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## An Analysis of the Appraisal Framework "What the Pandemic Teaches Us" in the Newspaper of the Jakarta Post

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### ABSTRACT

This paper explores the result of an appraisal analysis found in the editorial board of the Jakarta Post newspaper entitled "What the Pandemic Teaches Us". The appraisal analysis focused on attitude, graduation, and engagement aspect. The findings show that the three kinds of attitudes, i.e affect, judgment and appreciation are applied in the texts, but mostly are judgment and appreciation. The types of the items are in the form of a word, nominal group, and clause. Meanwhile, the engagement mostly is mostly heterogloss. Most of the graduation is force and the scaling of graduation is up-scaled.

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### Keywords:

*Appraisal, Attitude, Engagement, Graduation*

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## Introduction

Nowadays, mass media has emerged on every platform. Mass media can be accessed anytime and everywhere without boundaries to get a piece of updated information easily. Newspaper is one mass media to provide information for society from different perspectives (Asiru, 2022) . Jin (2019); Msuya (2020); Puspita & Pranoto (2021) said that newspaper covers all events happening in the world and presents them as reality recording. News has great power to urge its influence over the readers. It can contribute to shaping our view toward other societies and cultures significantly. These parts of the newspaper include the feature pages, page column, front page, sports, and editorial board columns. In detail, an editorial board is a column written by the editor expressing his opinion on a particular topic or issue (Rosyida, 2015). The purpose of the editorial board is to express and construct public opinions. Then, the opinion is related to the use of language as resource of appraisal in language.

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Language is a cultural product. In expressing his opinion on the situation, the journalist uses a certain language (Sabao, 2013). Language is a medium to convey messages or a broad sense of meaning through social, political, and historical conditions. Appraisal framework is a particular approach to exploring, describing, and explaining the way language is used to evaluate, and adopt stances to construct interpersonal positions and relationships. There are three kinds of appraisal resources proposed by Martin and White (2005), namely attitude, engagement, and graduation.

Through the appraisal language, people can express their personal emotions or opinion toward everything through written discourse. In line with Prastikawati (2021), the forms of feelings or affect can be clearly shown by the appraisal analysis. Vinchristo (2022) examines Mood, Modality, and Attitude as a part of Appraisal theory in the Editorial News of the *Sydney Morning Herald*. The results showed that more interrogative clauses were used, specifically 108 of 183 (59.02%) than declarative 75 of 183 (40.98%). Additionally, there were more probability positive clauses 61 of 73 (83.56%) than negative 7 of 73 (9.59%) and usuality 5 of 73 (6.85%). Similarly, appreciation clauses were used more frequently, specifically 19 of 46 (41.30%) than Judgment 14 of 46 (30.43%) and Affect 13 of 46 (28.26%). Meanwhile, also using appraisal theory, Zhang (2019) examines the discursive construction of South China Sea dispute in *China Daily* and *The New York Times* from April 2016 to December 2017. The analysis reveals competing discursive construction of social actors that constitute positive us-representation and negative other-representation in the two newspapers. Smith & Adendorff (2014) focuses on the affiliation of imagined communities (Anderson, 1983) around bonds that are created in 40 letters from the opinions pages of the Daily Sun, a tabloid, and The Times, a mainstream national newspaper. Main findings show how both communities affiliate around the value of education, but The Times' readers are more individualistic than the Daily Sun's, who concentrate primarily on the behaviour of the group. Therefore, it is worth analyzing the language used by The Jakarta Post newspaper editorial in presenting What the Pandemic Teaches Us. More specifically, the objective of the study is to analyze the editorial board column in newspapers based on attitude, engagement, and graduation aspects.

## **Theoretical Review**

### ***Appraisal Theory***

Halliday and Matthiessen (2004) state that language provides a theory of human experience and certain of the resources of the lexicogrammar of every language are dedicated to that function. It is clear that language does as we put it construe human experience. It names things, thus construing them into categories; and then, typically, goes further and construes the categories into taxonomies, often using more names for doing so.

Appraisal theory is an extension of the linguistic theory developed by Halliday related to Systemic Functional linguistics. This theory has emerged in the last two decades as a result of long work carried out by a group of linguistic researchers, especially researchers based in Australia, and was developed using the whole Systemic Linguistic Functional framework.

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Traditionally the study of interpersonal meanings is undertaken from the perspective of SFL which mainly puts emphasis on clausal level phenomena and is based on the Mood and Modality system. However, Martin and his colleagues worked mainly with monologic texts and found SFL less helpful as far as the interpersonal meaning study was concerned. The research methodology of SFL made no reference to the interpretation of evaluative meaning, the speakers' feelings, estimations, and their judgments on the values of various phenomena or experiences. Therefore, they found it necessary to shift their focus from grammar to lexis and, accordingly, developed a systemic lexico-grammatical framework called appraisal theory.

The Appraisal system can be displayed as an interpersonal system at the level of semantic discourse (Martin and White, 2005). In the appraisal, the attitude is connected to social interaction. The focus in appraisal is the attitude and its values negotiated with the reader. One of the important things in the appraisal is the source of what will appear naturally. In addition, appraisal theory relates to languages in which the writer or speaker can express, negotiate, and naturalize the inter-subjective part, and ultimately analyze ideology (Caimoto, 2020). From the perspective of semantics, appraisal theory can be seen as three interacting domains: *Attitude*, *Engagement*, and *Graduation*. Attitude takes a central position. It is concerned with our feelings, including emotional reactions, judgments of behavior, and evaluation of things; Engagement deals with sourcing attitudes and the play of voices around opinions in discourse; Graduation attends to grading phenomena whereby feelings are amplified and categories blurred (Martin and White, 2005). These three systems can be further subdivided. Attitude can be divided into three domains of feelings depending on the nature of the appraised, namely, Affect, Judgment and Appreciation while Engagement, consists of two: Monoglossia, and Heteroglossia. Graduation also has two subsystems: Force and Focus. The outline of the Appraisal Framework is presented in figure 1 (Martin and White, 2005).

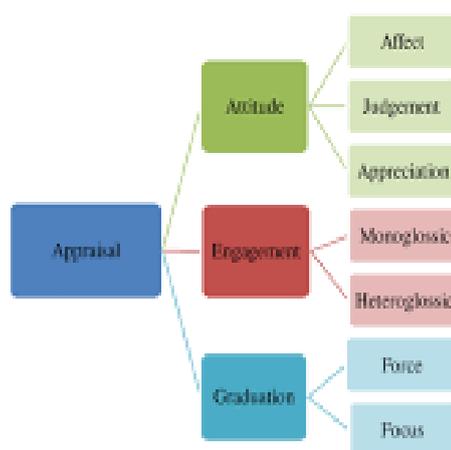


Figure 1. An Overview of Appraisal Framework

### ***Attitude***

Attitude is concerned with our feelings, including emotional reactions, judgements of behavior, and evaluation of things (Martin & White, 2005). It consists, in turn, of three resources: Affect, Judgement, and Appreciation. *Affect* refers to resources for expressing emotional states and responses (e.g. shining with joy, nasty, sad, positive (about a person), happy, etc.); For example The girl was happy. The word happy expresses emotion and it belongs to positive affect. The girl was sad. The word sad expresses emotion belongs to negative affect. *Judgement* is a resource for expressing norms (e.g. right, wrong, ethical, responsible, etc.); For example, The officer is just sarcastic to us. Sarcastic is a normative assessment and what is being assessed is the human/the officer. *Appreciation*, resources for expressing tastes aesthetic likes/dislikes (e.g. beautiful, unattractive, yummy, simple, etc.). For example, This party is just boring. Boring expresses the dislikes and what is being assessed is a thing/party.

Martin and White (2005) propose that the region of meanings of affect that is, the semantic resources for construing emotions can be organized by means of a typology of six variables as the followings: (1) Feelings can be positive or negative, following the notion that feelings, in general, are constructed by the culture as positive or negative experiences: positive: the girl was happy, negative: the girl was sad. (2) Feelings might be realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process (Martin and White, 2005). (3) This distinction between an extralinguistic manifestation and an internal experience is constructed by grammar as the behavioral process. (4) Feelings can be constructed as directed at, or reacting to, some specific emotional trigger or as a general ongoing mood. (5) Feelings can be also graded on a scale of intensity towards a lower or higher valued end. (6) The last variable of this typology of affect groups emotions into the three major subcategories that can be positive or negative, happiness or unhappiness, security or insecurity, and satisfaction or dissatisfaction.

### ***Graduation***

Graduation deals with grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005). It is divided into two major resources: Force and Focus. Force is resources used as adjustments to the degree of evaluations. It is subdivided into raise (e.g. better, best, yes-yes, yes!, Yes, really big, etc.) and lower (e.g. a little, a bit, somewhat, least bit, etc.); for example: Now the score of the team is better. Focus refers to resources used in the non-gradable context, it has the effect of adjusting the strength of boundaries between categories, constructing core and peripheral types of things. It is subdivided into sharpen (e.g. award-winning, all alone, etc.) and soften (e.g. sort of, kind of, somewhat like, etc.). For example, she does her homework all alone and It is a kind of a hard job. The subsystem of graduation has to do with the fact that the value of attitudes can be raised or lowered in the discourse.

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## Engagement

Engagement is directed toward identifying the particular dialogic positioning associated with given meanings and towards describing what is at stake when one meaning rather than another is employed (Martin & White, 2005). The semantic system of engagement deals with the interpersonal negotiation of the sources of attitudes; it responds to a social dialogic perspective developed by White (2003). This system allows us to analyze the source or origin of attitudes, identifying discourse as more monoglossic or heteroglossic in orientation work, depending on whether or not and how authors recognize alternative positions in the discourse in relation to their own monoglossic or heteroglossic construals. Engagement consists of two distinct resources, monoglossia, and heteroglossia. Monoglossia is no reference to other viewpoints (e.g. the sky is blue, the Earth goes around the sun, etc.), and; Heteroglossia refers to other viewpoints (e.g. according to astronomers, the earth goes around the sun, Astronomers, The Earth goes around the sun; the astronomers are convinced that the earth goes round the sun; the astronomers confirm that the earth goes around the sun, etc.).

## Research Methods

The methodology in this study is a qualitative descriptive that focused on analyzing the editorial board of the Jakarta Post. It was conducted by tracing the kinds of appraisal systems, their influences on the readers, and the authors' position in the writing through an analysis of the appraisal system contained in the editorial board. This study used written data in the form of lexis, phrases, and clauses taken from editorial board news in the Jakarta Post posted on Saturday, October 24, 2020, that was selected as the data. In data analysis, the steps include tabulation and describing the result of the analysis of the appraisal system found in the editorial board in which attitude, graduation, and engagement in order to describe the feeling or emotional expression of the writer.

## Findings

There are three aspects that were explored in the discussion of the appraisal system, namely attitudes, engagement, and graduation. The Attitude type of appraisal system later will show the attitude of the writer which is shown by the diction she/he uses in the clauses. Here is the table of appraisal framework analysis that focused on the attitude aspect.

**Table 1.** Attitude Appraisal Analysis

Appraising items	Attitude		
	Affect	Judgement	Appreciation
It is no exaggeration to call the recent <b>suicide</b> of a senior high school student in the South Sulawesi regency of Gowa <b>a tragedy</b>			(-)
<b>The death</b> of the teenager, who <b>killed</b> himself on Oct. 17 allegedly as a result of unbearable mental distress caused by his <b>inability</b> to cope demands of online learning, should be a wake-up call for all the country's education stakeholders.	(-)	(-)	(-)

The state school to which the boy went, his principal and teachers as well as the Gowa Education Agency are now being investigated, <b>as if</b> they should be held responsible for the death.	(-)	
The Indonesian Child Protection Commission (KPAI) has gone so far as to ask the provincial education agency to grill the headmaster and teachers to find out if they <b>violated</b> the guidelines for conducting distance learning, in which teachers are expected to take into consideration problems that students may face in accessing the internet during the course of teaching.	(-)	
The boy's classmates have told the police that their friend had <b>complained</b> about burdensome home assignments, while his internet connection was unreliable.	(-)	
The local education agency, however, has <b>dismissed</b> speculation that his workload lay behind <b>the boy's decision to take his life</b> . Instead, agency officials have linked the incident to the boy's private life	(-)	(-)
Notwithstanding the suicide, students and teachers have had to <b>grapple</b> with the new ways of learning since the government issued the study-from-home policy following a spike in COVID-19 infection cases in March		(+)
Distance learning is aimed at <b>protecting</b> students and teachers alike from contracting the corona virus		(+)
A digital divide was revealed as soon as the online learning took effect, as many students and teachers, especially in remote areas, <b>do not have decent internet access, much less high-speed access</b> .	(-)	(-)
As recently as last week <i>Education Ministry data revealed that</i> students in 12,000 schools in <b>far-flung</b> , outermost and <b>underdeveloped</b> regions have no access to the internet, while students in 48,000 schools face <b>poor</b> internet connections.	(-)	(-)
<i>The ministry has allocated</i> Rp 7.2 trillion (US\$490 milion) to <b>provide</b> internet quota to teaching standards and skills, including internet literacy, therefore, matter.	(+)	(+)
Even before the pandemic the standard of competence of <b>Indonesian teachers lagged behind that of their peers</b> , even among Southeast Asian neighbors.	(-)	(-)
Our teachers scored <b>below 70 on average</b> in the competence test last year, with Jakarta teachers only averaging 54.	(-)	(-)
A study found that the recruitment of teachers in the country was intended <b>to fulfill the needs of the civil apparatus rather than to support the development of teachers' competence</b> .	(-)	(-)
<b>Worse</b> still, teachers are <b>reclutant</b> to serve in remote and <b>underdeveloped</b> regions, further exacerbating the <b>inequality</b> in education	(-)	(-)
<b>Improving</b> teachers' standards must be a <b>top priority</b> , especially when the pandemic is over	(+)	(+)
The nation owes it to the teachers who will produce <b>high-quality</b> future generations.		(+)

### ***Attitude Analysis***

Based on the findings above, the attitude analysis mostly is dominated by negative affect, judgement, and appreciation. For example “It is no exaggeration to call the recent **suicide** of a senior high school student in the South Sulawesi regency of Gowa **a tragedy**”. The words **suicide** and **tragedy** are types of negative appreciation. The writer wants to give a negative evaluation of the recent suicide of a senior high school student in the South Sulawesi regency of Gowa as a tragedy. The appraising item “**The death** of the teenager, who **killed himself** on Oct. 17 allegedly as a result of **unbearable mental** distress caused by his **inability** to cope with demands of online learning, should be a wake-up call for all the country’s education stakeholders included into affect (inability), judgement (unbearable mental), and appreciation (the death, killed himself). It shows the writer wants to give information about the time and cause of the death of the teenager. “The state school to which the boy went, his principal and teachers as well as the Gowa Education Agency are now being investigated **as if** they should be held responsible for the death”. This sentence has negative judgment. The word “**as, if**” refers to the writer’s opinion about people who should be responsible in the case of the death of a teenager.

The word “**violated**” in the fourth appraising item showed a negative judgement to inform that The Indonesian Child Protection Commission (KPAI) ask the provincial education agency to grill the headmaster and teachers to find out if they violated the guidelines for conducting distance learning. The word “ **complained**” and “**unreliable**” in the next sentence refers to negative judgment. The writer wants to give information that the boy’s classmates have told the police that their friend had complained about burdensome home assignments, while his internet connection was unreliable. Next, the word “**dismissed**” refers to negative judgement, and the clause “**the boy’s decision to take his life**” refers to negative appreciation. Other sentences are **do not have decent internet access, much less high speed access, far- flung, underdeveloped, poor, lagged, below 70 on average, to fulfill the needs of the civil apparatus rather than to support the development of teachers’ competence, worse, reluctant, underdeveloped** (negative judgment and appreciation) and **inequality** refers to negative affect. Similarly, Gunawan & Putri (2019) on her study found negative affect over positive to signify negative evaluation like in lexis “panicked”.

Not only negative attitudes are applied to the text, but also the positive attitude spread on affect, judgement, and appreciation. For example, the word “**grapple**”, and “**protecting**” refers to positive appreciation. The writer wants to inform government policy about the study from home during pandemics. Other examples are **allocated, provide, improving, top priority, and high quality**. They have positive judgement and appreciation to evaluate the government effort through study from home policy to protect teachers and students from COVID-19.

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The engagement type of appraisal system will show the origin of the attitude expressed by the writer in the articles. It can be derived from she/he herself/himself or from others.

**Table 2.** Engagement Appraisal Analysis

Appraising items	Engagement	
	Monogloss	Heterogloss
<i>The Indonesian Child Protection Commission (KPAI) has gone so far as to ask the provincial education agency to grill the headmaster and teachers to find out if they violated the guidelines for conducting distance learning, in which teachers are expected to take into consideration problems that students may face in accessing the internet during the course of teaching.</i>		√
<i>As recently as last week Education Ministry data revealed that students in 12,000 schools in far-flung, outermost and underdeveloped regions have no access to the internet, while students in 48,000 schools face poor internet connections.</i>		√
<i>The ministry has allocated Rp 7.2 trillion (US\$490 milion) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter.</i>	√	
<i>Our teachers scored below 70 on average in the competence test last year, with Jakarta teachers only averaging 54.</i>	√	
<i>The nation owes it to the teachers who will produce high-quality future generations.</i>		√

### **Engagement Analysis**

Seeing the table above, the engagement is both monogloss and heterogloss. They are one monogloss and four heterogloss. For example “*Our teachers scored below 70 on average in the competence test last year, with Jakarta teachers only averaging 54*”. The word “Our” show that the author used his original idea in his writing. Meanwhile the example of heterogloss “*As recently as last week Education Ministry data revealed that students in 12,000 schools in far-flung, outermost and underdeveloped regions have no access to the*

internet, *while* students in 48,000 schools face poor internet connections.” The word “While” refers to the strength of the author’s idea.

The Graduation type of appraisal system will show the emphasis on how the writer expresses the semantic meaning of her/his writing. In summary, the appraisal systems aim at showing show the attitude of the writer across a phenomenon. Here is the table of graduation appraisal analysis:

**Table 3.** Graduation Appraisal Analysis

Appraising items	Graduation	
	Force	Focus
A study found that the recruitment of teachers in the country was intended <u>to fulfill the needs of the civil apparatus rather than to support the development of teachers’ competence.</u>	(-)	
Improving teachers’ standards <u>must be a top priority</u> , especially when the pandemic is over <u>The ministry</u> has allocated Rp 7.2 trillion (US\$490 milion) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter.	(+)	(+)

### ***Graduation Analysis***

The graduation of the text is both *up-scaled* and *down-scaled*. In this text, the writer does not emphasize the strength of the attitude but he just uses some expressions to clarify his notion. Sometimes he uses up-scaled metaphor, but he also employs down-scaled attitudinal lexis. “A study found that the recruitment of teachers in the country was intended to fulfill the needs of the civil apparatus rather than to support the development of teachers’ competence” showed the negative force of graduation. The force is all intensification whether it is process or quality. Meanwhile, the expression “Improving teachers’ standards must be a top priority, especially when the pandemic is over” showed the positive force of graduation. It emphasizes on strong feeling from the author about the priority to improve teacher’s standards. In the focus aspect, there is a positive focus on graduation in the expression “The ministry has allocated Rp 7.2 trillion (US\$490 million) to provide internet quota to teaching standards and skills, including internet literacy, therefore, matter.” It has the function to give information on how important the government’s role is to improve the quality of teaching standards and skills.

## Conclusion

The editorial board column is highly evaluated as the editor describes intense feelings and strong reactions to people and things. The Editorial Board of the newspaper argues that education in Indonesia is such a way of negative because the case of the death of a teenager caused online learning during the pandemic. The linguistic strategies used in representing are through the use of appraisal system of affect, judgement appreciation, monogloss, heterogloss, force, and focus. Mostly negative for them. Therefore, one of the ways to make an opinion of the media can be from the linguistic strategies used in particular from an appraisal perspective.

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