



APPRAISAL ANALYSIS
IN THE INTRODUCTION OF ASIAN EFL JOURNAL 2012

By
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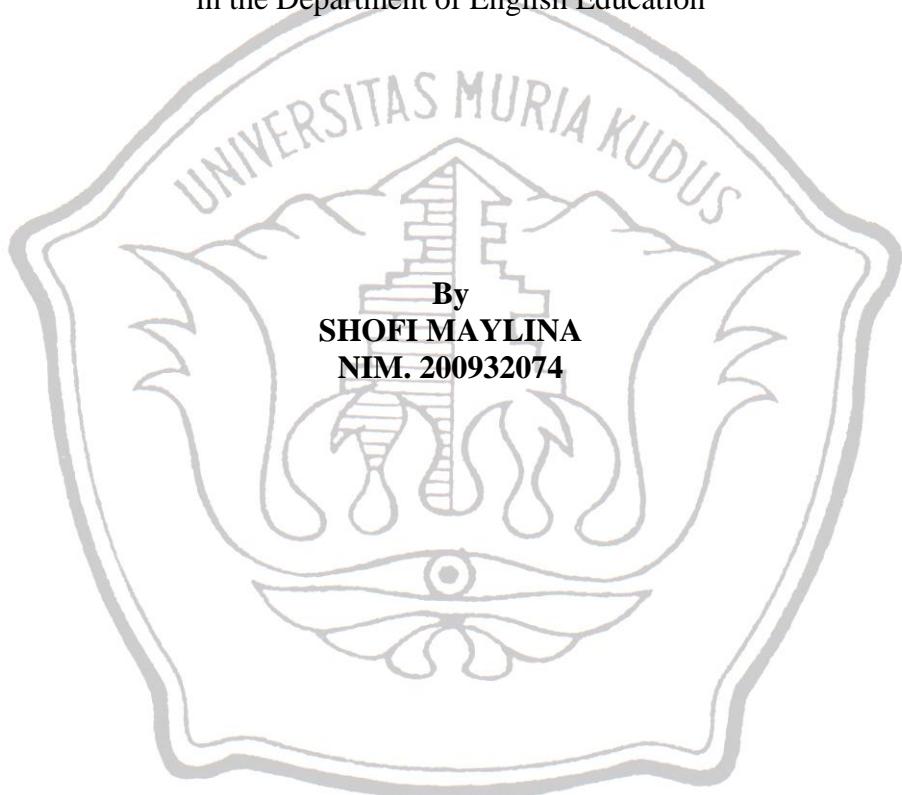
ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013



**APPRAISAL ANALYSIS
IN THE *INTRODUCTION OF ASIAN EFL JOURNAL 2012***

SKRIPSI

Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education

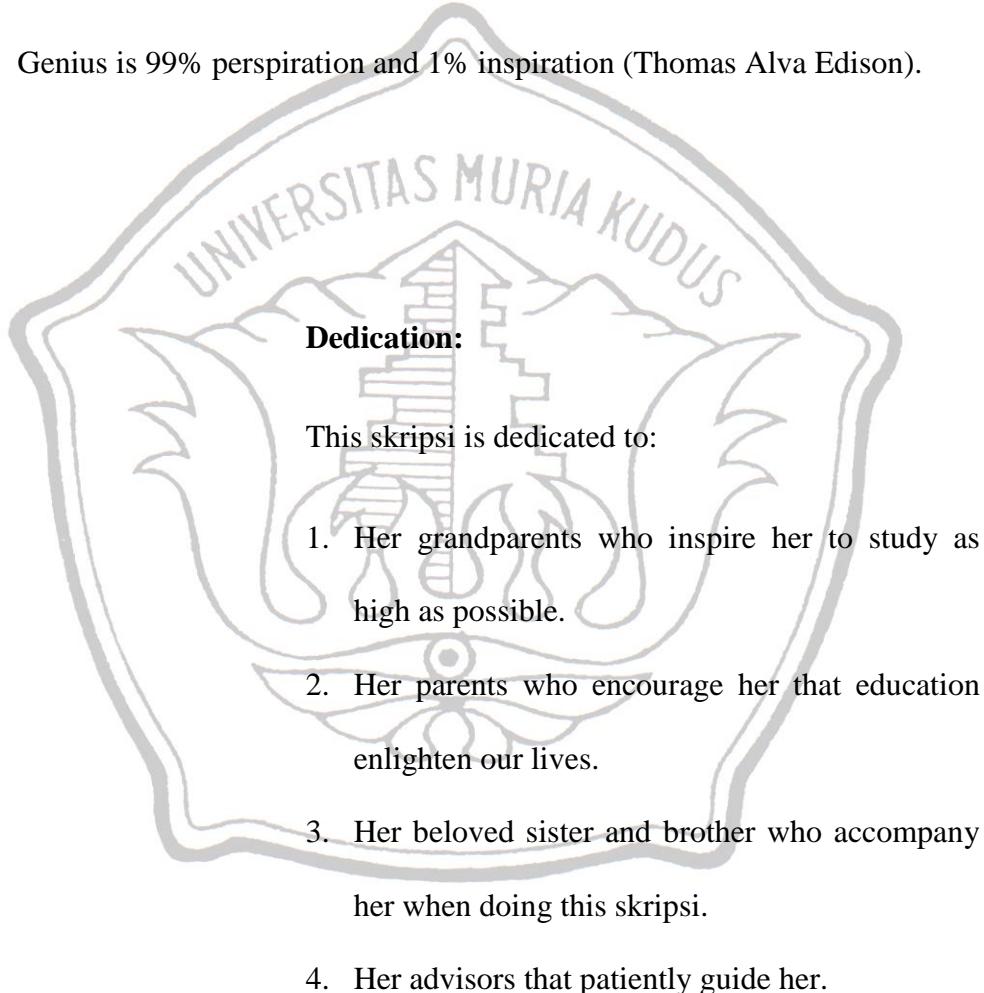


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MOTTO AND DEDICATION

Motto:

1. Allah will never change the condition of a people until they change what is within themselves (QS. Ar Ra'd: 11)
2. Achievement is a habit that finds its moment.
3. Genius is 99% perspiration and 1% inspiration (Thomas Alva Edison).



ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Shofi Maylina (NIM: 2000932074) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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The writer hopes that the current research will pave the way for stimulating insights and future research.

Kudus, July 2013

Shofi Maylina

ABSTRACT

Maylina, Shofi. 2013. *Appraisal Analysis in the Introduction of Asian EFL Journal 2012*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Rismiyanto, S.S, M.Pd., (2) Fitri Budi Suryani, S.S, M.Pd

Keywords: *Appraisal, engagement, introduction section, Asian EFL Journal*

Academic writing especially journal writing may be a great challenge for researchers. Researchers need to convince the reader that their research is well founded. It usually stated in the introduction section of the journal. Unfortunately, Kotze (2007) stated that it is the most difficult part to be written. However, a good introduction should persuade even non-specialist to begin reading the text (Matthews and Matthews: 2008). In this term, appraisal resources can be used to build up patterns across whole texts (Butt, et al., 2001: 121). Specifically, academic discourse should obtain engagement resources rather than other appraisal subsystems. It is based on Martin and White's (2005) statement that engagement can open for dialogistic in a discourse.

This research aims to find out and to give a picture about engagement-appraisal in the introduction section of Asian EFL Journal Professional Teaching Articles (PTA) CEBU Conference Issue 2012. Besides that, it also aims to interpret the general trend of the use of engagement-appraisal in the introduction section of Asian EFL Journal PTA 2012.

The research is conducted through descriptive qualitative research. Five articles from five publications of Asian EFL Journal PTA CEBU Conference Issue 2012 are selected. To analyze engagement-appraisal in the introduction section, the writer uses Martin and White's (2005) appraisal framework.

The writer finds that heteroglossic-engagement appraisal significantly appears than monoglossic, 101 of 110(92%) of clauses in the articles. However, there are only 9 of 110 (8%) clauses show monoglossic. In case of heteroglossic, 54 clauses or 53% of heteroglossic shows contract expression while 47 clauses or 47% show expand expression. It means that the journal authors tend to open up dialogistic alternatives rather than giving exact view of the issue. Although the degree of uncertainty is high, they give valid information by quoting and referencing to the previous researchers' statement. It is indicated by the dominant use of acknowledge (23%).

The writer suggests the students who will write introduction section should put expression of acknowledge giving more well-grounded background knowledge. Hopefully, teachers can encourage the students to have more critical attitude in writing.

ABSTRAK

Maylina, Shofi. 2013. *Analisis Appraisal pada Bagian Pendahuluan Asian EFL Journal 2012*. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing : (1) Rismiyanto, S.S, M.Pd., (2) Fitri Budi Suryani, S.S, M.Pd

Kata kunci: *Appraisal, engagement, bagian pendahuluan, Asian EFL Journal*

Tulisan ilmiah, khususnya jurnal menjadi suatu tantangan besar bagi peneliti. Peneliti perlu meyakinkan pembaca bahwa penelitiannya esensial yang biasanya dituangkan pada bagian pendahuluan. Namun, Kotze (2007) menyatakan bahwa pendahuluan biasanya merupakan bagian yang paling sulit ditulis. Padahal pendahuluan yang baik seharusnya mengundang bahkan orang awam sekalipun untuk membacanya (Matthews dan Matthews, 2008). Dalam hal ini, *appraisal* dapat digunakan untuk membentuk pola pada keseluruhan teks (Butt, et al., 2001: 121). Tulisan ilmiah seharusnya lebih menggunakan ekspresi *engagement* daripada 2 jenis *appraisal* yang lain. Hal ini berdasarkan pendapat Martin dan White (2005) bahwa *engagement* lebih dapat mengundang dialog dalam sebuah wacana.

Penelitian ini bertujuan untuk memberi gambaran tentang *engagement* di bagian pendahuluan *Asian EFL Journal (PTA) CEBU Conference Issue 2012*. Selain itu, penelitian ini juga bertujuan untuk menafsirkan kecenderungan umum pemakaian ekspresi *engagement* pada bagian tersebut.

Penelitian ini merupakan penelitian deskriptif kualitatif. Penulis memilih 5 artikel *Asian EFL Journal PTA CEBU Conference Issue 2012*. Untuk menganalisis *engagement* di bagian pendahuluan, penulis menggunakan kerangka *appraisal* dari Martin dan White (2005).

Penulis menemukan bahwa *heteroglossic* lebih dominan daripada *monoglossic*. Sebanyak 101 dari 110 (92%) klausa menunjukkan *heteroglossic*. Namun, hanya ada 9 dari 110 (8%) klausa di artikel yang menunjukkan *monoglossic*. Dalam hal *heteroglossic*, 54 klausa (53%) *heteroglossic* menunjukkan ekspresi *contract* sedangkan 47 klausa (47%) menunjukkan ekspresi *expand*. Ini menunjukkan bahwa penulis jurnal cenderung membuka alternatif dialog daripada hanya memberi pandangan tentang suatu isu secara pasti. Walaupun tingkat keraguan tinggi, namun penulis memberi informasi yang valid dengan cara mengutip dan merujuk pada pendapat peneliti sebelumnya. Ini dapat dibuktikan dengan dominannya *acknowledge* (23%).

Penulis menyarankan agar siswa yang akan menulis bagian pendahuluan diharapkan memberi ekspresi *acknowledge* untuk memberi landasan yang kuat. Diharapkan guru juga dapat memotivasi siswa untuk memiliki sikap kritis dalam menulis.

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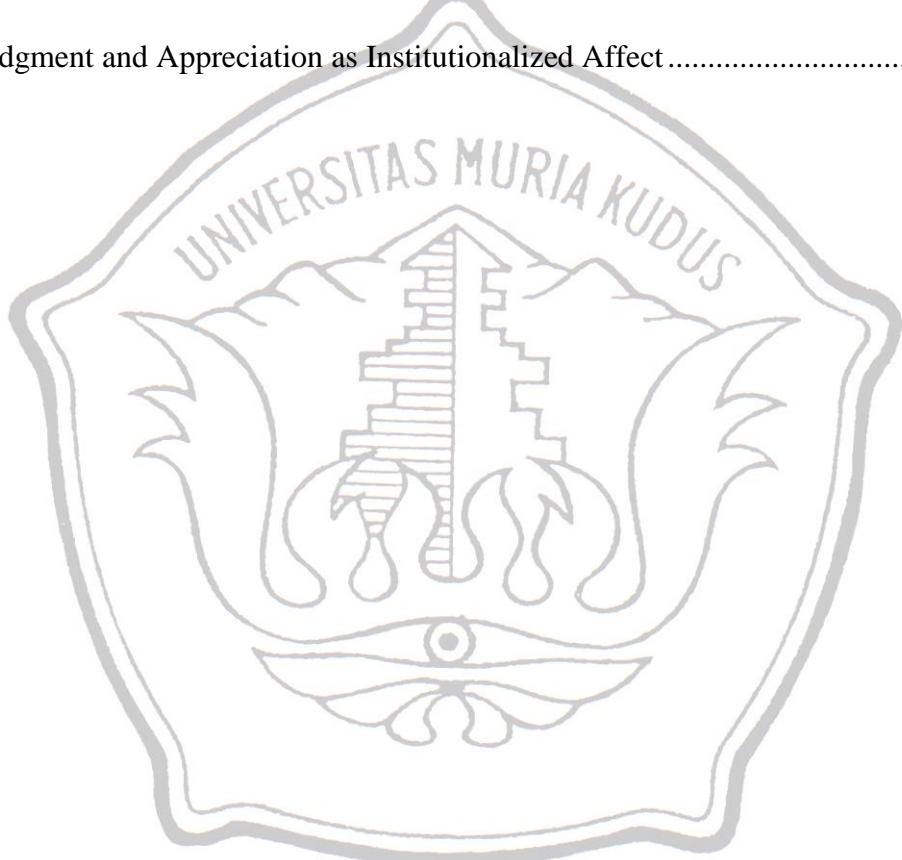
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