An Appraisal Analysis of Two Texts Exposing the Controversy of Balibo Five Film Taken From www.thejakartapost.com (A Study Based on Systemic Functional Linguistics)

THESIS
Submitted as a Partial Fulfillment for Requirements for the Sarjana Sastra Degree in English Department Faculty of Letters and Fine Arts Sebelas Maret University

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ENGLISH DEPARTMENT
FACULTY OF LETTERS AND FINE ARTS
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
An Appraisal Analysis of Two Texts Exposing the Controversy of Balibo Five Film Taken From www.thejakartapost.com

(A Study Based on Systemic Functional Linguistics)

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PRONOUNCEMENT

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Hereby, I declare that this thesis entitled “An Appraisal Analysis of Two Texts Exposing the Controversy of Balibo Five Film Taken From www.thejakartapost.com (A Study Based on Systemic Functional Linguistics)” is made by me, not by others. It is not a plagiarism and it never becomes a thesis previously. Everything related to other people’s works, which are published or not, is placed in the bibliography. If it is then proven that I cheat, I am ready to take the responsibility.

Surakarta,

The researcher

Fitria Nur Fadhila
MOTTO

Don’t make the world as your heaven, but make it as a field for doing good virtues.
DEDICATION

This thesis is dedicated to:

My lovely mother and father, my sister, all my family.

and everyone who loves me.
ACKNOWLEDGEMENT

Alhamdulillahi robbil ‘alamin

Praises for Allah SWT, that eventually I finish this thesis.

This thesis has been accomplished as the requirement of Sarjana Sastra degree. I only confess that I will not finish without any support and help from some people. For that reason, I would like to state the gratitude to:

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I realize that this thesis is relatively far from being perfect. Hopefully, this thesis can give beneficial information for the readers.

The researcher,

Fitria Nur Fadhila
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ABSTRACT

Fitria Nur Fadhila. 2012. An Appraisal Analysis of Two Texts Exposing the Controversy of Balibo Five Film Taken From www.thejakartapost.com (A Study Based on Systemic Functional Linguistics). English Department, Faculty of Letters and Fine Arts, Sebelas Maret University.

This research explores the appraisal system in two texts exposing the controversy of Balibo Film taken from www.thejakartapost.com. The two texts entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?” and “By the way: A ban that boomerangs back on us”, are analyzed using Appraisal Theory. Appraisal theory concerns with attitude, graduation, and engagement. The objectives of this thesis are to determine the attitudes discovered in the texts, to find out the effects of the attitudes toward the texts, and to know the reason why the attitudes are used in the texts.

This research is a descriptive qualitative research. The technique of taking sample used in this research is purposive sampling. There are two data in this research, the primary data which consist of detailed and depth linguistic phenomena about the types of attitudes: evaluating things (appreciation), people’s characters (judgement), and their feeling (affect); and the secondary data which consist of the information about the 1975 Balibo incident and the text’s writer.

The results show that the three kinds of attitudes (affect, judgment, and appreciation) are applied in the texts, but mostly is appreciation. The engagement is mostly monogloss, and mostly graduation is focus. The texts are applied in Hortatory and Analytical Exposition genre, and the texts are applied subjectively based on the writer’s opinion. The appraising items are applied in the texts because of the ideologies that the text writer wants to convey. The ideologies are left antagonist for text 1 and right antagonist for text 2. The ideology shows the writer’s style in writing news text that he supports or challenges the issue.
An Appraisal Analysis of Two Texts Exposing the Controversy of Balibo Five Film Taken From www.thejakartapost.com
(A Study Based on Systemic Functional Linguistics)

Fitria Nur Fadhila¹
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ABSTRACT

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CHAPTER I

INTRODUCTION

A. Research Background

For the past several decades, appraisal theory has developed as an important theory in the field of communication and psychology by testing affect and emotion. Appraisal theory is located within the frame of Systemic Functional Linguistics. Appraisal is concerned with evaluation—the kind of attitudes that are negotiated in a text, the strength of the feeling involved and the ways in which values are sourced and readers aligned (Martin and Rose, 2003).

Appraisal resources are divided into 3: attitude, engagement, and graduation (Martin and Rose, 2003). In particular, Martin (2000) states that appraisal focuses on the system of attitude—a domain concerned with the linguistic expression of positive and negative evaluations. In short, appraisal is negotiating attitudes. In many cases attitudes in texts can be analyzed as affect of feeling and judgement of characters, or appreciation of things. Then, Engagement is a presumption to see a source of appraisal. In addition, Graduation is connected with amplification of appraisal. After analyzing the attitudes, the researcher can conclude the prosody of the text’s writer whether the writer tends to be more objective or more subjective.

This research focuses on the system of attitude (appraisals) of texts to conclude whether the writers tend to be more objective or more subjective. Both texts are about the controversy of Balibo films in which the story is about an
incident that happened in the town of Balibo in East Timor (Portuguese Timor) where the five young journalists of Australia were killed on October 16, 1975 (based on true story). Text 1 is entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?” and text 2 is entitled “By the way: A ban that boomerangs back on us”. Both texts are taken from www.thejakartapost.com.

Both texts employ some attitudes which are the main data for the research. For example:

*Once annexed, its troubles were belittled as “a pebble in our shoe”.*

The writer uses words, *a pebble in our shoe*, to show his reaction of the trouble and wants to underline his viewpoint that the big trouble (The 1975 Balibo Incident) is seen like a little thing, and it is unreasonable. From the word ‘*a pebble in our shoe*’, we can analyze that the attitude is appreciation – negative, the engagement is monogloss (the source is from the writer), and the graduation is force – metaphor. The clause above is one of the examples of the analysis that will be applied in the research.

Another example below may help to give another description of the attitude phenomenon:

*Since the mission into East Timor often involved intelligence operations, both its sacrosanct status and its justifications were simply taken for granted.*

The clause contains two attitudes. The attitudes are employed by the writer to describe his feeling of something. Those attitudes are classified into the same kind of attitude. They belong to appreciation because they evaluate things. However,
the attitudes employ different graduation. The first attitude is force – intensifier – high, while the second one is force – intensifier – low. Both of them have the same source named monogloss.

The research has to analyze the whole data to find out the appraising status of the writers toward the issue. For the analysis, the ideology of each writer is presented. Based on the idea above, this research is entitled “An Appraisal Analysis of Two Texts Exposing The Controversy of Balibo Five Film Taken From www.thejakartapost.com”.

B. Research Questions

Based on the research background, the problem statement of this research is how the attitudes are applied to influence the ideology of both texts entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?” and “By the way: A ban that boomerangs back on us”. In more detail, the research intends to answer the following questions:

1. What attitudes are employed in the texts?
2. How do the attitudes influence the texts?
3. Why are the attitudes used in the texts?
C. Scope of Research

The research focuses on the appraisal (attitude, source, graduation) of two texts. The first text is entitled “Remembering the 1975 Balibo Incident: An Opportunity to correct past wrongs?”, and the second text is entitled “By the way: A ban that boomerangs back on us”. Both texts are taken from www.thejakartapost.com.

Hence, the researcher is interested in analyzing appraisal of texts because the appraisal is considered as the most proper analysis to reveal the objectivity of a text from the usage of the words.

D. Research Objectives

The research was carried out for the following objectives:

1. To determine the attitudes discovered in the texts.
2. To find out the effects of the attitudes toward the texts.
3. To know the reason why the attitudes are used in the texts.

E. Research Significance

1. It is important to know the appraisal used by the text’s writer to conclude whether the writer tends to be more objective or more subjective.
2. It is important to recognize more about the appraisal employed in the discourse.
F. Research Methodology

The research was conducted qualitatively by employing descriptive method. This method is employed to describe how both texts present their arguments about the issue. It is a technique of seeking, collecting, classifying, and analyzing data (Hadi, 1990). The data are the type of attitudes applied in the texts exposing the controversy of Balibo Five Film entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?” and “By the way: A ban that boomerangs back on us”.

G. Thesis Organization

The thesis will be arranged into five chapters, as follows:

CHAPTER I : INTRODUCTION consists of Research Background, Research Questions, Scope of Research, Research Objectives, Research Significance, Research Methodology, and Thesis Organization.

CHAPTER II : LITERATURE REVIEW consists of some theories which are related to the research.

CHAPTER III : RESEARCH METHODOLOGY consists of Research Design (Research Method (Research Location, Sampling, Data and Data Source), and Data Validity), Data Analysis, and Procedure of Data Analysis.

CHAPTER IV : DATA ANALYSIS. In this chapter, the researcher analyzes and classifies the data. This chapter aims to answer the question in Problem Statement.
CHAPTER V : CONCLUSION AND RECOMMENDATION. In this chapter, the researcher concludes the result of the research and gives the recommendations.
CHAPTER II
LITERATURE REVIEW

A. Systemic Functional Linguistics

Halliday's work states that language cannot be disassociated from meaning. Systemic-functional linguistics (SFL) considers function and semantics as the basis of human language and communicative activity. Unlike structural approaches that give privilege to syntax, SFL-oriented linguists begin an analysis with social context and then look at how language acts upon, and is constrained and influenced by this social context. A key concept in Halliday's approach is the "context of situation" which is obtained "through a systematic relationship between the social environment on the one hand, and the functional organization of language on the other" (Halliday, 1985:11). It means that SFL concerns to the function of language in society in certain context.

According to SFL, functional bases of grammatical phenomena are divided into three main-areas, called metafunctions: ideational, interpersonal, and textual. The ideational metafunction is divided into two: experiential and logical metafunction. The experiential metafunction employs the experience of participants. On the other side, the logical metafunction employs the reasoning on the basis of experiences.

The interpersonal metafunction means the social interactions between participants. It has three component areas: the speaker/writer persona, social
distance, and relative social status. In the interpersonal metafunction, language acts as a potential for the expression of speakers’ subjectivity (Hasan and Perrett, 1994). The ideational and interpersonal metafunction are projected in **textual metafunction**.

1. **Text and Context**

   Everything that is said or written is called text (Halliday, 1985). It means that what people say and write is a text. Text is a set of meaning. The meaning is presented through words, clauses, and sentences. As a result, texts have to be seen from two points of view, as an output and a process (Halliday, 1985).

   Text is an output since it has certain structure that can be showed systematically. Text is also a process because it shows the exchange of meaning in the society. On the other side, the context functions to find out the meaning of text in society. It shows that text can not be separated from context.

   Halliday (1985) states that texts are social processes and need to be analyzed as manifestation of the culture in large measure construct.

   In Halliday’s analysis, the socio-semantic organization of context has to be considered from a number of different angles if it is to give a comprehensive account of the ways in which meanings configure as text. Seen from the perspective of language, context can be interpreted as reflecting metafunctional diversity. Thus, projecting experiential meaning
onto context gives field, interpersonal meaning gives tenor, and textual meaning gives mode (Halliday, 1985).

Seen from the perspective of culture, context can be alternatively interpreted as a system of social process (Halliday, 1985).

2. Appraisals

Appraisal concerns with the linguistic formulations of conveying emotions and opinions how writers align their authorial personae with the stance of others, and how they manipulate their writings to convey a greater or lesser degree of strength and conviction in their propositions (Hope and Read, 2006). Hope and Read (2006) state that appraisal elaborates on the notion of interpersonal meaning, describing how social relationships are negotiated through evaluations of self, others and artifacts. Hope and Read (2006) also emphasize that appraisal is situated within discourse semantics; attitude is often realized across grammatical boundaries and is dynamic throughout a text.

The linguistic domain of appraisal, in Martin’s analysis, comprises the system of attitude, together with parallel systems of graduation (which fine-tunes the meaning) and engagement (which manages dialogism).

2.1. Attitude

Attitude is divided into three regions of feeling, affect (personal emotion), judgement (appraisal of others’ behaviour), and appreciation (evaluation of phenomena). According to Martin (2005), Attitude can be realized explicitly (inscribed) or implicitly
(invoked). Moreover, all types of attitudes (affect, judgement, and appreciation) can be positive and negative.

2.1.1. Affect (personal emotion)

Martin and White (2005: 35) state that affect deals with resources for construing emotional reactions. It means that affect is an appraisal which expresses feeling. Affect also can be positive and negative.

According to Martin (2005: 46 - 49), the classification of affect is influenced by six factors. The six factors are:

i. Are the feelings positive or negative?
   - positive affect  the leader was happy
   - negative affect  the leader was sad

ii. Are the feelings realized as a surge of emotion or an ongoing mental state?
   - behavioural surge  the leader wept
   - mental process/state  the leader felt sad

iii. Are the feelings reacting to some specific external agency or an ongoing mood?
   - reaction to other  the leader disliked leaving
   - undirected mood  the leader was sad

iv. Are the feelings as more or less intense?
   - low  the leader disliked leaving
   - median  the leader hated leaving
   - high  the leader detested leaving
v. Do the feelings involve intention (rather than reaction), with respect to a stimulus that is irrealis (rather than realis)?

- realis  the leader **disliked** leaving
- irrealis  the leader **feared** leaving

vi. Are the feelings to do with un/happiness, in/security or dis/satisfaction? The un/happiness variable covers emotions concerned with ‘affairs of the heart’ – sadness, hate, happiness and love (Martin & White, 2005: 49). It also means that un/happiness deals with the mood of feeling happy or sad, and directs the feeling to like or dislike something. The in/security variable covers emotions concerned with ecosocial well-being – anxiety, fear, confidence and trust (Martin & White, 2005: 49). It means that in/security deals with the feeling of peace and nervousness. The dis/satisfaction variable covers emotions concerned with telos (the pursuit of goals) – ennui, displeasure, curiosity, respect (Martin & White, 2005: 49). Dis/satisfaction covers the feeling of accomplishment and disappointment.

- un/happiness  the leader felt **sad/happy**
- in/security  the leader felt **anxious/confident**
- dis/satisfaction  the leader felt **fed up/absorbed**

*commit to user*
Based on the explanation above, it can be summarized that affect can be classified into two; realis and irrealis affect. Irrealis affect contains disinclination or inclination. However, realis affect contains un/happiness, in/security, and dis/satisfaction. It also concludes that the types of affect are dis/inclination, un/happiness, in/security, and dis/satisfaction.

Table 2.1 Types of Affect

<table>
<thead>
<tr>
<th>Affect</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrealis</td>
<td>dis/inclination</td>
<td>wary, fearful, terrorized</td>
</tr>
<tr>
<td>Realis</td>
<td>un/happiness</td>
<td>sad, melancholy, despondent...</td>
</tr>
<tr>
<td></td>
<td>cheerful buoyant, like, love, admire</td>
<td>cheerless, unhappy...</td>
</tr>
<tr>
<td>in/security</td>
<td>together, confident, comfortable, trusting...</td>
<td>uneasy, anxious, freaked out...</td>
</tr>
<tr>
<td>dis/satisfaction</td>
<td>satisfied, pleased, impressed, charmed...</td>
<td>bored with, fed up with...</td>
</tr>
</tbody>
</table>

(adopted from Martin and White, 2005: 51)

2.1.2. Judgement (appraisal of others’ behaviour)

According to Martin analysis, judgement is an appraisal which construes attitude to people and the way they behave (their character). Like affect, judgement can be positive and negative. In general terms, judgement can be divided into two major groups: social esteem and social sanction. Social esteem involves admiration and criticism. Social sanction involves praise and condemnation. While, judgement of esteem have to do with ‘normality’ (how special someone is), ‘capacity’ (how
capable they are), and ‘tenacity’ (how dependable they are).

Moreover, Judgement of sanction have to with ‘veracity’ (how truthful someone is) and ‘propriety’ (how ethical someone is).

Table 2.2 Types of judgement

<table>
<thead>
<tr>
<th>SOCIAL ESTEEM</th>
<th>Positive [admire]</th>
<th>Negative [criticize]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normality</td>
<td>Lucky, fortunate, charmed.....</td>
<td>Unfortunate, pitiful, tragic.....</td>
</tr>
<tr>
<td>‘how special?’</td>
<td>Normal, average, everyday....</td>
<td>Odd, peculiar, eccentric........</td>
</tr>
<tr>
<td>Capacity</td>
<td>Powerful, vigorous, robust.....</td>
<td>Mild, weak, wimpy.................</td>
</tr>
<tr>
<td>‘how capable?’</td>
<td>Insightful, clever, gifted.....</td>
<td>Slow, stupid, thick.................</td>
</tr>
<tr>
<td></td>
<td>Balanced, together, same......</td>
<td>Flaky, neurotic, insane..........</td>
</tr>
<tr>
<td>Tenacity</td>
<td>Plucky, brave, heroic.........</td>
<td>Rash, cowardly, despondent.....</td>
</tr>
<tr>
<td>‘how dependable?’</td>
<td>Reliable, dependable.........</td>
<td>Unreliable, undependable.........</td>
</tr>
<tr>
<td></td>
<td>Tireless, persevering, resolute...</td>
<td>Weak, distracted, dissolute.......</td>
</tr>
</tbody>
</table>

(Martin and White, 2005: 53)

<table>
<thead>
<tr>
<th>SOCIAL SANCTION</th>
<th>Positive [praise]</th>
<th>Negative [condemn]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veracity [truth]</td>
<td>Truthful, honest, credible, candid, direct, discrete, tactful</td>
<td>Dishonest, deceitful, lying, Deceptive, manipulative, devious.</td>
</tr>
<tr>
<td>‘how honest?’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propriety [ethics]</td>
<td>Good, moral, ethical........</td>
<td>Bad, immoral, evil.................</td>
</tr>
<tr>
<td>‘how far beyond reproach?’</td>
<td>Law abiding, fair, just........</td>
<td>Corrupt, unfair, unjust............</td>
</tr>
<tr>
<td></td>
<td>Sensitive, kind, carrying........</td>
<td>Insensitive, cruel, mean........</td>
</tr>
</tbody>
</table>

(Martin and White, 2005: 53)

2.1.3. Appreciation (evaluation of phenomena)

According to Martin and White (2005: 56), in his book entitled The Language Evaluation, appreciation is an attitude which construes evaluation of things. In general terms appreciation can be divided into our ‘reactions’ to things, their ‘composition’, and their ‘value’. Like affect and judgement, appreciation can be positive and negative.
The appreciation is classified into three variables: reaction, composition, and valuation. Reaction has to do attention (reaction: impact) and has to do with our emotional impact (reaction: quality). Composition has to do with our perceptions of proportionality (composition: balance) and detail (composition: complexity) in the text. Valuation has to do with our assessment of the social significance of the text. (Martin and Rose, 2003: 63-64)

Table 2.3 Types of Appreciation

<table>
<thead>
<tr>
<th>Reaction: impact</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
</table>
| ‘did it grab me?’ | Arresting, captivating, engaging..... | Dull, boring, tedious...........
| ‘did I like it?’  | Fascinating, exiting, moving..... | Dry, ascetic, uninviting..... |
| Remarkable, notable, sensational | Flat, monotonous, unremarkable |
| okey, fine, good..... | bad, yuk, nasty..... |
| Lovely, beautiful, splendid..... | Plain, ugly, grotesque..... |
| Appealing, enchanting, welcome..... | Repulsive, off-putting, revolting..... |
| Balanced, harmonious, unified..... | unbalanced, discordant, irregular..... |
| shapely, proportional..... | shapeless, amorphous, distorted |
| consistent, considered, logical..... | contradictory, disorganized..... |
| Composition: balance | Simple, pure, elegant..... | Ornate, extravagant, byzantine..... |
| ‘did it hang together?’ | lucid, clear, precise..... | arcane, unclear, woolly..... |
| ‘was it hard to follow?’ | Intricate, rich, detailed, precise..... | plain, monolithic, simplistic..... |
| Valuation | penetrating, profound, deep..... | Shallow, reductive, insignificant..... |
| ‘was it worthwhile?’ | innovative, original, creative..... | derivative, conventional, prosaic..... |
| timely, long awaited, landmark..... | dated, overdue, untimely..... |
| inimitable, exceptional, unique..... | dime-a-dozen, everyday, common..... |
| authentic, real, genuine..... | fake, bogus, glitzy..... |
| valuable, priceless, worthwhile..... | worthless, shoddy, pricey..... |
| appropriate, helpful, effective..... | ineffective, useless, write-off..... |

(Martin and White, 2005: 56)
Based on Santosa (2003) and Martin & Rose (2003), the attitude is expressed through some forms. They are:

a. *Minor clause*: a clause which does not have predicator.

Examples: OK.

Disgusting.

b. *Word*: a part of language contains meaning.

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

Example: *several/all/some* questions

2) Lexical item (attitudinal lexis): a lexis that contains attitude.

Example: *energetic* man

3) Modal adjunct: an adjunct or adverb that contains modality.

Examples: *probably, possibly*

4) Metaphor: a word that have connotation meaning.

Example: *Beat-Her-Down*, means that someone who beats her down

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

1) Epithet: pre-modifier which describes in terms of physical and psychological condition.

Examples: *beautiful girl, one-eyed man*

2) Adjective phrase: post modifier which adds information about thing. Examples: a topic *interesting to read*
3) Metaphor: a group of words that contains connotation meaning. Example: *dirt poor*

d. Clause: a language unit that consists of a group of words which contains predicator.

1) Mental process: process of sensing such as perception, cognition, and affection. Examples: I *feel* so nervous.

2) Mental behavior process: the combination of material and mental process. Example: She *looks at* you.

3) Relational process: a process of giving attributive (attributive relational process) or giving value to an entity (identifying relational process). Examples: I *feel* starving. (Attributive relational process) This *reflects* the crisis. (Identifying relational process)

4) Modality clause: a clause that contains modality.

Examples: She *should* go.

They must have been starving.

2.2. Engagement (Sources of Attitude)

Engagement considers how the writers convey their point of view and how they align themselves with respect to the position of others (Hope and Read, 2006). There are two kinds of engagement: *monogloss*, where the source is simply the author, and *heterogloss*, where the source of attitude is other than the writer.
According to Martin analysis, heterogloss can be divided into two systems; *dialogic contraction* and *dialogic expansion*. While, dialogic contraction can be classified into two; *disclaim* and *proclaim*. Like dialogic contraction, dialogic expansion also can be classified into two; *entertain* and *attribute*.

*Disclaim* is the textual voice positions itself as at odds with, or rejecting some contrary position (Martin and White, 2005: 97): *deny* (negotiation) and *counter*. Deny (negotiation) is a resource for introducing the alternative positive position into the dialogue, and hence acknowledging it, so as to reject it (Martin, 2005: 118). While, counter is typically conveyed via conjunctions and connectives such as *although, however, yet* and *but* (Martin, 2005: 120).

*Proclaim* is the formulations which act to limit the scope of dialogistic alternatives in the ongoing colloquy. It is classified into three categories; *concur, pronounce, and endorse* (Martin, 2005: 121). The category of ‘concur’ involves formulations which overtly announce the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner (Martin, 2005: 122). The category of ‘pronounce’ covers formulations which involve authorial emphases or explicit authorial interventions or interpolations (Martin, 2005: 127). While, the category of ‘endorse’ refers to the formulations by which propositions sourced to external
sources are constructed by authorial voice as correct, valid, undeniable or otherwise maximally warrantable (Martin, 2005: 126).

Entertain covers meanings by which speaker/writer makes assessments of likelihood via modal auxiliaries (may, might, could, must, etc), via modal attributes (it's possible that..., it's likely that...), via circumstances, via certain mental verb/attribute projections (I suspect that..., I think, I believe, I convinced that, I doubt etc) (Martin, 2005: 104-105). Attribute deals with formulations which disassociate the proposition from the text's internal authorial voice by attributing it into some external source (Martin, 2005: 111). It is divided into two systems; acknowledgement and distance.

However, the researcher analyzes the source of attitudes only based on the types of engagement; monogloss (taken from the writer) or heterogloss (taken from other than the writer).
More specific classification of the engagement system is set out in the figure 2.1 below:

Figure 2.1. The Engagement System

(Aadapted from Martin and White, 2005)
2.3. Graduation (Amplifying Attitude)

“Graduation is a general property of values of affect, judgement, and appreciation that they construe greater or lesser degrees of positivity or negativity (Martin and White, 2005: 135). There are two kinds of graduation: force (turning the volume up or down) and focus (‘sharpening’ or ‘softening’ of experiential categories). According to Martin (2003), focus is about resources for making something that is inherently non-gradable.

Martin (2005), in his book entitled The Language of Evaluation, states that under focus it is possible to up-scale, or ‘sharpen’, or to down-scale, or ‘soften’. On the other hand, force covers assessments as to degree of intensity and as to amount. It means that force is divided into two categories; intensification and quantification. Intensification is also divided into two: quality and process. The form of force according to Martin and White (2005) are isolating, infusion and repetition.

The up-scaling/down-scaling is realized by an isolated, individual item which solely or primarily performs the function of intensification and quantification (E.g. very beautiful; extremely challenging). While the sense of up/down-scaling is fused with the meaning which serves some other semantic (E.g. I’m happy; you are beautiful). The next form is repetition which means the reappearance of the same lexical item (E. g. It’s great great, she just cry and cry all day). (Martin&White, 2005: 141, 143-145)
The specific classification of graduation will describe in Figure 2.2 below:

![Graduation System Diagram](image)

Figure 2.2. The Graduation System (Adopted from Martin, 2005)

2.4. Modality

According to Halliday in Martin (2003: 48), modality is as a resource which sets up a semantic space between yes and no, a cline running between positive and negative poles. Martin (2003) also states that there are general kinds of modality, one for negotiating services (modulation) and the other for negotiating information (modalization).

The five types of modality discussed by Halliday in Martin and Rose (2003) are usuality, probability, obligation, inclination, and ability. Here, the examples of the five types of modality:

**Negotiating information**

- how usual: *He and his friends would visit regularly*
- how probable: *There must have been someone out there who is still alive*
Negotiating services

how obliged  

\[
\text{I had to watch how white people became dissatisfied with the best}
\]

how inclined  

\[
\text{I would have done the same had I been denied}
\]

how able  

\[
\text{everything who can give a face to 'the orders from above' for all the operations}
\]

(Adopted from Martin and Rose, 2003: 50)

The examples of the five types of modality above show that the system of modality is closer to the major types of judgement. Halliday, in Martin (2005: 54) states that the parameters for organizing judgement reflect grammatical distinctions in the system of modality. Figure 2.3 describes the reflection of the modality system in the major types of judgement:

![Figure 2.3. Modality and types of judgement](following Iedema et al. 1994 in Martin and White, 2005: 54)
From the explanation above, the classification of appraisal can be drawn in a diagram as follow:

![Diagram of Appraisal System]

**Figure 2.4. The System of Appraisal**
(Adopted from Martin and White, 2005)

### 3. Prosody and Genre

The voice/stance of the appraiser can be constructed from the prosodic pattern of appraisal choice. Prosody is the rhythm, stress, and intonation of speech (http://en.m.wikipedia.org). The voices are able to define point of view that is being set up. Martin and Rose (2003, p. 54) in everyday language, these stances are often discussed as ranging along a scale from more objective to more subjective. Here, the ranges of prosody are on prototypicality of factual genres:
- Report, procedure, and explanation  
  more objective
- Description
- Recount
- Discussion
- Analytical exposition
- Hortatory exposition  
  more subjective

Genre is realization of a prototype of verbal social process (Santosa 2003: 23). In general, genre is a social process having such a certain purpose and has to do with interpersonal meaning. Each of genres has its social function. These social functions make the arrangement of activities of each genre different. The table below describes the structure of genres.

Table 2.4. The Structure of Genres

<table>
<thead>
<tr>
<th>GENRE</th>
<th>SOCIAL FUNCTION</th>
<th>GENERIC STRUCTURE</th>
<th>SIGNIFICANT LEXICOGRAMMATICAL FEATURES</th>
</tr>
</thead>
</table>
| Recount | To retell events for the purpose of informing or entertaining | Orientation: provides the setting and introduces participants  
  Events: tell what happened, in what sequence.  
  Re-orientation: optional-closure of events | Focus on specific Participants  
  Use of material processes  
  Circumstances of time and place  
  Use of past tense  
  Focus on temporal sequence. |
| Report | To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. | General classification: tells what the phenomenon under discussion is.  
  Description tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living; uses, if non-natural. | Focus on Generic Participants.  
  Use of Relational Processes to state what is and that which it is.  
  Use of simple present tense (unless extinct).  
  No temporal sequence. |
<table>
<thead>
<tr>
<th>Discussion</th>
<th>To <strong>present</strong> (at least) two points of view about an <strong>issue</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Issue:</strong></td>
</tr>
<tr>
<td></td>
<td>- Statement</td>
</tr>
<tr>
<td></td>
<td>- Preview</td>
</tr>
<tr>
<td></td>
<td>- Arguments for and against or Statement of differing points of view.</td>
</tr>
<tr>
<td></td>
<td>- Point</td>
</tr>
<tr>
<td></td>
<td>- Elaboration</td>
</tr>
<tr>
<td></td>
<td>- Conclusion or Recommendation.</td>
</tr>
<tr>
<td></td>
<td>Focus on <strong>generic human</strong> and <strong>generic non-human Participants</strong>.</td>
</tr>
<tr>
<td></td>
<td>Use of: <strong>Material Processes</strong>, e.g. has produced, have developed, to feed.</td>
</tr>
<tr>
<td></td>
<td><strong>Relational Processes</strong>, e.g., is, could have, cause, are.</td>
</tr>
<tr>
<td></td>
<td><strong>Mental Processes</strong>, e.g., feel.</td>
</tr>
<tr>
<td></td>
<td>Use of <strong>Comparative</strong>: contrastive and <strong>Consequential conjunctions</strong>.</td>
</tr>
<tr>
<td></td>
<td>Reasoning expressed as verbs and nouns (abstraction).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation</th>
<th>To <strong>explain</strong> the <strong>processes</strong> involved in the formation or workings of natural or sociocultural phenomena.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>A general statement to position the reader</strong>.</td>
</tr>
<tr>
<td></td>
<td><strong>A sequenced explanation of why or how something occurs.</strong></td>
</tr>
<tr>
<td></td>
<td>Focus on <strong>generic</strong>, <strong>non-human Participants</strong>.</td>
</tr>
<tr>
<td></td>
<td>Use mainly of <strong>Material</strong> and <strong>Relational Processes</strong>.</td>
</tr>
<tr>
<td></td>
<td>Use mainly of <strong>temporal</strong> and <strong>causal Circumstances</strong> and <strong>Conjunctions</strong>.</td>
</tr>
<tr>
<td></td>
<td>Some use of <strong>Passive</strong> voice to get Theme right.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exposition (Analytical)</th>
<th>To <strong>persuade</strong> the reader or listener that something is the case.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Thesis</strong> Position: Introduces topic and indicates writer’s position. Preview: Outlines the main arguments to be presented.</td>
</tr>
<tr>
<td></td>
<td><strong>Arguments</strong> Point: restates main arguments outlined in Preview. Elaboration: develops and supports each Point/argument</td>
</tr>
<tr>
<td></td>
<td><strong>Reiteration</strong>: restates writer’s position.</td>
</tr>
<tr>
<td></td>
<td>Focus on <strong>generic human</strong> and <strong>non-human Participants</strong>.</td>
</tr>
<tr>
<td></td>
<td>Use of simple present tense.</td>
</tr>
<tr>
<td></td>
<td>Use of <strong>Relational Processes</strong>.</td>
</tr>
<tr>
<td></td>
<td>Use of <strong>Internal conjunction to state argument</strong></td>
</tr>
<tr>
<td></td>
<td>Reasoning through Causal Conjunction or nominalization.</td>
</tr>
<tr>
<td>Exposition (Hortatory)</td>
<td>To persuade the reader or listener that something should or should not be the case.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>- Thesis: announcement of issue concern.</td>
</tr>
<tr>
<td></td>
<td>- Arguments: reasons for concern, leading to recommendation.</td>
</tr>
<tr>
<td></td>
<td>- Recommendation: statement of what ought or ought not to happen.</td>
</tr>
<tr>
<td></td>
<td>- Focus on <strong>generic human</strong> and <strong>non-human Participants</strong>, except for speaker or writer referring to self.</td>
</tr>
<tr>
<td></td>
<td>- Use of: <strong>Mental Processes</strong>: to state what writer thinks or feels about issue, e.g. realize, feel, appreciate.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Material Processes</strong>: to state what happens, e.g., is polluting, drive, travel, spend, should be treated.</td>
</tr>
<tr>
<td></td>
<td>- <strong>Relational Processes</strong>: to state what is or should be, e.g., doesn’t seem to have been, is</td>
</tr>
<tr>
<td></td>
<td>- Use of simple present tense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>News Item</th>
<th>To inform readers, listeners or viewers <strong>about events</strong> of the day which are considered <strong>newsworthy or important</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Newsworthy Event(s): recounts the event in summary form</td>
</tr>
<tr>
<td></td>
<td>- Background Events: elaborate what happened, to whom, in what circumstances.</td>
</tr>
<tr>
<td></td>
<td>- Sources: comments by participants in, witnesses to and authorities expert on the event.</td>
</tr>
<tr>
<td></td>
<td>- Short, telegraphic information about story captured in headline.</td>
</tr>
<tr>
<td></td>
<td>- Use of Material Processes to retell the event (in the text below, many of the Material Processes are nominalized).</td>
</tr>
<tr>
<td></td>
<td>- Use of projecting <strong>Verbal</strong> Processes in Sources stage.</td>
</tr>
<tr>
<td></td>
<td>- Focus on Circumstances (e.g. mostly within Qualifiers).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anecdote</th>
<th>To share with others an <strong>account of an unusual or amusing incident</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Abstract: signals the retelling of an unusual incident.</td>
</tr>
<tr>
<td></td>
<td>- Orientation: sets the scene.</td>
</tr>
<tr>
<td></td>
<td>- Crisis: provides details of the unusual incident</td>
</tr>
<tr>
<td></td>
<td>- Reaction: reaction to crises</td>
</tr>
<tr>
<td></td>
<td>- Coda: optional – reflection on or evaluation of the incident.</td>
</tr>
<tr>
<td></td>
<td>- Use of <strong>exclamations</strong>, <strong>rhetorical questions</strong> and <strong>intensifiers</strong> (really, very, quite, etc.) to point up the significance of the events.</td>
</tr>
<tr>
<td></td>
<td>- Use of <strong>material Processes</strong> to tell what happened.</td>
</tr>
<tr>
<td></td>
<td>- Use of <strong>temporal</strong></td>
</tr>
</tbody>
</table>
### Narrative

**To amuse,** entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

- **Orientation:** sets the scene and introduces the participants.
- **Evaluation:** a stepping back to evaluate the plight.
- **Complication:** a crisis arises.
- **Resolution:** the crisis is resolved, for better or for worse.
- **Re-orientation:** optional.

**Focus on specific and usually individualized Participants.**

**Use of** Material Processes (and in this text, Behavioural and Verbal Processes).

**Use of** Relational Processes and Mental Processes.

**Use of temporal conjunctions** and temporal Circumstances.

**Use of past tense.**

### Procedure

**To describe how something is accomplished through a sequence of actions or steps.**

- **Goal**
- **Materials** (not required for all Procedural texts).
- **Steps 1-n** (i.e., Goal followed by a series of steps oriented to achieving the Goal).

**Focus on generalized human agents.**

**Use of** simple present tense, often Imperative.

**Use mainly of temporal conjunctions** (or numbering to indicate sequence).

**Use mainly of Material Processes.**

### Description

**To describe a particular person, place or thing.**

- **Identification:** Identifies phenomenon to be described.
- **Description:** describes parts, qualities, characteristics.

**Focus on specific Participants**

**Use of** Attributive and Identifying Processes.

**Frequent use of Ephitets and Classifiers** in nominal groups.

**Use of simple present tense.**

### Review

**To criticize an art work, event for a public audience.** Such works of

- **Orientation:** 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

**Focus on Particular Participants.**

**Direct expression of options through use of Atitudinal Ephitets in nominal groups;**
Art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

- Interpretive Recount: summarizes 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.
- Evaluation: provides an evaluation of the work and/or its performance or production; is usually recursive.
- Evaluative Summation: provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional.


4. Ideology

Ideology is more considered as a result of the interaction of cultural values, norms, beliefs and experiences in viewing the social phenomena (Santosa, 2003). Ideology can be seen as individual opinion or reaction toward certain issues.

Martin (1992) suggests as part of a model for dealing with ideology in crisis a system involving two axes: antagonist/protagonist and left/right. Antagonist is as interlocutors who are interested in creating issues; protagonist is as interlocutors attempting to dissolve issues. The term left is used to refer to those who have semiotic power to gain through the ensuing debate; the term right refers to support the issues.
The perspective of ideology can be drawn in a diagram as follow:

![Diagram](image)

- **Antagonist (creating issues)**
- **Protagonist (resolving issues)**
- **Left (power to gain)**
- **Right (power to lose)**

**Figure 2.5: The perspective of ideology**
(Adopted from Martin, 1992)

**B. Mass Media**

Communication can be done in small and broad scope. In broad scope, communication requires a media or a tool to connect with one another. It is usually through the media that is often called ‘mass media’. “To summarize, mass media is tool, instrument of communication that permit us to record and transmit information and experiences rapidly to large, scattered, heterogeneous audiences: as such, they extend our ability to talk to each other by helping us overcome barriers caused by time and space” (Gamble & Gamble, 1989)

Mass media means a section of the media specifically designed to reach a very large audience such as the population of a nation state. It is the sum of the public mass distributors of news and entertainment across media such as newspapers, television, radio, broadcasting, internet, and so on. It can
be said that mass media is a tool of communication that helps people to communicate effectively. Moreover, the one example of mass media is The Jakarta Post. The Jakarta Post can be a printed newspaper or an online newspaper. The Jakarta Post is also called as new media because it spreads via internet. So, The Jakarta Post can also call as online newspaper.

1. www.thejakartapost.com

www.thejakartapost.com is one of the examples of online newspapers which exists on the World Wide Web or Internet, either separately or as an online version of a printed periodical. It is also similar to The Jakarta Post newspaper. However, the way to spread of information makes them different. Jakartapost.com is via Internet and The Jakarta Post is a printed newspaper.

*The Jakarta Post* is a daily English language newspaper in Indonesia. It is also the largest English language newspaper in Indonesia. The paper is produced by PT Bina Media Tenggara and the head office is in nation’s capital, Jakarta. *The Jakarta Post* is a small but influential newspaper oriented towards local English-speaking expatriates and the diplomatic community (http://en.wikipedia.org/wiki/Jakarta_Post and http://en.wikipedia.org/wiki/Online_newspaper).

The Jakarta Post is a newspaper which contains macro-column: news, feature, editorial, opinion, and so on. In opinion page, The Jakarta Post places two macro-columns. First part is editorial. It is an opinion which comes from senior editors and chief editors of this newspaper, The
Jakarta Post. That’s way, the ideology of this newspaper can be seen from editorial. This is where The Jakarta Post’s stand point can be observed. Second part is opinion. It comes from outsider likes academicians, politicians, journalists, observers, and so on. The content of this part is not the responsible from the newspaper. Thus, the ideology is totally from the writer of opinion.

The Jakarta Post becomes different when it published in Sunday. It is seen from the choice of words. The words are more informal and personal. In addition, the research analysis is about the analysis of texts in editorial and opinion of this online newspaper by using appraisal theory. The first text is in opinion column and the second text is in editorial column which is published in Sunday. Thus, the second text is more informal and personal.

C. BALIBO FIVE FILM & ITS CONTROVERSY

Balibo Five Film is a film which is based on true story of the 1975 Balibo Incident. It was released on July, 2009 in Australia and on December, 4th 2009 in Jakarta. It is directed by Robert Connolly, telling about the massacre of five young journalists of Australia by Indonesian troops. Because of its film contents, this film makes controversy. Some Indonesian and Indonesian government are afraid to this film if it is released in Indonesia; it would distrub Indonesia-Australia relationship. Indonesian government believes that Balibo Five Film is only a fiction film which is based on the
perception of the director only. It makes this film banned by Indonesian Government through the LSF (Lembaga Sensor Film). However, most of Indonesian journalists are in contradiction with the government. They argue that the film cannot be banned because this film makes some Indonesians who knew nothing about the deaths, are now curious to know exactly what happened all those years ago.

*The 1975 Balibo Incident* was an incident that happened in the town of Balibo in East Timor (Portuguese Timor) where the five young journalists of Australia were killed on October 16, 1975. They are Gary Cunningham, Malcolm Rennie, Greg Shackleton, Tony Stewart, and Brian Peters. It happened when Indonesia battled for the town.

In 2007, Australian investigators ruled that the five journalists had been intentionally killed by Indonesian special force soldiers. However, the official Indonesian version was that the men were killed by cross-fire during the battle for the town.

On the one side, the Australian government believes that the five journalists became the military target of Indonesia. On the other side, Indonesian government argued that the five journalists were intuitively killed when the Indonesian soldier battled for the town.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is qualitative research, employing descriptive method. The research tries to evaluate texts and to describe the ideology of the texts’ writers. Descriptive method is a method of research which tries to solve the problem by describing, analyzing, and interpreting data (Narbuko & Ahmadi, 1997).

Sutopo (2002) states that data in qualitative research consist of words, sentence, or pictures which have certain meaning. The findings of this research are qualitatively described by the means of words (what our attitudes are). Qualitative research applies inductive data analysis; it starts from evidence rather than imposing theoretical model (Wattles & Radic-Bojanic, 2007). This type of analysis will be able to identify the multiple realities and make the investigator-respondents (or objects) interactions explicit, recognizable and accountable, and treat values as parts of the structure of realities (Goetz & LeCompte, 1984).

Following Spradely (1980) the research begins with domain analysis, followed by taxonomy and componential analysis, and ends with finding cultural values. Therefore, the research uses descriptive qualitative method.

commit to user

33
I. Research Method

The term ‘method’ literally means ‘a way to be taken’ (Blaxter, Hughes, & Thight, 2006). The research deals with the ways to determine research location, sampling, data and data source, and data validity.

1. Research Location

The research location is in the form of media, particularly in the texts entitled “Remembering the 1975 Balibo Incident: An Opportunity to correct past wrongs?” and “By the way: A ban that boomerangs back on us” which were taken from www.thejakartapost.com. The texts are chosen because both texts are a proper research location to find types of attitudes: evaluating things, people’s characters, and their feeling. Moreover, the attitudes are the important data of the research to determine the ideology of text.

2. Data and Source of Data

Arikunto (1983) states that the data source is the subject of research from where the data are obtained, meanwhile the data are considered as the materials of the research (Sudaryanto, 1988). The source of data of this research is two texts of macro-column in online newspaper, www.thejakartapost.com, entitled “Remembering the 1975 Balibo Incident: An Opportunity to correct past wrongs?” and “By the way: A ban that boomerangs back on us”.

There are two kinds of data in this research; primary data and secondary data (Spreadly, 1997). The primary data of this research
consist of detailed and depth linguistic phenomena about the types of attitudes: evaluating things (appreciation), people’s characters (judgement), and their feeling (affect). The secondary data consist of the information about the 1975 Balibo incident and the text’s writer.

The first text’s writer is a journalist named Aboeprijadi Santoso (taken from opinion column). The second text’s writer is an editor of The Jakarta Post named M. Taufiqurrahman (taken from editorial column).

3. Sampling

Sample is a part of population that will be investigated, while sampling technique is a technique of selecting the sample (Hadi, 1983: 70). Sample of this research are texts which are taken from www.thejakartapost.com entitled “Remembering the 1975 Balibo Incident: An Opportunity to correct past wrongs?” and “By the way: A ban that boomerangs back on us”. The texts are related to the Balibo Incident issue.

In choosing the sample, the researcher uses purposive sampling technique. It is because the choice of the data is based on the certain criteria which have relevance to the characteristics of the purpose (Hadi, 1983: 83). The researcher analyzes data which belongs to appraising items. Moreover, all contents belonging to the data are significant to be analyzed to conclude the ideology of the texts.
II. Data Validity

The research applies data validity to make sure that the data of the research is valid. There are four types of data validity: *data triangulation* (applies the various source of data in a particular study), *investigator triangulation* (applies the various investigator in a particular study), *method triangulation* (applies the various method in a particular study), and *theoretical triangulation techniques* (applies the various theories in a particular study) (Patton, 1980). This research uses one of the four types of data validity only, *data triangulation*.

The source of data triangulation of the research was collected from the same website (www.thejakartapost.com) with different texts. The two texts were entitled “Remembering the 1975 Balibo Incident: An Opportunity to correct past wrongs?” and “By the way: A ban that boomerangs back on us”.

B. Data Analysis

The data were analyzed qualitatively and inductively based on ‘content analysis’ (Lincoln & Guba, 1985; Sutopo, 2002). Spradely (1980) suggests the ‘content analysis’ in the following ways: domain, taxonomic, componential analysis, and finding cultural values.

The domain analysis is the analysis of data whether it belongs to the data or not. Taxonomic analysis is to classify the data according their classes. Componential analysis is to find the relation between classifications and
phenomena. Finally, the finding cultural value is to find out the cultural values of ideology in the context. The example analysis is:

1. **Domain:**

   *Once annexed, its troubles were belittled as “a pebble in our shoe”.*

2. **Taxonomy:**

   The data belongs to:

<table>
<thead>
<tr>
<th>A pebble in our shoe</th>
<th>Attitude</th>
<th>Engagement</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Affect</td>
<td>Judgment</td>
<td>Appreciation</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>Negative</td>
<td>Composition</td>
</tr>
</tbody>
</table>

3. **Componential:**

   The expression of ‘a pebble in our shoes’ is included into negative appreciation because the using of metaphor expression is to give a negative perception in analyzing the trouble, which is belittled and to show that the writer does not agree with the assumption. The writer gives more emphasis to his assumption by retelling to metaphor. Therefore, the graduation of the data belongs to force – metaphor. And the data comes from the author only, so the engagement of the data belongs to monogloss. The researcher uses componential analysis to find the function of classification in finding the prosody and the genre of the texts.

4. **Finding cultural values:**

   In this context, the emphasis of the data is needed to show the writer’s assumption. As the text employs opinion, the writer usually inputs
his own style in writing his opinion and each opinion employs attitudes.
The finding of attitude in the whole data is the primary step to the research
to find out the ideology of the texts.

C. Procedure Of Data Analysis

Research procedure is a description of steps taken by the researcher
in leading the research. Firstly, the researcher collected the data from the
source: first text entitled “Remembering the 1975 Balibo Incident: An
Opportunity to correct past wrongs?” and second text entitled “By the way:
A ban that boomerangs back on us”. From this step, the researcher applied
domain analysis by identifying the types of attitudes as a part of appraisal
and belonging to the data. Secondly, the researcher applied taxonomy
analysis by classifying the types of attitudes as a part of appraisal into the
certain types. Subsequently, the researcher applied componential analysis
– an analysis of viewing relation of the classification and phenomena
(prosody and genre). Then, the researcher applied finding cultural values
analysis to find the reason behind the style of the text. At last, the
researcher took the conclusion by identifying the ideology of texts based
on the appraisal theory.
CHAPTER IV
DATA ANALYSIS

A. Introduction

This chapter deals with the data analysis of the research. The data analysis of the research applies the ‘content analysis’ (Spradely, 1980) in the following ways: domain, taxonomic, componential analysis, and finding cultural values.

This chapter consists of three subchapters. They are introduction, data description / findings, and discussion. In data description / findings, the researcher analyzes the clauses of two texts and finds the data of the research. Then, the researcher classifies the data to see the attitude (affect, judgement, and appreciation), engagement / source (monogloss, heterogloss), and graduation (force, focus). This subchapter also contains the analysis of each texts and the result of the answer of the research questions. Those questions are about attitudes which are employed in the texts exposing the controversy of Balibo Five films, the influence of attitudes toward the texts, and the reason why the attitudes are employed. The discussion contains the relation between those questions. Then, it is compared to the information on the secondary data and it is also compared to the previous researches to see the relation between this research and the others.

The researcher applies Martin and Rose theory in their book entitled “Working with Discourse: Meaning beyond the Clause” (2003) to investigate the data of the research. In addition to complete the analysis, the researcher also applies Martin and White theory in their book entitled “The Language of
Evaluation” (2005). Martin and White state that appraisal itself is regionalized as three interacting domains – ‘attitude’, ‘engagement’ and ‘graduation’. The other explanations have been stated in Chapter 2.

In this case, the research analyzes and classifies the attitudes in the two texts exposing the controversy of Balibo Five films. Finally, the research aims to find the attitudes applied, the influence of attitudes toward the texts and the reason of applying the attitudes including the prosody, genre and the ideology of the text’s writer. Furthermore, the aim of the research applies in the discussion.

B. Data Description / Findings

In this subchapter, the researcher analyzes the clauses of two texts and finds the data of the research. Then, the researcher classifies the data to see the attitude (affect, judgement, and appreciation), engagement / source (monogloss, heterogloss), and graduation (force, focus). This subchapter also contains the analysis of each texts and the result of the answer of the research questions.

The researcher separates the texts into clauses to find and to analyze the data. All items containing the kind of attitudes belong to the data and are called appraising items.

Here, the examples of appraising items (bold items) of both texts:

I. Text 1: “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?”
   - (cl. 1a) Balibo is **just one shameful chapter** in our Indonesia’s past,
(cl. 1b) but it could be viewed as a symbol for so many human wrongs, for so many shameful things.

(cl. 2a) When the commander of the East Timor invasion, gen. Benny Moerdani, learned of the presence of five foreign journalists in Balibo

(cl. 2c) that there were to be no witnesses to Indonesia’s flouting of international law

(cl. 2d) The order trickled down through col. Dading Kalbuadi [who instructed capt. Yunus Yosfiah to order his unit, the Susi Team], to “silence” all five newsmen on Oct. 16, 1975.

(cl. 3b) when their commanders relayed the direct order that “there are to be no witnesses”?

(cl. 4g) that those journalists, [who were there to report on the secret operation in East Timor], simply had to be eliminated

(cl. 5a) The Balibo killings, in other words, were a symptom of New Order’s way of doing things: [routinized cover-up].

(cl. 5b) Today it would be impossible to launch a military campaign into another country

(cl. 5c) and systematically eliminate any witnesses without the knowledge of the President and parliament

(cl. 6a) Gen. Ali Moertopo’s Opsus (Special Operation) in East Timor [led by Gen. Benny], was open-ended,
(cl. 6b) resulting in an almost 25-year brutal occupation with countless tragedies.

(cl. 7b) A potential "enemy in our backyard" or —[in the words of an Indonesian diplomat before the UN General Assembly in 1976] — "a fire at our neighbor’s house", was the excuse to invade our tiny neighbor.

(cl. 8a) But the justification at home for the atrocities that occurred remained as it had always been, "a mission to maintain state unity".

(cl. 20) Instead of this arrogant approach to our nation’s wrongs, we should take the stance of Argentina, [where the post-military regime has allowed the public release of Argentine in the Seventies] a documentary film similar to Balibo.

II. Text 2: “By the way: A ban that boomerangs back on us”

(cl. 1a) When I first saw the trailer for the movie Balibo about five months ago,

(cl. 1b) it never dawned on me

(cl. 1c) that this particular film would be causing such a stir today

(cl. 2a) To be honest, I didn’t consider

(cl. 2b) that a film about East Timor from an Australian perspective would bring in the crowds

(cl. 2c) I expected it to have appeal only for curious crowds on the festival circuit,
(cl. 2d) who wanted to know more about the mysterious deaths of five Australian journalists during the annexation by Indonesia

(cl.4a) And as much as I admire the courageous work

(cl. 5a) There has never been any dearth of materials

(cl. 5b) in which students of East Timor's geopolitics can learn about some of the most deplorable acts

(cl. 5c) that took place during the Indonesian occupation of the small territory

(cl. 7c) Balibo was banned by the Film Censorship Board on Tuesday

(cl. 7d) only hours before it was due to be shown in Jakarta

(cl. 7e) and a week before it was to be screened at the Jakarta International Film Festival

Before answering the question stated in Problem Statement, the researcher classifies the data to see the attitude, engagement / source, and graduation. The explanation below clarifies the classification of appraisal toward the texts.

I. Text 1: “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?”

   1. Attitude (ways of feeling)

      The table below shows the number of attitudes of data found in the first text which can be differentiated into positive and negative attitudes:
Table 4.2.1 Number of Attitudes in text 1

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>2</td>
<td>7.37%</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>8.42%</td>
</tr>
<tr>
<td>Judgement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>2</td>
<td>8.42%</td>
</tr>
<tr>
<td>Negative</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>16</td>
<td>84.21%</td>
</tr>
<tr>
<td>Negative</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>95</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table, we can see that the number of appreciation in the first text is dominant. We can also see that 84.21% is appreciation, 8.42% is judgement, and the rest is affect. It means that the writer of the first text is preferred evaluate everything related to the issue (the Balibo Film) to show his feeling to the text.

There are three types of attitudes found in the first texts. They are affect, judgement, and appreciation. Affect deals with personal emotion. Affect can be positive and negative. For example: (cl. 14c) “....that it has become simply ridiculous to maintain Dading’s claims” (attitude: affect; negative dissatisfaction). The word ridiculous explain that the writer disapprove with Dading’s claim. It shows the writer’s negative feeling to Dading’s claim. While the good feeling is showed in the word maturity in clause 21a: “.....that has started to stabilize itself with growing electorate maturity.”

The next type of attitude is judgement. Judgement deals with appraisals of behaviour. Judgement also can be positive and negative. For example: cl. 20 “...., we should take the stance of Argentina,....”
(attitude: judgement; positive propriety). The appraising item *should take* explains the modulation of obligation. The other example of judgement is in cl. 14d “..that the Balibo journalists were **victims** of cross fire.” (attitude: judgement; negative normality) explains how unusual someone is.

The last type of attitude is appreciation. Appreciation construes the evaluation of thing. Like affect and judgement, appreciation can be *positive* and *negative*. There are three variables in appreciation. They are reaction, composition, and valuation.

For example, cl. 1a “Balibo is **just one shameful chapter** in our Indonesia’s past.” (attitude: appreciation, negative reaction). *Just one shameful chapter* describes that Balibo Five tragedy is one of disgraceful tragedy in Indonesia and it is a shame for Indonesian. So, the writer highlights this apprising item as negative appreciation. The other example of appreciation is in cl. 15b “.....that when President Abdurrahman “Gus Dur” Wahid **apologized** in Dili in 2001 for.....” (attitude: appreciation, positive reaction). The word *apologized* shows the proper action of Gus Dur in asserting the wrongness.

The attitudes are expressed through some forms. The forms of attitudes are classified into four forms. They are *minor clause*, *word*, *nominal group*, and *clause*. *Minor clause* is a clause which does not have predicator. *Word* is a unit of language with meaning. It is divided into four; *grammatical item*, *lexical item*, *modal adjunct*, and *metaphor*. 
Next form is *nominal group* which means as a group of words having meaning. It is also classified into three; *epithet*, *adjective phrase*, and *metaphor*. The last form is *clause*. It is classified into four; *mental process*, *mental behavior process*, *relational process*, and *modality*. The table below shows the number of 4 types of attitudes in text 1.

Table 4.2.1.1 Percentage of Forms of Attitude in Text 1

<table>
<thead>
<tr>
<th>Forms of Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor clause</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>word</td>
<td>49</td>
<td>51.58%</td>
</tr>
<tr>
<td>grammatical item</td>
<td>5</td>
<td>5.26%</td>
</tr>
<tr>
<td>lexical item</td>
<td>1</td>
<td>1.05%</td>
</tr>
<tr>
<td>modal adjunct</td>
<td>1</td>
<td>1.05%</td>
</tr>
<tr>
<td>metaphor</td>
<td>14</td>
<td>14.74%</td>
</tr>
<tr>
<td>epithet</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>adjective phrase</td>
<td>8</td>
<td>8.42%</td>
</tr>
<tr>
<td>metaphor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>mental process</td>
<td>3</td>
<td>3.16%</td>
</tr>
<tr>
<td>mental behavior process</td>
<td>8</td>
<td>8.42%</td>
</tr>
<tr>
<td>relational process</td>
<td>6</td>
<td>6.32%</td>
</tr>
<tr>
<td>modality clause</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Engagement (source of attitudes)

Engagement considers how the writers express their point of view. There are two kinds of engagement which found in text 1: *monogloss*, where the source is simply the author, and *heterogloss*, where the source of attitude is other than the writer. The researcher finds 88 attitudes which belong to *monogloss* engagement and 7 attitudes which belong to *heterogloss* engagement in the text 1 (see in appendix). The example of monogloss engagement in text 1:

*commit to user*
Balibo is just one shameful chapter in our Indonesia’s past, but it could be viewed as a symbol for so many human wrongs, for so many shameful things, that have befallen our nation (paragraph 1). It means that these statements are from the writer. So, the attitudes involved in paragraph 1 also come from the writer. It means that the source of attitudes in this paragraph is monogloss.

Heterogloss engagement is applied where the source of attitude is other than the writer. The example of heterogloss engagement in text 1: When the commander of the East Timor invasion, gen. Benny Moerdani, learned of the presence of five foreign journalists in Balibo he quickly dispatched the order through the chain of command that there were to be no witnesses to Indonesia’s flouting of international law (paragraph 2). (Benny’s quotations are taken from Jill Jolliffe’s ‘Cover Up, The Inside Story of the Balibo Five’, 2001, p. 312).

It means that the statements in paragraph 2 are taken from Jill Jolliffe’s book. Thus, the attitudes involved in this paragraph are also taken from other than the writer. It means that the source of attitudes in this paragraph is heterogloss.

While the researcher finds both types of engagement in text 1, the researcher still finds that the dominant engagement is monogloss. It is because most evaluations are from the writer of text 1.
3. Graduation (strength of evaluation)

Graduation construes greater or lesser degrees of positivity or negativity. Graduation concerns with up-scaling and down-scaling. There are two kinds of graduation: force and focus.

Focus is about resources for making something that is inherently non-gradable. Focus is classified into two: sharpen and soften. The other graduation is force which covers assessments as to degree of intensity and as to amount. It means that force is divided into two categories: intensification and quantification. Graduation also classifies the form/meaning of each type. The form/meaning of focus is divided into two: sharpen / up-scaled and soften / down-scaled. However, the form of force is divided into three: isolated, infusion, and repetition. The meaning of force is classified into three: intensifier, attitudinal lexis, and metaphor.

The analysis of graduation of text 1 can be seen in the explanation below. Text 1 contains 53 items that belong to focus and 42 items that belong to force.

3.1. Type of Graduation

3.1.1. Focus

As the explanation above, focus is about resources for making something that is inherently non-gradable. The form of focus can be up-scale or ‘sharpen’, and down-scale or ‘soften’.

Text 1 shows 28 items belong to sharpen focus and 25 items
belong to soften focus. The items included in sharpen focus are invasion, flouting, “there are to be no witnesses”, the Balibo killings, a symptom of New Order’s way, to invade, crimes, torture, Tanjung Priok killings, assault, assassination, never clarified, civilian crimes, murder trial, “state mission”, thugs, to kill, rebellion, take it over, battle, diffusing, ban, an anomaly, agonies, repressive, massacre, constraints, and shame. While the items included in soften focus are simply, routinized cover-up, eliminate, open-ended, conflict, the Cold war, its troubles, the justification, atrocities, its justification, simply, the Balibo incident, innocent, impunity apparently, debated, simply ridiculous, victims, not murdered, apologized, occupation, tragedies, tragedy, regime, regime, and maturity.

The appraising items above are included into focus-graduation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier.

For example, sharpen focus is showed in the phrase, the Balibo killing. In this context, the sound of ‘killing’ likes gradable but actually it is not gradable. The writer prefers using the phrase ‘the Balibo killing’ to using the phrase ‘the Balibo incident’. It is showed that the writer wants to emphasize the meaning through the term killing.
3.1.2. Force

Force is divided into two categories; intensification and quantification. The analyses of type of force (intensification and quantification) in text 1 are:

a) Force-intensification

Force-intensification is force which covers assessments as to degree of intensity. Intensification covers qualities and processes. Intensification of quality shows adjective (with its pre-modification) and adverb (with its pre-modification). There are 21 items that belong to force-intensification-quality. They are “silence”, the depth of that logic, the secret operation, brutal occupation, ‘enemy in our backyard”, “a fire at our neighbor’s house”, “a pebble in our shoe”, “a mission to maintain state unity”, a scared state institution, a powerful justification, sacrosanct status, sacred mission, patriotic dedication, cold blood, just collateral damage, a pertinent lie, a blind eye, infant democracy, this arrogant approach, belated solidarity, and the free flow of information is a must.

The example item of force-intensification is in clause 6b, brutal occupation. The term ‘brutal’ shows the degree of intensity of atrocious/wicked/cruel. That’s way, the item, brutal occupation, belongs to force-intensification-quality.
The second type of force-intensification is to show a process (a verb which contains attitude). There are 10 force-intensification-process found in text 1. They are *really, unresolved atrocities, took the live, is now taking fruit, could be viewed, would be impossible, should the case be, cannot be blamed, should take, and will only burden us.*

b) **Force-quantification**

Force-quantification is force which covers assessments as to amount. Quantification evaluates the amount including entities. There are 12 items that belong to force-quantification in text 1. Quantification involves scaling with respect to amount and with respect to extent, with extent covering scope in time and space and proximity in time and space (Martin and White, 2005: 148-149). The modes of quantification are divided into 3: *number, mass,* and *extent.*

There are 3 force-quantification-number found in text 1. *Quantification-number* is quantification which involves scaling with respect to amount. The 3 force-quantification-number are *so many human wrongs, so many shameful things, just one shameful chapter, little room,* and *many.* For example, the phrase *so many human wrong* belongs to quantification-number. It is because the term *many* shows the quantity (numbers) of something.
The next type is force-quantification-mass. *Quantification-mass* is quantification which involves scaling with respect to amount which shows in a huge and small number. There are 5 items: *countless tragedies, our tiny neighbor, and great tragedies*, which belong to force-quantification-mass. The last type is force-quantification-extent. *Quantification-extent* is quantification which involves scaling with respect to extent, with extent covering scope in time and space and proximity in time and space. There are 3 force-quantification-extent found in text 1 such as: *prolonged war, past wrong, and past wrong*.

3.2. Form/meaning of Graduation

3.2.1. Focus

The meanings of focus are classified into two; sharpen (*up-scaled*) and soften (*down-scaled*). The form or meaning of focus-graduation is same as the type of focus-graduation.

Text 1 contains 28 *up-scaled* - focus and 25 *down-scaled* - focus. The items included in *up-scaled*-focus are *invasion, flouting, “there are to be no witnesses”, the Balibo killings, a symptom of New Order’s way, to invade, crimes, torture, massacre, Tanjung Priok killings, assault, assassination, never clarified, civilian crimes, murder trial, “state mission”, thugs, to kill, rebellion, take it over, battle, diffusing, ban, an anomaly,*
agonies, repressive, constraints, and shame. Those items belong to up-scaled focus since they turn the volume up.

Meanwhile, the items included in down-scaled-focus are simply, routinized cover-up, eliminate, open-ended, conflict, the Cold war, its troubles, the justification, atrocities, its justification, simply, the Balibo incident, innocent, impunity apparently, debated, simply ridiculous, victims, not murdered, apologized, occupation, tragedies, tragedy, regime, regime, and maturity. Those items belong to down-scaled focus since they have volume down.

3.2.2. Force

The forms of force according are classified into 3; isolated, infusion, and repetition. The forms of the force are 35 isolating items and 7 infusion items. However, there are no items which belong to repetition-force in text 1. The 35 isolating-force are just one shameful chapter, could be viewed, so many human wrongs, so many shameful things, the secret operation, would be impossible, brutal occupation, countless tragedies, our tiny neighbor, a scared state institution, a powerful justification, many, sacrosanct status, unresolved atrocities, took the lives, great tragedies, prolonged war, sacred mission, patriotic dedication, just collateral damage, a pertinent lie, should the case be, is now taking fruit, past wrong, little room, cold blood, a blind
eye, infant democracy, cannot be blamed, belated solidarity, this arrogant approach, should take, the free flow of information is a must, past wrong, and will only burden us. Those items belong to isolated force because they are followed by intensifier items.

The 7 infusion-force are “silence”, the depth of that logic, “enemy in our backyard”, “a fire at our neighbor’s house”, “a pebble in our shoe”, “a mission to maintain state unity”, and really. Those items belong to infusion-force since the sense of up/down-scaling from those items is fused with the meaning which serves some other semantic.

The meanings of force are classified into three; intensifier, metaphor, and attitudinal lexis. There are 22 items of intensifier, 8 items of metaphor, and 13 items of attitudinal lexis.

The items belong to intensifier meaning when there are words that amplify the meanings, such as very/really/extremely. The 22 items of intensifier are just one shameful chapter, so many human wrongs, so many shameful things, countless tragedies, our tiny neighbor, many, really, unresolved atrocities, took the lives, great tragedies, prolonged war, massacre, past wrong, little room, belated solidarity, past wrong, could be viewed, would be impossible, should the case be, cannot be blamed, should take, and will only burden us.
The items belong to metaphor meaning when there are words that use to express the feeling using figure of speech or analogy. The 8 items of metaphor are “silence”, “enemy in our backyard”, a fire at our neighbor’s house”, “a pebble in our shoe”, “a mission to maintain state unity”, cold blood, a blind eye, and infant democracy.

The last meaning of force is attitudinal lexis. The items can be included into attitudinal lexis meaning when there are vocabulary items that include degree of intensity, such as happy/delighted/ecstatic. The 13 items of attitudinal lexis are the depth of that logic, the secret operation, brutal occupation, a scared state institution, a powerful justification, sacrosanct status, scared mission, patriotic dedication, just collateral damage, a pertinent lie, is now taking fruit, this arrogant approach, and the free flow of information is a must.

II. Text 2: “By the way: A ban that boomerangs back on us”

1. Attitude (ways of feeling)

Attitude of the second text is divided into three. They are affect, judgement, and appreciation. The table below shows the number of attitudes which is found in the second text. It can be differentiated into positive and negative attitudes.
Table 4.2.2 Number of Attitudes in text 2

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>12</td>
<td>28.41%</td>
</tr>
<tr>
<td>Negative</td>
<td>13</td>
<td>31.48%</td>
</tr>
<tr>
<td>Judgement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>5</td>
<td>10.23%</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>8.36%</td>
</tr>
<tr>
<td>Appreciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>30</td>
<td>61.36%</td>
</tr>
<tr>
<td>Negative</td>
<td>25</td>
<td>51.68%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table, we can see that appreciation is 61.36%, judgement is 10.23%, and affect is 28.41%. It shows that the number of appreciation is still dominant in text 2. It also indicates that the writer of the second text is preferred to evaluate everything related to the issue to show his feeling toward the text.

Here, the researcher explains each type of attitude, which is differentiated into positive and negative attitude. The first type of attitude is affect. It deals with people’s feeling. Affect can be positive or negative. For example: (cl. 1b) “..., it never dawned on me ....” (attitude: affect; negative insecurity). The clause *it never dawned on me* shows that the negative feeling of the writer toward Balibo film. He surprises that the movie causes such a stir. While the good feeling from the writer is showed by the word *expected* in clause 4a: “I *expected* it to have appeal ....” (attitude: affect; positive desire). The word *expected* shows the writer good feeling toward Balibo film. The writer hopes that the movie will not cause a serious stir, which breaks the relationship between Indonesia and Timor Leste.
The next type is judgement. It deals with people’s character. It also can be positive or negative. For example: (cl. 13b) “...of the “bad” Indonesian ...” (attitude: judgement; negative propriety). The appraising item bad explains how ethical someone is. The other example of judgement is in clause 14c “…good Japanese soldiers depicted in the film are ....” (attitude: judgement; positive propriety). The appraising item good Japanese soldier also explains how ethical someone is but the writer highlights this appraising item as positive judgement.

The last type is appreciation. It deals with the value of things. It also can be positive or negative. For example: (cl. 17c) “The world’s great powers apparently turn ....” (attitude: appreciation; positive composition). Great powers describes that how big the world’s power is. The appraising item great powers has to do with the writer’s perceptions of detail of the world’s power. The writer also emphasizes this appraising item as positive appreciation. The negative appreciation is showed in clause 13b “... of the invading forces, ...” (attitude: appreciation: negative reaction). The appraising item invading forces is related to negative evaluation of the forces happened when Indonesia defended the territory of East Timor. It seems that Indonesia grabs East Timor from Australia. So, the writer highlights this appraising item as negative appreciation.

The attitudes are expressed through some forms. The forms of attitudes are classified into four forms. They are minor clause, word,
nominal group, and clause. Minor clause is a clause which does not have predicator. Word is a unit of language with meaning. It is divided into four: grammatical item, lexical item, modal adjunct, and metaphor. Next form is nominal group which means as a group of words having meaning. It is also classified into three; epithet, adjective phrase, and metaphor. The last form is clause. It is classified into four; mental process, mental behavior process, relational process, and modality. The table below shows the number of 4 types of attitudes in text 2.

<table>
<thead>
<tr>
<th>Forms of Attitude</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor clause</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammatical item</td>
<td>27</td>
<td>30.34%</td>
</tr>
<tr>
<td>lexical item</td>
<td>14</td>
<td>15.73%</td>
</tr>
<tr>
<td>modal adjunct</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>metaphor</td>
<td>3</td>
<td>3.37%</td>
</tr>
<tr>
<td>epithet</td>
<td>10</td>
<td>11.24%</td>
</tr>
<tr>
<td>adjective phrase</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>metaphor</td>
<td>1</td>
<td>1.12%</td>
</tr>
<tr>
<td>nominal group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mental process</td>
<td>19</td>
<td>21.35%</td>
</tr>
<tr>
<td>mental behavior process</td>
<td>6</td>
<td>6.74%</td>
</tr>
<tr>
<td>relational process</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>modality clause</td>
<td>8</td>
<td>8.99%</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>100%</td>
</tr>
</tbody>
</table>

2. Engagement (source of attitude)

Engagement is source of attitudes or who are the attitudes coming from. There are two kinds of engagement: monogloss, where the source is simply the author, and heterogloss, where the source of attitude is other than the writer. The researcher finds both types of engagement in text 2, monogloss and heterogloss. The researcher finds 81 attitudes
which belong to monogloss engagement and 8 attitudes which belong to heterogloss engagement in text 2 (see in appendix).

The example of monogloss engagement in text 2:

*To be honest, I didn't consider that a film about East Timor from an Australian perspective would bring in the crowds. I expected it to have appeal only for curious crowds on the festival circuit, who wanted to know more about the mysterious deaths of five Australian journalists during the annexation by Indonesia* (paragraph 2). It means that these statements are from the writer because the writer does not quote another people’s statements. It also means that the source of attitudes involved in this paragraph is monogloss.

Heterogloss engagement is applied where the source of attitude is other than the writer. The example of heterogloss engagement in text 2: *A military spokesman stated that screening the film would only hurt many Indonesians* (paragraph 9). The writer quotes the statement from a military spokesman. It means that the source of attitudes is from other than the writer. Thus, the engagement is called heterogloss.

While the researcher finds both types of engagement in text 2, the researcher still finds that the dominant engagement is monogloss. It is because most evaluations are from the writer of text 2.

3. **Graduation (strength of evaluation)**

Graduation is functioned to strengthen the evaluation (attitude). It is classified into two types: *focus* and *force*. Focus is classified into two:
sharpen and soften. Meanwhile, force is also classified into two: intensification and quantification. Graduation also classifies the form/meaning of each type. The form/meaning of focus is divided into two: sharpen / up-scaled and soften / down-scaled. However, the form of force is divided into three: isolated, infusion, and repetition. The meaning of force is classified into three: intensifier, attitudinal lexis, and metaphor.

The analysis of graduation of text 2 can be seen in the explanation below. Text 2 applies 53 items of focus and 36 items of force.

3.1. Type of Graduation

3.1.1. Focus

Text 2 describes 29 items belong to sharpen focus and 24 items belong to soften focus. The items included into sharpen focus are it never dawned on me, particular film, a stir, To be honest, I didn’t consider, the crowds, expected, the annexation, convinced, admire, commendable endeavor, went wrong, the Indonesian occupation, Indonesian occupation, I was wrong, the movie was banned, discredits, perished, the less-than-flattering portrayal, “bad”, the invading forces, imperialistic ambitions, crossfire, the death, stir debate, the dead journalists, the film is making waves, poised, and blockbuster. While, the items included into soften focus are a referendum, ready to move on, simply, dearth of materials, ushering, the Film Censorship
Board, it was to be screen, suspect, subjugating the resistance, opposed, to grant, maybe, depictions, simplistic, a documentary on capitalism, a liberal, capitalism, American heroism, depicted, who were killed, to jeopardize its amiable relationship, its neighbor, raise some questions, who knew next to nothing, and just.

The appraising items above are included into focus-graduation because they are not gradable items. They only concentrate on definite items without any amplifier or intensifier. The example of focus is seen from the appraising item the dead journalists. It sounds having gradable but actually it is not gradable. It just emphasizes bad impact of the invasion taking victims from journalists. The victims are Australian journalists. The writer actually can use the appraising items the Australian journalists, in fact, he use the term the dead journalists. It is used to emphasize the meaning through the term dead.

3.1.2. Force

The analysis of types of force (intensification and quantification) in text 2 is:

a) Force-intensification

There are two types of force-intensification; quality and process. The researcher finds that there are 17 items
included into intensification-quality. They are curious crowds, the mysterious deaths, the best possible way, “popular consultation”, a better relationship, the courageous work, the most deplorable acts, I am not quite sure, the good East Timorese, would paint a rosy, a good job, more humane face, good Japanese soldiers, a blind eye, the violent occupation, an independent account, and under wraps. The example of force-intensification is in the clause 3b, the best possible way. The term ‘best’ shows the degree of intensity of top/greatest/superlative. Therefore, the appraising item the best possible way belongs to force-intensification-quality.

The second type of intensification is to show a process. There are 11 force-intensification-process found in text 2. They are would bring, only, could be told, only, would only hurt, will do the fallen soldiers a disservice, broke away, conveniently, would be limited in scope, and could have helped, curious.

b) Force-quantification

There are 8 items of quantification which found in text 2. Quantification is classified into three; number (shows scaling of amount), mass (shows scaling of amount), and
extent (shows scaling of extent covering scope in time and space).

In text 2, the researcher only finds one item belong to quantification-number. It is seen from the item many in clause 9b. There are 3 items of quantification-mass. They are the small territory, too much, great powers. Meanwhile, there are 4 items of quantification-extent. They are this is an echo of the not-so-distant past, shady past, comprehensive picture, and the long-standing complacency.

3.2. Form/meaning of Graduation

3.2.1. Focus

The form/meaning of focus is same as the type of focus-graduation. The form/meaning of focus is classified into two; up-scaled and down-scaled.

Text 2 contains 29 up-scaled focus and 24 down-scaled focus. The appraising items included in up-scaled focus are it never dawned on me, particular film, a stir, To be honest, I didn’t consider, the crowds, expected, the annexation, convinced, admire, commendable endeavor, went wrong, the Indonesian occupation, Indonesian occupation, I was wrong, the movie was banned, discredits, perished, the less-than-flattering portrayal, “bad”, the invading forces, imperialistic ambitions, crossfire, the death, stir debate, the
dead journalists, the film is making waves, poised, and blockbuster. Those items belong to up-scaled focus because they turn the volume up.

Meanwhile, the items included in down-scaled focus are a referendum, ready to move on, simply, dearth of materials, ushering, the Film Censorship Board, it was to be screen, suspect, subjugating the resistance, opposed, to grant, maybe, depictions, simplistic, a documentary on capitalism, a liberal, capitalism, American heroism, depicted, who were killed, to jeopardize its amiable relationship, its neighbor, raise some questions, who knew next to nothing, and just. Those items belong to down-scaled focus since they turn the volume down.

3.3.1. Force

The form of force is classified into three; isolated, infusion, and repetition. In text 2, the forms of force are 33 isolated and 3 infusion items. It is also same with text 1, which has no repetition. The 33 isolated forces are would bring, curious crowds, the mysterious deaths, the best possible way, popular consultation, a better relationship, the courageous work, the most deplorable acts, the small territory, could be told, would only hurt, many, I am not quite sure, this is an echo of the not-so-distant past, shady.
past, will do the fallen soldiers a disservice, the good East Timorese, would paint a rosy, a good job, more humane face, good Japanese soldiers, too much, comprehensive picture, broke away, conveniently, great powers, a blind eye, the violent occupation, an independent account, the long-standing complacency, would be limited in scope, could have helped, and under wraps. Those items belong to isolated force since they are followed by intensifier items.

The 3 infusion force are only (cl. 2c), only (cl. 7d) and curious. Those items belong to infusion force since they are not followed by intensifier items.

The meaning of force is classified into three; intensifier, metaphor, and attitudinal lexis. There are 19 items of intensifier, 4 items of metaphor, and 13 items of attitudinal lexis found in text 2.

The items included into intensifier force are would bring, only, the small territory, could be told, only, would only hurt, many, this is an echo of the not-so-distant past, shady past, will do the fallen soldiers a disservice, more humane face, too much, comprehensive picture, conveniently, great powers, the long-standing complacency, would be limited in scope, could have helped, and curious. Those items belong to intensifier force since they amplify
the meanings. The examples are *comprehensive picture* (cl. 16b), *great powers* (17c), *the long-standing complacency* (cl. 19a), and so on.

The items belong to metaphor meaning when there are words that use to express the feeling using figure of speech or analogy. The 4 items of metaphor found in text 2 are *would paint a rosy, broke away, a blind eye, and under wraps*.

The last is attitudinal lexis. The items can be included into attitudinal lexis meaning when there are vocabulary items that include degree of intensity. The 13 items of attitudinal lexis found in text 2 are *curious crowds, the mysterious deaths, the best possible way, popular consultation, a better relationship, the courageous work, the most deplorable acts, I am not quite sure, the good East Timorese, a good job, good Japanese soldiers, the violent occupation, and an independent account*. The example of attitudinal lexis force is seen from the appraising item *the best possible way*. It is because the term ‘best’ shows the degree of intensity of top/greatest/superlative.

This subchapter is also aimed to answer the questions which are stated in Research Question of Chapter I. Those questions are about attitudes are employed in the texts exposing the controversy of Balibo Five films, the influence of
attitudes toward the texts, and the reason why the attitudes are employed. The questions above are explained and mentioned below.

1. **Types of attitudes employed in the texts**

   Based on the first question, this analysis implicates the domain and taxonomic analysis. The domain analysis is the analysis of data whether it belongs to the data or not. It is applied to find attitudes in the texts.

   Based on the domain analysis, the researcher concludes that there are 3 kinds of attitudes which are found in text 1. The attitudes are affect, judgement, and appreciation.

   1.a. **Affect**

   There are 7 data which contain affect in the first text or 7.29%. They are 2 positive affect and 5 negative affect. The 2 positive affect are *maturity* and *the free flow of information is a must*. The 5 negative affect are *simply ridiculous, cold blood, an anomaly, agonies*, and *constraints*.

   1.b. **Judgement**

   There are 8 data which contain judgement in the first text or 8.33%. They are 2 positive judgements and 6 negative judgements. The 2 positive judgement are *should the case be* and *should take*. The 6 negative judgement are *“silence”, “enemy in our backyard”, innocent, thugs, victims*, and *repressive*.

   1.c. **Appreciation**

   There are 80 data which contain appreciation in the first text or 84.38%. They are 16 positive appreciations and 64 negative
appreciations. The 16 positive appreciation are the depth of that logic, simply, the justification, “a mission to maintain state unity”, a powerful justification, sacrosanct status, its justification, simply, impunity, sacred mission, patriotic dedication, not murdered, apologized, is now taking fruit, cannot be blamed, belated solidarity. The 65 negative appreciation are just one shameful chapter, could be viewed, so many human wrongs, so many shameful things, invasion, flouting, “there are to be no witnesses”, the secret operation, the Balibo killings, a symptom of New Order’s way, routinized cover-up, would be impossible, eliminate, open-ended, brutal occupation, countless tragedy, conflict, the Cold war, “a fire at our neighbor’s house”, to invade, our tiny neighbor, its troubles, “a pebble in our shoe”, atrocities, a scared state institution, many, crimes, the Balibo Incident, really, unresolved atrocities, took the lives, great tragedies, prolonged war, massacre, torture, Tanjung Priok killings, assault, assassination, never clarified, civilian crimes, murder trial, “state mission”, to kill, rebellion, take it over, debated, occupation, tragedies, tragedy, just collateral damage, battle, a pertinent lie, past wrong, diffusing, a blind eye, ban, infant democracy, little room, regime, this arrogant approach, regime, past wrong, and will only burden us, shame.

The researcher also concludes that there are 3 kinds of attitudes which are found in text 2. The attitudes are affect, judgement, and appreciation.
2.a. Affect

There are 25 data which contain affect in the second text or 28.41%. They are 12 positive affects and 13 negative affects. The 12 positive affects are expected, curious crowds, convinced, admire, ushering, suspect, subjugating the resistance, maybe, the less-than-flattering portrayal, depicted, conveniently and curious. The 13 negative affects are it never dawned on me, To be honest, I didn’t consider, went wrong, I was wrong, I am not quite sure, perished, this is an echo of the not-so-distant past, opposed, who were killed, broke away, to jeopardize its amiable relationship, who knew next to nothing and under wraps.

2.b. Judgement

There are 9 data which contain judgement in the second text or 10.23%. They are 5 positive judgements and 4 negative judgements. The 5 positive judgements are the good East Timorese, he would paint a rosy, more humane face, American heroism, and good Japanese soldiers. The 4 negative judgements are “bad” Indonesian, a liberal, the deaths, and the dead journalists.

2.c. Appreciation

There are 55 data which contain appreciation in the second text or 61.36%. They are 30 positive appreciations and 25 negative appreciations. The 30 positive appreciations are particular film, only, the best possible way, a referendum, “popular consultation”, ready to move on, a better relationship, the courageous work, simply, commendable
endeavor, dearth of materials, could be told, the Film Censorship Board, only, it was to be screened, many, to grant, depictions, simplistic, a good job, imperialistic ambitions, too much, comprehensive picture, great powers, its neighbor, an independent account, the long-standing complacency, could have helped and just. The 25 negative appreciations are a stir, would bring, the crowds, the mysterious deaths, the annexation, the Indonesian occupation, Indonesian occupation, the small territory, the movie was banned, discredits, would only hurt, shady past, will do the fallen soldiers a disservice, the invading forces, a documentary on capitalism, capitalism, a blind eye, the violent occupation, crossfire, stir debate, raise some questions, would be limited in scope, the film is making waves, poised and blockbuster.

On the other hand, the taxonomic analysis is to classify the data based on its classes. It is applied to see the classification of attitudes and meanings of attitudes in the texts.

**Text 1:**

1.a. Affect

*Table 4.2.1.2.1 Affect – unhappiness*

<table>
<thead>
<tr>
<th>Un/happiness</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappiness : misery</td>
<td>agonies (cl. 19a)</td>
<td>negative</td>
</tr>
<tr>
<td>unhappiness :</td>
<td>cold blood (cl. 14e)</td>
<td>negative</td>
</tr>
<tr>
<td>antipathy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The word *cold blood* and *agonies* shows the writer’s feeling toward the Balibo incident; *cold blood* shows writer’s detestation, while *agonies* shows the misery feeling. Thus, both *cold blood* and *agonies* are classified into affect: unhappiness and their meaning are negative.

*Table 4.2.1.2 Affect – dis/satisfaction*

<table>
<thead>
<tr>
<th>Dis/satisfaction</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dissatisfaction : ennui</td>
<td>simply ridiculous (cl. 14c)</td>
<td>negative</td>
</tr>
<tr>
<td>satisfaction : interest</td>
<td>the free flow of information is a must (cl. 21b)</td>
<td>positive</td>
</tr>
<tr>
<td>satisfaction : admiration</td>
<td>maturity (cl. 21a)</td>
<td>positive</td>
</tr>
</tbody>
</table>

The appraising item *simply ridiculous* shows the writer’s disappointment toward the statement of Balibo commander. Thus, *simply ridiculous* belongs to affect: dissatisfaction: ennui and its meaning is negative. “*the free flow of information is a must*” belongs to affect; satisfaction; interest since it shows the writer’s desires to make the information open-ended. Appraising item *maturity* belongs to affect; satisfaction; admiration, since it shows the writer’s satisfaction toward the democracy. So, both “*the free flow of information is a must*” and *maturity* contain positive feeling.

*Table 4.2.1.3 Affect – in/security*

<table>
<thead>
<tr>
<th>In/security</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insecurity : disquiet</td>
<td>an anomaly (cl. 19a), constraints (cl. 19d)</td>
<td>negative</td>
</tr>
</tbody>
</table>
One example of appraising item above, *constraints*, shows the writer’s feeling toward the New Order regime. The writer feels that the media can not feel secure in exposing any news to publics in New Order’s era. So, this appraising item classifies into affect: insecurity: disquiet. Therefore, the meaning of *constraints* contains negative feeling.

2.b. Judgement

*Table 4.2.1.2.4 Judgement – social esteem*

<table>
<thead>
<tr>
<th>Social Esteem ‘venial’</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>normality: fate</td>
<td>victims (cl. 14d)</td>
<td>negative</td>
</tr>
<tr>
<td>capacity</td>
<td>should the case be (cl. 17a)</td>
<td>positive</td>
</tr>
<tr>
<td>tenacity: resolve</td>
<td>“silence” (cl. 2d)</td>
<td>negative</td>
</tr>
</tbody>
</table>

Appraising item *victims* explains how unusual someone is. So, it belongs to negative judgement: normality. However, *should the case be* belongs to positive judgement: capacity because it explains capability. The last type of judgement of esteem is tenacity. The appraising item which contains tenacity type is “silence”. It is classified into negative judgement: tenacity because it explains the persistence of capt. Yunus Yosfiah units to make the five newsmen shutting their mouth up about the East Timor invasion.

*Table 4.2.1.2.5 Judgement – social sanction*

<table>
<thead>
<tr>
<th>Social Sanction ‘mortal’</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>propriety: ethics</td>
<td>“enemy in our backyard” (cl. 7b), innocent (cl. 9c), thugs (cl.12b), repressive (cl. 19d)</td>
<td>negative</td>
</tr>
</tbody>
</table>
The appraising items, “enemy in our backyard”, innocent, thugs and repressive, are classified into judgement: propriety because they explain how ethical someone is. They contain negative meaning. Should take explains modulation of obligation. Thus, it also belongs to judgement: propriety but it contains positive meaning.

3.c. Appreciation

*Table 4.2.1.2.6 Appreciation – reaction*

<table>
<thead>
<tr>
<th>Appreciation: reaction</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>reaction: quality</strong></td>
<td>a powerful justification (cl. 8c), positive cannot be blamed (cl. 19c).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>just one shameful chapter (cl. 1a), so many human wrongs (cl. 1b), so many shameful things (cl. 1b), past wrong (cl. 17c, 21c), ban (cl. 18c), shame (cl. 21c).</td>
<td></td>
</tr>
<tr>
<td><strong>reaction: impact</strong></td>
<td>“a mission to maintain state unity” (cl. 8a), sacrosanct status (cl. 8e), impunity apparently (cl. 11b), sacred mission (cl. 11c), not murdered (cl. 14e), apologized (cl. 15b), is now taking fruit (cl. 17b), belated</td>
<td></td>
</tr>
</tbody>
</table>
solidarity (cl. 19c).

could be viewed (cl. 1b), invasion (cl. 2a), flouting (cl. 2c), The Balibo killings (cl. 5a), a symptom of New Order’s way (cl. 5a), eliminate (cl. 5c), “a fire at our neighbor’s house” (cl. 7b), to invade (cl. 7b), atrocities (cl. 8a), crimes (cl. 8c), unresolved atrocities (cl. 9a), took the lives (cl. 9c), torture (cl. 10b), Tanjung Priok killings (cl. 10b), assault (cl. 10c), assassination (cl. 10c), never clarified (cl. 11a), civilian crimes (cl. 12a), to kill (cl. 12b), rebellion (cl. 13a), take it over (cl. 13c), debated (cl. 14b), occupation (cl. 15b), tragedies (cl. 15b), tragedy (cl. 15c), just collateral damage (cl. 16b), battle (cl. 16b), diffusing (cl. 17d), a blind eye (cl. 18b), will only burden us (cl. 21c).
The example of reaction (impact) is *belated solidarity*. It belongs to appreciation: reaction: impact since it drives the reader’s attention to know why Indonesian journalists create such kind of solidarity. While the example of appreciation: reaction: quality is *ban*. It shows a kind of reaction which is done by the Indonesian government towards Balibo Five film. It contains negative meaning.

*Table 4.2.1.2.7 Appreciation – composition*

<table>
<thead>
<tr>
<th>Appreciation: composition</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>composition: complexity</strong></td>
<td>the depth of that logic (cl. 4e), simply (cl. 4g, 8f), the justification (cl. 8a), its justification (cl. 8f), patriotic dedication (cl. 13a), “there are to be no witnesses” (cl. 3b), the secret operation (cl. 4g), routinized cover-up (cl. 5a), would be impossible (cl. 5b), open-ended (cl. 6a), brutal occupation (cl. 6b), countless tragedies (cl. 6b), conflict (cl. 7a), the Cold War (cl. 7a), our tiny neighbor (cl. 7b), its troubles (cl. 7c), “a pebble in our shoe” (cl. 7c), a sacred state</td>
<td>positive, negative</td>
</tr>
</tbody>
</table>
The example of composition (complexity) is *patriotic dedication*. It shows how valuable someone’s dedication is. It contains positive meaning. However, *countless tragedies* contains negative meaning since it shows that there are many tragedies which are happened in Indonesia. It also belongs to appreciation: composition: complexity.

**Table 4.2.1.2.8 Appreciation – valuation**

<table>
<thead>
<tr>
<th>Appreciation: valuation</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>valuation</td>
<td>infant democracy (cl. 19a)</td>
<td>negative</td>
</tr>
</tbody>
</table>

The example of valuation in text 1 is *infant democracy*. This appraising item belongs to appreciation: valuation and it has negative meaning. It is because the writer assumes that democracy in that era (when the Balibo incident is happened) is still new. So, the writer calls it as *infant democracy*. 

*commit to user*
The attitude also can be categorized based on the forms. The forms of attitudes are classified into four forms. They are *minor clause*, *word*, *nominal group*, and *clause*. *Minor clause* is a clause which does not have predicator. *Word* is divided into four; *grammatical item*, *lexical item*, *modal adjunct*, and *metaphor*. Next form is *nominal group* which is classified into three; *epithet*, *adjective phrase*, and *metaphor*. The last form is *clause* which is also classified into four; *mental process*, *mental behavior process*, *relational process*, and *modality*.

The appraising items of text 1 which is in the form of word: grammatical items, are *so many human wrongs*, *invasion*, *flouting*, *the depth of that logic*, *simply*, *The Balibo killings*, *a symptom of New Order’s way*, *routinized cover-up*, *open-ended*, *conflict*, *the Cold War*, *its troubles*, *the justification*, *atrocities*, *many*, *crimes*, *its justifications*, *simply*, *the Balibo incident*, *really*, *innocent*, *the prolonged war*, *massacre*, *torture*, *Tanjung Priok killings*, *assault*, *assassination*, *civilian crimes*, *murder trial*, “*state mission*”, *thugs*, *rebellion*, *simply ridiculous*, *victims*, *occupation*, *tragedies*, *tragedy*, *battle*, *past wrongs*, *diffusing*, *ban*, *an anomaly*, *agonies*, *constraints*, *regime*, *regime*, *maturity*, *past wrongs*, and *shame*. Those items are in the form of word: grammatical item because they are belonging to intensifier items.

The appraising items of text 1 which is in the form of word: lexical items (attitudinal lexis) are *the secret operation*, *great tragedies*, *just collateral damage*, *little room*, and *a pertinent lie*. In text 1, it is found only one
appraising item which is in the form of word: modal adjunct, that is apparently. The item included in the form of word: metaphor, is “silence”.

The appraising items included into epithet group are just one shameful chapter, so many shameful things, countless tragedies, brutal occupation, our tiny neighbor, a sacred state institution, a powerful justification, unresolved atrocities, sacrosanct, status sacred mission, patriotic dedication, this arrogant, approach repressive, and belated solidarity.

The appraising items included into metaphor group are “enemy in our backyard”, “a fire at our neighbor’s house”, “a pebble in our shoe”, “a mission to maintain state unity”, cold blood, is now taking fruit, a blind eye, and infant democracy. They are included in a group of word that contains connotation meaning.

Meanwhile, the appraising items included into mental process clause are “there are to be no witnesses”, never clarified, and the free flow of information is a must. The appraising items included into mental behavior process clause are eliminate, to invade, took the lives, to kill, take it over, debated, not murdered, and apologized. Last, the appraising items included into modality clause are could be viewed, would be impossible, should the case be, cannot be blamed, should take, and will only burden us.
Text 2:

2.a. Affect

Table 4.2.2.2.1 Affect – desire

<table>
<thead>
<tr>
<th>Affect</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>desire</td>
<td>expected (cl. 2c), convinced (cl. 3a),</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>admire (cl. 4a), suspect (cl. 10c)</td>
<td></td>
</tr>
</tbody>
</table>

The word *expected* shows the writer's good feeling toward Balibo film. The writer hopes that the movie will not cause a serious stir, which breaks the relationship between Indonesia and Timor Leste. Thus, *expected* is classified into affect: desire and the meaning is positive.

Table 4.2.2.2.2 Affect – unhappiness

<table>
<thead>
<tr>
<th>Un/happiness</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappiness</td>
<td>I am not quite sure (cl. 10a)</td>
<td>negative</td>
</tr>
<tr>
<td>unhappiness</td>
<td>who were killed (cl. 16c), broke</td>
<td>negative</td>
</tr>
<tr>
<td>antipathy</td>
<td>away (cl. 17a)</td>
<td></td>
</tr>
</tbody>
</table>

The clause *I am not quite sure* is classified into affect: unhappiness: misery since the clause shows the writer's feeling toward the military spokesman’s perception. It also shows that the writer is not happy with the military spokesman’s statement. The clause contains negative meaning.

Then, affect: unhappiness: antipathy is showed by the word *broke away*. It is because the word indicates the unhappiness feeling of the writer toward the relationship between East Timor and Indonesian. Thus, the word also contains negative meaning.
Table 4.2.2.3 Affect – dis/satisfaction

<table>
<thead>
<tr>
<th>Dis/satisfaction</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>satisfaction : interest</td>
<td>curious crowds (cl. 2c), the less-than-flattering portrayal (cl. 12a), curious (cl. 20b)</td>
<td>positive</td>
</tr>
<tr>
<td>dissatisfaction : displeasure</td>
<td>went wrong (cl. 4e), I was wrong (cl. 7b), opposed (cl. 11c), who knew next to nothing (cl. 20b), under wraps (cl. 20d)</td>
<td>negative</td>
</tr>
</tbody>
</table>

The word *curious* belongs to affect: satisfaction: interest. It is because *curious* expresses the feeling of someone interest to know something. It contains positive meaning.

The other example which contains negative meaning is *under wraps* (affect: dissatisfaction: displeasure). It belongs to dissatisfaction affect since it expresses the feeling of displeasure toward the Indonesian who covers the information about the incident. So, it contains negative meaning.

Table 4.2.2.4 Affect – in/security

<table>
<thead>
<tr>
<th>In/security</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>insecurity : surprise</td>
<td>it never dawned on me (cl. 1b), To be honest, I didn’t consider (cl. 2a)</td>
<td>negative</td>
</tr>
<tr>
<td>insecurity : disquiet</td>
<td>perished (cl. 10d), this is an echo of the not-so-distant past (cl. 11a), to jeopardize its amiable relationship (cl. 18a)</td>
<td>negative</td>
</tr>
</tbody>
</table>
security : confidence  ushering (cl. 6a), subjugating the positive 
resistance (cl. 10d), maybe (cl. 12a), 
depicted (cl. 14c)

security : trust  conveniently (cl. 17b)  positive

It never dawned on me is included into affect-insecurity: surprise since it shows the writer feeling of amazement about the impact of the film banning. That’s way, it contains negative meaning.

2.b. Judgement

Table 4.2.2.5 Judgement – social esteem

<table>
<thead>
<tr>
<th>Social Esteem ‘venial’</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>normality : fate</td>
<td>the deaths (cl. 19a), the dead negative journalists (cl. 19e)</td>
<td></td>
</tr>
<tr>
<td>capacity</td>
<td>a liberal (cl. 13d)  negative</td>
<td></td>
</tr>
<tr>
<td>tenacity : resolve</td>
<td>he would paint a rosy (cl. 13d), positive American heroism (cl. 14b)</td>
<td></td>
</tr>
</tbody>
</table>

The appraising item the dead journalists shows how unusual someone is. The word liberal shows how capable someone is. Meanwhile, the item American heroism shows how truthful someone is. Therefore, the dead journalists belongs to judgement-normality; liberal belongs to judgement-capacity; American heroism belongs to judgement-tenacity.

Table 4.2.2.6 Judgement – social sanction

<table>
<thead>
<tr>
<th>Social Sanction ‘mortal’</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>propriety : ethics</td>
<td>“bad” Indonesian (cl. 13b)  negative</td>
<td></td>
</tr>
</tbody>
</table>


For example, the appraising item *good Japanese soldier* explains how ethical someone is but the writer highlights this appraising item as positive judgement.

### 2.c. Appreciation

*Table 4.2.2.7 Appreciation – reaction*

<table>
<thead>
<tr>
<th>Appreciation reaction</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>reaction: quality</td>
<td>the best possible way (3b), a better relationship (3e),</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>the courageous work (4a), the most deplorable acts (5b),</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a good job (14a), comprehensive picture (16b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the movie was banned (8b), discredits (8c), shady past</td>
<td>negative</td>
</tr>
<tr>
<td></td>
<td>(11b), the violent occupation (17c)</td>
<td></td>
</tr>
<tr>
<td>reaction: impact</td>
<td>ready to move on (3d), could be told (6b), it was to be</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>screened (7c), to grant (11c), the long-standing complacency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(19a), could have helped (19e)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a stir (1c), would bring (2b), the crowds (2b), the annexation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2d),</td>
<td>negative</td>
</tr>
</tbody>
</table>
The appraising item *invading forces* is related to negative evaluation of the forces happened when Indonesia defended the territory of East Timor. It seems that Indonesia grabs East Timor from Australia. Thus, it can be concluded that the appraising item *invading forces* belongs to appreciation-reaction: impact. It contains negative meaning. The other example is *the movie was banned*. The clause *the movie was banned* is included into appreciation-reaction: quality. It also contains negative meaning. It is because it evaluates thing as a reaction of disliking towards the movie.

*Table 4.2.2.8 Appreciation – composition*

<table>
<thead>
<tr>
<th>Appreciation: composition</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>composition: complexity</strong></td>
<td>particular film (1c), only (2c), popular consultation (3b),</td>
<td>positive</td>
</tr>
</tbody>
</table>
The example of appreciation-composition: complexity can be seen in the word *great power*. The appraising item *great powers* describes that how big the world’s power is. The appraising item *great power* has to do with the writer’s perceptions of detail of the world’s power. The writer also emphasizes this appraising item as positive appreciation. So, the appraising item *great power* contains positive meaning.

**Table 4.2.2.2.9 Appreciation – valuation**

<table>
<thead>
<tr>
<th>Appreciation: valuation</th>
<th>Appraising items</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>valuation</strong></td>
<td>a referendum (3b), commendable endeavor (4e), the Film Censorship</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>Board (7c), depictions (12b), its neighbor (18a)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>capitalism (13d)</td>
<td>negative</td>
</tr>
</tbody>
</table>
This kind of appreciation is seen from the word *commendable endeavor*. This appraising item describes that it is evaluating things which are worthwhile or valuable. So, it belongs to appreciation-valuation. It contains positive meaning.

The attitude also can be categorized based on the forms. The forms of attitudes are classified into four forms. They are *minor clause, word, nominal group,* and *clause*. *Minor clause* is a clause which does not have predicator. *Word* is divided into four; *grammatical item, lexical item, modal adjunct,* and *metaphor*. Next form is *nominal group* which is classified into three; *epithet, adjective phrase,* and *metaphor*. The last form is *clause* which is also classified into four; *mental process, mental behavior process, relational process,* and *modality*.

The appraising items of text 2 which is in the form of word: grammatical items, are *particular film, a stir, the crowds, only, the annexation, a referendum, simply, the Indonesian occupation, dearth of materials, Indonesian occupation, only, the Film Censorship Board, many, perished, depictions, simplistic, the invading forces, a documentary on capitalism, a liberal, capitalism, American heroism, too much, its neighbor, the long-standing complacency, the deaths, just, blockbuster*. Those items are in the form of word: grammatical item because they are belonging to intensifier items.

The appraising items of text 2 which is in the form of word: lexical items (attitudinal lexis) are *the best possible way, a better relationship, the most*...
deplorable acts, the small territory, suspect, the less-than-flattering portrayal, “bad”, the good East Timorese, a good job, good Japanese soldiers, an independent account, the dead journalists, and curious. In text 2, it is found only one appraising item which is in the form of word: modal adjunct, that is conveniently. The items included in the form of word: metaphor, are broke away, crossfire, and under wraps.

The appraising items included into epithet group are curious crowds, the mysterious deaths, “popular consultation”, the courageous work, commendable endeavor, the most deplorable acts, shady past, imperialistic ambitions, more humane face, and comprehensive picture. There is only one appraising item included into metaphor group, that is a blind eye. It is because a blind eye is included in a group of word that contains connotation meaning.

Meanwhile, the appraising items included into mental process clauses are it never dawned on me, i didn’t consider, expected, ready to move on, admire, went wrong, I was wrong, it was to be screened, the movie was banned, I am not quite sure, this is an echo of the not-so-distant past, opposed, who were killed, to jeopardize its amiable relationship, stir debate, raise some questions, the film is making waves, who knew next to nothing, and poised. The appraising items included into mental behavior process clauses are convinced, ushering, discredits, subjugating the resistance, to grant, and depicted.
Last, the appraising items included into modality clauses are *would bring, could be told, would only hurt, will do the fallen soldiers a disservice, maybe, would paint a rosy, would be limited in scope, and could have helped.*

2. **The influence of attitudes**

Based on the second question, this analysis implicates the componential analysis. Componential analysis is used to find the relation between the classifications. In this context, componential analysis is related to prosody and genre of the text. Thus, in this subchapter, the researcher analyzes genre and prosody of both texts.

**Text 1:**

Many attitudes are found in text 1 entitled “*Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?*”. The researcher finds that the use of negative attitudes is more than the positive ones. Moreover, the text’s writer places many attitudes almost in the whole part of the text, not only in the end of the text. It indicates that the text’s writer challenges the issue. It can be seen from the more negative sides of the banning of Balibo Five film than the positive sides of the issue.

The researcher finds that the genre of text 1 is *hortatory exposition*. It is because the writer does not only evaluate the issue but also gives suggestion to the reader. The generic structure contains *thesis* (announcement of issue concern), *arguments* (reason for concern, leading to recommendation), and *recommendation* (statement of what ought or ought not to happen).

The explanation below clarifies the genre of text 1.
1. The social function

The social function of this text is to show to the readers that the Balibo incident is one disgraceful chapter in Indonesian’s past. The writer wants to influence and to persuade the reader especially the government that the flowing information is much needed. Therefore, this text challenges the issue, the banning of Balibo Five film.

2. Generic structure

The text consists of thesis, eighteen arguments and recommendation. Here, the analysis of generic structure of text 1:

<table>
<thead>
<tr>
<th>Generic Structure</th>
<th>Clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>thesis</td>
<td>Balibo is just one shameful chapter in our Indonesia’s past, but it could be viewed as a symbol for so many human wrongs, for so many shameful things, that have befallen our nation.</td>
</tr>
<tr>
<td>argument 1</td>
<td>When the commander of the East Timor invasion, gen. Benny Moerdani, learned of the presence of five foreign journalists in Balibo, he quickly dispatched the order through the chain of command that there were to be no witnesses to Indonesia’s flouting of international law. The order trickled down through col. Dading Kalbuadi [who instructed capt. Yunus Yosfiah to order his unit, the Susi Team], to “silence” all five newsmen on Oct. 16, 1975.</td>
</tr>
<tr>
<td>argument 2</td>
<td>What else were the soldiers and militia to do, when their commanders relayed the direct order that “there are to be no witnesses”?</td>
</tr>
<tr>
<td>argument 3</td>
<td>At work was the political-military logic, which was built on the fundamentals of Soeharto’s New Order state. Dading’s reply to Benny’s order— “Don’t worry” —tells us the depth of that logic. Subsequently they took it for granted that those journalists, [who were there to report on the secret operation in East Timor], simply had to be eliminated.</td>
</tr>
<tr>
<td>argument 4</td>
<td>The Balibo killings, in other words, were a symptom of New Order’s way of doing things: [routinized cover-up]. Today it would be impossible to launch a military campaign into another country and systematically eliminate any witnesses without the knowledge of the President and parliament.</td>
</tr>
<tr>
<td>Argument</td>
<td>Text</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>Gen. Ali Moertopo’s Opsus (Special Operation) in East Timor [led by Gen. Benny], was <strong>open-ended</strong>, resulting in an almost 25-year <strong>brutal occupation</strong> with <strong>countless tragedies</strong>. Hence, our nation shame.</td>
</tr>
<tr>
<td>6</td>
<td>The context to the <strong>conflict</strong> was, of course, the <strong>Cold War</strong>. A potential “<strong>enemy in our backyard</strong>” or — [in the words of an Indonesian diplomat before the UN General Assembly in 1976] — “<strong>a fire at our neighbor’s house</strong>”, was the excuse to <strong>invade</strong> our tiny neighbor. Once annexed, <strong>its troubles</strong> were belittled as “<strong>a pebble in our shoe</strong>”</td>
</tr>
<tr>
<td>7</td>
<td>But the <strong>justification</strong> at home for the <strong>atrocities</strong> that occurred remained as it had always been: “<strong>a mission to maintain state unity</strong>”. The obsession with unity displayed by the military— itself becoming a <strong>sacred state institution</strong>—thus became a <strong>powerful justification</strong> for the <strong>many war crimes</strong> it committed. Since the mission into East Timor often involved intelligence operations, both its <strong>sacrosanct status</strong> and its <strong>justifications</strong> were simply taken for granted</td>
</tr>
<tr>
<td>8</td>
<td>So, is the Balibo incident <strong>really</strong> any different to other <strong>unresolved atrocities</strong> in which army intelligence units, claiming to act in the interest of the state, <strong>took the lives</strong> of <strong>innocent civilians</strong></td>
</tr>
<tr>
<td>9</td>
<td>Forget for a moment the <strong>great tragedies</strong> of 1965-1966 and the <strong>prolonged war</strong> in and around East Timor’s Matebian in the late 1970s. Remember instead the 1983 <strong>massacre</strong> of Kraras villagers in East Timor, the 1980s <strong>torture center</strong> in a Pidie village, Aceh, the 1984 <strong>Tanjung Priok killings</strong>, the 1989 Talangari assault or the more recent <strong>assassination</strong> of rights activist Munir, to name a few</td>
</tr>
<tr>
<td>10</td>
<td>Such cases were <strong>never clarified</strong> and ended up in <strong>impunity</strong> apparently because they were all part and parcel of state’s <strong>sacred mission</strong> and were justified as such</td>
</tr>
<tr>
<td>11</td>
<td>Even in <strong>civilian crimes</strong> such as the recent Antasari murder <strong>trial</strong>, a police officer, [whose career reflects New Order’s legacy], explicitly used the same language — a discourse of “<strong>state mission</strong>” — when he allegedly ordered <strong>thugs to kill</strong> Nasruddin Zulkarnaen.</td>
</tr>
<tr>
<td>12</td>
<td>Indeed, the Balibo commander, the late gen. Dading Kalbuadi, proudly saw the Balibo case as part of his <strong>patriotic dedication</strong> running from the late 1940s to the war against the Permesta <strong>rebellion</strong> in the mid-1950s. In 1995, he told this writer: “East Timor? Well, we had to <strong>take it over</strong>. Just like Lawrence of Arabia’s [mission] in the Arab land, you know”</td>
</tr>
<tr>
<td>13</td>
<td>Meanwhile, evidence, including eye witness accounts, has accumulated and <strong>debated</strong> in many publications, commissions and courts around the world. So such so that it has become <strong>simply ridiculous</strong> to maintain Dading’s claims that the Balibo journalists were <strong>victims</strong> of cross fire and <strong>not murdered</strong> in cold blood</td>
</tr>
<tr>
<td>14</td>
<td>Let us remember that when President Abdurrahman “Gus Dur” Wahid <strong>apologized</strong> in Dili in 2001 for the <strong>occupation</strong> and subsequent <strong>tragedies</strong>, it surely included the Balibo <strong>tragedy</strong>.</td>
</tr>
</tbody>
</table>
argument 15  Therefore, to suggest, as the Indonesian military and diplomats voice to this very day that the Balibo incident was just collateral damage incurred in the heat of battle, is a pertinent lie.

argument 16  Neither should the case be considered closed. It appears that Jakarta is now taking fruit from the CTF pact, using it to once and for all relegate to the pages of history whatever past wrongs the military and militia committed in East Timor, effectively diffusing any investigations into cases like Balibo.

argument 17  In doing so, the authorities have encouraged and at times forced, society to turn a blind eye. The most recent example of this is the Film Sensor Agency’s blanket ban on the film Balibo.

argument 18  It’s an anomaly in this infant democracy that prolongs Balibo-like agonies and leaves little room for future generations to learn from our own past. Indonesian journalists cannot be blamed for their belated solidarity on the Balibo case, since they too were victims of repressive media constraints by the New Order regime.

recommendation  Instead of this arrogant approach to our nation’s wrongs, we should take the stance of Argentina, where the post-military regime has allowed the public release of Argentine in the Seventies; a documentary film similar to Balibo. In a democracy that has started to stabilize itself with growing electorate maturity, the free flow of information is a must. Without this, past wrongs will only burden us with more national shame.

The reason above proves that text 1 is classified into hortatory exposition. After finding the genre, the researcher intends to analyze the prosody of the text to discover the voice of the writer inside the texts.

The prosody of text 1 is more subjective. It is not only because of applying of attitudes in whole part of the text, but also of using the engagement and graduation of attitudes. The writer uses his own statements only in delivering his opinion. It means that all of the engagements of text 1 are monogloss. It shows that the sources of attitude applied in the text are from the writer. It proves that the writer of this text is subjective. In addition, the graduations of the attitude are used to strengthen the writer’s opinion through the text.
**Text 2:**

The writer of the second text places many attitudes in the whole part of the text. The researcher finds that the use of negative attitudes is less than the positive ones. It indicates that the second text’s writer supports the issue, the banning of Balibo Five film. It can be seen from the more positive sides of the issue than the negative sides of the issue. The other reason, why the writer supports the issue, is seen in the end part of the text. The writer says thanks for the ban because the film banning makes some Indonesian, who knew nothing about the deaths, finding out exactly what happened about the incident.

The researcher finds that the genre of text 2 is *analytical exposition*. It is because the writer does not only evaluate the issue but also persuades the readers that the banning of Balibo film is the case. The banning is making waves and causing such a stir. The generic structure is *thesis* (position: introduces topic and indicates writer’s position, preview: outlines the main arguments to be presented), *arguments* (point: restates main arguments outlined in Preview, elaboration: develops and supports each Point/argument) and *reiteration* (restates the writer’s position).

The explanation below clarifies the genre of text 2.

1. **The social function**

   The social function of this text is to show to the readers that the banning of Balibo film triggers a controversy and causes such a stir. The writer wants to persuade the readers especially the
government that the banning of Balibo film is making waves and makes some Indonesians, who knew nothing about the deaths, are curious to know exactly what happened all those years ago. Therefore, this text supports the issue, the banning of Balibo Five Film. It is because the film banning arouses the attention of some Indonesians, who knew nothing, to know exactly about the deaths.

2. Generic structure

The text consists of thesis position, thesis preview, 4 argument points, 13 argument elaborations, and reiteration. Here, the analysis of the generic structure of text 2:

<table>
<thead>
<tr>
<th>Table 4.3.2 Generic Structure of Text 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Structure</td>
</tr>
<tr>
<td>thesis position</td>
</tr>
<tr>
<td>preview</td>
</tr>
<tr>
<td>argument point 1</td>
</tr>
<tr>
<td>argument point 2</td>
</tr>
<tr>
<td>argument point 3</td>
</tr>
<tr>
<td>argument point 4</td>
</tr>
<tr>
<td>argument elaboration 1</td>
</tr>
</tbody>
</table>
One member of the board said the movie was banned because it discredits Indonesia.

A military spokesman stated that screening the film would only hurt many Indonesians.

I am not quite sure which Indonesians he was referring to. But I suspect that he means the members of the military who perished in the territory subjugating the resistance movement, as well as some of those who did not.

This is an echo of the not-so-distant past. The argument that uncovering East Timor’s shady past will do the fallen soldiers a disservice was the stance of the Indonesian generals when they opposed then president Habibie's decision to grant the East Timorese a referendum in 1999.

Or maybe the authorities are concerned about the less-than-flattering portrayal of the Indonesian side, without considering that audiences no longer take depictions at face value only.

Critics said the film provides simplistic portrayals of the “bad” Indonesians, in the form of the invading forces, and the good East Timorese. But when Michael Moore made a documentary on capitalism, could we really assume that a liberal such as he would paint a rosy, or even objective, view of capitalism?

Clint Eastwood did a good job in giving Japanese imperialistic ambitions a more humane face in Letters from Iwo Jima, but at the end of the day, it is a film about American heroism. After all, good Japanese soldiers depicted in the film are the ones who were trained in the United States.

And don’t get me started on Michael Bay.

The point is that it would be too much to ask Balibo director Robert Connolly to paint a comprehensive picture of the event, when he was telling the story from the perspective of the journalists who were killed.

For more than 25 years, until East Timor broke away from Indonesia in 1999, the world was presented with the historical account conveniently written by a legion of army historians in Jakarta. The world's great powers apparently turned a blind eye toward the violent occupation of the province.

Australia, not wanting to jeopardize its amiable relationship with its neighbor to the north, officially agreed with the military account of the event, saying that the five journalists died in crossfire.

Deliberately or otherwise, by presenting an independent account of the Balibo incident, the film's producers have taken aim at the long-standing complacency about the deaths in both Indonesia and Australia. It would likely stir debate and raise some questions, but they would be limited in scope. And the ensuing dialogue could have helped bring some closure to the families of the dead journalists almost 35 years later.

reiteration But thanks to the ban, the film is making waves. Some Indonesians, who knew next to nothing about the deaths, are now curious to know exactly what happened all those years ago. In all likelihood, Balibo is poised to become another blockbuster, just because we tried to keep it under wraps.
The reason above proves that text 2 is classified into *analytical exposition*. After finding the genre, the researcher also intends to analyze the prosody of the text to discover the voice of the writer inside the text.

The prosody of text 2 is also *more subjective*. It is influenced by the applying attitudes in whole parts of the text, the using engagement, and graduation of attitudes. Most engagement of the text is *monogloss*. It means that most opinion of the text is from the writer. It also means that most attitudes applied in the text come from the writer. Moreover, the using of graduation is to strengthen the writer’s opinion through the text. It proves that the writer of the second text is subjective.

3. **The reason of applying attitudes**

**Text 1:**

The use of some certain attitudes within text 1 is because it shows the writer’s ideology of the text. He wants to show his opinion toward the issue, the banning of Balibo Five Film. We know that the writer of text 1 challenges the issue of the banning of Balibo Five Film. He argues that the banning of Balibo Five Film is a mistake. He also adds that the banning only covers the Indonesia’s past wrong and does not resolve the problem. The writer also persuades the readers that the free flow of information is a must.

To find the ideology of the writer of text 1, the researcher analyzes the genre of the text at first. The researcher finds that the genre of text 1 is *hortatory exposition*. Then, the researcher knows that the ideology of the first writer refers to *antagonist left*. The *left antagonist* means that the writer
challenges a certain issue with only applying one point of view, that is, from
the writer’s own point of view. The *antagonist* term is shown since the genre
of the text is *exposition* and the writer only sees one side of the issue without
considering another. The *left* term is shown since the negative attitudes
applied in the text are more than the positive ones; it means the writer
challenges the issue, the banning of Balibo Five Film.

**Text 2:**

The ideology of the text writer is showed by applying some certain
attitudes in the text. By applying attitudes, the writer wants to show his
opinion toward the issue, the banning of Balibo Five film. From the genre
analysis, we know that the second text writer supports the issue. He states that
the film banning is the case and making such a stir. He also adds that the film
banning arouses the attention of some Indonesians, who knew nothing, to
know exactly about the deaths. Therefore, in the end of the text, the writer
says thanks for the banning.

Before finding the ideology of the writer of text 2, the researcher
analyzes the genre of the text at first. The researcher finds that the genre is
*analytical exposition*. From the genre of the text, the researcher knows that
the ideology of the second writer refers to *antagonist right*. *Antagonist right*
means that the writer supports the issue with applying the writer’s own point
of view. The researcher concludes that the applying point of view is still from
the text writer. It is because the dominant points of view are from the writer
although there are some points of view which are from other than the writer.
To elaborate the finding of ideology, the researcher explains that the *antagonist* term is shown since the genre of text 2 is *exposition*. In addition, the *right* term is shown since the positive attitudes applied in text 2 are more than the negative ones. It means that the writer supports the issue.

C. DISCUSSION

The discussion contains the result answers of those research questions and the relation between them. Then, it is compared to the information on the secondary data and it is also compared to the previous researches to see the relation between this research and the others (related researches).

1) The Result

The result answers the three questions on problem statement. Those three questions are also described in finding subchapter. Here is the result of the analysis.

1. Types of attitudes employed in the texts

Numbers of attitudes found in the texts are seen in the table below.

<table>
<thead>
<tr>
<th>TEXT</th>
<th>AFFECT</th>
<th>JUDGEMENT</th>
<th>APPRECIATION</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>positive</td>
<td>negative</td>
<td>positive</td>
<td>negative</td>
</tr>
<tr>
<td>TEXT 1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(7.37%)</td>
<td>(8.42%)</td>
<td>(84.21%)</td>
<td>(21.05%)</td>
</tr>
<tr>
<td>TEXT 2</td>
<td>12</td>
<td>13</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(28.41%)</td>
<td>(10.23%)</td>
<td>(61.36%)</td>
<td>(52.81%)</td>
</tr>
<tr>
<td>NUMBER</td>
<td>32</td>
<td>17</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(17.39%)</td>
<td>(9.24%)</td>
<td>(73.37%)</td>
<td></td>
</tr>
</tbody>
</table>

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The table above shows the number of attitudes applied in the whole texts. For instance, it is written in the table: 2 positive and 5 negative affects; 2 positive and 6 negative judgements; 16 positive and 64 negative appreciations in the first text, afterward, 12 positive and 13 negative affects; 5 positive and 4 negative judgements; 30 positive and 25 negative appreciations in the second text.

According to the table above, it can be concluded that the writers of both texts tend to evaluate everything related to the issue, the banning of Balibo film (shown by 73.37% appreciation). Most evaluation in text 1 is negative. However, most evaluation in text 2 is positive. It is proved by the percentage of the positive-negative analysis of each text.

- 21.05% positive attitudes and 78.95% negative attitudes of text 1
- 52.81% positive attitudes and 47.19% negative attitudes of text 2

The possibility types of the appraising items are in the form of word, nominal group, and clause. The table below shows types of the appraising items found in the texts.

<table>
<thead>
<tr>
<th>Types</th>
<th>Text</th>
<th>Text 1</th>
<th>Text 2</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>word</td>
<td>grammatical item</td>
<td>49</td>
<td>27</td>
<td>76 (41.30%)</td>
</tr>
<tr>
<td></td>
<td>lexical item</td>
<td>5</td>
<td>14</td>
<td>19 (10.33%)</td>
</tr>
<tr>
<td></td>
<td>modal adjunct</td>
<td>1</td>
<td>1</td>
<td>2 (1.09%)</td>
</tr>
<tr>
<td></td>
<td>metaphor</td>
<td>1</td>
<td>3</td>
<td>4 (2.17%)</td>
</tr>
</tbody>
</table>
Based on the table above, the types of the appraising items are 41.30% grammatical items, 10.33% lexical items, 1.09% modal adjuncts, 2.17% metaphor words, 13.04% epithet groups, 4.89% metaphor groups, 11.96% mental process clauses, 7.61% mental behavior process clauses, and 7.61% modality clauses. Both texts mostly use the type of grammatical items because the writers want to emphasize the items.

The table below shows the result of engagement analysis. In this research, there are found two types of engagement; monogloss and heterogloss.

Table 4.4.3 Engagement in the texts

<table>
<thead>
<tr>
<th>Text</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monogloss</td>
</tr>
<tr>
<td>Text 1</td>
<td>88</td>
</tr>
<tr>
<td>Text 2</td>
<td>81</td>
</tr>
<tr>
<td>Number</td>
<td><strong>169 (91,85%)</strong></td>
</tr>
</tbody>
</table>

The sources of attitudes are 91.85% from the writer himself, and 8.15% are from others sources. Both texts are information news text. Thus, these texts must be more objective. However, these texts are in editorial column, so it is possible to the writer applied some attitudes or...
his opinions. In these texts, the numbers of monogloss engagement are more than heterogloss engagement. It can be seen from the table above.

Another analysis of appraising items is graduation analysis. There are two types of graduation found in these texts. They are focus and force. The table below shows the results of graduation analysis in the texts.

### Table 4.4.4 Graduation analysis

<table>
<thead>
<tr>
<th>Text</th>
<th>Graduation</th>
<th>Scaling</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>focus</td>
<td>force</td>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>text 1</td>
<td>53</td>
<td>42</td>
<td>69</td>
<td>26</td>
</tr>
<tr>
<td>text 2</td>
<td>53</td>
<td>36</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td>Number</td>
<td>104</td>
<td>78</td>
<td>133</td>
<td>51</td>
</tr>
<tr>
<td>Precentage</td>
<td>57,14%</td>
<td>42,86%</td>
<td>72,28%</td>
<td>27,72%</td>
</tr>
</tbody>
</table>

From the table above, the graduation of the texts are 57,14% focus and 42,86% force. The up-scaled attitude is 72,28% while the down-scaled attitude is 27,72%. The forms of graduation are 87,18% isolated and 12,82% infusion. Then, the meanings of graduation are 51,9% intensifier, 15,19% metaphor, and 32,91% attitudinal lexis.

The results of graduation analysis shows that the writers prefer to apply amplifying focus to amplifying force. The writer mostly applies intensifier and attitudinal lexis. Moreover, these texts mostly apply up-scaled attitudes. It means that the writers of these texts strongly strengthen their evaluation into the texts.
2. The influence of attitudes

The attitudes applied in the texts are to influence the genre and prosody of the text. The genre of text 1 is hortatory exposition. It is because the writer does not only evaluate the issue but also gives suggestion to the reader. The writer wants to influence and to persuade the reader especially the government that the flowing information is much needed. However, the genre of text 2 is analytical exposition. It is because the writer does not only evaluate the issue but also persuades the readers that the banning of Balibo film is the case. The writer wants to persuade the readers especially the government that the banning of Balibo film is making waves and makes some Indonesians, who knew nothing about the deaths, are curious to know exactly what happened all those years ago.

After finding the genre, the researcher also intends to analyze the prosody of the text to discover the voice of the writer inside the text. This research found that the prosodies of both texts are more subjective. The prosody of both texts is influenced by the applying attitudes in whole parts of the text, the using engagement, and graduation of attitudes.

3. The reason of applying attitudes

The motive of using some certain attitudes within the texts is because the writer wants deliver the ideology towards the texts. The ideology of the first writer is antagonist left. It means that the writer of text 1 challenges the issue, the banning of Balibo film. However, the
ideology of the second writer is antagonist right. It means that the writer of text 2 supports the issue, the banning of Balibo film. Even though, the writer of text 1 challenges the issue and the writer of text 2 supports the issue, but the writer of both texts only see one side of the issue without considering another. Thus, the ideologies of both texts are antagonist.

2) Related Researches

As the secondary data, the researcher takes information of the 1975 Balibo incident and the background of text’s writers. Balibo Five Film is a film which is based on true story of the 1975 Balibo Incident. It was released July, 2009 in Australia and on December, 4th 2009 in Jakarta. It is directed by Robert Connolly and telling about the massacre of five young journalists of Australia by Indonesian troops. Because of the story, this film makes controversy. Indonesian government is afraid to this film if it is released in Indonesia; it would make the relationship of Indonesia-Australia disturbed. Indonesian government believes that Balibo Five Film is only a fiction film which is based on the perception of the director only. It makes this film banned by Indonesian Government through the LSF (Lembaga Sensor Film). However, most of Indonesian journalists are in contradiction with the government. They argue that the film cannot be banned because this film makes some Indonesians who knew nothing about the deaths, want to know exactly what happened all those years ago.

The background of text’s writers influences the content of the texts. The first text’s writer is a journalist named Aboeprijadi Santoso (taken from...
opinion column). As the explanation above, most of journalists challenge the banning of Balibo Film (*left* ideology). The second text’s writer is a senior editor named M. Taufiqurrahman (taken from editorial column). The second writer represents the public as people who knew nothing about the issue and tries to be wise to see the controversy. He tries to expose the fact of the tragedy but in the end of the text, he thanks to the government (*right* ideology). He states that because of the banning, which is done by the government, the film is making wave and making some Indonesians want to know exactly what happened all those years ago.

Other researches that also discuss about appraisal theory are researched by Intan Widya Pradita (2010), Fajar Rizky Arjuna (2011), and Clara Ertyas P. (2011). It is important to discuss theirs here, to find out the similarities and differences to get a relation among them and this thesis, in order to achieve the development of Appraisal System.

The first thesis is researched by Intan Widya Pradita. She discusses the appraisal entitled “A Comparative Analysis of Appraisal between Editorial Column and Opinion Column Exposing the Banning of Smoking Published on the Jakarta Post Newspaper” (2010). This research exposes *banning of smoking* issue. There are two texts, “The Smoking Gun” and “Smoking Is a Matter of Choice”. Both of them are analyzed using Appraisal Theory and taken from The Jakarta Post.

The first text is applied in *analytical exposition* genre, and the second text is in *discussion*. Both of the texts have the same voice (prosody), that is,
more subjective. The ideology is left antagonist for the text 1 and left protagonist for the second text. It means that they are all contrasting the issue.

The second one is researched by Fajar Rizky Arjuno (2011). He also discusses the appraisal entitled “A Comparative Analysis of Appraisals of Two Texts on Opinion Column in the Jakarta Post Exposing the Bailout of Bank Century”. The issue of the texts is about the bailout of Century Bank. The two texts have a controversy. The first text entitled “The Fallout of the Century” disagrees with the decision made by Sri Mulyani and Boediono. Whereas, the second text entitled “Why the Bank Century Bailout was a Correct Decision?” shows that bailout Century was a correct decision.

The first text is applied in analytical exposition genre, and the second text is in discussion. The prosody of the first text is more subjective and the second one is more objective. The ideology is left antagonist for the text 1 and right protagonist for the second text. The conclusion of this thesis is that the research analyzes two texts which have the same issue. Both are taken from the same media, but the text’s writers are different. One is supporting the issue and the other is challenging the issue.

The next thesis is researched by Clara Ertyas P. (2011). She discusses the appraisal entitled “An Appraisal Analysis of Gossip News Texts Written by Perez Hilton from perezhilton.com”. It analyzes the texts which are taken from gossip news column. It is compared the texts based on the same writer, Perez Hilton. This research analyzes four texts of which each text discusses
one celebrity. The celebrities who have been discussed are Katy Perry, Leona Lewis, Miley Cyrus and Chris Brown.

The genre of the texts is *analytical exposition*. The prosody of the texts is *more subjective*. It is positively for Katy Perry and Leona Lewis and negatively for Miley Cyrus and Chris Brown. Meanwhile, the ideologies of the texts are *right antagonist* and *left antagonist*. *Right antagonist* is found in the texts exposing Katy Perry and Leona Lewis. *Left antagonist* is found in the texts exposing Miley Cyrus and Chris Brown.

Some researches above are then compared with this research to find correlation between them and this research. This research also analyzes the texts which exposes the controversy of Balibo Five Film using appraisal theory. There are two texts, “*Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?*” and “*By the way: A ban that boomerangs back on us*”. Similar to this thesis, Intan, Fajar and Clara’s thesis compare some texts to be analyzed using appraisal theory. This thesis has similarity with Intan and Fajar’s thesis, that is analyzing two texts which have same issue but the text’s writers are different. However, it is different with Clara’s thesis. Clara’s thesis compares the texts based on the same writer, but this thesis compares the texts based on the same issue, although the text’s writers are different.

The analyzed texts here are taken from opinion and editorial column in The Jakarta Post which is taken from www.thejakartapost.com. It is also same with Intan and Fajar’s. Thus, the texts that they are analyzed have same voice,
that is, more subjective. The result will have no differences from the two previous researches, Intan and Fajar’s. Most attitudes that are found in the researches are appreciation since the researches analyzed ‘a problem’ which the result will be mostly evaluating thing, event, or condition.

However, this research is different with Clara’s research. It is because the analyzed texts of Clara’s research are taken from gossip news column, the result will different with this research. Most attitudes that are found in Clara’s research are judgement since the texts talk about ‘person’ or celebrities. There must be more judgement than other types of attitude.

In conclusion, the two previous researches, Intan and Fajar’s research, compare the texts which have same issue, but with different writers. The ideologies of the writers toward the texts are influenced by the ideology of the media (the newspaper) which have their own ideology. Thus, the writers are no longer important anymore. However, the third research which is analyzed by Clara compares the texts based on the same writer. So, the text’s writer is very important. Moreover, his ideology influences the content of the texts.

This research is almost the same with Clara’s research. The background of the writers becomes very important while it analyzes the texts which are published in public mass media. The background of the writers shows the ideology of the writers. The ideology of the writers also influences the content of the texts.
CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the result of the analysis of two texts exposing the controversy of Balibo Five film, as explained in Chapter IV, the conclusion can be drawn as follow:

1. Types of attitudes employed in the texts

There are three kinds of attitudes employed in text 1 and text 2. They are affect, judgment, and appreciation. Based on the number of the results, there are 17.39% affect, 9.24% judgment, 73.37% appreciation. It can be concluded that the writers of both texts tend to evaluate everything related to the issue, the banning of Balibo film (shown by 73.37% appreciation).

The negative attitudes are mostly applied in text 1, but the positive attitudes are mostly applied in text 2. It means that text 1 challenges the issue while text 2 supports the issue.

There are two types of graduation found in these texts. They are 51.14% focus and 42.86% force. Based on engagement analysis, there are also two types of engagement; 91.85% monogloss and 8.15% heterogloss. Attitudes, graduation and engagement used in these texts are to emphasize the subjectiveness of the writer toward the texts.

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2. The influence of attitudes

Based on the analysis in the previous chapter, the applying of attitudes influences the texts in some aspects. In the first text entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?”, the genre of the text is hortatory exposition which consist of thesis (announcement of issue concern), arguments (reason for concern, leading to recommendation), and recommendation (statement of what ought or ought not to happen). By applying the attitudes almost in the whole part of the text, we can see that the prosody of the first text is more subjective.

In the second text entitled “By the way: A ban that boomerangs back on us”, the genre of the text is analytical exposition which consists of thesis (position: introduces topic and indicates writer’s position, preview: outlines the main arguments to be presented), arguments (point: restates main arguments outlined in Preview, elaboration: develops and supports each Point/argument) and reiteration (restates the writer’s position). It is also same with the first text, the prosody of the second text is more subjective.

3. The reason of applying attitudes

The reason of applying attitudes in the texts is to show to the reader about the ideology that the writer has. The ideologies are antagonist left and antagonist right. It is antagonist because the writer only sees one side of the issue without considering another.
The ‘antagonist’ of these texts is not only left but also right antagonist. Left antagonist can be seen in text 1 entitled “Remembering the 1975 Balibo Incident: An Opportunity to Correct Past Wrong?”. It is because the negative attitudes applied in text 1 are more than the positive ones; it means the writer challenges the issue, the banning of Balibo Five Film. Meanwhile, right antagonist can be seen in text 2 entitled “By the way: A ban that boomerangs back on us”. It is because the positive attitudes applied in text 2 are more than the negative ones. It means that the writer supports the issue.

B. Recommendation

Some suggestions related to this thesis are recommended to be delivered, explicitly:

1) Related to the topic of this research, it is suggested to the Government that a free flow of information is a must. The government may not cover the important information like Balibo Incident by banning the Film. However, Indonesian society has to be wise to see the incident which happens all those years ago in Indonesia.

2) It is recommended to the writers of news text to be more objective. They should not see the issue only one side, in order to make the text balance.

3) It is recommended to the other researchers to make more analysis about appraisal in different genre or in different topic. As we know, Appraisal is a new topic of study in Systemic Functional Linguistics.
4) It is suggested to the other researchers to use more references or books about Appraisal Theory to broaden information. It is much better if the other researcher uses the newest theory about appraisal.

5) It is recommended to the readers to be wise to see the opinion text, because the opinion text is the subjectiveness of the writer. So, the readers can be easily influenced by certain media.