CHAPTER II
LITERATURE REVIEW

In this chapter, there are several materials related to the theory applied in the research including what is the systemic functional linguistics/grammar in general, then construing deeply into more specific consists of explanation of appraisal system and its characteristics.

2.1 Systemic Functional Linguistics/Grammar (SFL/SFG)

Systemic Functional Grammar (SFG) or Systemic Functional Linguistics (SFL) is a newest model for construing the meaning and its position in the discourse. It can facilitate to interpret and produce text through its context. Textually, it deals with two main contexts referring to the function in the language, those are context of culture (genre) and context of situation (register). Both of contexts are unconsciously be bound and linked to the clause used in the discourse (Gerot and Wegnell, 1994: 10).

Different with formal grammar, *SFL* works in the field of semantical system which is viewing a clause or discourse through the meaning dimension. It is simply depicted that views language as a resource for making meaning, while in the other hand, formal grammar construes the understanding as a set of rules for sentence construction (Gerot and Wegnell, 1994: 6-7). These are clear that both of systems have characteristics be able to construct the language in their own views.

The major element of analysis of *SFL* system is the clause. It is the entity will decide each position and function which deals to the clause as representation, as exchange, and as message (Halliday and Matthiessen, 2014: 83). Clause as representation is reflecting to what is going on or previously named as field (ideational meaning) constructed by *transitivity* as its main analysis system. While the clause as exchange is talking about commodity exchange in social communication represented by *mood* analysis system. Then clause as message is represented by *theme* analysis which psychologically take a message in each clause both of language as action or reflection.

Furthermore, interpersonal meaning has another system to analyze the exchanges of commodity in social relationship particularly called as *appraisal*. It is a system that uses its resources for negotiating social relationship by telling the listeners or readers how feel about things and people from the appraiser (Martin and Rose, 2007: 26). It considers with people's evaluation has been created, in which it will produce the system based on its classification.

2.2 Appraisal

Human being is, of course, the most perfect God's creatures with all of their abilities. Their worthiest ability that is distinguishing among the creatures is language. By using the language, they can appraise all of the things including in this case, feeling of what they feel, what they judge, and what they appreciate. These are often called in functional grammar as *appraisal system*.

Appraisal is a system for negotiating social relationship and let people or things involved to express feelings and values. It is an evaluation then construct an appraisal pattern including the kind of attitudes, the strength of the feelings or values, and the source of appraisal itself (Martin and Rose, 2007: 25). Those parts of appraisal dimension are working simultaneously and bound one another to create clear understanding about appraisement to someone or something.

There are three main parts of semantical region in this *appraisal system* which have correlation among them: engagement, attitude, and graduation (Martin and White, 2005: 38). They have own characteristics representing such meanings in the discourse which are firstly shorted out into classification above. Thus, the reader or listener will find an appraisement pattern of discourse.
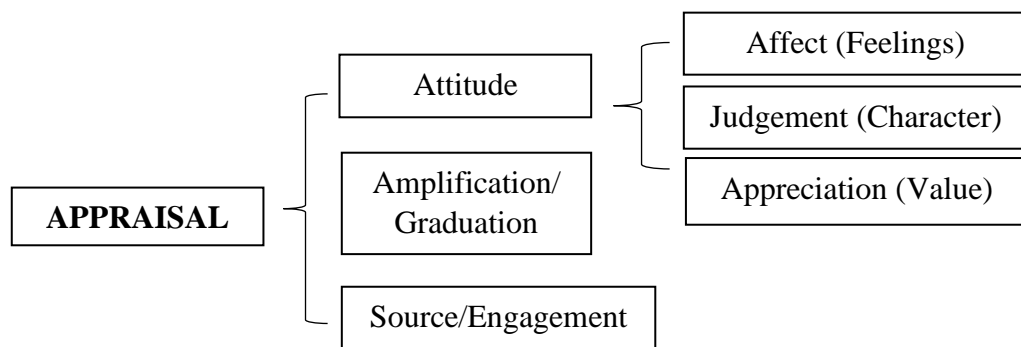

Figure 2.1 *Basic system of appraisal* (Martin and Rose, 2007: 28)

9

In *Appraisal,* system begins with exploring the aspect of human's feelings and evaluation as the main indicator before constructed by more complex approach, it is *Attitude*. There are three types of *attitude* as the way of appraisement: expressing emotion, judging character, and valuing the worth of things (Martin and Rose, 2007: 28). These basic options of *attitude* take the role in underlining as the first step to emerge people's feelings textually.

The exploration of *attitude* in the discourse is generally sustained by two other approaches in order to enable completing the analysis, called as engagement and graduation – which are as modes to understand of who are the evaluation coming from and how way to grade them.

2.3 Attitude

Attitude is the main aspect of appraisal system beside two other ones as explaining above directing to an understanding that it is a way of feeling. It begins with outlining a framework referring to the system of meaning. That system of meaning, here, is classified into three types covering what is traditionally referred to as *emotion, ethics, and aesthetics* (Martin and White, 2005: 42). Emotion is the element to express people's feeling, ethics is more referring to judgement of people's characters, while aesthetics is as people's evaluations to the worth of things.

In *attitude of appraisal*, explicit and implicit form are also necessary to be realized. Both of them are the first step before disclosing probability of attitude that is available in the clause. Explicit attitude is defined where people express it directly, while implicit is implied (Martin and Rose, 2007: 29). Then it strategically can be categorized as explicit referring to inscribed strategy and another one refers to invoked strategy. So that it needs a context both of outside or inside to support an attitude analysis as well.

2.3.1 Affect

Affect is the attitude's type referring to people's feeling (Martin and Rose, 2007: 29). It means that everyone has own way to express their feelings. The way is implied through such of indicators that is drawn in the text. These indicators are

then examined by several considerations which is particularly involving people's affect to feel about what is going on realized as positively or negatively.

In an analysis of affect, it begins with how it can be realized. Affect can be as quality which is describing participant, attributing participant, and as manner of process. Furthermore, it can also be as process and comment in particular depicting mental and behavioral process (in process), and modal adjunct (in mood of adjunct). The three forms of affect realization are conveyed clearly in the sentences below:

Affect as 'quality'		
Describing participant :	A **sad** captain	(Epithet)
Attributed to participant :	The captain was **sad**	(Attribute)
Manner of process :	The captain left **sadly**	(Circumstance)
Affect as 'process'		
Affective mental :	his departure **upset** him	(Process (effective))
Affective behavioral :	the captain **wept**	(Process)
Affect as 'comment'		
Desiderative :	**sadly**, he had to go	(Modal Adjunct)

(Martin and White, 2005: 46)

There are three indicators that shows something called as affect, those are *happiness/unhappiness, satisfied/dissatisfied*, and *security/insecurity*. All of them have characteristics which are suitable to what people feel then shown by directly or indirectly as construed previously (Martin and Rose, 2007: 29).

Happiness or unhappiness is the first indicator to point an affect in the text. It comes from people's feelings that evaluates the phenomena. Based on Martin and Rose (2007: 66), they stated, "Feeling can be experienced as emotional disposition, such *as sad or happy*." The two emotional dispositions here, are implementing happiness or unhappiness in this affect. Moreover, it can also be implied by a surge of behavior such as crying or laughing. For completing the understanding of this range of affect, it is drawn in several behaviors as follows:

Table 2.1 *Happiness/Unhappiness Disposition Reference*

UN/HAPPINESS	Surge (of behavior)	Disposition
Unhappiness Misery (mood: in 'me')	Whimper Cry Wail	down (low) sad (median) miserable (high)
Antipathy (directing: feel at 'you')	Rubbish Abuse Revile	Dislike Hate Abhor
Happiness Cheer	Chuckle Laugh Rejoice	cheerful buoyant jubilant
Affection	shake hand Hug embrace	be bound of Love Adore

The second indicator of affect is *satisfaction or dissatisfaction* which representing people's feeling how they are satisfied. It can be implied in the clause of *the captain felt fed up/absorbed*. Based on Martin and White (2005: 50) they stated, "Dis/satisfaction deals with our feelings of achievement and frustration in relation to the activities in which we are engaged." Thus, an example clause and their statement above give a relation to draw it. Here the table of disposition and behavior of satisfaction and dissatisfaction affect as follows.

Table 2.2 *Satisfaction/dissatisfaction Disposition Reference*

DIS/SATISFACTION	Surge (of behavior)	Disposition
Dissatisfaction Ennui	fidget yawn tune out	Flat Stale Jaded
Displeasure	caution scold castigate	cross, bored with angry, sick of furious, fed up with
Satisfaction Interest	attentive busy industrious	involved absorbed engrossed
Pleasure	pat on the back compliment reward	satisfied, impressed pleased, charmed chuffed, thrilled

The last one of indicator of affect is *security or insecurity*. It unfolds people a space to give their affect that how they are feeling securely or insecurely. It can simply be drawn as feeling of *anxious or confident* (Martin and White, 2005: 49). Both of emotional dispositions directly point a role to people in the discourse. All of indicators are completely expressed by several behaviors as follows:

Table 2.3 *Security/Insecurity Disposition Reference*

IN/SECURITY	Surge (of behavior)	Disposition
Insecurity Disquiet	Restless Twitching Shaking	Uneasy anxious freaked out
Surprise	Start cry out Faint	startled Jolted staggered
Security Confidence	Declare Assert Proclaim	together confident assured
Trust	Delegate Commit Entrust	comfortable with confident in/about trusting

After dealing with three indicators to realize the kind of affect, there are other parameters to classify it which have the role for knowing deeper understanding. Firstly, it faced with two major forms connecting to emotional dispositions have been classified above: positive and negative affect. It is simply realized that *happiness, security, and satisfaction* are the form of positive affect, while negative affect is instead of, concluding *unhappiness, insecurity, and dissatisfaction*. Secondly, it can be dealt with the feelings of *a surge of emotion or an ongoing mental state.* It means that affect is implied with behavioral surge such as "*the boy laughed,"* and mental disposition such as "*the boy liked the present/the boy felt happy"*. Thirdly, it can be modified into gradable feeling which is ruled by *graduation system* referred to explanation above as more or less intense. It can be drawn, here, for instance "*the boy liked the present* (low), *the boy loved the present* (median), and *the boy adored the present* (high). Then the last form of affect is valued from the feelings involve intention (rather than reaction), with respect to a stimulus that is irrealis (rather than realis) such as the clause of *the boy liked the*

present as realis, *the boy **wanted** the present* as irrealis (Martin and Rose, 2007: 64-65).

2.3.2   Judgement

Judgement is the evaluation based on people's characters. According to Martin and Rose (2007: 67) they stated, "Judgement can be thought of as the institutionalization of feeling, in the context of proposals (norms about how people should and shouldn't behave)". It is a form of people's feeling but implemented through a judgement. This judgement is realized by assessing people based on their behaviors or what have been done.

In this type of attitude, there are two major groups of judgement relating to people's characters have been appraised: *social esteem and social sanction*. Both of them dealt with, of course like affect, as positive and negative judgement. Social esteem is the realization involving admiration (positively) and criticize (negatively) which are typically without legal implication. Meanwhile social sanction is classified into praise (positively) and condemn (negatively) which are involving legal implication (Martin and Rose, 2007: 68).

Social esteem has previously been explained to be positive and negative forms. Before depicted through behaviors, it has to be dealt into three dimensions: normality, capacity, and tenacity (Martin and White, 2005: 52). Normality is realized by the characters that how unusual someone is. Capacity is related to the people's characters of how capable someone is. Then tenacity is depended on how the people can be dependable for the others. All of kinds of social esteem in this judgement are realized by several characters below:

Table 2.4 *Social Esteem Disposition Reference*

Social Esteem (venial)	**Positive** (admire)	**Negative** (criticize)
Normality (fate) 'is he/she special?'	lucky, fortunate, charmed... normal, average, everyday... in, fashionable, avant garde...	unfortunate, pitiful, tragic... odd, peculiar, eccentric.., dated, daggy, retrograde...
Capacity 'is he/she capable?'	powerful, vigorous, robust... insightful, clever, gifted... balanced, together, sane...	mild, weak, wimpy... slow, stupid, thick... flaky, neurotic, insane...

Tenacity (resolve) 'is he/she dependable?'	plucky, brave, heroic... reliable, dependable... tireless, persevering, resolute...	rash, cowardly, despondent.. unreliable, undependable... weak, distracted, dissolute...

Social sanction is different with another one in which it has two kinds of characters, those are veracity and propriety. Like previous one, social sanction is also dealt with as positively and negatively. Veracity is the judgement where people evaluate someone else from his/her truth. While propriety is viewed from his/her ethics or moral. Each of these varieties of judgement are exemplified in the table below:

Table 2.5 *Social Sanction Disposition Reference*

Social Sanction (moral)	Positive (praise)	Negative (condemn)
Veracity (truth) 'is he/she honest?'	truthful, honest, credible... sincere, genuine... frank, direct...	dishonest, deceitful... insincere, fake... deceptive, manipulative...
Propriety (ethics) 'is he/she beyond reproach?'	good, moral, ethical... law-abiding, fair, just... sensitive, kind, caring...	bad, immoral, evil... corrupt, unfair, unjust... insensitive, mean, cruel...

(Martin and Rose, 2007: 68)

2.3.3 Appreciation

Appreciation begins with putting a feeling of thing's values. It is a realization of people's evaluation to the things that everything has values. It is more specifically described by Martin and White (2005: 56) that:

> "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)."

There are two kinds of appreciation such as previous types of attitude which can be divided into positive and also negative appreciation. Another variable of semantical dimension is considered to realize it which are dealt with reaction, composition, and valuation. Reaction has to do with attention (reaction: impact) and the emotional impact. Composition is formed with our perceptions of proportionality (composition: balance) and detail (composition: complexity) in a

text/process. Then valuation has to do with our assessment of the social significance of the text/process (Martin and Rose, 2007: 70). All of these variables are illustrated with such of dispositions in the table below:

Table 2.6 *Appreciation Disposition Reference*

Appreciation	Positive	Negative
Reaction: impact 'did it grab me?'	arresting, captivating, involving, engaging, absorbing, imposing, stunning, striking, compelling, interesting... fascinating, exciting, moving... remarkable, notable, sensational... lively, dramatic, intense...	dull, boring, tedious, staid. dry, ascetic, uninviting... unremarkable, pedestrian flat, predictable, monotonous
Reaction: quality 'did I like it?'	lovely, beautiful, splendid... appealing, enchanting, pleasing, delightful, attractive, welcome..	plain, ugly... repulsive, off-putting, revolting, irritating, weird.
Composition: balance 'did it hang together?'	balanced, harmonious, unified, symmetrica!, proportional...	unbalanced, discordant, unfinished, incomplete...
Composition: complexity 'was it hard to follow?'	simple, elegant... intricate, rich, detailed, precise...	ornamental, over-complicated, extravagant, puzzling... monolithic, simplistic...
Valuation 'was it worthwhile?'	challenging, significant, deep, profound, provocative, daring... experimental, innovative, original, unique, fruitful, illuminating. .. enduring, lasting...	shallow, insignificant, unsatisfying, sentimental... conservative, reactionary, generic... unmemorable, forgettable...

2.4 Engagement

Appraisal system is a system that has several elements which can construct a person's assessment to other people or things. In this section, engagement has a role in identifying assessments from the subject's point of view, where each person certainly has their own characteristics in providing their evaluation. This subject will provide an understanding of who an assessment coming from to determine the patterns of discourse evaluation from the subject dimensions (Martin and Rose, 2007: 48).

In general*, engagement system* in appraisal is divided into two categories, namely *mono-gloss* and *hetero-gloss*. Both have different dimensions, where *mono-gloss* is understood as a subject that provides and expressing judgment directly without any intermediary or other party. While *hetero-gloss* has a second or more part in expressing an evaluation of feelings, both natural feelings, and feelings that are implemented into an assessment of people and things. The following is an example of implementing the use of *mono-glossic* and *hetero-glossic* systems:

Table 2.7 *Engagement Elements*

Monoglossic (no recognition of alternatives)	Heteroglossic (recognition of dialogistic dialogistic alternatives)
The banks have been greedy.	There is the argument though that the banks have been greedy. In my view the banks have been greedy. Callers to talkback radio see the banks as being greedy. The chairman of the consumers association has stated that the banks are being greedy. There can be no denying the banks have been greedy. Everyone knows the banks are greedy. The banks haven't been greedy.

The examples above provide an overview of the differences between the two. The underscore also explains that *hetero-gloss* allows someone to add or include other parties in their assessment. This is often referred to as a projection,

where one thing we are able to do in discourse is quote or report what people say or think (Martin and Rose, 2007: 49).

2.5 Graduation

Graduation is the third element in appraisal system. After previously discussing the types of appraisement based on their respective characteristics, and the parties who are the subject of an appraisement, this section will discuss the level of labeling each assessment item. Graduation is generally understood as that each item of appraisement has levels in terms of *force* and *focus*. *Force* here, is the level where each word has a level either low, median, or high. It means that someone can say how strongly that feels about someone or something.

In general, the graduation in the appraisal system is divided into two parts, namely focus and force. Focus, concerns more on the level of focus of an item of attitude, where there are two types of focus, namely sharpen and soften. These two types of focus are understood as an item of attitude in discourse from the perspective of whether it is conveyed softly or sharply (Martin and White, 2005: 137). Here is an example that can illustrate the difference between them: they don't play ***real*** jazz (sharply), they play jazz, ***short of*** (softly).

Meanwhile, the second classification is *force* which has previously been slightly briefed on the outline of this graduation category. *Force* views that each assessment item has a gradation, beginning from the lowest to the highest level according to the meaning used. It is divided into *intensification* and *quantification*. The assessment of degree of intensity of qualities and processes is termed 'intensification'. Intensifications divide into two broad lexico-grammatical classes 'isolating' and 'infusing'. The distinction turns on whether the up-scaling / down scaling is realized by an isolated, individual item which solely, or at least primarily, performs the function of setting the level of intensity, or whether the sense of up / down-scaling is fused with a meaning which serves some other semantic function (Martin and White, 2005: 141). Isolating realizations are exemplified by the following:

1. Up/down-scaling of qualities [pre-modification of an adjective]: *a bit* miserable, *somewhat* miserable, *relatively* miserable, *fairly* miserable, *rather* miserable, *very* miserable, *extremely* miserable, *utterly* miserable.

2. Up/down-scaling of verbal processes [adverbially modified verbal group]: this upset me *slightly*, this upset me *a bit*, this upset me *somewhat*, this upset me *greatly*.

3. Up/down-scaling of modalities: *just* possible, *somewhat* possible, *quite* possible, *very* possible, *reasonably* often, *quite* often, *very* often, *extremely* often.