

Evaluating Students' Voices in Their Outfit Reviews: An Appraisal Analysis

Yuni Awalaturrohmah Solihah
Universitas Catur Insan Cendekia
Indonesia
yuniasolihah@cic.ac.id

ABSTRACT

This study evaluated the language use in students' speaking production. It was aimed to classify and analyze the level of attitude as one of subsystems appraisal theory proposed by Martin and White (2005). The attitude subsystem focused on the choice of words, phrases and structure by speakers to convey their reviews on an issue. The data were taken from 30 students' reviews of presentation about outfit in a private university in Cirebon through descriptive qualitative method with spoken discourse analysis. The data were taken by transcribing the recorded students' reviews into text, classifying into the clauses and analyzing the appraising items to conclude the attitude resources in the students' reviews. The finding of this study demonstrates that appreciation is the most dominant used in students' reviews to convey their representation to the things toward the outfit presentation. That makes their reviews are appreciative than emotional and judgemental to express their opinion about outfit presentation. This study suggests English lecturers to inform students the importance of attitudinal words usage in order to strengthen their voices, especially in speaking.

Keywords: students' voice, reviews, appraisal, attitude

INTRODUCTION

Language use can express someone's opinion or viewpoint. Someone conveys his/her perspectives toward people or things. The way someone expresses opinion or viewpoint can be showed by appraisal theory. Appraisal theory can analyse the language use. According to Martin and White (2005), appraisal is used to figure out someone's interpersonal meaning. It can also show someone's perspective whether it is positive or negative toward something.

Students can use the language both spoken and written form. The students' language use can be positive or negative perspective according to

their viewpoints toward the issues given. In higher education level, the students are supposed to learn how they convey their arguments in spoken and written ways. Based on their speech or writing, their perspectives would appear on it.

Martin and White (2005) stated that appraisal theory is concerned with interpersonal meaning in which language use negotiates social relations and conveys the feelings to be shared. It means that appraisal theory focuses on how people interact to each other in order to deliver what they want to. Further, Martin and Rose (2003) stated that appraisal theory is concerned with the evaluation of language. It is related to the social relation between speaker/writer and listener/reader based on the language use. Thus, appraisal theory can be used to evaluate the speaker/writer construct their language use in either speech or writing.

Furthermore, there are three domains in appraisal theory, including attitude, engagement, and graduation (Martin & White, 2005). In this study, it would be focused on attitude analysis that concerns with the feelings, judgements of behaviour, and evaluation of things. In attitude, there consists of three sub-domains to evaluate the language use, such as affect, judgement, and appreciation. The first sub-domain of attitude is Affect that concern with feelings or emotional reaction in construing positive or negative feeling, including inclination/disinclination, happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction. The second sub-domain of attitude is Judgement that concerns with evaluation of people's behaviour in positive or negative way into social esteem and social sanction. The last sub-domain of attitude is Appreciation that concern with the evaluation of things in positive and negative way into reaction to things, their composition, and their value. From three sub-domains of attitude, it shows someone's perspective toward the issue among construing feeling/emotion, judgement of behaviour, or evaluation of things.

A number of scholars have been investigated appraisal analysis in written discourse, especially in argumentative writing (Xinghua & Thompson, 2009; Jalilifar & Hemmati, 2013; Liu, 2013; Yang, 2016; Wihadi et al., 2018; Siagian et al., 2019). Based on those previous studies, there are four studies that carried out all subsystems of appraisal, including attitude, engagement, and graduation in students' argumentative writing (Jalilifar & Hemmati, 2013; Liu, 2013; Yang, 2016; Wihadi et al., 2018). Yet, there are different findings among those studies. The studies of Liu (2013) and Yang (2016) showed that appreciation (attitude), heterogloss (engagement), and force (graduation) are the most dominant used in students' argumentative writing. However, the study of Jalilifar and Hemmati (2013) stated that judgement (attitude), heterogloss (engagement), and force (graduation) are the most dominant used in students' argumentative writing. In addition, Wihadi et al. (2018) stated that judgement (attitude), monogloss (engagement) and force (graduation) are the most dominant appraising

items in students' argumentative writing. Furthermore, the studies of Xinghua and Thompson (2009) and Siagian et al. (2019) investigated the use of attitude as one of subsystems of appraisal analysis. Xinghua and Thompson (2009) claimed that judgement is the most dominant used in students' argumentative writing, whereas Siagian et al. (2019) stated that appreciation is the most dominant appraising items in students' argumentative writing. Besides those, there are few scholars conducting studies on appraisal analysis in spoken discourse (Rohmawati, 2016; Suhaila, 2019; Tarigan et al., 2022). The studies of Suhaila (2019) and Tarigan et al. (2022) claimed that the appreciation is the most dominant used in speech, whereas a study of Rohmawati (2016) stated that judgement is the most dominant used in speech.

Moreover, some scholars investigated students' reviews toward the issues given in written discourse (Fitriati & Ghasani, 2017; Setyaningsih & Larassati, 2019; Devira & Westin, 2021; Pasaribu & Dewi, 2021). The studies of Fitriati and Ghasani (2017) and Devira & Westin, 2021 investigated the use of appraisal in critical reviews in Writing Class. Yet, the studies of Setyaningsih and Larassati (2019) and Devira and Westin (2021) carried out the use of appraisal analysis on critical reviews on implementation of teaching and learning process in the classroom.

According to the previous studies above, there are few scholars to investigate appraisal study in spoken discourse. Moreover, students' reviews have been limited to be carried out in spoken discourse. In the classroom, the students produced not only writing production but also spoken production. Indeed, this present study would investigate the students' reviews on speaking activity in the classroom to explore how students align their voices toward the issues given through appraisal analysis, especially in attitude analysis. This study focused on analysing attitude resources (affect, judgement, and appreciation) in students' reviews. Through attitude resources, it would show how the students convey their opinion/viewpoint in spoken way whether it is positive or negative. In addition, it also tends to students' perspectives toward the issues given among conveying feeling/emotion, judgement of behaviour, or evaluation of things. Therefore, the research question that would be examined in this study is that: How is the evaluation of language used by students in their reviews on the outfit presentation?

METHOD

This study aimed to investigate the attitude resources in students' review on the outfit presentation by employing a descriptive qualitative method through spoken discourse analysis. Celce-Murcia and Olsain (2007) defined discourse analysis as a study to explore sentence boundaries relating to everyday conversation, all types of written discourse, narrative and other kinds of written or spoken text. To meet the aim of this study, the data were classified and analyzed to examine students'

voices to the outfit reviews. It also determined students' perspectives toward the outfit reviews as the issue given in this study.

a. Source of data

This study analyzed 30 students' reviews spoken by students in the 1st semester of Informatics of one private university in Cirebon. In this study, the students were studying Fashion Trends material in General English Class. The reviews were from students' opinion/perspective toward the outfit presentation in the classroom. The units of analysis in this study were choice of words, phrases and structure by students. There were 190 sentences with 368 clauses that were classified and analyzed into appraising items of attitude.

b. Data collection procedures

The data collection was described in the following:

1. The students were divided into 10 groups in which each group consist of 3 students;
2. The students were asked to wear clothes based on the themes that they should be presented in front of the class;
3. Each group presented the outfit based on the themes and another group should give the reviews toward the outfit presentation;
4. The presentation was recorded;

c. Data analysis procedures

The data analysis was conducted in the following:

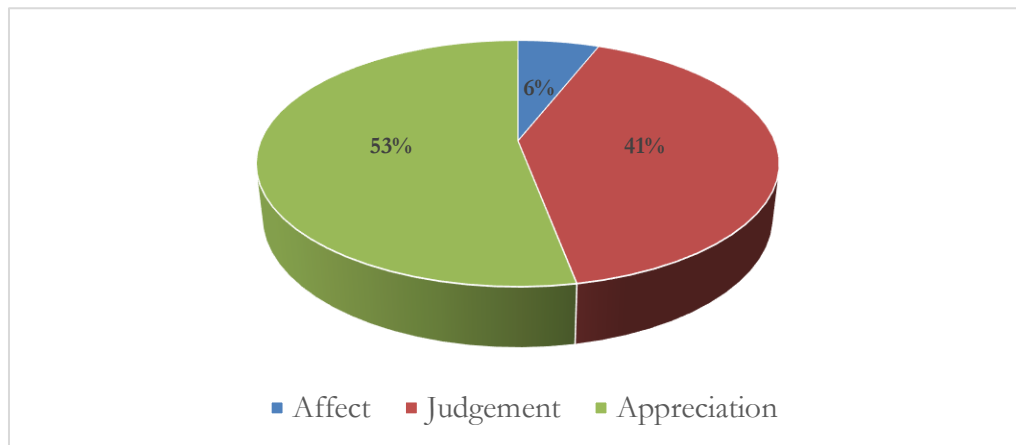
1. The recorded video was transcribed into text;
2. The transcript was identified into clauses;
3. The clauses were classified and analyzed into appraising items of attitude (affect, judgement, and appreciation) by using Martin and White's (2005) appraisal study;
4. The appraising items of attitude distribution were concluded as the finding of this study;
5. The findings of this study were elaborated to some theories from scholars and previous studies.

FINDINGS AND DISCUSSION

This section presents the findings and discussion of this study. The findings represent students' voices in their reviews through appraisal analysis, especially attitude analysis. The attitude analysis consists of three subsystems, including affect, judgement, and appreciation. The descriptions of findings and discussion are below.

The attitude analysis represents the speaker/writer align their opinion/issue given. The results of attitude distribution in students' voices are summarized in Graphic 1.

Graphic 1:
Attitude Distribution



According to the graphic 1, the appreciation is the most dominant used in students' review toward their outfit presentation in which the percentage of distribution is 53%. Further, the judgement distribution is 41% as the second one dominant used by students whereas 6% of affect is the least distribution in students' reviews in this study. It means that the students' reviews are appreciative than judgemental and emotional. This finding is in line with the studies by Liu (2013), Yang (2016), Siagian et al. (2016), Fitriati and Solihah (2019), Suhaila (2019) and Tarigan et al. (2022). The appreciation distribution represents students' evaluation of things toward the outfit presentation. It illustrates that students convey their appreciation when their friends presented the outfit based on the themes given by lecturers. The detailed description from each subsystem of attitude analysis is explained in the following.

a. Appreciation

Appreciation is one of subsystems of attitude analysis that focuses on the value of things (Martin & Rose, 2003; Martin & White, 2005). The appreciation distributions are found in students' reviews provided in the following excerpts.

Excerpt 1

*For the second model, the clothes used are also **appropriate**[appreciation] like office visitors.*

Excerpt 2

*For the first model, clothes like this are **suitable**[appreciation], because they are **casual**[appreciation] and **simple**[appreciation]*

Excerpt 3

*And for the second model it is used when going to minimarket or traditional markets, besides that, carrying an **environmentally friendly** [appreciation] bag.....*

Excerpt 4

*The outfit are **matched** [appreciation] with the theme.*

Excerpt 5

*This is **good**[appreciation], because usually when we go to the pasar malam we usually wear **casual**[appreciation] clothes like this.*

Excerpt 6

***Good**[appreciation] idea! What they wear is **in accordance with**[appreciation] the theme that is presented....*

Excerpt 7

*Their outfit is **perfect**[appreciation] for sport.*

Excerpt 8

*Wow! What **interesting**[appreciation]outfit! Wonder where you got that chef's hats and aprons.*

Excerpt 9

*The outfit is very **nice**[appreciation] and the accessories are also **complete**[appreciation]. **Good**[appreciation].*

Excerpt 10

*The outfit is **good**[appreciation] and for the first model it looks like you really wanna touring for **real**[appreciation].*

Based on excerpts above, the appraising items of *appropriate, suitable, casual, simple, environmentally friendly, matched, good, in accordance with, perfect, interesting, nice, complete, and real* are some examples of appreciation distributions in students' reviews. Those appraising items represent students' evaluation of things, especially to the outfit presentation. The students convey their opinion by appraising positively in overall distribution. It means that the students are appreciative to their friends' presentation about outfit.

In excerpt 1, the appraising item 'appropriate' evaluates the outfit looks like. It means that students convey the value of clothes that he/she wears in the presentation. In excerpt 2, the appraising item 'suitable' represents how the clothes is, then, the appraising items 'casual' and 'simple' are the reason why the clothes is suitable. Moreover, 'casual' and 'simple' are the evaluation for the clothes that she/he wears. In excerpt 3, the appraising item 'environmentally friendly' represents the appearance of bag that he/she wears. which means that the bag is good to carry. In excerpt 4, the appraising item 'matched' represents the evaluation of the outfit that student wears. In excerpt 5, the appraising items 'good' and 'casual' represent the evaluation of the outfit to go to *pasar malam*. In excerpt 6, the appraising items 'good' and 'in accordance with' are the appreciation to the presentation of outfit that is relating to the theme given. In excerpt 7, the appraising item 'perfect' is related to the value of outfit to go sport. In excerpt 8, the appraising item 'interesting' evaluates the student's presentation toward his/her outfit to be a chef. In excerpt 9, the appraising item 'nice' represents how the outfit looks like and the reason why the outfit likes that is explained by the appraising item 'complete', and the appraising item 'good' evaluates the outfit presentation that she/he wears. In excerpt 10, the appraising item 'good' evaluates how student wears the outfit and the appraising item 'real' represent how the student

presents the outfit that makes the other students wonder toward the outfit she/he wears.

From the detailed explanation, the appreciation is used to conveying students' opinion toward the outfit presentation. The students tend to represent the impact and quality from the outfit presentation whether it is positive or negative. Yet, based on the excerpts, some students convey the value of outfit positively. It means that the outfit presentation is more appreciative to the theme of outfit given by lecturers. This finding is supported by Hood (2004), the predominance of appreciation in the text means that the text is more appreciative. Thus, due to the most dominant of appreciation distribution, the students' review is appreciative toward the topic given.

b. Judgement

Judgement is one of subsystems of attitude analysis which concerns with expressing to judging characters/human behavior (Martin & Rose, 2003; Martin & White, 2005). The judgement distributions are explained in the excerpts below.

Excerpt 1

*For the one model that doesn't quite **fit**[judgement], the pants **can**[judgement] be replaced with short jeans.*

Excerpt 2

*You **should**[judgement] bring an umbrella.*

Excerpt 3

*Yes, it's good. Don't be too **neat**[judgement] if you go to pasar malam.*

Excerpt 4

*The second model, don't make the pants **bright**[judgement], the problem is that you **will**[judgement] definitely sit on the ground on the way.*

Excerpt 5

*Seminar has people wearing **formal** [judgement] clothing for the occasion.....*

Excerpt 6

*They look like how the **average**[judgement] fisherman here dressed up in Indonesia.....*

Excerpt 7

*Wedding outfits also has variation depending on the culture and place but the most **common**[judgement] ones that are used are suits.....*

Based on the excerpts above, the appraising item of *fit, can, should, neat, bright, will, formal, average, and common* are some examples of judgement distributions in students' reviews. The appraising items of judgement represent students' evaluation to the people's behavior through their reviews about outfit presentation. The students convey their reviews both positively and negatively in the form of judgment distribution. It means that

students evaluate human behavior in positive and negative way to convey their opinion to the outfit they wear.

In excerpt 1, the appraising item 'fit' represents the human behavior to the outfit she/he wears as well as this appraising item is conveyed in negative way. It is supported by appraising item 'can' that explains that the student's behavior is not right to present the outfit presentation. In excerpt 2, the appraising item 'should' represent the judgement to the human behavior positively during outfit presentation in which the student is given the suggestion to bring something that makes the outfit presentation be better. In excerpt 3, the appraising item 'neat' is conveyed negatively to assess the student' behavior in outfit presentation. The student presents the outfit to go to *pasar malam* too neatly. It means that to go to *pasar malam*, the student should wear casual outfit. In excerpt 4, the appraising item 'bright' represents human behavior in negative way due to the fact that the student wears the outfit too bright that makes the outfit doesn't fit to the theme. It is supported by the appraising item 'will' is conveyed to explain what the behavior is going to do. It means that the outfit she/he wears doesn't match to the theme. In excerpt 5, the appraising item 'formal' represents how the student's behavior during outfit presentation. It means that the student's outfit fits the theme about going seminar that wears formal suits. In excerpt 6, the appraising item 'average' is conveyed positively to judge student's behavior during the outfit presentation. The outfit theme is going fishing and the outfit fits the theme in positively. In excerpt 7, the appraising item 'common' represents human behavior in common way, especially in Indonesia through outfit presentation. The student evaluates the outfit presentation in positive way in which the student fits to the wedding theme.

Based on the detailed explanation, the students also evaluate the human behavior through their reviews in outfit presentation. In addition, the students convey the appraising items of judgment both positively and negatively to share their opinion about the outfit presentation. Rohmawati (2016) assumed that judgement is used to convey the criticism toward the issues given. It means that the students use the appraising items of judgement to convey their reviews toward the outfit presentation whether it fits or not to the theme given by the lecturers. In short, from the overall distribution of judgement, the students tend to give their reviews in negative way in order to convey the right way to wear the outfit that fits the theme.

c. Affect

Affect is one of subsystems of attitude analysis which concerns with expressing to emotions/feeling (Martin & Rose, 2003; Martin & White, 2005). The affect distributions are explained in the excerpts below.

Excerpt 1

Looks **comfortable**[affect]. The clothes used by this group match with the theme.

Excerpt 2

I think the shirt is suitable for fishing because it looks **relaxed**[affect].

Excerpt 3

A mix of trendy outfit right here, I **like**[affect] it.

Excerpt 4

It is really night market or funfair I'm a bit **confused**[affect] here....

Excerpt 5

I **appreciate**[affect] their effort because they have brought the property too, cool!

Based on the excerpts above, the appraising item of *comfortable*, *relaxed*, *like*, *confused*, and *appreciate* are some examples of affect distribution in students' reviews. Those appraising items of affect represent the students' reviews relating to the feeling or emotion in outfit presentation. It means that the students convey their emotions that she/he feels during outfit presentation in positive and negative way.

In excerpt 1, the appraising item 'comfortable' represents the feeling of security in positive way. It means that the student could feel secured during wearing that outfit. In excerpt 2, the appraising item 'relaxed' is conveyed to explain the satisfaction of wearing the outfit during the presentation. This appraising item represents feeling of satisfaction positively relating to the theme of outfit given. In excerpt 3, the appraising item 'like' is used to convey feeling of happiness in positive way. It means that the student represents the possibility of liking something toward the outfit presentation. In excerpt 4, the appraising item 'confused' represent the feeling of dissatisfaction to the outfit presentation. It means that the outfit doesn't fit to the theme that makes the students confused. In excerpt 5, the appraising item 'appreciate' represents the feeling of satisfaction in positive way toward the outfit presentation. It means that the students could appreciate to the outfit presentation that fits to the theme given.

According to the detailed explanations, affect is the least distribution in students' reviews. This finding is in contrast to the studies of Pasaribu and Dewi (2021) and Setyaningsih and Larassati (2019). Those studies represent that the students' reviews tend to convey students' feeling and emotion toward the issues given by the researchers. It means that the students' reviews in this study are not emotional to convey their opinions whether the outfit fits or not to the theme given.

CONCLUSION

This present study focuses on the analysis of students' reviews in outfit presentation to discover the attitude resources as one subsystems of appraisal study. This study concerns with the language used by students in

conveying their opinion to discover the attitude classification and realization.

The finding shows that the appreciation is the most used distribution in students' reviews which is 53%, followed by judgement 41%, as well as affect 6%. This finding represents that the students' reviews make their voices more appreciative than judgmental and emotional. It is useful to convey their opinion toward the outfit presentation. It means that the students appreciate the efforts in outfit presentation that fits to the theme given by the lecturers.

Through this study, English lecturers could develop students' competences to conveying their opinion by using attitudinal resources. Due to the attitudinal usage, the students could strengthen their opinion toward the issues given. For the future study, it is suggested that the researchers could find out the students' reviews from three subsystems of appraisal study to gain deeper understanding students' perspectives toward the issues given.

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