Appraisal Values Recognized in ELT-SOLO Readers' Series

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Abstract

The role of English nowadays reaches many fields including early education at school. The number of Indonesian students who are able to speak English fluently is increasing. Moreover, in many big cities we can find many Indonesian families who live in Indonesia but their children talk in English instead of Bahasa Indonesia. Is it a thread or not? If we see from the students' ability in using English this picture represents the result of Teaching English in Indonesia since early childhood.The Indonesian students are not likely to read books though they know that by reading they will get more knowledge and information. The gadget attacks them because they are likely to read things in their gadget then from the books. This is not a very good situation if the number of students who do not want to read increased. The Indonesian reading habit is lower than the students from our neighboring countries. This reading habit is one of indicators that can measure the future generation of Indonesian students. The teachers should work hand in hand with the family to create reading habit because by reading they can improve their vocabulary. By improving the vocabulary they can speak and write English better. The student's vocabulary will improve if they have good reading habit because if they do not want to read therefore their vocabulary remains the same. Learning English from the vocabulary is one kind of learning strategies done by the teachers who teach basic level. The more they read the English books the more vocabulary they will get.This documentary study is analyzed in qualitative nature by giving detailed explanation for data. The step to collect the data is reading the books and the steps to analyze the data are identification, classification and interpretation. The result shows that there are appraisal values recognized in ELT-SoloReaders' series with the purpose to teach young readers to learn how to share their ideas and appreciate others' ideas in English correctly.

Keywords:*reading habit, vocabulary, learning strategy, appraisal values*

I.Background

ELT-SOLO Readers are English children story books which are intended to be one of a collection of reading books. These story books are written for beginners who want to improve their reading skill. These books containing some chapters which are arranged and illustrated interestingly for young learners.

Young learners can learn English through reading English books which are suitable for their own literacy level. The book writers should write the level to whom they wrote their book therefore the readers will not have difficulty in understanding the content written on the books. Children should be exposed to foreign language as early as possible since their brains can be stimulated easily to foreign language. The younger they learn foreign language the better result they will get.

Theoretically speaking the neurons work actively in their younger ages therefore the caregivers or adult should give stimulus to helping them learn a new language. Some people may find difficulty when they have grown up and have to learn a new language because their brains have stopped growing. Therefore we should take care of our children's development.

ELT in Indonesia has passed many ups and downs but finally the government realized the need for improving their human resource development by mastering one of community language for instance English. English is one of languages that is wridely spoken by global community so that Indonesian people should master English if they want to be global community.

Children story books contain interesting points for their readers in order to help them learn a new language. The book as a medium is designed in such a way to make children as readers interested to read it. The texts are organized based on their level. Some illustrations support the text so that the readers will not get bored in reading the book.

English reading books for children containing appraisal values therefore they can take their own position toward the reading text. They will use their own knowledge to help them built their understanding so that the appraisal values recognized in the SOLO Readers' series will help them know the writer's feeling about things and people mentioned in the story.

II.Statement of the problems
There is a problem in this research namely:
   a. How are the beginner readers positioned by the story published by SOLO Readers' Series?

III.Related Literature
a.Discourse System
Martin and Rose (2001:6) confirm that discourse system is elaborated into five central discourse systems. Those are:
   1) Appraisal (negotiating attitude)
   2) Ideation (representing experience)
   3) Conjunction (connecting event)
   4) Identification (tracking people and things)
   5) Periodicity (the rhythm of discourse)

b.Appraisal as Discourse system
Appraisal theory is concern with the linguistic resource for by which text/speakers come to express, negotiate and naturalized particular inter-subjective and ultimate 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 positions a text's proposal and propositions interpersonally. That is, it 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.

According to Martin (2001; 19) Appraisal system is interpersonal meaning. Appraisal has purpose for negotiating our social relationships, by telling our listeners or readers how we feel about things and people (in a word, what our attitude are).

Appraisal theory is divided in three semantic domains. Those are (1) Attitude, (2) Engagement and (3) Graduation. These resources are set out in this figure below:
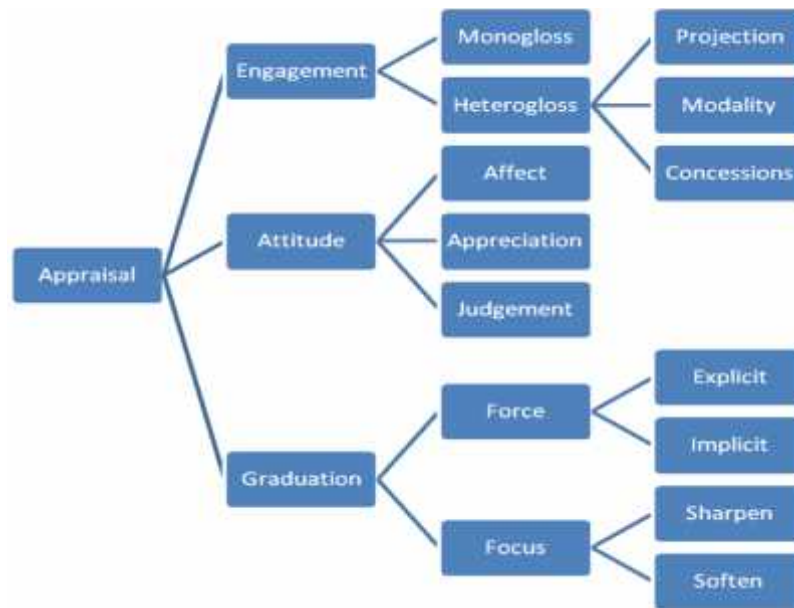

Fig 3.1 Model of Appraisal Analysis adopted from Martin and Rose (2003)

The followings are the detailed discussion of classification of Appraisal systems:

1. ENGAGEMENT

The second region of Appraisal is engagement-who are the evaluations coming from? Engagement can be called source of attitude. Engagement is 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.

For example:
· modals of probability - *perhaps, it may..., I think..., surely*
· reality phase - *it seems*,
· attribution (hearsay/projection) - *his alleged ..., informed sources report ..., scientists have found evidence suggesting that*,
· proclamation - *In fact, I am compelled to conclude ..., It is true, we **do** have a small black and white cat*
· expectation - *predictably, of course*,
· counter-expectation - *amazingly*

Engagement is divided into subsystems:
A. Monogloss is a single voice where the source is simply the author. E.g.

Francis Bacon was the author of The Tempest.

B. Heterogloss is different voices where the source of an attitude is not only the writer. E.g. *They say Francis Bacon was the author of The Tempest; Perhaps, Francis Bacon was the author of The Tempest; Francis Bacon was not the author of The Tempest.*

Heterogloss itself is divide into three; those are:

(1) Projection

Projection may quote the exact words that someone said, in which case 'speech marks' are usually used in writing. E.g. 'we are moving to special unit'. Or they may report the general meaning that was said, which normally does not require speech marks. E.g. He and three of her friend have been promoted. As well as 'saying', it is possible to quoted what we think or feel. E.g. I realized he was drinking too much, I know where everything began, the background (Martin and Rose, 2001:40)

(2) Modality

Modality is semantics space between yes or no. The example of demands for a service can be negotiated as follow:

Do it	Positive
You must do it	
You should do it	
Don't do it	Negative

(Martin and Rose, 2001:42)

On this scale we can say 'how obliged you to act. Statements that give information can be negotiated as follow:

It is	Positive
It must be	
It should be	
It might be	
It isn't	Negative

On this scale we can say 'how probable a statement is. Here the grading has to do with 'how often' something happen, along a scale like the following:

It was the first time their family heard
It was always the first time their family heard
It was often the first time their family heard
It was sometimes the first time their family heard
It wasn't the first time their family heard

It can be summarized into two across a range of modal meanings:

Negotiating information

How usual	*He and his friends would visit regularly*
How probable	*there must have been someone out there who is still alive*

Negotiating service

How obliged with the best	*I had to watch how white people become dissatisfied*
How inclined everything	*I would have done the same had I been denied*
How able the operation	*who can give a face to 'the orders from above' for all* (Hapsari 2005)

(3) Concession

Concession is the conjunction that counters expectation such as but, at least, suddenly, instead of, often if, etc.

2.   ATTITUDE

Attitude includes those meanings by which texts/speakers attach an intersubjective value or assessment to participants and processes by references either to emotional responses or to systems of culturally-determined value systems. ATTITUDE itself divides into three sub-systems:

A.   Affect

Affect is the characterization of phenomena by reference to emoticon. It is the evaluation by means of the writer/speaker indicating how they are emotionally disposed to the person, thing, happening or state of affair. For example, 'I love jazz'; 'This new proposal by the government terrifies me'.

Affect is concerned with emotional response and disposition and is typically realized through mental processes of reaction (*This pleases me, I hate chocolate,* etc*)* and through attributive relational of AFFECT (*I'm sad, I'm happy, She's proud of her achievement, he's frightened of spiders,* etc). Through ideational metaphor, they may, of course, be realized as nouns – e.g. *His <u>fear</u> was obvious to all.* Martin has developed a system for a fine-grained analysis of this semantic (See Martin 1997). However, the values of affect occur as either positive or negative categories (*love* versus *hate, please* versus *irritate,* be *bored* versus be *intrigued)* and that each meaning is located along a sliding scale of force or intensity from low to high – thus *like, love, adore, to be troubled by, to be afraid of, to be terrified of* etc.

Under Affect, we are concerned with emotions, with positive and negative emotional responses and dispositions. Affectual positioning may be indicated,

(1) Through verb of emotion (Mental Processes) such as *to love/to hate, to frighten/to reassure, to interest/to bore, to enrage/to placate- (Your offer pleases me, I hate chocolate.)*

(2) Through adjective of emotion *happy/sad, worried/confident, angry/pleased, keen/uninterested – (I'm sad you've decided to do that, I'm happy she's joining the group, She's proud of her achievements, he's frightened of spiders,* etc).

(3) Trough nominalization (the turning of verb and adjectives into nouns) joy/despair, confidence/insecurity (His <u>fear</u> was obvious to all, I was overcome with <u>joy</u>).

We see Affect at work in the following extracts. (See underlining)

(1) *COULD you please tell me why Virginia Wade has been chosen again to be a*

commentator at Wimbledon. As a __keen__ viewer of this marvelous tournament I find that she spoils my day with her constant waffling, unlike Anne Jones whom I do __enjoy__. Even though Virginia was once a top player, she will never achieved the distinction of being a top commentator.

(2) *I HAVE been to Norway and found its people charming. That's why their unbelievably selfish, almost ghoulish declaration to hunt the minke whale from 1993 left me so __astounded.__*

(3) *No doubt the men want to sleep with her but they also respect, like and trust her. She is upfront and gutsy. If Mel were a man, I'd __have a crush on__ her... I would __adore__ her as a friend.*

B.   Appreciation

Appreciation is the evaluation of object and products (rather than human behavior) by reference to aesthetic principles and the other systems of social value.

APPRECIATION is the system by which evaluations are made of products and processes. APPRECIATION encompasses values which fall under the general heading of aesthetics, as well as non-aesthetic category of 'social valuation' which includes meanings such as *significant* and *harmful.* APPRECIATION can be thought of as the system by which human feelings, either positive or negative, towards products, processes and entities are institutionalized as a set of evaluations. Thus, whereas JUDGEMENT evaluates human behavior, APPRECIATION typically evaluates texts, more abstract construct such as plans and policies, as well as manufactured and natural objects. Human may also be evaluated by means of APPRECIATION, rather than JUDGEMENT, when viewed more as entities than as participants who behave –thus, *a beautiful woman, a key figure.*

C.   Judgement

Judgement is the evaluation of human behavior with respect to social norms. The attitudinal sub-system of JUDGEMENT encompasses meaning which serve to evaluate human behavior positively and negatively by reference to a set of institutionalized norms. Thus JUDGEMENT is involved when reference to that participant's acts or dispositions (The exposition here relies primarily on the work from the media project of the Disadvantaged Schools Program (DSP) detailed in Iedema, Feez and White 1994.)

The social norms at risk these JUDGEMENT assessments take the form of rules and regulations or of less precisely defined social expectations and systems of value. Thus, under JUDGEMENT we may assess behavior as moral or immoral, as legal or illegal, as socially acceptable or unacceptable, as laudable or deplorable, as normal or abnormal and so on. The DSP materials propose two broad categories of JUDGEMENT and five narrower sub-types within these two categories. Values can be realized as,

(1) Adverbials – *justly, fairly, virtuously, honestly, pluckily, indefatigably, cleverly, stupidly, eccentrically*

(2) Attributes and epithets – *a __corrupt__ politician, that was __dishonest,__ don't be __cruel,__ she's very __brave,__ he's __indefatigable,__ a __skilful__ performer, truly __eccentric__ behavior*

(3) Nominals – *a brutal tyrant, a cheat and a liar, a hero, a genius, a maverick*

(4) Verbs – *to cheat, to deceive, to sin, to lust after, to chicken out, to triumph*

Like AFFECT, values of JUDGEMENT have either positive or negative status - *virtuous* versus *immoral, honest* vesus *deceitful, brave* versus *cowardly, smart* versus *stupid, normal* versus *weird.*

Like AFFECT, meaning can be located on a sliding scale of force or intensity from low to high values - *he's an OK player, a skilled player, a brilliant player.*

In such instances, the value of JUDGEMENT is explicitly expressed by means of a particular lexical choice - *corruptly, lazily,* etc. Following the DSP material, such are classed as 'inscribed' expressions of JUDGEMENT since the evaluation is overtly 'inscribed' in the text through the vocabulary choice. The picture is complicated, however, by the possibility that the JUDGEMENT assessment may be more indirectly evoked or implied - rather than explicitly inscribed - by what can be termed 'tokens' of JUDGEMENT. Under such tokens, JUDGEMENT values are triggered by superficially neutral, ideational meanings which nevertheless have the capacity in the culture to evoke judgemental responses (depending upon the reader's social/cultural/ideological reader position). Thus a commentator may inscribe a JUDGEMENT value of negative capacity by accusing the goverment of 'incompetence' or, alternatively, evoke the same value by means of a token such as 'the government has not laid the foundations for long term growth'.

Judgement has two broad categories; social sanction and social esteem. JUDGEMENT of social sanction involve an assertion that some set of rules of regulations, more or less explicitly codified by the culture, are at issue. Those rules may be legal or moral and hence JUDGEMENTS of social sanction turn on questions of legality and morality. From the religous perspective, breaches of social sanction will be seen as sins, and in the Western Christian tradition as 'mortal' sins. From the legal perpective they will be seen as crimes. Thus to breach social sanction is to risk legal or religious punishment, hence the term 'sanction'.

JUDGEMENT of social esteem involve evaluations under which the person judged will be lowered or raised in the esteem of their community, but which do not have legal or moral implications. Thus negative values of social esteem will be seen as dysfunctional or inappropriate or to be discouraged but they will not be assessed as sins or crimes. (If you breach social sanction you may well need a lawyer or a confessor but if you breach social esteem you may just need to try harder or to practice more or to consult a therapist or possibly a self-help book).

Social esteem is divide into the following three subcategories: normality or custom (how unusual someone is, how customary their behaviour is), capacity (how capable someone is) and tenacity (how dependable someone is, how well they are disposed emotionally or in terms of their intentionality).

3.   GRADUATION

Graduation are values by which (1) speakers graduate (raise or lower) the interpersonal impact, force or volume of their utterances, and (2) by which they graduate (blur or sharpen) the focus of their semantic categorizations.

(1)   (FORCE) *slightly, somewhat, very, completely*
(2)   (FOCUS) *I was feeling kind'v woozy, they <u>effectively</u> signed his death*

warrant; a <u>true</u> friend, <u>pure</u> folly

Under GRADUATION, we are concerned with values which act to provide grading or scaling, either in terms of the interpersonal force which the speaker attaches to an utterance or in terms of the preciseness or sharpness of focus with which an item exemplifies a value of relationship. These two dimensions are variously being labeled 'FORCE' (variable scaling of intensity) and 'FOCUS' (sharpening or blurring of category boundaries).

A.   Force

Force includes values which have elsewhere been labeled, intensifier, down-tones, booster, emphasisers, emphatics, etc. Perhaps this category's most obvious mode of expression is through the adverb of intensification – slightly, a bit, somewhat, rather, really, very, completely, etc. Somewhat more problematically, this principle of scaling also applies to those values which act to measure quantity, extent, and proximity in time and space – small, large; a few, many; near, far, etc. force may also be expressed through lexical items in which the scaling value (typically a high value of intensity) is fused with some ideational meaning. This mode of force is found widely in the media – for example, the temperature plunged, prices skyrocketed, they've axed the entire accounting division, the storm cut a swathe through..

It should also be noted that this principle of grading for force operates intrinsically across value of attitude in the sense that each particular attitudinal meaning represent a particular point along the scale of low to high intensity. Thus, for example, to like represents a lower scaling of force, to love a higher scaling and to adore the highest scaling – similiarly for the judgement values represented by she plays competently / skillfully / brilliantly, etc.

B.   Focus

FOCUS covers those meaning which are elsewhere typically analyzed under the heading of 'hedging' and 'vague language'. Typical values are, *he <u>kind'v</u> admitted it; he <u>effectively</u> admitted it, he <u>as good as</u> admitted, etc; a whale is a fish, <u>sort'v.</u>*Under Appraisal theory, value which sharpen rather than blur focus are also included – for example *a <u>true</u> friend, <u>pure</u> folly, he drunk under the table, <u>literally.</u>*

The operating of the principle of scaling/graduation is, perhaps, somewhat more problematic here than in the context of FORCE. As we have seen, under FORCE, scaling operates in the context of gradable categories – values which admit of different degrees of some core meaning. In contrast, under FOCUS, scaling operates in context which are not gradable in this sense, or where the communicative objective is not to grade in this way. For example, the state of having made a 'break' with someone or something, indicated in 'a clean break', is not typically construed as gradable. A similar case applies in ' a true friend' and 'pure folly'. Nevertheless, there is a strong sense that such values have been 'scale up' by the application of the value of FOCUS – there is a sense even of intensification. We find the inverse – a down scaling – operating in the context of values which soften the FOCUS. Thus 'kind'v', in 'it was kind'v nerve-wracking', lowers the scaling of intensity. From this perspective, FOCUS can be seen as the domain of the application of the scales of

intensity to ungraded categories. Thus under FOCUS, the scaling, and hence the lowering and raising of intensity, is realized through the semantics of category membership, through a process of narrowing or broadening the terms by which category membership is determined, through the sharpening or softening os semantic focus.

IV. Research Method

4.1 Unit of Analysis

The research method used in this research is descriptive in nature. The researchers only describe the phenomena found in the object of the study. The unit of analysis in this reserach are words, phrases and clauses containing appraisal system in ELT-Solo Readers' Series.

4.2 Method of the Study

There are two steps applied in this study namely method of data collection and method of data analysis.

4.2.1 Method of data collection

The data collection method applied in this research is done by:

a. Doing library study

In this step, the researchers use references and any related materials found in the library, including using internet study to seek for more information related to the subject matter.

b. Reading ELT-Solo Readers' Series

In this step, the researchers read The Great Jimbo James in order to get the information due to the topic discussed.

c. Documentation

In this step, the researchers are documenting any data related to the subject matter of this study.

4.2.2 Method of data analysis

There are some steps applied in this data analysis method, namely:

a. Segmenting written text into clauses
b. Classifying the clauses that have been tabulated according to the appraisal theory
c. Tabulating clauses from written text and the appraisal items.
d. Describing the classified clauses based on the appraisal system.
e. Interpreting the result.

V. Findings

5.1 The writer found appraisal values realized in The Great Jimbo James as follows:

Appraisal System		Frequency	Percentage
Engagement			
Monoglossic		6	6,45
Heteroglossic	**Projection**	5	5,38
	Modality	16	17,20
	Concession	11	11,83
Attitude			

Affect	Positive	7	7,53
	Negative	1	1,07
Judgement	Positive	7	7,53
	Negative	2	2,15
Appreciation	Positive	14	15,05
	Negative	4	4,30
Graduation			
Force	Explicit	3	3,22
	Implicit	0	0
Focus	Sharpen	15	16,13
	Soften	2	2,15
Total		93	100

5.2 Data Interpretation:
5.2.1 Engagement
There are 6 monoglossic and 28 heteroglossic divided into 5 projection, 16 modality and 11 concessions. The data show that the author used heteroglossic more than monoglossic as the story is created for children so that as readers they can have fun and arise their curiosity.

The author used monoglossic in his story book in order to help the young readers find factual things by guiding them to read line by line. The examples of monoglossic are:

1) The man in the library looked at him. **"I know what you want," he said.** "You want books on magic, don't you?". The data show something real that is the man in the library can recognize Jimbo James from his appearance. He said he knew what Jimbo wants.

2) **"That's right," said Jimbo James**. "How did you know?" . "The man smiled. **"Just a lucky guess," he said**. The data show that Jimbo James was surprised knowing that the man in the librabry knew what he wants.

Another type of engagament is heteroglossic. In this story there are 65projection, 16 modality and 11 concessions. The examples of each types of values are as follows:

a.Projection

Lots of people were watching a magician. He was very good. He juggled…said magic words…pulled scarf from his sleeves and a rabit from his hat. It looked easy.

The data show that there are a lot of people who were watching a magician and he was very good. He can do many things like juggling, saying magic words, pulling scarf from his sleeves and a rabbit from his hat. The author wants the reader to have an opinion that those things that the person did has proved that he is a magician.

b.Modality

Jimbo James smiled."Hmmm," he said. "That looked easy. **I could be a magician. I will be a magician! I will be…the Great Jimbo James!"**

The data show that the use of modality could be means that Jimbo James thinks that he can be a magician while the use of will means that Jimbo James is sure that

someday he will be a great magician.

c.Concession

Last of all he picked up Rick. **Don't come out till I say the magic words, "he said softly.** Rick wiggled his ears.

The data show that Jimbo James was talking to his Magic Rabbit named Rick softly that Rick should not come out untill Jimbo James said the magic words.

5.2.2 Attitude

There are 35 attitudes values found in this story and is divided into 7 positive affect and 1 negative affect; 7 positve judgement and 2 negative judgement; and 14 positive appreciation and 4 negative appreciation. The exaamples for each types of values are as follows:

a.Affect

Positive affect : **He** was **very good**. This clause means that the magician who Jimbo James was wacthing was very good in doing his action.

Negative affect : **His trolley**was**so full it was hard**to steer. Jimbo James bought a lot of things when he was shopping and it made him difficult to steer his troley.

b.Judgement

Positive judgement : **The man smiled**. "Just a lucky guess," he said. The man knew Jimbo James from his magician appearance that he wanted to look for books about magic. When he said that he knew what Jimbo wanted it made Jimbo surprised but the man just smiled. Then he said that it was just a lucky guess.

Negative judgement : **Jimbo James** looked great **except** for his shoes. This clause means that from his outfit there is something that made him not looking good that is his shoes.

c.Appreciation

Positive appreciation : He found a box. **"Aha!" This can be my magic box."** He painted the box black. The data show that Jimbo found a box and he thought that it could be his magic box as a magician he will need it.

Negative appreciation : Jimbo James opened the box. The flowers were still there! **All the children giggled. They liked this funny magician!** Jimbo James was failed when he was playing his trick as if he could make the flowers gone, but the children thought it was a funny thing in his performance and they like him.

5.2.3 Graduation

There are 3 force and 17 focus found in this story and they are divided into 3 explicit force and none implicit force and also 15 sharpen focus and 2 soften focus. The examples of the values are as follows:

a.Force

Explicit force : Jimbo James looked great, except for his shoes. He put glue on them and sprinkled them with golden glitter. **That was much better**. The data show that after decorating his shoes as part of his outlook, Jimbo James looked better on his performance.

b.Focus

Sharpen focus : He made a top hat **fromsome shiny paper, and a wand**

from a very thin stick. The clause show that Jimbo made a top hat like a magician has and also a wand because he wanted to be like a real magician.

Soften focus   : Jimbo James put him into the hat. **He was a big rabbit.** "My," said Jimbo James. **"You are almost too fat for the hat, Rick!"**The data show that his Magic Rabbit named Rick was a big rabbit and he's getting bigger that made it difficult to hide inside the top hat.

5.3 How are the beginner readers positioned by the story published by SOLO Readers' Series?

The ELT-Solo Readers series is intended for young readers. This story book contains funny but imaginative stories to arise children's curiosity so that they will be interested to read the story from the beginning to the ending. Some appraisal values found in this strory about The Great Jimbo James. The author used many heterglossic values distributed dominantly on the used of modality for examples : *Jimbo James smiled."Hmmm," he said.***"That looked easy. I could be a magician. I will be a magician! I will be…the Great Jimbo James!".**The author wants to show to the beginner readers that they can be someone through the character named Jimbo James. Jimbo James wants to be a magician by watching a real magician who performed his action in front of the audience. The beginner readers will learn something also that they can be someone someday starting from imagining who they want to be.

The attitude values realized in the story are divided into positive and negatives values. Those values are affect, judgement and appreciation. The dominant appraisal value is positive appreciation. The example of this value is : *He juggled…said magic words…pulled scarves from his sleeves and a rabbit from his hat.* ***It looked easy****.* The character Jimbo James thought that he can do what the real magician do and it made him think that it was an easy think to do. The beginner readers can also learn from Jimbo James that they can do something difficult beco mes an easy thing.

The story contains 20 gratitude values divided into 3 explicit force, none implicit force, 15 sharpen focus and 3 soften focus. The dominant appraisal value is sharpen focus. The example of this value is : *Next he found some black cloth. "This can be my cape," he said.* ***And he stuck gold stars all over it.***The author wrote things clearly about the appearnce of a real magician, for instance a cape. Usually a real magician will wear a cape on his performance. The character Jimbo James found a black cloth and he thought that it could be his cape then he stuck gold stars all over it. The beginner readers can do what Jimbo James do by using their imagination because children are full with imagination.

VI. Conclusions

There are some conclusions that can be drawn from this analysis, namely:
1. The beginner readers positioned themselves through the story of The Great Jimbo James that they can use their imagination to be someone. Through the character Jimbo James, the author wants to arise chidren curiosity by writing funny things in the story so that the beginner readers will know what to do when they see someone whom they admired.
2. The appraisal values realized in the story of The Great Jimbo James are 6

monoglossic and 28 heteroglossic that are divided into 5 projection, 16 modality and 11 concessions. Thera are 35 attitudes values found in this story and are divided into 7 positive affect and 1 negative affect; 7 positve judgement and 2 negative judgement; and 14 positive appreciation and 4 negative appreciation. The last is 20 gratitude values that are divided into 3 force and 17 focus found in this story and they are divided into 3 explicit force and none implicit force and also 15 sharpen focus and 2 soften focus.

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