Appraisal Analysis of the Attitudinal Perspective in Texts Written by the Indonesian Migrants in Hong Kong for their Mothers

Netty Nurdiyani
Universitas Sebelas Maret Surakarta, Indonesia
Email: netty.nurdiani@gmail.com

Djatmika
Universitas Sebelas Maret Surakarta, Indonesia
Email:djatmika@uns.ac.id

Sumarlam
Universitas Sebelas Maret Surakarta, Indonesia
Email:sumarlamwd@gmail.com

Tri Wiratno
Universitas Sebelas Maret Surakarta, Indonesia
Email:wiratno.tri@gmail.com

Riyadi Santosa
Universitas Sebelas Maret Surakarta, Indonesia
Email: riyadisantosa1960@gmail.com

Abstract:

The purpose of this research is to describe the language used by Indonesian Migrants in Hong Kong (BMI HK) as contained in the Iqro and CahayaQu Magazines which were published in 2014. The collected data were, therefore, written data. Specifically, the research tried to identify the language used by the BMI HK to their mothers. The research focused on the attitudinal perspective which comprised one of the categories of the appraisal system. The identification included three attitudinal aspects, namely affect, judgment, and appreciation. The collected data consisted of written works made by the BMI HK as they were published in the rubrics of Surat Pembaca (Readers' Letters), Curahan Hati (Sharing One's feelings), Berbagi Hikmah (Sharing Wisdom),

and Konsultasi Keluarga (Family Consultation). From those rubrics, five pieces of writing written by the BMI HK relating to their parents/ mothers were encountered. The research showed that the negative attitudinal lexis was outnumbered than the positive attitudinal one. Of the 164 data, 27.4% were positive attitudinal and 72.6% were negative attitudinal. When the data were calculated in detail, the percentage of affect was 46.4%, judgment 32.4%, and appreciation 21.3%. The presence of the higher negative data showed that there were problems faced by the writers (the BMI HK) and their parents.

Keywords: *appraisal system, attitude, affect, judgement, appreciation*

1. Introduction

The appraisal theory developed by Martin was based on Halliday's domain of interpersonal meaning as described in the Systemic Functional Linguistics. Appraisalas an interpersonal meaning system which refers to attitude evaluation contained within text of how a person expresses his/her feelings upon one thing and how values upon the thing are produced (Martin and Rose, 2007). Appraisal is one form of interpersonal meaning focusing on attitude evaluation contained within the text. The feelings involved within the text and how they are expressed can be identified using the linguistic features contained in the text (Martin and Rose, 2007; Martin and White, 2007). In appraisal, attitude is connected to social interaction. It focuses on attitude and values negotiated to the readers. One of the important aspects of appraisal is the resource of opinion, which will emerge naturally.

Appraisal is used to negotiate social interaction among human beings by sharing feelings about object or person to the readers or listeners. There are three aspects or categories explored in the discussion of the appraisal system, namely *attitude*, how the attitude is applied (*graduation*), and the source of the attitude (*engagement*). *Attitude* relates to feelings, including someone's reaction upon a person or an event, or an evaluation of someone's attitude and evaluation about an object. *Engagement* relates to the origin of the evaluation source, and *graduation* relates to the softness or hardness of words used in the evaluation.

Many researchers used the appraisal system as an analytical theory for their studies. A research related to children and their mothers' relationship done by Li and Gao (2013). Objects of their research were the appraisal forms of conflicts between a step mother and a step child as illustrated in a Chinese novel the *Double-Sided Adhesive*. This research showed that affect and judgment were used more. Negative affect was outnumbered than positive affect. Negative judgment was mostly laid under the subcategory of social sanction. This might happen because they were closer or more compatible with the conflicts between the step mother and child.

Another appraisal research related to editorial and news columns of newspapers printed in the Indonesian language (Santosa et al, 2011). They focused on the type of antagonistic language genre and register contained in four newspapers published in Indonesia. Appraisal study in pedagogical context which teacher explored attitude domain to develop students' critical thinking skills in writing classroom (Pribady, 2018). She revealed that teacher's talk by employing the attitude resources played important role in supporting the students to develop their critical thinking capacity and building their narrative's content knowledge. In another research, study about the use of evaluative language in a movie review done by Crystalia and Sunardi (2018). This research showed that the reviewer tended to use attitudinal lexis in his evaluations. The evaluations were mostly sourced from the reviewer himself. The reviewer tended to evaluate things more than people, and his evaluations were mostly to be negative toward the movie.

Unlike the researches, this research analyzed magazines printed in the Indonesian language but published in Hong Kong (Li and Gao, 2013; Santosa et al, 2011; Pribady, 2018; Crystalia and Sunardi, 2018). The research analyzed the language used by children (who worked in Hong Kong) and their own mothers living in Indonesia. In addition, the rubrics selected as the data source were the Readers' Letters (using different names in the magazines).

The research is intended to analyze written works made by the Indonesian Migrants in Hong Kong (called as BMI Hong Kong) as contained in *Iqro* and *CahayaQu* magazines published in Hong Kong. The selected pieces of writing were those written by the BMI HK about their mothers living in Indonesia. Those written works were analyzed using one category under the appraisal theory, namely the attitudinal perspective. The research tried to collect clear pictures about how the feelings expressed by the BMI HK upon their mothers were viewed under the attitudinal perspective.

2. Literature Review

Discussion about *attitude* comprises a discussion relating to *affect, judgment,* and *appreciation* (Martin and Rose, 2007). Attitude involves resources by which writers/speakers use to express emotional responses towards participants, phenomena and processes, to judge human behavior, or to appreciate objects, likes human behavior, the text or process and the phenomenon after psychological attitude is influenced. The center component of the attitude system is the affect system, the judgment system, and the appreciation system based on the affect system (Li, 2016). Affect system is the psychological reaction to the behavior, the text or process, and the phenomenon; the judgment system is based on ethics and moral criteria to evaluate the behavior of language users; the appreciation system is the evaluation of the text or process, and the phenomenon (Martin and Rose, 2007). More simply, the whole attitude system involves the evaluation of human's characters. Among the whole attitude system, the affect system and the judgment system comprise the resources of human's character, while the affect system and the appreciation system comprise the resources of the evaluation of the value of matter.

Diagram 1 shows an appraisal scheme within the attitudinal perspective (Martin and Rose, 2007).
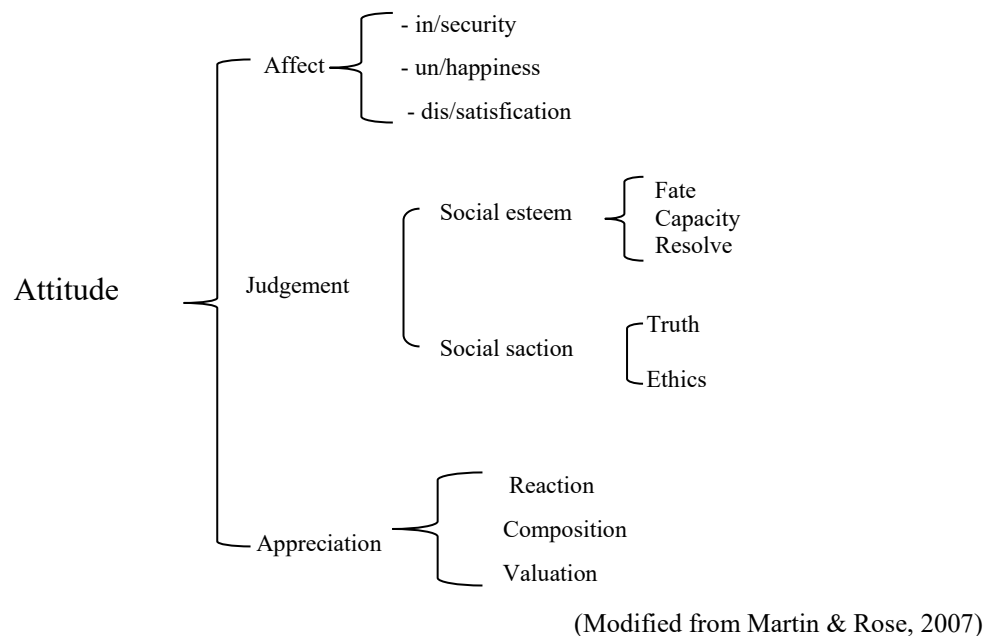
```
                          ┌─ - in/security
                  Affect ─┤  - un/happiness
                  │       └─ - dis/satisfaction
                  │
                  │                              ┌ Fate
                  │              Social esteem ──┤ Capacity
          │       │              │               └ Resolve
Attitude ─┤  Judgement           │
          │       │              │                ┌Truth
          │       │              Social saction ──┤
          │       │                               └Ethics
          │
          │                      ┌ Reaction
          └─ Appreciation ───────┤ Composition
                                 └ Valuation
```

(Modified from Martin & Rose, 2007)

Diagram 1. Attitude Concept

3. Research Methodology

The research is intended to analyze written works made by the Indonesian Migrants in Hong Kong (called as BMI Hong Kong) as contained in *Iqro*(IQ) and *CahayaQu* (CQ) magazines published in Hong Kong. The selected pieces of writing were those written by the BMI HK about their mothers living in Indonesia.

3.1. Participants

Participants of this study are BMI HKs.

3.2. Instruments

Those written works were analyzed using one category under the appraisal theory, namely the attitudinal perspective.

3.3. Data Analysis

The research tried to collect clear pictures about how the feelings expressed by the BMI HK upon their mothers were viewed under the attitudinal perspective. The research investigated pieces of writing made by the BMI HK as published in the IQ and CQ magazines. Both

magazines used the Indonesian language but published in Hong Kong. They were published as media used to accommodate aspiration of the Indonesian migrants working in Hong Kong. Data of the research comprised texts explaining the relationship between the BMI HK and their mothers. The texts consisted of 2 narration texts, 1 anecdote text, and 2 question and answer texts. The data are tabulated as follows.

Table 1. Types and Title of Data Source Texts

Text Type	Text Code	Title	Magazine No	Page
Narrative	A.1	Three months in Hong Kong husband Cheating	IQ/91	155
	A.2	Mother's Pray Saved Me from Lesbian World	CQ/18	107
Anecdote	C.4	Ramadhan (Fasting Month) cannot send	CQ/23	24
Question Answer	D.10	Securing Parents' Feelings	IQ/95	14
	D.11	Cold Relationship	IQ/96	48

There were articles whose titles did not reflect the relationship between the BMI HK and the mothers. Those articles were collected from various rubrics contained in both magazines. The rubrics are listed as follows.

Table2. Name of the Data Source Rubric

Rubric Names	Test Type	Text Code	Name and No. of Magazine	Page
Curahan Hati (Share one's feelings)	Narrative	A.1	IQ/91	44-46
Berbagi Hikmah (Share wisdom)		A.2	CQ/18	46-48
Surat Pembaca (Readers' Letters)	Anecdote	C.4	CQ/23	04
Konsultasi Keluarga (Family Consultation)	Question & Answer	D.10	IQ/95	25
		D.11	IQ/96	29

The rubrics taken from IQ magazine were *Curahan Hati* (Share one's feelings) and *Konsultasi Keluarga* (Family Consultation). Both rubrics have different function and benefits. *Curahan Hati* was used to accommodate the readers' feelings, namely the personal experience as written by an individual BMI HK. *Konsultasi Keluarga* was provided as a medium of questions and answers concerning the problems faced by the BMI HK. Although the available texts were only question and answer, the research only analyzed the written works made by the BMI HK and neglected those made by the editors/consultants. Meanwhile, the rubrics taken from CQ magazine which were used as sources were *Berbagi Hikmah* (Share Wisdom) and *Surat Pembaca* (Readers' Letters). *Berbagi Hikmah* was a rubric accommodating various problems encountered by the BMI HK. As the name conveys, readers of the rubric were expected to take lesson learned as the problems were presented by the writer. *Surat Pembaca* was a rubric provided by the magazine to collect letters addressed to the editorial team. It can therefore be concluded that all

selected rubrics substantially comprised the readers' letters manifested in different names within the magazines.

The data were selected using random sampling method. The selected samples were those which could provide maximum information instead of generalized information (Lincoln and Guba, 1985). Such a sampling technique tends to be purposive because it can catch more complete and deeper data in facing a non-single reality (Sutopo, 2003).

The SFL approach was used as a base of the study, while the appraisal was used to analyze the attitudinal evaluation shown by the BMI HK as found in their writings. This research was a quantitative research. Although the data were calculated and tabulated, the calculation and tabulation were used to complete the analysis and evaluation. The qualitative analytical procedure as designed by Spradley was adopted as a research procedure in this study (Spradley, 1980).

Spradley classified four stages of the qualitative analytical technique, namely domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis (Spradley, 1980). Under the domain analysis, all data and non-data were identified. The taxonomy analysis was used to classify data which were based in appraisal system. The componential analysis was used to see the relationship among the appraisal systems available in the texts. The cultural theme analysis was used to find a link after relating all results of the analyses to secondary data.

4. Findings

Five data (A.1, A.2, C.4, D.10, and D.11) were tabulated in accordance with their related analyses. Initially, the affect category of those five texts was tabulated for analytical purposes. Two parts, namely the results and their discussion, are exposed at once.

4.1. Affect Analysis

As previously mentioned, affect can either be positive or negative. Findings related to the affect category are listed in Table 3.

Table3. Distribution of Affect within the Texts

Text	No of Attitudes in each text	No of Affects	Affect Category	
			(+)	(-)
A.1	57	25	8	17
A.2	44	30	1	29
C.4	15	8	5	3
D.10	9	4	0	4
D.11	39	9	6	3
Σ	164	76	20	56
Percentage affect of attitude		46.4%		
	Percentage of affect category to number of affects		26%	74%
	Percentage of affect category to number of attitudes		12%	34%

It can be seen from Table 3 that the total number of attitudes of all five texts consists of 164 data. Total number of affects the data is 76 or 46% of the total number of attitudes. Total number of positive affects is only 20 data or 26% of the total affects or 12% of the total attitudes. Total number of negative affects is 56 data or 74% of the total affects or 34% of the total attitudes. Therefore, total number of negative affects is twice as much as the total positive affect. Within the data A.2 there is only 1 positive affect. Even in data D. 10 the number of positive affect is nil or there is no positive affect.

4.2. Judgment Analysis

Judgment can either be positive or negative. Judgment comprises evaluation related to norms. Based on the attitudinal analysis among the texts, findings about judgment data are tabulated in Table 4.

Table 4. Distribution of Judgment within Texts

Text	No of Attitudes in each text	No of judgment	Category of Judgment	
			(+)	(-)
A.1	57	20	7	13
A.2	44	8	2	6
C.4	15	5	1	4
D.10	9	2	1	**1**
D.11	39	18	4	14
Σ	164	53	15	38
Percentage of judgment to attitude		32.3%		
	Percentage of judgment category to number of judgments		29%	71%
	Percentage of judgment category to number of attitude		9%	23%

Table 4 shows that the total number of judgments is 52 data or 32% of the total number of the whole attitudes. The number is divided into 2 sub category, namely positive judgment –which consists of 15 data or 29% of the total judgment data or 9% of the whole number of attitudes- and negative judgment –which consists of 38 data or 71% of the total judgment data or 23% of the total attitudes. Therefore, the number of positive judgments is lower than the negative judgment.

4.3. Appreciation Analysis

Appreciation relates to an evaluation upon objects. Appreciation analysis can either be positive or negative. The appreciation analysis upon the available texts is tabulated in Table 5.

Table 5. Distribution of Appreciation within texts

Text	No of Attitudes in each text	No of appreciation	Category of appreciation	
			(+)	(-)

A.1	57	12	3	9
A.2	44	6	5	1
C.4	15	2	0	2
D.10	9	3	0	**3**
D.11	39	12	2	10
Σ	164	35	10	25
Percentage of appreciation to attitude	21.3%			
	Percentage of appreciation category to number of appreciation	29%	71%	
	Percentage of appreciation category to number of attitude	6%	15%	

Table 5 shows that the number of positive appreciations is lower than that of negative appreciation. There are 10 data of positive appreciation. Therefore, the percentage of positive appreciation is 29% of the total number of appreciation or 6% of the total attitudes. The negative appreciation is twice as much as the positive appreciation, namely consists of 25 data. This number represents 15 % of the total attitudes or 71% of the total appreciation.

Table 6. Percentage of Attitude within the text

	Affect	Judgment	Appreciation	Total
Number	76	53	35	164
Percentage	46.4%	32.4%	21.3%	100%

Table 6 shows the distribution of the attitudinal evaluation within the texts. The table is made to collect the total number of each category. The table shows that the number of affect data is outnumbered than the judgment data. Nevertheless, the number of judgment data is still outnumbered than the total appreciation data.

Table 7. Distribution of Attitudinal within the text

Text	Affect		Judgment		Appreciation		Total
	(+)	(-)	(+)	(-)	(+)	(-)	attitude
A.1	8	17	7	13	3	9	57
A.2	1	29	2	6	5	1	44
C.4	5	3	1	4	0	2	15
D.10	0	4	1	1	0	3	9
D.11	6	3	4	14	2	10	39
Σ	19	57	15	38	10	25	164
%	12.2%	34.1%	9.1%	23.2%	6.2%	15.2%	100%

Table 7 is a componential table of the whole available data. It shows the distribution of each subcategory of attitudinal. Negative affect data comprise the most found data with a percentage of 34.1%, while the smallest number of data is the positive *appreciation* data which is only 6.2%. Meanwhile, negative attitudinal subcategory is outnumbered than the positive attitudinal subcategory. Detail number of both categories is exposed in Table 8.

Table 8. Distribution of the Positive and Negative Attitudinal Subcategories.

Attitudinal subcategory	Characteristics of the subcategory	
	(+)	(-)
Affect	20	57
Judgment	15	38
Appreciation	10	25
	45	119
	27.4%	72.6%

5.   Discussion

5.1. Affect

It can be seen from Table 8 that in general the number of positive attitude is lower than that of negative attitude. Detailed description is shown in Table 7 where the percentage of positive affect is only 12.1%. This figure is certainly imbalanced with the percentage of the negative affect 34.1%. This higher negative affect reflects the presence improper attitude or feelings exhibited by the writers (BMI HK). Samples showing positive and negative affect will be discussed herewith. The symbol (+) and (-) are used to express positive and negative affect respectively. The affect is written in bold according to how it is tabulated.

Mothers' love to their children was expressed in the texts in several words or phrases. It was expressed in the texts that mothers' love to their children was not limited only when the children were still single. It continued even after they got married. These love expressions were represented in the following words or phrases.

(1)   *Ibu bilang dia **kangen**(+)aku dan aku disuruh pulang.* (A.1/7a)

     (Mother said that she ***missed*** me (+) and asked me to go home).

The data showed the presence of positive *affect*. Missing someone is a feeling of wanting to meet someone (KBBI, 2008: 616). Therefore, in daily communication this expression is encountered, "*They chat to satisfy their feelings for not seeing each other for quite a long time*". Such an expression emerged because they did not meet for quite a long time. In the text the mother said that she *missed* her child because her child had been working in Hong Kong. The word *miss* reflects positive affect, as found in the text *I always miss you while you are in Hong Kong.*

It was also found in other data that the mother did not get angry even though the child had done something inadequate. For example, the writer (the child) followed the free sex life of LGBT. It was shown within the texts that the mother could only pray for the inadequate behavior oh her child. The mother did not get angry with her child or against her way of life. The realization of such attitude is exhibited in the following clauses.

(2)   *Sikap ibu **tak ada perubahan** sama sekali. Beliau tetap sama seperti dulu, **sangat menyayangiku**(+).* (A.2/48a)

(Mother **does not change at all**. She remains the same: she **loves me a lot**).

The word *love* represents positive affect. To love means to always posses. The mother's expression *love* is an elaboration of the phrase *does not change at all*. Being encountered with her child's problem, the mother did not get angry. She forgave her child's mistakes. This was reflected in the following clauses.

(3)   … *lagi-lagi ibu memohon*(+) *ampunan-Nya untukku.*(a.2/54a)

      (…again, mother *begs*for God's mercy for me).

The word *beg* represents a respectful request. The word is used to ask another side who has a higher social degree. Within the text, the child used the word *beg* because the mother asked to the God, which certainly much higher than humans.

Children's love to their mothers/parents was also found in the analyzed texts. They were realized in the form of pray to the parents as shown in sample (4)

(4)   … *semoga* Alloh *senantiasa menjaga* orang tua dan mertuaku (D.3/16a-b) … I **hope** Allah **always guard** my parents and parents in law.

(5)   *Aku takut sekali kehilangan ibu* …(A.2/51a)
      (I am **very afraid to lose** her)

Sample (5) reflects love and worry for losing a mother.

I addition to love, it was also found in the text the feelings of worried and doubt because of being unable to behave adequately.

(6) *Kadang saya bingung harus bersikap bagaimana,*(-) *antara menjaga perasaan orangtua dan perkembangan jiwa anak.* (D.10/5a-c)

      (Sometimes**I am confused how to behave**(-), between **respecting**my parents' feeling and **maintaining** my child's development.

Confused is an attitude of not knowing solution for problems being faced. The writer was unable to choose whether to respects the parents' feeling or to maintain the child's development. Those are two equally important aspects, yet the writer was confused how to behave.

Other negative attitudes were also found, for example, the negative attitudes shown by a child to the mother/parents.

(7)   *Aku suruh*(+) *suamiku untuk melawan ibuku bila ibu memarahinya.* (-)

      (I asked (+) my husband to against my mother when she was **angry with him.**

The data expresses the writer's dislike upon her mother's anger to her husband. The anger was realized in the following clauses.

(8)   *Kalau*(ibu) *marah*(-) *sering berteriak-teriak.* (-).

(When (mother) is **angry** (-), she often **shouts** (-)).

The word *angry* realized negative attitude, so did the word *anger*. Terrible anger is often realized in shouts. Although shouts are sometimes positive to actualize excitement, shouts have negative association when they are linked to the word *angry*. It was also found in the text that the writer is angry with her mother.

(9)   *Aku **jengkel**(-) dan **marah**(-) ke ibu.*(A.1/8a-b)
      (I was **annoyed** (-) and **angry** (-) with my mother).

(10) *Akhirnya aku telepon ibuku dan **marahin**(-) dia .*(A.1/18a)
      (I finally phoned my mother and **scolded** (-) her).

(11) *Malam tapi **aku malah marahin**(-) ibu .*(A.1/20a-d)
      (It **was night** but **I scolded my mother**)

Examples 9-11 exhibit the realization of negative attitude from children to their mothers. The children's anger was caused by the mothers' behavior for talking bad things about their husbands.

(12) *Intinya, ibu **jelek-jelekin**(-)suamiku.* (A.1/8)

      (The point is, my mother **mocked at** my husband).

Negative affects which reflect worried and sorrow were also found within the analyzed texts. For example, the writer feels sad to see that her mother always prays for her awareness to behave properly.

(13) *Dadaku **terasa sesak dan sakit** (-) bilaibu **mengadukan** (-) perbuatan kepada-Nya,* (A.2/5a-b)

      (I feel tight and pain in my chest (-) if my mother **reports** (-) my wrong deeds to God).

The writer also used metaphor to explain her sadness: an unimaginable pain

14)   ***Sakitnya seperti luka menganga ditaburi garam dan air cuka*** (-) (A.2/9)

      (**The pain is just like an open wound poured with salt and vinegar**).

The writer's sadness may be caused by her respect to her mother because she was unable to fulfill their needs or she misunderstood her mother's attitude. These are realized in samples (16 and (17) respectively.

15)   *Tapi **hati ini sedih perih terasa menyayat**(-)aku **tidak bisa memberi uang bekal** Ramadhon untuk orang tua dan mertua.*(C4/10)
      (But **this sad heart feels with extreme sore** (-) if I **could not give money** to my parents and parents in law).

16)   *… dan aku telah merasakan **rasa sakit di hati yang amat pedih***(A.1/48) (…and I feel a very terrible sore inside my heart).

17) *Sekarang aku telah **merasakan akibat**(-) **Kedurhakaanku** pada ibuku. dan Allah **memberi pelajaran**(-) padaku.* (A.14, 46, 47b)

(Now I **get the effects** (-) of **my lawlessness** towards my mother and God **gives me lesson**.

In addition, the absence of parents in the life of the BMI HKs comprised another cause of their sadness. Here, the writers expressed their sadness in Javanese language.

18) ***Bekerja sendirian*** *di negeri orang **tanpa dukungan** dan **perhatian** dari orang tua membuat saya **semakin nelongso**(-)*(D.11/16a-d)

(**Working alone** in a foreign country **without support and attention** from my parents makes me **feel very sad**).

Expressions in Arabic were used by the writers to realize their thanks and surprises (pain) as shown in (19-20).

19) ***Alhamdulilah***(+) (A.1/48)
20) ***Ya, Allah,!***(+)*betapa kejamnya aku* (A.1/41a-b)

Ya Allah (+) **how cruel** I was.

In sample (20) mentioning the name of Allah is positive because even in sadness the writer still remembers God

5.2. Judgment

Judgment is an evaluation upon the given norms. This can either be positive or negative. As it is shown in the previous data, negative judgment is outnumbered than positive judgment. Judgment can be classified into social esteem and social sanction. Social esteem relates to social norms or convention adopted by the community. Social sanction is a social evaluation which relates to moral values, between good and bad, right or wrong.

Like the discussion of affect, the discussion of judgment also uses the symbols (+) and (-) to express the positive and negative judgment respectively. In addition, the judgment is written in blue.

Judgments under the subcategory of social esteem are shown as follows:

21) *Aku tak mau mendengar **pembicaraan ibuku dengan-Nya**. (-)* (A.2/3)

(I don't want to her **my mother's pray to God**).

This phrase is considered as a negative judgment because the writer was feeling uncomfortable with what her mother said. The phrase is therefore categorized as negative for the writer.

22) *Sebetulnya saya tahu bahwa **saya cukup beruntung**(+)* (D.11/8a)

(I actually know that **I am lucky enough**.)

It is quite clear that the word *lucky* exhibits positive meaning. The writer expressed her likes for the gentle attitude shown by her mother as in clause (22).

Negative judgment to parents were shown in the following examples.

23)　　… *dan **tidak pernah mengungkapkan rasa cinta/sayang** pada anak* (-) (D.11/6b)
　　　　(…and (she) **has never expressed her love** to her children.)
24)　　*Orangtua saya **tidak pernah sekalipun berinisiatif*** (-) (D.11/15b)
　　　　(…my parents **have never made initiative**.)

In clause (22) the writer felt lucky enough for her mother's attitude. In clauses (23-24), however, she expressed her upset to her parents' attitude. She judged that what her parents had done was inadequate. According to her, parents should express their love to their children, or they should have initiative for their children. Such situations were not found in the writer's life, as shown in clauses (23-24)

In addition to negative *judgment* for the parents, the texts also revealed negative judgment for the writers. This emerged because the writers felt that they have judged their parents' attitude.

25)　　… ***betapa kejamnya** aku* (-) (A.1/41b)
　　　　(… **how cruel** I am)
26)　　***Betapa durhakanya** aku* ! (-) (A.1/42)
　　　　(…**how sinful** I am to my parents)
27)　　… *selalu **dengki**,* (-) (A.1/43b)
　　　　(…always **spiteful**)
28)　　… *selalu **berkata kasar*** (-) (A.1/43c)
　　　　(always **said harshly**)

Samples (25-28) comprise judgment for the writer. The judgment appears because the writer has so far misunderstood hear mother's attitude. She thought that her mother likes to scold her. In reality, however, what her mother has done to the writer's husband is actually an expression of love from the mother to the child who works away in other country, but then cheated by her husband. The writer's disappointment for misunderstanding her mother is expressed in phrases numbers (25-28). The writer judges herself as a *cruel* person because she often scolded her mother. The expression *how sinful I am* is a realization of her sin because she has disobeyed her mother. The word *spiteful* refers to the writer's presumption that her mother does not love her and her husband. The phrase *said harshly* is a realization of the writer's attitude for scolding her mother with rude words, which are improper to be uttered by a daughter to her mother.

Judgment relating to norms are also realized by the writer by using the words (feel) *awkward, hesitate, ashamed.* Those three words relate to judgment

29)　　***Bercanda** dengan mereka pun saya **sungkan**.*(+) (D.11/13b)
　　　　(**Joking around** with them makes me feel **hesitated**.)
30)　　… *untuk **lebih ekspresif** tetapi **canggung** dan **malu***(+) (D.11/17)

(….to be **more expressive** but (I) feel **awkward** and **ashamed**.)

Both clauses (29-30) discuss about the writer's parents. Within the Javanese culture, there is a *boundary of area* in a communication between parents and children. Generally, parents and children know which areas cannot be broken. Therefore, it is common for the writer to use the words *awkward, hesitate* and *ashamed,* when communicating with their parents. Consequently, as a Javanese the writer will not break the taboo or do something irrelevant with the Javanese culture.

5.3. Appreciation

Appreciation relates to an evaluation upon objects, including the attitude or phenomena that can be evaluated with feeling. Compared with *affect* and *judgment, appreciation* stays in the third position. This shows that the writers use *affect* and *judgment* than evaluating objects.

Most appreciation consist of reaction category (-) then followed by the propriety category (-). This shows that the writers appreciate more on characteristic than on norms. Examples illustrating the appreciation are listed as follows. The appreciation data are printed in green. The symbole (+) and (-) are used to identify positive and negative appreciation respectively.

31) *Pokoknya yang jelek tentang ibuku.*(-) (A.1/17)
    (The point is **bad things about my mother**.)
32) *Akhirnya aku telepon ibuku dan **marahin** dia **dengan kata-kata kasar**(-) (A.1/18a-b).
    (Finally, I phoned my mother and **scolded** her **with rude words**.)
33) *Pastis elama ini kata-kataku telah **menyakiti hatinya**(-) (A.1/47a)
    (My words have so far certainly **break her heart**.)

Samples (31-33) are examples of clauses which realize the reaction category (-). The clauses expose the realization of non-exciting situations. Clause (31) realizes a bad characteristic of the writer's mother, (32) realizes the writer's anger using rude words, expressing an improper way of communication, and clause (33) express the writer's utterance that has broken her mother's heart.

34)   *…dan tidak percaya dengan **apapun yang diceritakannya**(-) (A.1/20f) (…can't believe in **whatever (she) said**.)

Clause (34) is under the category of reaction: impact (-). Here, the writer appreciates that whatever her mother said was boring so that the writer can't believe it.

35)   *… dia sering mencuci baju suamiku yang **penuh dengan noda lipstik** di baju-baju suamiku.* (-) (A.1/32c)

      (… she often washed my husband's shirts **which were full of lipstick stains**.)

Shirts which were full of lipstick stains represents something disgusting. Therefore, clause can be categorized into reaction. (-).

36)   *Sikap ibu **tak ada perubahan** sama sekali.* (+) (A.2/47)

       (Mother **does not change** at all.)

Clause (36) is categorized as composition (+). In the text, the writer realizes the characteristic of her mother with the phrase *does not change*. This means that there has been a balance between the previous and current characteristics. This is contrast with clause (37) which represents an unharmonious relationship.

37)   *… karena **tidakadanya jembatan komunikasi yang baik***(-) (D.11/11)

       (…because of **the absence of a good communication bridge.**)

Clause (37) represents a non-harmonious relationship between the writer and her parents. Therefore, this clause is categorized as composition (-). Such a non-harmonious relationship is appreciated by the writer in clause (38).

38)   *Hal itulah yang membuat hubungan kami menjadi "**dingin**".* (-) (D.11/10)

       (That what causes our relationship to become "**cold**".)

This appreciation falls into the category valuation (-). This is because the writer does not feel satisfy with the condition of their house. There is no communication among the family members, as explained in sample (39).

39)   *Keluargasaya (terutama kedua orangtua) termasuk ke dalam keluarga yang **pasif dalam mengungkapkan bentuk kasih sayang***(-) (D.11/5a)

       (My family (especially my parents) are included in a family **which is passive in expressing love.**)

The clause provides the writer's appreciation about her parents' attitude in expressing love to the family members. The writer's appreciation is categorized as reaction (-). At the end of her letter, the writer appreciates her existence in HK using this clause (40).

40)   ***Bekerja sendirian** di negeri orang **tanpa dukungan** dan **perhatian** dari orang tua membuat saya nelongso* (-) (D.11/5a)

       (**Working alone** in a foreign country **without support** and **attention** from my parents makes me feel sad.

Clause (40) contains word and phrase which realize the writer's appreciation. The phrase *working alone* is an appreciation under the category reaction (-), while the phrase *without support and attention* is an appreciation under the composition (-).

6.   Conclusion

The research shows that the number of *affect* is outnumbered than the number of *judgment* and *appreciation*. The number of *affect* exhibits that the writers exploit more on attitude. It is revealed in the research that there are more negative affects than positive affect. The number of

negative affect indicates the writers' emotion in realizing their attitude toward written language. *Judgment* is ranked in the second position after affect. The number of negative judgment indicates problems between the writers and their parents. Appreciation collected by the research also shows fact that negative appreciation is outnumbered the positive appreciation. This indicates that there are different points of views between the writers and their parents regarding to objects, attitude, behavior, or happening phenomena.

References

Crystalia, E. and Sunardi, S. (2018). "Evaluative Language as Portrayed in The Texas Chainsaw Massacre Movie Review by Roger Ebert: An Appraisal Analysis," *E-Structural*, vol. 1, no. 1, pp. 58–87, 2018.

Li, Y. and Gao, Y. (2013). "An ATTITUDE Study on the Conflict between Mother and Her Daughter-in-law in the Novel Double-Sided Adhesive from Appraisal Theory Perspective," *Theory Pract. Lang. Stud.*, vol. 3, no. 10, pp. 1784–1789, 2013.

Li, X. (2016). "An Attitudinal Analysis of English Song Discourse from the Perspective of Appraisal Theory," *J. Lang. Teach. Res.*, vol. 7, no. 3, p. 559, 2016.

Lincoln, Y. S. and Guba, E. G. (1985). *Naturalistic Inquiry.* Beverly Hills: SAGE

Martin, J. R. and Rose, D. (2007). *The Language of Evaluation-Appraisal in English.* New York: Palgrave Macmillan.

Martin, J. R. and White, P. (2007). *The Language of Evaluation-Appraisal in English.* New York: Palgrave Macmillan.

Pribady, I. Y. (2018). "The Appraisal of the Teacher ' s Talk to Enhance Students ' Critical Thinking Skills through Narrative Text in Design Thinking Pedagogy," vol. 1, no. 2, pp. 101–122, 2018.

Santosa, R., A. Priyanto D. and Nuraeni, A. (2011). "Genre and Register of Antagonist ' s Language in Media: An Appraisal Study of Indonesian Newspapers," *Kata*, vol. 16, no. 1, pp. 23–36, 2011.

Spradley, J. P. (1980). *Participant Observation.* New York: Holt, Rinehart and Winston

Sutopo, H. B. (2003). *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian.* Surakarta: UNS Press.