

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides review of the previous research and theories used in this thesis. The theories used in this thesis are systemic functional linguistics, appraisal system, and genre of review.

#### **2.1 Previous Study**

Appraisal is a system of interpersonal meaning. It is used to negotiate social relationship by giving evaluation toward an issue. The research related to appraisal system has been done by Kris Ardianto (2014) based on the theory by Martin and White (2005). The researcher used Kurt Cobain's suicide letter as the source of the data. The researcher analyzed the appraisal system devices and the attitude of the writer in the letter.

The findings of the research show that the aspect of attitude expressed by Kurt Cobain's suicide letter is mostly judgment. The graduation shows that Kurt Cobain uses more force than focus. The engagement is mostly monogloss. The attitude of the writer is considered negative according to the data analysis.

The difference between this thesis and the previous research is source of the data and the frameworks. The data in this thesis are taken from *Texas Chainsaw Massacre (2003)* movie review text. This thesis uses the frameworks of Martin and White (2005) and Martin and Rose (2003).

## 2.2 Systemic Functional Linguistics

Systemic functional linguistics is a grammar model based on the model of language as social semiotics developed by Michael Halliday (1985) with his *Introduction to Functional Grammar*. According to Eggins (1994: 2), systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. According to Halliday (1970: 143), language is analyzed into certain basic functions called metafunctions.

The three metafunctions are as follows:

a. Ideational

The ideational metafunction is concerned with the speaker's experience of the real world.

b. Interpersonal

The interpersonal metafunction serves to establish and maintain social relations including the speaker's assessment of the probability and relevance of a message.

c. Textual

The textual metafunction enables the speaker or writer to construct texts.

He also states that all languages are organized around two main kinds of meaning, the ideational or reflective, and the interpersonal or active and combined with these is third metafunctional component, the textual, which breathes relevance into the other two (Halliday, 1994:39).

The component which is used in this research is interpersonal meanings. Interpersonal meanings are meaning which express a speaker's attitude (Gerot and Wignell, 1994:13). Interpersonal meanings are realized in wordings through mood and modality.

White (2001) with his *An Introduction Tour through Appraisal Theory* developed interpersonal meanings into another theory to know how the authorial positions and to know how the readers are positioned in the text. The theory is called Appraisal.

### **2.3 Appraisal System**

Appraisal is a system of interpersonal meanings. The resources of appraisal are used for negotiating social relationship, by telling the listeners or readers the feelings about things and people. Martin & White (2005: 35) affirm that appraisal is one of three major discourse semantics expressing interpersonal meaning. Appraisal is classified into 3 aspects: attitude, engagement, and graduation. Attitude deals with evaluating people's character and things. Engagement deals with sourcing attitudes. Graduation deals with grading phenomena which categories are blurred and feelings are amplified.

#### **2.3.1 Attitude**

Attitude is a framework for mapping feelings as they are construed in English texts (Martin & White, 2005: 42). Attitude has to do with evaluating people's character and things. It is divided into three aspects: affect, judgment, appreciation. Those attitudes may be more or less amplified. In addition, the attitude may come from the writer or from other sources (Martin & Rose 2003:22).

According to Martin and Rose (2003) attitude is expressed through some forms:

a. **Minor clause:** a clause without predicator.

E.g. Oh, wow, oops, etc.

b. **Word:** a unit of language with meaning.

1.) Grammatical item (intensifier): the meaning depends on the content words that following or preceding it.

E.g. *all, some*

2.) Lexical item (attitudinal lexis): a lexis containing attitude.

E.g. *defensible* purpose

3.) Modal adjunct: an adverb or adjunct containing modality.

E.g. *probably*

4.) Metaphor: words that have connotation meaning.

E.g. *Sweet-hearted*, means that someone who is nice, friendly.

c. **Nominal group**: a group of words which have a meaning.

1.) Epithet: pre-modifier that describes psychological and physical condition.

E.g. *pretty* woman

2.) Adjective phrase: post modifier that adds information about thing.

E.g. song *interesting to listen*

3.) Metaphor: words that contains connotation meaning.

E.g. *sweet-hearted*

d. **Clause**: a unit of language that consists of words which contain predicator.

1) Mental process: process of sensing such as perception, cognition, and affection.

E.g. I *feel* so happy.

It *smells* bad.

2.) Mental behavior process: the combination of mental process and material.

E.g. He *looks at* them.

3.) Relational process: a process of giving attributive or giving value to an entity.

E.g. She *feels* hungry. (Attributive relational process)

This *reflects* the occurrence. (Identifying relational process)

4.) Modality clause: a clause that contains modality.

E.g. We *should* leave.

They *must* have been sad.

The followings are the categories of attitude:

**b. Affect**

Affect (emotion) includes the resources by which a writer encodes their emotional disposition with regard to people, processes, things, or states of affair (White, 2005:42).

Affect are realized through mental processes of reaction, attributive relationals of affect, and nominalization (Martin and White, 2005:38). The examples are as follows:

1. This *pleases* me; I *hate* chocolate (mental processes of reaction)
2. I'm *sad*; I'm *happy*; She's *proud* of her achievements.  
(Attributive relational of affect.)
3. His *fear* was obvious to all (nominalization).

**c. Judgement**

Judgement is the 'institutionalization of feeling' for it serves to appraise human behavior by reference to a set of institutionalized norms (Martin & White, 2005: 44). The system of judgment is divided into two groups: social esteem and social sanction. Social esteem concerns itself with how 'unusual', 'special' an individual is (normality), how 'capable' an individual is (capacity) or how 'resolute an individual is (tenacity).

The following table shows the examples of social esteem:

**Table 2.1** Classification of Social Esteem

| Social Esteem                 | Positive (admire)  | Negative (criticize)   |
|-------------------------------|--|--|
| Normality<br>“how special?”   | Lucky, fortunate, charmed, normal, natural, familiar cool, stable, predictable, fashionable, avant-garde, celebrated, unsung.  | Unlucky, hapless, star-crossed odd, peculiar, eccentric, erratic, unpredictable dated, retrograde obscure, also-ran.   |
| Capacity<br>“how capable?”    | Powerful, vigorous, robust, sound, healthy, fit, adult, mature, experienced witty, humorous, droll, insightful, clever, gifted balanced, together, sane, sensible, expert, shrewd, accomplished, productive. | Mild, weak, unsound, sick, crippled, immature, childish, helpless dull, dreary, grave slow, stupid, thick flaky, neurotic, insane naive, inexperienced, foolish incompetent, unaccomplished, unproductive. |
| Tenacity<br>“how dependable?” | Plucky, brave, heroic cautious, wary, patient, careful, thorough, meticulous, tireless, persevering, resolute, reliable, dependable, faithful, loyal, constant, flexible, adaptable, accommodating.          | Timid, cowardly, gutless, rash, impatient, impetuous, hasty, capricious, reckless, weak, distracted, despondent unreliable, undependable unfaithful, disloyal, inconstant stubborn, obstinate, willful.    |

Source: (Martin and White 2005: 53)

Meanwhile, social sanction has to do with how truthful someone is (veracity) and how ethical someone is (propriety) (Martin & White, 2005:52).

The following table shows the examples of social sanction:

**Table 2.2** Classification of Social Sanction

| Social Sanction                                  | Positive [praise]   | Negative [condemn]  |
|--|---|---|
| Veracity (truth)<br>“how honest?”                | Truthful, honest, credible, frank, candid, direct, discrete, tactful.   | Dishonest, deceitful, lying, deceptive, manipulative, devious<br>blunt, blabbermouth.   |
| Propriety (ethics)<br>“how far beyond reproach?” | Good, moral, ethical, law abiding, fair, just, sensitive, kind, caring, unassuming, modest, humble, polite, respectful, reverent, altruistic, generous, charitable. | Bad, immoral, evil, corrupt, unfair, unjust, insensitive, mean, cruel, vain, snobby, arrogant, rude, discourteous, irreverent, selfish, greedy, avaricious. |

Source: (Martin and White 2005:53)

**d. Appreciation**

Appreciation examines the resources that have the potentiality to construct and evaluate an object (Martin & White, 2005:36). White (1998:36) divides appreciation into three categories; reaction, composition and valuation. However Martin & Rose (2003:63) name them as variable. The three variables are reaction (impact and quality), composition (balance and complexity), and valuation. The following table shows the examples of the three variables:

**Table 2.3** Classification of Appreciation

| Variable  | Positive  | Negative   |
|---|---|--|
| Reaction: impact.<br>“Did it grab me?”              | Arresting, captivating, engaging, fascinating, exciting, moving, lively, dramatic, intense, remarkable, notable, sensational.                                       | Dull, boring, tedious, dry, ascetic, uninviting, flat, predictable, monotonous unremarkable, pedestrian  |
| Reaction: quality<br>“Did I like it?”               | Okay, fine, good, lovely, beautiful, splendid, appealing, enchanting, welcome.  | Bad, yuk, nasty, plain, ugly, grotesque, repulsive, revolting, off-putting   |
| Composition: balance<br>“Did it hang together?”     | Balanced, harmonious, unified, symmetrical, proportioned, consistent, considered, logical   | Unbalanced, discordant, irregular, uneven, flawed contradictory, disorganized.   |
| Composition: Complexity<br>“Was it hard to follow?” | Simple, pure, elegant lucid, clear, precise, intricate, rich, detailed, precise.  | Ornate, extravagant, byzantine, arcane, unclear, woolly plain, monolithic, simplistic.   |
| Valuation<br>“Was it worthwhile?”                   | Penetrating, profound, deep, innovative, original, creative, timely, long awaited, landmark inimitable, , authentic, real, genuine, valuable, priceless, worthwhile | Shallow, reductive, insignificant, derivative, conventional, prosaic, untimely, dime-a-dozen, everyday, common, fake, bogus, glitzy, worthless,. |

Source: (Martin & White 2005: 56)



### 2.3.2 Source / Engagement

Source or engagement is whom the evaluations come from. There are two kinds of attitudes sources. Those are monogloss, which the source of an attitude is simply the author and heterogloss, which the source of an attitude is other than the writer. Martin and White (2005: 99) state that classifying utterances as monoglossic when they make no reference to other viewpoints or voices and as heteroglossic when they do invoke or allow for dialogistic alternatives.

The examples of monoglossic and heteroglossic sentence are as follows:

- a. The man has gone
- b. *Maybe* the man has gone
- c. *They say* the man has gone
- d. *It seems* that the man has gone

The sentence (a) is classified as monogloss and the rest are classified as heterogloss. The sentence (b) is heterogloss because there is a modal “maybe” which shows probability. The sentence (c) is heterogloss because “they say” shows that the source of information is not from the writer himself. The sentence (d) is heterogloss because “it seems” shows “appearance” meaning.

### 2.3.3 Graduation

Graduation concerns with providing grade or scale, up-scaling and down-scaling. According to White (2001: 52) graduation is concerned with values which act to provide grading or scaling, either in terms of the interpersonal force which the speaker attaches to an utterance or in terms of the preciseness or sharpness of focus with which an item exemplifies a valued relationship. Martin and White (2005: 137) state that the graduation system works in two ways: 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).

The followings are the explanation of the aspects of graduation:

**a. Force**

Force deals with the intensity of feelings toward someone or some issue. Force includes values which have been called intensifiers, down-tones, boosters, emphasize, emphatics etc. (White, 2001: 56).

Types of force according to Martin & Rose (2003: 58) are:

1. Intensifier: the words that amplify the attitude including quantity, manner degree and modality.
2. Attitudinal lexis : a lexis which contains attitude
3. Metaphor: words that contains connotation meaning.
4. Swearing: a profanity words or cursing.

According to Martin and White (2005: 138), assessment of degree of intensity can operate over qualities (e.g. *slightly foolish, extremely foolish*), over processes (e.g. *This slightly hindered us, This greatly hindered us*), or over the verbal modalities of *likelihood, usuality, inclination, and obligation* (e.g. *it's just possible that, It's very possible that*).

**b. Focus**

Focus deals with those which are considered as hedges or vague language. The form of Focus can be up-scaling or sharpen, and down-scaling or soften (Martin & White, 2005: 138). Under appraisal theory, values which sharpen rather than blur the focus are also included.

According to White (2001: 62) the examples are as follows:

1. A *true\_friend* ('true' sharpens the meaning of word 'friend')
2. *Pure* folly ('pure' sharpens the meaning of word 'folly')

Prototypicality (focus) manages scaling phenomena according to the degree to which they match some supposed core or ideal case of a semantic category, for examples: *true, real, genuine* (Martin & White, 2005: 137).

White (1998: 109) also states that focus is concerned with sharpening (e.g. *a real mother, a true friend*) and softening (e.g. *they sort of play jazz, they are kind of crazy, it was an apology sorts*) the focus of relationship.

## **2.4 Genre of Review**

Every text, whether spoken or written, has genre. Genre distinguishes one text to another based on its social function, generic structure, and language features. Martin (1984: 25) offers a definition of genre: a genre is a staged, goal oriented, purposeful activities in which speakers engage as members of our culture.

The data of this research is a movie review. Movie review is someone's opinion or judgment toward a particular movie that he has seen without spoiling the end part of it. Movie review is usually done by a movie reviewer in written form. The review given is about quality, story line, or anything related to the movie. Movie review text belongs to review genre.

Gerot and Wignell (1994: 217) explain that the genre of review can be explained in terms of social function, generic structure, and significant lexicogrammatical features. The explanations are as follows:

### **a. Social function**

The social function of review is to criticize an artwork, event for a public audience.

### **b. Generic Structure**

Generic structure is the arrangement of elements of a text to match its purpose. The followings are generic structure of a review text:

### 1. Orientation

Orientation is the first stage in a review text. This stage is in the beginning of the text. In this stage, the reviewer places the work in its general and particular context, often by comparing it with others of its kind, or through analogue with a non-art object or event.

### 2. Interpretive Recount

Interpretive recount is the second stage in a review text. In this stage, the reviewer summaries the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

### 3. Evaluation

Evaluation is the third stage in a review text. In this stage, the reviewer provides an evaluation of the work and/or its performance or production. Evaluation is usually recursive.

### 4. Evaluative Summation

Evaluative summation is the last stage in a review text. In this stage, the reviewer provides a kind of punch line which sums up the reviewer's opinion of the art event as a whole.

### c. Significant Lexicogrammatical Features

These are the features of language used in review text:

1. Focus on particular participants.
2. Direct expression of options through use of attitudinal epithets in nominal groups.
3. Use of elaborating and extending clause and group complexes to package the information.
4. Use of metaphorical language.

The example of review text and its analysis can be seen in *The Secret Garden* book by Frances Hodgson Burnett review. The review is from [www.theguardian.com](http://www.theguardian.com) and was published on Sunday, 12 April 2015 by a site member, Anna Clark as the reviewer.

### 1. Social Function

The social function of this review text is to critique a classic English children's literature book entitled *The Secret Garden* written by Frances Hodgson Burnett for a public audience.

### 2. Generic Structure

Generic structure is the way in which elements of a text are arranged to match its purpose. The arrangement of elements of review text is presented in the following table:

**Table 2.4** Generic Structure of *The Secret Garden* review

| No | Generic Structure    | Text   |
|----|----------------------|--|
| 1  | Orientation          | This book can be read by anyone over 9, advanced readers at around 7 or 8. The Secret Garden is about a particularly arrogant and unpleasant girl called Mary Lennox.  |
| 2  | Interpretive Recount | At the start of the book, she lives in India, but is forced to leave for her uncle's mansion in England in order to escape a devastating outbreak of cholera. The book is about how the discovery of a secret garden transforms the character of Mary and another character in the book.   |
| 3  | Evaluation           | <p>I really liked the book, as it was fascinating to see Mary change from a horrible, spoiled brat to a sweet-hearted girl. The best scene was probably when Mary first finds the garden that was hidden for a decade, as the description left such a clear image in my mind.</p> <p>This book is a classic that your parents have probably read, but don't let that put you off! It is an intriguing reading, despite the few slow bits in the book. I would probably give it 8.5 out of ten. It is not a fancy book for girls, despite the title. This is definitely a book for either gender! I would not recommend this book for people who do not care for nature, as there is a lot of description about flowers and trees and so on. On the other hand, it could change your mind about it!</p> |
| 4  | Evaluative Summation | This is a must-read for people who are interested about nature, but other readers would enjoy it too.  |

### 3. Significant Lexicogrammatical Features

The followings are typical language features in review text:

#### 1. Focus on particular participants

The participant in this review is *The Secret Garden* book written by Frances Hodgson Burnett. The participant in this review is specific and there is no other book that is being discussed in the text. It can be seen by the following analysis of some clauses in the text:

Clause (a) and (b) are analyzed to prove that *The Secret Garden* is particular participant.

- a. The Secret Garden is about a particularly arrogant and unpleasant girl called Mary Lennox (orientation, line 2-3).

| Participant:<br>Carrier | Process : attributive<br>intensive | Attribute   |
|-------------------------|------------------------------------|---|
| The Secret<br>Garden    | is                                 | about a particularly arrogant<br>and unpleasant girl called<br>Mary Lennox. |

Based on the analysis of clause (a), it can be seen that the participant is ***The Secret Garden***. The participant is realized by carrier, because this clause is considered as relational process.

- b. Mary first finds the garden that was hidden for a decade.

(Evaluation, paragraph 1, line 3-4)

This clause can be divided into 2 clauses:

1. Mary first finds the garden (clause 1)
2. That was hidden for a decade (clause 2)

Clause 1

| Participant:<br>Actor | Circumstance:<br>Time | Process: Material | Participant :<br>Goal |
|-----------------------|-----------------------|-------------------|-----------------------|
| Mary                  | first                 | finds             | the garden            |

Based on the analysis of clause 1, it shows that there are two participants in this clause. First is ***Mary*** as actor, and the second is ***the garden*** as goal.

Clause 2

|                   |                    |                       |
|-------------------|--------------------|-----------------------|
| Participant: Goal | Process : Material | Circumstance:<br>Time |
| That              | was hidden         | for a decade          |

Based on the analysis of clause 2, it shows that there is one participant, which is **that**. The participant refers to **the garden**. The reason why **that** becomes the participant in this clause is because clause 2 is still connected to the clause 1, which is about the discovery of the garden. Therefore, the participant in clause 2 refers to the participant (goal) in the clause 1.

Based on the analysis of the clause (a) and (b) above, it can be seen that *The Secret Garden* is specific participant. The garden that is being talked about in the text is the hidden garden that is found by a girl called Mary. There is no other garden being discussed in the text.

Clause (c) and (d) are analyzed to prove that *The Secret Garden* is the only book being reviewed in the text.

c. I really liked the book (evaluation, paragraph 1, line 1)

|                     |                         |                                 |                             |
|---------------------|-------------------------|---------------------------------|-----------------------------|
| Participant: senser | Circumstance:<br>manner | Process :<br>mental<br>(affect) | Participant :<br>phenomenon |
| I                   | really                  | liked                           | the book                    |

Based on the analysis of clause (c), it can be concluded that there are two participants in this clause. The first participant is **I**, which is the reviewer and the second participant is **the book**. This clause is considered as mental process. The first participant is realized as senser and the second one is phenomenon.



In this clause, the second participant (**the book**) refers to *The Secret Garden* book which has been analyzed in clause (a).

d. This book is a classic (evaluation, paragraph 2, line 1)

| Participant: Carrier | Process : attributive intensive | Attribute |
|----------------------|---------------------------------|-----------|
| This book            | is                              | a classic |

Based on the analysis of clause (d), it can be concluded that the participant in this clause is **this book**, which is realized by carrier. This clause is considered as relational process. The participant in this clause also refers to *The Secret Garden* book that has been analyzed in example (a) and (c).

According to the analysis of each clause, it can be seen that the participant in *The Secret Garden* by Frances Hodgson Burnett review text is particular or specific. There is no other book being discussed in this text. The garden in the book is also specific, which is the hidden garden found by Mary Lennox, not garden in general.

2. Direct expression of options through use of attitudinal epithets in nominal groups.

A nominal group is a group of words which expresses an entity. A nominal group is widely regarded as synonymous to noun phrase. Moreover, attitudinal epithets are epithets that indicate the quality of the subset. In this review text, attitudinal epithets are realized by adjectives that show the reviewer's attitude toward the books or characters in the book. The examples in the text are as follows:

a) It is not a **fancy** book for girls (Evaluation, paragraph 2 , line 5).

The nominal group in this one is *a fancy book for girls*.

Fancy is the attitudinal epithet for *book*. Fancy is a qualitative attribute.

b) To escape a **devastating** outbreak of cholera (Interpretive recount, line 3-4).

The nominal group in this one is *a devastating outbreak of cholera*.

Devastating is the attitudinal epithet for *outbreak of cholera*. Devastating is an affective mental process.

c) It is an **intriguing** reading (Evaluation, paragraph 2, line 3)

The nominal group in this one is *an intriguing reading*.

Intriguing is the attitudinal epithet for *reading*. Intriguing is an affective mental process.

3. Use of elaborating and extending clause and group complexes to package the information.

A clause complex is comprised of two or more clauses logically connected. Elaborating clause is clause that elaborates the meaning of one clause with greater detail, restatement, exemplification, or comment. Extending clause is type of clause that extends the meaning of one clause by adding something new. The examples taken from the review text are as follows:

a) This book is a classic **that** your parents have probably read (Evaluation, paragraph 2, line 1).

This is an example of elaborating clause in the text. The explanation of this clause can be seen in the following table:

| No | Mark | Clause                                      |
|----|------|---|
| i  | 1    | This book is a classic                      |
| ii | =2   | <b>that</b> your parents have probably read |

The first clause is *this book is a classic*, and the second clause is *that your parents have probably read*. The first clause is marked with 1 and the second clause is marked by 2. The second clause has (=) mark because it elaborates the first clause by adding a comment. The indication of this clause to be an elaborating clause is the marker **that**.

b) This is a must-read for people who are interested about nature, **but** other readers would enjoy it too (Evaluative summation).

This is an example of extending clause in the text. The explanation of this clause can be seen in the following table:

| No | Mark | Clause   |
|----|------|--|
| i  | 1    | This is a must-read for people who are interested about nature |
| ii | +2   | <b>but</b> other readers would enjoy it too                    |

The first clause is *this is a must-read for people who are interested about nature* and the second clause is *but other readers would enjoy it too*. The first clause is marked with 1 and the second clause is marked by 2. The second clause has (+) mark because it extends the meaning of the first clause by adding something new. The indication of this clause to be an extending clause is the word **but** and the word **but** can be the indication that the meaning of the second clause is contradictory to the first clause.

#### 4. Use of Metaphorical Language.

Metaphorical language is words that stand for, or symbolize, another thing. Metaphorical language does not state the literal meaning of a word. It is also called connotation meaning, which one word can mean something different

from its actual meaning. The followings are the example of metaphorical language:

a) Mary changes from a horrible, spoiled brat to a ***sweet-hearted*** girl

(Evaluation, paragraph 1, line 1-2).

***Sweet-hearted*** is a metaphorical language that the reviewer uses to describe Mary's personality. ***Sweet-hearted*** means nice or kind. This is a metaphorical language since ***sweet-hearted*** does not literally mean she has a heart that tastes sweet. Sweet is the symbolic word the reviewer uses to describe Mary.

When compared to the book review, the data of this research has the same characteristics. The social function of movie review is to critique a movie for a public audience. The generic structure of movie review is orientation, interpretive recount, evaluation, and evaluative summation. The language features of movie review are also the same as the ones found in the book review.