A Comparative Analysis on Appraisal of Two Texts Exposing the Controversy of Sex Education Given in US Public Schools

(Based on Systemic Functional Linguistics Study)

Submitted as a Partial Fulfillment of Requirements for the Sarjana Degree in English Department Faculty of Letters and Fine Art Sebelas Maret University

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PRONOUNCEMENT

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Stated wholeheartedly that the thesis entitled *A Comparative Analysis on Appraisal of Two Texts Exposing the Controversy of Sex Education Given in US Public Schools* (Based on Systemic Functional Linguistics Study) is originally made by the researcher. This is not plagiarism nor made by others. The things related to the other people’s work are written in quotations and included within the bibliography.

If it is then proven that the researcher cheats, the researcher is ready to take the responsibility.

Surakarta, June 2010

The researcher

Umi Dwi Lestari

*commit to user*
MOTTO

"...Inna Allaha Ma’assobirin...."

(The Holy Qur’an)

"Mistakes are painful when they happen
But, years later a collection of mistakes called EXPERIENCES
Which lead us into success".

"If we desire to blossom like a rose in the garden, we must learn the
art of adjusting with the thorns".

(Yume)
DEDICATION

I dedicate this thesis to:

- My beloved parents (Bapak Supadi and Ibu Sri Rupiah)
- My beloved brother (Mas Andik Wijanarko)
- My Thesis Supervisor (Bapak Riyadi Santosa) and family
- My Lectures
- My friends
- My self.
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The researcher

Umi Dwi Lestari
TABLE OF CONTENTS

Cover ........................................................................................................... i
Approval of The Thesis Supervisor ......................................................... ii
Approval of The Board of Examiners ..................................................... iii
Pronouncement ....................................................................................... iv
Motto ....................................................................................................... v
Dedication .............................................................................................. vi
Acknowledgement .................................................................................. vii
Table of Contents ................................................................................... ix
List of Tables ........................................................................................ x
List of Figures ......................................................................................... xiii
Abstract .................................................................................................. xiv
Abstrak .................................................................................................... xvi

I.     CHAPTER I : INTRODUCTION
   A. Research Background ................................................................. 1
   B. Research Questions .................................................................... 6
   C. Research Objectives ................................................................... 7
   D. Research Significance/Benefits .................................................... 7
   E. Scope of The Research ............................................................... 7
   F. Thesis Organization .................................................................... 8

II.    CHAPTER II : LITERATURE REVIEW
   A. Mass Media ................................................................................. 10
   B. Internet and Allvoices.com ......................................................... 11
   C. Sex Education in US ................................................................... 13
   D. Systemic Functional Linguistics .................................................. 15
   E. Text and Context ........................................................................ 17
   F. Appraisal ..................................................................................... 19
      1. Attitudes................................................................................... 20
      2. Graduation.............................................................................. 24
3. Engagement ......................................................... 27

G. Prosody and Genre ............................................. 30
   1. Story Genre .................................................... 31
   2. Factual Genre .................................................. 33
H. Ideology ........................................................... 36

III. CHAPTER III : RESEARCH METHODOLOGY
   A. Research Paradigm .......................................... 39
   B. Research Method ............................................. 40
      1. Research Location .......................................... 41
      2. Sample and Sampling Technique .......................... 41
      3. Data and Source of Data .................................... 42
      4. Data Validity .................................................. 43
      5. Technique of Data Analysis ................................ 43

IV. CHAPTER IV : FINDING AND DISCUSSION
   A. Introduction .................................................... 49
   B. Findings .......................................................... 49
   C. Discussion ........................................................ 84

V. CHAPTER V : CONCLUSION AND RECOMMENDATION
   A. Conclusion ....................................................... 94
   B. Recommendation .............................................. 99

BIBLIOGRAPHY

APPENDICES
LIST OF TABLES

Table 2.1. Table of Option for affect ............................................. 21
Table 2.2. Table of Realization of affect........................................... 21
Table 2.3. Table of Judgment character .......................................... 22
Table 2.4. Table of appreciation in specialized field......................... 23
Table 2.5. Table of Graduation force: Quantification ..................... 26
Table 2.6. Table of Option for graduation ...................................... 27
Table 2.7 Table of Projecting Sources .......................................... 28
Table 2.8 Table of Conjunctions used for concessive consequences... 29
Table 2.9 Table of Story genre ..................................................... 33
Table 3.1 Table the analysis of attitudes ...................................... 44
Table 3.2 Table the analysis of graduation ................................... 45
Table 3.3 Table the analysis of engagement .................................. 45
Table 3.4 Table number of attitudes Text 1 and Text 1 .................. 46
Table 4.1 Table number of attitudes Text 1 .................................. 50
Table 4.2 Table analysis of judgment Text 1 ................................. 51
Table 4.3 Table analysis of appreciation (reaction) Text 1 .............. 54
Table 4.4 Table analysis of appreciation (composition) Text 1 .......... 57
Table 4.5 Table analysis of appreciation (valuation) Text 1 ............ 58
Table 4.6 Table graduation of Text 1 ............................................ 60
Table 4.7 Table engagement of Text 1 .......................................... 63
Table 4.8 Table analysis of the relation between attitudes, prosody and genre of Text 1 .................................................... 65
Table 4.9 Table number of attitudes Text 2 .................................. 67
Table 4.10 Table analysis of judgment Text 2 ............................... 69
Table 4.11 Table analysis of appreciation (reaction) Text 2 ............ 71
Table 4.12 Table analysis of appreciation (composition) Text 2 ...... 74
Table 4.13 Table analysis of appreciation (valuation) Text 2 .......... 75
Table 4.14 Table analysis graduation of Text 2 ............................. 77
Table 4.15 Table analysis engagement of Text 2 ............................ 80
Table 4.16 Table analysis of the relation between attitudes, prosody and genre of Text 2 .................................................... 82
LIST OF FIGURES

Figure 2.1  Figure of graduation.................................................. 24
Figure 2.2  Figure of demand modality........................................ 28
Figure 2.3  Figure of modality for negotiating information............. 29
Figure 2.4  Figure of ideology....................................................... 37
Figure 3.1  Figure of the flow of analysis of the study.................... 43
Figure 3.2  Figure of finding cultural values................................ 47
ABSTRACT

2011. Umi Dwi Lestari. A COMPARATIVE ANALYSIS ON APPRAISAL OF TWO TEXTS EXPOSING THE CONTROVERSY OF SEX EDUCATION GIVEN IN US SCHOOLS (BASED ON SYSTEMIC FUNCTIONAL LINGUISTICS STUDY). This research attempts to find out the attitudes employed in the texts of contributor opinion exposing the controversy of sex education given in US public schools, to find out the influence of the attitudes toward the texts and to find out why the attitudes are employed in the texts. This research applied qualitative descriptive method with total sampling technique. This research also used primary and secondary data. The primary data of this research consist of detail and depth linguistic phenomena about the types of attitudes: affect (people’s feeling), judgment (people’s character), and appreciation (evaluating things) taken from the two texts. Meanwhile, the secondary data consist of the information about the sex education given in schools and the texts’ writers.

The data and source of data of this research were two texts of contributor opinion column in Allvoices.com. The first text is entitled Sex Education: Does It Really Work? written by Hasnain and the second text is entitled Why Sex Education Should Be Taught In Schools? written by Zeeshan.

The results show that both texts apply the two same kinds of attitudes: judgment and appreciation. The first text is dominated by negative attitudes, consisting of 46% negative appreciation, 27% positive appreciation, 17% negative judgment, and 10% positive judgment. Meanwhile, the second text is dominated by positive attitudes consisting of 48% positive appreciation, 15% negative appreciation, 18.5% positive judgment and 18.5% negative judgment. Moreover, both texts’ writers, Hasnain and Zeeshan, apply force: raise and focus: sharpening graduation with more than one voice (heterogloss).

The use of attitudes influences the text in term of register, prosody, genre and the ideology of the texts. In the level of register, the use of judgment and appreciation indicates that the language in both texts, in the clause level, is dominated by behavioral, carrier-attribute, and token-value. In the level of nominal group, epithet-thing is mostly exploited by the texts’ writers. This is because behavioral process, attribute, value, and epithet are potentials for developing judgment and appreciation. In the level of graduation, the use of dominant intensifier, attitudinal lexis, and quantification in both texts implies that the volume of attitudes is strong and sharp. In the case of engagement, the use of dominant projection (more than one voice) results in heterogloss. This means that both texts’ writers express their objectivity. In the case of prosody and relation to genre and ideology, text 1 applies negative attitudes in evaluating the issue, both positive and negative in argument for and against, and ended by positive attitudes for recommendation. Thus, Hasnain uses discussion genre in his text and leads
into left-protagonist ideology. Meanwhile, text 2 written by Zeeshan employs positive attitudes for assessing the issue, starting from thesis until reiteration. That's why, Zeeshan's attitudes results in hortatory-exposition genre and brings into right-antagonist ideology.

This study also finds that both texts' writers, Hasnain and Zeeshan, employ the attitudes: judgment and appreciation because they do not show their own feeling (affect) to evaluate the issue. They use judgment to assess the participants involved in the text, and apply appreciation to evaluate the issue of sex education in US. Both texts' writers employ force: raise and focus: sharpening with more than one voice (heterogloss) in their attitudes because they express their objectivity in strong and sharp judgment and appreciation. The different point is that, as the educationalist, columnist, and the anchor Hasnain’s use of discussion genre and left-protagonist indicates that he did not just evaluate the issue but also the method of sex education in US. In this way he challenges the issue and supports the majority of US society to conduct AIDS education program as one of the policies related to what kind of sex education should be taught in schools (sex education in the U.S.: policy and politics). Meanwhile, as the student and the stringer, Zeeshan’s use of hortatory-exposition genre and right-antagonist indicates that he just supports one-sidedly that sex education should be taught in schools. This is because schools provide reliable information and explanation about sex (Tatum and Alan Haris).
CHAPTER I

INTRODUCTION

A. Research Background

Appraisal theory is related to the idea that emotions are extracted from the appraisals (evaluations) of such events that create particular reactions in different people. Basically, our appraisals of such situations cause an emotion, an affection or even a response. For example, we might feel happiness, joy, giddiness, excitement and anticipation since we have appraised the event positively. On the other hand, we might appraise the event negatively, such as dejection, sadness, emptiness, and fear. (Scherer et al., 2001)

Appraisal theory focuses on the linguistic resources where the speakers want to express, negotiate and accept certain inter-subjective that finally raises ideological positions. Specifically, appraisal theory is related to language evaluation, attitude and emotion. By its set of resources, appraisal explicitly points out the text’s proposals and propositions interpersonally (http://www.gramatics.com).

Martin and Rose (2003) state that appraisal theory is concerned with the evaluation of attitudes used in the texts, how strong the feeling is shared, and how the values are obtained as well as how to side with the readers. By using appraisal theory, we can show our feeling (attitudes) to the other person or the readers toward event or issue. Moreover, J. R. Martin and P. R. White (2005), explain that appraisal is a study...
of how the texts in communities share feelings and values. Besides, this is also concerned with how the texts share the emotions, tastes and assessments of the normative value in communities.

Appraisal resources are divided into 3: attitude, engagement, and graduation (Martin and Rose, 2003). The resources of appraisal are used to negotiate our social relationships by telling our listeners or readers how we feel about things and people. In short, appraisal is negotiating attitudes. In many cases, attitudes in a text can be analyzed as affect of feeling, judgment of character, and appreciation of things. Then, the engagement is an assumption to see the source of attitudes that it may be the writers’ own opinion or it may be attributed from the other sources. Meanwhile, graduation is related to the amplification of appraisal, where we can say how strong we feel about someone or something (ibid).

Appraisal theory is located within the frame of Systemic Functional Linguistics (SFL). This is because SFL is a study of language that focuses on language used, which is interpreted as a system accompanied by forms through which the meaning can be realized (Halliday, 1985). Functional grammar view language as a resource for making meaning. It also attempts to describe language in actual use and so focuses on texts and their contexts.

Moreover, appraisal focuses on the interpersonal meaning in language metafunctions (J. R. Martin and Rose, 2003). Interpersonal meanings are meanings commit to user
which express the speaker’s attitudes and judgment. Therefore, appraisal theory is located in interpersonal meaning. Appraisal has a close relationship with tenor, and it is developed from the register. Tenor refers to who are the participants involved in the social activity, including their characters, statuses and roles: what kinds of role relationships are obtained among the participants, including permanent and temporary relationship. Besides, it also refers to the role of language which is playing in the interaction (Santosa, 2003; Martin, 1992). The participants of the texts here refer to the text’s writer and the participants involved in the texts. Who or what kind of person who produces the texts (including their characters, status, roles or identity) will have a significant factor in determining the way they are showing the attitudes toward the issue.

The interesting aspect of the appraisal theory is that it accounts for individual variances of emotion or feeling reactions to the same event. That’s why; this research is intended to analyze the recent issue that is widely discussed by many people and many media, that is, an issue about the controversy of sex education in US public schools. This issue produces a public controversy. Some of them support the sex education given in US public schools and some of them refuse it. In conducting the research, this research chose two articles taken from Allvoices.com. The first text is entitled “Sex Education: Does it really work?” written by Hasnain Malik, an educatorist and columnist from Islamabad, Pakistan. The second text is entitled
“Why sex education should be taught in schools”, written by Zeeshan Ali, the students of ACMA in America (http://www.allvoices.com/contributed-news).

In short, this research will analyze the two texts above to compare the attitudes used by the texts’ writers and analyze why the texts’ writers use a certain attitudes to show their feeling toward an issue of sex education given in US public schools. For example:

From the first text, Hasnain Malik says:

“The United States has the highest teen pregnancy rate of developed countries” (“The Effects” 632).

From the cutoff of the second text, the words, “the highest teen pregnancy rate”, is used to evaluate and underline that the United States has the highest number of teen pregnancy. This attitude belongs to negative- appreciation reaction quality, the graduation is force – intensifier – strong, and the engagement is heterogloss (the source is taken from “The Effects” 632).

To have comparative study of appraisal, in the second text, Zeeshan Ali says:

Sex education given by teachers at school is the most reliable way to give kids the right information about sex.

From the cutoff of the first text above, the clause contains of two attitudes. Those attitudes are classified into the same kind of attitude that is positive-
appreciation valuation. It is because the word “the most reliable way” is used to evaluate that sex education given by teachers becomes the most reliable way to the students. The second, “right information” is also used to evaluate that the information about sex is rightly given by the teachers. However, they employ different graduation. The first attitude is force - intensifier - strong, while the second one is focus - sharpening. Both of them have the same engagement, monogloss (the source is from the writer).

On the examples above, it can be seen that the word choices of the writer are influenced by her/ his attitudes. The attitudes used in the texts are also influenced by his/her status and the context in which sex education in US occurs. Because of his/her statues or role, the text’s writer might use a certain attitudes in evaluating the issue. As a result, the writer’s identity and the context will produce the text. Finally, the attitudes used in the text will be used to determine the prosody, genre, and ideology of the text’s writer.

The following are related researches on appraisal in English Department, Faculty of Letters and Fine Arts, UNS. The first research of appraisal was conducted by Intan Widya P (2011) entitled “A Comparative Analysis of Appraisal Between Editorial Column and Opinion Column Exposing the Banning of Smoking Published on The Jakarta Post Newspaper (Based on A Systemic Functional Linguistics Study)”. The recent research on appraisal was done by Fajar Rizki Arjuno (2011) entitled “A Comparative Analysis of Appraisals of Two Texts on Opinion Column in commit to user
the Jakarta Post Exposing the Bailout of Bank Century” (Based on Systemic Functional Linguistics Approach). In those researches, both writers, Intan and Fajar did not discuss the influence of the attitudes to the register of the texts, and they did not discuss the reason why the attitudes are used in the texts satisfactorily. This is because they did not use secondary data to connect between the phenomenon and the context.

In short, these situations provide research gaps for the researcher to conduct an analysis of appraisal to investigate the attitudes, engagement and graduation by identifying the issues of controversy of sex education in US. That’s why; by conducting a research entitled “A Comparative Analysis on Appraisal of Two Texts Exposing the Controversy of Sex Education Given in US Schools (Based on Systemic Functional Linguistics Study), this research tries to analyze that phenomenon to find out the of attitudes, the influence of the attitudes towards the texts, and the reasons why the attitudes are employed in the texts.

B. Research Question

Based on the research objective above, this research intends to answer the following questions:

1. What attitudes are employed in the texts?

2. How do the attitudes influence the texts?
3. Why are the attitudes used in the texts?

C. **Research Objective**

Based on the background and problem statements above, the objectives of this research are:

1. To determine the attitudes discovered in the texts.
2. To determine the effects of the attitudes toward the texts.
3. To determine the reason why the attitudes are used in the texts.

D. **Research Significance / Benefit**

The research on appraisal discovered in the Allvoices.com exposing the sex education given in public schools has the following significance:

1. To provide the influence of the attitudes toward the register of the texts.
2. To provide the reason why the texts’ writers use a certain attitudes to show their feeling toward an issue of sex education given in schools to conclude the prosody, genre and ideology of the texts’ writers.

E. **Scope of Research**

The research is limited on the appraisal theory (attitudes, engagement, and graduation). Specifically, the research is focused on the analysis of the two texts exposing the controversy of sex education in school. The first text is entitled “Sex
Education: Does it really work?” written by Hasnain Malik, and second text is entitled “Why sex education should be taught in schools” written by Zeeshan Ali discovered in the Allvoices.com. The analysis of appraisal will cover the attitudes (affect, judgment, and appreciation), graduation and the engagement to know the types of attitudes, the prosody, genre and the ideology of the texts’ writers. This limitation is used to make the analysis focus only on the two articles above.

F. Thesis Organization

As a scientific writing, this thesis will be organized into five chapters, as follows:

Chapter I consists of Introduction. In this chapter the research introduces the background, problem statement, research objectives, research questions, research significance/benefits, scope of research, and the organizational of the research report.

Chapter II consists of Literature Review. It discusses some theories which are related to the research. It covers mass media, Internet and Allvoices.com, sex education in US, systemic functional linguistics, appraisal, prosody and genre, and the last one is ideology.
Chapter III consists of Research Methodology. It discusses the research paradigm, research method, research location, sample and sampling technique, data and source of data, data validity, and technique of data analysis.

Chapter IV consists of Finding and Discussion. In this chapter, the research answers the research questions using appraisal theory.

Chapter V consists of Conclusion and Recommendations. In this chapter, the research concludes the result and gives some recommendations.
CHAPTER II

LITERATURE REVIEW

A. Mass Media

Nowadays, the development of technology makes the information spread fast. People can get information easily through media. Besides, people can communicate with others in broad scope by using media. The media is usually called ‘mass media’. Gamble & Gamble (1989) state mass media are tools, instruments of communication which allow us to record and transmit information and experiences rapidly to large, scattered, heterogeneous audiences. This enlarges our ability to talk each other by helping us overcome barriers caused by time and space.

Dominich (1996) says that mass media is classified into two: printed mass media and electronic mass media. Printed mass media bring the message through the sense of sight such as newspaper, magazine, brochure, buckled etc. Then, electronic mass media take the message through visual and auditory, for instance television, radio, broadcasting, Internet and so on. Internet media can also reach mass media status, and many mass media outlets maintain a web presence to take advantage of the ready availability of Internet in many regions of the world. Next, mass media aims to reach a very large market, such as the entire population of a country or nation state. That’s why, it can be said that mass media is a tool of communication that helps us to **commit to user**

B. Internet and Allvoices.com

As explained before, Internet media can also reach mass media status. The Internet has become one of the most widely used Universal Information Networks. Internet is a source of information that can reach all over the world. The source of information is very wide and big, so that no one can handle it alone (Sidharta, 1996). Moreover, Reddick and King (1996) state Internet is a term that is used to describe the relationship between computer networks, that’s why it enables to communicate each other.

The information called Web sites are used to store the information. Thus, Web is one of the facilities in the Internet, which organizes all the information in the Internet. It gives chance to people in accessing source of information fast and easy (Sidharta, 1996). Based on that explanation, it can be concluded that Internet is computer network connecting many sites. Finally, these sites are playing a part in mass media.

In this research, the website is taken from Allvoices.com. From this website, the data consisting of two texts dealing with controversy of sex education in US is retrieved. Allvoices.com is a global community that shares news, videos, images and opinions tied to news events and people. It is the first true people’s media. It is a place where people from all over the world can share what is happening where they are (location) at a particular point in time.
Allvoices is an open highly relevant social media site “where anyone can report and add their voice from everywhere. In allvoices.com, everyone is also encouraged to participate and add their voices and perspectives on existing news event. A contribution can be an article, a BlogSpot, comment, video, image or Q & A regarding a particular news event.

Allvoices’ contributors are divided into three levels i.e. Stringers, graduate to Reporters and Anchors. These levels indicate the overall Reputation as a contributor on Allvoices. Levels are based upon the reputation and credibility of the reports. Stringer just starts with Allvoices and builds their reputation and influence. Stringers have tremendous potential if they have power the Allvoices stage. Stringers are promoted to the Reporter level after having demonstrated an increasing level of influence within their social network, and have built a sizeable and growing fan base. To be a reporter, the last 5-7 contributed reports must have a full credibility rating. Finally, to achieve Anchor status, a contributor’s last 15 reports must be published with full credibility. This means that they have no copyright violations and are well regarded by the community based on the community’s content rating.

Founded in April of 2007 with Privacy Department in c/o Datran Media 345 Hudson Street, 5th Floor New York, Allvoices.com was started by passionate people who believe that everyone has a story worth telling, sharing that story can be the first step in changing lives. Allvoices redefines the voice of people through the global community for sharing current news events and issues from multiple
points of view, providing an emotional connection to each other’s perspectives (http://www.allvoices.com/about, 2010).

C. Sex Education in US

Sex education programs were first introduced to public school systems in 1913 in US. Since then, this form of education has been a hot and debatable topic among Americans. The original reason for sex education classes is to reduce problems such as venereal diseases and prostitution (http://www.newsweek.com). Nowadays, the debate of sex education in US has revealed a split between those who support, and others who favor to against. The public controversy on sex education given in public schools in US has been discussed as a problem by public in all over the world. The debate covers whether sex education should be taught in schools or at home by parents. Some opinions say that when parents provide information, their knowledge about contraception or other sexual health topics may often be inaccurate or incomplete (http://www.usatoday.com).

Thus, some people believe that sex education should be taught in schools to give children right information about sex and parents may not feel comfortable talking to their children about sex (http://www.guttmacher.org). Teacher Mary L. Tatum also says that schools also do a better job to influence children and have more time to try influence children better than anyone expects (Tatum, Mary Lee. Sex Education in the Eighties: Education in the Public School. New York, Plenum Press, 1981. pg.138). Moreover, Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their
behaviors. Sex education given by teachers is the most reliable way to give kids the right information about sex. In schools, sex education information is given by professional and has been proven by many reports all over the country and world (Harris, Alan. *Sex Education, Rationale and Reaction, What does Sex Education* + *Mean*. Cambridge University Press, Ed. Rogers, 1974. Pg.19).

Besides, the problem also covers the US policy about what kind of sex education should be taught in schools. There are some policies related to sex education program made by federal, state and local government in US, such as Abstinence only Education, Comprehensive or Abstinence Plus and HIV/AIDS Education. These policies still invite the debate by the public (www.kff.org/newsmedia/ /Sex-Education-in-America-Summary.pdf; http://www.kff.org/youthhivstds/3224-02-index.cfm).

In recent years, abstinence (avoiding sex) has become the main form of sex education curriculum. Though it is the only one-hundred percent way to prevent sexually transmitted diseases and unwanted pregnancies, abstinence-only sex education should not be the only form of sex education taught. This is because teenagers need to know about all aspects of sex. Eighty-five percent of all Americans believe that adolescents should be given all of the facts about sex, including the facts about how to protect themselves from sexually transmitted diseases and unwanted pregnancies. Dealing with this problem, President Obama would also eliminate most money for abstinence-only. Abstinence-only sex education programs, which emphasizes on no-sex-until-marriage message, received almost $1.3 billion in federal dollars from fiscal years 2001-2009, according to the Office
of Management and Budget. At the same time, studies of abstinence-only programs have shown little success; the most often-cited study, released in 2007, was congressionally mandated and federally funded and found that abstinence-only programs don't prevent or delay teen sex (http://www.usatoday.com). Therefore, from the fact that sex education today is abstinence based, fifty states in US support AIDS education program. Moreover, some opinion believe that U.S. Needs Effective HIV Prevention and Sex Education Policies, (http://www.medicalnewstoday.com).


D. Systemic Functional Linguistics
The term Systemic Functional Linguistics is introduced by M.A.K Halliday. Halliday (1994) states that language cannot be separated from meaning, that’s why this theory views that a language as a system of meanings, accompanied by the forms through the meaning which can be realized. Systemic Functional Linguistics sees language as a realization of context of situation and context of culture.

A key concept in Halliday’s approach is the “context of situation” which obtains “through a systematic relationship between the social environment on the one hand, and the functional organization of language on the other” (Halliday, 1985). It means that Systemic Functional Linguistics focuses on the language function of community in certain context.

As with Halliday, Eggins (1994) emphasizes that the systemic functional approach is being recognized as providing a very useful descriptive and interpretative framework in viewing language as a strategic and meaning making-resource. In addition, Eggins (1994) points out that the systemic linguists are interested in how people use language with each other in accomplishing daily social life. This interest leads them to advance four main theories about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by social and cultural context that they are exchanged; and the process of using language is a semiotic process.

Halliday (1994) says there are three metafunctions concerning the use of language in the society, i.e. ideational meaning, interpersonal meaning and textual meaning. These components are called ‘metafunctions’ in the linguistics system of
the two very general purpose which underlie all uses of language: (1) to understand the environment (ideational), and (ii) to act on the others in it (interpersonal). Combined with these is a third metafunctional component, the textual ‘textual’, which breathes relevance into the other two (Halliday, 1985; Halliday & Hassan, 1985; Thompson, 2004).

Next, Halliday explains that the ideational meaning is the representation of experiences. It is divided into two: experiential and logical metafunctions. The experiential metafunction employs the experience of participants. Meanwhile, the logical function employs the reasoning on the basis of experiences. The interpersonal meaning refers to the social interactions between participants. It includes three components: the speaker/writer personal, social distance, and relative social status. The ideational and interpersonal metafunction are projected in textual metafunction.

E. Text and Context

As stated before, Systemic Functional Linguistics is a perspective that concerns the study of language as a source of meaning. This is because the language itself is a product of social process both verbal and non-verbal (Santosa, 2003). Thus, there is a close relationship between language and society. This means that there is no language without society and conversely.

Everything which is written or said in a context called as a text. That’s why what we say or write can be called as a text. Text is a set of meaning presenting through words, clauses, and sentences (Halliday, 1985). Text is not
determined by its length or size, as long as it carries meaning is considered as a text (Widdowson, 2007; Santosa, 2003).

A text can not be separated from the context. The context has a function to find out the real meaning of a text. Malinowski divides context into two, they are context of culture and context of situation (Halliday & Hasan, 1985). The context can be used to determine the social meaning of a text and it is very important to bridge text and the situation. The meaning of the text will change if the context of situation and context of culture is also changed. Thus, the text can not be separated from context (Hewings & Hewings, 2005).

Context situation is a range within language user. Halliday (1985) states that context situation consist of three aspects: field, mode, and tenor. These three aspects work simultaneously to shape a contextual configuration or meaning configuration. The configuration will determine the type and the register used to realize social process.

Field refers to event with its surroundings, which is often expressed by what happen, when, where, and how the event occur. Mode covers two aspects, they are channel and medium. Channel is the type of language used to express the event both spoken and written. Next, mode covers medium which is used to channelize the social process. It can be medium of spoken or written, audio, visual, or audio-visual. Finally, tenor is the type of participants involved in the event which cover the status and social role of the participants (Santosa, 2003).

In the Systemic Functional Linguistic (SFL), there is a close relationship between those three aspects of context situation and language metafunctions in the
discourse (Eggins & Martin, 1997; Rose, 2006 (in Santosa, 2010)). Field is contiguous ideational. This is because field covers the event and the surroundings while ideation expresses the experiential meaning and logical. Mode is in one's pocket textual since it includes channel and metaphor used in the discourse while textual is the system and symbolic meaning, expression or textual of the discourse. Finally, tenor has a close relationship with interpersonal meaning. This is because tenor describes the relation between role and social status of participants while interpersonal express social meaning that is interactional and transactional. In this case, as stated by Martin & Rose (2003), appraisal is in the level of interpersonal meaning. This is because in the interpersonal meaning, the meanings express a speaker's attitudes and judgment.

The closeness relationship between those three aspects of context situation and the three metafunctions of language realize the social function of a discourse in the context of culture. In short, text or discourse is a language used to realize a certain social function in the context of situation and context of culture (Martin, 1992; Santosa, 2003).

E. **Appraisal**

Martin and Rose (2003) explain that in the language metafunction, appraisal is placed in a system of interpersonal meaning. The function of interpersonal meaning is to enact relationship. That’s why; the resources of appraisal are used to negotiate our social relationships, by telling our listeners or
readers how we feel about things and people in the form a word to tell what our attitudes are.

The attitudes are used to evaluate things, people’s character and people’s feeling. The evaluations can be more or less strong, and the sound of attitudes can be more or less amplified. Moreover, the source of attitudes may derive from the writer’s own opinion or it may be coming from another source (Martin and Rose, 2003). Martin and White (2005) stress that appraisal is divided into three systems. They are attitude, engagement, and graduation. This system has a purpose to give an overall sense of how the appraisal system is formulated. The system of appraisal will be explained further below:

1. **Attitude**

   There are three kinds of attitude: affect (expressing people’s feeling), judgment (judging people’s character), and appreciation (evaluating things) (Martin and Rose, 2003).

   a. **Affect (expressing people’s feeling)**

      If we pay more attention of how people show their feeling toward something, we can understand that the expression of our feeling may be in negative and positive. Martin and White (2005) states the negative affect may appear when we want to express our sadness, anxiousness, boredom, etc. while the positive affect can be seen when we want to show our happiness, self confident, anxiety, etc.
Moreover, in his book entitled *Working with Discourse*, Martin and Rose (2003) explain that to express our feeling, it can be shown both directly and indirectly. The table below will make us easier to understand.

*Table 2.1 Options for affect*

| Positive          | We were ecstatic  
|                  | We even celebrated |
| Negative          | I was torn to pieces  
|                  | I can’t explain the pain and bitterness in me.  |
| Direct            | Emotional state | Ecstatic  
|                  | Physical expression | Wild consuming fear  
|                  |                         | Withdrawn  
|                  |                         | Shake uncontrollably  
| Implicit          | Extraordinary behavior | Wander from window to window  
|                  |                         | Rolls this way, that side of bed  
|                  | Metaphor                | Ice cold in sweltering night  
|                  |                         | Eyes...dull like the dead  |

(Martin & Rose, 2003:24)

In Halliday’s term (1994) the attitudes include ‘qualities’, ‘processes’, and ‘comments’ (See also Thomson, 2004; Bloor & Bloor, 2004). The grammatical functional for each type will be drawn below:

*Table 2.2 Realization of affect*

<table>
<thead>
<tr>
<th>Affect as ‘quality’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing participants</td>
<td>A happy boy</td>
</tr>
<tr>
<td>Attributed to participants</td>
<td>The boy was happy</td>
</tr>
<tr>
<td>Manner of processes</td>
<td>The boy played happily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affect as ‘process’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective sensing</td>
<td>The present pleased the boy</td>
</tr>
<tr>
<td>Affective behaving</td>
<td>The boy smiled</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affect as ‘comment’</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Desiderative comment</td>
<td>Happily, he had a long nap</td>
</tr>
</tbody>
</table>

(Martin & Rose, 2003:58)
b. Judgment (people’s character)

Similar to affect, the way of people in evaluating people’s character can be positive and negative. Then, it also can be judged explicitly or implicitly. However, different from affect, judgment people’s character is divided into personal judgment and moral judgment. Personal judgment is used to evaluate a person’s character by giving admiration or criticism. Meanwhile, moral judgment is used to evaluate a group of people’s character by giving praise or condemnation. On the other hand, moral judgment is used to judge character of more than one person (Martin & Rose, 2003). To make it easier, it will be explained by the table below:

*Table 2.3 Example of Judgment of character*

<table>
<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Implied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admire</td>
<td>Bubbly, vivacious, energetic, intelligent,</td>
<td>He was working in a top security structure.</td>
</tr>
<tr>
<td></td>
<td>popular</td>
<td></td>
</tr>
<tr>
<td>Criticize</td>
<td>What's wrong with him? I can’t handle the man anymore!</td>
<td>I can’t explain the pain and bitterness in me when I saw...</td>
</tr>
<tr>
<td><strong>Moral</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Praise</td>
<td>Their leaders have the guts to stand by their vultures...</td>
<td>I envy and respect the people of the struggle...</td>
</tr>
<tr>
<td>Condemn</td>
<td>Our leaders are too holy and innocent. And faceless.</td>
<td>....'those at the top’ were again targeting the next ‘permanent removal from society’...</td>
</tr>
</tbody>
</table>

(Martin & Rose, 2003: 30)

c. Appreciation (evaluating things)

Appreciation is related to how people evaluate about thing. Thus, appreciation is evaluating the value of thing. For example, we may evaluate about
how the TV shows is running, films, books, homes, handicrafts, buildings, about nature, tourism places, etc. (Martin & Rose, 2003).

Similar to affect and judgment, the appreciation of thing can be done positively and negatively. The system of appreciation is organized around three variables: reaction, composition and valuation. Reaction has to do with attention (reaction: impact) and the emotional impact with the degree to which the text/process in question captures our reaction, quality. Composition refers to our perception of proportionality (composition: balance) and detail (composition: complexity) in a text/process. Finally, valuation focuses on field, since the criteria for valuating a text/process are for the most part institutionally specific (Martin & Rose, 2003). The following table shows the categorization of appreciation.

Table 2.4 Appreciation in a specialized field

<table>
<thead>
<tr>
<th>Linguistics</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction:</td>
<td>Timely, long awaited, engaging, landmark…</td>
<td>Untimely, unexpected, overdue, surprising, dated…</td>
</tr>
<tr>
<td>impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[notability]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reaction:</td>
<td>Fascinating, exciting, interesting, stimulating, impressive, admirable…</td>
<td>Dull, tedious, boring, pedantic, didactic, uninspired…</td>
</tr>
<tr>
<td>quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[likeability]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>Consistent, balance, thorough, considered, unified, logical, well argued, well presented…</td>
<td>Fragmented, loose ended, disorganized, contradictory, sloppy…</td>
</tr>
<tr>
<td>[balance]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>Simple, lucid, elegant, rich, detailed, exhausted, clear, precise…</td>
<td>Simplistic, extravagant, complicated, Byzantine, labyrinthine, overly elaborate, narrow, vague, unclear, indulgent, esoteric, electric…</td>
</tr>
<tr>
<td>[complexity]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valuation</td>
<td>Useful, penetrating, illuminating, challenging, significant, deep, profound, satisfying, fruitful…</td>
<td>Shallow, ad hoc, reductive, unconvincing, unsupported, fanciful, tendentious, bizarre, counterintuitive, perplexing, arcane…</td>
</tr>
<tr>
<td>[field genesis]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Martin & Rose, 2003: 64)
2. **Graduation**

Martin & rose, 2003 emphasize that one of the important things of attitudes is that we can make degree or amplification about someone or something being evaluated. This means that we can show or tell how strong or great we feel about someone or something. The example of gradable can be seen below:

![Figure 2.1 Figure of graduation](Martin & Rose, 2003: 38)

As can be seen from the figure above, the words *extremely* and *sharply* show the choices of turning the volume up. Meanwhile, *fairly* and *somewhat* express the volume down.

Martin & Rose (2003) also explain that the graduation is divided into two parts, they are force and focus.

a. **Graduation: force**

Martin & Rose (2003) states that graduation force is the way of people turn the volume of attitudes up or down. There are four kinds of graduation: force.

- **Intensifiers**

  Intensifiers mean that we can make a comparison of our attitudes. The comparison of intensifier can be seen in the sentence below:
If I had to watch how white people became dissatisfied with the best and still wanted better and go it.

The words in bold type show that best can be compared to better. These words are possible to compare because they are gradable.

- **Attitudinal lexis**

  Attitudinal lexis is lexis with attitude. As explained before, graduation force is related to turn the volume of attitudes up and down. It also includes the degrees of intensity such as the word happy-delighted-ecstatic. Those words are attitudinal lexis because the lexical items refer to degrees of happiness.

- **Metaphors**

  Metaphor is telling the way we show our feeling or our attitudes by using metaphors utterances. This means that our attitudes shown by unordinary language. For example: adopted from Martin & Rose (2003) about Helena’s story.

  Ice cold in a sweltering night

  Dull **like the dead**

  **Blood-curdling** shrieks

  The words in bold type are metaphors. Those metaphors show us how cold her second love was, how dull his eyes were, and how frightening his screams were.

- **Swearing**

  As well as metaphor, we may also use swearing to express our attitudes. In Martin & Rose (2003), Helena uses swearing to express her frustration with white South African leaders:
**Dammit!** What else can this abnormal life be than a cruel human rights violation?

The word dammit is the swearing because it is the rude word used by the writer in expressing the feeling.

In Martin and White (2005), intensifier and attitudinal lexis are included in intensification. The intensification itself is divided into two categories: quality and process. In addition, Martin and White (2005) also suggest that graduation: force includes force: quantification. Quantification involves scaling with respect to amount (e.g. size, weight, strength, number) and with scope in time and space (i.e. how widely distributed, how long lasting) and proximity in time and space (i.e. how near, how recent). The classification of force: quantification can be drawn below:

*Table 2.5 Force: Quantification*

<table>
<thead>
<tr>
<th>Quantification</th>
<th>Extent proximity</th>
<th>Extent distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td><strong>Time</strong></td>
<td><strong>Space</strong></td>
</tr>
<tr>
<td>A few problems,</td>
<td>Recent</td>
<td>Nearby,</td>
</tr>
<tr>
<td>many, a multitude.</td>
<td>arrival, ancient</td>
<td>mountains,</td>
</tr>
<tr>
<td><strong>Mass</strong></td>
<td><strong>Space</strong></td>
<td>Long-lasting</td>
</tr>
<tr>
<td>A tiny problem,</td>
<td>ancient</td>
<td>hostility,</td>
</tr>
<tr>
<td>small, large,</td>
<td>betrayal</td>
<td>short battle.</td>
</tr>
<tr>
<td>huge, gigantic.</td>
<td></td>
<td>Wide-spread</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td><strong>Space</strong></td>
<td>hostility,</td>
</tr>
<tr>
<td><strong>Space</strong></td>
<td></td>
<td>narrowly-based</td>
</tr>
<tr>
<td></td>
<td></td>
<td>support.</td>
</tr>
</tbody>
</table>

(Martin and White, 2005: 151)

b. **Graduation: focus**

Martin and White (2005) state that graduation: focus contains the values of attitudes, they are sharpening and softening. The attitudes which have been labeled sharpening have up-scale, for instance a **real** father, a **true** friend, they are...
kind of crazy etc. the words in bold type show that we evaluate someone or things sharply.

Meanwhile, softening is related to evaluate the things using (down-scale), for instance kind of sexy, kind of marvelous. The table below will summarize between graduations: force and focus.

Table 2.6 Option for graduation

<table>
<thead>
<tr>
<th>Force</th>
<th>Intensifiers</th>
<th>He still plays great</th>
<th>The second part is fantastic…</th>
<th>Ice cold in a sweltering night</th>
<th>Dammit, there must be a clique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attitudinal lexis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metaphors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swearing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>Sharpen</td>
<td>A true guitar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soften</td>
<td>A part-time blues fan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Martin & Rose, 2003: 43)

3. Engagement

The last part of appraisal system that we have to recognize is dealing with source of attitudes. The engagement is telling us about from where and who are the attitudes taken from (Martin & Rose, 2003). Moreover, Martin & Rose (2003) also states that the engagement is divided into two categorizes, they are monogloss and heterogloss. Monogloss means that the attitudes coming from the author or the writer own opinion. Meanwhile, heterogloss means that the source of attitudes is taken from any other than the writer or someone else. In addition, there are three ways to show additional voices into text: via projection, modality, and concession.

a. Projecting Sources
Projections is quoting or reporting what people say or think. The following table shows some examples of projecting sources.

**Table 2.7 Projecting sources**

| Projecting clause | Then he says: He and three of our friends have been promoted.  
|                  | **I know where everything began, the background.**  
| Names for ‘speech acts’ | I end with few lines that my wasted vulture said to me.  
| Projecting within clause | They broadcast substantial extracts:  
| Many of those who have come forward had previously been regarded as respectable.  
| Such offices as it may deem necessary.  
| Scare quotes | ‘those at the top’, the ‘cliques’ and ‘our men’  

Adapted from Martin and Rose (2003: 48)

### b. Modality

Halliday (1994) describes modality as a resource which sets up a semantic space between yes and no, a cline running between positive and negative poles. There are two general kinds of modality, one for negotiating services, and the other for negotiating information (Martin and Rose, 2003). Demands for a service can be negotiated as follows:

- **Positive**
  - do it
  - you must do it
  - you should do it
  - you could do it
  - don’t do it
- **Negative**

![Figure 2.2 figure of demand modality](image)

Adapted from Martin and Rose (2003: 48)
On this scale we can say ‘how obliged’ someone to act. On the other hand, statements that give information can be negotiated as follows:

![Figure 2.3 figure of modality for negotiating information](image)

Adapted from Martin and Rose (2003: 48)

On this scale we can say how ‘probable’ a statement is. At each pole of these scales of modality is the choice of positive or negative polarity.

c. **Concession**

Consequential conjunctions that counter our expectations are known as concessive (Martin and Rose, 2003). Conjunctions like *but*, that counter expectations, are termed concessive. *But* is the most common conjunction used to signal concession. But there are other possibilities, including *however* and *although*, and variations on the theme including *even if* and *even by*; *in fact, at least, indeed*; and *nevertheless, needless to say, of course, admittedly, in any case* etc: Conjunctions used for concessive consequences are given in the following table.

*Table 2.8 Conjunctions used for concessive consequences*

<table>
<thead>
<tr>
<th>Means</th>
<th>By</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Thus</em></td>
<td><em>But</em></td>
</tr>
</tbody>
</table>

*commit to user*
<table>
<thead>
<tr>
<th>Consequence</th>
<th>Because</th>
<th>although, even though</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>so, therefore</td>
<td>but, however</td>
</tr>
<tr>
<td>Condition</td>
<td>If</td>
<td>even if</td>
</tr>
<tr>
<td></td>
<td>Then</td>
<td>even then</td>
</tr>
<tr>
<td>Purpose</td>
<td>in order to</td>
<td>Without</td>
</tr>
</tbody>
</table>

Adapted from Martin and Rose (2003: 52)

F. **Prosody and Genre**

According to Martin & Rose (2003), appraisal resources are used to establish the tone or mood of a passage of discourse, as choices resonate with one another from the moment to another as a text unfolds. The pattern of choices is thus ‘prosodic’. They form prosody of attitude running through the text that swells and diminishes, in the manner of a musical prosody.

The prosodic pattern of appraisal choices constructs the ‘stance’ or ‘voice’ of the appraiser, and this stance or voice defines the kind of community that is being set up around shared values. In everyday language, these stances are often discussed as ranging along a scale from more objective or more subjective (Martin & Rose, 2003).

Based on the theory above, it can be summarized that the prosody is a voice that deals with the objectivity and subjectivity of the writer in giving opinion toward an issue.

Genre is the realization of a prototype of verbal social process. This verbal social process refers to a certain context of culture which covers the society’s norm and value. Generally, genre is related to a social process having a particular...
social function, which can be seen from the sequences of social activities
(Santosa, 2003; Martin, 1992).

Halliday and Hasan (in Santosa (2010)) also state that genre is realized in
the Generic Structure Potential or GSP. GSP is an obligatory element of a text that
can be used in determining the genre of the text, because it is an obligatory
element, every genre has different GSP. Texts with the same genre may have
many variations in their text structures depend on the context situation. So, the
texts may have different optional structures.

In addition, Martin (in Santosa (2010)) classifies genre into two categories;
story genre and factual genre.

1. **Story Genre**

   Martin (in Santosa 2010) states that story genre is explored from the social
process which has the main purpose to entertain the readers. There are four types
of story genre; recount, anecdote, exemplum and narrative.

   a. **Recount**

   A recount genre consists of a record of events or social phenomenon
occurred in the past. The events are arranged chronologically or using sequence of
events. The purpose of recount in story genre is to entertain by telling story that
happened in the past. The generic structure of recount consists of orientation (to
introduce the general event), events (to tell the detail event), and re-orientation.
The re-orientation is optional, that’s why it could be included or not. The semantic
features of recount are: using past tense, using material process, and focusing on
temporal sequence (Martin in Santosa, 2010).
b. Anecdote

An anecdote refers to a record of events or social phenomenon consisting of a short and interesting story taken from our past experience. The story is not only our own experience but also someone we know. The primary purpose of anecdote is not merely to entertain or to create humor but also to reveal a truth. In addition, there is something remarkable out of ordinary. The generic structure of anecdote is as follow:

- **Abstract**: tell the general incidents
- **Orientation**: set the happening
- **Crisis**: provide the unusual event in details
- **Reaction**: response to crisis
- **Coda**: give the evaluation of the incident, but it is optional

(cited).

c. Exemplum

An exemplum views a usual thing as an incident, which is then followed by an interpretation that explains how things should or should not happen (ibid).

d. Narrative

Narrative tells about the details story that happens in the past. Different from recount, narrative is more complicated because it brings the story to life and contains actions of the participants in struggling conditions. In the narrative genre, the unusual thing creates a complication which is further evaluated in the evaluation, and it will finally be overcome in the resolution (ibid).

The sequence of activity of the story genre can be seen in the table below:
Table 2.9 Story Genre

<table>
<thead>
<tr>
<th>Types of story genres</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>A record of events</td>
</tr>
<tr>
<td>Anecdote</td>
<td>Crisis</td>
</tr>
<tr>
<td>Exemplum</td>
<td>Incident</td>
</tr>
<tr>
<td>Narration</td>
<td>Complication</td>
</tr>
</tbody>
</table>

(Adapted from Martin 1992; in Santosa, 2010: 79)

2. **Factual Genre**

Next, Martin (1992; in Santosa 2010) explains that factual genre is explored from the social process including daily activities, academic, journalistic, and many other factual activities in the society. It is divided into 8 types: recount, description, report, procedure, explanation, exposition, discussion, and exploration.

a. **Recount**

Different from recount in story genre which functions to entertain, recount in factual genre retells past events for the purpose of informing. Similar to story genre, the events of recount in factual genre are arranged using sequence of event. We may use flash back in telling the event, but it remains chronological. Recount is not used to generalize something (Martin 1992; Santosa, 2010).

b. **Description**

Description genre is used to describe things, both living and non-living things. In describing the thing, we do not need to write the thing chronologically. We may start the description from any part that we like (ibid).

c. **Report**
Report genre is used to describe the ways things are, with reference to a whole range of phenomena, natural, cultural and social in our environment. The activity in report is not structured. This genre is used to generalize something, that’s why the result is a document. The generic structure is usually started by general classification followed by description of the things. The lexicogrammatical features are: use simple present tense (unless extinct), focus on generic participants (groups or things), and no temporal sequence (ibid).

d. Procedure

Procedure genre is used to describe how something is worked or done through a sequence of actions of steps. The steps are arranged orderly and obligatory. This means that, we have to follow the step from the beginning to the end to reach the goal. For example is the procedure of how to make omelet. Thus, we have to follow the step of making omelet from the beginning to the end. The grammatical features are: focus on generalized human agents, use of simple present, often use imperative, use mainly of temporal conjunctions, use of mainly material process (ibid).

e. Explanation

Explanation genre has a main function to explain the phenomenon. It can be natural phenomenon, social or cultural phenomenon. Explanation is more about process than things. It includes the questions of how and why. For example:

How volcanoes erupt.

Why oceans look blue.
However, it can be a combination between how and why. Thus, in this case there will be cause-effect, or effect-cause relationships. The generic structure of this genre is started by general statement to position the reader, followed by the explanation of why or how something occurs (ibid).

f. Exposition

Exposition genre functions to put forward point of view or one-side argument. For example: essays, letter to the editor (logical rather than temporal sequencing). The generic structure is started by thesis followed by one side arguments that support the issue. Thesis introduces topic and indicates writer’s position. Then, it is ended by reiteration (restatement of the thesis).

Its grammatical features usually involve simple present tense, few temporal conjunction relations (mostly logical relations), use of material, relational, and mental process. Exposition is divided into two; they are analytical and hortatory exposition. In analytical exposition, the writer just shows the readers that something is the case (Martin, 1987). Meanwhile, in hortatory exposition, the writer does not only shows the readers that something is the case, but also persuades the readers to do something (ibid).

g. Discussion

Discussion genre presents information and argument for both sides of a topical issue, concluding with a recommendation based on the weight of evidence. The generic structure of this genre is started by an issue, followed by arguments for and against or in complex discussion (the statements of various viewpoints). The lexiogrammatical features of this text are: focus on generic human and non-
human participants, use of simple present tense, use of logical conjunction relation, and use of material, relational and mental process (ibid).

h. Exploration

Exploration genre functions to find out something, which is still debatable and in theoretical phase. The activity sequence of exploration should be structured in order to gain effective and efficient result (ibid).

G. Ideology

Ideology is considered as a result of the interaction of cultural values, norms, beliefs and experiences in viewing social phenomenon in the society. In this context, ideology does not always refer to common ideology that has been developed in our society such as liberalism, socialism, communism, Pancasilaism, etc., but it may cover the case of feminism, religion, certain philosophical belief, even particular belief of person or an individual (Santoso, 2003).

As explained above, ideology is a part of context of culture that determines the use of genre and register. Birch in Santosa (2003) states that a text is a reconstruction of ideological and other socio-cultural values realized in the system of linguistics. Martin 1992 in Santosa (2003) explains that the definition of ideology can be seen from the language variation used by person, community or certain society. That’s why; in this case, ideology is not similar to the definition of ideology in politics.

Moreover, Martin (1992) suggests that as a part of a model for dealing with ideology involving two axes: antagonist and protagonist then left and right.
Antagonist is marked by the interlocutors who are interested in creating issue, while protagonist is characterized by interlocutors attempting to dissolve issue. The term left refers to those who have semiotic power to gain through the ensuing debates and the term right is used to support the issues.

To sum up, the perspective of ideology can be seen below:

![Figure 2.4 Figure of ideology](image)

(Adopted from Martin, 1992: 584)

For example, in the controversy of sex education given in public schools in America, right antagonist can be represented by those who one-sidedly agree with the American government. These people support the program of sex education because it can give information about sex education for children in school years. Then, left antagonist is represented by those who one-sidedly disagree with the program of sex education given in American public schools.

Next, right protagonist can be represented by those who agree with sex education program by giving argument from many sides and evidences that prove the benefit of sex education program. Meanwhile, left protagonist is represented
by those who disagree with sex education program in America by providing different point of view from many sides or as observer who gives evidences that prove sex education program is not really beneficial.

From the example above, we may conclude that there is a close relationship between genre and ideology. In general, antagonist will use exposition genre. This is because exposition has generic structure starting from thesis and then maintains the argument in one side. Protagonist which looks at the issue from many sides will use discussion genre. This is because discussion genre has generic structure that see the issue from many points of view before giving recommendation or conclusion (Martin 1992; Santosa, 2003).
CHAPTER III

RESEARCH METHODOLOGY

A. Research Paradigm

Research paradigm refers to the methodology, an approach or more about philosophical stance used to support a research. For instance, an observation with qualitative paradigm will result in different types of data from an observation with a quantitative paradigm. This is because there are different ontology and epistemology between qualitative and quantitative paradigms (Blaxter et al., 2006; Lincoln & Guba, 1985; Creswell, 2008).

This research belongs to a qualitative research employing descriptive method. This is because at the end of the research, it will describe the ideology of the text’s writers. Thus, descriptive method is a method of research which tries to solve a problem by describing, analyzing, and interpreting data (Narkubo & Ahmadi, 1997).

Meanwhile, Bogdan and Tailor (in Moleong, 2002) define a qualitative research as a research presenting descriptive data in the form of written and oral words of human behavior that can be observed. A qualitative research is a type of research which does not include any calculation or numeration. In a qualitative research, the data produced are in the forms of words (Moleong, 1989). Qualitative research applies inductive data analysis starting from evidences rather than imposing theoretical model (Wattles & Radic- Bojanic, 2007). From the explanation above,
qualitative descriptive method used in this research is conducted by selecting the texts, collecting the data, classifying the data, analyzing the data, interpreting the result and drawing the conclusion. Thus, the finding of this research will qualitatively describe what and how the attitudes are (Strauss & Corbin, 2003).

This research also applies a case study which attempt to describe, explore and to explain the way and reason of attitudes used in the contributor’s opinion toward the controversy of sex education given in US public schools published in Allvoices.com (Yin, 2002). This research basically also uses discourse analysis as an approach and method of investigation. As perspective, discourse analysis explores discursive production of reality as a whole. Meanwhile, as a method it has its own way of looking for data, analyzing them, and interpreting them (Santosa, 2010).

In this research, appraisal theory is applied. The appraisal theory is in the frame of Systemic Functional Linguistics (SFL) (Halliday, 1994). Thus, this research uses this perspective because Systemic Functional Linguistics is an approach that focuses on the purposes and the uses of a language both spoken and written in their contexts. In appraisal, SFL will show how meaning is made through its linguistic resources taken from the discourse.

B. Research Method

Research method is the guidance for the researcher which tells about the sequence of how is the way to do the research (Nazir, 1988:51). The research
method deals with how to determine the research location, sampling technique, data and source of data, and data validity.

1. Research Location

The research location of this research is in the form of Internet media, especially in the texts entitled “Sex Education: Does it really work?” written by Hasnain Malik, an educationist from Islamabad, Pakistan and “Why sex education should be taught in schools” written by Zeeshan Ali, the students of ACMA in America.

The two texts have already satisfied the focus determined boundary (Lincoln & Guba, 1985) and Spradley’s primary elements of research location: place/setting, participants, and events (1980). The setting of this research was a contribution column in the form of article taken from the website Allvoices.com. The research took two comparative texts from contribution column. The media contains actors, place, and time of scene in the news. The actors cover all participants involved in the happening in Allvoices.com, including the texts’ writers and participants involved in the texts. Finally, the events cover the happening that occurred in the contribution column published on the Allvoices.com.

2. Sample and Sampling Technique

According to Hadi (1983), sample is a part of representation of the data being observed. In this research, the researcher uses total sampling technique. This means that the researcher takes the entire sample in the source of data. This
is because all the content belonging to the data is appropriate to be analyzed using appraisal approach. In qualitative research, the samples are not taken from the population since the selection of the samples is not intended to make generalization of the population, but it is intended to gain depth information on the field of study (Sutopo, 2002; Strauss & Corbin, 2003).

3. Data and Source of Data

Arikunto (2002) states that the source of data in a research is the subject from which the data are obtained. The data themselves may appear in the form of discourse, sentence, clause, phrase or word which can be obtained from magazine, newspapers, books, etc. (Subroto, 1992). The source of data in this research is the two texts taken from Allvoices.com. The first text is entitled “Sex Education: Does it really work?” written by Hasnain Malik, an educationist from Islamabad, Pakistan. The second text is entitled “Why sex education should be taught in schools”, written by Zeeshan Ali, the students of ACMA in America.

Meanwhile, the data are detailed description of situation, events, people, interaction and observed behaviors (Patton, 1980). In this research, there are two kinds of data; they are primary and secondary data (Blaxter et. al, 2006). The primary data of this research consist of detail and depth linguistics phenomena about the types of attitudes: affect (people’s feeling), judgment (people’s character), and appreciation (evaluating things) taken from those two texts. The secondary data consist of the information about the sex education given in schools and the text’s writers.
4. Data Validity

There are four types of data validity to check trustworthiness of the data: source of data, investigator, method and theoretical triangulation techniques (Lincoln & Guba, 1985; Patton, 1980). The source of data triangulation of the research was applied from the same website, Allvoices.com with different texts. The first article is entitled “Sex Education: Does it really work?” written by Hasnain Malik, an educationist from Islamabad, Pakistan. The second is “Why sex education should be taught in schools”, written by Zeeshan Ali, the students of ACMA in America.

5. Technique of Data Analysis

The technique of analyzing data was conducted qualitatively and inductively based on content analysis (Lincoln & Guba, 1985; Sutopo, 2002). In this study, the content analysis applies appraisal theory. Spradely (1980) states that there are four components of content analysis: domain, taxonomic, componential analysis, and finding cultural values. The analysis is illustrated in the following figure:

![Diagram of analysis flow]

Figure 3.1 The flow of analysis of the study

(Adapted from Santosa, 2010)
The techniques of data analysis used in this research will be explained below:

1. Applying domain analysis by identifying the attitudes as a part of appraisal and belonging to the data.

   In this step, the researcher collected the data from the two texts dealing with controversy of sex education given in schools taken from Allvoices.com. The following example underlines the analysis of appraisal in the two texts:

   a. Sex education given by teachers at school is the most reliable way to give kids the right information about sex.

   b. The first formal attempts at sex education were introduced by a Dr. Arnold a schoolmaster at a public school.

   The data “a” typed in bold are identified as the attitudes that will be classified using appraisal theory. Meanwhile “b” is not a data because it does not have any appraising item.

2. Applying taxonomic analysis by classifying the types of attitude as a part of appraisal into the certain types.

   The classification was done by identifying the forms and the meaning of utterances belonging to the data. This is the categorization of the data (the attitudes) using appraisal theory:

   **Table 3.1 The analysis of attitudes**

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising Items</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>commit to user</em></td>
<td>Affect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Judgment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>appreciation</td>
</tr>
</tbody>
</table>
### Table 3.2 The analysis of Graduation

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising Items</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intensifier</td>
<td>Sex education given by teachers at school is the most reliable way to give kids the right information about sex.</td>
<td>Raise</td>
</tr>
<tr>
<td>2</td>
<td>Epithet</td>
<td>Sex education given by teachers at school is the most reliable way to give kids the right information about sex.</td>
<td>Sharpening</td>
</tr>
</tbody>
</table>

### Table 3.2 The analysis of Engagement

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising Items</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Sex education given by teachers at school is the most reliable way</td>
<td>Monogloss</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Sex education given by teachers at school is the most reliable way to give kids the right information about sex.</td>
<td>Monogloss</td>
</tr>
</tbody>
</table>

Table 3.1 shows the classification of attitudes. This classification is conducted to know the kind of attitudes used in the texts, whether the utterances belong to affect, judgment or appreciation. Then, Table 3.2 is the analysis of...
graduation. It has a purpose to understand the gradable of the attitudes, whether it belongs to force or focus graduation. Finally, Table 3.3 is the analysis of the engagement where the function is to understand sources of the attitudes. For example, those attitudes are classified into the same kind of attitude that is appreciation - positive. This is because the word “the most reliable way” is used to evaluate that sex education given by teachers becomes the most reliable way to the students. The second, “right information” is also used to evaluate that the information about sex is rightly given by the teachers.

However, they employ different graduation. The first attitude is force – intensifier - raise, while the second one is focus - sharpening. Both of them have the same engagement, monogloss (the source comes from the writer’s evaluation).

3. Applying componential analysis (an analysis by viewing relation of the classification and phenomena).

This step was done by analyzing the effect of attitudes toward the texts, to answer the research question of how do the attitudes influence the texts. The data was presented in the form of table to provide the whole picture of what have been identified and classified in the previous step. The following Table is the examples of data presenting:

| Table 3.4 Number of attitudes from the first and second text |
|-----------------|-----------------|
| **Attitude**    | **Frequency of occurrence** |
|                 | **Text I**      | **Text II**    |
| Affect          | Positive        |                |
|                 | Negative        |                |

*commit to user*
Table 3.4 above will be used to describe the impact of the attitudes toward the two texts and explained the similarities and differences between those texts.

4. Applying finding cultural values analysis to find the reason behind the style of the text.

This step was intended to answer the research question of why the text’s writers used certain attitudes to show their feeling toward the issue. This was done by putting the result of componential analysis in its own contexts, like figured in the diagram below:

<table>
<thead>
<tr>
<th></th>
<th>Positive</th>
<th>3</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Appreciation</td>
<td>Positive</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Text 1</td>
<td>Force</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Focus</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Engagement</td>
<td>monogloss</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>heterogloss</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

Figure 3.2 Figure of finding cultural values
5. Drawing conclusion by identifying the attitudes, prosody, genre and ideology of the texts’ writers using appraisal theory.
CHAPTER IV

FINDINGS AND DISCUSSION

A. Introduction

This chapter is divided into two parts, they are findings and discussion. As explained in the Chapter III, the technique of analyzing data will be conducted qualitatively and inductively based on content analysis: domain, taxonomic, componential analysis, and finding cultural values. Domain, taxonomic, componential analyses are used to provide the findings. Meanwhile, the discussion applies componential analysis and finding cultural values to see the relationship between the components and the context.

In addition, this part is aimed to answer the three research questions stated in Chapter I using appraisal theory. The questions include the types of attitudes used in the two texts exposing controversy of sex education given in US public schools, the influence of the attitudes toward the texts, and the reasons why the texts’ writers employed the attitudes in the texts. In analyzing appraisal, this research uses Martin and Rose theory (2003), and combines the theory from Martin and White (2005). The answer of those questions will be given and described below.

B. Findings

This sub-chapter will depict the types of attitudes from both texts, including the graduation and the engagement of each text.
1. **First Text**

1.1 **Analysis of Attitude**

In the first text entitled “Sex Education: Does It Really work?” there are only two kinds of attitudes namely judgment, and appreciation. By applying domain and taxonomic analyses, types of the attitudes and the classification can be found. The findings of text 1 can be seen in the following table.

*Table 4.1 Number of attitudes Text 1*

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Frequency of occurrence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

Table 1.4 above shows the number of attitudes found in the first text. As can be seen, the text’s writer (Hasnain) does not employ any affect because he does not evaluate the controversy of sex education using his own feeling. Thus, Hasnain employs the attitudes in appreciation and few numbers of judgments. His appreciation is used to evaluate the issue, while the judgment is used to evaluate the participants involved in the texts. From the table, it can also be seen that appreciation amounts to 73%, consisting of 46% negative appreciation and 27% positive appreciation. Meanwhile, there are only 27% judgment comprising of
17% negative judgment and 10% positive judgment. Thus, it can be summed up that Hasnain Malik expresses his disapproval or tries to challenge the issue of sex education given in US schools. This can be seen from the use of negative attitudes rather than positive ones in the text. A detailed picture of judgment and appreciation will be discussed below.

1.1.1 Judgment

As explained in chapter II, judgment is the evaluation on people’s behavior. The character or the behavior can be judged positively and negatively, and this can be implicit or explicit. Besides, the evaluation of character can be done for personal and moral. Table 4.2 below will show the whole data of judgment in the first text and then followed by its description.

Table 4.2 Analysis of Judgment Text 1

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Judgment</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Carrier-attribute</td>
<td>Negative Moral-condemn-direct</td>
<td>&quot;Forty percent of today’s fourteen year old girls will become pregnant by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632).</td>
</tr>
<tr>
<td>5 a</td>
<td>Mental-Behavioral-process</td>
<td>Negative Moral-condemn-direct</td>
<td>I believe [that the people of this nation need to look at the current sex education programs]</td>
</tr>
<tr>
<td>5 b</td>
<td>Mental-Behavioral-process</td>
<td>Negative Moral-condemn-direct</td>
<td>I believe [that the people of this nation need to… and see [if…]]</td>
</tr>
<tr>
<td>6 b</td>
<td>Mental-Behavioral-process</td>
<td>Positive Moral-praise-direct</td>
<td>to discourage teens from having sex at younger and younger ages;</td>
</tr>
<tr>
<td>11</td>
<td>Carrier-attribute</td>
<td>Negative</td>
<td>This will prove [that teens having sex at a</td>
</tr>
<tr>
<td>attribute</td>
<td>Moral-condemn-direct</td>
<td><strong>younger age</strong> is the reason for the failure of sex education in this country].</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Verbal-Behavioral-process</td>
<td>Then when the children reach the age of 16 <strong>they need to be taught AIDS and condom education.</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Epithet-thing</td>
<td>[[AIDS can be spread by the transfer of bodily fluids such as blood or semen from an <strong>infected person</strong> to one [[who is not]].]]</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Epithet-thing</td>
<td>[[AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to <strong>one</strong> [[who is not]].]]</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in Table 4.2 above, Hasnain Malik uses judgment to evaluate and to give comment on the behavior of the people involved. In this case, he judges the character of American teenagers and American people. In general, he uses mostly judgment in the form of moral. This is because; the issue of sex education covers the problem of society. That’s why; he judges the character or the moral of people rather than personal.

In his interpretation, Hasnain judges the character of American teenagers and the society more negative than positive. Therefore, he uses more condemns than praises. The use of negative judgment or condemn shows that he wants to evaluate the high rate of teen pregnancy in US and to evaluate the unawareness of people toward sex education program in America. Besides, the use of direct judgment shows his direct evaluation.

*commit to user*
From the carrier-attribute clause 2, he condemns American teenagers for their bad behavior related to sexual activity. He says that "Forty percent of today's fourteen year old girls will become pregnant" by the time they are nineteen" (qtd. in "The Effects" 632). In carrier-attribute clause 11, he assesses negatively that teens having sex at a younger age is the reason for the failure of sex education in this country].

In the next clause, he also directly condemns the behavior of American people who do not really care of sex education programs. For example in mental-behavioral-process clause 5a and 5b, he evaluates that people need to look and need to see at the current sex education program whether they are properly addressing the problems or not. In addition, he judges infected person negatively because they can spread AIDS by many ways. The epithet-thing nominal group in clause 17 shows this case. “[[AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [who is not]].]]”

In his text, Hasnain just gives few positive judgments to the behavior of American teenagers and society. In mental-behavioral process clause 6b he praises that one of the three major reasons why sex education is taught in our schools is to discourage teens from having sex at younger and younger ages. Besides, in behavioral-process clause 13 he also gives a positive evaluation that when children reach the age of 16 they need to be taught AIDS and condom education. Finally, he also praises a person who is not infected by AIDS in epithet-thing nominal group clause 17.
1.1.2 Appreciation

The next attitude used by Hasnain Malik in the text is appreciation. Appreciation has to do with the evaluation of things. In his text, Hasnain applies all three kinds of appreciation: reaction impact and quality, compositional balance and complexity and valuation. He also employs all types of appreciation in negative and positive.

As stated in table 4.1, Hasnain uses mostly negative appreciation rather than positive. This indicates that he expresses his disapproval of sex education program in US by evaluating it negatively. The following table provides the entire analysis of appreciation from each type, starting from appreciation reaction up to valuation.

1.1.2.1 Appreciation Reaction

Table 4.3 below shows the use of reaction appreciation. Hasnain employs reaction appreciation to give attention toward the issue being evaluated. The reaction can be done by giving emotional impact (reaction: impact) and giving reaction by degree (reaction: quality).

Table 4.3 Analysis of Appreciation (Reaction) Text 1

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carrier-attribute</td>
<td>Negative-reaction: impact</td>
<td>Sex Education: Does It Really Work?</td>
</tr>
<tr>
<td>4</td>
<td>Carrier-attribute</td>
<td>Negative-</td>
<td>The United States has the highest teen</td>
</tr>
</tbody>
</table>
As can be seen in Table 4.3 above, Hasnain gives reaction appreciation toward the issue both positive and negative. There are six data of negative appreciation and only four data of the negative ones. Thus, the use of dominant negative appreciation and less positive appreciation proves that Hasnain attempts to share his criticism toward the program.

The negative appreciation reaction: impact can be found in clause 1, 10b, 12, 15a, 15b, and 15c. These all function to give high attention especially in
emotional impact toward the program. In carrier-attribute clause 1, Hasnain is uncertain whether sex education program being practiced in US today really work or not. Clause 10b also implies that sex education program need to improve in the form of mental-behavior. In addition, clause 12 in the form of verbal-behavioral process, he evaluates that to counteract this problem abstinence should be taught to children under the age of 16. The rest are phenomenon-behavioral-process in clause 15a, carrier-attribute in clause 15b, and verbal-behavioral process clause 15b show that Hasnain expresses his attention that AIDS education is supported in all fifty states: sex education is only required and recommended in 47 states.

In addition, Hasnain also applies negative appreciations reaction: quality. The use of negative appreciation reaction: quality has function to give degree toward his evaluation. This occurs in carrier attribute clause 4 in which he expresses his reaction: quality that the United States has the highest teen pregnancy rate. Another one is in behavioral-process clause 5b, Hasnain also gives his evaluation to the quality of sex education whether the program properly addressing the problems that sex education was intended to stop).

1.1.2.2 Appreciation Composition

Table 4.4 below provides the use of composition appreciation. There are two type of compositional appreciation: composition-complexity and composition-balance. In this way, Hasnain shows his evaluation in two ways: negative and positive.
Table 4.4 Analysis of Appreciation (Composition) Text 1

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Carrier-attribute</td>
<td>Negative-composition: complexity</td>
<td>Today's sex education programs are abstinence based.</td>
</tr>
<tr>
<td>10 b</td>
<td>Thing- qualifier</td>
<td>Positive-composition: balance</td>
<td>By looking at the problems sex education tries to solve, we can improve the sex education programs by putting the problems in order of importance.</td>
</tr>
</tbody>
</table>

In carrier attribute clause 8, he expresses his negative perception in detail (composition: complexity) toward the program by showing that Today's sex education programs are abstinence based. Meanwhile, in thing-qualifier clause 10b, he states his positive perception of proportionality (composition: balance) to evaluate that by looking at the problems sex education, we can improve the sex education programs by putting the problems in order of importance.

1.1.2.3 Appreciation Valuation

As figured in Table 4.5 below, Hasnain also shows his appreciation in the type of valuation. This is aimed to give his assessment of the social significance of the text or process. In this case, he gives the assessment toward social issue that is sex education in US. In his text, Hasnain expresses his assessment more in negative than in positive ones. This is because; he tends to disagree with sex education program.
Table 4.5 Analysis of Appreciation (Valuation) Text 1

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Token- value</td>
<td>Negative-valuation</td>
<td>This statistic may indicate [[that….]]</td>
</tr>
<tr>
<td>3</td>
<td>Behavioral- mental. Beh-phenomenon</td>
<td>Negative-valuation</td>
<td>that sex education programs in the United States are not controlling the effects of sex by teens</td>
</tr>
<tr>
<td>5 b</td>
<td>Mental- process</td>
<td>Negative-valuation</td>
<td>I believe [[that the people of this nation need to look at the current sex education programs]] and see [[if they are properly addressing the problems that sex education was intended to stop]].</td>
</tr>
<tr>
<td>6 c</td>
<td>Behavioral- process</td>
<td>Positive-valuation</td>
<td>to stop the spread of AIDS and other STDs;</td>
</tr>
<tr>
<td>6 d</td>
<td>Behavioral- process</td>
<td>Positive-valuation</td>
<td>to prevent teenage pregnancy.</td>
</tr>
<tr>
<td>7</td>
<td>Carrier- attribute</td>
<td>Negative-valuation</td>
<td>I believe [[that sex education programs being used today are not effective at controlling these three problems]].</td>
</tr>
<tr>
<td>9</td>
<td>Epithet- thing</td>
<td>Negative-valuation</td>
<td>Washington has spent some $31.7 million developing abstinence only curricula&quot; (Shapiro 56).</td>
</tr>
<tr>
<td>11</td>
<td>Token-value</td>
<td>negative-valuation</td>
<td>This will prove [[that….]]</td>
</tr>
<tr>
<td>11</td>
<td>Thing- qualifier</td>
<td>Negative-valuation</td>
<td>[[that teens having sex ....is the reason for the failure of sex education in this country]].</td>
</tr>
<tr>
<td>18</td>
<td>Token- value</td>
<td>Positive-valuation</td>
<td>[[This includes sexual activity, intravenous drug use.]]</td>
</tr>
</tbody>
</table>

The negative valuation can be seen in clause 3, 5b, 7, 9, and 11. In the form of token- value and behavioral- process clause 3, Hasnain appraises negatively that this statistic of US teenagers may indicate [[that sex education programs in the United States are not controlling the effects of sex by teens]]. That’s why; in clause 5b, in the form of mental- process, and clause 7 in the form of carrier- attribute, he states that sex education was intended to stop and the programs are not effective at controlling these three problems being solved.
These assessments are also supported by clause 9 in the form of epithet- thing to state that for some $31.7$ million spent by Washington in developing abstinence is only curricula. In addition, clause 11 in the form of token- value and thing- qualifier, Hasnain evaluates that sex education in US is failure since there are many teenagers having sex in the younger ages.

In contrast, Hasnain also evaluates the issue of sex education program positively. For example, in the form of behavioral- process clause 6c and 6d, he gives the positive assessment that the three major reasons why sex education is taught in our schools are to stop the spread of AIDS and other STDs; and to prevent teenage pregnancy. Another one is in the form of token- value in clause 18. Because being embedded from the previous clause, clause 18 means positive evaluation. In his assessment, Hasnain states that AIDS education is considered more important than sex education since AIDS can be spread by the transfer of bodily fluids and includes sexual activity and intravenous drug use. This evaluation is used to support how important AIDS education is.

1.1.3 Analysis of Graduation

As explained in Chapter II, graduation has to do with the amplification of the attitudes being used in the text. Amplification means that the attitudes have volume which can be raised and lowered. In expressing his attitudes toward the issue of sex education program in US, Hasnain uses both force and focus graduation. The amplification of Hasnain’s attitudes is force: raise and focus: sharpening. This implies that the volume of attitudes being used by Hasnain in
evaluating the issue is sharp and strong. Table 4.6 below shows the analysis of graduation.

Table 4.6    Analysis of Graduation Text 1

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising items</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intensifier</td>
<td>&quot;Forty percent of today's fourteen year old girls will become pregnant by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632).</td>
<td>Raise</td>
</tr>
<tr>
<td>2</td>
<td>Quantification</td>
<td>&quot;Forty percent of today's fourteen year old girls will become pregnant by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632).</td>
<td>Raise</td>
</tr>
<tr>
<td>2</td>
<td>Attitudinal-lexis</td>
<td>&quot;Forty percent of today's fourteen year old girls will become pregnant by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632).</td>
<td>Raise</td>
</tr>
<tr>
<td>3</td>
<td>Attitudinal-lexis</td>
<td>This statistic may indicate [that the sex education programs in the United States are not controlling the effects of sex by teens].</td>
<td>Raise</td>
</tr>
<tr>
<td>4</td>
<td>Intensifier</td>
<td>The United States has the highest teen pregnancy rate of developed countries&quot; (&quot;The Effects&quot; 632).</td>
<td>Raise</td>
</tr>
<tr>
<td>5 b</td>
<td>Intensifier</td>
<td>and see [[if they are properly addressing the problems that sex education was intended to stop]].</td>
<td>Raise</td>
</tr>
<tr>
<td>6 a</td>
<td>Intensifier</td>
<td>The three major reasons why sex education is taught in our schools are:</td>
<td>Raise</td>
</tr>
<tr>
<td>6 b</td>
<td>Intensifier</td>
<td>The three major reasons why sex education is taught in our schools are: 1) to discourage teens from having sex at younger and younger ages;</td>
<td>Raise</td>
</tr>
<tr>
<td>9</td>
<td>Quantification</td>
<td>Washington has spent some $31.7 million developing abstinence only curricula&quot; (Shapiro 56).</td>
<td>Raise</td>
</tr>
<tr>
<td>10 b</td>
<td>Attitudinal-lexis</td>
<td>By looking at the problems sex education tries to solve, we can improve the sex education programs by putting the problems in order of importance.</td>
<td>Raise</td>
</tr>
<tr>
<td>11</td>
<td>Intensifier</td>
<td>This will prove [[that teens having sex at a younger age is the reason for the failure of sex education in this country]].</td>
<td>Raise</td>
</tr>
<tr>
<td>12</td>
<td>Attitudinal-lexis</td>
<td>To counteract this problem, abstinence should be taught to children under the age of 16.</td>
<td>Raise</td>
</tr>
<tr>
<td>13 b</td>
<td>Attitudinal-lexis</td>
<td>Then when the children reach the age of 16 they need to be taught AIDS and condom education.</td>
<td>Raise</td>
</tr>
<tr>
<td>15 a</td>
<td>Quantification</td>
<td>AIDS education is supported in all fifty states:</td>
<td>Raise</td>
</tr>
<tr>
<td>15 b</td>
<td>Quantification</td>
<td>Sex education is only formally required or recommended in 47 states&quot; (Gibbs 61).</td>
<td>Raise</td>
</tr>
<tr>
<td>15 b</td>
<td>Quantification</td>
<td>Sex education is only formally required or</td>
<td>Raise</td>
</tr>
</tbody>
</table>
As can be seen in Table 4.6 above, almost all graduation is force: raise and only two data of focus: sharpening. For example, focus: sharpening occurs when Hasanin states that Washington has spent some $31.7 million developing abstinence only curricula" (Shapiro 56). The Mood Adjunct (MA) only implies that he expresses his evaluation toward abstinence in sex education program sharply. This appraising item only amplifies curricula.

In addition, the graduation used by Hasanin in his text is dominated by force: raise. This indicates that the amplification of attitudes used in the text is high. In Table 1.6 above, Hasanain applies three forms of force- graduation: intensifier, attitudinal lexis, and quantification. Intensifier form can be seen in clause 1, 4, 5b, 6a, 6b, 11, and 16b. Hasanain applies intensifier to make it possible for the readers to compare the thing in the issue being discussed in the text. Besides, this is the way to say how strongly he feels about the issue of sex education in US. One example is when Hasanain said that the United States has the highest teen pregnancy rate of developed countries” ("The Effects" 632). The highest is implicitly compared with the lowest, which shows that the US teens’ pregnancy rate...
is the highest number. This comparison is possible because the value of the issue is gradable.

Another form of graduation used by Hasnain is attitudinal- lexis. This occurs in clause 2, 3, 10b, 12, 13b, 17, and 18. Attitudinal- lexis means lexis that contains attitude, and plays important role in Hasnain’s text. For example, he says that AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [who is not]. Infected person implies attitudinal- lexis because this is to explain that person who infected by AIDS can spread AIDS by transfer of bodily fluids.

The last form used by Hasnain is quantification. Some attitudes containing graduation: quantification stated in the clause 2, 9, 15a, and 15 b. These clauses refer to graduation: quantification since the attitudes used by Hasnain cover the number. One example is when he uses forty percent in clause 2 to inform that today’s fourteen year old girls will become pregnant by the time they are nineteen” (qtd. in "The Effects” 632).

1.1.4 Analysis of Engagement

The final component in the attitude’s analyses is engagement. Engagement is the part which has to do with the source of attitudes. Table 4.7 below provides the data of engagement from Hasnain’s text. As can be seen, Hasnain’s evaluation toward sex education program is dominated by use of evidences and accurate data (heterogloss) rather than the use of his own opinion (monogloss).
Table 4.7  Analysis of Engagement Text 1

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising items</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Sex Education: Does It <strong>Really Work?</strong></td>
<td>**</td>
</tr>
<tr>
<td>2</td>
<td>Projection</td>
<td>&quot;Forty percent of today's fourteen year old girls will become pregnant&quot; by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632).</td>
<td>**</td>
</tr>
<tr>
<td>3</td>
<td>Modality</td>
<td>This statistic <strong>may indicate</strong> [that sex education programs in the United States are not controlling the effects of sex by teens]:</td>
<td>**</td>
</tr>
<tr>
<td>4</td>
<td>Projection</td>
<td>The United States has the <strong>highest teen pregnancy rate</strong> (&quot;The Effects&quot;, 632).</td>
<td>**</td>
</tr>
<tr>
<td>5</td>
<td>Projection</td>
<td>I believe [[that the people of this nation need to look at the current sex education programs] and see [if they are properly addressing the problems that sex education was intended to stop]].</td>
<td>**</td>
</tr>
<tr>
<td>6</td>
<td>Projected</td>
<td>The three major reasons why sex education is taught in our schools are: 1) to discourage teens from having sex at younger and younger ages; 2) to stop the spread of AIDS and other STDs; and 3) to prevent teenage pregnancy.</td>
<td>**</td>
</tr>
<tr>
<td>7</td>
<td>Projection</td>
<td>I believe [[that the sex education programs being used today are not effective at controlling these three problems]].</td>
<td>**</td>
</tr>
<tr>
<td>8</td>
<td>Projection</td>
<td>Today's sex education programs are <strong>abstinence based</strong>.</td>
<td>**</td>
</tr>
<tr>
<td>9</td>
<td>Projection</td>
<td>Washington has spent some $31.7 million developing abstinence only curricula&quot; (Shapiro 56).</td>
<td>**</td>
</tr>
<tr>
<td>10 a</td>
<td>Modality</td>
<td>By looking at the problems sex education tries to solve, <strong>we can improve the sex education programs</strong> by putting the problems in order of importance.</td>
<td>**</td>
</tr>
<tr>
<td>11 a</td>
<td>Modality</td>
<td>This <strong>will prove</strong> [[that teens having sex at a younger age is the reason for the failure of sex education in this country]].</td>
<td>**</td>
</tr>
<tr>
<td>11 b</td>
<td>Modality</td>
<td>To counteract this problem <strong>abstinence should be taught to children</strong> under the age of 16.</td>
<td>**</td>
</tr>
<tr>
<td>13 b</td>
<td>Modality</td>
<td>Then when the children reach the age of 16 <strong>they need to be taught AIDS and condom education</strong>.</td>
<td>**</td>
</tr>
<tr>
<td>14 a</td>
<td></td>
<td>AIDS and other STDs are an <strong>important reason</strong> we have sex education.</td>
<td>**</td>
</tr>
<tr>
<td>15 b</td>
<td>Modalized verbs</td>
<td>Sex education <strong>is only formally required or recommended</strong> in 47 states&quot; (Gibbs 61).</td>
<td>**</td>
</tr>
<tr>
<td>16 b</td>
<td>Modalized verbs</td>
<td>This shows [[that AIDS education is considered more important than sex education]].</td>
<td>**</td>
</tr>
<tr>
<td>17</td>
<td>Modality</td>
<td>AIDS <strong>can be spread</strong> by the transfer of bodily fluids such as blood or semen from an infected person to one [[who is not]].</td>
<td>**</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>[[This includes <strong>sexual activity, intravenous drug use</strong>]].</td>
<td>**</td>
</tr>
</tbody>
</table>
The form of projection and modality prove that the attitudes used by Hasnain are supported by accurate data and evidence. One of the projection forms can be seen in clause 2 when he states that "Fifty percent of today's fourteen year old girls will become pregnant by the time they are nineteen" (qtd. in "The Effects" 632). The use of quotation symbol and the source at the end of the sentence indicate the "heteroglossness". Another form of introducing additional voices into text is via modality. For example is in clause 3 Hasnain evaluates that this statistic may indicate that sex education programs in the United States are not controlling the effects of sex by teens]. The use of modality may indicate has a function to negotiate information. On this scale, Hasnain wants to say how probable the statement is.

Meanwhile, there are only two attitudes coming from Hasnain own evaluation. These occur when he says “Sex Education: Does It Really Work?” in clause 1, and AIDS and other STDs are an important reason we have sex education in clause 14. Clause 1 has function as a title to state his own evaluation toward the issue, and clause 14 implies his own opinion to explain that AIDS and other STDs are an important reason to have sex education.

From the analysis above, in evaluating the issue of sex education program, Hasnain tends to use more than one voice (heterogloss) into the text: via projection and modalization than one voice (monogloss). Thus, he tends to be more objective rather than subjective in evaluating sex education program.

commit to user
1.1.5 Analysis of the relation between attitudes, prosody and genre

Table 4.8 below shows the overall analysis of attitudes, prosody, and the generic structure of Hasnain’s text. The overall analysis of attitudes varies from the stages of the generic structure of the text.

**Table 4.8 Analysis of the relation between attitudes, prosody and Text 1**

<table>
<thead>
<tr>
<th>The generic structure</th>
<th>Clause</th>
<th>Kinds of attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>&quot;Forty percent of today’s fourteen year old girls will become pregnant by the time they are nineteen&quot; (qtd. in &quot;The Effects&quot; 632). This statistic may indicate [[that the sex education programs in the United States are not controlling the effects of sex by teens]]. This statistic may indicate [[that the sex education programs in the United States are not controlling the effects of sex by teens]]. The United States has the highest teen pregnancy rate of developed countries” (&quot;The Effects&quot; 632). I believe [[that the people of this nation need to look at the current sex education programs and see [[if they are properly addressing the problems that sex education was intended to stop]]. I believe [[that the people of this nation need to look at the current sex education programs and see [[if they are properly addressing the problems that sex education was intended to stop]]. I believe [[that the people of this nation need to look at the current sex education programs and see [[if they are properly addressing the problems that sex education was intended to stop]].</td>
<td>Negative</td>
</tr>
<tr>
<td>Issue</td>
<td>&quot;The three major reasons why sex education is taught in our schools are: 1) to discourage teens from having sex at younger and younger ages; 2) to stop the spread of AIDS and other STDs; and 3) to prevent teenage pregnancy. The three major reasons why sex education is taught in our schools are: 1) to discourage teens from having sex at younger and younger ages; 2) to stop the spread of AIDS and other STDs; and 3) to prevent teenage pregnancy. The three major reasons why sex education is taught in our schools are: 1) to discourage teens from having sex at younger and younger ages; 2) to stop the spread of AIDS and other STDs; and 3) to prevent teenage pregnancy.</td>
<td>Positive</td>
</tr>
<tr>
<td><strong>Argument against</strong></td>
<td>I believe [[that the sex education programs being used today are not effective at controlling these three problems]]. Today's sex education programs are abstinence based. &quot;Washington has spent some $31.7 million developing abstinence only curricula&quot; (Shapiro 56). By looking at the problems sex education tries to solve, we can improve the sex education programs by putting the problems in order of importance. This will prove [[that teens having sex at a younger age is the reason for the failure of sex education in this country]]. This will prove [[that teens having sex at a younger age is the reason for the failure of sex education in this country]]. This will prove [[that teens having sex at a younger age is the reason for the failure of sex education in this country]].</td>
<td></td>
</tr>
<tr>
<td><strong>Recommendation</strong></td>
<td>To counteract this problem abstinence should be taught to children under the age of 16. Then when the children reach the age of 16 they need to be taught AIDS and condom education. AIDS and other STDs are an important reason we have sex education. AIDS education is supported in all fifty states:&quot;Sex education is only formally required or recommended in 47 states&quot; (Gibbs 61). AIDS education is supported in all fifty states:&quot;Sex education is only formally required or recommended in 47 states&quot; (Gibbs 61). AIDS education is supported in all fifty states:&quot;Sex education is only formally required or recommended in 47 states&quot; (Gibbs 61). This shows that AIDS education is considered more important than sex education. AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [[who is not]]. AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [[who is not]]. AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [[who is not]]. This includes sexual activity, intravenous drug use.</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen, Hasnain starts the issue with negative attitudes. But in fact, Hasnain provides both negative and positive possibilities of evaluation that can be seen in the next stages before he concludes with positive attitudes at the end of stage. This shows that the stance of Hasnain toward the issue is negative to disapprove sex education program in US. Since he applies discussion genre in evaluating this issue, he finishes his evaluation with positive recommendation to suggest that AIDS and condom education are considered more important than sex education.
By using negative prosody and discussion genre, it can be concluded that the ideology of Hasnain is protagonist left. His ideology indicates that he challenges the issue by providing strong and sharp, positive and negative evaluation in the argument from different sides. Thus, Hasnain tries to be more objective to realize his world view.

1.2 Second Text

1.2.1 Analysis of Attitude

The second text used in this research is taken from Zeeshan Ali entitled “Why Sex Education Should Be Taught in Schools”. Similar to Hasnain’s text, Zeeshan only applies two kinds of attitudes: judgment and appreciation in evaluating the issue. The domain and taxonomic analyses, indicates the attitudes and their classification that can be shown in Table 4.9 below.

*Table 4.9 Number of attitudes Text 2*

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Frequency of occurrence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Negative</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>5</td>
<td>18.5%</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>18.5%</td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>15%</td>
</tr>
</tbody>
</table>
Similar to Hasnain’s text, he does not use any affect to evaluate the issue. This implies that he does not show his own feeling in evaluating the issue, but he evaluates the participants involved in the text. Besides, he also gives assessment toward the issue by providing the data and evidences rather than his own feeling. As can be seen, the numbers of attitudes are dominated by appreciation. There are only few judgment used by Zeeshan to show his evaluation. From Table 1.9, this can also be seen that appreciation amounts to 63% comprising of 48% positive appreciation and 15% negative appreciation. Meanwhile, the total number of judgment in the text is 37%, consisting of 18.5% positive and 18.5% negative. From that data, this can be summed up that the appreciation attitude is dominated by positive appreciation and judgment attitude is dominated by negative ones. This indicates that Zeeshan shows his agreement to support the issue of sex education program in US and criticize the American teenagers so that they need to be taught sex education. A completed picture of judgment and appreciation will be explained in the following subchapter.

1.2.2 Judgment

Judgment has to do with the evaluation of people’s character. Judging people’s character can be positive and negative, and this can be implicit or explicit. Besides, the evaluation of character can be done for personal and moral. The following table supplies the data of judgment followed by its explanation from each type.
Table 4.10 Analysis of Judgment Text 2

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Judgment</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 a</td>
<td>Carrier-attribute</td>
<td>Moral-condemn-direct</td>
<td>Most America teenagers are sexually active and think nothing could ever happen to them.</td>
</tr>
<tr>
<td>2 b</td>
<td>Mental-behavioral process</td>
<td>Moral-condemn-direct</td>
<td>Most America teenagers are sexually active and think nothing could ever happen to them.</td>
</tr>
<tr>
<td>3</td>
<td>Carrier-Attribute</td>
<td>Moral-condemn-direct</td>
<td>But, many of them are misinformed about the risks that are involved in sex].</td>
</tr>
<tr>
<td>4</td>
<td>Mental-process</td>
<td>Moral-condemn-direct</td>
<td>Teens also don’t always know the best ways to protect themselves and their partners from becoming pregnant or getting STD’s.</td>
</tr>
<tr>
<td>5 b</td>
<td>Epithet-thing</td>
<td>Moral-praise-direct</td>
<td>Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors.</td>
</tr>
<tr>
<td>5 b</td>
<td>Behavioral-process</td>
<td>Moral-praise-direct</td>
<td>Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors.</td>
</tr>
<tr>
<td>5 c</td>
<td>Epithet-thing-qualifier</td>
<td>Moral-praise-direct</td>
<td>Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors.</td>
</tr>
<tr>
<td>13</td>
<td>Verbal-behavior</td>
<td>Moral-condemn-direct</td>
<td>Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]].</td>
</tr>
<tr>
<td>16</td>
<td>Verbal-behavioral-process</td>
<td>Moral-praise-direct</td>
<td>The parents can teach their children family and religious values.</td>
</tr>
</tbody>
</table>

Table 4.10 above is the data analysis of judgment used by Zeeshan in his text. As can be observed, he applies moral judgment because he wants to give assessment toward characters or participants involved in the issue consisting of most American teenagers, society, and parents. The use of moral judgment
indicates that the problem of sex education relates to public rather than personal problem. Therefore, he uses direct praise and condemn in evaluating their character. The use of praise has function to give positive evaluation to the participants, and condemn is used to evaluate them negatively.

The use of moral- condemn: direct can be seen in clause 2a, 2b, 3, 4, 9, and 13. These all function to evaluate how bad the behavior of American teenagers related to sex activity and uncared to the effect of sex. Starting from carrier- attribute in clause 2a, and mental- process in clause 2b, Zeeshan condemns directly that most American teenagers are sexually active and think nothing could happen to them. This means that they are practicing free sex without considering the bad effect. Followed by clause 3 in the form of carrier- attribute and mental- process in clause 4, he continues to condemn directly that many of American teenagers are misinformed about the risk involved in sex and they also don’t always know the best way to protect themselves from becoming pregnant and getting STD’s. In addition, in the form of verbal- behavior clause 13, he condemns directly that parents and other teens can give out wrong information about sex. Thus, the main point of Zeeshan’s text is sex education should be taught in schools.

In addition, Zeeshan also praises the other participants involved in the texts. The use of moral- praise: direct occurs in clause 5b, 5c and 16. In the form of epithet- thing clause 5b and 5c he praises that the more educated someone is the more likely they are to make responsible and informed choice for their commit to user
behaviors. Finally, he praises a bit that actually parents can teach sex education at home to give their children family and religious values.

1.2.3 Appreciation

The last attitude used by Zeeshan in the text is appreciation. Appreciation is the kind of attitudes that deals with the evaluation of things. In his text, Zeeshan uses appreciation to give assessment on sex education program in US. Moreover, his positive and negative appreciation is in the type of reaction impact and quality, compositional balance, and valuation.

In his text, Zeeshan evaluates the issue positively because he wants to show his agreement toward sex education program in US. To know the whole picture of each type, the following table will explain the types starting from appreciation reaction until valuation.

1.2.3.1 Appreciation Reaction

In his text, Zeeshan employs reaction appreciation to give attention toward the issue being evaluated. The reaction can be done by giving emotional impact (reaction: impact) and giving reaction by degree (reaction: quality). Table 4.11 below shows the use of reaction appreciation in the text.

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form of Behaviora</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Verbal-</td>
<td>Positive-reaction:</td>
<td>Why Sex Education Should Be Taught In Schools?</td>
</tr>
</tbody>
</table>

Table 4.11 Appreciation reaction Text 2
Table 4.11 above tells that Zeeshan uses mostly positive appreciation rather than negative ones. Moreover, the use of reaction: impact dominates the text than reaction: quality. This is because, he tends to evaluates sex education program in US by giving attention emotional impact rather than giving degree in the text. As can be seen, there are 5 data of positive appreciation and only two of them are considered as negative appreciation. The positive appreciation occurs in the type of reaction: impact clause 1, 7b, 14a, and 17c. Starting from clause 1 in the form of verbal- behavior, Zeeshan says his attention and emotional impact that why sex education should be taught in schools.
Then, his evaluation is followed by clause 7b in the form of verbal-behavioral process and token value. In this case, he gives reaction: impact that in schools sex education information **is given by professional** and **has been proven by many reports** all over the country and world. Another way, Zeeshan uses verbal-behavioral process in clause 14a and carrier attribute in clause 17c to show that sex education **must be taught in schools so, students get the right information and schools also do a better job influence children and have more time [to try to influence children better [[that anyone except]].**

In evaluating the issue, Zeeshan also gives negative appreciation by using reaction: impact and reaction: quality. In carrier-attribute clause 10 he evaluates by showing reaction: quality that the nineteenth-century tactics books of Dr. Arnold **were nothing** like the sex book used by the sex educations teachers of today (Greaves. Pg.171). This clause implies that his evaluation cover the degree which the text capture his reaction. Finally, the negative reaction: impact arises in epithet-thing clause 13 in which he says that parents and other teens can give out wrong information about sex [[that can give a false scene of security, which **can lead to an unwanted pregnancy or STD]]. This evaluation has function to give negative attention and emotional impact toward the issue.

**1.2.3.2 Appreciation Composition**

Another type of appreciation used by Zeeshan in the text is composition. In this way, he only applies composition: complexity in evaluating the issue of sex
education in US. This indicates that he gives perception in detail toward the issue.

The following table provides the data.

*Table 4.12 Analysis of Appreciation Composition Text 2*

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Carrier-attribute</td>
<td>Positive-composition:</td>
<td>Most parents fell [[that the best place for sex education is in the home]].</td>
</tr>
</tbody>
</table>

As can be seen, by using of carrier-attribute clause 15, Zeeshan tells his positive perception in detail that most parents fell [[that the best place for sex education is in the home]].

### 1.2.3.3 Appreciation Valuation

As figured in Table 4.13 below, Zeeshan also shows his appreciation in the type of valuation. This is aimed to give his assessment of the social significance of the text or process. In this case, he gives the assessment toward social issue that is sex education in US. In his text, Zeeshan expresses his assessment more in positive than in negative ones. This is because; he tends to support sex education program in US.

*Table 4.13 Analysis of Appreciation Valuation Text 2*

<table>
<thead>
<tr>
<th>No. of Clause</th>
<th>Form</th>
<th>Type of Appreciation</th>
<th>Appraising Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Epithet-thing</td>
<td>Positive: valuation</td>
<td>Teens also don't always know the best ways to protect themselves and their partners from becoming pregnant or getting</td>
</tr>
</tbody>
</table>
As can be seen, almost the evaluation show positive meaning rather than negative ones. This implies that he supports the social issue of sex education in US. The positive valuation starts from epithet-thing in clause 4. In this way, he says that “teens also don’t always know the best ways to protect themselves and their partners from becoming pregnant or getting STD’s.” That’why, he supports sex education program given in schools by expressing his evaluation in the form of token-value and epithet-thing clause 6. He states that “sex education given by teachers at school is the most reliable way to give kids the right information about sex.
teachers at school is the most reliable way to give kids the right information about sex.”

In token-value clause 11 Zeeshan also evaluates positively that schools that have sex education taught by sex education professions [[and that use reports and survey from all over the country and world are the most convening sources of information]]. Therefore, in carrier-attribute clause 12 he gives assessment that those schools practicing sex education program have had the most influence on his decisions about sex as well as many other teens. The last two positive evaluations occur in epithet-thing clause 14b and 17b. He adds his agreement by evaluating that sex education must be taught in schools so, students get the right information and schools also do a better job influence children and have more time to try to influence children better [[that anyone except]].

1.2.2 Analysis of Graduation

Graduation is also the important part to be analyzed in appraisal. As explained in Chapter II, graduation has to do with the amplification of the attitudes being used in the text. Amplification means that the attitudes can be raised and lowered. In expressing his attitudes toward the issue of sex education program in US, Zeeshan uses both force and focus graduation. The amplification used by Zeeshan in his attitudes is force: raise and focus: sharpening. This indicates that the volume of attitudes being used by Zeeshan in evaluating the issue is sharp and strong. The following Table 4.14 shows the analysis of graduation.
<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising items</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitudinal-lexis</td>
<td>Why <strong>Sex Education</strong> Should Be Taught In Schools?</td>
<td>Raise</td>
</tr>
<tr>
<td>2 a</td>
<td>Intensifier</td>
<td><strong>Most America teenagers</strong> are sexually active and think nothing could ever happen to them.</td>
<td>Raise</td>
</tr>
<tr>
<td>2 b</td>
<td>Attitudinal-lexis</td>
<td>Most America teenagers are sexually active and <strong>think nothing could ever happen</strong> to them.</td>
<td>Sharpening</td>
</tr>
<tr>
<td>3</td>
<td>Attitudinal-lexis</td>
<td>But, many of them are <strong>misinformed</strong> about the risks [[that are involved in sex]].</td>
<td>Raise</td>
</tr>
<tr>
<td>4</td>
<td>Intensifier</td>
<td>Teens also <strong>don’t always know</strong> the best ways to protect themselves and their partners from becoming pregnant or getting STD's.</td>
<td>Raise</td>
</tr>
<tr>
<td>4</td>
<td>Intensifier</td>
<td>Teens also don’t always know <strong>the best ways</strong> to protect themselves and their partners from becoming pregnant or getting STD's.</td>
<td>Raise</td>
</tr>
<tr>
<td>5 b</td>
<td>Intensifier</td>
<td>Alan Harris said, the <strong>more educated someone</strong> is the more likely they are to make responsible and informed choice for their behaviors.</td>
<td>Raise</td>
</tr>
<tr>
<td>5 b</td>
<td>Intensifier</td>
<td>Alan Harris said, the <strong>more educated someone</strong> is <strong>the more likely they are to make responsible</strong> and informed choice for their behaviors.</td>
<td>Raise</td>
</tr>
<tr>
<td>5 c</td>
<td>Attitudinal-lexis</td>
<td>Alan Harris said, the more educated someone is the more likely they are to make <strong>responsible and informed choice</strong> for their behaviors.</td>
<td>Raise</td>
</tr>
<tr>
<td>6</td>
<td>Intensifier</td>
<td>Sex education given by teachers at school is <strong>the most reliable way</strong> to give kids the right information about sex.</td>
<td>Raise</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td><strong>Sharpening</strong></td>
<td></td>
</tr>
<tr>
<td>7 b</td>
<td>Intensifier</td>
<td>In schools sex education information is given by professional and <strong>has been proven by many reports</strong> all over the country and world.</td>
<td>Raise</td>
</tr>
<tr>
<td>9</td>
<td>Attitudinal-lexis</td>
<td>Dr. Arnold used the Bible to make the schoolboys felt guilt and scared of sex and masturbation.</td>
<td>Raise</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td><strong>Sharpening</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Intensifier</td>
<td>The nineteenth-century tactics books of Dr. Arnold <strong>were nothing</strong> like the sex book used by the sex educations teachers of today (Greaves. Pg. 171)</td>
<td>Raise</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td><strong>Sharpening</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Intensifier</td>
<td>Schools that have sex education taught by sex education professions [[and that use reports and survey from all over the country and world are the **most convening sources of information]]).</td>
<td>Raise</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td><strong>Sharpening</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Intensifier</td>
<td>They <strong>have had the most influence</strong> on my decisions about sex as well as many other teens.</td>
<td>Raise</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td><strong>Sharpening</strong></td>
<td></td>
</tr>
</tbody>
</table>
Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]].

Sex education must be taught in schools so, students get the right information.

Most parents fell [[that the best place for sex education is in the home]].

The parents can teach their children family and religious values.

Teacher Mary L. Tatum says, schools do a better job influence children and have more time to try to influence children better [[that anyone except]].

As can be seen, Zeeshan uses two kinds of graduation: force- raise and focus- sharpening. Only few numbers of attitudes containing focus: sharpening. One of them is in clause 14b, he says that “sex education must be taught in schools so, students get the right information.” The appraising item right information indicates that his evaluation toward sex education program is sharp.

The appraising item right amplifies the information.

Table 4.14 above shows that the numbers of graduation force: raise dominates the text rather than focus: sharpening. This is because Zeeshan applies the two forms of graduation: intensifier and attitudinal lexis. Besides, the use of graduation force: raise indicates that the amplification of attitudes used by
Zeeshan in the text is high. The first form of graduation force: raise used by Zeeshan is intensifier. The use of intensifier makes his attitudes possible to compare with something else. Besides, intensifier shows how strong the attitudes used in the text. One of the examples is clause 2a when Zeeshan says that “**most America teenagers** are sexually active and think nothing could ever happen to them.” This comparison is possible because the number of most American teenagers is implicitly compared with many or few. In this way, Zeeshan’s evaluation is **most** because this is to show the high number of American teenagers who are sexually active and think nothing on their behavior.

The second form of force - raise used in his text is attitudinal- lexis. The use of attitudinal- lexis has a function to explain the lexis containing the attitudes. For example, in clause 14a Zeeshan says that “**sex education** must be taught in schools so, students get the right information.” **Sex** implies attitudinal-lexis because this contains attitude i.e. the word sex attracts attention of others.

### 1.2.3 Analysis of Engagement

The last component of appraisal’s analyses is engagement. Engagement has to do with the source of attitudes. In this way, the attitudes of Zeeshan come from two sources: heterogloss and monogloss. Moreover, Hasnain’s evaluation toward sex education program is dominated by use of more than one voice (heterogloss) rather than the use of his own opinion (monogloss). Table 4.15 below provides the data of engagement from Hasnain’s text.
### Table 4.15 Analysis of Engagement Text 2

<table>
<thead>
<tr>
<th>Clause</th>
<th>Form</th>
<th>Appraising items</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mono</td>
</tr>
<tr>
<td>1</td>
<td>Modality</td>
<td>Why Sex Education <strong>Should Be Taught In Schools?</strong></td>
<td></td>
</tr>
<tr>
<td>2 a</td>
<td>Modality</td>
<td>Most America teenagers are <strong>sexually active</strong> and [think nothing could ever happen to them]</td>
<td></td>
</tr>
<tr>
<td>2 b</td>
<td>Modality</td>
<td>Most America teenagers are sexually active and <strong>think nothing could ever happen</strong> to them.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Concessions</td>
<td>But, many of them are misinformed about the risks [[that are involved in sex]].</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Modality</td>
<td>Teens <strong>also don’t always know</strong> the best ways to protect themselves and their partners from becoming pregnant or getting STD's.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Projection</td>
<td>Alan Harris said, the <strong>more educated someone</strong> is the more likely they are to make responsible and informed choice for their behaviors.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Projection</td>
<td>Sex education given by teachers at school is <strong>the most reliable</strong> way to give kids the right information about sex.</td>
<td></td>
</tr>
<tr>
<td>7 b</td>
<td>Projection</td>
<td>In schools sex education information is given by professional and <strong>has been proven by many reports</strong> all over the country and world.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Projection</td>
<td>Dr. Arnold used the Bible to make the schoolboys <strong>felt guilt and scared of sex and masturbation.</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Projection</td>
<td>The nineteenth-century tactics books of Dr. Arnold <strong>were nothing</strong> like the sex book used by the sex educations teachers of today (Greaves, Pg. 171).</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Projection</td>
<td>Schools that have sex education taught by sex education professions [[and that use reports and survey from all over the country and world are the most convening sources of information]].</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Modality</td>
<td>They <strong>have had the most influence</strong> on my decisions about sex as well as many other teens.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Modality</td>
<td>Parents and other teens <strong>can give out wrong information</strong> about sex [[that can give a false scene of security, which can lead to a unwanted pregnancy or STD]].</td>
<td></td>
</tr>
<tr>
<td>14 a</td>
<td>Modality</td>
<td>Sex education <strong>must be taught</strong> in schools so, students get the right information.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Projection</td>
<td>Most parents felt [[that the best place for sex education is in the home]].</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Modality</td>
<td>The parents <strong>can teach their children family and religious values.</strong></td>
<td></td>
</tr>
<tr>
<td>17 b</td>
<td>Projection</td>
<td>Teacher Mary L. Tatum says, schools <strong>do a better job</strong> influence children and have more time to try to influence children better [[that anyone except]].</td>
<td></td>
</tr>
</tbody>
</table>
As can be seen, the form of projection, modality, and concession prove that the attitudes used by Zeeshan are supported by accurate data and evidences. One of the projection forms can be seen in clause 5 when he states that “Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors.” In this way, Zeeshan quotes the source from Alan Harris to express and to support his attitudes.

Another way of introducing additional voices into text is via modality. For example is in clause 14a Hasnain evaluates that “sex education must be taught in schools so, students get the right information.” The use of modality must be taught has a function for negotiating information. On this scale, Zeeshan wants to say how probable the statement is. The last way of using additional voices is through concession. Concession has to do with the way to tracks the readers’ expectations. For example, Zeeshan tells that most America Teenagers are sexually active and think nothing could happen to them. Then, he counters this by saying “But, many of them are misinformed about the risks [[that are involved in sex]].” In this example, Zeeshan uses the conjunction but to signal he is countering an expectation that he has created for the reader dealing with teenagers practicing in free sex.

Meanwhile, there are only five attitudes coming from Zeeshan own evaluation. One of them occurs in clause 6 when he says “Sex education given by teachers at school is the most reliable way to give kids the right information about sex.” In this clause, Zeeshan states his own evaluation toward the issue.
From the analysis above, Zeeshan uses more than one voice (heterogloss) into the text: via projection, modality and concession than one voice (monogloss). Thus, he tends to be more objective rather than subjective to support sex education program in US.

1.2.4 Analysis of the relation between attitudes, prosody and genre

Table 4.16 below shows the overall analysis of attitudes, prosody, and the generic structure of Zeeshan’s text. The overall analysis of attitudes varies from the stages of the generic structure of the text.

Table 4.16 Analysis of the relation between attitudes, prosody and genre Text 2

<table>
<thead>
<tr>
<th>The generic structure</th>
<th>Clause</th>
<th>Kinds of attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Why Sex Education Should Be Taught In Schools?</td>
<td>Positive</td>
</tr>
<tr>
<td>Thesis</td>
<td>Most America teenagers are sexually active and think nothing could ever happen to them. Most America teenagers are sexually active and think nothing could ever happen to them. But many of them are misinformed about the risks that are involved in sex. Teens also don’t always know the best ways to protect themselves and their partners from becoming pregnant or getting STD’s. Teens also don’t always know the best ways to protect themselves and their partners from becoming pregnant or getting STD’s. Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors. Alan Harris said, the more educated someone is the more likely they are to make responsible and informed choice for their behaviors. Sex education given by teachers at school is the most reliable way to give kids the right information about sex. Sex education given by teachers at school is the most reliable way to give kids the right information about sex.</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Argument

In schools sex education information is given by professional and has been proven by many reports all over the country and world. Dr. Arnold used the Bible to make the schoolboys felt guilt and scared of sex and masturbation. The nineteenth-century tactics books of Dr. Arnold were nothing like the sex book used by the sex education teachers of today (Greaves. Pg. 171). Schools that have sex education taught by sex education professions [[and that use reports and survey from all over the country and world are the most convincing sources of information]]. They have had the most influence on my decisions about sex as well as many other teens. Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]].

Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]]. Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]]. Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]]. Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]]. Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]].

Reiteration

Sex education must be taught in schools so, students get the right information. Sex education must be taught in schools so, students get the right information. Most parents felt [[that the best place for sex education is in the home]]. Most parents fell [[that the best place for sex education is in the home]]. The parents can teach their children family and religious values. Teacher Mary L. Tatum says, schools do a better job influence children and have more time to try to influence children better [[that anyone except]]. Teacher Mary L. Tatum says, schools do a better job influence children and have more time to try to influence children better [[that anyone except]].

As can be seen, Zeeshan begins the issue with positive attitudes. He also continues his evaluation with positive argument. This shows that Zeeshan’s stance toward the issue is positive to support sex education program in US. Since he applies hortatory exposition genre in evaluating this issue, he finishes his evaluation with positive reiteration to restate his opinion in the beginning that sex education should be taught in schools.

By using positive prosody and exposition genre, it can be concluded that the ideology of Zeeshan is antagonist right. His ideology indicates that he supports the issue by providing strong and sharp, positive evaluation in the one-sided
argument from more than one voices. Therefore, he tends to be more objective in expressing his world view toward the issue.

C. Discussion

This part is aimed to answer the three research questions stated in Chapter I using appraisal theory. The questions include the types of attitudes used in the two texts exposing controversy of sex education given in schools in US, the influence of the attitudes toward the texts, and the reasons why the text’s writer employed the attitudes in the texts.

1. Types of Attitudes Used in The Two Texts

As explained previously, there are three types of attitudes in appraisal theory: affect, judgment, and appreciation (Martin & Rose 2003, Martin & White 2007). However, both texts only apply two of them: judgment and appreciation. This is because both texts’ writers do not use their own opinion to react the issue. Thus, they employ judgment and appreciation to evaluate the issue. Both texts’ writers use judgment to evaluate the behaviors or characters involved in the texts, and they employ appreciation to give assessment toward the issue of sex education in US (see Table 4.1 p.50; Table 4.2 p.51; Table 4.3 p.54; Table 4.4 p.57; Table 4.5 p.58; Table 4.9 p.67; Table 4.10 p.69; Table 4.11 p.71; Table 4.12 p.74; Table 4.13 p.74)

Besides, both texts’ writers also apply graduation force: raise and focus: sharpening to show that their attitudes are very strong and sharp in evaluating this
issue (see Table 4.6 p.60; Table 4.14 p.77). Moreover, in expressing strong judgment and appreciation, both texts’ writers employ more than one voice (heterogloss). This implies that both texts’ writers express their objectivity in apprising the social issue of sex education in US (see Table 4.7 p.63; Table 4.15 p.80). The different point between both texts’ writers is, Hasnain challenges the issue, that’s why he uses more negative attitudes than positive ones in his text. Meanwhile, Zeeshan tends to employ positive attitudes to support sex education program in US.

2. The Influences of Attitudes Toward Both Texts

The use of attitudes in both texts will influence the register, genre and ideology. Firstly, in the level of register, the use of judgment and appreciation indicates that the language in both texts, in the clause level are dominated by behavioral, carrier- attribute and token- value processes. The use of behavioral, carrier- attribute, and token- value processes are the appropriate construction of clause for attitudes. This is because, in that construction, there are behavioral verb, attribute, and value (Halliday, 1994, Thomson, 2004) to express the attitudes. For examples:

a. Behavioral- process

- I believe [[that the people of this nation need to look at the current sex education programs]] (First Text)
- The parents can teach their children family and religious values. (Second Text).

b. Carrier- attribute

- "Forty percent of today's fourteen year old girls will become pregnant by the time they are nineteen" (qtd. in "The Effects" 632). (First Text).

- Most America teenagers are sexually active and think nothing could ever happen to them. (Second Text).

c. Token- value

- This statistic may indicate [[that...]] (First Text)

- Sex education given by teachers at school is the most reliable way to give kids the right information about sex. (Second Text).

In the level of nominal group, epithet- thing is mostly exploited. This is because; epithet is very appropriate form for the judgment and appreciation. For examples:

a. Epithet- thing

- AIDS can be spread by the transfer of bodily fluids such as blood or semen from an infected person to one [[who is not]]. (First Text)
- Sex education must be taught in schools so, students get the **right information**. (Second Text)

At the same time, the use of graduation: force implies that both texts employ dominant intensifier, a number of attitudinal- lexis and few numbers of quantification. The dominant intensifier in the two texts is used to make the attitudes strong and sharp. For examples:

a. **Intensifier**

- The United States has the **highest teen pregnancy rate** of developed countries. (“The Effects” 632). (First text).

- **Most America teenagers** are sexually active and think nothing could ever happen to them. (Second Text).

b. **Attitudinal- lexis**

- AIDS can be spread by the transfer of bodily fluids such as blood or semen from an **infected person** to one [[who is not]]. (First Text)

- **Sex education** must be taught in schools so, students get the **right information**. (Second Text)

c. **Quantification**

- "**Forty percent** of today's fourteen year old girls will become pregnant by the time they are nineteen" (qtd. in "The Effects" 632). (First Text).
Moreover, the use of more than one voice i.e. dominant projection, a number of modality, and a few numbers of concessions indicates that the engagement is heterogloss. For Examples:

a. Projection

- The United States has the highest teen pregnancy rate ("The Effects" 632). (First Text).

- **Teacher Mary L. Tatum says**, schools do a better job influence children and have more time to try to influence children better [[that anyone except]]. (Second Text)

b. Modality

- To counteract this problem abstinence should be taught to children under the age of 16. (First Text).

- Parents and other teens can give out wrong information about sex [[that can give a false scene of security, which can lead to an unwanted pregnancy or STD]]. (Second Text).

c. Concession

- **But**, many of them are misinformed about the risks [[that are involved in sex]]. (Second Text).

Therefore, in the case of prosody, the use of more than one voice (projection, modality and concession) proves that both texts’ writers express their
objectivity. In addition, in the case of prosody and relation to genre, Text 1 applies negative attitudes in giving assessment toward the issue, both positive and negative in argument for and against, and positive attitudes for recommendation. On the other hand, text 2 applies positive attitudes for evaluating the issue, starting from thesis until reiteration.

As a result, both stance and the genre will determine the ideology. In the first text, from the attitudes and discussion genre, this can be inferred that the ideology of Hasnain as the text’s writer is protagonist left. In contrast, text two applies hortatory exposition with positive attitudes. This implies that the ideology of Zeeshan as the text’s writer is antagonist right. Systemically, the use of lexicogrammar such as behavioral, carrier-attribute and token-value processes and a group of epithet-thing realizes the attitudes of the texts’ writers: judgment and appreciation. The use of intensifier, attitudinal-lexis, and quantification amplify the strength of the attitudes.

Finally, the use of projection, modality, and concession in the engagement also contribute to the degree of “hetereglossness” from both texts. Finally, the use of negative and positive attitudes in Text 1 realizes the discussion genre with left-protagonist ideology of the text’s writer. On the other hand, the use of positive prosody in text 2 symbolizes the hortatory exposition genre with right-antagonist ideology of the text’s writer.
3. The Reason Why The Attitudes are Employed in the Texts

Firstly, the first text written by Hasnain Malik applies two types of attitudes: judgment and appreciation. He uses judgment and appreciation because he does not show his own feeling and does not evaluate people’s feeling (affect) in the text. However, he tends to be more logical to assess the participants involved in the text by judging them and to evaluate the issue of sex education in US by appreciating it (Martin & Rose, 2003; Martin & White, 2005). He shows his judgment and appreciation in strong and sharp graduation and these are also supported by the evidences to show his objectivity.

He argues both sided to disapprove sex education program while recommending that AIDS and condom education are considered more important. Thus, he stands as left-protagonist. This is because, he as an educationist and columnist (http://www.allvoices.com/users/hasnain, 2010) believes that sex education being taught in US today is abstinence based and this will only appropriate for children under age 16.

As with President Obama would also eliminate most money for abstinence- only. Studies of abstinence-only programs have shown little success; the most often-cited study, released in 2007, was congressionally mandated and federally funded and found that abstinence-only programs don't prevent or delay teen sex (see also http://www.usatoday.com/news/health/2009-05-11-abstinence-only_N.htm). Therefore, from the fact that sex education in US is abstinence based and ineffective in controlling teen pregnancy, he suggests AIDS and
condom education for children above the age of 17. Moreover, some opinion say that U.S. Needs Effective HIV Prevention and Sex Education Policies, (see also http://www.medicalnewstoday.com/releases/190723.php).

In addition, Hasnain is already in the level of Anchor in Allvoices.com society- a senior writer who is always referred by the other contributors (http://www.allvoices.com/users/hasnain, 2010). In the issue of sex education in US, the controversy covers two big cases; whether sex education should be taught in schools or not, and what appropriate method should be used (www.kff.org/newsmedia/.../Sex-Education-in-America-Summary.pdf; http://www.kff.org/youthhivstds/3224-02-index.cfm). In evaluating this issue, Hasnain has already covered both issues. Thus, he critically applies discussion genre and positions himself as a left- protagonist appropriately (Martin, 1992). In summary, he uses more negative judgment and appreciation because he wants to support the majority of US society to conduct AIDS education program (one of the policies related to what kind of sex education should be taught in schools).

Similarly, the second text written by Zeeshan Ali also applies two types of attitudes: judgment and appreciation. The use of judgment and appreciation proves that he does not show his own feeling (affect) to evaluate the issue. However, he also tends to be more logic to assess the participants involved in the text by judging them and to evaluate the issue of sex education in US by appreciating it (Martin & Rose, 2003; Martin & White, 2005). He shows his judgment and appreciation strong and sharp and these are also supported by the evidences to show his objectivity.
The different point is that, Zeeshan argues one-sided to support sex education program in US. He says that sex education given in schools is the most reliable way to give children right information about sex. As with what L. Tatum says, he also agrees that schools also do a better job to influence children and have more time to try influence children better that anyone expect (Tatum, Mary Lee. *Sex Education in the Eighties: Education in the Public School*. New York, Plenum Press, 1981. pg.138 from http://www.digitaltermpapers.com/a2088.htm).

Moreover, he also has the same opinion with Alan Haris who says that the more educated someone is the more likely they are to make responsible and informed choice for their behaviors. Sex education given by teachers at school is the most reliable way to give kids the right information about sex. In addition, Alan also says that in schools, sex education information is given by professional and has been proven by many reports all over the country and world (see also Harris, Alan. *Sex Education, Rationale and Reaction, What does Sex Education+ Mean*. Cambridge University Press, Ed. Rogers, 1974. Pg.19).

This is because; he is just a student of ACMA in US so that he does not attempt to look from different point of view. Moreover, Zeeshan is still in the level of Stringer- a beginner level of writer or contributor in Allvoices.com society (http://www.allvoices.com/users/zeeshansali). Thus, in evaluating the issue he just proposes whether sex education should be taught in schools or not. He still cannot assess what appropriate method should be used in sex education program. Thus, he just sees this issue one-sidedly. Therefore, he employs hortatory-exposition genre and positions himself as a right- antagonist (Martin,
1992; 1987). In summary, he uses dominant positive judgment and appreciation to support the program of sex education given in schools based on what actually happens in US that parents may not feel comfortable talking about sex to their children at home (http://www.guttmacher.org/pubs/FB-Teen-Sex-Ed.html).
CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two subchapters which are derived from the whole data analysis of the previous chapter. This is intended to provide the conclusion and recommendations of the research. This research is proposed to be an additional knowledge in analyzing a text based on Systemic Functional Linguistics (SFL) approach. Specifically, this research is conducted based on appraisal theory. In summary, this research is carried out to compare the attitudes, the influence of the attitudes, the reasons why the attitudes employ in the texts and similarities and differences of both texts in opinion column of Allvoices.com based on Systemic Functional Linguistics (SFL).

A. Conclusion

Based on the finding and discussion stated in Chapter IV, there are a number of conclusions which can be drawn from this research.

1. Types of attitudes employed in the texts

The first text and the second text employ the two same kinds of attitudes: judgment and appreciation. The first text entitled Sex Education: Does It Really Work? Written by Hasnain Malik employs 46% negative appreciation, 27% positive appreciation, 17% negative judgment, and 10% positive judgment. Thus, the first text is dominated
by negative attitudes. On the other hand, the second text entitled *Why Sex Education Should be Taught in Schools* written by Zeeshan Ali is dominated by positive attitudes. As can be seen, he employs 48% positive appreciation, 15% negative appreciation, 15% positive judgment and 18.5% positive judgment.

Moreover, to show the strong and sharp attitudes, both texts’ writers, Hasnain and Zeeshan, apply force: raise and focus: sharpening graduation. These strong and sharp attitudes are also supported by using more than one voice (heterogloss) to show their objectivity in evaluating the issue. Finally, from the percentage and explanation above, this can be seen that the different point of the texts is; Hasnain challenges the issue, that’s why he applies more negative attitudes than positive ones. Meanwhile, Zeeshan tends to support the issue by using more positive attitudes than negative ones.

2. **The influences of the attitudes toward the texts**

Based on the finding and discussion in Chapter IV, the application of attitudes from both texts’ writers influences the register, prosody, genre and the ideology of the texts.

a) Register,

In this level, the use of judgment and appreciation indicates that the language in both texts, in the clause level, is dominated by behavioral, carrier- attribute, and token- value. These are appropriate forms for attitudes because in the constructions,
there are behavioral verb, attribute and value (Halliday 1994, Thomson, 2004). In the level of nominal group, epithet- thing is mostly exploited by the texts’ writers because epithet is also the potential form for judgment and appreciation. In, the level of graduation, the use of dominant intensifier, attitudinal lexis, and quantification in both texts implies that the volume of attitudes is strong and sharp.

b) Prosody

In the case of engagement, the use of dominant projection (more than one voice) results in heterogloss. This means that, both texts’ writers express their objectivity.

c) Genre

In the case of prosody and relation to genre, text 1 written by Hasnain applies negative attitudes in evaluating the issue, both positive and negative in argument for and against, and ended by positive attitudes for recommendation. Thus, Hasnain uses discussion genre in his text. Meanwhile, text 2 written by Zeeshan employs positive attitudes for assessing the issue, starting from thesis until reiteration. That’s why, Zeeshan’s attitudes results in hortatory- exposition genre.

d) Ideology

Finally, both prosody and genre will determine the ideology. In relation of prosody to genre, the use of discussion genre from first text leads into left-protagonist ideology. Meanwhile, the use hortatory exposition genre in the second
text bring into right-antagonist ideology. In summary, Hasnain’s text and Zeeshan’s text realize both attitudes effectively.

3. **The Reason Why Attitudes Used in The Text**

Based on the finding and discussion in Chapter IV, this can be found the reasons why the texts’ writers employ the attitudes in their text.

a) Both texts’ writers, Hasnain and Zeeshan employ the attitudes: judgment and appreciation because they do not show their own feeling (affect) to evaluate the issue. Thus, the use of judgment is to assess the participants involved in the text, and apply appreciation to evaluate the issue of sex education in US (Martin & Rose, 2003; Martin & White, 2005).

b) Both texts’ writers employ force: raise and focus: sharpening with more than one voice (heterogloss) in their attitudes because they express their objectivity in strong and sharp judgment and appreciation. In the first text written by Hasnain, he argues both-sided in discussion genre to disapprove the program of sex education in US, while recommending that AIDS and condom education are considered more important. Thus, he stands as left-protagonist. This is because; he as an educationist and columnist (http://www.Allvoices.com/users/hasnain) tries to be aware in evaluating whether sex education should be taught in schools or not and what appropriate method should be used (see also www.kff.org/newsmedia/.../Sex-Education-in-America-Summary.pdf;http://www.kff.org/youthhivstds/3224-02-index.cfm). From the policy being used, he observes that sex education being taught
in US today is abstinence based and this will only appropriate for children under the age of 16. As with Presidnet Obama would also eliminate most money for abstinence-only. Studies of abstinence-only programs have shown little success; the most often-cited study, released in 2007, was congressionally mandated and federally funded and found that abstinence-only programs do not prevent or delay teen sex. (see also http://www.usatoday.com/news/health/2009-05-11-abstinence-onlyN.htm).

Therefore, from the fact that sex education today is abstinence based, fifty states in US support AIDS education program and some opinion believe that U.S. Needs Effective HIV Prevention and Sex Education Policies (see also in http://www.medicalnewstoday.com/releases/190723.php). In summary, Hasnain uses more negative judgment and appreciation because he wants to challenge the issue and he tends to support the majority of US society to conduct AIDS education program as one of the policies related to what kind of sex education should be taught in schools.

In the second text, Zeeshan argues one-sidedly in hortatory-exposition genre to support sex education program in US. Thus he positions himself as antagonist-right. This is because; he is just a student of ACMA in US so that he does not attempt to look from different point of view (http://www.Allvoices.com/users/zeeshansali, 2010). Therefore, he tends to support the program of sex education given in schools. He also wants to support L. Tatum, who says that schools also do a better job to influence children and have more time to try influence children better that anyone expect (see also Tatum, Mary Lee. Sex Education in the Eighties: Education in the Public School. New York, Plenum Press, 1981. Pg.138).
Moreover, he also has the same opinion with Alan Haris who says that the more educated someone is the more likely they are to make responsible and informed choice for their behaviors. Alan also said that sex education given by teachers at school is the most reliable way to give kids the right information about sex. In schools sex education information is given by professional and has been proven by many reports all over the country and world (see also Harris, Alan. *Sex Education, Rationale and Reaction, What does Sex Education Mean*. Cambridge University Press, Ed. Rogers, 1974. Pg.19). In summary, he uses dominant positive judgment and appreciation because he wants to support the program of sex education given in schools based on what actually happens in US that parents may not feel comfortable talking about sex to their children at home (http://www.guttmacher.org/pubs/FP-Teen-Sex-Education.html).

B. Recommendation

Based on the weaknesses, there are a number of recommendations to the next researcher:

1. In analyzing the forms of attitudes, this research has not used the forms in detail like stated in Martin theory (2003). However, this research still uses the forms of transitivity which is close to interpersonal meaning. This is recommended that the next research can use the forms of attitudes in detail
like stated in Martin theory (2003) so that may result in sophisticated appraisal analysis.

2. In analyzing attitudes, this research still uses two texts to find out the comparative study. This is expected that the next research can analyze more than two texts to result in more holistic and more comprehensive appraisal analysis.

3. The issue which is being observed in this research occurs in US and the texts have been written by foreigners. Thus in secondary data, this research only uses the information about the texts’ writers and US policy toward sex education from the Internet. Therefore, for the next research which uses local data within the scope of Indonesia, the research can apply an ethnography method by doing some interviews with the participants or informants involved in the texts.