A COMPARATIVE STUDY OF APPRAISAL IN YOUR LETTERS COLUMN EXPOSING THE ISSUE OF INFOTAINMENT BANNING TAKEN FROM
WWW.THEJAKARTAPOST.COM
(Systemic Functional Linguistics Approach)

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

BY:
ATA MUFTIHAH
C 0306018

ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ART
SEBELAS MARET UNIVERSITY
SURAKARTA
2011
A COMPARATIVE STUDY OF APPRAISAL IN YOUR LETTERS COLUMN EXPOSING THE ISSUE OF INFOTAINMENT BANNING TAKEN FROM WWW.THEJAKARTAPOST.COM (Systemic Functional Linguistics Approach)

Done by:
Ata Muftihah
C0306018

Thesis Consultant

[Signature]
Dr. Djamnika, M.A
NIP. 196707261993021001

Head of English Department

[Signature]
Dr. Djamnika, M.A
NIP. 196707261993021001
A COMPARATIVE STUDY OF APPRAISAL IN YOUR LETTERS COLUMN EXPOSING THE ISSUE OF INFOTAINMENT BANNING TAKEN FROM WWW.THEJAKARTAPOST.COM
(Systemic Functional Linguistics Approach)

Done by:
Ata Muftihah
C0306018

Accepted and approved by the board of examiners Faculty of Letters and Fine Arts of Sebelas Maret University on April 2011

Position  | Name                             | Signature
---       | ---                             | ---
Chairwoman | Dra. Nani Sukarni, M.S          | (Nini) 
           | NIP. 195103211981032002          | 
Secretary  | Karunia Purna K, S.S, M.Si      | (Famila) 
           | NIP. 198211242009122002          | 
First Examiner | Dr. Djatmika, M.A         | (Jjamik) 
           | NIP. 196707261993021001          | 
Second Examiner | Drs. Riyadi Santosa, M.Ed, Ph.D | (Riyadi) 
           | NIP. 196003281986011001          | 

Dean of Faculty of Letters and Fine Arts
Sebelas Maret University

Drs. Sudarno, M.A.
NIP 195303141985061001
Name : Ata Muftihah

NIM : C0306018

Stated wholeheartedly that this thesis entitled “A COMPARATIVE STUDY OF APPRAISAL IN YOUR LETTERS COLUMN EXPOSING THE ISSUE OF INFOTAINMENT BANNING TAKEN FROM WWW.THEJAKARTAPOST.COM” is originally made by the researcher. It is neither a plagiarism nor is made by others. The things related to other people’s work are written in quotation and included within bibliography.

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

Surakarta, April 2011

The researcher

Ata Muftihah
MOTTO

“So, verily, with every difficulty, there is relief; Verily, with every difficulty there is relief”

(Qur’an Surah Al Insyiroh : 5-6)

“I hear then I forget,
I see then I remember,
I do then I understand”

(Chinese proverb)
DEDICATION

I wholeheartedly dedicate this thesis to:

   My beloved mother and father
   My sister “Arin”
   My “flag waver”
ACKNOWLEDGEMENT

Bismillaahirrohmaanirrohiim
Alhamdulillaahi rabbil ‘alamiin

All praises are for the Almighty God, Allah SWT, for the blessing, love and guidance so that the writer can complete this thesis. This thesis will not be complete without support and encouragement from many people. Therefore, the writer would like to present her gratitude to those who have given valuable contribution to this thesis. I would like to express my gratitude to:

1. The Dean of Faculty of Letters and Fine Arts, Drs. Sudarno, M.A, for approving this thesis.
2. The Head of English Department, Dr. Djatmika, M.A, for giving permission to write this thesis.
3. Dr. Djatmika, M.A, as my thesis supervisor, thank you for the patience, guidance, advice and support in completing this thesis.
4. Drs. Riyadi Santosa, M.Ed, Ph.D, thank you for giving me a new knowledge about appraisal theory.
5. Dra. Rara Sugarti, M.Tourism, as my academic consultant, thank you for the support and guidance in my academic period.
6. All lecturers in English Department, thank you for precious knowledge given to me.
7. My beloved mother and father, who always support and give me love, care and pray.
8. My little sister ‘Arin’ who colors my life with happiness and tiff.
9. My big-hearted man, my spirit activator, ‘Kang Cecep’. Thanks for all stories we made, for every single time we spend together, and for the nice dinner with your family.

10. Queelinary (Anita, Farida, Beckha, Panda, Teh Rini). When will Queelinary Resto be a ‘dream comes true’? Definitely it will be a great project, girls.

11. Super girls. Teh Rini (Thanks so much for the spirit, I want to see you wearing blue kebaya, with ‘aa’ 😊), Ikha (We wait for your wedding invitation, boo), Beckha (Beck, it’s better for you to have your own singing studio), Anita (Be patient nyit, your thesis will be the most perfect one ever after), Farida (keep your awesome spirit, faa, Dek Vian is waiting for you), Panda (let’s finish this thesis, then go to Pangkalpinang), Vika (ready to be a cute chef??), Cindy (I miss we-four enjoy the night at 0 kilometer Jogja, it will be a memorable story for our children 😊), Ima (keep spirit maa, it’s for little Manha).

12. My partners in doing research about Appraisal. Rasyida (Thanks a lot for the sharing and help), Fajar (Sorry if I often ask you about the analysis and disturb your business 😊), Intan (Thanks for the references), Dila cowo, Lala, Dila cewe, thanks for the valuable view sharing and cooperation.


Thanks for the worthy experience sharing.

14. All friends in ED 2006. It’s a nice time for being part of this great family.
Finally, the writer realizes that this thesis is not perfect. Therefore, the suggestion and criticism is needed to make this thesis better. Hopefully, this research will be beneficial for all readers.

Surakarta, April 2011

The researcher

Ata Muftihah
TABLE OF CONTENTS

TITLE ......................................................................................... i
THE APPROVAL OF THE THESIS CONSULTANT .................... ii
THE APPROVAL OF THE BOARD OF EXAMINERS ................. iii
PRONOUNCEMENT .............................................................. iv
MOTTOS .................................................................................. v
DEDICATION ........................................................................... vi
ACKNOWLEDGEMENT .......................................................... vi
TABLE OF CONTENTS ........................................................... x
ABSTRACT ............................................................................... xiii

CHAPTER I. INTRODUCTION
   A. Research Background ....................................................... 1
   B. Problem Statements ....................................................... 3
   C. Research Limitation ....................................................... 4
   D. Research Objectives ....................................................... 4
   E. Research Benefits ......................................................... 4
   F. Research Methodology ................................................... 5
   G. Thesis Organization ....................................................... 5

CHAPTER II. LITERATURE REVIEW
   A. Mass Media ................................................................. 7
B. Newspaper ............................................................... 8
C. The Jakarta Post .......................................................... 11
D. Opinion Column .......................................................... 12
E. Letters to the Editor ....................................................... 13
F. Infotainment Banning ..................................................... 13
G. Systemic Functional Linguistics ...................................... 14
H. Appraisal ................................................................. 18
I. Prosody and Genre ......................................................... 38
J. Ideology ................................................................. 50

CHAPTER III. RESEARCH METHODOLOGY

A. Type of Research .......................................................... 52
B. Data and Source of Data ................................................... 52
C. Sample and Sampling Technique ....................................... 53
D. Data Validity ............................................................... 53
E. Research Procedures ....................................................... 54
F. Technique of Collecting Data ............................................. 54
G. Technique of Analyzing Data ............................................. 55

CHAPTER IV. DATA ANALYSIS

A. Introduction ............................................................... 56
B. Findings ................................................................. 56

1. Text 1 (Prohibition of Infotainment)
a. Engagement ......................................................... 58
b. Attitude .............................................................. 58
c. Graduation .......................................................... 61

2. Text 2 (Luna Maya and Infotainment)
   a. Engagement ......................................................... 68
   b. Attitude .............................................................. 69
c. Graduation .......................................................... 72

C. Discussion ............................................................ 78

1. Text 1 (Prohibition of Infotainment)
   a. Types and Forms of Attitude ................................. 78
   b. How the Attitudes Influence the Text ..................... 84
   c. Why the Attitudes are employed in the Text ............. 85

2. Text 2 (Luna Maya and Infotainment)
   a. Types and Forms of Attitude ................................. 87
   b. How the Attitudes Influence the Text ..................... 94
   c. Why the Attitudes are employed in the Text ............. 95

CHAPTER V. CONCLUSION AND RECOMMENDATION

A. Conclusions .......................................................... 99

B. Recommendations .................................................. 104

BIBLIOGRAPHY

APPENDICES
ABSTRACT


This research focuses on analyzing two texts exposing the issue of infotainment banning which employ attitudes in them. This is an interesting issue to analyze because it raises many opinions, either pro or contra. This research is aimed to describe the types and forms of attitudes employed in the texts, to explain how the attitudes influence the whole texts and why they are used in the texts.

This research belongs to a descriptive qualitative research. It also employs a comparative study which compares prosody, genre and ideology of two texts. The sources of data of this research are two texts in Your Letters column in www.thejakartapost.com entitled “Prohibition of Infotainment?” and “Luna Maya and Infotainment”. The data are all appraising items in the texts, which can be in the form of word or phrase, which can be analyzed their attitudes (affect, judgement, appreciation). Purposive sampling is applied in this research because not all words or phrases in the texts will be included into the data. The researcher employs data source triangulation to re-check the data validity. Library technique and "tehnik simak dan catat" is carried out in collecting the data.

The result of the analysis can be drawn as follows. First, there are 3 types of attitude; affect, judgement and appreciation. Besides, the appraising items in the two texts can be classified into 8 forms of attitude, they are epithet, attribute, circumstance, process-effective, process-middle, modal adjunct, word and phrase. Text 1 uses more positive attitudes than the negative ones. Meanwhile, text 2 uses more negative attitudes than the positive ones.

Second, the use of attitudes within the texts influences the prosody or subjectivity of the writer. The writers of both texts use their own statements in delivering the opinions through texts. It shows that they are subjective in seeing the issue of infotainment banning. The use of more positive attitudes in text 1 indicates that the writer challenges the issue. Meanwhile, the use of more negative attitudes in text 2 indicates that the writer supports the issue.

Third, both writers use attitudes in the texts to show their personal opinions and affirm their positions or ideologies in seeing the issue of infotainment banning. The ideology can be known after finding the text genre. Text 1 employs hortatory exposition and shows left antagonist ideology. Meanwhile, text 2 employs analytical exposition and shows right protagonist ideology.

Finally, it is expected that this research will be useful for the next researchers who are interested in studying Systemic Functional Linguistics especially dealing with appraisal analysis.

commit to user
CHAPTER I
INTRODUCTION

A. Research Background

In the modern life, media play important role as a means of communication. In the recent years, television becomes one important media to deliver message or information. Various TV programs are aired which aim to give information, educate children or just entertain people. Television enables us to see the entire world without visiting it.

When we watch television, we can notice that some of the programs are good but the other are considered to be dangerous since they cause bad effects to the society. News program is good for it aims to deliver fresh information and events happening around the world. However, its quality decreases since there are so many negative contents aired in news programs such as criminal, ravishment, theft, murder, woman and children trafficking, sexual affair and official graft which become the hottest issue in politic area.

Other TV programs which raise parent’s worry to their children are now freely aired in our television. Soap opera or sinetron, magic and superstitious show, dating show and infotainment program are seen to give more negative effects than the positive ones. The latest TV program has ever been discussed by many people to be banned due to its negative influences.

Infotainment is abbreviation from information and entertainment. From these words, we can conclude that infotainment is a TV program which aims both
to give information and entertain people. It contains all about celebrities news. We can take the positive side from such a kind of TV program when its news is about good side or achievement of celebrities. On the other hand, it can turn into bad influence if the program airs another bad side of celebrities such as dispute, divorce, murder, narcotics or drug addict, and pornography. Some disputes between celebrity and infotainment journalist regrettably happen because the journalist intrudes on celebrity’s privacy.

The children can easily watch infotainment without parent’s guidance because it is aired in more than eight TV stations in our country several times a day. It is in the morning, in the afternoon, in the evening and even in the late night. Due to the bad effect of infotainment, MUI (Majelis Ulama Indonesia or Indonesian Council of Ulema) ever stated that the program is haram (forbidden under Islamic law). This statement raised many opinions from the people, both supporting and challenging it.

The controversial issue in the end of 2009 was also taken by The Jakarta Post newspaper to be its headline and topic on opinion column, so that the people can freely express their ideas viewing the issue of infotainment banning. Many people support the ban of infotainment program but some of them do not, since there is still mutual relationship between celebrities and the program.

The way people share their beliefs through opinion column in The Jakarta Post varies. We can see their subjectivities and objectivities by analyzing the attitudes in the texts using appraisal theory. Appraisal is related to work on evaluation in other models in various ways (Martin & White, 2005). We can
evaluate a thing, someone’s feeling and behavior within the texts using appraisal theory. Then we can see what the writer wants to deliver through his or her writing.

Appraisal is one of three major discourse semantic resources construing interpersonal meaning (alongside involvement and negotiation). Appraisal itself is regionalized as three interacting domains—attitude, engagement and graduation. (Martin & White, 2005).

Appraisal is not only used orally but also in written texts or articles. Appraisal is widely used in opinion column to show the writer’s personal opinion about the issue. The Jakarta Post is an example of newspaper giving chance for people to share their opinion toward an issue through texts or articles in opinion column. Besides on the printed newspaper, we can also easily read the newspaper on the website, www.thejakartapost.com, with the same content to the printed one. From the explanation above, it is interesting to conduct a research on appraisal entitled “A Comparative Study of Appraisal in Your Letters Column Exposing the Issue of Infotainment Banning Taken from www.thejakartapost.com (Systemic Functional Linguistics Approach)”.

B. Problem Statements

The research intends to answer the following questions:

1. What types and forms of attitudes are employed in the texts?

2. How do the attitudes influence the texts?

3. Why are the attitudes employed in the texts?
C. Research Limitation

The limitation of the research is important to avoid the expansion of the problems to be analyzed. This research discusses two texts exposing the issue of infotainment banning in Your Letters column in JakartaPost. The title of the first text is “Prohibition of Infotainment?”. While the second one is “Luna Maya and Infotainment”. The researcher focuses on analyzing and comparing the two texts exposing the same issue with different point of view based on the attitudes using appraisal theory.

D. Research Objectives

The objectives of the research are:
1. To describe the types and forms of attitudes employed in the texts.
2. To explain how the attitudes influence the whole texts.
3. To explain the reasons of employing the attitudes in the texts.

E. Research Benefits

The research is expected:
1. To give understanding about appraisal as a way to tell the readers or listeners how we feel about things or people.
2. To give understanding about the using of appraisal theory to determine the prosody and ideology of a text.
3. To stimulate other researchers to conduct further research using appraisal theory.
F. Research Methodology

This research uses descriptive qualitative research. According to Narbuko & Achmadi (1999: 44), descriptive research is a research which tries to solve problems based on the data by describing, analyzing and interpreting the data. It is said as a qualitative research since its purpose is to describe the types and forms of attitude, how it influences the whole texts and why it is used in the texts.

In a descriptive method, the researcher possibly compares certain phenomena leading the researcher to employ a comparative study in the research (Nazir, 1988: 64). This research employs a comparative study which compares prosody, genre and ideology of the text to find out the similarities and differences.

G. Thesis Organization

The result of the research is composed in a form of thesis. To be easier to understand, the thesis is presented in a systematic way. In brief, the thesis is organized as follows:

CHAPTER I : INTRODUCTION consists of research background, problem statement, scope of the research, research objective, research benefit, research methodology and thesis organization.

CHAPTER II : LITERATURE REVIEW covers subchapters as follows: mass media, newspaper, the Jakarta Post, opinion column, letters to the editor, infotainment banning, systemic functional linguistics, appraisal, prosody and genre and ideology.
CHAPTER III: **RESEARCH METHODOLOGY** discusses type of research, data and source of data, sample and sampling technique, data validity, research procedures, technique of collecting data and technique of analyzing data.

CHAPTER IV: **DATA ANALYSIS** consists of introduction, findings and discussion.

CHAPTER V: **CONCLUSION & RECOMMENDATION** of the research based on the results of the analysis.
CHAPTER II
LITERATURE REVIEW

A. Mass Media

Communication plays an important role for people in doing interaction with others. They can communicate and transfer their ideas or news with others by means of mass media. According to Muda (2003: 25), the media airing the news can be classified into two: printed and electronic media. Printed media carry the messages through the sense of sight, for example newspaper, magazine, brochure, booklet, etc. While electronic media carry the messages through visual and auditory sense such as television and through the auditory sense such as radio.

Table 1. The differences between printed and electronic media

<table>
<thead>
<tr>
<th>No</th>
<th>Printed Media</th>
<th>Electronic Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The reader must be able to read</td>
<td>The audience/listener must not be able to read</td>
</tr>
<tr>
<td>2.</td>
<td>Can be read</td>
<td>Can be listened or watched</td>
</tr>
<tr>
<td>3.</td>
<td>We can delay reading the news</td>
<td>We cannot delay listening or watching the news</td>
</tr>
<tr>
<td>4.</td>
<td>Do not need special place</td>
<td>Need special place</td>
</tr>
<tr>
<td>5.</td>
<td>Space and time are limited</td>
<td>Space and time are broader</td>
</tr>
<tr>
<td>6.</td>
<td>Easy to be documented</td>
<td>Need devices to record</td>
</tr>
<tr>
<td>7.</td>
<td>The distribution is limited</td>
<td>The distribution is not limited</td>
</tr>
<tr>
<td>8.</td>
<td>Written form</td>
<td>Written, audio and visual form</td>
</tr>
</tbody>
</table>

Previously, communication using printed media was called press. But now, press refers to all journalistic activities through printed or electronic media
and internet (Kusumaningrat, 2009: 17). Nowadays, the advance of technology influences the development of media. People can not only find and share information through television, radio or newspaper, but also use internet as a means of communication. Internet provides cheaper and faster way to communicate with others.

Further, Merril (1997) in Kusumaningrat (2009: 21) states that there are five requirements for press or mass media which is responsible to the society:

1. Media must present reliable, comprehensive and smart daily news. It means that the media has to be honest on what it presents, separate the fact and opinion and be responsible to the society.

2. Media must have a function as a forum to exchange comment and criticism.

3. Media must present the picture or image which is appropriate and represents the news delivered. It aims to avoid the wrong point of view of the society.

4. Media must present and explain the purposes and the values of the society because media is one of educational instruments which have to succeed educational programs.

5. Media must provide full access towards the hidden information.

**B. Newspaper**

Newspaper is a kind of printed media carrying messages in written form. It is published at regular interval of which purposes are to inform, explain, interpret,
influence and entertain people. Newspaper generally comprises news, information and comments about current affairs, advises, column of various types, entertainment, feature and advertisement.

There are some types of newspaper:

1. **National Newspapers**

   Niblock (1996: 18) defines national newspapers as the newspapers which are sold across the whole country and give space to stories which affect or are relevant to the nation as a whole and stories from abroad.

   National newspapers are usually issued every day which report topical and current issues. One of the things that make newspapers interesting is the wide variety of genres that people can find in them. These include headlines, news reports, sport reports, editorials, feature articles, comments, letters to the editor, advertisements, book reviews, weather and fashion columns (Bhatia, 1993: 157).

2. **Local Newspapers**

   In her book *Inside Journalism*, Niblock (1996: 18) describes local newspapers as the newspapers which report news on a smaller area or community in a more detail than in regional or national newspapers. Local newspapers cover a smaller geographical area in most cases, usually focus on local happenings, and will be published once or twice a week.
3. Special-Interest Newspapers

Special-interest newspapers concentrate on news of interest to a particular group. For example, an ethnic community may have a newspaper that informs readers of news and events in that community. Corporations or organizations often publish their own newspapers, such as those for architects, airline pilots, and people in the fashion industry. Other special-interest newspapers highlight news about a specific topic, such as computer, rock music or sport.

Special-interest newspapers may come out daily, weekly, monthly, or even less frequently. Daily special-interest newspapers cover daily events of members in that group. The Wall Street Journal, for example, contains detailed financial news which are beneficial to members of the business community. Ethnic communities in urban areas may have a daily special-interest paper which presents local, national, and international news about their communities. Large universities also often have daily papers. There are also arts newspapers, such as newspapers about theater or music, which contain critiques of art exhibitions, performances, new music albums, and recently published books. They also publish schedules of upcoming events, such as music concert and theatrical show.
4. Online Newspapers

An online newspaper, also known as a web newspaper, is a newspaper which exists on the World Wide Web or internet, either separately or as an online version of a printed newspaper.

Online newspapers give advantages for both newspaper companies and the readers. Those companies can decrease the production cost to print the newspapers out. They also can reach the wider range of readers through internet. People do not need to buy printed newspapers but they can get the news fast from the online newspapers. Since the news are changing and developing in a short time, the readers can easily renew the information from breaking-news presented by online newspapers in a timely manner.

C. The Jakarta Post

The Jakarta Post is a daily English language newspaper in Indonesia which was launched on April 25, 1983. It is the largest English language newspaper in Indonesia owned by PT. Bina Media Tenggara, and the head office is in Jakarta.

The Jakarta Post reports news from both national and international. The recent international issue which becomes interesting to discuss, may be talked about in several columns in an edition, such as in headline, opinion and world columns. Since the development of technology, people now can not only get the information from the printed Jakarta Post but also from online Jakarta Post. Everyone can access its official website, www.thejakartapost.com, to obtain the newest information. It eases the people to have The Jakarta Post without being a subscriber because they can easily look for the news in the past edition from the website. However, the contains in online Jakarta Post are not as complete as those in the printed one since not all columns in printed one are also published in the online one.

D. Opinion Column

Opinion is an article which is the personal opinion or idea of the writer or institution. The reader’s letter is also opinion. In short, the writings which are not news belong to opinion (Sartono, 2006).

There are two types of opinion: opinion represents an institution (it is usually called tajuk, pojok, opini) and opinion represents personal idea (it is usually called kolom / opinion column). Kolom can be written by inside or outside people of the institution, while tajuk is written by people inside the institution.

Opinion discusses the actual news by inserting personal idea or opinion, suggestion, solution, criticism and so on. While news can not be inserted by
personal idea or opinion in order not to make the news becomes confused and turns into more subjective.

Generally, the articles on this column contains comment, criticism, complain, suggestion or problem solving that may argue, attack and try to influence and persuade the readers to accept the writer’s principles (Mott, 1958).

E. Letters to The Editor

Letters to the Editor is a special column provided to express people’s feelings, comments and opinions towards issues happening around them. This column has various names in different media such as Letters, Your Letters and Surat Pembaca.

Letters to the Editor has two-fold purpose. Firstly, it furnishes a safety value for the release of emotional and intellectual promptings. Secondly, it keeps the editor in touch with his readers by throwing into emphasis those in which the readers are most interested (Mott, 1958).

In The Jakarta Post, this column is called as Your Letters Column. It is usually printed under the heading of Opinion Column.

F. Infotainment Banning

Many people argue that infotainment is a negative television program since it often broadcasts people’s personal life. Some have a notion that it can disturb someone’s privacy. So that two Islamic organizations in Indonesia, NU
(Nahdhatul Ulama) and MUI (Majelis Ulama Indonesia / Indonesia Council of Ulama) declared that infotainment is haram.

The issue of infotainment banning appeared when actress Luna Maya was being chased by reporters who wanted to interview about her relationship with Ariel, the front man of music band namely Peterpan. Since she did not want to be interviewed, she ran while carrying Ariel’s daughter. Unintentionally, a reporter’s camera knocked the child and caused her crying. Luna Maya got angry. She then wrote on her twitter account that “infotainment journalists are worse than prostitutes and murderers”. This statement caused controversy among celebrities and journalists or reporters.

This issue raised many public opinions, both support and challenge it. Some argue that the haram edict cannot be drawn on all of infotainment programs because only some journalists who do not obey journalistic code of ethics. And some support the issue of infotainment banning since it only presents gossip, which causes people to fight or provokes family disputes. (The Jakarta Post, 2009).

G. Systemic Functional Linguistics

The definition of Systemic Functional Linguistics (SFL) can be traced by its terms. SFL is theory which is proposed by M.A.K. Halliday in 1960s. Halliday states (1985) “it is a theory meaning as a choice, by which language, or any other semiotics system, is interpreted as networks of interlocking options”. It means that Systemic is a theory of choice on meaning, and whatever chosen becomes the way
to interpret another set of choice. Then, it is functional because it is designed to explore language on how language is used, as stated by Halliday (1985) that “every text, everything that is said or written, unfolds in some context of use”.

Eggin (1994: 2) states that Systemic Functional Linguistics is theory which examines language in relation to the social interactions occur. It also provides a theoretical and descriptive framework which has been applied to a wide range of subjects including computational linguistics, discourse analysis and critical linguistics.

Systemic Functional Linguistics is a discourse analysis which uses a text as the object of analysis. A text is interpreted as a system of meaning as it is a social process which functions to express the meaning. Meanwhile, as a system of meaning, a text is arranged in three meaning: ideational meaning which reflects the experiences of the participants, interpersonal meaning which describes the social relationship among the participants involved in the text including the writer and the reader and textual meaning which is a form of symbolical meaning realizing both ideational and interpersonal meaning (Halliday in Santosa, 2003: 20-21).

1. Text and Context

Systemic Functional Linguistics is an approach which focuses on the study of language as a source of meaning. Language itself is a product of social process either it is verbal or non-verbal process which occurs as a text (Santosa, 2003:15)
Halliday & Hasan (1985: 6) state that the word *text* is used in linguistics to refer to any passage; spoken and written of whatever length that does form unitified whole. This means that the text may consist of a single word, or one or more than one sentence, or in the prose or verse, monologue, as far as it carries meaning (Ibid: 16).

The text can not be separated from its context since the context is very important to bridge text and situation. As said by Mallinowski in Martin (1992: 497), context is divided into two; context of situation and context of culture.

The context of situation is the immediate environment in which a text is actually functioning. This concept is used to explain why certain things have been said or written on this particular occasion, and what else might have been said or written that was not (Halliday & Hasan, 1985: 46). The context of situation analyzes three components which correspond to three metafunctions, namely: status, affect and contact. Meanwhile, context of culture is the institutional and ideological background that gives value to the text and constrains its interpretation (Ibid: 49). People do certain occasions and attach the meanings and values to them; this is what culture is. Therefore, it helps to understand how people actually exchange meanings and interacts with others.
2. Register

Santosa (2003: 47) defines *register* as the language variety based on the use of language. The variation of language at register is influenced by the context of situation which consists of three variables: field, tenor and mode.

a. Field

Field refers to what is happening covering when, where and how the social activity takes place. Field is the realization of ideational meaning. The ideational meaning uses language to encode the experience of the world and to convey a picture of reality.

b. Tenor

Tenor is the realization of interpersonal meaning that represents the negotiation of social relationship among participants (Martin, 1992: 523). Tenor refers to who is taking part to the nature of the participants, their status and roles, what kinds of relationship roles are obtained, including permanent and temporary relationship of one kind of another, both types of socially significant relationship in which they are involved (Halliday & Hasan, 1985: 12).

c. Mode

Mode is the realization of textual meaning representing the semiotic of reality. It refers to the role of symbolism played by language in realizing social action (Martin, 1992: 508).
Mode also shows the channel (spoken or written) and media used by the language. Media relates to the medium in which the language is expressed. The media can be audio, audiovisual, visual and the printed one. It can also in the form of direct communication such as tutorial, speech, seminar, dialogue, etc. (Santosa, 2003: 52).

3. Interpersonal Meaning

The interpersonal meaning views language from point of view of its function in the process of social interaction. Halliday & Hasan (1985: 53) identify interpersonal meaning as a form of action: the speaker or writer is doing something to the listener or reader by means of language.

As the realization of interpersonal meaning, tenor refers to the negotiation of social relationship among the participants. It mediates the semiotics of relationship along three dimensions: status, affect and contact (Martin, 1992: 523). Status means the relative position of interlocutors in a culture social hierarchy. Affect refers to degree of emotional charge in the relationship between participants. Contact refers to the familiarity of language used in a text whether it is easily comprehended or not. It also focuses on the degree of involvement among interlocutors (Ibid: 528).

H. Appraisal

Appraisal is one of three major discourse semantic resources construing interpersonal meaning (alongside involvement and negotiation). Appraisal itself is
regionalized as three interacting domains – attitude, engagement and graduation. (Martin & White, 2005).

Appraisal is a system of interpersonal meanings. We use the resources of appraisal for negotiating our social relationships, by telling the listeners or readers how we feel about things and people (in a word, what our attitudes are) (Martin & Rose, 2003).

Appraisal theory is concerned with the linguistic resources for by which a texts/speakers come to express, negotiate and naturalize particular inter-subjective and ultimately ideological positions. Within this broad scope, the theory is concerned more particularly with the language of evaluation, attitude and emotion, and with a set of resources which explicitly position a text's proposals and propositions interpersonally. That is, it is concerned with those meanings which vary the terms of the speaker's engagement with their utterances, which vary what is at stake interpersonally both in individual utterances and as the texts unfolds cumulatively.

Subtypes of Appraisal:

1. Engagement

Resources for positioning the speaker's/author's voice with respect to the various propositions and proposals conveyed by a text; meanings by which speakers either acknowledge or ignore the diversity of view-points put at risk by their utterances and negotiate an interpersonal space for their own positions within that diversity. There is a term dealing with engagement namely heteroglossia (‘different voices’). Then there are two
types of engagement: **heterogloss** (where the source of an attitude is other than the writer), and **monogloss** (where the source is simply the author) (Martin & Rose, 2003: 44). Examples of engagement:

- *Investment in the country's cellular industry is estimated to reach more than US$1 billion in 2005, as operators move to capitalize on growing market demand due to the relatively low penetration of fixed-line telephones* (Engagement; *monogloss*).

- *"The market here is still very big. So for the coming years, there are still a lot of opportunities for business players. And as a mobile operator, our job and focus is to build infrastructure to be able to collect as many new subscribers as we can,"* Telkomsel business director Leong Shin Loong said on Tuesday (Engagement; *heterogloss*).

There are three form of engagement: projecting source, modality and concession.

**a. Projecting source**

Halliday (1994) in Martin & Rose (2003: 44) calls this type of linguistic resource ‘projection’ because one thing to do in discourse is quote or report what people say or think. Projection here is the relation between ‘someone said’ and ‘what he said’. For example:
- **He said** that he and three of our friends have been promoted.

- **He says**, “We’re moving to a special unit. Now, now my darling. We are real policemen now.”

As well as ‘saying’, it is also possible to quote or report what the people think or feel. For instance:

- **I realized** he was drinking too much.

- **I know** where everything began.

- **I wish** I could wipe the old South Africa out of everyone’s past.

**b. Modality**

Another way of introducing additional voices into a text is through modality. Halliday (1994) in Martin & Rose (2003: 48) 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.

Demand for service is called **modulation**. It can be negotiated as follows:
Do it positive
You must do it
You should do it
You could do it
Don’t do it negative

On the other hand, statement that gives information is called modalization. It can be negotiated as follows:

It is positive
It must be
It should be
It might be
It isn’t negative

This scale shows ‘how probable’ a statement is. The modalization above can be interpreted in the examples below:

- There is an affair
- There must be an affair
- There would be an affair
- There might be an affair
- There isn’t an affair

The examples above show the probability of the affair could happen. The upper example has bigger probability and the lower one has the smallest or even has no probability.
c. Concession

The third resource is called concession or ‘counterexpectancy’ (Martin & Rose, 2003). It has to do with the way the writer tracks the readers’ expectations. For example:

*I can’t handle the man anymore! But I can’t get out.*

In this example, the writer uses the conjunction *but* to signal that she is countering an expectation she has created for the readers. At any point in a text, the readers have an expectation about what is likely to follow, and the writer takes this into account as she counters it.

*But* is the most common conjunction used to signal concession. But there are other possibilities, including *however, although, even if, even by, in fact, at least, indeed, nevertheless, needless to say, of course, admittedly, in any case,* etc.

2. Attitude

Attitudes have to do with evaluating things, people’s character and their feelings. Such evaluations can be more or less intense, that is they may be more or less amplified.

Attitude itself divides into three sub-systems:

a. Affect

Affect is the evaluation of people’s feeling or emotion.

Martin & Rose (2003: 25) affirm that we can have good or bad
feelings, so affect can be positive or negative. People can express their feelings directly, or we can infer how people are feeling indirectly from their behavior, so affect can be expressed directly or implied.

Similarly, Martin & White (2005: 42) states that affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored.

There are six questions to ask to classify affect:

1. Are the feelings positive or negative?

   The feelings can be popularly construed by the culture as positive (good atmospheres that are enjoyable to experience) or negative ones (bad atmospheres that are better avoided). For example:
   
   Positive affect  
   the boy was **happy**

   Negative affect  
   the boy was **sad**

2. Are the feelings a surge of emotion or an ongoing mental state?

   Grammatically this distinction is constructed as the opposition between behavioural and mental or relational processes. For example:

   Behavioural surge  
   the boy **laughed**

   Mental disposition  
   the boy **liked** the girl
3. Are the feelings reacting to some specific external agency or an ongoing mood?

   The feelings might be construed as directed at or reacting to some specific external agency (typically conscious) or as a general ongoing mood which one might pose the question “Why are you feeling that way?” and get the answer “I’m not sure”.

   Reaction to other: the boy liked the teacher/the teacher pleased the boy

   Undirected mood: the boy was happy

4. Are the feelings as more or less intense?

   How are the feelings graded. For example:

   Low: the boy liked the present

   Median: the boy loved the present

   High: the boy adored the present

5. Do the feelings involve intention rather than reaction?

   The feelings might involve intention (rather than reaction), with respect to a stimulus that is irrealis (rather than realis).

   Realis: the boy liked the present

   Irrealis: the boy wanted the present
6. Do the feelings have to do with un/happiness, in/security or dis/satisfaction?

The emotions or feelings can be grouped into three major sets having to do with un/happiness, in/security or dis/satisfaction. For example:

- **Un/happiness**: the boy was sad/happy
- **In/security**: the boy was anxious/confident
- **Dis/satisfaction**: the boy was fed up/absorbed

**b. Judgement**

Judgement is the evaluation of human behaviour with respect to social norms. Martin & White (2005: 42) says that judgements deal with attitudes towards behavior, which we admire or criticize, and praise or condemn.

In general terms, judgements can be divided into those dealing with “social esteem” and those oriented to “social sanction”.

Social esteem tends to be regulated in the oral culture, through chat, gossip, jokes and stories of various kinds. Sharing values in this area is critical to the formation of social networks (family, friends, colleagues, etc). Judgement of esteem have to do with “normality” (how special someone is), “capacity” (how capable they are) and “tenacity” (how dependable they are).
Social sanction is more often codified in writing, as edicts, decrees, rules, regulations and laws about how to behave as surveilled by church and state – with penalties and punishments as levers against those not complying with code (Martin & White, 2005). Judgment of sanction have to do with “veracity” (how truthful someone is) and “propriety” (how ethical someone is).

**Table 2. Judgement – social esteem**

<table>
<thead>
<tr>
<th>Social Esteem</th>
<th>Positive (admire)</th>
<th>Negative (criticize)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normality</td>
<td>Lucky, normal, natural, cool, fashionable …</td>
<td>Unlucky, odd, peculiar, erratic, old-fashioned, obscure …</td>
</tr>
<tr>
<td>Capacity</td>
<td>Powerful, healthy, adult, witty, clever, educated …</td>
<td>Weak, sick, childish, dull, stupid, uneducated …</td>
</tr>
<tr>
<td>Tenacity</td>
<td>Brave, heroic, cautious, meticulous, reliable, dependable …</td>
<td>Timid, cowardly, rash, reckless, unreliable, undependable …</td>
</tr>
</tbody>
</table>

**Table 3. Judgement – social sanction**

<table>
<thead>
<tr>
<th>Social Sanction</th>
<th>Positive (praise)</th>
<th>Negative (condemn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veracity</td>
<td>Truthful, honest, discrete, tactful …</td>
<td>Dishonest, deceitful, blunt, blabbermouth…</td>
</tr>
<tr>
<td>Propriety</td>
<td>Good, ethical, humble, polite, generous, charitable …</td>
<td>Bad, evil, arrogant, rude, greedy, avaricious …</td>
</tr>
</tbody>
</table>
Examples of judgement:

- She is so fashionable that every new fashion style will be followed and suitable to her (positive judgement; normality).

- He is so odd that many friends avoid him (negative judgement; normality).

- That powerful man can lift these heavy boxes (positive judgement; capacity).

- The mother angry with her childish daughter whimpering to her all the time (negative judgement; capacity).

- He is a loyal and reliable worker in this company (positive judgement; tenacity).

- The maid meets her boss timidly (negative judgement; tenacity).

- Finally, the honest woman gets the better job in the bigger company (positive judgement; veracity).

- The lying boy is nervous when being interrogated by his father (negative judgement; veracity).

- The polite boy is believed to be the chairman of the class (positive judgement; propriety).
- I really don’t respect the rude boy (negative judgement; propriety).

c. Appreciation

Appreciation is the evaluation of objects and products (rather than human behaviour) by reference to aesthetic principles and other systems of social value. Martin & White (2005: 43) point out that appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field.

In general, appreciation can be divided into our “reactions” to things (do they catch our attention; do they please us?), their “composition” (balance and complexity), and their “value” (how innovative, authentic, timely, etc.).

<table>
<thead>
<tr>
<th>Appreciation</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reaction</strong> :</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘did it grab me?’</td>
<td>Exciting, lively,</td>
<td>Boring, flat,</td>
</tr>
<tr>
<td></td>
<td>sensational …</td>
<td>pedestrian …</td>
</tr>
<tr>
<td><strong>Reaction</strong> :</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘did I like it?’</td>
<td>Fine, beautiful,</td>
<td>Bad, ugly, revolting,</td>
</tr>
<tr>
<td></td>
<td>enchanting,</td>
<td>disgusting …</td>
</tr>
<tr>
<td></td>
<td>appealing …</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong> :</td>
<td></td>
<td></td>
</tr>
<tr>
<td>balance ‘did it hang together?’</td>
<td>Balanced, harmonious, symmetrical, shapely</td>
<td>Unbalanced, discordant, uneven, shapeless …</td>
</tr>
</tbody>
</table>
Composition:

<table>
<thead>
<tr>
<th>complexity ‘was it hard to follow?’</th>
<th>Simple, pure, elegant, intricate …</th>
<th>Ornate, extravagant, complicated, plain …</th>
</tr>
</thead>
</table>

Valuation: ‘was it worthwhile?’

<table>
<thead>
<tr>
<th>Innovative, timely, unique, worthwhile, helpful …</th>
<th>Derivative, dated, common, priceless, useless …</th>
</tr>
</thead>
</table>

Examples of appreciation:

- The news of their great marriage is very sensational (positive appreciation; reaction; impact).
- The speech in this seminar is really boring (negative appreciation; reaction; impact).
- I want to buy the beautiful dress displayed in that shop (positive appreciation; reaction; quality).
- She felt nauseous seeing the disgusting food made from blood (negative appreciation; reaction; quality).
- The nice-shapely building makes me feel amazed (positive appreciation; composition; balance).
- The unbalanced accounting is not approved by the financial manager (negative appreciation; composition; balance).
- The manager gave simple instructions that every employer can do the duties well (positive appreciation; composition; complexity).

- The students are examining the complicated machine for their projects (negative appreciation; composition; complexity).

- Scissors is the most helpful thing owned by a barber (positive appreciation; valuation).

The medical official suggests the people to throw the useless things away such as boxes and cans since they can be the desired place for mosquitoes (negative appreciation; valuation).

The attitude can be realized in various grammatical functions. In Halliday’s (1994) terms, these include ‘qualities’, ‘processes’ and ‘comments’. Attitude as ‘quality’ is divided into three forms; epithet, attribute and circumstance. Attitude as ‘process’ is divide into two forms, they are process-effective (mental process) and process-middle (behavioral process). And attitude as ‘comment’ includes modal adjunct. The appraising items which can not included into these forms will be put into word or phrase form.

The functions and examples of each form can be seen in the table below:
<table>
<thead>
<tr>
<th>Epithet</th>
<th>Describing participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: A beautiful girl</td>
<td></td>
</tr>
<tr>
<td>Attribute</td>
<td>Attributed to participants</td>
</tr>
<tr>
<td>Example: The girl is beautiful</td>
<td></td>
</tr>
<tr>
<td>Circumstance</td>
<td>Manner of process</td>
</tr>
<tr>
<td>Example: The girl danced beautifully</td>
<td></td>
</tr>
<tr>
<td>Process- effective</td>
<td>Affective sensing</td>
</tr>
<tr>
<td>Example: She loves him very much</td>
<td></td>
</tr>
<tr>
<td>Process- middle</td>
<td>Affective behaving</td>
</tr>
<tr>
<td>Example: The boy walked to the bus stop</td>
<td></td>
</tr>
<tr>
<td>Modal Adjunct</td>
<td>Desiderative comment</td>
</tr>
<tr>
<td>Example: Unfortunately, she got injured in the accident</td>
<td></td>
</tr>
<tr>
<td>Word</td>
<td>The demonstrators demand the corruptors to be jailed</td>
</tr>
<tr>
<td>Phrase</td>
<td>The crime rate in Indonesia immediately increases since the last ten years</td>
</tr>
</tbody>
</table>

3. Graduation

Graduation has a relation on how strongly people feel about someone or something. J.R.R. Martin & David Rose (2003: 37) state in their book *Working with Discourse; Meaning Beyond the Clause*:

One distinctive feature of attitudes is that they are gradable. This means that we can say how strongly we feel about someone or something. For example, a girl describes her first love as sharply intelligent. By doing so, she places his intelligence on a scale and ranks it highly in relation to other choices she could have made;

- extremely intelligent
- sharply intelligent
- really intelligent
- quite intelligent
- fairly intelligent
- somewhat intelligent

High grading/ Up-scaling

Low grading/ Down-scaling

commit to user
There are two types of graduation: *force* and *focus*.

a. **Force**

Force deals with “turning the volume up or down”. Force can be divided into two main sub categories: *intensification* and *quantification*.

Intensification is the assessment of degree of intensity of quality and process. Intensification of quality shows adjective (with its pre-modification), such as a *bit* miserable, *very* miserable, and adverb (with its pre-modification), for example: this upset me *greatly*, this upset me a *bit*. The second type of force-intensification is to show a process, for example: this *disquieted* me, this *startled* me, this *frightened* me, this *terrified* me.

The second sub-category of force is *quantification*. It involves scaling with respect to amount (eg. size, weight, strength, number), and with respect to extent, with extent covering scope in time and space (ie. how widely distributed, how long lasting) and proximity in time and space (ie. how near, how recent).

b. **Focus**

The second type of graduation is focus. It can be divided into two major sub-categories: *sharpen* and *soften*. Focus is about
resources for making something that is inherently non-gradable gradable (Martin & Rose, 2003).

The example of focus-graduation: *positive* sides, *a true* guitar legend, *a part-time* blues fan. The appraising items above are included into focus-graduation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier.

**(Adapted from Martin & White, 2005)**

Graduation is also divided into several classes based on its form or meaning. *Force* is divided into three classes. They are based on theory from J.R. Martin and David Rose, J.R. Martin and P. R. R. White and classification based on up and down scaling. While *focus-graduation* is classified into sharpening and softening.
a. Force

Martin & Rose (2003) state four options or meaning for force graduation. The appraising items can mean as intensifiers, attitudinal lexis, metaphors and swearing.

Table 5. Options for Graduation

<table>
<thead>
<tr>
<th>FORCE</th>
<th>Intensifier</th>
<th>he still plays great</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attitudinal lexis</td>
<td>the second part is fantastic ...</td>
</tr>
<tr>
<td></td>
<td>Metaphors</td>
<td>ice cold in a sweltering night</td>
</tr>
<tr>
<td></td>
<td>Swearing</td>
<td>dammit, there must be a clique</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>Sharpen</th>
<th>a true guitar legend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Soften</td>
<td>a part-time blues fan</td>
</tr>
</tbody>
</table>

(Adapted from Martin & Rose, 2003: 43)

The items are included into intensifier meaning when there are words that intensify meanings, such as very/ really/ extremely.

*Intensifier* makes it possible to compare things by being compared to something else. For example:

*I wondered how the rich became dissatisfied with the best thing they had and still wanted better and got it.*

*The best* is implicitly compared with the *worst*, which the poor had. *The best* is also compared with *better*, which is what the rich wanted. The comparisons are possible because the worth of things is *gradable*.


*Best/ better/ good/ bad/ worse/ worst*

The items can be included into attitudinal lexis meaning when there are vocabulary items that include degree of intensity, such as *happy/ delighted/ ecstatic*.

The explanation of *intensifier* above is about grammatical items because the meaning of the items depends on being combined with ‘content words’. By contrast, this second form of force-graduation is lexical items, which refers to ‘content words’ or ‘lexis’. Here are some examples of *attitudinal lexis* form:

- **Annoying**  
  annoying/ disturbing/ aggravating/ irritating/ exasperating/ infuriating
- **Contaminate**  
  dirty/ stain/ infect/ pollute/ contaminate
- **Smart**  
  smart/ clever/ bright/ brainy/ intelligent
- **Amazing**  
  astonishing/ amazing/ wonderful/ incredible/ miraculous

The third form or meaning of force-graduation is metaphor. It can be used to express the feeling using figure of speech or analogy. For example: The goods are sold out *like hot cakes*. *‘Like hot cakes’* here means that the goods are sold well.

The writer sometimes uses swearing to express his/ her disliking, regret, frustration or disappointment towards someone or something. For example: Oh, that *bastard* Brown makes a hullabaloo again. These sentence shows that Brown is a bad boy.
because he is called ‘bastard’ (low level and bad quality people).

While Martin & White (2005: 141) affirm that there are two broad lexicogrammatical classes: isolating and infusing. The sense of up scaling or down scaling is isolated when individual item which solely, or at least primarily, performs the function of setting the level of intensity. While the sense of up scaling or down scaling is fused with a meaning which serves some other semantic functions.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Infusing</th>
<th>Isolating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bit miserable, very miserable, extremely miserable</td>
<td>Happy, joyous, brilliantly, skillfully</td>
<td></td>
</tr>
<tr>
<td>Process</td>
<td>This upset me slightly, this upset me greatly</td>
<td>This disquieted me, this startled me, this frightened me</td>
</tr>
<tr>
<td>Modality</td>
<td>Just possible, somewhat possible, very possible</td>
<td>Possible, probable, certain</td>
</tr>
</tbody>
</table>

b. Focus

The second one is focus, which involves ‘sharpening’ or ‘softening’ categories of people and things, using words such as about/ exactly or real/ sort of/ kind of (Martin & Rose, 2003). There are two meanings of focus: sharpening (up scaling) and
softening (down scaling). The form or meaning of focus-graduation is the same as the type of focus-graduation.

**Figure 2. Form / Meaning of Graduation**

---

Martin & Rose (2003: 54) say that appraisal resources are used to establish the tone or mood of a passage of discourse, as choices resonate with one another as a text unfolds. The pattern of choices is called ‘prosodic’. 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 to more subjective.

Genre is a social process having a certain social goal which can be known through its staging to achieve goal. The social process means a social activity in a context of culture in which language plays an important role (Santosa, 2003: 24).
Genre is realized in the Generic Structure Potential (GSP). GSP is an obligatory element of a text, which can be used to decide the genre of a text. GSP reveals a structure of opening, body and closing in a text. There are two categories of genre: factual genre and story genre.

1. Factual Genre

Martin (1992: 562) divides factual genre into eight genres namely description, report, exposition, discussion, recount, procedure, explanation and exploration. These eight genres will be elaborated as follows:

a. Description

Description genre is used to describe what individual or things are like, either living or nonliving ones. In this genre, the writer may start and end describing the objects from any part s/he wants.

For example:

The Amazing Taj Mahal in India

<table>
<thead>
<tr>
<th>Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra.</th>
<th>IDENTIFICATION</th>
</tr>
</thead>
</table>
**Taj Mahal** is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.


**b. Report**

Report genre has function to describe the way things are, with reference to a whole range of phenomena, natural, culture or social in our environment. This genre focuses on generic participants, uses of simple

---

*commit to user*
present tense, uses of ‘being’ and ‘having’ clauses and has no temporal sequence. The generic structure is started by general classification including optional technical classification followed by the description of things consisting the object’s parts and their functions, qualities, habits/behaviors or uses (if the object is non natural).

For example:

**Platypus**

<table>
<thead>
<tr>
<th>GENERAL CLASSIFICATION</th>
<th>TECHNICAL CLASSIFICATION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many people call platypus duckbill because this animal has a bill like duckbill.</td>
<td>Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus’ eyes and head are small. It has no ears but has ability to sense sound and light.</td>
<td>Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.</td>
</tr>
<tr>
<td>Platypus is a native Tasmania and southern and eastern Australia.</td>
<td>Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick, and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus’ eyes and head are small. It has no ears but has ability to sense sound and light.</td>
<td>(Adapted from <a href="http://understandingtext.blogspot.com/2007/12/platypus-report-text-2.html">http://understandingtext.blogspot.com/2007/12/platypus-report-text-2.html</a>)</td>
</tr>
</tbody>
</table>

**c. Exposition**

It aims to give one-sided opinion or argument. Its GSP is started from thesis and brief explanation or arguments, followed by one sided arguments whether supporting or challenging and closed by reiteration (restatement of the thesis).
Martin (1992) further divides this genre into two, they are HORTATORY and ANALYTICAL EXPOSITION. Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way. While analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

**Table 6. The GSP Difference of the Two Texts**

<table>
<thead>
<tr>
<th>Hortatory Exposition</th>
<th>Analytical Exposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Thesis</td>
</tr>
<tr>
<td>Arguments</td>
<td>Arguments</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Reiteration (restating the thesis)</td>
</tr>
</tbody>
</table>

The example of hortatory exposition:

**Watch Your Kids While Watching TV**

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely "Yes" and that should be done by all parents.

Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on. Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration.
Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

<table>
<thead>
<tr>
<th>RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considering some facts mentioning above, protect your children with the following tips:</td>
</tr>
<tr>
<td>- Limit television viewing to one-two hours each day</td>
</tr>
<tr>
<td>- Do not allow your children to have a TV set in their own bedrooms</td>
</tr>
<tr>
<td>- Review the rating of TV shows which your children watch</td>
</tr>
<tr>
<td>- Watch television with your children and discuss what is happening in the show</td>
</tr>
</tbody>
</table>

(Adapted from http://understandingtext.blogspot.com/2009/02/example-of-hortatory-exposition-in.html)

The example of analytical exposition:

Jakarta As a Bad Working Place for Expatriates

<table>
<thead>
<tr>
<th>THESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jakarta is the second-worst place for expatriates to work in outside of the United States of America, Canada and Western Europe. It is according to a recent report published by Businessweek.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARGUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Businessweek report ranked emerging markets that might be challenging to move into due to their level of pollution, disease, political violence and availability of good and services. The report ranked Jakarta second, just below lagos in</td>
</tr>
</tbody>
</table>
Nageria and above Riyadh Saudi Arabia, saying the threat of violence from extremest, in particular, was serious drawback to living in Jakarta. Bombings targeting foreign interests in Jakarta, such as the JW Marriot hotel bombing in 2003, have been repeated elsewhere in the city. The report said despite problem common to many developing cities such as the risk of disease, poor sanitation, and excessive pollution, Indonesia can be an enticing location.

In response, the Jakarta administration took the report positively, saying it could spur the administration to improve its performance.

(Adapted from http://understandingtext.blogspot.com/2009/05/example-of-analytical-exposition-in.html)

d. Discussion

This genre functions to discuss a certain issue and present the arguments for both sides of a topical issue, and finally give conclusion with a recommendation based on the weight evidence. This genre focuses on generic human and non-human participants and uses simple present tense. The generic structure is started by statement of issue, argument for, argument against and recommendation.

For example:

The Advantage and Disadvantage of Nuclear Power

<table>
<thead>
<tr>
<th>Nuclear power is generated by using uranium which is a metal mined in various part of the world. The first large scale of nuclear power station was opened at Calder Hall in Cumbria, England in 1956.</th>
<th>ISSUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>commit to user</td>
<td></td>
</tr>
</tbody>
</table>
Some military ships and submarines have nuclear power plant for engine. Nuclear power produces around 11% of the world's energy needed, and produces huge amounts of energy. It cause no pollution as we would get when burning fossil fuels. The advantages of nuclear plant are as follow:

- It costs about the same coal, so it is not expensive to make.
- It does not produce smoke or carbon dioxide, so it does not contribute to the greenhouse effect.
- It produces huge amounts of energy from small amount of uranium.
- It produces small amount of waste.
- It is reliable.

On the other hand, nuclear power is very, very dangerous. It must be sealed up and buried for many years to allow the radioactivity to die away. Furthermore, although it is reliable, a lot of money has to be spent on safety because if it does go wrong, a nuclear accident can be a major accident.

People are increasingly concerned about this matter. In the 1990's nuclear power was the fastest growing source of power in many parts of the world.

(Adapted from http://understandingtext.blogspot.com/2009/02/example-of-discussion-text-on-nuclear.html)

e. Recount

Recount genre is used to retell events for the purpose of informing or entertaining. The GSP of this genre is orientation as the opening, events as the body and reorientation as the closure. The lexicogrammar features of the text are using specific or individual participants, using past tense

*commit to user*
verbs, using material processes and focusing on temporal sequence of events.

For example:

Bus was Flowing Right Behind Me

I stayed a night at Sakhuwa of Gati VDC because a landslide near Baseri had blocked the road, The next morning, I hopped onto the bus with registration number Ba 2 Kha 4013 that was on the way to Barhabise from Tatopani.

I took a seat by the doorside and remember that there were around 35 passengers, including me. The driver started the bus. A kilometer into the journey, I noticed a ditch on the road. The driver tried to avert the ditch. Before I could know what was going on, the bus started hurtling towards the Bhotekoshi.

I had given up hope of surviving, but found a ventilator glass broken. I came out of the shattered glass and plunged into the Bhotekoshi. The river carried me for about 35 kilometers and left me on the shallow surface. I passed out after that. The rescuers took me to a hospital when I regained consciousness.

I heard later that all except four passengers had survived. I have sustained injuries on the face, hands and other body parts. Nonetheless, I feel that surviving was my destiny.

(Adapted from http://understandingtext.blogspot.com/search/label/Recount?max-results=2)
f. Procedure

Procedure genre is used to describe steps and stages to reach a goal. The GSP is started from goal which will be gained, followed by procedural steps. The lexicogrammar features of this text are the using of material process, imperative clause and the using of second participant. This kind of text can be in the form of instruction manual, receipts, etc.

For example:

Making a Flying Kite

Having a kite flying is interesting and make it by self is easy. | GOAL
---|---

Prepare the following materials to make a kite:
- Butcher cord
- Scotch tape or glue
- 1 Sheet of strong paper
- 2 Strong, straight wooden sticks of bamboo
- Markers, paint or crayons

| MATERIALS
---|---

After the materials have been prepared, the directions bellow is easy instruction on how to make a kite:
1. Make a cross with the two sticks, with the shorter stick placed horizontally across the longer stick.
2. Tie the two sticks together with the string in such a way as to make sure that they are at right angles to each other.
3. Cut a notch at each end of the sticks. Make it deep enough for the type of string you are using to fit in to. Cut a piece of string long enough to stretch all around the kite frame. **commit to user**
4. Lay the sail material flat and place the stick frame face down on top. Cut around it, leaving about 2-3cm for a margin. Fold these edges over and glue it down so that the material is tight.
5. Make a tail by tying a small ribbon roughly every 10cm along the length of string.
6. Decorate your kite with the markers!


g. Explanation

Explanation genre is used to explain the social or natural process involved in the evolution of natural and social phenomena or how something works or why things as they are. It focuses more on the process than things. Its features are using simple present tense, temporal and passive voice. Its GSP is started with a general statement, followed by sequence explanation of why/how something occurs.

For example:

How Rain Happens

<table>
<thead>
<tr>
<th>Rain is the primary source of fresh water for most areas of the world, providing suitable conditions for diverse ecosystems, as well as water for hydroelectric power plants and crop irrigation.</th>
<th>GENERAL STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The phenomenon of rain is actually a water circle. The concept of the water cycle involves the sun heating the Earth's surface water and causing the surface water to evaporate. The water vapor rises into the Earth's atmosphere. The water in the atmosphere cools and...</td>
<td>SEQUENCED EXPLANATION</td>
</tr>
</tbody>
</table>
condenses into liquid droplets. The droplets grow until they are heavy and fall to the earth as precipitation which can be in the form of rain or snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called virga, a phenomenon which is often seen in hot, dry desert regions.

(Adapted from http://understandingtext.blogspot.com/2009/12/explanation-text-about-how-rain-happens.html)

2. Story Genre

Santosa (2003: 38) states that story genre means the text is explored from the social process of telling. Generally, it functions to entertain the readers and sometimes to tease the social phenomena.

There are four types of story genre:

a. Recount Genre

Recount genre consists of a record of event or social phenomena occurred in the past. Its GSP are orientation, events and sometimes ended by reorientation.

b. Anecdote Genre

Anecdote is a text which retells funny and unusual incidents in fact or imagination. The purpose of this text is to entertain the readers. Its GSP consists of abstract, orientation, crisis, reaction and coda.

c. Exemplum Genre

Exemplum genre views an unusual thing as an incident which is then followed by an interpretation that explains how the thing should or should not happen. Its GSP consists of abstract, interpretation and coda.

d. Narrative Genre

In narrative genre, the unusual thing creates a complication which is further evaluated in the evaluation and it will finally be overcome in the evolution. Its GSP consists of abstract, orientation, complication, evaluation, resolution and coda.

Table 7: The Types of Story Genres

<table>
<thead>
<tr>
<th>Types of Story Genre</th>
<th>Activity Sequence</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 in Santosa, 2003: 38)

J. Ideology

Santosa (2003: 39) defines ideology is the view of the world as the result of interaction between cultural norms, experiences and believes of someone in considering social phenomena in the society.

In his book, Martin (1992: 582) proposes part of a model dealing with ideology in crisis a system involves tow axes, protagonist and antagonist then left and right. Antagonists were characterized as interlocutors who are
interested in creating issues while *protagonists* as interlocutors attempting to dissolve them. The term *left* was used to refer to those who had semiotic power to gain through the ensuing debates while the term *right* for those with power to lose.

The ideology here is more about the ideology of people or how people take his or her position toward an issue. Here is the figure of ideology:

![Diagram of ideology](image)

(Adapted from Martin in Santosa, 2003: 41).
CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

This research uses descriptive qualitative research. It is identified as qualitative since the data used in this research are in the form of words, sentences or pictures rather than numbers (Sutopo, 2006: 40). According to Narbuko and Achmadi (1999: 44), a descriptive research is a research which tries to solve problems by describing, analyzing and interpreting the data. It is said as a qualitative research since its purpose is to describe the types and forms of attitude and their influence to the whole texts.

In a descriptive method, the researcher possibly compares certain phenomena leading the researcher to employ a comparative study in the research (Nazir, 1988: 64). This research employs a comparative study which compares prosody, genre and ideology of two texts.

B. Data and Source of Data

Arikunto (2006: 129) states that source of data in a research is the subject or object from which the data are obtained. The sources of data of this research are two texts in Your Letters column in www.thejakartapost.com entitled “Prohibition of Infotainment?” and “Luna Maya and Infotainment”.

commit to user
Meanwhile data are materials used in the research. The data in this research are all appraising items in the texts, which can be in the form of word or phrase, which can be analyzed their attitudes (affect, judgement, appreciation).

C. Sample and Sampling Technique

Hadi (1983: 70) states that sample is a part of population that is investigated while sampling technique refers to a technique of choosing the sample (Ibid: 75).

This research applies purposive sampling. Hadi (1983: 82) says that purposive sampling is obtained by considering certain criteria which is related to the research. It is said as purposive sampling because not all words or phrases in the texts will be included into the data. Only words or phrases which have attitude (affect, judgement, appreciation) can be identified as data. The criterion of data is applied to know the writers’ personal opinions towards the issue of infotainment banning.

D. Data Validity

Data validity can be carried out using triangulation. Triangulation is a technique to check the data validity by means of other things (Moleong, 2004: 330). In this research, the researcher employs data source triangulation. It is an activity of comparing and re-checking the validity of information found from different instruments (Ibid: 330). It is done to decrease the inaccuracy in collecting the data.
The sources of data of this research are two texts in Your Letters column in www.thejakartapost.com entitled “Prohibition of Infotainment?” and “Luna Maya and Infotainment”. The researcher discusses the data with other researchers to check and compare them.

E. Research Procedures

Procedure of data analysis is description of steps in the research. The procedures of this research are arranged as follows:

1. Collecting the data from two texts in opinion column exposing the issue of infotainment broadcasting ban in The Jakarta Post
2. Cutting the texts into clauses
3. Classifying the appraising items as the data into three aspects of appraisal (engagement, attitude, graduation)
4. Determining the type and form or function of each aspects of appraisal
5. Interpreting the influence of attitudes to the whole texts
6. Drawing conclusion and giving recommendation

F. Technique of Collecting Data

In collecting data, the researcher employed library technique or “Teknik Pustaka” in which the data are collected from written resources (Subroto, 1992: 42). The written resources can be in the form of magazine, newspaper, library works, etc. The data in this research are taken from Your Letters column in
www.thejakartapost.com entitled “Prohibition of Infotainment?” and “Luna Maya and Infotainment”.

Moreover, the researcher also applied “Teknik simak dan catat”. Subroto (1992: 41) states that teknik simak is conducted by observing the use of language while teknik catat is the note of the data which are suitable with the purpose of the research. Firstly, the researcher identifies the items which can be included into the data, then will be called appraising items. Next, the appraising items are classified based on three aspects of appraisal, they are engagement (monogloss and heterogloss), attitude (affect, judgement and appreciation) and graduation (force and focus) to know the language used by the writers to deliver their messages.

G. Technique of Analyzing Data

After collecting the data, the researcher employs some techniques in analyzing data as follows:

1. Analyzing the data based on three aspects of appraisals, they are engagement (monogloss and heterogloss), attitude (affect, judgement and appreciation) and graduation (force and focus)
2. Identifying the type and form of each aspect of appraisal
3. Discussing the reasons of employing the attitude in the texts
4. Interpreting the prosody, genre and ideology of the two texts
5. Comparing the similarities and differences of the two texts based on their prosodies, genres and ideologies
6. Drawing conclusion and giving recommendation

Data Analysis

Domain

The researcher analyzes the data whether it belongs to the data or not. All items containing the kinds of attitudes in the two texts become the data.

Taxonomy

The researcher divides the data to see the attitude (affect, judgement, appreciation), engagement / source (monogloss, heterogloss) and graduation (force, focus).

Componential Analysis

To find the functions of three aspects of appraisal in the text.

- Attitude : to evaluate things, people’s character and their feelings.

Example : it *cheers* them up (affect as behavioral process, positive, happiness)

- Engagement : to identify who are the evaluations coming from.
Example: Gossip cannot be banned. It happens around us every day.

(Engagement: monogloss)

- Graduation: to know how strongly we feel about someone or something.

Example: ……even impudently annoying relatives or families who have nothing to do with their “story”. (Graduation: force; intensifiers)

Finding Cultural Values

“Infotainment broadcasting ban” is an issue which raises many public opinions. The analysis of appraisal through two different opinion texts with the same issue can show us that some of the people support the issue while the others challenge it. From the research, we can know why the writers use attitudes on their texts and whether they use subjective or objective point of view in seeing this issue.

Procedure of Data Analysis
CHAPTER IV
DATA ANALYSIS

A. Introduction

This chapter deals with the data analysis of the research. It consists of three subchapters, they are: introduction, findings and discussion.

In findings, the researcher analyzes the clauses of two texts whether they belong to the data or not. All items containing the kinds of attitudes in the two texts become the data of the research. After that, the researcher classifies the data to see the attitude (affect, judgement, and appreciation), engagement / source (monogloss, heterogloss) and graduation (force, focus).

After analyzing the data, the researcher conducts a deep discussion to answer the problem statements as stated in the first chapter then find the similarities and differences between the two texts.

B. Findings

1. Text 1 (Prohibition of Infotainment?)

To determine the data, the researcher cuts the texts into clauses then chooses items which can be evaluated. The method of J.R. Martin and P.R.R White in their book *The Language of Evaluation* is used to analyze the attitude within the texts. All items containing the kinds of attitudes in the two texts become the data. The items belong to the data are named appraising items. The examples of the data or the appraising items can be seen as follow:
- Letters: Prohibition of infotainment?
- Gossip cannot be banned.
- It is a negative trait of the human character.
- Many people thrive on gossip and if they do not know about something, I am sure that they will do everything possible to find out.
- Celebrities all over the world are in the public eye.
- If one does not wish to be the centre of attention, one should refrain from becoming a celebrity.
- Gossip comes with the job - as we say.
- To prohibit infotainment is violating freedom of the press and of expression.
- Those who do not like infotainment should switch off their TV or move to another channel.
- Gossip about celebrities can be found in tabloid magazines [sold all over the place, sidewalks, bookshops, magazine vendors in the streets, etc].
- Should these magazines be taken off the shelves too and should the government close down publishing companies?
- This would certainly cause massive unemployment!

The underlined items above are included into the data or appraising items.
a. Engagement

The other word for engagement in appraisal is source of attitudes or who are the evaluations coming from. The term *monogloss* is used when the source is the writer of the text her/himself. While the term *heterogloss* is used when the source of attitudes is other than the writer (in other words, the writer cites or quotes other people’s statements).

The example of monogloss engagement:

*Gossip cannot be banned. It happens around us every day. It is a negative trait of the human character. Many people thrive on gossip and if they do not know about something, I am sure that they will do everything possible to find out* (paragraph 1). It means that these statements come from the writer herself.

Heterogloss engagement is applied when there is quotation from other people’s statement. Text 1 does not employ heterogloss engagement because the writer does not cite other people’s statements.

b. Attitude

Attitude is divided into three types, they are affect, judgement and appreciation. The table below shows the number of each types of attitudes in text 1.

**Table 8. Percentage of Attitudes in Text 1**

<table>
<thead>
<tr>
<th>Types of Attitude</th>
<th>Positive</th>
<th>Negative</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>30.30 %</td>
</tr>
<tr>
<td>Judgement</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>30.33 %</td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>Appreciation</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>30.37 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td></td>
<td></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

As stated by J.R. Martin and P.R.R. White (2005: 42) in their book *The Language of Evaluation: Appraisal in English*: “Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored?”

For example: “…the majority of the people love infotainment programs” (Attitude: affect; positive happiness). The word *love* here explains how people like infotainment very much. It shows a good feeling of the people on what they like to watch. That is why the word *love* is evaluated as a representation of good feeling (positive affect).

While the negative or bad feeling can be seen in the word *do not like* in “Those who do not like infotainment…”.

The next type of attitude is judgement. It deals with attitudes towards behavior, which we admire or criticize, praise or condemn (Martin & White, 2005). The writers of the two texts use many words to evaluate behavior. The example can be seen on the title of the first text: “Prohibition of Infotainment?” (Attitude: judgement; negative propriety).

The word *prohibition* explicitly affirms that there is a rule of forbidding infotainment programs to be aired. It shows the readers that there is a condemnation towards infotainment programs.
Another example is the word *respect* in “With due to *respect* to the ulema…” (Attitude: judgement; positive propriety). It shows how ethical someone is.

Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (Martin & White, 2005). In short, appreciation aims to evaluate things. For instance: “It is a *negative* trait of human character” (Attitude: appreciation; negative valuation). The word *negative* clearly shows a bad valuation from the writer towards a thing (human character).

The positive evaluation towards a thing is shown in “…and leave the people to enjoy their *favorite* TV programs” (Attitude: appreciation; positive reaction; quality). The word *favorite* represents a thing (TV program) that is wanted/ liked/ desired/ lovable.

The attitude also can be categorized based on the forms. In Halliday’s (1994) terms, these include ‘qualities’, ‘processes’ and ‘comments’. Attitude as ‘quality’ is divided into three forms, they are epithet, attribute and circumstance. Attitude as ‘process’ is divided into two forms, they are process-effective and process-middle. And attitude as ‘comment’ includes modal adjunct. The appraising items which can not included into these forms will be put into word or phrase form. The table below shows the number of 8 types of attitudes in text 1.
Table 9. Percentage of Forms of Attitude in Text 1

<table>
<thead>
<tr>
<th>Forms of Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epithet (E)</td>
<td>4</td>
<td>12.12%</td>
</tr>
<tr>
<td>Attribute (A)</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>Circumstance (C)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Process-effective (PE)</td>
<td>9</td>
<td>27.28%</td>
</tr>
<tr>
<td>Process-middle (PM)</td>
<td>5</td>
<td>15.15%</td>
</tr>
<tr>
<td>Modal Adjunct (MA)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Word (W)</td>
<td>8</td>
<td>24.24%</td>
</tr>
<tr>
<td>Phrase (Ph)</td>
<td>5</td>
<td>15.15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

c. Graduation

J.R. Martin and David Rose (2003: 37) state in their book *Working with Discourse; Meaning Beyond the Clause:*

One distinctive feature of attitudes is that they are gradable. This means that we can say how strongly we feel about someone or something. For example, a girl describes her first love as *sharply intelligent.* By doing so, she places his intelligence on a scale and ranks it highly in relation to other choices she could have made:

- extremely intelligent → High grading/Up-scaling
- sharply intelligent
- really intelligent
- quite intelligent
- fairly intelligent
- somewhat intelligent → Low grading/Down-scaling

There are two kinds of graduation: *force* and *focus.* Force deals with “turning the volume up or down.” Those include words
that intensify meaning such as very/ really/ extremely, and vocabulary items that include degrees of intensity, such as sad/ gloomy/ miserable.

The second one is focus, which involves sharpening or softening categories of people and things, using words such as about/ exactly or real/ sort of/ kind of (Martin & Rose, 2003).

The analysis of graduation of text 1 can be seen in the explanation below.

1. Type of Graduation

a. Force

Based on the explanation above, there are two types of graduation: force and focus. Force can be divided into two main sub categories: intensification and quantification.

Intensification is the assessment of degree of intensity of quality and process. Intensification of quality shows adjective (with its pre-modification) and adverb (with its pre-modification). There are 7 force-intensification-quality in text 1, they are possible, gossip (cl.2), the public eye, gossip (cl.8), gossip (cl.11), gossip (cl.15), and in-depth discussion.

The second type of force-intensification is to show a process. There are 10 force-intensification-process, they are prohibition, be banned, thrive, should refrain, to prohibit,
violating, should switch off, should close down, would certainly cause and should realize.

The second sub-category of force is quantification. It involves scaling with respect to amount (eg. size, weight, strength, number), and with respect to extent, with extent covering scope in time and space (ie. how widely distributed, how long lasting) and proximity in time and space (ie. how near, how recent).

There is only 1 force-quantification in text 1. It can be seen in the item massive unemployment. The phrase massive unemployment shows a great number of unemployment. Therefore, it can be included into force-quantification.

b. Focus

Then, the second type of graduation is focus. It can be divided into two major sub-categories: sharpen and soften. Focus is about resources for making something that is inherently non-gradable gradable (Martin & Rose, 2003).

Text 1 shows 13 examples of sharpen focus and 2 soften focus. The items included in sharpen focus are negative, sure, centre of attention, freedom, respect, the ulema (cl.14a), love (cl.14b), cheers, love (cl.14d), top athletes, the ulema (cl.17), religious, and favorite. While the items included into soften focus can be seen in do not like and soap opera. The words do not like
diminish the impression of hate to infotainment, whereas the phrase *soap opera* shows another expression for electronic cinema.

The appraising items above are included into focus-graduation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier.

2. Form / Meaning of Graduation

a. Force

Martin & White (2005) affirm that there are two broad lexicogrammatical classes: isolating and infusing. The sense of up scaling or down scaling is isolated when individual item which solely, or at least primarily, performs the function of setting the level of intensity. While the sense of up scaling or down scaling is fused with a meaning which serves some other semantic functions.

There are 3 items which are included in isolating force. They are *would certainly cause*, *massive unemployment*, and *in-depth discussion*. Those items are included into isolating force since they are followed by intensifier items.

There are 15 items of infusing force. They are *process*, *gossip* (cl.2), *be banned*, *thrive*, *possible*, *the public eye*, *should refrain*, *gossip* (cl.8), *to prohibit*, *violating*, *should switch off*, *gossip* (cl.11), *should close down*, *should realize*, and *gossip* (cl.15).
While Martin & Rose (2003) state four options or meaning for force graduation. The appraising items can mean as intensifiers, attitudinal lexis, metaphors and swearing.

The items are included into intensifier meaning when there are words that intensify meanings, such as *very/, *really/, *extremely*. There are 7 items included in force- intensifiers. They can be seen in *thrive*, *possible*, *should refrain*, *should switch off*, *should close down*, *would certainly cause* and *should realize*.

The items can be included into attitudinal lexis meaning when there are vocabulary items that include degree of intensity, such as *happy*, *delighted*, *ecstatic*. There are 9 items included in force- attitudinal lexis in text 1. They are *prohibition*, *gossip* (cl.2), *be banned*, *gossip* (cl.8), *to prohibit*, *violating*, *gossip* (cl.11), *massive unemployment*, and *gossip* (cl.15).

Metaphors can be used to express the feeling using figure of speech or analogy. Force- metaphors can be seen in *the public eye*. The expression means “becomes the centre of attention”.

The writer sometimes uses swearing to express his/ her disliking, regret, frustration or disappointment towards someone or something. There is no item in text 1 which can be included into force- swearing.
b. Focus

There are two meanings of focus: sharpening (up scaling) and softening (down scaling). The form or meaning of focus-graduation is the same as the type of focus-gradation.

Text 1 contains 14 sharpening items. They are negative, sure, centre of attention, freedom, respect, the ulema (cl.14a), love (cl.14b), cheers, love (cl.14d), in-depth discussion, top athletes, the ulema (cl.17), religious, and favorite. While the items included into soften focus can be seen in do not like and soap opera. The words do not like diminish the impression of hate to infotainment, whereas the phrase soap opera shows another expression for electronic cinema.

The appraising items above are included into focus-gradation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier.

2. Text 2 (Luna Maya and Infotainment)

To determine the data, the researcher cuts the texts into clauses then chooses items which can be evaluated. The method of Martin and White in their books The Language of Evaluation is used to analyze the attitude within the texts. All items containing the kinds of attitudes in the two texts become the data. The items belong to the data are named appraising items. The examples of the data and the appraising items can be seen as follow:
- Two TV programs are Indonesian sinetron (soap opera) and infotainment.
- [that never allowed being on in my living room]
- To entertain
- and to inform, this is the key phrase.
- Unfortunately, Indonesian infotainment today has gone too far.
- They have treated the celebrities unproportionally
- and do not respect the privacy
- even impudently annoying relatives or families
- [who have nothing to do with their “story”].
- We may complain about infotainment
- but unfortunately there are some actresses and actors
- [who too love being headline infotainment news].
- These days we have the hot issue of actress Luna Maya.
- She was reported to police by infotainment journalists (backed by PWI — Indonesian Journalist Association)
- [who felt offended by her twitter comments],
- which said infotainment journalists are worse than prostitutes and murderers.
- That incident was the reason for the “tweets” that day.
- Luna is lucky
- because this time she is not alone.
- Public support today is considered to be a frightening voice.

The underlined items above are included into appraising items.
a. Engagement

The other word for engagement in appraisal is source of attitudes or who are the evaluations coming from.

The term *monogloss* is used when the source is the writer of the text her/himself. While the term *heterogloss* is used when the source of attitudes is other than the writer (in other words, the writer cites or quotes other people’s statements).

The example of monogloss engagement:

*If we know an actress does have affairs with an actor, so what? If we know an actor divorced with his wife, so what? If an actress or actor feels like being intimate and walks closely with someone, so what? What is the benefit of knowing other people’s personal lives? We may complain about infotainment but unfortunately there are some actresses and actors who too love being headline infotainment news (paragraph 3).* It means that these statements come from the writer herself.

Heterogloss engagement is applied when there is quotation from others. For example:

*Webster’s Dictionary defines infotainment as “a television program that presents information (as news) in a manner intended to be entertaining”, while The Oxford Dictionary similarly says “broadcast material which is intended both to entertain and to inform.” (paragraph 1).*
b. Attitude

Attitude is divided into three types, they are affect, judgement and appreciation. The table below shows the number of each types of attitudes in text 1.

**Table 10. Percentage of Types of Attitude in Text 2**

<table>
<thead>
<tr>
<th>Types of Attitude</th>
<th>Positive</th>
<th>Negative</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>3</td>
<td>16</td>
<td>19</td>
<td>27.10 %</td>
</tr>
<tr>
<td>Judgement</td>
<td>3</td>
<td>15</td>
<td>18</td>
<td>25.80 %</td>
</tr>
<tr>
<td>Appreciation</td>
<td>9</td>
<td>24</td>
<td>33</td>
<td>47.10 %</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>

As stated by J.R. Martin and P.R.R. White (2005: 42) in their book *The Language of Evaluation: Appraisal in English*: “Affect is concerned with registering positive and negative feelings: do we feel happy or sad, confident or anxious, interested or bored?”

For example: “… and even published several *gossip* related pieces related to them.” (Attitude: affect; negative; dissatisfaction; displeasure). The word *gossips* here explains an activity of people who make rumors about something or an activity of talking another’s personal life. It shows a bad feeling of the people on what they talk about. That is why the word *gossip* is evaluated as a representation of bad feeling (negative affect).
The example of positive affect can be seen in “The stance of both NU and MUI is good for society ...” (Attitude: affect; positive; happiness; affection). The word good describes a positive affect or feeling towards something.

The next type of attitude is judgement. It deals with attitudes towards behavior, which we admire or criticize, praise or condemn (Martin and White, 2005). The writers of the two texts use many words to evaluate behavior. The example can be seen on “Unfortunately, Indonesian infotainment today has gone too far.” (Attitude: judgement; negative normality). The word unfortunately explicitly affirms that there is a feeling making someone feel sorry or be unlucky. In this case, it is regrettable that infotainment in Indonesia has gone too far from its real function to inform and to entertain. It shows the readers that there is a criticism towards infotainment programs.

Another example is the word lucky in “Luna is lucky” (Attitude: judgement; positive normality). It shows how special someone is.

Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (Martin & White, 2005). In short, appreciation aims to evaluate things. For instance: “Public support today is considered to be a frightening voice.” (Attitude: appreciation;
negative reaction; impact). The phrase *frightening voice* clearly shows a terrible reaction as an impact towards something. In this case, public voice is seen as a great power to support or challenge something in the society.

The positive evaluation towards a thing is shown in “… it has proven itself *a very important tool* in winning battle...” (Attitude: appreciation; positive valuation). The phrase *a very important tool* represents a tool which is very valuable or worthy.

The attitude also can be categorized based on the forms. In Halliday’s (1994) terms, these include ‘qualities’, ‘processes’ and ‘comments’. Attitude as ‘quality’ is divided into three forms, they are epithet, attribute and circumstance. Attitude as ‘process’ is divide into two forms, they are process-effective and process-middle. And attitude as ‘comment’ includes modal adjunct. The appraising items which can not included into these forms will be put into word or phrase form. The table below shows the number of 8 types of attitudes in text 2.

**Table 11. Percentage of Forms of Attitude in Text 2**

<table>
<thead>
<tr>
<th>Forms of Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epithet (E)</td>
<td>16</td>
<td>22.86%</td>
</tr>
<tr>
<td>Attribute (A)</td>
<td>7</td>
<td>10.00%</td>
</tr>
<tr>
<td>Circumstance (C)</td>
<td>4</td>
<td>5.71%</td>
</tr>
</tbody>
</table>
c. Graduation

J.R.R. Martin and David Rose (2003: 37) state in their book *Working with Discourse; Meaning Beyond the Clause*:

One distinctive feature of attitudes is that they are gradable. This means that we can say how strongly we feel about someone or something. For example, a girl describes her first love as *sharply intelligent*. By doing so, she places his intelligence on a scale and ranks it highly in relation to other choices she could have made:

- extremely intelligent  
- sharply intelligent  
- really intelligent  
- quite intelligent  
- fairly intelligent  
- somewhat intelligent  

High grading/ Up-scaling  
Low grading/ Down-scaling

There are two kinds of graduation: **force** and **focus**. Force deals with “turning the volume up or down”. Those include words that intensify meaning such as *very/ really/ extremely*, and vocabulary items that include degrees of intensity, such as *sad/gloomy/miserable.*
The second one is focus, which involves sharpening or softening categories of people and things, using words such as about/exactly or real/sort of/kind of (Martin & Rose, 2003).

The analysis of graduation of text 2 can be seen in the explanation below.

1. Type of Graduation

   a. Force

   Based on the explanation above, there are two types of graduation: force and focus. Force can be divided into two main sub categories: intensification and quantification.

   Intensification is the assessment of degree of intensity of quality and process. Intensification of quality shows adjective (with its pre-modification) and adverb (with its pre-modification). There are 25 force-intensification-quality in text 2, they are entertaining, unfortunately, unproportionally, “story”, awkward personalities, sexual affairs, love triangles, divorce, rubbish, no benefit, affairs, divorced, being intimate, the benefit, unfortunately, “tweets”, intimacy, gossip, lucky, frightening voice, very important tool, no educational value, tacky teenager dating shows, rubbish, and dirty pollution of the mind.

   The second type of force-intensification is to show a process. There are 20 force-intensification-process, they are never allowed being, to entertain (cl. 3d), to entertain (cl. 4), investigates,
intrudes deeply, impudently annoying, blatantly airs, may complain, too love, felt offended, infuriated, was hounded, repeatedly exposed, belittle, has also reacted, character assassination, to be discontinued, pollute, contaminates, and ultimately damages.

The second sub-category of force is quantification. It involves scaling with respect to amount (e.g. size, weight, strength, number), and with respect to extent, with extent covering 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).

There is no force-quantification in text 2. Therefore, the researcher gives example of force-quantification from the outside of the text: I have a tiny little concern as regards her design sense, there is vast corruption in this government, there is a slight problem with your essay.

b. Focus

Then, the second type of graduation is focus. It can be divided into two major sub-categories: sharpen and soften. Focus is about resources for making something that is inherently non-gradable gradable (Martin & Rose, 2003).

Text 2 shows 24 examples of sharpen focus and only a soften focus. The items included in sharpen focus are positive sides, the worst thing, hot issue, are worse than, prostitutes, murderers,
public’s power, haram, forbidden, family breakups, good, hazardous programs, magic, superstitions, sadism, absurdities, dangerous thing, pornography, surely, the easiest, cheapest, most pervasive, more dangerous and physical rubbish.

While the item included into soften focus can be seen in “the stance of both NU and MUI is good for society, but it seems to be a little too late”. It shows regret towards the infotainment banning, which is too late to publish.

The appraising items above are included into focus-graduation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier.

2. Form / Meaning of Graduation

a. Force

Martin & White (2005) affirm that there are two broad lexicogrammatical classes: isolating and infusing. The sense of up scaling or down scaling is isolated when individual item which solely, or at least primarily, performs the function of setting the level of intensity. While the sense of up scaling or down scaling is fused with a meaning which serves some other semantic functions.

There are 12 items which are included in isolating force. They are unfortunately, intrudes deeply, unproportionally, impudently annoying, blatantly airs, unfortunately, repeatedly
exposed, frightening voice, very important tool, tacky teenager dating shows and ultimately damages.

There are 34 items of infusing force. They are never allowed being, entertaining, to entertain, to entertain, unfortunately, “story”, awkward personalities, sexual affairs, love triangles, divorce, rubbish, no benefit, affairs, divorced, being intimate, the benefit, may complain, too love, felt offended, infuriated, was hounded, “tweets”, intimacy, gossip, lucky, belittle, has also reacted, character assassination, to be discontinued, no educational value, rubbish, pollute, dirty pollution of the mind and contaminates.

While Martin & Rose (2003) state four options or meaning for force graduation. The appraising items can mean as intensifiers, attitudinal lexis, metaphors and swearing.

The items are included into intensifier meaning when there are words that intensify meanings, such as very/ really/ extremely. There are 11 items included in force- intensifiers. They can be seen in never allowed being, unproportionally, blatantly airs, too love, repeatedly exposed, frightening voice, very important tool, no educational value, tacky teenager dating shows and dirty pollution of the mind.

The items can be included into attitudinal lexis meaning when there are vocabulary items that include degree of intensity,
such as happy/delighted/ecstatic. There are 27 items included in force-attitudinal lexis in text 2. They are entertaining, to entertain, to entertain, unfortunately, investigates, intrudes deeply, impudently annoying, awkward personalities, divorce, no benefit, affairs, divorced, being intimate, the benefit, may complain, unfortunately, felt offended, infuriated, was hounded, intimacy, lucky, belittle, has also reacted, to be discontinued, pollute, contaminates and ultimately damages.

Metaphors can be used to express the feeling using figure of speech or analogy. Force- metaphors can be seen in “story”, sexual affairs, love triangles, rubbish, “tweets”, character assassination and rubbish.

The writer sometimes uses swearing to express his/her disliking, regret, frustration or disappointment towards someone or something. There is no item in text 2 which can be included into force- swearing.

b. Focus

There are two meanings of focus: sharpening (up scaling) and softening (down scaling). The form or meaning of focus-graduation is the same as the type of focus- graduation.

Text 2 contains 24 sharpening items. They are positive sides, the worst thing, hot issue, are worse than, prostitutes,
murderers, public’s power, haram, forbidden, family breakups, good, hazardous programs, magic, superstitions, sadism, absurdities, dangerous thing, pornography, surely, the easiest, cheapest, most pervasive, more dangerous and physical rubbish.

Force- soften items can be seen in “the stance of both NU and MUI is good for society, but it seems to be a little too late”.

C. Discussion

1. Text 1 (Prohibition of Infotainment?)

This chapter answers the problem statements as stated in Chapter I. They are: what types of attitudes are employed in the texts?, how do the attitudes influence the texts? and why are the attitudes employed in the texts?

The questions above are elaborated as follows.

a. Types and Forms of Attitude

There are three types of attitude; affect, judgement and appreciation. As explained in the data analysis, they have different functions from others. Affect has to do with evaluating someone’s feeling. Judgement evaluates behavior and appreciation evaluates things. Each of them can be differentiated into positive and negative attitude.

1.a. Affect

There are 10 data which contain affect in text 1 or 30.30 %. They are 5 positive affects and 5 negative affects.
Positive affect can be seen in the items the ulema (cl.14a), love (cl.14b), cheers, love (cl.14d) and the ulema (cl.17). The ulema has a good impression as he is a religious figure who is respected by the people. While love and cheers shows the readers a happy feeling. Love belongs to positive affect; happiness; affection and cheers is belongs to positive affect; happiness; cheer.

There are 5 appraising items which belong to negative affect. They are gossip (cl.2), gossip (cl.8), do not like, gossip (cl.11), and gossip (cl.15). Appraising items gossip and do not like belong to negative affect since they describe bad feeling towards something. According to Oxford dictionary, gossip means informal talk about other people, especially about their private lives. It can be a kind of disturbing other’s lives when there is interference to private area. That is why gossip is included into negative affect; dissatisfaction; displeasure. So do the item do not like (negative affect; unhappy; antipathy). It shows feeling of antipathy or disliking towards something, in this case disliking infotainment program.

1.b. Judgement

There are 11 data which contain judgement in the text 1 or 30.33%. They are 6 positive judgement and 5 negative judgement.

The positive judgements in the first text are in appraising items thrive, I am sure, should refrain, respect, should realize and top athletes. The word thrive is positive judgement; tenacity. It shows how resolute or
dependable the people are. *I am sure* (positive judgement; veracity) shows how honest the writer is. *Should refrain* (positive judgement; capacity) explains how capable someone is. *Respect* and *should realize* (positive judgement; propriety) shows praise to someone or how ethical someone is. *Top athletes* (positive judgement; normality) proves something special that is admired by someone.

There are 5 negative judgements and they can be seen in appraising items *prohibition*, *to prohibit*, *violating*, *should switch off*, and *should close down* refer to negative judgement. The first three items belongs to negative judgement; propriety since they evaluate behavior which have relation with edict, rule, regulation or law. The last two items belong to negative judgement; normality. They evaluate behavior having to do with negative usuality or criticizing.

**1.c. Appreciation**

There are 12 data which contain appreciation in the text 1 or 30.37%. They are 10 positive appreciations and 2 negative appreciations.

The positive appreciation in the first text are in the appraising items *possible*, *the public eye*, *centre of attention*, *freedom*, *would certainly cause*, *massive*, *soap opera*, *in-depth-discussion*, *religious* and *favorite*.

*Possible* and *would certainly cause* belong to positive appreciation; composition; complexity as it is easy to follow. From the context, it is *commit to user*.
known that there is a possibility for someone to do everything to find out something they do not know. *The public eye, the center of attention, massive* and *soap opera* refer to positive judgement; reaction; impact as they evaluate things which catch the reader’s attention. *Freedom, in-depth-discussion* and *religious* are positive appreciation; valuation. They are evaluating things which are worthwhile or valuable. The last one is *favorite* (positive appreciation; reaction; quality). It proves that the writer evaluates TV program as a desired or wanted thing.

There are 2 negative appreciations in text 1. The appraising items *be banned* and *negative* refer to negative appreciation. The item *be banned* includes negative appreciation; reaction; quality because it evaluates thing as a reaction of disliking towards gossip. *Negative* belongs to negative appreciation; valuation as it evaluates negative human character.

The attitude can be realized in various grammatical functions. In Halliday’s (1994) terms, these include ‘qualities’, ‘processes’ and ‘comments’. Attitude as ‘quality’ is divided into three forms, they are epithet, attribute and circumstance. Attitude as ‘process’ is divide into two forms, they are process-effective (mental process) and process-middle (behavioral process). And attitude as’comment’ includes modal adjunct. The appraising items which can not included into these forms will be put into word or phrase form.

The epithet form of attitude in text 1 can be seen in the appraising items: *negative, top athletes, religious* and *favorite*. These four items have
functions to describe the participants. For example: “top athletes” here means that there are athletes who are good or well-known. “Favorite” in “favorite TV programs” means that the TV programs are lovable or desired by many people. The roles of the words top and favorite are to describe their participants; athletes and TV programs.

The attribute form of attitude in text 1 can be seen in the appraising items: sure and possible. These two items are included into attributed form because they are attributed to participants. The word “sure” in “I am sure” has a function as the attribute or complement of the participant I. “everything possible to find out”, possible here has a function as the attribute or complement of the participant everything.

There is no circumstance form of attitude in text 1. This form actually has function to show manner of processes. Martin & Rose (2003: 58) give example: “the boy played happily”, happily here shows how the boy played. He played with a happy feeling.

The process-effective form of attitude in text 1 can be seen in the appraising items: thrive, should refrain, violating, do not like, would certainly cause, respect, should realize, love (cl.14b) and love (cl.14d). These nine items are included into process-effective form because they show mental processes. For example: ”To prohibit infotainment is violating freedom of the press and of expression”, violating freedom is included into mental process instead of behavioral process because the thing which is violated is the freedom of press and expression. Freedom of
press and expression is something unseen so that the process related to that is included into mental process. Another example: “...they should realize that the majority of the people love infotainment programs”, should realize show that someone ought to understand. The action of understanding something is a process of perception or thinking, which the process is in the mind.

The process-middle form of attitude in text 1 can be seen in the appraising items: be banned, To prohibit, should switch off, should close down and cheers. These five items are included into process-middle form because they show behavioral processes. For example: “Gossip can not be banned”, be banned here shows a behavioral process of forbidding infotainment program in Indonesia. Another example: “…it cheers them up”, cheers here shows a process of behaving through affecting

There is no modal adjunct form of attitude in text 1. Martin & Rose (2003: 59) give an example of this form of attitude: “happily, he had a long nap”, happily is modal adjunct because it has a function as desiderative comment to the sentence.

The word form of attitude in text 1 can be seen in the appraising items: prohibition, gossip (cl.2), gossip (cl.8), freedom, gossip (cl.11), the ulama (cl.14a), gossip (cl.15) and the ulama (cl.17). These eight items are word form.

The phrase form of attitude in text 1 can be seen in the appraising items: the public eye, centre of attention, massive unemployment, soap
operas and in-depth discussion. These five items are included into phrase form.

2. How the attitudes influence the whole texts

The use of more positive attitudes than the negative ones indicates that the writer of the first text challenges the issue of infotainment banning. It can be known from the more positive sides of infotainment programs than the negative ones which are delivered by the writer. The writer says that many people in Indonesia love infotainment program because it cheers them up. She also delivers some reasons why infotainment is hard to be banned.

Furthermore, to know the writer’s prosody or subjectivity in expressing the idea, the researcher determines the engagement and graduation after determining the attitude. In delivering her opinion, the first writer uses her own statements only. She does not quote another person’s speech or statement. She only asserts her assertions based on her own point of view, and gives recommendation to the one who is going to ban infotainment program. That is why the engagement of the first text is monogloss. It proves that the writer is subjective in seeing the issue and delivering her opinion through text.

Next, graduation is used to measure how strongly the writer expresses her opinions through the text. There is 17 force-graduation and 16 focus-graduation in text 1. The use of more force-graduation than focus
graduation indicates that the writer tries to strongly emphasize the readers that her opinion is right.

3. Why the attitudes are employed in the texts

The attitudes are used in the texts to show the writer’s personal opinion towards the issue of infotainment banning. The writer of the first text challenges the issue of infotainment banning. She argues that infotainment programs should not be banned since it means violating freedom of the press and expression.

The ideology of the writers can be seen after finding the genre of the text. The first text is hortatory exposition. The social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case. The generic structure is:

1. **Thesis** (statement of the issue)

2. **Arguments** (reasons for concern, leading to recommendation)

3. **Reiteration (Recommendation)** (statement of what ought or ought not to happen)

To clarify the explanation above, the researcher gives an analysis as follow:

**Text 1: Prohibition of Infotainment?**

The social function of this text is to represent the attempt of the writer to have the addressee do something or act in certain way. The writer delivers some arguments to show why infotainment is hard to be banned.
The writer also wants the ulema not to interfere TV program and should concern on religious matter. The use of attitude and the finding of text genre can help determining the ideology of the writer.

<table>
<thead>
<tr>
<th>Generic structure</th>
<th>Thesis</th>
<th>Arguments</th>
<th>Reiteration (Recommendation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gossip cannot be banned. It happens around us every day. It is a negative trait of the human character. Many people thrive on gossip and if they do not know about something, I am sure that they will do everything possible to find out.</td>
<td>Celebrities all over the world are in the public eye. If one does not wish to be the centre of attention, one should refrain from becoming a celebrity. Gossip comes with the job - as we say. To prohibit infotainment is violating freedom of the press and of expression. Those who do not like infotainment should switch off their TV or move to another channel. Gossip about celebrities can be found in tabloid magazines sold all over the place, sidewalks, bookshops, magazine vendors in the streets, etc. Should these magazines be taken off the shelves too and should the government close down publishing companies? This would certainly cause massive unemployment! With due respect to the ulema, they should realize that the majority of the people love infotainment programs, it cheers them up, just as they love watching soap operas and Indonesian movies.</td>
<td>Gossip is part of the lives that celebrities lead. Look at E! channel, TVE and many other international TV channels with in-depth discussions on the lives of Hollywood movie stars and top athletes. Why do the ulema watch infotainment programs? They should focus on religious matters and leave the people to enjoy their favorite TV programs.</td>
<td></td>
</tr>
</tbody>
</table>

Then, we know that the first writer’s ideology is left antagonist since she does not agree with the prohibition of infotainment. She only discusses one side of the issue by stating her disagreement and the reasons
of it. She does not see another side why infotainment is banned, for example about its bad side towards children due to its uneducated content.

2. Text 2 (Letters: Luna Maya and Infotainment)

This chapter answers the problem statements as stated in Chapter I. They are: what types of attitudes are employed in the texts?, how do the attitudes influence the texts? and why are the attitudes employed in the texts?

The questions above are elaborated as follows.

a. Types and Forms of Attitude

There are three types of attitude; affect, judgement and appreciation. As explained in the data analysis, they have different functions from others. Affect has to do with evaluating someone’s feeling. Judgement evaluates behavior and appreciation evaluates things. Each of them can be differentiated into positive and negative attitude.

1.a. Affect

There are 19 data which contain affect in text 2 or 27.10%. They are 3 positive affects and 16 negative affects.

The positive affects can be seen in the items positive sides, too love and good. Positive sides has good impression or good feeling of a satisfaction towards something. Both words too love and good are included in positive affect; happiness; affection.

There are 16 appraising items which belong to negative affect. They are the worst thing, awkward personalities, sexual affairs, love
triangles, rubbish, affairs, are worse than, prostitutes, murderers, “tweets”, gossip, haram, forbidden, pornography, rubbish, physical rubbish. Some of them include into affect; dissatisfaction; displeasure to express unhappiness feeling towards something, they are the worst thing, awkward personalities, sexual affairs, love triangles, affairs, “tweets”, gossip, haram, forbidden. And the rest belong to affect; unhappiness; antipathy to show that someone dislikes something. They are rubbish, are worse than, prostitutes, murderers, pornography, rubbish, physical rubbish.

1.b. Judgement

There are 18 data which contain judgement in the text 2 or 25.80%. They are 3 positive judgement and 15 negative judgement.

The positive affects are in the appraising items lucky, has reacted and surely. Lucky (positive judgement; normality) proves something special that is admired by someone. The attitude of has reacted is positive judgement; tenacity. It shows how dependable the people are. Surely (positive judgement; veracity) shows how honest the writer is.

There are 15 negative judgements and they can be seen in appraising items unfortunately, investigates, intrudes deeply, impudently annoying, “story”, divorce, divorced, being intimate, may complain, unfortunately, felt offended, infuriated, was hounded, intimacy, and belittle refer to negative judgement. The appraising items investigates, intrudes
deeply, impudently annoying, may complain, felt offended, infuriated, and was hounded belong to negative judgement; propriety since they evaluate behavior which have relation with edict, rule, regulation or law. The items unfortunately, “story”, being intimate, and intimacy belong to negative judgement; normality. They evaluate or criticize behavior having to do with negative usuality. Then the words which belong to judgement; tenacity are divorce and divorced. The two items show how dependable or the persistence of something or someone. While the word belittle refers to judgement; capacity because it criticizes someone’s capacity.

1.c. Appreciation

There are 33 data which contain appreciation in the text 2 or 47.10%.

There are 9 positive appreciations in the second text which are in the appraising items entertaining, to entertain, to entertain, the benefit, public’s power, a very important tool, the easiest, cheapest, and most pervasive.

The items entertaining, to entertain, and to entertain belong to positive appreciation; reaction; impact since they evaluate things which catch someone’s attention. The benefit, public’s power, and a very important tool are positive appreciation; valuation. They are evaluating things which are worthwhile or valuable. The last three words the easiest,
cheapest and most pervasive are positive appreciation; composition; complexity as they are easy to follow.

There are 24 negative appreciations in text 2. They are in appraising items never allowed, unproportionally, blatantly airs, no benefit, hot issue, repeatedly exposed, frightening voice, character assassinations, family breakups, to be discontinued, a little too late, hazardous programs, no educational value, magic, superstitions, sadism, tacky teenager dating shows, absurdities, dangerous thing, pollute, dirty “pollution of the mind”, more dangerous, contaminates, and ultimately refer to negative appreciation. The items hot issue, frightening voice, character assassinations, to be discontinued, a little too late, hazardous programs, magic, superstitions, tacky teenager dating shows, and more dangerous are included in negative appreciation; reaction; impact, because they evaluate thing as a reaction towards something grabbing the readers. While the appraising items which refer to negative appreciation; reaction; quality are never allowed and dirty “pollution of the mind”. The two items evaluate things as a reaction of disliking something. No benefit, no educational value, sadism, dangerous thing, pollute, contaminates and ultimately damages belong to negative appreciation; valuation as they evaluate negative character. Unproportionally and family breakups belong to appreciation; composition; balance because they evaluate thing which is not in a good proportion. While the words blatantly airs, repeatedly exposed, and absurdities are negative appreciation; composition;
complexity as they evaluate things which are too complex or hard to follow.

The attitude can be realized in various grammatical functions. In Halliday’s (1994) terms, these include ‘qualities’, ‘processes’ and ‘comments’. Attitude as ‘quality’ is divided into three forms, they are epithet, attribute and circumstance. Attitude as ‘process’ is divide into two forms, they are process-effective (mental process) and process-middle (behavioral process). And attitude as ‘comment’ includes modal adjunct. The appraising items which can not included into these forms will be put into word or phrase form.

The epithet form of attitude in text 2 can be seen in the appraising items: positive sides, the worst thing, awkward personalities, sexual affairs, hot issue, frightening voice, a very important tool, good, hazardous programs, tacky teenager dating shows, dangerous thing, the easiest, cheapest, most pervasive, dirty “pollution of the mind”, and more dangerous. These sixteen items have functions to describe the participants. For example: “positive sides” here means that there are parts or aspects which are good. “Awkward personalities” means that the personalities are strange or clumsy, not graceful. The roles of the words positive and awkward are to describe their participants, sides and personalities.

The attribute form of attitude in text 2 can be seen in the appraising items: entertaining, are worst than, lucky, haram, forbidden, a little too late, and pornography. These seven items are included into attributed form
because they are attributed to participants. For example: “Luna is lucky”, lucky here has a function as the attribute or complement of the participant Luna. “Hasyim Muzadi declared Infotainment programs haram”, haram here has a function as the attribute or complement of the participant infotainment programs.

The circumstance form of attitude in text 2 can be seen in the appraising items: unproportionally, blatantly airs, repeatedly exposed, and surely. These four items have functions to show manner of processes. For example: “They have treated the celebrities unproportionally”, unproportionally here shows the reader how the infotainment programs treated the celebrities. “Infotainment media has repeatedly exposed intimacy between Ariel and Luna”, repeatedly exposed shows how often infotainment media exposed the intimacy between Ariel and Luna.

The process-effective form of attitude in text 2 can be seen in the appraising items: intrudes deeply, impudently annoying, too love, felt offended, infuriated, belittle, character assassinations, contaminates and ultimately damages. These nine items are included into process-effective form because they show mental processes. For example: “…who felt offended by her twitter comments”, felt offended show that someone feel annoyed. The action of feeling annoyed can not be clearly seen by our senses. “…and ultimately damages our nation’s mind”, ultimately damages is included into mental process instead of behavioral process because the thing which is damaged is nation’s mind. Nation’s mind is
something invisible so that the process related to that is included into mental process.

The process-middle form of attitude in text 2 can be seen in the appraising items: *never allowed, to entertain, to entertain, investigates, intrudes deeply, divorce, divorced, being intimate, may complain, was hounded, has reacted, to be discontinued* and *pollute*. These twelve items are included into process-middle form because they show behavioral processes. For example: “Luna became infuriated with the journalists when she was hounded”, *was hounded* here shows a behavioral process of chasing Luna by the journalists. “…letting rubbish scatter across and pollute our homes”, *pollute* here shows a visible process and the impact of it can be clearly seen by our sense.

The modal adjunct form of attitude in text 2 can be seen in the appraising items: *unfortunately* (paragraph 2) and *unfortunately* (paragraph 3). These two items have the same functions as comments towards a complete process. For example: “Unfortunately, Indonesian infotainment today has gone too far”, *unfortunately* here functions as a regrettable comment of Indonesian infotainment which has gone too far.

The word form of attitude in text 2 can be seen in the appraising items: “*story*, rubbish, affairs, the benefit, prostitutes, murderers, *tweets*, intimacy, gossip, magic, superstitions, sadism, absurdities and rubbish”. These fourteen items are word form.
The phrase form of attitude in text 2 can be seen in the appraising items: “love triangle”, no benefit, public’s power, family breakups, no educational value and physical rubbish. These six items are included into phrase form.

2. How the attitudes influence the whole texts

The use of more negative attitudes than the positive ones indicates that the writer of the second text tends to support the issue of infotainment banning. It can be known from the more negative sides of infotainment programs than the positive ones which are delivered by the writer.

Furthermore, to know the writer’s prosody or subjectivity in expressing the idea, the researcher determines the engagement and graduation after determining the attitude. The writer does not use other people’s statements in the text. That is why the engagement of this text is mostly monogloss. It proves that the writer's prosody is subjective in seeing the issue and in delivering his opinion through text. He asserts arguments based on his own point of views, and affirms his position in the middle between pro and contra towards the issue of infotainment banning.

Next, graduation is used to measure how strongly the writer expresses her opinions through the text. There is 45 force-graduation and 25 focus-graduation in text 2. The use of more force-graduation than focus-graduation indicates that the writer tries to strongly emphasize the readers that his opinion is an important matter.
3. Why the attitudes are employed in the texts

The attitudes are used in the text to show the writer’s personal opinions towards the issue of infotainment banning. The writer of the second text tends to be neutral in seeing the issue of infotainment banning. He argues that infotainment program is bad since it does not respect others’ personal lives and it airs many bad sides of celebrities to be watched by many people, including children. He also states that infotainment program should be banned since it blatantly airs anything not far from awkward personalities, sexual affairs, love triangles, divorce and some rubbish and they are unsuitable for children who become a part of society who mostly watch television.

The ideology of the writer can be seen after finding the genre of the text. After analyzing the text, the researcher concludes that the genre of the second text is analytical exposition. Analytical exposition is a text that elaborates the writer’s idea about the surrounding phenomenon. Its social function is to persuade the readers that the idea is an important matter.

Generic structure of analytical exposition:

1. Thesis: Introducing the topic and indicating the writer’s position.
2. Arguments: Explaining the arguments to support the writer’s position.
3. Reiteration: Restating the writer’s position.

To clarify the explanation above, the researcher gives an analysis as follow:
**Text 2: Luna Maya and Infotainment**

In this text, the writer delivers some arguments why infotainment should be banned. The writer talks about the negative sides of infotainment program in Indonesia. He states from the beginning of the dispute between Luna Maya and infotainment reporter which causes the issue of infotainment banning. However the writer states that the issue of the banning is too late to publish. It will be a little difficult to ban infotainment program, because it has become daily habit in our lives. At the end of the paragraph, it can be known that the writer does not affirm his position towards the issue of infotainment banning but he implicitly agrees that infotainment is not a valuable program to watch. The use of attitude and the finding of text genre can help determine the ideology of the writer.

<table>
<thead>
<tr>
<th><strong>Generic structure</strong></th>
<th><strong>Sentences</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Two TV programs that never allowed being on in my living room are Indonesian sinetron (soap opera) and infotainment. Webster’s Dictionary defines infotainment as “a television program that presents information (as news) in a manner intended to be entertaining”, while The Oxford Dictionary similarly says “broadcast material which is intended both to entertain and to inform.”</td>
</tr>
<tr>
<td><strong>Arguments</strong></td>
<td>To entertain and to inform, this is the key phrase. Unfortunately, Indonesian infotainment today has gone too far. It does not just intend to inform people about (mainly) celebrities on positive sides (which offers benefits to the public), but has become amateur detective industry, which investigates and intrudes deeply into personal life. They have treated the celebrities unproportionally and do not respect the privacy, even impudently annoying relatives or families who have nothing to do with their “story”. The worst thing is that most cases that infotainment exposes and blatantly airs through television is not far from awkward personalities, sexual affairs, love</td>
</tr>
</tbody>
</table>
triangles, divorce or some other rubbish from which we actually take no benefit at all.

If we know an actress does have affairs with an actor, so what? If we know an actor divorced with his wife, so what? If an actress or actor feels like being intimate and walks closely with someone, so what? What is the benefit of knowing other people’s personal lives? We may complain about infotainment but unfortunately there are some actresses and actors who too love being headline infotainment news.

These days we have the hot issue of actress Luna Maya. She was reported to police by infotainment journalists (backed by PWI — Indonesian Journalist Association) who felt offended by her twitter comments, which said infotainment journalists are worse than prostitutes and murderers. Luna became infuriated with the journalists when she was hounded during a trip to the mall with Peterpan band front man Ariel and his daughter. When Luna was surrounded by the journalists, Ariel’s daughter’s head was accidentally knocked by a journalist’s camera causing the child to cry out. That incident was the reason for the “tweets” that day. However, infotainment media has repeatedly exposed intimacy between Luna and Ariel, and even published several gossip related pieces related to them.

Luna is lucky because this time she is not alone. She has support from the Press Council, Independent Journalist Alliance (AJI), a group of journalists who lambasted the infotainment program, and also the support of the public. Public support today is considered to be a frightening voice. No one should belittle the public’s power, it has proven itself a very important tool in winning battles. We should remember the public’s support for the KPK deputies Bibit & Chandra and for Prita Mulyasari against Omni international hospital, Tangerang.

The Muslim community has also reacted to the case. Chairman of Nahdlatul Ulama (NU) Hasyim Muzadi declared infotainment programs haram (forbidden under Islamic law) because they contain gossip, character assassinations and relishes in family breakups. The Indonesian Ulema Council (MUI) also echoed the same voice, so did the Religious Affairs Minister Suryadharma Ali who asked the
infotainment to be discontinued.

| Reiteration | The stance of both NU and MUI is good for society but it seems to be a little too late. The decision should have been made a long time before infotainment became a daily staple in our family rooms. We actually have so many other hazardous programs in television which have no educational value. Programs which contain magic, superstitions, sadism, tacky teenager dating shows and a bunch of sinetron that show a lifestyle full of absurdities have to be reviewed and kicked off our televisions. Who should be responsible for this? We don’t see any real actions taken by Information and Communications Minister so far. Is the only dangerous thing for our society pornography? We surely have concerns about television programs since television is the easiest, cheapest and most pervasive media that can reach our families and children in our homes. Most parents cannot control every minute of what their children are watching on television, can they? If we let such programs air on our TVs it is the same as letting rubbish scatter across and pollute our homes. Such dirty “pollution of the mind” is more dangerous than physical rubbish, because it contaminates our mind, our children’s minds, and ultimately damages our nation’s mind. |

From the explanation above, it is known that the second writer’s ideology is right protagonist since he implicitly agrees with the prohibition of infotainment. He discusses one side of the issue by explaining why infotainment should be banned (it is a bad television program for children due to its uneducational content). Besides, the writers also affirm that it is not only celebrities in gossip news who contaminate the country morality but also other television programs which have no educational value.
CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the data analysis in the previous chapter, the conclusions can be drawn as follows:

1. Types and forms of attitude

There are three types of attitude employed in both texts, they are affect, judgement and appreciation. Affect deals with the feeling towards something or someone. Judgement is the evaluation of human behaviors. Appreciation is the evaluation towards object or product refer to aesthetic principles and other systems of social value.

The first text (Prohibition of Infotainment) employs 33 appraising items, consisting of 10 affects (30.30%), 11 judgements (30.33%) and 12 appreciations (30.37%). Each of those attitudes can be divided into positive and negative as follows:

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Positive</th>
<th>Negative</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>30.30 %</td>
</tr>
<tr>
<td>Judgement</td>
<td>6</td>
<td>5</td>
<td>11</td>
<td>30.33 %</td>
</tr>
<tr>
<td>Appreciation</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>30.37 %</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td></td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>
Meanwhile, the second text (Luna Maya and Infotainment) employs 70 appraising items, which are divided into 19 affects (27.10%), 18 judgements (25.80%) and 33 appreciations (47.10%). Each of those attitudes can be divided into positive and negative as follows:

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Positive</th>
<th>Negative</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td>3</td>
<td>16</td>
<td>19</td>
<td>27.10 %</td>
</tr>
<tr>
<td>Judgement</td>
<td>3</td>
<td>15</td>
<td>18</td>
<td>25.80 %</td>
</tr>
<tr>
<td>Appreciation</td>
<td>9</td>
<td>24</td>
<td>33</td>
<td>47.10 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>70</strong></td>
<td><strong>100 %</strong></td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, there are 8 forms of attitude in both texts. Text 1 shows 4 epithets (12.2%), 2 attributes (6.06%), 0 circumstances, 9 process-effective (27.28%), 5 process-middle (15.15%), 0 modal adjuncts, 8 words (24.24%) and 5 phrases (15.15%).

While text 2 reveals 16 epithets (22.86%), 7 attributes (10%), 4 circumstances (5.71%), 9 process-effective (12.86%), 12 process-middle (17.14%), 2 modal adjuncts (2.86%), 14 words (20%) and 6 phrases (8.57%).

2. **The influence of attitudes towards the texts**

   **Text 1**

   The writer uses more positive attitudes than the negative ones in text 1. It indicates that she challenges the issue of infotainment banning. It can be
known from more positive sides of infotainment program than the negative ones which are conveyed by the writer.

Furthermore, to know the writer’s prosody or subjectivity in expressing the idea, the researcher determines the engagement and graduation after determining the attitude. In delivering her opinion, the first writer uses her own statements only. She does not quote another person’s speech or statement. That is why the engagement of the first text is monogloss. It proves that the writer is subjective in seeing the issue and delivering her opinion through the text. Next, the use of more force-graduation than focus – graduation indicates that the writer tries to strongly emphasize the readers that her opinion is right.

Text 2

The writer uses more negative attitudes than the positive ones in text 2. It indicates that the writer of the second text supports the issue of infotainment banning. It can be known from the more negative sides of infotainment program than the positive ones which are delivered by the writer.

The second writer also does not use other people’s statement. It means that he is subjective in seeing the issue and delivering his ideas through the text. The use of more force-graduation than focus – graduation indicates that the writer tries to strongly emphasize the readers that his opinion is an important matter.
The influences of attitude towards the text can be seen in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Text 1</th>
<th>Text 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of attitude: more positive attitudes</td>
<td>The use of attitude: more negative attitudes</td>
</tr>
<tr>
<td>2</td>
<td>Challenges the issue of infotainment banning</td>
<td>Supports the issue of infotainment banning</td>
</tr>
<tr>
<td>3</td>
<td>Prosody: subjective</td>
<td>Prosody: subjective</td>
</tr>
<tr>
<td>4</td>
<td>Graduation: more force-graduation than focus-graduation</td>
<td>Graduation: more force-graduation than focus-graduation</td>
</tr>
</tbody>
</table>

3. The reason of employing attitudes towards the texts

Basically, both writers use attitudes in the texts to show their personal opinions and affirm their positions in seeing the issue of infotainment banning. In other words, the use of attitudes in the texts can indicate the writers’ ideologies.

The ideology of the writers can be seen after finding the genre of the text. The first text genre is hortatory exposition. Then, we know that the first writer’s ideology is left antagonist since she does not agree with the prohibition of infotainment. She only discusses one side of the issue by stating her disagreement and the reasons of it. She does not see another side why the infotainment is banned, for example about its bad side towards children due to its uneducated content.

The second text employs analytical exposition. Then, we know that the second writer’s ideology is right protagonist since he implicitly agrees
with the prohibition of infotainment. He explains why infotainment should be banned and states that the infotainment ban is a little too late because it has been being a daily staple in our family life. Besides, the writers also affirm that it is not only celebrities in gossip news who contaminate the country morality but also other television programs which have no educational value.

The explanation above can be described in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Text 1</th>
<th>Text 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Genre: Hortatory exposition</td>
<td>Genre: Analytical exposition</td>
</tr>
<tr>
<td>2.</td>
<td>Discusses the positive sides of infotainment to prove that infotainment should not be banned.</td>
<td>Discusses the negative sides of infotainment to prove that infotainment should be banned.</td>
</tr>
<tr>
<td>3.</td>
<td>Ideology: left antagonist</td>
<td>Ideology: right protagonist</td>
</tr>
<tr>
<td>4.</td>
<td>Challenges the issue of infotainment banning</td>
<td>Supports the issue of infotainment banning</td>
</tr>
</tbody>
</table>
B. Recommendations

This research is aimed to be an additional knowledge in analyzing appraisal on texts based on Systemic Functional Linguistics theory. Furthermore, based on the results of the research, there are recommendations as follows:

1. It is suggested to Linguistics students especially those who are interested in Systemic Functional Linguistics, to study it more deeply because this theory is very useful in comprehending and analyzing text.

2. It is suggested to other researchers to conduct a deeper research on appraisal analysis, with different types of text such as editorial column, opinion column or feature column.

3. It is suggested to the further researchers who conduct a research on appraisal analysis to learn more appraisal books, journals and other references since appraisal is a new topic of study in Systemic Functional Linguistics which is interesting to examine and still need more references for the research.