

APPRAISAL IN “LILING” SHORT STORY BY KELLY CHERRY

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ABSTRACT

This research explores the appraisal in “Liling” short story by Kelly Cherry. As the development of systemic functional linguistics, appraisal is part of interpersonal metafunction, not ideational or textual metafunction and comprises three interacting domains, namely attitude, engagement and graduation (Martin & White, 2005). The study focuses on three interacting domains to find out the attitude to reveal the feelings, including emotional reactions, judgment of behavior and evaluation of things, engagement to reveal sourcing attitudes and the play of voices around opinion in discourse and graduation which appeared in the short story to grade phenomena whereby feelings are amplified and categories blurred. The design of the study is descriptive qualitative. In this study, there is only one kind of validity which is implemented, namely source validity to explore the theory of appraisal in more detail. The findings of this study indicate that attitude, engagement and graduation/amplification unravel the affect, judgment, appreciation, heterogloss, and force through “Liling” short story in which the main character seeks for freedom.

Keywords: Appraisal, attitude, engagement, graduation

Introduction

As the development of systemic functional linguistics, appraisal analysis is fundamentally based on appraisal theory related to attitude explorations which are negotiated in the text. Attitude, apart from social relations, is negotiated with the reader or hearer by explaining how to pour out the feelings to others or things. It means that to analyze the text using appraisal theory, simultaneously, there are three available options, namely attitude, source or engagement and graduation or amplification.

In systemic functional linguistics, appraisal theory is developed under interpersonal metafunction, not ideational or textual metafunctions. In fact, systemic functional linguistics is oriented with language in use as it is related with three metafunctions. In every communication, the three functions comprise three meaning fields, namely ideational, interpersonal and textual created through lexicogrammar sources. By applying lexicogrammar, ideational meaning dealing with experiential meaning is created to state the real world experience in “what was happening, who did what, with whom, where, and how” and logical is created to state interdependency and logico-semantic relations. Interpersonal meaning is created to state social relations as how people communicate and share feelings and textual meaning is created to state symbol reality to produce the coherent and cohesive texts in distributing good information as well as appropriate media and channel.

Supposing the discourse meaning is wholly identified, appraisal position is in interpersonal field in which attitude, engagement and graduation are three interacting domains to unravel feelings, including emotional reactions, judgments of behaviour, evaluation of things, sourcing

attitudes and the play of voices around opinions in discourse as well as grade phenomena whereby feelings are amplified and categories blurred. These three interacting domains are applied to analyze appraisal in Liling short story written by Kelly Cherry. The story was ideologically written in feminist issue telling the readers about a Chinese beautiful woman named Liling who was bound by the custom and rules during the early years of the Ming Dynasty. Her two feet were bound so that she could not walk as people did normally. As a result, she wondered how the world was and intended to find out the meaning of freedom on her mind so that she insisted that her father should let her teach how to swim. However, her father at first did not permit her to do that since swimming was usually done by the men as Liling's little brother did. Finally, her father let her train how to swim and she could do it. Sadly, Liling left her family by swimming so far and found out the meaning of freedom as she thought of. For this reason, this interests the researcher to explore appraisal analysis in feminist text to unravel attitude, engagement and graduation. the gradual handing over of turns, the application of certain pressures, to turn-taking in bilateral conversations. This process is not just a random pattern, but a structured system that is essential for organizing the flow of communication.

The term ‘appraisal’ is an umbrella used to refer to the semantic resources including words or lexicon, phrases and structures by which speakers the emotion, judgments and valuations are employed to negotiate by writers. Martin (2000) and Wiratno (2018) pointed out that the emphases of AT is on the ways to evaluate the negotiable attitudes and the intensity of affect in discourse, and the ways used by the writers or speakers to present their positions and to align putative readers and listeners.

Appraisal is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned. Appraisal is a system of interpersonal meanings. The resources of appraisal are used for negotiating our social relationship, by telling our listeners or readers how we feel about things and people (in a word, what our attitude are). Attitude has to do with evaluating things (appreciation), people's character (judgment), and feelings (affect). Those attitudes may be more or less amplified. In addition, the attitude may come from the writer or from other sources (Martin & Rose 2003: 22).

Appraisal theory is concerned with the linguistic resources for by which texts/speakers come to express, negotiate and naturalize particular inter-subjective and ultimately ideological positions. Within this broad scope, the theory is concerned more particularly with the language of evaluation, attitude and emotion, and with a set of resources which explicitly position a text's proposals and propositions interpersonally. That is, it is concerned with those meanings which vary the terms of the speaker's engagement with their utterances, which vary what is at stake interpersonally both in individual utterances and as the texts unfolds cumulatively (www.grammatics.com/appraisal).

The theory of Appraisal proposes a taxonomy which includes the systems of ATTITUDE, ENGAGEMENT and GRADUATION. ATTITUDE refers to “our feelings, including emotional reactions, judgments of behavior and evaluation of things” (Martin & White, 2005: 35 ; White, 2011). This system is, in turn, divided into three categories: AFFECT, JUDGEMENT and APPRECIATION. AFFECT is defined in terms of “resources for expressing feelings” whereas JUDGEMENT refers to “resources for judging character”, and APPRECIATION to “resources for valuing the worth of things” (Martin & Rose, 2003: 24).

The system of ATTITUDE constitutes the main resource for evaluating, adopting stances, constructing textual personas and managing interpersonal positionings and relationships. The other two systems - GRADUATION and ENGAGEMENT- are considered attendant systems which contribute to the core one and may function simultaneously.

The system of GRADUATION encompasses those resources which strengthen or weaken attitude, resources for “adjusting the volume” of items (Martin & Rose, 2003: 41). GRADUATION is subdivided into Force (the strengthening or weakening of the degree of evaluation) and Focus (the sharpening or softening of boundaries between categories in the context of non-gradable items).

ENGAGEMENT deals with sourcing attitudes and the play of voices around opinions in discourse. According to White (2001), this system covers all the resources that the language offers for speakers to express their interpersonal positionings in the texts they produce. This author also specifies that the scope of this system is greater than what is traditionally included under the labels modality, evidentiality and hedging but narrower than what is identified as metadiscourse in other frameworks. Figure 1 illustrates the main systems through which speakers construct appraisal.

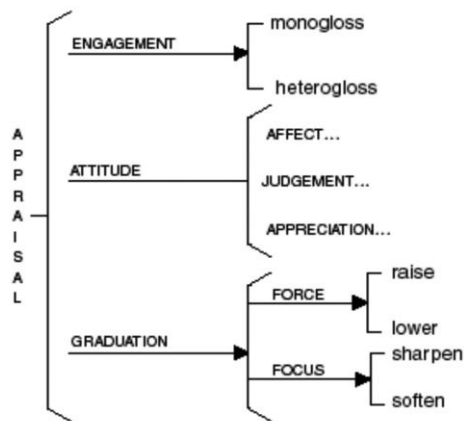


Figure 1. Appraisal System (Martin & White, 2005).

Clearly, appraisal comprises three interacting domains, namely ENGAGEMENT, ATTITUDE and GRADUATION. ENGAGEMENT is subdivided on monogloss and heterogloss, ATTITUDE on affect, judgment and appreciation and the last one is GRADUATION which comprises FORCE which can be “raise and lower” and FOCUS which can be “sharpen and soften.

Affect is the most natural way of talking to express our emotional responses to what we feel about certain things, (Geoff Thompson, 2004: 76). According to White (2001), affect is concerned with emotional response and disposition. Affect occurs through mental processes of reaction through attributive relationals of affect, and through nominalization. For examples:

This pleases me; I hate chocolate: it shows mental processes of reaction.

I'm sad; I'm happy; she's proud of her achievements: it shows attributive relationals of affect.

His fear was obvious to all: it shows nominalization.

Judgement is a system of meaning dealing with evaluation to human behavior positively and negatively by reference to a set of institutionalized norms, (White, 2001: An introductory tour through appraisal theory 11). Martin and White (2005:52) declare that judgment is the region of meaning that construes people's attitudes to others and the way others behave (their character). Martin and Rose (2003: 62), Martin and White (2005: 52), Geoff Thompson (2014), and White (2001) express that the system of judgment is divided into two major groups; social esteem and social sanction. Judgment of social esteem (broadly to do with social behavior) is concerned with “...evaluations under which the person judged will be lowered or raised in the esteem of their community, but which do not have legal or moral implications. Thus negative values of social esteem will be seen as dysfunctional or inappropriate or to be discouraged but they will not be assessed as sins or crimes. (If you breach social sanction you may well need a lawyer or a confessor but if you breach social esteem you may just need to try harder or to practice more or to consult a therapist or possibly a self-help book.) (White: 2001)

Social esteem involves admiration (positive) and criticism (negative) which have to do with „normality“ (how unusual someone is; „is the person's behavior unusual, special,

customary?”), „capacity“ (how capable they are; „is the person competent, capable?“), and „tenacity“ (how resolute they are; „is the person dependable, well disposed?“).

Social sanction (broadly to do with social behavior), “... is more often codified in writing, as edicts, decrees, rules, regulations and laws about how to behave as surveilled by church and state –with penalties and punishments as levers against those not complying with the code sharing values in this areas underpins civic duty and religious observances.” (Martin and White, 2005: 52)

Appreciation is the system by which evaluations are made of products and processes”, (White: 2001). Hope & Read, 2006, state that appreciation is the evaluation of phenomena. The same, Martin & White (2005: 56), express that appreciation is the meanings to construe evaluations of „things“, things that is made, performance that is given including natural phenomena (how they are valued). Like affect and judgment, it has a positive and negative dimension. The system of appreciation is organized around three variable: reaction (impact and quality), composition (balance and complexity), and valuation (Martin and Rose, 2003: 63).

Source or engagement is from whom the evaluations come. There are two kinds of attitudes sources. They are heterogloss (the source of an attitude is other than the writer) and monogloss that the source is simply the author (Martin & Rose, 2003: 44).

Engagement is divided into some systems: (Martin & White, 2005)

1.Contract

a. Disclaim: “the textual voice positions itself as at odds with, or rejecting, some contrary position. Two kinds of disclaim are deny (negation) and counter (concession/counter expectation)”

b. Proclaim: “by representing the proposition as highly warrantable, the textual voice sets itself against, suppresses or rules out alternative positions.” There are three types of proclaim; concur, pronounce, endorse.

2.Expand

a. Entertain: “by explicitly presenting the proposition as grounded in its own contingent, individual subjectivity, the authorial voice represent the proposition as but one of a range of possibility positions – it thereby entertains or invokes these dialogic alternatives.”

b. Attribute: “by representing proposition as grounded in the subjectivity of an external voice, the textual voice represents the proposition as but one of a range of possible positions – it thereby entertains or invokes these dialogic alternatives.” Acknowledge and distance belongs to attribute.

Based on White (2001), “GRADUATION are concerned with values which act to provide grading or scaling, either in terms of the interpersonal force which the speaker attaches to an utterance or in terms of the preciseness or sharpness of focus with which an item exemplifies a value relationship. These two dimensions are variously labeled ‘FORCE’ (variable scaling of intensity) and ‘FOCUS’ (sharpening or blurring of category boundaries)”.

Graduation is another major subsystem of meanings which is concerned with up-scaling and down-scaling. Not only become a feature of attitude, but gradability is also a feature of the engagement system. “Graduation operates across two axes of scalability – that of grading according to intensity or amount (force), and that of grading according to prototypicality and the preciseness (focus) by which category boundaries are drawn” (Martin & White, 2005: 135)

The two types of graduation are (Martin & White, 2005; Martin & Rose, 2003; White, 2001; Hope & Read, 2006):

1.Force

Force is the dimension of graduation of scaling regarding with intensity. Force shows how strongly we feel about someone or something. Force includes values which have been called, intensifiers, down-tones, boosters, emphasisers, emphatics etc (White, 2001).

Force operates appraisal as to degree of intensity and as amount, as is stated by Martin and White (2005: 140). Force is for turning the volume up or down including intensify meanings, and vocabulary items (Martin & Rose, 2003: 38)

There are two types of Force according to Martin & Rose (2003), Martin & White (2005), and White (2001).

a. Intensification

Intensification covers qualities, processes, and modalities.

b. Quantification

Quantification can operate evaluation of amount including entities. Meanwhile, Modes or forms of Force according to Martin and White, 2005 are:

a. Isolating

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 (up/down-scaling of qualities)

b. Infusion

Infused force means that there is no separate lexical form conveying the sense of graduation. However, a single term delivers a meaning.

E.g. *I'm happy; you are beautiful.*

2. Focus

Focus covers those meanings which are elsewhere typically analyzed under the headings of 'hedging' and 'vague language'. Typical values are, he kind'v admitted it; he effectively admitted it, he as good as admitted etc; a whale is a fish, sort'v. Under appraisal theory, values which sharpen rather than blur the focus are also included - for example a true friend, pure folly, he drank his friend under the table, literally (White; 2001) Prototypicality (focus) manages scaling phenomena according to the degree to which they match some supposed core or ideal case of a semantic category, for examples; true, real, genuine (Martin and White, 2005: 137). The form of Focus can be up-scaling or „sharpen', and down-scaling or „soften' (Martin & White, 2005: 138) e.g. a true love (sharpen); an apology of sorts (soften).

This study applies the descriptive qualitative. The data are taken from <https://www.shortstoryproject.com/story/liling/>, namely a short story entitled “Liling” by Kelly Cherry. It was accessed on 18 July 2019 11:15. The data are analyzed by applying SFL (Systemic Functional Linguistics): appraisal. This study focusses on three interacting domains, namely attitude, engagement and graduation.

Results

The data in “Liling” short story are analyzed based on three interacting domains in appraisal theory, namely attitude, engagement and graduation. The classification of the data and the findings are explained, as follows:

a. Attitude in “Liling” short story by Kelly Cherry

The following tables demonstrate that attitudes occur in the data to show the aspect, choice and kinds of information.

Table 1 Appraisal in datum 1

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, positive, admiring, direct	one young woman in particular was

			praised for her beauty
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The datum in table 1 demonstrates that the lexis **young** and **praised** are classified as attitude since they determine the judgment. Besides that kinds of information to tell the readers are personal, positive, admiring and direct to the woman.

Table 2 Appraisal in datum 2

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Positive, direct	but wherever Liling went, admirers clapped

The datum in table 2 remains the same as the previous one. Here the lexis **clapped** denotes attitude and the choice is affect. In addition, kind of information refers to positive and direct ones in which admirers clapped to Liling's beauty.

Table 3 Appraisal in datum 3

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Positive, direct	admirers clapped, as if she were on stage rather than in her own life, or they bowed— and sometimes they did both

Table 3 gives information that the lexis **bowed** and **did (both)** refers to attitude as they give the affect to the experiencer, Liling. Both lexemes related to kind of information are considered as positive and direct to Liling.

Table 4 Appraisal in datum 4

Aspect	Choice	Kinds of information		Datum
Attitude	Appreciation	Positive,		as if she were on stage rather than in her own life,

Table 4 demonstrates that the aspect which occurred in **on stage** and **her own life** is attitude since the choice refers to appreciation to Liling and kind of information is positive.

Table 5 Appraisal in datum 5

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, positive, admiring, direct	for they were captivated by her coiffed hair, her straight, small shoulders, her perfect, blushing skin, and her hands—so exquisite, so delicate, able to express everything in the most minuscule gesture.

Table 5 demonstrates that many lexis, such as coiffed, straight, small, blushing, exquisite, delicate, minuscule are considered attitude in aspect and the choice refers to judgment. In addition, kind of information in the above data is expressing personal, positive, admiring and direct to the main character, Liling.

Table 6 Appraisal in datum 6

Aspect	Choice	Kinds of information	Datum
Source	Judgment	Personal, negative-criticising, direct	But she could not walk. At least not very far

Table 6 demonstrates that the datum is personal, negative-criticising and direct to Liling since she could not walk at least not very far. The aspect remains the same as the previous on, namely source and the judgment as the choice in the text.

Table 7 Appraisal in datum 7

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, negative-criticising, direct	Her feet had been bound at birth and now the deformed stubs at the ends of her legs could barely support her.

Table 7 denotes that Liling’s feet was represented to be bound at birth and now the deformed stubs at the ends of her legs could barely support her. The datum is classified as attitude and the choice is judgment. Kind of information in it is personal, negative-criticising and direct to the main character.

Table 8 Appraisal in datum 8

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, positive-admiring, direct	The purpose of binding women’s feet, as I’m sure you know, was to make them attractive to men.

Table 8 demonstrates that the lexis attractive is used as the purpose of binding women’s feet to make the men attractive. The aspect in the lexis is attitude and the choice is judgment. As we can see that kind of information which occurs is personal positive-admiring and direct to women, especially Liling as the main character in the short story.

Table 9 Appraisal in datum 9

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, negative-criticising, direct	The bound feet grew no longer than three inches.

Table 9 demonstrates that the datum referring to the bound feet grew no longer than three inches has the choice as judgment and the aspect as attitude. The datum referring to kind of information has personal, negative-criticising, and direct to the main character.

Table 10 Appraisal in datum 10

Aspect	Choice	Kinds of information	Datum
Attitude	Judgment	Personal, positive-admiring, direct	The permanent contortion of the foot excited the men, but

			why, I cannot say.
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Table 10 demonstrates that the kind of information is personal, positive-admiring, and direct to the women as the datum ‘the permanent contortion of the foot excited the men, but why I cannot say. The aspect and the choice based on the datum are attitude and judgment.

Table 11 Appraisal in datum 11

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Positive, direct	Liling was happy , but, she thought, she would be so much happier if she could walk without always being about to tip over.

Table 11 denotes that the lexis happy and so much happier are classified as attitude and the choice refers to the affect. Kind of the information is positive and direct to the main character, namely Liling.

Table 12 Appraisal in datum 12

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Positive, direct	“Where have you been, Little Brother?” Her voice was sweet , lulling, as it always was.

Table 12 demonstrates that the lexis sweet is affect and the aspect is attitude. Kind of information “Where have you been, Little Brother?” **Her voice was sweet**, lulling, as it always was is positive, direct.

Table 12 Appraisal in datum 12

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Positive, direct	Liling adopted her calmest manner

Table 12 demonstrates that the datum Liling adopted her calmest manner is positive and direct and can be classified as attitude and affect based on the aspect and choice.

Table 13 Appraisal in datum 13

Aspect	Choice	Kinds of information	Datum
Attitude	Affect	Negative, indirect	Mama and Little Brother were as still as statues as this conversation continued.

b. Engagement in “Liling” short story

Table 14 praisal in datum 14

Aspect	Choice	Kinds of information	Datum
Source	Heterogloss	Projection	Slaves bore her where she wanted to go, the poles of the litter supported on their shoulders, which in warm weather were oiled to glisten

Table 14 demonstrates that the datum “**Slaves bore her where she wanted to go, the poles of the litter supported on their shoulders, which in warm weather were oiled to glisten**” is heterogloss as the kind of information projection and the aspect which occurred is as its source.

Table 15 Appraisal in datum 15

Aspect	Choice	Kinds of information	Datum
Source	Heterogloss	Projection	Her parents missed her. Papa scolded himself for letting her learn to swim. Mama scolded Papa for letting Liling learn to swim.

Table 15 demonstrates that the datum “**Her parents** missed her. Papa scolded himself for letting her learn to swim. Mama scolded Papa for letting Liling learn to swim.” can be classified as projection based on the information since the aspect and the choice are source and heterogloss.

c. Graduation in “Liling” short story

Table 16 Appraisal in datum 16

Aspect	Choice	Kinds of information	Datum
Graduation/ Amplification	Force	Raise	It also allowed them to think that the women needed their strong arms.

Table 16 demonstrates that the datum “It also allowed them to think that the women needed **their strong arms.**” has the information as “raise” in which the aspect and the choice are graduation/amplification and force to the women in the short story. The lexis strong itself is raising in the information.

Table 17 Appraisal in datum 17

Aspect	Choice	Kinds of information	Datum
Graduation/ Amplification	Force	Raise	Her small shoulders strengthened.

Table 17 demonstrates that the datum “Her small shoulders strengthened.” is in the level of graduation/amplification. The choice in the datum is force in which it raises as the theory explained.

CONCLUSION

Based on the above findings, appraisal analysis demonstrates that three interacting domains can unravel the affect, source and graduation/amplification in “Liling” short story. As for the attitude in the short story, the affect are positive, negative, direct, indirect and personal to the main character. The source as a part of appraisal analysis is heterogloss and the graduation/amplification tends to be the power to have been analysed by applying appraisal

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