

APPRAISAL SYSTEM RECOGNIZED IN THE JAKARTA POST'S EDITORIAL “THE ASEAN CAGE” ON JULY 20th, 2011

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Abstract

This study attempts to construe (1) the appraisal devices recognized in the “The Asean Cage” text? (2) how the readers may be positioned in the text. When a categorical technique based on Appraisal theory proposed by Martin and White (2005) was applied, the writers found out that the editorial text displays appraisal devices in different percentages (Affect-Attitude (3.03%), Judgment-Attitude (45.45%) and Appreciation-Attitude (51.52%); Mono-glossic-Engagement (0%), Dialogic Contraction-Engagement (58.3%) and Dialogic Expansion-Engagement (41.7%); Force-Graduation (97.8%) and Focus-Graduation (2.2%). Based on the analysis of Appraisal System, the readers may be positioned as those who accept the editor’s assessment about the condition between Indonesia and ASEAN.

Key words: *Editorial, Appraisal System, Attitude, Engagement, Graduation*

BACKGROUND

Newspaper is a printed publication and usually distributed daily or weekly, and contains news, opinions, etc. Cambridge Dictionary (2011) says that newspaper is a regularly printed document consisting of news report, articles, photographs and advertisements that are printed on large sheets of paper which are folded together but not permanently joined.

One of the contents found in a newspaper is editorial, which is generally the editor’s view on a current issue. Sometimes, the editor adds his/her feeling into the editorial which, then, means something to the readers. In that case the readers’ need to know how they may be positioned by the editor with respect to a certain current issue written in the newspaper.

It is in the context of understanding how readers may be positioned by any text writer, including an editor that this article is presented. According to Halliday (2002) how a writer negotiates meanings relates to the semantic system, thus, interpersonal meaning, one of the three functional modes of meaning of language. Martin (2003), Martin and White (2005), Houston and Thompson (2000) say that interpersonal meaning

concerns with negotiating social relations: how people interact with language in order to negotiate emotions, judgment and valuations - Appraisal System.

The questions which are raised in this article are as follows:

1. What Appraisal devices are recognized in “the Asean Cage” text?
2. How are the readers positioned in the text?

THEORETICAL FRAMEWORK

This sub-title discusses the theoretical framework on which the analysis was based in an effort to find the answer to the questions.

An opinion can be delivered through spoken or written language. A written opinion can be found easily in the newspaper or magazine called editorial. Spencer (1924) says that an editorial is a presentation of fact and opinion in concise, logical, pleasing order for the sake of entertaining, influencing opinion, or interpreting significant news in such a way that its importance to the average readers will be clear. Therefore, the sentences must be well-formed. Some hints in the grammar are as follows:

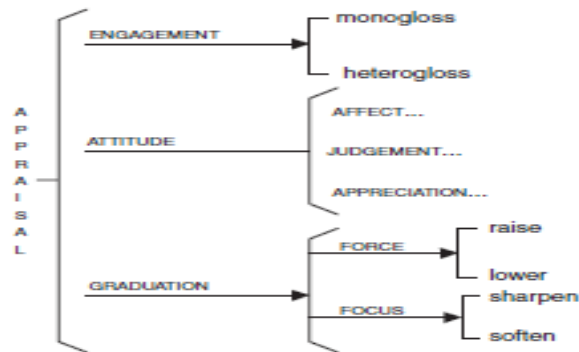
1. Use comparative to clarify the meaning. For example *more than, less than*.
2. Do not use a long string of qualifiers in front of a noun. For example *a modified test of cognitive function* is better than *a modified cognitive function test*.
3. Avoid grammatically questionable formal clichés, such as *based on these result, it is concluded that*
4. Use the past tense to report result, and present tense to discuss them.

The grammatical system of the editorial should be good that the readers can easily understand the editorial and position themselves.

Knowledge in Systemic Functional Linguistic (SFL) is important that editors may position his/her readers in the right way. SFL may help editors negotiate ideational, interpersonal and textual meanings with ease. Halliday (1994) says that ideational meaning uses language to represent experience, interpersonal meaning uses language to encode interaction, and textual meaning uses language to organize our experiential and interpersonal meaning into a coherent spoken or written language. In addition, Martin (2004) says that interpersonal meaning is the rhetorical power of language. It emphasizes

the role of evaluation and the constructive role plays in organizing sociality. While White (1998), and Martin (2004) say that appraisal theory is concerned with the linguistic resources for/by which text/speakers come to express, negotiate and naturalize particular inter-subjective and ultimately ideological positions.

The three subtypes of appraisal system are attitude, engagement and graduation. Below is the diagram of sub-Appraisal system.



Model of appraisal sub-system in Martin & White (2005: 38)

Attitudinal Positioning (Attitude)

White (1998) says that attitudinal positioning or attitude in appraisal value can be considered as “praising” or “blaming”. Here writers or speakers indicate either positive or negative assessment of people, places, things, happenings and states of affairs. In *Well, I've been listening to the two guys who are heroes [value judgment] and I admire [affect] them both*, the underlined words show that the speaker passes judgments and associates emotional/affectual response with Participants and Processes.

There are three sub-types of Attitude: Affect, Judgment and Appreciation.

- **Affect (emotion)** is an evaluation of human emotional reaction to something. It is how people as human beings react emotionally to things, conditions, states of affairs be positive or negative.

White (1998) says that affectual positioning may be indicated:

- Through Mental Processes, as in *Your offer pleases me.*
- Through Circumstances of Manner, as in *Sadly she has decided to leave him.*
- Through adjectives of emotion, as in *I'm sad you've decided to do that.*
- Through nominalization, as in *His fear was obvious to all.*

Martin and White (2005) classify affect system into six:

- Positive (enjoyable to experience) or negatives ones (avoided), as in *The captain was happy. The captain was sad.*
- Behavioral or Mental/Relational Process, as in *She smiled at him. She liked him.*
- Mood, (reaction to others), as in *The captain disliked leaving.* (indirect mood) *The captain was sad.*
- Feelings graded, as in *The man disliked leaving* (Low). *The man hated leaving* (Median). *The man detested leaving* (High).
- Feelings involving intention (rather than reaction), with respect to a stimulus that is unrealistic (rather than realistic). Realistic values involve a reaction to a present or past stimulus – *The man likes the bike.* Unrealistic involves intentions with respect to some prospective stimulus – *The man wants the bike.*
- Feeling un/happiness, in/security, and dis/satisfaction. Un/happiness variable covers emotions concerning “affairs of the heart” – sadness, hate, happiness, and love; The in/security covers emotions concerning ecosocial well-being – anxiety fear, confidence, and trust; the dis/satisfaction covers emotions concerning telos (the pursuit of goals) – ennui, displeasure, curiosity, and respect. (Un/happiness) *The man felt sad/happy.* (In/security) *The man felt anxious/confident.* (Dis/satisfaction) *The man felt fed up/absorbed*
- **Judgment (ethics)** is a norm concerning the parameter of how people should/shouldn’t behave. For example, *Our new neighbor seems rather eccentric.* Judgment can be divided into two sub-types; those are social esteem and social sanction.
- **Appreciation (aesthetics)** is an assessment of the form, appearance, composition, impact, significance etc of human artifacts, natural objects as well as human individuals (but not of human behavior) by reference to aesthetics and other systems of social value.

Engagement

Engagement value means by which speakers/writers adjust and negotiate the arguability of their propositions and proposal. Martin and White (2005) say that

engagement is concerned with the ways in which resources such as projection, modality, polarity, concession and various comment adverbials position the speaker/writer. A speaker/writer may be engaged with respect to the value position being advanced and with respect to potential responses to that value position by quoting or reporting, acknowledging a possibility, denying, countering, affirming, and so on.

There are two subtypes of engagement: mono-gloss and hetero-gloss. Sometimes people say that Mono-gloss type is “bare-declarative”. Mono-gloss type is the simple declaration without any variation, while hetero-gloss type uses variation for the declaration. White and Martin (2005) say that classifying utterances as “monoglossic” when they make no reference to other voices and viewpoints, and as “heteroglossic” when they do invoke or allow for dialogistic alternatives. For example:

- *The girl was killed.*
- ***They say** the girl was killed.*
- ***Maybe**, the girl was killed.*

The first sentence is classified as monoglossic while the other two are heteroglossic. Sentence number 2, “**they say**” indicates “attribution”. In the 3rd sentence, there is a modal “**maybe**” that provides “probability”. Hence, differences in meanings may impact the interpersonal meaning between the writer/speaker and the reader/hearer.

Hetero-gloss type is divided into two types; those are dialogic contraction and dialogic expansion. **Dialogic contraction** alternatively acts to challenge, as in *He shows that...* **Dialogic expansion** is the degree of utterance which actively makes allowances for dialogically alternative positions and voices, as in *He claims that.....*

Dialogic contraction is divided into two sub-types, disclaim and proclaim. Disclaim is concerned with rejection, replacement and dismissal. Proclaim is concerned with formulation which can be interpreted as heading off contradiction or challenge from potential dialogic respondents. Proclaim has three types: expectation (concur), pronouncement and endorsement. Expectation values are concerned with the agreement with the current proposition/proposal. Endorsement refers to the proposals construed by the authorial voice and considered as correct, valid, undeniable or otherwise maximally warrantable. Pronouncement is concerned with the interpolation of writers/speakers directly into the text as the explicitly responsible source of the utterance.

Below are the examples of “Disclaim” and “Proclaim”, taken from Appraisal homepage (White, 1998).

- **Disclaim:** includes Denial and Counter-Expectation
 - **Disclaim-Denial:** *The action **won't** damage the trust between the President and his body guards*
 - **Disclaim-Counter-Expectation:** ***Amazingly**, this damaged the trust between the President and his body guards.*
- **Proclaim:** includes Expectation, Endorsement, and Pronouncement
 - **Proclaim-Expectation:** *The action will, **of course**, damage the trust between President and body guard.*
 - **Proclaim-Endorsement:** *He **shows that** the product is eco-friendly.*
 - **Proclaim-Pronouncement:** *I **contend** that the action will damage trust.*

Pronouncement can be divided into two: subjective versus objective and explicit versus implicit. The distinction of subjective-objective can be seen from the speaker/writer role in making the assessment. Is it overtly announced (***I believe that** she is cute* = subjective) or is in some way obscured, backgrounded or impersonalized (*Probably she is cute* = objective). The explicit-implicit distinction turns on whether the modal assessment is given prominence through being encoded by means of matrix clause (***I believe that...**, **I contend that...*** = explicit) or whether it is one element of the clause (*She is **probably** lying; She **may** be lying* = implicit)

Other type of engagement system is dialogic expansion. Dialogic expansion has two sub-types, they are entertains and attributes. Entertain here means that the utterance articulates an opinion with regard to the truth-value of proposition. It is usually expressed through modal auxiliaries (*may, might, could, must, etc*), modal adjunct (*probably, perhaps, certainly, etc*), modal attributes (it is *possible* that ..., it is *likely* that ... etc), through circumstances of the *in my view* type, and through mental verb/attribute projections (*I doubt, I think, I believe, etc*).

Other type of dialogic expansion is attribution. Martin and White (2005) in their book “*The Language of Evaluation – Appraisal in English*” say that attribution deals with formulation which disassociates the proposition from the text internal authorial voice by attributing it to some external source. They also say that attribution type

concerns with the framing of propositions by means of communicative process verbs (e.g. *He said she is sick*), verbs which reference Mental Processes, such as *believe* and *suspect*, formulations which involve nominalizations of these processes (e.g. *Indonesia rejects United Nations assertion that bird flu is spreading*) and various adverbial adjuncts such as *according to* and *in X's view*. It is easy to distinguish between entertain and attribution types. **Entertain** values shows the internal voice of speaker/writer as the source (e.g. *I believe, in my view*) while attributing values present some external voice (e.g. *They believe, in his view*).

Attribution type has two sub-types those are acknowledge and distance. Martin and White (2005) say the **acknowledge** type shows that the locution has no overt indication as to where the authorial voice stands with respect to the proposition. Reporting verbs such as *say, report, state, declare, announce, believe* and *think* can be used as the indicators of this type. The other type is **distance**. There is an explicit distancing of the authorial voice from the attributed material. Martin and White (2005) also say that distance type is most typically realized by means of the reporting verb, *to claim* and by certain uses of “scare” quotes. **Acknowledge** type has no specification as to where the authorial voice stands with respect to the proposition, means that the locutions still open to be questioned. It makes **acknowledge** type different from **distance** type. Caldas-Coulthard (1994) in Martin and White (2005) say that by using **distance** type, the author detaches him/herself from responsibility for what is being reported.

Graduation

The **graduation** value concerns with the scaling system of meaning. Martin and White (2005) say that **Graduation** system operates in two ways of scalability: grading system according to the intensity or amount (force) and grading system according to prototypicality and the preciseness by which category boundaries are drawn (focus).

Force system of graduation concerned with assessing to degree of intensity and amount. According to Martin and White (2005), assessment of degree of intensity can operate over qualities (*slightly foolish, extremely foolish*), over processes (*This slightly hindered us*), or over the verbal modalities of likelihood, usuality, inclination and obligation (*it's just possible that, it's very possible that*). There are two categories of **force** system: intensification and quantification. Intensification is concerned with the

scaling of qualities and processes, while quantification deals with the amount apply to the entities.

White (1998) says that focus is concerned with sharpening (*a real mother, a true friend*) and softening (*they sort of play jazz, they are kind of crazy, it was an apology sorts*) the focus of relationship.

METHOD

The study is descriptive qualitative in nature that the writers only explain and describe the phenomena which exist in the data by employing the theory of Appraisal System. The data were collected by browsing through the internet because it is an on line editorial. The editorial text was, then, segmented into sentences or word/phrase as the units of analysis. Afterwards, the writers identified the sentences or word/phrase which display the phenomena of Appraisal System. Finally the writers classified the sentences or words/phrases according to the Appraisal System as proposed by Martin and White (2005) before which the categorized Appraisal were tabulated and interpreted.

FINDINGS AND DISSCUSSION

The types of Appraisal devices are explained as follows:

Attitude

The results of the analysis in terms of attitude are set out in table 1:

Table 1: Attitude

No.	Appraisal System	Sub-system	F	%
1.	Attitude	Affect	1	3.03 %
2.		Judgment	15	45.45 %
3.		Appreciation	17	51.52 %
Total			33	100 %

Table 1 implies that the editor tends to use the system of Appreciation because he/she wants to ask the readers to appreciate the action taken by the government especially Indonesia as the chairman of ASEAN.

10. *But even under the current government, the government is very reluctant to leave a very pleasant comfort zone: It is more **interested** in becoming a “small king” in a “little kingdom” rather than a “nobody” in the “global empire”.*

Sentence (10) indicates a positive effect about the condition of Indonesian government’s feeling in Indonesia. The presidents of Indonesia said that Indonesia needs more important role in the world stage. However, the fact shows that it is better to be a small king in a little kingdom of which the king may rule the people easily rather than nobody in the global empire.

16. *The campaigns are so aggressive that some people may **misunderstand** that the chairmanship is just a matter of routine scheduling among all members.*
 19. *ASEAN is very important for Indonesia, but Indonesia is too big and too important to be too **dependent** on the trade bloc only.*

Sentence 16 shows the readers that there is a negative judgment of some people of Indonesia. Sometimes some people of Indonesia may “**misunderstand**” about chairmanship. Probably they think that it is only a routine scheduling. The word “**dependent**” in sentence 19 shows a positive judgment: Indonesia may sometimes act without asking help from other countries.

4. *We should not miss the benefits we can get from our membership in this **prestigious** club, although perhaps we cannot be as dominant there as we are now in ASEAN.*
 19. *ASEAN is very **important** for Indonesia, but Indonesia is too big and too **important** to be too dependent on the trade bloc only.*

Sentence 4 shows that ASEAN is a good organization in South East Asia. It can be seen through the word “**prestigious**”. In sentence 19, the editor uses the word “**important**” to shows that ASEAN really means something for Indonesia.

Engagement

The results of the analysis in terms of Engagement system are shown in the table 2:

Table 2: Engagement

No.	Appraisal System	Sub-system		F	%
1.	Engagement	Mono-glossic		-	-
2.		Hetero-	Dialogic Contraction	14	58.3 %

		glossic	Dialogic Expansion	10	41.7 %
Total				24	100 %

Here, the writer found only hetero-gloss type in the editorial. Probably the editor knows well how to write in a good way. He/she uses a lot of variation in his/her text, 14 (58.3%) marker of dialogic contraction and 10 (41.7%) marker of dialogic expansion. Even if the level of editor's uncertainty is high, he/she provides correct and warrantable information. The marker of dialogic contraction is underlined word while the marker of dialogic expansion is **bolded** word.

10. *But even under the current government, the government is very reluctant to leave a very pleasant comfort zone: It is more interested in becoming a “small king” in a “little kingdom” rather than a “nobody” in the “global empire”.*

All of the former presidents of Indonesia said that Indonesia deserved more important role in the international level. The fact is even under the current government, the president of Indonesia does not want to leave the pleasant and comfort of Indonesia. The editor shows the indicator of dialogic contraction (counter-expectation) through the use of “*but even*”. It can be seen from ‘scare’ quotes employed in the sentence. Probably that the editor wants to show that there is a certain meaning either negative or positive lying behind a certain quotation. *Becoming a “small king” in a “little kingdom” rather than a “nobody” in the “global empire”* may mean that it is better for Indonesia in knowing only its own region rather than trying to get an important role in an international level but know nothing.

Graduation

The result of the analysis in terms of Graduation system is displayed as follows:

Table 3: Graduation

No.	Appraisal System	Sub-system	F	%
1.	Graduation	Force	44	97.8 %
2.		Focus	1	2.2 %

Total	45	100%
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Table 3 implies that the editor wants to make the editorial readable and the readers can understand the meaning clearly enough. Force system is shown in **bold** while focus system is shown in underlined.

10. *But even under the current government, the government is **very** reluctant to leave a **very** pleasant comfort zone: It is **more** interested in becoming a “**small** king” in a “**little** kingdom” rather than a “nobody” in the “global empire”.*

The degree of intensification especially in quality can be seen in sentence 10 through the word “**very**”. It seems that the president of Indonesia really cannot leave the comfort of Indonesia. The word “**more**” here shows that becoming the president in Indonesia is better than knowing nothing in the international level. The use of “**small**” and “**little**” in the sentence probably gives their literal meaning. It is used to show a kind of contradiction between Indonesia and its position in the international level. Indonesia looks like a small country because there are so many countries that are more powerful than Indonesia. In addition the sentence also shows the system of focus by employing the word “global”. Here the writer of the editorial wants the readers to focus that **global empire** means international level. It means that there are so many powerful countries.

Positioning the Reader

There is only one value which belongs to Affect system. This may imply that the editor wants to give a kind of objective evaluation rather than subjective evaluation. Here, the editor asks the readers to act like the president of Indonesia who feels comfortable becoming the president of Indonesia. It sounds interesting to become the president of Indonesia rather than to participate in the international level due to, probably, the facility that President can get in Indonesia, thus, the position is more interesting than that of the chairmanship in the international level. The sentence:

10. *But even under the current government, the government is very reluctant to leave a very pleasant comfort zone: It is more **interested** in becoming a “small king” in a “little kingdom” rather than a “nobody” in the “global empire”.*

In terms of judgment, the editor wants to show the readers about the negative and positive assessment towards the behavior of the Indonesian president and some ASEAN members. The sentence:

1. *President Susilo Bambang Yudhoyono **enthusiastically** opened the 44th ASEAN foreign Ministers Meeting in Bali on Tuesday, while Foreign Minister Marty Natalegawa went all out in ensuring that the regional bloc will make major achievements during Indonesia's one-year chairmanship.*

implies that Here the readers, to the editor's opinion, accept that behavior. It is true that the current president of Indonesia, Susilo Bambang Yudhoyono, is always enthusiastic in opening a kind of meeting.

The editor also shows his/her negative assessment towards some ASEAN members' behavior, as in:

14. *Some ASEAN members repeatedly **boasted** that the organization means everything to them, but open free trade agreements with major industrial countries without considering its negative impacts on others.*

The assessment of the editor towards the behavior of some ASEAN members holds to be true. The people of Indonesia often hear that other countries have a good cooperation with the major industrial countries rather than with Indonesia especially in economic system.

Based on the analysis in term of Appreciation, the writer of the editorial emphasizes his/her assessment towards the meaning of ASEAN for Indonesia. It can be seen from the sentences:

1. *We should not miss the benefits we can get from our membership in this **prestigious** club, although perhaps we cannot be as dominant there as we are now in ASEAN.*
19. *ASEAN is very **important** for Indonesia, but Indonesia is too big and too **important** to be too dependent on the trade bloc only.*

The sentences imply that the people of Indonesia accept that ASEAN is really important to Indonesia. It is a way for Indonesia to be well-known in the international level and to have a good cooperation with the neighboring countries.

Here, the value of Judgment and Appreciation system is not significantly different. It means that the writer of the editorial does not only want the readers to judge

the behavior of Indonesia and other members of ASEAN, but also to know the importance of ASEAN.

In terms of Engagement system, all of the sentences in the editorial are heteroglossic types. This may mean that the editor wants to make the editorial does not seem like a boring editorial text. Therefore, the editor uses so much variation by employing complex sentences in negotiating the information of the situation between Indonesia and ASEAN. The way of writing employed by the editor may make the readers especially the educated people enjoy reading the editorial and knowing the essence of the editorial.

In term of Graduation system, the editor may use the grading system of intensity and amount. The employment of the words *enough*, *equally*, *repeatedly* and *major* do convince this. The use of force system employed by the editor could make the readers know the contents of the editorial easily.

CONCLUSION

In conclusion the writers could say that the Appraisal Systems used in The Jakarta Post online newspaper editorial entitled “The ASEAN Cage” are Attitude, Engagement and Graduation.

There are 20 sentences recognized in The Jakarta Post’s editorial. In terms of Attitude system, there are 33 systems of Attitude which consist of one Affect system (3.03%), fifteen system of Judgment (45.45%) and seventeen systems of Appreciation (51.52%). There is no single Mono-glossic system in the editorial. The editor tends to use Hetero-glossic system rather than Mono-glossic system in all sentences of the editorial text. The Hetero-glossic system found in the text consists of 14 (58.3%) systems of dialogic contraction and 10 (41.7%) systems of dialogic expansion. Graduation (45) consists of 44 (97.8%) systems of Force and 1 (2.2%) system of Focus.

The editor uses positive and negative values toward the system of Attitude. However, the number of Judgment and that of Appreciation system are not significantly different. Probably, the editor wants to give balance assessment towards the behavior of the members and ASEAN and the importance of ASEAN itself.

In terms of Engagement, the editor uses Hetero-glossic system in all sentences of the editorial text. The editor employs different variations, as are categorized as compound, complex and compound complex sentences in his/her editorial. He/she does

not want the editorial to look like a boring editorial text. Probably the editor knows that the readers of the editorial are the educated people.

In terms of Graduation, the writer of the editorial uses the scaling system of meaning. He/she often uses the grading system of intensity and amount. The use grading system of intensity and amount could make the readers know the contents of the editorial easily.

Therefore, the readers are positioned as the people who accept the editor's assessment about the condition between Indonesia and ASEAN.

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