) that is expressed by a person towards a phenomenon. Affect consists of four dimensions of feeling, they are inclination (the feelings of desire toward the phenomena from the writers such as hope, want, miss, and wary), happiness ( the feeling of being happy or sad, and the possibility of liking or disliking toward phenomena, such as love, cheerful, hate, and sad), security (the feeling of peace and anxiety about the environment, such as confident, comfortable, frightened, and uneasy), and satisfaction (the feeling of goals and frustration about activities that people are engaged in, such as enjoy, busy, bored, and angry).

The second system of attitude is "judgment". Judgment is an evaluation of a person's character which is also divided into several dimensions of evaluation. Normality (the evaluation of how unusual/special someone is in his/her behavior, such as familiar, lucky, old-fashioned, and odd), capacity (the evaluation of someone's capability in his/her behavior, such as powerful, competent, weak, and unproductive), tenacity (the evaluation of someone's dependence on doing something such as adaptable, brave, unreliable, and impatient), veracity

(the evaluation of someone behavior, such as honest, tactful, deceitful, and manipulative), and propriety (the evaluation of ethical someone does something, such as good, polite, arrogant, and greedy).

The last system of attitude is appreciation. Appreciation is a form of someone's evaluation of concrete and abstract something. There are three dimensions of appreciation. Reaction (the evaluation of effect that is involved in things, such as good, bad, exciting, and predictable), composition (the evaluation of things through the balance and complexity toward the phenomena, such as easy, consistent, difficult, and contradictory), and valuation (the evaluation of value something, such as creative, real, genuine, and insignificant).

#### NARRATIVE ANALYSIS

Narrative analysis is analyzing narratives, both fictional narratives (poetry, folklore, fairy tales, films, etc.) or facts such as news. Narrative analysis means placing the text as a story (narration) according to the characteristics above. Text is seen as a series of events or parts of events selected and discarded. Not all texts can be called narrative texts and analyzed through narrative analysis. The narrative that is intended has characteristics that are the basic requirements of a narrative. Eriyanto (2013, cited in Panuju and Susilo, 2019) in his book "Narrative Analysis" classifies three characteristics, among others; first, there is a series of events. A narrative must have more than 2 events to say a narrative. Second, sequences of events are not random, but according to a certain logic, the sequence can be tolerated because a narrative must be arranged according to certain logic so that it can show intent in the text. Third, the narrative is not moving the event into the text, but there is always the selection and removal of certain parts. The editing and playing process of the sentence greatly dominates the making of the text to fulfill this requirement.

These three conditions must be applied in the text. Parts of this character can classify whether the text can be called narrative or not narrative. In other words, not all texts can be said as narratives and can be analyzed through narrative analysis.

Narrative text is a type of texts that tells a story has a series of connected chronological events which purpose to entertain or amusing the reader through the story. According to Rofi'i & Rafli (2019) narrative is a work of fiction that tells the story in the form of text by presenting events or sequences of events are interrelated in a meaningful way temporally and causally inspired by information in the form of life experiences writers in a unity of time. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The character in narrative text can be a human, animal, plant, or something (Christie & Derewianka, 2010; Knapp & Watkins, 2005; Emilia, 2011). Generic structure of the narrative text are orientation, complication, and resolution (Gerot & Wignell, 1994; Knapp & Watkins, 2005).

There are several kinds of narrative text as follows: fairy story, fable, science fiction story, romantic story, humorous story, travelogue, ghost story, crime story, thriller, folk-tale, personal experience, and many more. It means that narrative text consists of two forms, namely fictional and non-fictional.

According to Gorski (2008, as cited in Rahayu, 2009) a fictional narrative can refer as the story about the self that people use to explain who they are. Parts of the fictional narrative

contains their history, memories, and beliefs. Fictional narrative describes a story that happens in an imaginary world. Fictional narrative is preferred because its entertainment and educational value, for supplying a vision of characters who might exist or might have existed. the reader excited to read a narrative fiction due to its ability to attract the whole parts of human emotion, such as to make our mind confused, to make laugh, to give us hope, or to let us experience empathy.

Meanwhile, non-fictional narrative describes a real-life person story or true story in which a series of events come to life. Except there are some reasons for questioning an author's credibility. From the statement, non-fictional narrative contains the author's opinion and feeling. basically, the author is accountable for the truth of its statements.

Besides, providing entertainment, narrative text can be to make the readers think about an issue, teach them a lesson, or attract their emotions (Anderson & Anderson, 2003). According to Anderson & Anderson (2003, as cited in Setiawan & Fahriany, 2017) so, between the purposes, a narrative text can deliver instill moral values/lessons/messages to their readers.

Analyzing a Narrative can be carried out on discourse which contain a narration. So, this analysis is appropriate to be used to analyze each character of the story which is the object of the writer's study.

## **METHODOLOGY**

This study used qualitative research with discourse analysis (DA) techniques. According to Creswell (2008:4) in Andaruli (2015), qualitative research interpreted as means for exploring and understanding the meaning which given individuals or groups toward a social or human problem. It concerns on what people talk through interviews, focus-groups, diaries, social media or documents. Eventhough to understand the world by listening to how people talk, qualitative method not just what people say, but how. Basically, this is the how discourse analysis (DA) can be used to examine qualitative data.

The object of analysis in this study is the narrative text of the English textbooks for senior high school students published by the Ministry of Education and Culture. This study employed a document analysis as a technique for collecting data. According to Alwasilah (2011, as cited in Martiana, 2013) document analysis is one of the methods for collecting data in qualitative study. In order to collect the data, the writer does some steps among others identifying the narrative text of the English textbooks for senior high school students published by the Ministry of Education and Culture, then justifying the main problem of the research by choosing clause of the narrative text which assumed containing appraisal system. After that, Tabulating the data and numbering the clause. The last, Calculate and percentage the clause.

## **FINDINGS AND DISCUSSION**

### **DATA DESCRIPTION**

The data was collected from the narrative text from the 11<sup>th</sup> grade English textbooks for senior high school students published by the Ministry of Education and Culture. It consists of

two types of narrative text; they are fantasy fairytale and science fiction. The result of attitudes that consist of affect, judgment, and appreciation are explained as follow:

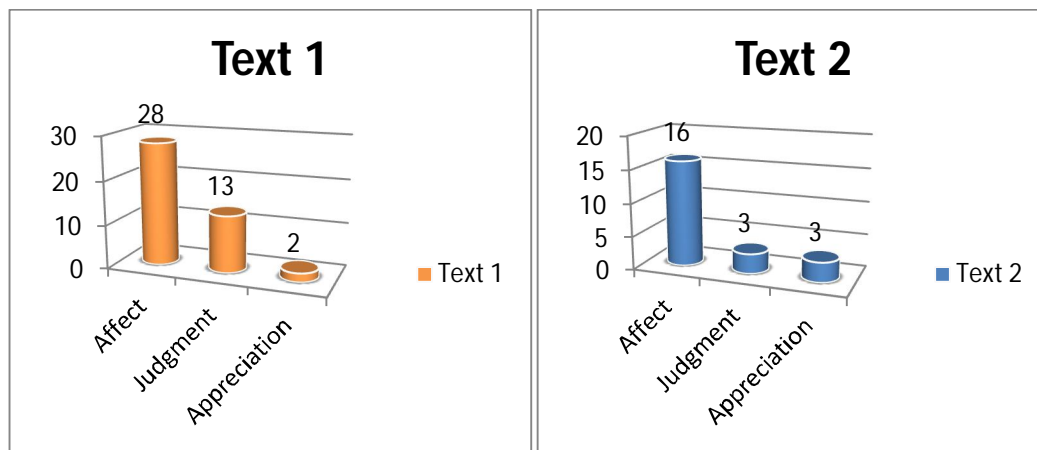


FIGURE 4.1  
Analysis result of text 1

Figure 4.1  
Analysis result of text 2

Based on the data from figure 4.1, it can be concluded that affect attitude more used in narrative text than judgment and appreciation. In text 1, amount of affect is 28, judgment is 13, and appreciation are 2. While, in text 2 there are 16 affect, 3 Judgment and 3 appreciations.

TABLE 4.1 The details of result analysis text

Appraisal system	Narrative	Sub system		Σ	% (Part)	
A T T I T U D E	Text 1	Affect	(+) 13	28	65.11%	
			(-) 15			
		Judgment	(+) 7	13	30.23 %	
			(-) 6			
		Appreciation	(+) 1	2	4.66%	
			(-) 1			
	<b>Total</b>				<b>43</b>	<b>100%</b>
	Text 2	Affect	(+) 6	16	72.72%	
			(-) 10			
		Judgment	(+) 1	3	13.64%	
			(-) 2			
		Appreciation	(+) 3	3	13.64%	
(-) 3						
<b>Total</b>				<b>22</b>	<b>100%</b>	

Based on the first table 4.1, the data show the details of result analysis text. In text 1, there are 13 positive affect and 15 negative affects. Next, there are 7 positive judgment and 6 negative judgments. The last, there is 1 for positive and negative appreciation. While, in text 2 there are 6 positive affect and 10 negative affects. Then, there is 1 positive judgment and 2 negative judgments. The last, there are 3 positive appreciation and 3 negative appreciations.

TABLE 4.2 The result of affect

Affect	Text 1		Text 2	
	(+)	(-)	(+)	(-)
Inclination	11	7	4	-
Happiness	-	7	-	4
Security	-	1	1	2
Satisfaction	2	-	1	4
<b>Σ Affect</b>	<b>13</b>	<b>15</b>	<b>6</b>	<b>10</b>

The second table 4.2 is analysis data result component of affect. In text 1, the data show that positive inclination is 11 and negative inclination are 7. Then, there is no positive happiness and 7 for negative happiness. After that, total of security is none positive security and 1 negative security. The last, for satisfaction only there are 2 positive satisfactions. In text 2, inclination only there are 4 for positive inclination. While, happiness only there are 4 negative happiness. Then, for security there is 1 for positive security and 2 negative securities. The last, there is 1 for positive satisfaction and 4 negative satisfactions.

TABLE 4.3. The result of judgment

Judgment	Text 1		Text 2	
	(+)	(-)	(+)	(-)
Normality	3	-	1	2
Capacity	2	-	-	-
Tenacity	-	4	-	-
Veracity	1	-	-	-
Propriety	1	2	-	-
<b>Σ Judgment</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>2</b>

The third table 4.3 is analysis data result component of Judgment. In text 1, the data show that positive normality is 3 and there is no for negative inclination. Then, there are 2 positive capacity and there is no for negative capacity. After that, total of tenacity is none positive tenacity and 4 negative securities. Next, for veracity only there is 1 positive veracity. The last, there is 1 positive propriety and 2 negative proprieties. In text 2, only there is 1 positive normality and 2 negative normality.

TABLE 4.4. The result of appreciation

Appreciation	Text 1		Text 2	
	(+)	(-)	(+)	(-)
Reaction	1	1	-	1
Composition	-	-	-	1
Valuation	-	-	-	1
<b>Σ Appreciation</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>3</b>

The last table 4.4 the result of appreciation. In text 1, the data show that only there is 1 positive reaction and 1 negative reaction. While, in text 2 there is 1 for each negative component of judgment.

Based on the result, we can answer the research question. There are two research questions in this study, as follows:



### What types of Attitude devices are recognized in narrative text?

For the answer this question, we can see from the data above. The data show that all types of attitudes are recognized in both of narrative text. Here is the brief explanation about the three sub-types that concern in attitudes.

#### *Affect*

The table consist of the result that author found in both of narrative texts. The affect consists of positive and negative feeling of narrative text that is separated into four categories: inclination, happiness, security, satisfaction.

- Positive Affect

Positive affect is the expression of positive feeling (inclination, happiness, security, satisfaction) which in the data are found in text 1 and text 2:

(2a) “Wow! this will feed us for days”

(4a) “Pray, let me live! I’m not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have a mercy o’ kind fisherman.”

(20b) Sue came to the bed where jhonsy lay, contentedly knitting a woolen shoulder scarf.

In the text 1, the sentence in datum (2a) is categorized into positive affect “satisfaction”. It shows the feeling of goals about activities that people are engaged. The sentence in datum (4a) is categorized into positive affect “inclination” because the sentence shows the expresses of the feelings of desire (hope and want). In the text 2, the sentence in datum (20b) is categorized positive affect “security”. The sentence shows the feeling of peace. Meanwhile, there is no positive affect “happiness” in the text 1 and text 2.

- Negative Affect

Negative affect is the opposite of positive affect and react the feeling of unhappiness, insecurity, and dissatisfaction.

(18a) “Nonsense!”, “The fish will do it very willingly, I know. Go along and try!”

(26a) She was not able to sleep all night for she was thinking what she should ask next.

(5b) A doctor visited her everyday but jhonsy was not getting better.

In the text 1, the sentence in datum (18) is categorized into negative affect “unhappiness”. The sentence shows the feeling being hate and angry. Next, the sentence in datum (26) is categorized into negative affect “insecurity” because it shows the feeling of anxiety and uncomfortable. In the text 2, the sentence in datum (5) is categorized into negative affect “dissatisfaction”, the sentence shows the feeling of frustration and tired.

#### *Judgment*

Judgment can be classified into five types: normality, capacity, tenacity, veracity and propriety

- Positive Judgment

Positive Judgment is the attitudes to the people and the way they behave that consist of positive evaluation which in the data are found in text 1 and text 2:

(5a) The astonished fisherman quickly threw him back

**(6a)** I don't want to hurt a talking fish! Go on! Go where you come from."

**(10a)** "O enchanted beautiful fish!

In the text 1, the sentence in datum **(5a)** is categorized into positive judgment "propriety" the sentence shows good behavior toward how ethical someone does something. The sentence in datum **(6a)** is categorized into positive judgment "veracity" because it shows how honest someone's behavior. The last, the sentence in datum **(10a)** is categorized into judgment "normality". The sentence shows how unusual/special someone is in his/her behavior.

- Negative Judgment

Negative Judgment is the attitudes to the people and the way they behave that consist of negative evaluation which in the data are found in text 1 and text 2:

**(12a)** My wife wants not what I want, and she won't give up till she has her own will

**(4b)** She was very ill, lying in her bed and not moving at all.

In the text 1, the sentence in datum **(12a)** is categorized into negative judgment "tenacity" because it shows how dependable someone does something. In the text 2, the sentence in datum **(4b)** is categorized into negative judgment "capacity". The sentence shows the judgment of someone's capability in his/her behavior.

### ***Appreciation***

Appreciations can be divided into reaction, composition and valuation.

- Positive Appreciation

**(16a)** "Come in, come on in! Look at the beautiful cottage we have."

In text 1, the sentence in datum **(16a)** is categorized into positive appreciation "reaction" because it shows the evaluation of the impact that is affected and quality that is involved in things.

- Negative appreciation

**(1b)** Their room where at top of an old building in Greenwich village.

**(2b)** it was very cold and with it a cold unseen stranger, whom the doctors call Pneumonia

In the text 2, the sentence in datum **(1b)** is categorized into negative appreciation "valuation". The sentence shows the evaluation of value that is included in things. The last, the sentence in datum **(2b)** is categorized into negative affect "composition" because it shows the appreciation of things toward the balance and complexity toward the phenomena.

### **What types of attitudes is widely used in narrative text?**

To answer this question, we can see **Table 4.1** the details of result analysis. The data show the result three types of attitudes. First, the results of the data from affect in narrative text 1 are 28 (65.11%) consisting of 13 positive affect and 15 negative affects. Meanwhile, in narrative text 2 there are 16 (72.72%) consisting of 6 positive affect and 10 negative affects. Second, the results of the data from judgment in narrative text 1 are 13 (30.23%) consisting

of 7 positive judgment and 6 negative judgments. Meanwhile, in narrative text 2 there are 3 (13.64%) consisting of 1 positive judgment and 2 negative judgments. third, the results of the data from appreciation in narrative text 1 are 2 (4.66%) consisting of 1 positive appreciation and 1 negative appreciation. Meanwhile, in narrative text 2 there are 3 (13.64%) consisting of 3 negative affects only. It concluded that the type of attitude is widely used in narrative text is affect.

Based on the answer of research questions, this finding indicates that the higher affect is useful to achieve the communicative purpose of the narrative text itself. According to Anderson and Anderson (2003) The purpose of narrative text is to describe a world view that amuse or informs the reader or listener. Besides, the other purpose of narrative text is to deliver or express the feelings and relate the experience from the author, to inform and persuade the reader (Clouse, 2013). Based on the answer of research questions, this finding indicates that the higher affect is useful to achieve the communicative purpose of the narrative text itself. According to Anderson and Anderson (2003) The purpose of narrative text is to present a view of the world that entertains or informs the reader or listener. Then, the other purpose of narrative text is to express the feelings and relate the experience, to inform the reader and to persuade the reader (Clouse, 2013). To amuse and entertain the readers, the author uses higher affect to explain the feelings/emotion that are rise in the characters and events of stories. It helps the readers involved in the stories and feel what the author feels. It was crucial for the readers to understand what the writers express their ideas in the stories. Also, the distribution of Attitude in their text includes the use of basic English words and repetition that help readers understand the stories in the texts. In addition, the author tends to use common words. So that in some texts found, the researcher finds the same expression as other texts. The author uses more affect to explain the feelings/emotion that are shown in the characters and events of stories. It helps the readers involved in the stories. It was crucial for the readers to understand what the author express their belief and opinion in the stories. Besides, the use of Attitude in their text includes the use of basic English words and repetition that help readers understand the stories in the texts. In addition, the author tends to use common words. So that in some texts found, the researcher finds the same expression as other texts.

Appraisal analysis carried out in narrative text written from textbook showed that narrative text provides an overview of attitudes, and assessments in the text and context through evaluative language. The use of attitude in narrative text is still low. Because the researcher only found total 65 attitudes from both narrative texts. Besides, the author still uses common words to express what they feel or see. So, in other texts those words are often repeated.

Researchers assume that the author used affect expressions more in their writing, because easy to convey the feelings/emotion that are shown in the characters and events of stories. It can be said that the authors more expressing or imagining something and express what they feel more than they judge someone or object. Besides, researcher assume that why the authors used common words because easy to understand for the students or the readers. So that the learning objectives taught by the teacher are achieved. It is appropriate with the function of the textbook itself to support the teaching and learning process (Brown, 1994, p. 143).

## CONCLUSION

Based on the description above, it can be concluded that all types of Attitude devices are recognized in both of narrative text, although there are several types of incomplete attitude types in the text, such as appreciation types. The data show that the total of affect is 65.11% in text 1 and 72.72% in text 2. Then, the total of judgment is 30.23% in text 1 and 13.64% in text 2. The last, the total of appreciation are 4.66% in text 1 and 13.64% in text 2. This finding indicates that the higher affect was useful to achieve the communicative purpose of the narrative text itself. To amuse and entertain the readers, the authors use more affect to explain the feelings/emotion that are rise in the characters and events of stories. It helps the readers involved in the stories and feel what the author feels. It was crucial for the readers to understand what the writers express their beliefs and opinion in the stories. Besides, the use of Attitude in their text includes the use of basic English words and repetition that help readers understand the stories in the texts.

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