

**A STUDY OF APPRAISAL ATTITUDE USE IN STUDENTS' WRITING
RECOUNT TEXT**

SKRIPSI

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for the Degree of Sarjana Pendidikan (S.Pd)
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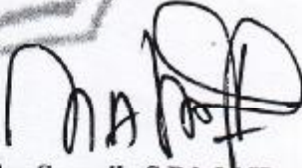
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
15 Maret 2018	Abstract	
	- chapter I	
	- chapter II	
	- chapter III	
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	→ chapter V	
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	→ APPENDICES	

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ABSTRACT

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This research was conducted to find out of the sources of Attitude as parts of Appraisal through language use in students' writing recount text and to classify the words into the system of Attitude sources such as affect, judgement and appreciation in students' writing that has been classified into positive and negative language. It was also conducted by applying descriptive qualitative research. The source of the data in this research was taken from students of grade VIII in SMP Bina Satria Mulia. The data were analyzed by using descriptive data. It was found that 60% in affect, 29% in judgement and 11% in appreciation which showed that the affect was more appeared to express the thought of students than other type through writing. Positive language for each kinds of Attitude was more dominant than negative language of language use in students' writing.

Keyword: Appraisal, Attitude, Recount Text

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of the four language skills: listening, speaking, reading, and writing. Writing is the important skill in communicating the writers' thought to the reader because the writers can express their thought or feeling in a text. According to Byrne (1988: 1), writing is the symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. Writing is also one of productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others.

Writing skills produce a written product which has certain information. It was not easy to write because writing should be able to produce something new and able to give an idea or ideas to the reader through writing. So, in writing the writers can deliver what their feeling or something happens in an experience of themselves. It was more easily to the readers to understand what the writers' thought rather than when someone listens to others who are speaking.

In this research, the researcher analyzed the students' writing especially in recount text which is one of the genres in writing. Knapp (2005: 223) states that recount text are the simplest text type in this genre. Formally, recount was sequential text that did little more than sequence a series of events.

Most students wrote the recount text based on their experience that happened in the past. They expressed their feeling in their story through writing, but the students still did not realize how to express what they feel to write this text well. The story in recount text can be evaluated through the expression of attitude and feeling, which usually made by the writer about the experienced events. The value of expressions through attitude and feeling can be seen as a part of Appraisal.

Martin and David (2007: 25) states that 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. As attitude was part of Appraisal, the teacher was able to understand how often the students use attitude to express their feeling in writing recount and how the language use in their writing.

Based on genre of writing, the students tried to make a story about their self experience to know how their attitude in recount texts. So, in this research, the researcher evaluated the language use in students' writing which belonged to the positive or negative attitude.

Hunston and Thompson in Martin and White, (2005: 38), make a useful distinction between opinions about entities and opinions about propositions. Opinions about entities were canonically attitudinal and involve positive and negative feelings; Opinions about propositions on the other hand were canonically epistemic and involve degrees of certainty. As the recount text evaluation can be seen below:

When I was in Junior High School, I really loved basketball. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr. Sentana was a kind person. But, while he was coaching us, he was very discipline. (Saragih, Natanael, Silalahi and Pardede, 2014)

From the example above, it can be seen the words that showed attitudes of the writer. The word *loved* belonged to affect as happiness. *Kind* showed judgement as social sanction. *Discipline* showed appreciation as positive valuation. Based on the problem, the researcher was interested in doing research about a study of Appraisal Attitude use in students' writing recount text. The sources of data was students' writing taken from SMP Bina Satria Mulia Medan grade VIII. This school was chosen because the researcher had conducted field teaching practice (PPL) there. She taught recount text to the students' and taken students' writing of recount text as the sources of data.

B. The Identification of the Problem

The problems of the research were identified as follows:

1. The evaluation of language use in writing recount.
2. The feeling of writer in writing recount.
3. The attitude in recount writing can be interferes with his or her feeling or emotion in his or her writing.

C. Scope and Limitation

The scope of this research has been focused on Appraisal, especially the sources of Attitude in students' writing. It is limited on a types attitude use in students' writing of recount text in Junior High School grade VIII.

D. The Formulation of the Problems

Based on the identification of the previous study, the problems were formulated as follows:

1. What types of Attitude sources are found in students' writing recount text?
2. What are the dominant of Appraisal Attitude sources of language use in students' writing recount text?

E. The Objective of the Study

The objectives of the study are:

1. To know the types of Attitude sources of language use in students' writing recount text.
2. To find out the dominant Appraisal Attitude sources of language use in students' writing recount text.

F. The Significances of the Study

The findings of the study are expected to be useful theoretically and practically.

a. Theoritically

Theoretically, the result of this study were expected to contributed on the development of Appraisal study, especially on how to analyze the use of attitude in students' writing.

b. Practically

1. Students can improve their language use in writing recount text.
2. Students can be confidence to write their opinion with good language and good attitude.
3. Every writer will know and understand how to use attitude in writing recount text.
4. For other researcher, it can be reference in doing the same research on this topic.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

To evaluate the language use in students' writing, in this theoretical framework are contents about the writing of recount text and Appraisal. In general Appraisal are divided into three parts: attitude, engagement, and graduation. In this research the focus of the study is on Attitude, which has three kinds: affect, judgement and appreciation.

1. Description of Writing

There are many experts who define what writing is. According to Fasold and Jeef (2006: 403), writing is a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.

From the definitions above, it can be inferred that writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written products.

1.1. Recount Text

Derewianka (1990: 14) states that recount text is reconstruct past experience. A recount is the unfolding of a sequence of events over time. Recount are using language to keep the past alive and help us to interpret experience. The purpose of recount text is to tell what happened.

From explanation above, recount text is a text that retells a story or giving information that happen in the past with a sequence. Recount text usually tells about some someone's experience and if it is used in formal context such as report of a science experiment, police report, news report, historical account, etc.

2. Appraisal

Martin and David (2007: 25) states that 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. Further, Martin and White (2005: 34) divide Appraisal into three types: attitude, engagement and graduation. Attitude is concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred. And this research focuses to the attitude.

2.1. Attitude

Martin and White (2005: 42) makes a framework for mapping feelings as they are construed in English texts, referring to this system of meanings as attitude. Attitude are involves three semantic regions covering what is traditionally referred to as emotion, ethics and aesthetics. And emotion in attitude is classed to Affect, ethics be rated to judgement, and aesthetics be rated to appreciation.

According to Martin and White (2005: 35), Attitude is concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation

of things. Attitude is itself divided into three regions of feeling, affect, judgement and appreciation. Affect deals with resources for construing emotional reactions. Judgement is concerned with resources for assessing behaviour according to various normative principles. Appreciation looks at resources for construing the value of things, including natural phenomena and semiosis (as either product or process). Adjective has the potential to express affect, judgement and appreciation depending on the context in which they are used. The probability that an adjective will be used in evaluative discourse to express affect, judgement, and appreciation.

a) **Affect**

Based on the explanation above, affect is relation with emotional someone or writer. Because attitude is developed as a discourse semantic system, the students can expect its realisations to diversify across a range of grammatical structures. This is certainly true of affect. In terms of Halliday from Martin and White (2005: 45), these realisations comprise modification of participants and processes, affective mental and behavioural processes, and modal Adjuncts:

1) affect as 'quality'

- | | | |
|-------------------------------|-------------------------------|--------------|
| a) describing participants | a sad captain | Epithet |
| b) attributed to participants | the captain was sad | Attribute |
| c) manner of processes | the captain left sadly | Circumstance |

2) affect as 'process'

- | | | |
|---------------------|--------------------------------|---------------------|
| a) affective mental | his departure upset him | Process (effective) |
| | he missed them | Process (middle) |

b) affective behavioural the captain **wept** Process

3) affect as ‘comment’

a) desiderative **sadly**, he had to go Modal Adjunct

Based on the explanation above, the purposes of this discussion will call the conscious participant experiencing the emotion an emoter, and the phenomenon responsible for that emotion a Trigger. According to Martin and White (2005: 46), affect can be divided into several parts as follows:

- 1) Are the feelings popularly construed by the culture as positive (good vibes that are enjoyable to experience) or negative ones (bad vibes that are better avoided). The writer is not concerned here with the value that a particular uncommon sense psychological framework might place on one or another emotion (cf. It is probably productive that you’re feeling sad because it’s a sign that ...).
- 2) Are the feelings realized as a surge of emotion involving some kind of embodied paralinguistic or extralinguistic manifestation, or more internally experienced as a kind of emotive state or ongoing mental process?. Grammatically this distinction is constructed as the opposition between behavioural (e.g. *She smiled at him*) versus mental (e.g. *She liked him*) or relational (e.g. *She felt happy with him*) processes.
- 3) Are the feelings construed as directed at or reacting to some specific emotional Trigger or as a general ongoing mood for which one might pose the question ‘Why are you feeling that way?’ and get the answer ‘I’m not sure.’ Grammatically this distinction is constructed as the opposition between

mental processes (*She likes him/he pleases her*) and relational states (*she is happy*). With the mental processes both the Emoter and the Trigger of the emotion are participants (Senser and Phenomenon) and thus directly implicated in the process; with relational states the Emoter and the emotion are the participants (Carrier and Attribute), pushing the Trigger to an optional circumstantial position (*she's happy with him/about that*).

- 4) How are the feelings graded – towards the lower valued end of a scale of intensity or towards the higher valued end; or somewhere in between? We don't wish at this stage to imply that low, median and high are discrete values (as with modality, Halliday in Martin and White (2005: 48), but expect that most emotions offer lexicalisations that grade along an evenly inclined scale (cf. the discussion of sadness below).
- 5) Do the feelings involve intention (rather than reaction), with respect to a stimulus that is irrealis (rather than realis). Grammatically this distinction is constructed as the opposition between desiderative and emotive mental processes (*I'd like to* vs *I like it*).

In this part, affect can be divided into two elements; realis and irrealis affect. Example for realis affect, (the captain disliked leaving). And the example for irrealis affect, (the captain feared leaving). For irrealis affect it can be seen for detail explanation in according to Martin and White, (2005: 48) that irrealis is divided into inclination and disinclination are follows:

Table 2.1
Irrealis Affect

Dis/inclination	Surge (of behaviour)	Disposition
Fear	Tremble	Wary
	shudder	fearful
	cower	terrorised
Desire	Suggest	miss
	Request	long for
	Demand	yearn for

- 6) The final variable in our typology of affect groups emotions into three major sets having to do with un/happiness, in/security and dis/satisfaction. The un/happiness variable covers emotions concerned with ‘affairs of the heart’: sadness, hate, happiness and love; the in/security variable covers emotions concerned with ecosocial well being anxiety, fear, confidence and trust, the dis/satisfaction variable covers emotions concerned with telos (the pursuit of goals) ennui, displeasure, curiosity, respect.

According to Taboada and Grieve in Alena, et al (2010: 806) who determined a potential value of adjectives for affect, judgement and appreciation by calculating the PMI with the pronoun-copular pairs “*I was (affect), He was (judgement), and It was appreciation*”. What the students’ write will show their feeling when they write the text. And the reader will know the emotion of writer. So, affect, judgement, and appreciation will give influence to students’ writing. For affect, a useful distinguishing frame is a relational attributive process with a

conscious participant involving the verb *feel* for Martin and White, (2005: 58) as follows:

- 1) Person feels affect about something. (e.g. i feel happy (about that/that they have come)).
- 2) It makes person feel affect that (proposition). (e.g. It makes me feel happy that they've come).

So, affect can be coded in a framework of this kind by treating the emoter as appraiser, and the trigger of the emotion, if recoverable, as appraised. This makes sense if we interpret the appraiser as the person who is feeling something (whether emoting, judging or appreciating), and the appraised as the person, thing or activity that is being reacted to. In happiness and unhappiness affect can be seen for the Martin and White, (2005: 49) explain that happiness and unhappiness also divided into several kinds. In happiness can be divided into two kinds and unhappiness can be divided into two kinds below:

Table 2.2
Affect – Unhappiness/Happiness

UN/HAPPINESS	Surge (of behaviour)	Disposition
Unhappiness		
Misery (mood: in me)	Whimper	down [low]
	Cry	sad [median]
	Wail	miserable [high]
Antipathy (directed feeling: at you)	Rubbish	dislike
	Abuse	hate
	Revile	abhor

Happiness		
Cheer	Chuckle	Cheerful
	Laugh	Buoyant
	Rejoice	Jubilant
Affection	Shake hands	Be fond of
	Hug	Love
	Embrace	Adore

Beside happiness/unhappiness affect, affect is divided into insecurity/security. In this table will be seen the differences between security/insecurity affect. In security/insecurity is also can be divided to several parts. Insecurity is divided into two kinds and security is divided into two kinds also. To continue explanation Martin and White, (2005: 50) give state as follows:

Table 2.3
Affect – Insecurity/Security

In/security	Surge (of behavior)	Disposition
Insecurity		
Disquiet	Restless	Uneasy
	Twitching	Anxious
	Shaking	Feaked out
Surprise	Start	Startled
	Cry out	Jolted
	Faint	Staggered
Security		
Confidence	Declare	Together
	Assert	Confident
	Proclaim	Assured
Trust	Delegate	Comfortable with

Commit	Confident in/about
Entrust	trusting

For another part of affect is dis/satisfaction, this is related with the students feeling of achievement and frustration in relation to the activities in which are engaged, this parts is included of roles as both participants and spectators. Directed emotion in this part is sensitive to how active roles are playing in the activity is reacting to. Dis/satisfaction is also divided into some element, for detail it can be seen in this table as follows:

Table 2.4
Affect – Dis/Satisfaction

Dis/satisfaction	Surge (of behaviour)	Disposition
Dissatisfaction		
Ennui	Fidget	Flat
	Yawn	stale
	tune out	jaded
Displeasure	Caution	cross, bored with
	scold	angry, sick of
	castigate	furious, fed up with
Satisfaction		
Interest	Attentive	involved
	Busy	absorbed
	Industrious	engrossed
Pleasure	pat on the back	satisfied, impressed
	compliment	pleased, charmed
	reward	chuffed, thrilled

Beside kinds of affect above, to reinforce this point it has taken just one cell, for the mood unhappy. In order to do justice to this kind of lexical elaboration it would need to develop semantic topologies for each cell, designed around various interesting parameters. For each kinds of affect above, it can be seen in this table as follows:

Table 2.5
Affect – Kinds of Unhappiness

Affect	Positive	Negative
Dis/inclination	miss, long for yearn for	wary, fearful, terrorised
Un/happiness	cheerful buoyant jubilant; like, love, adore	sad, melancholy, despondent; cut-up, heart-broken ... broken-hearted, heavy- hearted, sick at heart; sorrowful ... grief stricken, woebegone ... dejected ...; dejected, joyless, dreary, cheerless, unhappy, sad; gloomy, despondent, ... downcast, low, down, down in the mouth, depressed ...; weepy, wet-eyed, tearful, in tears ...
In/security	together, confident, assured; comfortable, confident, trusting	uneasy, anxious, freaked out; startled, surprised, astonished
Dis/satisfaction	involved, absorbed engrossed; satisfied, pleased, chuffed/ impressed, charmed, thrilled	flat, stale, jaded; cross, angry, furious; bored with, sick of, fed up with

b) Judgement

Judgement is construed as our attitude to someone and the way of they behave. In here is defined that the way of someone to measure up of our attitude in writing. How someone give esteem to his opinion in writing. In judgement can be divided into social esteem and oriented to social sanction.

Based explanation above, Judgement is divided into two elements; the first is social esteem and the second is social sanction. Social esteem is related with social networks (family, friends, colleagues, etc.) to share the value for critical information. According to Martin and White (2005: 52) that social esteem tends to be policed in the oral culture, through chat, gossip, jokes and stories of various kinds, with humour is often having a critical role to play. And according to Martin and White, (2005: 53) that explanation of social esteem can be seen as follows:

Table 2.6
Judgement – Social Esteem

SOCIAL ESTEEM	Positive [admire]	Negative [criticise]
Normality 'how special?'	lucky, fortunate, charmed ...; normal, natural, familiar ...; cool, stable, predictable ...; in, fashionable, avant garde ...; celebrated, unsung ...	unlucky, hapless, star-crossed...; odd, peculiar, eccentric ...; erratic, unpredictable ...; dated, daggy, retrograde ...; obscure, also-ran ...
Capacity 'how capable?'	powerful, vigorous, robust...; sound, healthy, fit ...; adult, mature, experienced...; witty, humorous, droll ...; insightful, clever, gifted ...; balanced, together, sane ...; sensible, expert, shrewd ...; literate, educated, learned ...; competent, accomplished ...; successful, productive ...	mild, weak, Wimpy ...; unsound, sick, crippled ...; immature, childish, helpless...; dull, dreary, grave ...; slow, stupid, thick ...; flaky, neurotic, insane ...; naive, inexperienced, foolish ...; illiterate, uneducated, ignorant...; incompetent; unaccomplished...; unsuccessful, unproductive ...
Tenacity	plucky, brave, heroic ...;	timid, cowardly, gutless ...;

'how dependable?'	cautious, wary, patient ...; careful, thorough, meticulous tireless, persevering, resolute...; reliable, dependable ...; faithful, loyal, constant ...; flexible, adaptable, accommodating ...	rash, impatient, impetuous ...; hasty, capricious, reckless ...; weak, distracted, despondent ...; unreliable, undependable ...; unfaithful, disloyal, inconstant...; stubborn, obstinate, wilful ...;
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And social sanction is related with 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 area underpins civic duty and religious observances. For the rest it, it is perhaps more question who it turn to help, too much negative, and may need to to visit a therapist. Too much negative sanction, and a lawyer may need to be called in. And in social sanction is also divided into two elements, they are veracity and propriety. For detail explanation, it can be seen of the table below:

Table 2.7
Judgement of Social Sanction

Social Sanction 'mortal'	Positive [praise]	Negative [condemn]
Veracity (truth) 'how honest?'	truthful, honest, credible ...; frank, candid, direct ...; discrete, tactful ...	dishonest deceitful, lying ...; deceptive, manipulative, devious ...; blunt, blabbermouth ...
Propriety (ethics) 'how far beyond reproach?'	good, moral, ethical ...; law abiding, fair, just ...; sensitive, kind, caring ...; unassuming, modest, humble ...; polite, respectful, reverent ...; altruistic, generous, charitable ...	bad, immoral, evil ...; corrupt, unfair, unjust ...; insensitive, mean, cruel ...; vain, snobby, arrogant ...; rude, discourteous, irreverent ...; selfish, greedy, avaricious ...

For judgement, a relational attribute process ascribing an attitude to some person's behavior proves useful (cf. Lemke from Martin and White, 2005: 59) below:

- 1) It was judgement for person/of person to do that; e.g. it was silly for them to do that.
- 2) For person to do that was judgement; e.g. for them to do that silly.

Judgement is always affected of relation between social like the explanation above said. So, judgement is construing their attitude to someone and the way of they behave.

c) **Appreciation**

Appreciation is construing the evaluation of things, especially things the writer make and performances give, but also including natural phenomen, what such things are worth (how people value them). According to Jonathan, David and John (2007: 94) appreciation considers the evaluation of things, both man-made and natural phenomena. Appreciation are divided into three types, they are; reaction, composition and valuation. Reaction is related to affection (emotive – it garabs me, desiderative – i want it). Composition is related to perception (people view of order), and valuation is related to cognition (considered opinions). For detail, it can be seen from the table for a Martin and White, (2005: 56) as follows:

Table 2.8
Type of Appreciation

Positive	Negative
Reaction: impact 'did it	arresting, captivating, engaging ...; fascinating,exciting,moving...;
	dull, boring, tedious ...; dry,ascetic,uninviting...; flat, predictable,

grab me?’	lively, dramatic, intense ...; remarkable, notable, sensational ...	monotonous...; unremarkable, pedestrian...;
Reaction: quality ‘did I like it?’	okay, fine, good ... lovely, beautiful, splendid ...; appealing, enchanting, welcome ...	bad, yuk, nasty ...; plain, ugly, grotesque...; repulsive, revolting, off- putting...
Composition: Balance ‘did it hang together?’	balanced, harmonious, unified, symmetrical, proportioned ...; consistent, considered, logical ...; shapely, curvaceous, willowly...	unbalanced, discordant, irregular, uneven, flawed...; contradictory, disorganised ...; shapeless, amorphous, distorted ...
Composition: Complexity ‘was it hard to follow?’	simple, pure, elegant ...; lucid, clear, precise ...; intricate, rich, detailed, precise...	ornate, extravagant, byzantine ...; arcane, unclear, woolly...; plain, monolithic, simplistic ...
Valuation ‘was it worthwhile?’	penetrating, profound, deep ...; innovative, original, creative...; timely, long awaited, landmark...; inimitable, exceptional, unique ...; authentic, real, genuine...; valuable, priceless, worthwhile ...; appropriate, helpful, effective ...	shallow, reductive, insignificant ...; derivative, conventional, prosaic...; dated, overdue, untimely ...; dime-a-dozen, everyday, common; fake, bogus, glitzy ...; worthless, shoddy, pricey...; ineffective, useless, write- off...;

Alternatively, the appreciation framework might be interpreted meta functionally, with reaction oriented to interpersonal significance, composition to textual organization and valuation to ideational worth. Clearly there are strong link between the appreciation variable reaction and affect (as outlined above), including derivationally related lexis. Similarly, positive and negative valuations of something imply positive and negative judgements of the capacity of someone

to create or perform. But it is considered with useful to distinguish between judgement of behavior and evaluations of things.

Judgement: capacity appreciation: valuation

A brilliant scholar *a penetrating analysis*

There are strong links between the appreciation variable reaction and affect, including derivationally related lexis. Grammatically, as Suzanna Eggins in Martin and White, (2005: 57) has suggested to writer, might think of reaction, composition, and valuation in relation to mental-processes the way to look at things (the writer gaze). For detail explanation from sub-types of appreciation, it can be seen in this table below:

Table 2.9
Sub-types of Appreciation

Appreciation	Mental process type	Metafunction
Reaction	Affection	Interpersonal
Composition	Perception	Textual
Valuation	Cognition	Ideational

For appreciation, a mental process ascribe an attitude to a thing can be used as a diagnostic in Martin and White, (2005: 59) below:

Appreciation

- 1) Person consider something appreciation (e.g. I consider it beautiful).
- 2) Person see something as appreciation (e.g. They see it as beautiful).

It have already indicated, the source and target of evaluation are also criterial. The source of affect is of course conscious participants, including

persons, human collectives and institutions (Halliday and Matthiessen from Martin and White, (2005: 59) as follows:

- 1) Woman, boy, mother, striker, stalker, lawyer, client, teacher, and student.
- 2) Family, team, platoon, class, professoriate, clergy, congregation, and judiciary.
- 3) Government, commission, court, council, board, company, senate, and tribunal.

Affect will be core for judgement and appreciation who given by the reader. So, as types of attitude affect, judgement, and appreciation will confer influence to students writing and will increase the language use of students in writing. Thus our maps of feeling (for affect, judgement, and appreciation) have to be treated at this stage as hypotheses about the organization of the relevant meanings, offered as a challenge to those concerned with developing appropriate reasoning, as a reference point for those with alternative classifications and as a tool for those who need something to manage the analysis of evaluation in discourse.

So, attitude is responsible to object, idea or person. Attitude differ from other pre-dispositions or tendencies such as habit or interests in the sense that attitude are learned disposition, students have motivational characteristic, and they may be arranged from positive to negative.

B. Relevant Studies

There are some studies that related to this research had been conducted before. The first study is conducted in the thesis by Hai Bin Wu (2013) on his title thesis: *Appraisal Perspective on Attitudinal Analysis of Public Service Advertising Discourse*. This study discusses about analyzing attitudinal meaning of public service advertising discourse using the Appraisal Framework with a view to revealing how linguistic elements realize the appraisal and especially what attitudinal value (affect, judgement, appreciation) is of frequent occurrence in the target discourse.

The second study is conducted in the thesis by Vidya (2017) on her title thesis: *The Use of Attitude in Students' English Reading Textbook*. This study discusses about an attitude is part of appraisal that relates to the feeling or writer English high school textbook, who divided into three parts: affect, judgement, and appreciation. To know the attitude of the writer, the researcher uses the part of attitude to analyze the use of language expressed by the writer English high school textbook. based on the attitude parts has been classified into positive language and negative language.

C. The Conceptual of Framework

In this research, the researcher concern to evaluate the attitude of students in writing recount text. To evaluate the attitude and language use of students in writing recount text, what their attitude positive or negative. From the kinds of attitude: affect, judgement, and appreciation, the researcher will know the attitude of students. Based on writing recount text, students make a paragraph suitable with the role of writing recount text. So, from writing recount text and the

elements of attitude, the researcher will know what their attitude are positive or negative.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research was conducted by using a descriptive qualitative research design. So, the nature of the study was descriptive and the research presented the data in the form of qualitative description. Analysis of this type was done with words to get conclusions, so the qualitative study obtained the descriptive data either spoken or written. This research used the written data. This research was conducted to analyze Appraisal attitude use in students' writing especially in recount text.

B. Source of The Data

This research had been conducted at SMP Bina Satria Mulia Medan for the second semester students in Academic Year 2017/2018, jalan Alumunium No.10 Tj.Mulia, kecamatan Medan Deli, kota Medan, Sumatera Utara. The reason for choosing this school is because the researcher had ever conducted the field

experience practice (PPL) in this school and it was found that many students in SMP Bina Satria Mulia were still difficult to write their life experience and they got trouble how to express what they feel whenever they wrote the texts. The sources of the data were recount text of students' writing. So, analyzing texts how often they expressed their feeling in Attitude (affect, judgement, appreciation) of language use in students' writing recount. The data were obtained from grade VIII which consist of 54 students from two classes. Based on the total students above, all students from the students of grade VIII in Junior High School were taken as the sample of this study.

C. Technique of Collecting Data

The purposes of this study are to know the types of Attitude sources of language use in students' writing recount text and to find out the dominant of attitude types of language use in students' writing recount text.

To obtain the goal of the study, several steps were implemented. The first step was to know the students' attitude in writing. The students were instructed to make a story based on their life experiences. The students were given a freedom to make a story that suitable with their story lives of their experience. After that, the students' writing were then collected.

D. Technique of Analyzing Data

After the data had been collected, the researcher analyzed which words belonged to affect, judgement, and appreciation. Then, she made documentation of evaluative language by attitude sources in table frame. Finally, the researcher made a decision which of the attitude elements were mostly used the students in

their writing. The data were analyzed by interactive model classified officially by De Vos (2005: 344). As the need for this study, the process was begun by coding the data, testing the emergent understandings, and finally representing, visualizing (i.e. writing a report).

1. *Coding the data* : this analysis process generated categories and theme in which the researcher diligently and thoroughly marked passage in the data using codes. This process let the selective words in the sentence, based on Appraisal of attitude (affect, judgement, appreciation) proposed by Martin and White (2005). Then, the coding of attitudes were realized by the students' nature feeling through writing.
2. *Testing emergent understanding*: as categories were coded well, this analysis process let the researcher begin the process of evaluating the plausibility of developing understandings and exploring them through the data. This process the selected words will be divided and evaluate based on types of attitude which are affect, judgement and appreciation.
3. *Writing a report*: the last analysis process, the researcher present the data, a packaging of what was found in text, tabular or figure form. This process provided information how the occurrences of affect, judgement, appreciation were realized and resumed into a table to make readable. The data were then presented in the table in order to explain the findings and the further explanation in discussion.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

As mentioned previously in chapter III, the data some was taken from the students grade VIII in SMP Bina Satria Mulia Medan and it's data was the recount text. All the recount texts that made by the students were analyzed and classified into the types of Attitude, namely: affect, judgement, and appreciation. for further information it can be seen in appendix.

B. Data Analysis

After reading all of the students' recount texts, the texts were then analyzed and classified into the types of Attitude: affect, judgement, and appreciation. The purpose of the analysis is to find out the types of Attitude used in students' language through their writing, to find out the most dominant positive or negative in Attitude sources: affect, judgement, and appreciation used in students' language

through their writing. The analysis of the recount text from students' language can be seen.

1. Affect

Affect is concerned with registering positive and negative feeling. Based on the analysis of data, it was found there were disinclination, inclination, unhappiness, Happiness, insecurity, security, dissatisfaction, satisfaction of affect that had found in students' writing of recount text. Here were some examples of data analysis.

- We missed him so much (Inclination)
- It was really hurt me and i'm crying in there (Unhappiness)
- Those day were very enjoyable for me (Happiness)
- Those day were very eniovable for me (Insecurity)
- I went home with singing lagu-lagu with my family (Security)
- Its little bit bored because i just take a sit for a hours time (Dissatisfaction)
- Last Tuesday was a *busy* day for me (Satisfaction)

Affect in students' writing of recount text was found and the result of the finding can be seen in the following table.

Table 4.1
Affect in Students' Text Writing

Affect								
Disinclination	Inclination	Unhappiness	Happiness	Insecurity	Security	Dissatisfaction	Satisfaction	Total
-	3	14	65	4	23	5	8	122

0%	2%	11%	53%	3%	19%	5%	7%	100%
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Table 4.1 shows that the dominant sources of Affect in students' writing is Happiness (53%) compared with the other sources in subsystem of Affect: Inclination, Disinclination, Happiness, Unhappiness, Security, Insecurity, Satisfaction, and Dissatisfaction. These data sources show that the students' language in writing dominated with the languages which show happiness and there was no found in affect disinclination. It show that the sources of events are used by the students to construe their emotional reactions in the story they wrote which are mostly fulfilled with happiness.

2. Judgement

Judgement concerns with resources for assassing behaviour according to various notmative principle. Based on the analysis of data, it was found there were normality, capacity, tenacity in social esteem and veracity, propriety in social sanction of judgement that had found in students' writing of recount text. Here were some examples of data analysis.

- An unpredictable moment happened after that (Social esteem – Normality)
- At last, the time was running and the homework was successfully finished (Social esteem – Capacity)
- Because it was so high that nobody was brave enough to surf on it that time (Social esteem – Tenacity)

- After we arrive there, we direct bought ticket (Social sanction – Veracity)
- At restaurant my family and i ordered some kind of food (Social sanction – Propriety)

Judgement in students' writing of recount text was found and the result of the finding can be seen in the following table.

Table 4.2
Judgement in Students' Text Writing

Judgement					
Social Esteem			Social Sanction		Total
Normality	Capacity	Tenacity	Veracity	Propriety	
11	10	3	6	28	58
19%	17%	6%	10%	48%	100%

Table 4.2 shows that the sources of social sanction is more dominant than the sources of social esteem. The sources of propriety (48%) are the most dominant of all judgement sources. The least sources of Judgement is tenacity (6%). The students' writing describes the social sanction bigger than the social esteem.

3. Appreciation

Appreciation looks at sources for construing the value of the things, including natural phenomena and semiosis. Based on the analysis of data, it was found there were reaction impact, reaction quality, composition balance, composition complexity, and valuation of appreciation that had found in students' writing of recount text. Here were some examples of data analysis.

- He asked me to collect some dry wood (Reaction – Impact)

- In that beautiful village (Reaction – Quality)
- My last holiday was classified as a very simple holiday (Composition – Complexity)
- The 12 meter whale was stuck in the shallow water (Valuation)

Appreciation in students' writing of recount text was found and the result of the finding can be seen in the following table.

Table 4.3
The Percentage of Appreciation

Appreciation					
Reaction: Impact	Reaction: Quality	Composition: Balance	Composition: Complexity	Valuation	Total
4	14	-	1	3	22
18%	64%	0%	4%	14%	100%

It can be seen that Table 4.3 above refers to the part reaction: quality of appreciation is the most dominant used and there was no found in composition: balance by students to express their thought through writing recount text. The students used the reaction:quality in their writing to show that they like to do something in their daily activities.

The three subsystem of Attitude: Affect, judgement, and appreciation has already explained above. The following can be seen the recapitulation of the students' writing in Table 4.4.

Table 4.4
The Percentage Kinds of Attitude

NO.	Attitude	Percentage (%)
1.	Affect	60%

2.	Judgement	58	29%
3.	Appreciation	22	11%
Total		202	100%

Table 4.4 shows that Affect is the most dominant from Judgement and Appreciation. It means that the students' feeling and emotion take part dominantly in the students.

The following can be seen the dominant use of Attitude in the students' writing as in Table 4.5.

Table 4.5
The Percentage of Positive and Negative Attitude

No	Kinds Of Attitude	Positive/Negative	Number	Percentage
1	Affect	Positive	98	48.51%
2		Negative	24	11.88%
3	Judgement	Positive	49	24.26%
4		Negative	9	4.46%
5	Appreciation	Positive	16	7.92%
6		Negative	6	2.97%
		Total	202	100%

Based on the table above, it could be seen the percentage of the dominant of positive and negative in Attitude. Table 4.5 shows that positive is more dominant than negative. There are 48.51% positive in Affect, 24.26% positive in Judgement and 7.92% positive in Appreciation, as we known that affect, judgement and appreciation is kinds of Attitude. It was found that Attitude of language use in students' writing often uses positive meaning to express their thought or feeling.

C. Research Findings

After analyzing the data in this study, the finding can be explained as follow:

1. There were three types of subsystem of Attitude: affect, judgement, and appreciation found in language use in students' writing recount text. Affect is the most dominant subsystem of Attitude, Judgement and Appreciation.
2. Positive and negative Attitude were found in the students' writing. Positive items were more dominant than the negative one. Futher, the dominant of subsystem in Attitude is Affect 48.51% positive in Affect, 24.26% postive in Judgement and 7.92% positive in Appreciation.

D. Discussion

The percentage that appeared on the Table 4.1, 4.2, 4.3, 4.4 bove was obtained based on the words which were expressed in the language use in students' writing recount text. Then the researcher has analyzed it and classified into positive or negative langage. The classification was determined by the Martin and White theory was described in the explanation chapter II.

After the data were analyzed, it can be seen on the Table affect above that to most percentage was happiness and security kinds. With a word appeared sixty five to the happiness words and with percentage 53%. The word that appeared on security was as many as twenty two words with the percentage 11%. That most the frequent percentages of affect, and from the table above it can be seen that the words of disinclination was not founded in students' writing. After the data was analyzed, the reseacher knew why happiness and security words appeared as the percentage of the most in the percentage affect. Affect was drawn of the students emotion or feeling they expressed through writing recount text. The researcher has analyzed the words the expressed and have categorized them according to the terms described in the chapter II. The students just shown their feeling in their experience life through writing recount text. The words of happiness most appeared it can be seen in table of the percantage of affect, those most the students has the great experience and easy how to express happiness of their daily life that can be seen of the words in happiness kinds of affect from their writing. Then the words of security kinds of affect was appeared in student' writing too. In this data it can be seen that positive affect was dominant appeared rather that negative affect with percentage 48.51% and 11.88%.

Based on the explanation of affect, the words of judgement appeared in language use in students' writing recount text. The judgement table also has been known all the percentage that appeared on every words. It can be seen on the table of judgement above that the most percentage was social function propriety. the words appeared twenty eight with percentage 48%. That most the frequent

percentage of judgement, from the table above it can be seen that the least visible was social esteem tenacity with three and 6%. Judgement was a drawn of the students behaviour, which was admire or criticise that can their express through writing recount text. The words of social fuction propriety appeared of language use in students wrting recount text, every word that appeared at the propriety was a students judgement of that good propriety for one's possessions proprieties. This data can be seen that positive judgement was dominant appeared rather than negative judgement with percentage 24.26% and 4.46%.

The words of appreciation also appeared of language use in students' writing recount text. It can be seen on the table above that the most percentage was reaction quality, word was as much fourteen and with percentage 64%. From the table above it can be seen that the least visible was composition complexity, word was just one with percentage 4%. This data can be seen that positive appreciation was dominant appeared rather than negative appreciation with percentage 7.92% and 2.97%.

After the data was analyzed, the researcher was found the most percentage kinds of attitude was affect which the words most appeared of language use in students' writing recount text. The words appeared was as much 122 with percentage 60% and words of the least visible was appreciation with words as much 22 with percentage 11%. It could be seen the percentage of the dominant of positive and negative in Attitude that positive is more dominant than negative. There are 48.51% positive in Affect, 24.26% positive in Judgement and 7.92% positive in Appreciation, as we known that affect, judgement and appreciation is

kinds of Attitude. It was found that Attitude of language use in students' writing often uses positive meaning to express their thought or feeling.

In the other researcher that was already analyzed before, that she was found based on the analysis that affect and judgement was more dominant emerged than appreciation. The writer concluded that the the writer's Attitude in textbook English rather was involved into positive attitude than negative attitude.

Based on the explanation above, the researcher was found the same result of the kinds of attitude in students' writing recount text. that the affect and judgement was more emerged than appreciation. Then the positive attitude are most dominant than negative attitude.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the language use in students' writing recount text, the researcher concluded that;

1. The students' attitude expressed their language use in students' writing recount text and based on the analysis of sources data above can be concluded the affect more appeared to express the thought of students through writing rather than judgement and appreciation. With percentage 60% affect, 29% judgement and 11% appreciation.

2. The dominant of Appraisal attitude sources of language use in students' writing recount text based on the analysis of the data above can be concluded positive language was most appeared for each kinds of Attitude. It was more dominant than negative language of language use in students' writing recount text. There are 48.51% positive in Affect, 24.26% positive in Judgement and 7.92% positive in Appreciation.

B. Suggestion

From the analysis about politeness strategies, the researcher has some suggestions as follows:

1) The Teacher

The researcher suggest the teacher who teaches especially English to more consider about the language use of gave more different vocabulary in the classroom in teaching learning process. In addition the Attitude of Appraisal can increased the vocabulary to support the student's skill to be better. Moreover, how the way the teacher gave materials or gave motivations and managing class through the language used by the te³⁵ classroom is able to influence the student's vocabulary of english in life so they can got more knowlegde in the future

2) The students

This research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about discourse especially kinds of

Appraisal. The students are supposed to learn discourse seriously. It is important because discourse is a study which learns about the meaning behind the sentence.

3) The other researcher

This research just focuses on Attitude which one of kinds of Appraisal. This study can expected to us to express our opinion with positive language or positive attitude. Because every people was always give evaluation with the language use. Therefore, we should be careful to express our opinion in every word we express. Because every word appeared was give affect, judgement and appreciation to every people who express.

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Text 1

NO.	Dolphin Show	Appraisal
1.	I went to the dolphin show last weekend with family.	-
2.	I entered the gate with full of joy.	-
3.	I took a seat in the first line of the show.	-
4.	The instructor of the dolphin was calling some volunteer to come forward.	-
5.	I raised my hand and got called	-

	by him. He told the dolphin to kiss me on my cheek.	
6.	The dolphin did as he told, i was kissed by the cute dolphin.	-
7.	I was so <i>happy</i> the dolphin kissed me on the cheek.	Attitude>Affect>Happiness>Positive
8.	I went home with singing <i>together</i> with my family.	Attitude>Affect>Security>Positive

-

Text 2

NO.	Holiday Last Weekend	Appraisal
1.	Last weekend, i went to my grandma's house in the village near my town.	-
2.	In that <i>beautiful</i> village.	Attitude>Appreciation>Quality>Positive
3.	I had many activities, I went to my grandma's farm and fed the animals.	-
4.	I also planted some flowers in the garden and played, with the village kids.	-
5.	The were <i>cheerful</i> and <i>kind</i> hearted. They even gave me handmade souvenirs before i went home.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Judgement>Propriety>Positive
6.	I am sure that i'll never forget the days i spend in that village.	-

Text 3

NO.	Bathing Place Blue's	Appraisal
1.	Enough Monday i and my family go to bathing place blue's.	-
2.	We go 10.30 PM and climb car color white.	-
3.	Trip center i and my brother playing inside car.	-
4.	Not long after that we to arrive to direction.	-

5.	To arrive in direction i and my family look for place for sit.	-
6.	I and my brother substitute drees for bathe.	-
7.	Not long after that day already dark we substitute drees and <i>hasty</i> home.	Attitude>Judgement>Tenacity>Negative
8.	Moments i and my family extremely <i>happy</i> .	Attitude>Affect>Happiness>Positive

Text 4

NO.	Very Tired Day	Appraisal
1.	Last Tuesday was a <i>busy</i> day for me.	Attitude>Affect>Satisfaction>Negative
2.	I sport my time to do a lot of activities from my senior high school to my home, i had no time take rest.	-
3.	First at the morning, i went jogging, after that i went to school to Sunday until 13.00 PM.	-
4.	From my school i went Sanggaran sport hall to practice badminton until 08.00 PM i practice because thati felt very tired.	-
5.	After that i went home. But when i would sleep, i remembered there was some home work that i had to do.	-
6.	I did my home woles until 11.00 PM. and finally, i could take a rest in my bed.	-
7.	Those all activities made my day <i>busy</i> and i felt very tired.	Attitude>Affect>Satisfaction>Negative

Text 5

NO.	Holiday to the Village	Appraisal
1.	On the feast of Eid Al-Adha.	-

2.	Yesterday i was with my family on holiday to village.	-
3.	I and my mother went from house to bus stop at 12.00 PM at noon until 13.00 PM.	-
4.	When i arrived at the village, i was invited to the same uncle to the beach to see the scenery and playing water on the beach.	-
5.	I really feel <i>happy</i> Idul Adha holiday, holiday with my mother and my family.	Attitude>Affect>Happiness>Positive

Text 6

NO.	Bathing Place Hot Water	Appraisal
1.	Day week i and my family went to Brastagi at bathing place hot water.	-
2.	We went at 08.00 PM and we climb car avanza color silver.	-
3.	Trip center i and my brother, sister we playing inside car, as story and singing joint.	-
4.	Not along after we reach at bathing place hot water.	-
5.	And we enter inside spot bathing place hot water, after we enter inside and we seel reach sit.	-
6.	Not along after we may reach sit. We sit and substitute dress and straight bathe joint.	-
7.	After finish bathe we substitute dress and we go to home.	-

Text 7

NO.	Happy New Year 2018	Appraisal
1.	On 2017, December 27th, my cousin and i went to our family's house.	-
2.	We were invited to vacation there. "he said" is only 2 days, it was 5 days wkwkw.	-

3.	On the 29th, there we are <i>enjoyed</i> a cinema vacation in Manhattan.	Attitude>Affect>Happiness>Positive
4.	After that we went home to our brother's house.	-
5.	When we got home, we cooked grilled chicken an mango juice.	-
6.	On the 31st of the night, we sat in the living room watching TV while waiting for the fireworks last year.	-
7.	And on january 1, 2018. We went home at 7.00 PM and we were picked up by mom and dad.	-

Text 8

NO.	The Last School Semester Holiday	Appraisal
1.	The last semester holiday was a moment that i'd been waiting for.	-
2.	Because as long as i sit in eight grade, i was spending more time to learn than doing some activities associated with my hobby.	-
3.	My last holiday was classified as a very <i>simple</i> holiday.	Attitude>Appreciation>Complexity>Positive
4.	I was only at home for doing my hobbies such as writing, drawing and visiting my friends house.	-
5.	On the first day until the fifth day i spent time with writing some short stories, chatting with family, and painting some objects at home.	-
6.	Them is the following days.	-
7.	I visited my friends home to	Attitude>Affect>Security>Positive

	study and to do fun things <i>together</i> .	
8.	Having finished studying, we then cycled around the area to see new things <i>together</i> .	Attitude>Affect>Security>Positive
9.	After being tired of cycling, we took visit at other friends house while fulfilling the thirst.	-
10.	Everytime the day got dark, we went back to our homes to spend time with family.	-
11.	Those day were very <i>enjoyable</i> for me.	Attitude>Affect>Happiness>Positive
12.	Although i only spent holiday at home by doing funny things, spending time with my family, and visiting my friends home while studying, i really <i>enjoyed</i> that short holiday.	Attitude>Affect>Happiness>Positive

Text 9

NO.	My Busy Holiday	Appraisal
1.	Last year, i thought this would be a great holiday for me.	-
2.	Because that was chinese new year holiday.	-
3.	I didn't <i>celebrate</i> the chinese new year as i'm not chinese but i guessed that it was a <i>good</i> time for me to get full refreshing.	(1)Attitude>Judgement>Normality>Positive (2)Attitude>Judgement>Propriety>Positive
4.	I was so tired to studying however, the <i>unpredictable</i> fact broke everything up.	Attitude>Judgement>Normality>Negative
5.	First <i>like</i> on ordinary daughter, i had to get up early morning to help my	Attitude>Affect>Happiness>Positive

	mother of course after i prayed.	
6.	Then i did the dishes, clean up my room and did my bed.	-
7.	I was really in danger if my mom knew that my room was messy, so i made it as soon as possible.	-
8.	After finishing everything, my aunts called me in the afternoon.	-
9.	I did not meet them for a long time so we kept for hours to talk about some up to date gossips.	-
10.	Not long after that, my nighbor who is also my soulmate visited me.	-
11.	She asked my help to finish her homework.	-
12.	At last, the time was running and the homework was <i>successfully</i> finished.	Attitude>Judgement>Capacity>Positive
13.	An <i>unpredictable</i> moment happened after that.	Attitude>Judgement>Normality>Negative
14.	To my surprised i <i>just</i> remembered that i had a lot of homework too.	Attitude>Judgement>Propriety>Positive
15.	I got confused and regretful why i did not check it.	-
16.	As the consequence i did my homework until late night and it hardly finished.	-
17.	Since then, i always check homework before having a holiday.	-
18.	I did not feel this was holiday instead of i had to work hard and got a long ship with my homework.	-

Text 10

NO.	Visit Grandma's House	Appraisal
1.	Last week i visited my grand mother's house with my mother and father.	-
2.	My grand mother's house in a village with lots of rice fields.	-
3.	In the middle of the journey i can see the rice fields on my right and left, until finally i've arrived at my grand mother's house.	-
4.	My mother and i decided to sleep at home few days.	-

Text 11

NO.	My Holiday in Kisaran	Appraisal
1.	Last month, my family and i went to kisaran.	
2.	Kisaran was a city in which my <i>lovely</i> uncle live.	Attitude>Affect>Happiness>Positive
3.	I really <i>like</i> Kisaran city because i have my unforgettable in kisaran city.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Judgement>Capacity>Positive
4.	I arrived in Kisaran at 10 o'clock, than my family and i took a rest for a moment than, we decided to go and visit some beautiful place around Kisaran city.	Attitude>Appreciation>Quality>Positive
5.	We went to mall there we bought some things that we need there are clothes, bag and etc.	-
6.	After getting tired we decided to have lunch in kfc.	-
7.	We ate many food there.	-
8.	After that, my family and i went home prepared ourself to	-

	the next trip to sibolga.	
9.	I hope i will have a nice trip <i>like</i> this in sibolga.	Attitude>Affect>Happiness>Positive

Text 12

NO.	My Holiday in Cermin Beach	Appraisal
1.	It was July 21th, 2016 my family and i made 2 plan to go to Cermin beach.	-
2.	Think cermin beach was one of the best destination in Indonesia.	-
3.	I do really <i>like</i> to go to there.	Attitude>Affect>Happiness>Positive
4.	In Cermin beach i could spend a long time <i>just</i> to see how <i>beautiful</i> the beach.	Attitude>Judgement>Propriety>Positive Attitude>Appreciation>Quality>Positive
5.	In there, my family and i did some activities.	-
6.	From swimming, surfing and blog we did these activities until afternoon and we still didn't feel tired.	-
7.	At night we decided to searching for a <i>good</i> restaurant near the beach because my family was really hungry after those activities.	Attitude>Judgement>Propriety>Positive -
8.	At restaurant my family and i ordered some <i>kind</i> of food.	Attitude>Judgement>Propriety>Positive
9.	And all food was so delecious.	-
10.	After that we decided to went home in the next day.	-
11.	I was really <i>happy</i> to have a vacation.	Attitude>Affect>Happiness>Positive
12.	<i>Like</i> that asked nt mom to make nice holiday for my next semester.	Attitude>Affect>Happiness>Positive

Text 13

NO.	A Trip to Tanjung Setia Beach	Appraisal
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1.	Last year, at the end of the year, my family and i decided to spend our holiday at Tanjung Setia Beach which located around 234 km from Bandar Lampung.	-
2.	When we arrived at the beach we were surprised to see the <i>beautiful</i> view of the realized that there were not many people there.	Attitude>Appreciation>Quality>Positive
3.	We thought that it happened because it was to windy there during that time but we finally realized that it was christmas holiday so almost all of tourist who are used to spending time there went back to their country.	-
4.	After spending few times swimming in the beach, we bought some chips at the take away store nearby.	-
5.	And we rode our bikes <i>down</i> the beach for a while, on the hard, damp part of the sand.	Attitude>Affect>Unhappiness>Negative
6.	The next day we visited Labuan Jakung beach.	-
7.	There, we were amazed to see the high wave owned by this beach.	-
8.	Because it was so high that nobody was <i>brave</i> enough to surf on it that time.	Attitude>Judgement>Tenacity>Positive
9.	The third day there, we decided to go home when, we finally made it back home, we were both totally exhausted because of the trip but we were <i>happy</i> to travel such an amazing beach Lampung province has.	Attitude>Affect>Happiness>Positive

Text 14

NO.	My Holiday Went to Si Debu-Debu	Appraisal
1.	Last week i and my family went to Sidebu-debu we went there by car, it was about 08.00 AM.	-
2.	And long street we see to look at which <i>beautiful</i> and intimate the air very fresh.	Attitude>Appreciation>Quality>Positive
3.	Moment arrived there we to come and played there.	-
4.	We played there, we play we ti bathe and water very cold and clean.	-
5.	And after that we back to home.	-
6.	There very <i>happy</i> in holiday not will ever lost from my memory.	Attitude>Affect>Happiness>Positive

Text 15

NO.	Shopping With My Sister	Appraisal
1.	I went to the market yesterday with my sister, my mom wasn't at home yesterday so she told my sister and i to buy vegetable in the market.	-
2.	My sister told me to write <i>down</i> any vegetable that i wanted to buy.	Attitude>Affect>Unhappiness>Negative
3.	I did it then gave it to her.	-
4.	We were ready to go then minutes after that my sister told me everything about things in the market.	-
5.	She told me which one is the fresh one of the vegetable and why did the market was crowded and also how to bargain with the seller.	-
6.	I was so <i>happy</i> to be with my sister in the market.	Attitude>Affect>Happiness>Positive

7.	She told me everything until i understood how to buy something in the market.	-
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Text 16

NO.	Losing My Phone	Appraisal
1.	Two days ago i was in the bus station to pick my brother up for his arrival.	-
2.	I was playing my phone all the time in that afternoon.	-
3.	I sat in the bench right near the ticket keeper.	-
4.	Then, i bought a bottle of water across the ticket keeper.	-
5.	I forgot to take my phone with me when i bought water.	-
6.	Then i saw my brother out of the bus.	-
7.	I ran to him and we were about to go.	-
8.	That time i thought i lost my phone, my brother told me to check it in the place before.	-
9.	I came back and the ticket keeper told me that he saved the phone for me.	-
10.	I thanked him and we said our <i>good</i> bye.	Attitude>Judgement>Propriety>Positive
11.	I was afraid that i would lose my phone, <i>lucky</i> i still had it back.	Attitude>Judgement>Normality>Positive

Text 17

NO.	Lazy Day	Appraisal
1.	Last weekend i spent all day laying on my bed.	-
2.	It was <i>just like</i> the lazy song	(1)Attitude>Affect>Happiness>Positive

	by bruno mars “today i don’t feel <i>like</i> doing anything” hehe.	(2) Attitude>Affect>Happiness>Positive (3)Attitude>Judgement>Propriety>Positive
3.	But sometimes doing nothing was <i>just</i> something that we needed the most, especially after along a super exhausted week at the office.	Attitude>Judgement>Propriety>Positive
4.	It was Sunday and i woke up at 09.00 AM.	-
5.	In the morning, i looked around me and i saw a new comic book that i <i>just</i> bought yesterday laying next to my macbook.	Attitude>Judgement>Propriety>Positive
6.	I try to dragged it closer to me by using my foot, and then i pick it with my hand.	
7.	I unwrapped the comic and <i>start</i> reading it.	Attitude>Affect>Insecurity>Positive
8.	when i <i>just</i> reached the middle of the story, i felt thirsty so i got up of my super <i>comfortable</i> bed and walk out the room.	(1)Attitude>Affect>Security>Positive (2)Attitude>Judgement>Propriety>Positive
9.	I walked <i>down</i> the stair right the kitchen.	Attitude>Affect>Unhappiness>Negative
10.	I opened the fridge and i found a bottle full of chill orange juice.	-
11.	I opened the bottle and pour the orange juice into a glass when i checked my fridge, i saw that i still have a left over meatball from yesterday, so i decided to reheat it in my microwave.	-
12.	So i sat in the kitchen for a while waiting the meatball to be ready.	-
13.	When the timer of the	-

	microwave is off, i pick the pizza up and put it on my plate.	
14.	I took, my orange juice and my meatball and brought them back into my lair.	-
15.	I <i>enjoy</i> the meatball and the orange juice and continue reading my comic book.	Attitude>Affect>Happiness>Positive
16.	After that i decided to watch my favorite k-drama on my macbook, so i set my portable handphone desk on my bed.	-
17.	This way, i can watch my favorite show without having to leave my super cozy bed.	-

Text 18

NO.	Fishing at the River	Appraisal
1.	When i free time school, my father once took me to go fishing with him at the river on Sunday morning.	-
2.	The river lies across our oil palm plantation.	-
3.	We had breakfast first at home and then left early in the morning by motorcycle.	-
4.	When we arrived in our plantation, my father parked the motorcycle under the hut.	-
5.	He asked me to collect some <i>dry</i> wood and <i>dry</i> grass or leaves.	(1)Attitude>Appreciation>Impact>Negative (2)Attitude>Appreciation>Impact>Negative
6.	When i already collected wood enough and <i>dry</i> leaves, my father set a fire in the center of the fireplace.	Attitude>Appreciation>Impact>Negative
7.	He said that the smoke from the fire would scare some	Attitude>Affect>Happiness>Positive

	dangerous animal <i>like</i> bear, boar to come closer to the hut and so it would make us safer.	
8.	After cleaning some wild grass around the hut, my father gave me a hoe and asked me to dig some soil to find some worms.	-
9.	When I already had enough worms, I brought them to my father and we went straight to the river.	-
10.	We put the worms on the fishing hook as a bait to catch the fish.	-
11.	As a beginner fisher I can not apply the worms on the fishing hook well, and it looks <i>like</i> it was about to fall off the hook, but my father said that it was okay.	Attitude>Affect>Happiness>Positive
12.	I threw the fishing hook into the river and waited for the fish to eat the bait, but nothing happened after a while.	-
13.	When I was about to get <i>bored</i> I saw a big prawn slowly walking in the water.	Attitude>Affect>Dissatisfaction>Negative
14.	I placed the fishing hook <i>slowly</i> into the face of the prawn and moved up and <i>down</i> so the worms seem like a life.	(1)Attitude>Affect>Unhappiness>Negative (2)Attitude>Judgement>Capacity>Negative
15.	I never expected it to happen but suddenly the prawn moved its hand and grabbed the worms on my fishing hook.	-
16.	I left it very <i>slowly</i> and the	Attitude>Judgement>Capacity>Negative

	prawn was still there hanging tight on the worm until i placed it on the ground and i caught it right away with my hand.	
17.	My father was so surprised to see it. before we went home we cook at the hut and <i>enjoy it together</i> .	(1)Attitude>Affect>Security>Positive (2)Attitude>Affect>Happiness>Positive

Text 19

NO.	Went to Pringadi	Appraisal
1.	Last week, i and my friends went to Pringadi hospital.	-
2.	We went there at 13.00 PM we went to Pringadi hospital.	-
3.	Because we wanted to visited our mother's friend who treated there, we went Pringadi hospital by public online transportation which has famous right now, as we called it by "grab".	-
4.	During or trip to, there was no special something.	-
5.	I don't remember exactly what we did at the time but when we arrived there and headed to her room which was at sixth floor.	-
6.	I could remember exactly the funny thing.	-
7.	It was about my friend who had phobia for using elevator, i would tell you about her.	-
8.	When we arrived there and wanted to use i was so surprised when i saw her.	-
9.	She looked pale and then she also held on to my other hand's friend.	-
10.	Her expression was funny for	-

	me.	
11.	Because it was the first time for me that saw the condition.	-
12.	After we were we visited our mom's friend that we saw her condition was unwell.	-
13.	In the room, we took about thrity minutes for it.	-
14.	after that we wanted to go home, before we used the elevator again i asked my friend (siti) that why she looked <i>like</i> that.	Attitude>Affect>Happiness>Positive
15.	After that she told us that she had phobia for using the elevator.	-
16.	Finally we when home by public online transportation again.	-
17.	Because it was cheaper as we saw.	-
18.	I felt <i>happy</i> at that time because from that moment we could share our moments to our friends.	Attitude>Affect>Happiness>Positive
19.	We also could support our mother's friend and our friend to be strong to face that condition.	-
20.	From that situation we always kept my best friendship.	-

Text 20

NO.	Thief	Appraisal
1.	Three days ago i went to to the traditional market to buy some fruitsand vegetables.	-
2.	In that market, i saw an accident there was a thief beaten by a lot of people, it was so terruble.	-
3.	I didn't want to take closer and see.	-

4.	A few minutes later, police came and took him.	-
5.	I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was <i>unlucky</i> .	Attitude>Judgement>Normality>Negative
6.	Someone saw him and shouted loudly and suddenly some people roughed him up hardly.	-
7.	It was pity and i hope it would never happen again.	-

Text 21

NO.	I am went to Siantar	Appraisal
1.	On day Sunday, i am went to Siantar to my home brother.	-
2.	His name is Fikri, Fikri to have rambutan i and and fikri to wall rambutan to fall.	-
3.	Rambutan to fall we to eat be save rambutan is very sweet.	-
4.	I am very <i>like</i> fikri give me rambutan very give we to give name to rambutan heart.	Attitude>Affect>Happiness>Positive

Text 22

NO.	A trip to Siantar	Appraisal
1.	On the day my family and i went on a trip to siantar there i see many <i>beautiful</i> scenery such as cakes and flower garden filled with <i>beautiful</i> flowers. <i>Beautiful</i> flowers that my <i>experience</i> with my family past.	Attitude>Judgement>Capacity>Positive Attitude>Appreciation>Quality>Positive Attitude>Appreciation>Quality>Positive Attitude>Appreciation>Quality>Positive

Text 23

NO.	My Life	Appraisal
1.	On one the day i read book for to increase knowledge, after i read book i order my mother for fill in kettle to come fuel.	-
2.	After for fill in kettle to come fuel, i to open dress for to depart in the school, after i to substitute dress school i to be for preparation book.	-
3.	After i to be stacued for preparation book i at length i to go on foot for to point at in angkot terminal, after i.	-

Text 24

NO.	Went to Home Grandmother	Appraisal
1.	Last weekend i went to my grandma's house in the village near my town in that <i>beautiful</i> village i had many activities.	Attitude>Appreciation>Quality>Positive
2.	I went to my grandma's farm and fed the animals.	-
3.	I also planted some flowers in the animals.	-
4.	I also planted with the village kids they were <i>cheerful</i> and <i>kind</i> -hearted.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Judgement>Propriety>Positive
5.	The yeven home fam sure that i never forget of the days is pant days it pent in village.	-

Text 25

NO.	Liburan	Appraisal
1.	On one the day, i went to place grandmother i assist grandmother form rum sweep a page front.	-
2.	After i sweep page front i wash plate and glass front preparation it eat daytime.	-

3.	After eat day time i play hide in field.	-
4.	After i play hide in field i go to home front beth to in the home, after i go to if in bath i substituted do the front go to mosake.	-

Text 26

NO.	Go To Zoo	Appraisal
1.	One day, i and uncle went to zoo <i>together</i> friend.	Attitude>Affect>Security>Positive
2.	We go in time 06.00 AM to arrive in the zoo uncle to rent a cottage.	-
3.	From rest to arrive the cottage i and friend uncle we breakfast.	-
4.	In moment breakfast uncle to feed i with food who he provision.	-
5.	After breakfast i and uncle to road zoo that.	-
6.	In over we see bird, crocodile, elephant and tiger and others.	-
7.	In over we photo-photo <i>together</i> animal in over moment to visit day time we go cottage from eat daytime <i>together</i> .	(1)Attitude>Affect>Security>Positive (1)Attitude>Affect>Security>Positive
8.	In moment i eat condiment who more.	-
9.	Uncle <i>angry</i> and not from eat, in moment that i feeling to be and not yet and <i>angry</i> .	(1)Attitude>Affect>Dissatisfaction>Negative (2)Attitude>Affect>Dissatisfaction>Negative
10.	Uncle to know why he <i>angry</i> .	Attitude>Affect>Dissatisfaction>Negative
11.	Ask we not wist will and uncle also to apologize and i to forgive uncle.	-
12.	From eat we to talk about to	-

	home.	
13.	Day to visit afternoon and we to hurry from go to home a moment road we sing cheer to arrive in home i go take abast.	-
14.	One day that i very <i>happy</i> my one day uncle i should foxed <i>happy</i> i bragging i always and to rote to arrive when also.	(1)Attitude>Affect>Happiness>Positive (2) Attitude>Affect>Happiness>Positive

Text 27

NO.	Camping	Appraisal
1.	Last weekend, my friends and i went camping.	-
2.	we reached the camping ground after we walked for about one and am half hour from the parking of we built the camp next to small river it was getting darker and colder so we both a free camp.	-
3.	The next day, we spent our time of observing plantation and insect while the girls were preparing meal.	-
4.	In the afternoon we went to the river and cought the fish for suppor.	-
5.	At night, we held a fire camp me song, dance, read poetry, played magic tricks and even some of as performing a stand up comedy.	-
6.	On Monday we packed our bags an got ready to go home.	-

Text 28

NO.	Holiday in Siantar	Appraisal
1.	Last holiday , i went to siantar Medan.	-
2.	I went there with my family.	-

3.	We left for the zoo from my grandparent home in siantar at 08.00 AM.	-
4.	We went there by car, we arrived in the zoo at 10.00 AM i'm very <i>happy</i> .	Attitude>Affect>Happiness>Positive

Text 29

NO.	Lake Toba	Appraisal
1.	I had a great <i>experience</i> last Sunday.	Attitude>Judgement>Capacity>Positive
2.	I had never imagined that i would have <i>involved</i> in such a great moment.	Attitude>Affect>Satisfaction>Positive
3.	It <i>started</i> when a whale was washed ashore at lake toba, north sumatera on Wednesday.	Attitude>Affect>Insecurity>Positive
4.	The 12 meter whale was stuck in the <i>shallow</i> water.	Attitude>Appreciation>Valuation>Negative
5.	A lot of people from my village and nearby areas came to see the beached whale.	-
6.	My friends and i came too.	-
7.	On thursday rescuers from Medan animal aid, Navy divers and many volunteers tried to lead the whale to the sea.	-
8.	However, due to many boats packed with spectators on the sea which blocked its way, the whale failed to return to open sea and was washed back to the beach.	--
9.	By then the number of the spectators increased.	-
10.	Some of them even climbed on the whale's back and posed for pictures	-

	causing some scratches and bruises on its delicate skin.	
11.	I felt pity to that poor animal.	-
12.	On Saturday, again the rescuers tried to save this 2 tone creature.	-
13.	This time, they used 10 boats to pull the whale.	-
14.	I was <i>lucky</i> because my father who was one of the volunteers allowed me to take part in the operation, <i>together</i> with other volunteers i pushed the whale it the <i>deeper</i> sea.	(1)Attitude>Affect>Security>Positive (2)Attitude>Judgement>Normality>Positive (3)Attitude>Appreciation>Valuation>Positive
15.	Later on the day, it refloated and spouted water from its head before swimming to the ocean.	-

Text 30

NO.	I'm Go To Siantar	Appraisal
1.	On day Sunday, i went to Siantar my home brother, his name is Ipan.	-
2.	Ipan to have durian garden, i'm and ipan to wait durian to fall.	-
3.	Durian to fall we to eat be same, durian is very sweet, i'm very <i>like</i> .	Attitude>Affect>Happiness>Positive
4.	Ipan give me durian very big.	-
5.	We to give name to durian heart.	-

Text 31

NO.	Trip To Padang	Appraisal
1.	Last years, i and my family went to padang for a holiday.	-

2.	We went around 06.00 AM from medan by car.	-
3.	To arrived Padang we spent time around 18 hours from medan by car.	-
4.	But if we went by plane <i>just</i> take a time about 1 hours.	Attitude>Judgement>Propriety>Positive
5.	In the car my dad is was not the drivers but my uncle did, because my dad didn't know how to drive hehe.	-
6.	on the way i <i>just</i> listen music from my phone and look around for a <i>beautiful</i> scenery.	Attitude>Judgement>Propriety>Positive Attitude>Appreciation>Quality>Positive
7.	Its little bit <i>bored</i> because i <i>just</i> take a sit for a hours time.	(1)Attitude>Affect>Dissatisfaction>Negative (2)Attitude>Judgement>Propriety>Positive
8.	When time went to 12.30 PM we stop to the mosque to take a pray and lunch in the mosque's yard.	-
9.	Around 13.00 PM we continue the trip to padang, i feel loathing because of the road which is intricacies and i really hate that cause after that my head is dizzy.	-
10.	So i <i>just</i> take a sleep in the car because of my head.	Attitude>Judgement>Propriety>Positive
11.	Suddenly, the car stop and i <i>just</i> woke up from my sleep.	Attitude>Judgement>Propriety>Positive
12.	We already arrived in Padang and i was <i>happy</i> because i dont have to sit for along time in the car.	Attitude>Affect>Happiness>Positive
13.	And i can smell the fresh air from city of Padang.	-

Text 32

NO.	Sepanjang Beach in Yogyakarta	Appraisal
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1.	Last weekend, i <i>just</i> spent my time with my family to yogyakarta to visited my family in there.	Attitude>Judgement>Propriety>Positive
2.	We went by plane transit to batam then arrived to yogyakarta.	-
3.	When we arrived in Adisucipto Airport we pick up by my family.	-
4.	I really <i>happy</i> to see them because its along time i hardly never see them again.	Attitude>Affect>Happiness>Positive
5.	And if you know it was my first time to go by plane.	-
6.	The next day i with my family went to the beach in Gunung kidul.	-
7.	The name of beach is Sepanjang beach and it was quiet enough because i went there in Tuesday hehe.	-
8.	in there i with my sister play with the water and there are a big wave in there it was so fresh.	-
9.	But suddenly my legs are pain and got blood but i dont know why.	-
10.	It was really hurt me and i'm <i>crying</i> in there.	Attitude>Affect>Unhappiness>Negative
11.	Then my mom called me to the cottage and not allowed me to play with water again.	-
12.	it so <i>sad</i> for me cause i really excited want to played water.	Attitude>Affect>Unhappiness>Negative
13.	Then the day got darker, i'm and my family return to the home of my family.	-
14.	Its was <i>happy</i> but i was feel <i>sad</i> too.	Attitude>Affect>Unhappiness>Negative

NO.	Mickey Holiday	Appraisal
1.	On one day, i and my friends went to berastagi but actually we went to Mickey Holiday this place if for playing vehicle, and so many vehicle in there.	-
2.	When we arrived in there, my friends ask me to play with one of vehicle in there.	-
3.	Named is egg dino, i follow her to play that and we played that vehicle.	
4.	It was really fun and scared for me and i feel my stomach are pain and want to throw up.	-
5.	When the vehiclle are <i>down</i> to the right place i feel really dizzy.	Attitude>Affect>Unhappiness>Negative
6.	Then i and my others friends are separate to play different vehicle.	
7.	We really <i>enjoy</i> in mickey holiday because in there the air are so fresh and cold.	Attitude>Affect>Happiness>Positive
8.	We took many picture <i>together</i> .	Attitude>Affect>Security>Positive
9.	The day going to dark and we gather <i>together</i> in one place of mickey holiday to prepare back to home.	Attitude>Affect>Security>Positive
10.	The moment in there i never forget because i really <i>enjoy</i> and make me <i>happy</i> .	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Affect>Happiness>Positive

Text 34

NO.	Trip to Temple in Yogyakarta	Appraisal
1.	On Wednesday, my students and I went to Yogyakarta.	-
2.	We stayed at Dirgahayu Hotel which is not far from Malioboro.	-
3.	On Thursday, we visited the temples in Prambanan.	-

4.	There are three big temples, the Brahmana, Syiwa and Wisnu temples.	-
5.	They are really amazing.	-
6.	We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.	-
7.	On Friday morning we went to Yogya Kraton.	-
8.	We spent about two hours there.	
9.	We were <i>lucky</i> because we were led by a smart and friendly guide.	Attitude>Judgement>Normality>Positive
10.	Then we continued our journey to Borobudur.	-
11.	We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed	-

Text 35

NO.	A Trip to the Zoo	Appraisal
1.	Yesterday my family and I went to the zoo to see the elephant.	-
2.	When we got to the zoo, we went to the shop to buy some food to give to the animals.	-
3.	After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.	-
4.	Before having lunch, we went for a ride on the elephant.	-
5.	It was a thrill to ride it.	-
6.	Dad fell off when he let go off the rope, but he was ok.	-
7.	During the lunch we fed some birds in the park.	-
8.	In the afternoon we saw the animals being fed.	-

9.	When we returned home we were very tired but <i>happy</i> .	Attitude>Affect>Happiness>Positive
10.	It was because we had so much fun activities at many places at the zoo.	-

Text 36

NO.	Motorcycle Accidents	Appraisal
1.	It was terrible day that i and my friends get motorcycle crash in the road.	-
2.	It around 07.00 PM i get accident.	-
3.	At night i and my friend want to went to my friends home, because i want to get my books in there.	-
4.	But unfortunately, the <i>bad</i> happen to us.	Attitude>Judgement>Propriety>Negative
5.	We get crash with another cycle on the road, it was not our faults the other cycle did.	-
6.	I and my friend fall <i>down</i> from motorcycle and had injury of our body.	Attitude>Affect>Unhappiness>Negative
7.	Then the who colliding us say sorry to us because of him, we are crash.	-
8.	And we a little bit get mad of him but we <i>just</i> apologize him.	Attitude>Judgement>Propriety>Positive

Text 37

NO.	Shopping	Appraisal
1.	Last week, i go shopping with my family we buy many different things.	-
2.	First, we go to supermarket.	-
3.	We buy milk, eggs, cheese, bread and other things.	-
4.	Then we go to the cinema for watching the movie.	-
5.	I and family watch the movie of	-

	horror and comedy.	
6.	After that we go to the fruit and vegetable market for the fruit and vegetables.	-
7.	Next, we have lunch at one the many places in the food hall.	-
8.	The i look my friends in that places and i greeting.	-
9.	I ask to my parents for playing with them.	-
10.	My mother said, “please, dont be a <i>bad girl</i> ” i said “yes, mom”.	Attitude>Judgement>Propriety>Negative
11.	First, we go to karaoke we sing <i>together</i> .	Attitude>Affect>Security>Positive
12.	Second, we go to ice cream place.	
13.	We spent time <i>together</i> , i’m very <i>happy</i> and then, we go to home by grab car.	(1)Attitude>Affect>Security>Positive (2) Attitude>Affect>Happiness>Positive
14.	We back home safety.	-

Text 38

NO.	My Birthday	Appraisal
1.	The month february yesterday, i am so <i>happy</i> .	Attitude>Affect>Happiness>Positive
2.	Because that february is a my was born.	
3.	Before one day it, i am very confused.	
4.	Before the moment, i want come in 11th february 2018, i am so <i>happy</i> .	Attitude>Affect>Happiness>Positive
5.	That 11th february 2018 i am <i>happy</i> , because my best friend come in my home.	Attitude>Affect>Happiness>Positive
6.	They are bring my <i>reward</i> , they are make a small party to me.	Attitude>Affect>Satisfaction>Positive
7.	They are singing for me, we are so very <i>happy</i> this day.	Attitude>Affect>Happiness>Positive
8.	Before we are want piecemeal, i	-

	will wish.	
9.	After it is, we are piecemeal a cake, we are eating for cake.	-
10.	They are maked me fill <i>happy</i> , after my small party finish, they are go back.	Attitude>Affect>Happiness>Positive
11.	This day, i am so very <i>happy</i> .	Attitude>Affect>Happiness>Positive
12.	My mother and my father give me a <i>reward</i> .	Attitude>Affect>Satisfaction>Positive
13.	And the content is a bag.	-
14.	I want then my birthday, i fill very <i>happy</i> .	Attitude>Affect>Happiness>Positive

Text 39

NO.	Australia	Appraisal
1.	Three years ago, i went with my family to australia in the morning i went to airport.	-
2.	I go by plane and transit in Malaysia.	-
3.	And in the morning i went to in Australia and i went to house my aunt and my uncle.	-
4.	When they arrived we go to dinner and i am packing t-shirt i am watching the tv and i go sleeping.	-
5.	in the morning i am go to beach and i go to in the park went i go to shopping in the market with my grandma.	-
6.	My mother, my aunt, my uncle and i am, in the evening i went to clown show and i <i>like</i> the clown and i am given give therefore i am so <i>happy</i> .	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Affect>Happiness>Positive
7.	And go to my home in the Medan i am very <i>happy</i> in the Australia we back go home safety.	Attitude>Affect>Happiness>Positive

Text 40

NO.	Go to Surabaya	Appraisal
1.	Last week, i and mother went to Surabaya.	-
2.	I and mother use plane, in the plane is the cold and female attendant very <i>good</i> .	Attitude>Judgement>Propriety>Positive
3.	Uncle and aunt very <i>good</i> for me and mother.	Attitude>Judgement>Propriety>Positive
4.	But i very <i>happy</i> already to arrived Surabaya.	Attitude>Affect>Happiness>Positive
5.	My family traveling to Bali, i and cousin play water beach because i <i>like</i> play water.	Attitude>Affect>Happiness>Positive
6.	After that, my family and we eat many <i>grave</i> past food.	Attitude>Judgement>Capacity>Negative
7.	I not forgot my <i>experience</i> .	Attitude>Judgement>Capacity>Positive

Text 41

NO.	Go home to Grandma's	Appraisal
1.	I look people fighter and me live go home.	-
2.	Because i go to Sibolga to home my grandmother.	-
3.	And we will go to Sibolga and we went by car.	-
4.	we eat to restaurant we went by car.	-
5.	And go many street and we arrived to Sibolga in city very cold and we go home grand.	-
6.	We as grandchild i have no money, and we sleep in living room.	-
7.	And morning day me playing in home.	-
8.	Christian we playing cars we play firework when night.	-
9.	And me and christian sleep <i>together</i> and we go to medan, it's day <i>beautiful</i> the year 2017/2018.	Attitude>Affect>Security>Positive Attitude>Appreciation>Quality>Positive

Text 42

NO.	Sibiru – Biru	Appraisal
1.	Last week, i go to Sibiru-biru with my family we go to sibiru-biru by car.	-
2.	We are bring all thing.	-
3.	<i>Together</i> we swimming, eat <i>together</i> next we went to swim until night.	(1)Attitude>Affect>Security>Positive (2) Attitude>Affect>Security>Positive
4.	Before we go home we go to restaurant for eating when we want go home.	-
5.	We see a magical we watching a magical next i back to cousing house.	-
6.	I so <i>happy</i> because i have fun with my family.	Attitude>Affect>Happiness>Positive

Text 43

NO.	Swimming with family	Appraisal
1.	One day, i went with family to swimming pool.	-
2.	I prepare shirt and the things need it.	-
3.	i went with grandfather, grandmother, uncle, aunt, we went by car.	-
4.	After we arrive there, we <i>direct</i> bought ticket.	Attitude>Judgement>Veracity>Positive
5.	After bought ticket, we <i>direct</i> took place.	Attitude>Judgement>Veracity>Positive
6.	When arrive in cottage, i with family change shirt for swam.	-
7.	After change shirt i <i>direct</i> enter to swimming pool.	Attitude>Judgement>Veracity>Positive
8.	When, it's weeded, i went to eat, after eat i <i>direct</i> change shirt to went home soon.	Attitude>Judgement>Veracity>Positive
9.	I and family <i>direct</i> went home after finish.	Attitude>Judgement>Veracity>Positive
10.	Today i very <i>happy</i> because i can spent time with them.	Attitude>Affect>Happiness>Positive

Text 44

NO.	I went to Jakarta	Appraisal
1.	2 years ago, i and my family go to Jakarta by a car and then we arrived in airport.	-
2.	After that i check in and wall to airplane.	-
3.	Arrive in jakarta we go to my uncle house tomorrow i go to monas.	-
4.	At the monas i am take a pictures and many all after that i visit Ancol.	-
5.	I am very tired and i back to uncle house.	-
6.	I'm so very <i>happy</i> because i can spent my holiday in Jakarta.	Attitude>Affect>Happiness>Positive

Text 45

NO.	My Father birthday	Appraisal
1.	Last week, my family is <i>celebrate</i> my father birthday with a recitation in my house.	Attitude>Judgement>Normality>Positive
2.	On Friday we are so <i>busy</i> to prepare this.	Attitude>Affect>Satisfaction>Negative
3.	I'm really spirit when i helping my mother and my sister.	
4.	We are baked a cake <i>together</i> make a juice, and other.	Attitude>Affect>Security>Positive
5.	I sweeping my house and clean the buffet.	-
6.	I helping my mother to move the food.	-
7.	When the food is coming my father buy so many risoles.	-
8.	I'm hungry, so i eat the food so well.	-
9.	Then, the neighbours is	-

	come to my house and say the prays.	
10.	During the recitation i do my homework in the kitchen and listen the music.	-
11.	Then, when my alarm are rings, i wanted my face and change my shirt then i go to my english course.	-
12.	After that, i go home and cleaning my house <i>together</i> with my family.	Attitude>Affect>Security>Positive
13.	So i also tired and <i>busy</i> in that day, but i'm <i>happy</i> to <i>celebrate</i> my father birthday.	(1)Attitude>Affect>Satisfaction>Negative (2)Attitude>Affect>Happiness>Positive (3)Attitude>Judgement>Normality>Positive
14.	Althought, <i>just</i> recitation in my house.	Attitude>Judgement>Propriety>Positive

Text 46

NO.	Traveling to Lake Toba	Appraisal
1.	I went <i>together</i> family to lake toba, we are by car avanza.	Attitude>Affect>Security>Positive
2.	My family is grandmother, mother, father, uncle and cousin.	-
3.	There we by ship, after that we are eating <i>together</i> .	Attitude>Affect>Security>Positive
4.	And after that we are photography <i>together</i> .	Attitude>Affect>Security>Positive
5.	We are look scenery and we are swimming.	-
6.	There water cold, after that we are go to sand white.	-
7.	There we drink coffee, after that we go home safety.	-
8.	I <i>happy</i> when that moment, i never forget that moment.	Attitude>Affect>Happiness>Positive

Text 47

NO.	Go to Rampah	Appraisal
1.	When I was holiday, my parents	-

	and I decided to went to my uncle's house in Rampah, my other families were also came with us.	
2.	I was with my cousin, we went by car and my parents went by motorcycle.	-
3.	We left at 6 am. It's been long time for us didn't visit my uncle's house.	-
4.	We <i>missed</i> him so much.	Attitude>Affect>Inclination>Positive
5.	We arrived at 8 am at Rampah, my uncle was very <i>happy</i> when we arrived.	Attitude>Affect>Happiness>Positive
6.	We stayed for two days in my uncle's house.	-
7.	In the first morning, we went to the field of my uncle and I tried to picked chili, cucumber and long bean.	-
8.	It was very excited when I could pick all of them because I have never been done it before.	-
9.	After we finished took some vegetables at the field then we were back to my uncle's house and of course with my uncle, as well.	-
10.	My mother helped my uncle's wife to cooked.	-
11.	In the evening, we spent time <i>together</i> with my uncle and his children, as well.	Attitude>Affect>Security>Positive
12.	In the second morning, my uncle invited me to went around nearby his house.	
13.	He invited me to went by his bike.	-
14.	In the afternoon, my parents and other families prepared to went home, we went home at 5 pm.	--
15.	We spent of our holiday in Rampah by visiting my uncle's	-

	house and went to the field's my uncle, as well.	
16.	That was very impression <i>experience</i> that I ever did and I would never to forget it.	Attitude>Judgement>Capacity>Positive
17.	But unfortunately, I've <i>just</i> spent my holiday for two days in my uncle's house.	Attitude>Judgement>Propriety>Positive
18.	I was a little bit <i>sad</i> when I should back to home.	Attitude>Affect>Unhappiness>Negative
19.	Next time, I will spend my holiday at my uncle's house for a week.	-

Text 48

NO.	Travelling Funfair	Appraisal
1.	On Sunday, my friends and I went to the travelling funfair.	-
2.	We went at 8 pm by motorcycle.	-
3.	After we arrived there, so many rides that there was in funfair.	-
4.	There were many people who came there with their family especially with their children.	-
5.	My friends and I couldn't wait to tried the rides.	-
6.	The first game that we tried, it was ferris wheels.	-
7.	After we tried it, then we came in the ghost house.	-
8.	I never came in before and that was my first time to tried came in there.	-
9.	I was very afraid to came in there, although that was <i>just</i> a <i>fake</i> ghost.	Attitude>Judgement>Propriety>Positive Attitude>Appreciation>Valuation>Negative
10.	They <i>just</i> to pretended to being ghost.	Attitude>Judgement>Propriety>Positive
11.	They frightened the visitor	-

	who came in the ghost house.	
12.	After we had finished playing, we decided to back home.	-
13.	But before we went home, one of my friend she lost her ring when we came in the ghost house.	-
14.	She was very <i>sad</i> because she didn't <i>carefully</i> when she walked in the dark room.	(1)Attitude>Affect>Unhappiness>Negative (2)Attitude>Judgement>Tenacity>Positive
15.	Maybe her ring was lost when we were panic to saw a ghost in the ghost house.	-

Text 49

NO.	Go to Kalimantan by Plane	Appraisal
1.	Yesterday, i went to Kalimantan for holiday.	-
2.	I went to there because i want visit my uncle and my aunt.	-
3.	I go there with my brother by plane.	-
4.	I leave from my home at 06.00 WIB, and then finally i and my brother arrived at airport.	-
5.	After that we <i>start</i> depart and arrived in Kalimantan's airport at 01.00, because before take off to Kalimantan we transit at Jakarta.	Attitude>Affect>Insecurity>Positive
6.	Arrived in there we pick up by my uncle.	-
7.	When i saw my uncle and aunt, i <i>direct</i> run and <i>hug</i> them.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Judgement>Veracity>Positive
8.	I feel so <i>happy</i> finally we met them, and we went to lunch <i>together</i> .	(1)Attitude>Affect>Security>Positive (2)Attitude>Affect>Happiness>Positive

Text 50

NO.	My Holiday at home	Appraisal
1.	Last holiday was my worst	-

	holiday because I did not go anywhere.	
2.	I <i>just</i> stayed in my home. In the morning, I woke up and had a breakfast.	Attitude>Judgement>Propriety>Positive
3.	After that, I played with my cat.	-
4.	In the afternoon, I had a lunch and after that I took a nap.	-
5.	In the evening, I watched television until I felt <i>boring</i> . My daily activities were <i>like</i> that during the holiday.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Appreciation>Impact>Negative
6.	So, I was sure last holiday was my worst holiday.	-

Text 51

NO.	My short Holiday In Siantar	Appraisal
1.	Last holiday, I went to Siantar with my friend, Asep.	-
2.	we spent our holiday there.	-
3.	we went to Siantar by bus.	-
4.	The bus schedule from Medan was at 07.00 AM and arrived in Siantar at 11.30 AM	-
5.	In the first day, we went to Siantar zoo.	-
6.	The ticket price was only Rp 30.000, The animals collection there were very complete.	-
7.	In the next day, we went to geological museum and talked with the guide about geology.	-
8.	It made us understood about geology.	-
9.	we saw rocks collection there.	-
10.	After that, I went to Siantar bus station because we had to go home to Medan.	-
11.	My holiday in Siantar was only two days but It made me <i>happy</i> .	Attitude>Affect>Happiness>Positive

Text 52

NO.	Visiting Way Kambas	Appraisal
1.	Yesterday I and my family went to Way Kambas national park to see the elephants and rhinos conserved there.	-
2.	Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.	-
3.	When we got to there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances.	-
4.	Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them.	-
5.	Visitors or ordinary tourists cannot see the Sumatran rhino's <i>natural</i> breeding. In the afternoon we saw some animals which were being fed.	Attitude>Judgement>Normality>Positive
6.	When we returned home we were tired but we were <i>happy</i> because we had so much fun in Way Kambas.	Attitude>Affect>Happiness>Positive

Text 53

NO.	A Trip to the Beach	Appraisal
1.	Last holiday, my friends and I went to the beach near from our city.	-
2.	We went early in the morning and arrived there at 8 a.m. luckily, that day was sunny.	-
3.	The beach seemed so <i>beautiful</i> under the blue sunny sky.	Attitude>Appreciation>Quality>Positive

4.	It was great to feel the sand grains beneath our feet and the breeze blowing our hair gently.	-
5.	At noon, we <i>started</i> to feel hungry, so we decided to head to the nearest food stall.	Attitude>Affect>Insecurity>Positive
6.	The fish looked fresh and there were a lot of seafood menu listed here.	-
7.	We ordered grilled fishes.	-
8.	The dishes were delicious since it made from fresh ingredients.	-
9.	We filled our bellies to our heart's content.	-
10.	We stay until the sun set because many people said the view was so outstanding.	-
11.	We took great photos as a keepsake of our <i>beautiful</i> moments here.	Attitude>Appreciation>Quality>Positive
12.	We went home happily and fully recharged, ready for our daily routine, going to school the next day.	-

Text 54

NO.	Visit grandma's house	Appraisal
1.	Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather.	-
2.	I had to go there because the previous holiday I wasn't there.	-
3.	I <i>missed</i> them so much because I lived with them when I was a child.	Attitude>Affect>Inclination>Positive
4.	At that time both of my parents had to go to another city to earn money so they left me with my grandma and grandpa.	-
5.	After graduated from junior high school, I follow my	-

	parents living at Jakarta.	
6.	Since that, I had visited them only at holiday time.	-
7.	Unfortunately, I didn't have any ticket of either train and plane so that I went to Surabaya by bus.	-
8.	It was so tiring because the traffic was too crowded and stagnant.	-
9.	<i>Normally</i> , the trip needs around 24-28 hours but my trip at that time took 40 hours from Jakarta to Surabaya, That made me mad.	Attitude>Judgement>Normality>Positive
10.	The madness and tiredness during the trip had gone after I met my grandma and grandpa.	-
11.	They were looked old, I was so <i>happy</i> knowing them in <i>healthy</i> condition.	(1)Attitude>Affect>Happiness>Positive (2)Attitude>Judgement>Capacity>Positive