APPRAISAL REALIZATION IN SENIOR HIGH SCHOOL STUDENTS' ARGUMENTATIVE WRITINGS: SYSTEMIC FUNCTIONAL LINGUISTICS PERSPECTIVE

A THESIS

Submitted in Partial fulfilment of the Requirement for the Master's Degree in English Education

By
Widya Nur Faradina
2210099

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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UNIVERSITAS PENDIDIKAN INDONESIA
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Oleh

Widya Nur Faradina

S. Pd. Universitas Islam Negeri Alauddin Makassar, 2019

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar

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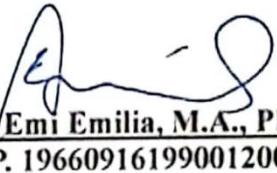
By
Widya Nur Faradina
2210099

Approved and confirmed by
Supervisor

Wawan Gunawan, M.Ed., Ph.D.
NIP. 197209162000031001

Co-Supervisor

Prof. Emi Emilia, M.A., Ph.D.
NIP. 196609161990012001

Acknowledged by

Head of English Language Education Study Program
Faculty of Language and Literature Education Universitas Pendidikan Indonesia

Prof. Emi Emilia, M.A., Ph.D.
NIP. 196609161990012001
STATEMENT OF AUTHORIZATION

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I solemnly declare that the research entitled "Appraisal Realization in Senior High School Students' Argumentative Writings: Systemic Functional Linguistics Perspective" is totally my own work. To the best of my knowledge and belief, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

Bandung, Agustus 2024

Author,

Widya Nur Faradina

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ABSTRACT

The Appraisal plays a significant role in realizing language of evaluation, which is the key in construing evaluative positions in argumentative writing. Considering its importance, extensive research has been conducted on this topic, yet study specifically examining senior high school students' use of Appraisal in the argumentative genre remains limited. This study aims to investigate the use of Appraisal elements in senior high school students' argumentative writing and how each element contributes to achieving the genre's purpose. Informed by Appraisal theory as suggested by Martin & White (2005), this study explores students' preferences in using the element of Attitude, Engagement, and Graduation. This study used a cross-sectional design in a qualitative inquiry approach involving textual analysis**.** The data included exposition texts written by eleventh graders and discussion texts written by twelfth graders from a senior high school in Indonesia. The findings from analysis reveal that Engagement is the predominant Appraisal element in argumentative writings. There is a distinct pattern in students' argumentative genres: the second most predominant element in exposition texts is Attitude, while in discussion texts it is Graduation. The three elements of Appraisal function to voice the writers' stance, invite readers' engagement, and embed values and emotions into the text, thereby affecting the persuasiveness of the texts. Additionally, the findings indicate noticeable gaps in the use of *Monoglossic* and *Heteroglossic* strategies among students. In terms of Attitude, all exposition texts exhibit positive Attitude, with no negative Attitude found. On the other hand, a balanced use of positive and negative Attitude is found in discussion texts. For Graduation, both text types frequently use Force, particularly Intensification. This study suggests that further research could address how the instructional practices focus on the teaching of Appraisal.

Keywords: *Appraisal, Argumentative genre, Attitude, Discussion, Engagement, Exposition, Graduation, SFL*

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