



# Exploring Secondary Students Attitude In Instagram- Assisted Descriptive Writing : An Appraisal Analysis Framework

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## Abstract

This study aims to reveal the sources of evaluative attitudes through the use of language in descriptive texts written by students, and the classification of these words into the source systems of attitudes, such as influence, evaluation and appreciation in the work of the students studied. This research uses a qualitative method, with the descriptive case study as the research design. The researcher uses analyze the descriptive texts of the students with tables. 10 learners participated in writing Descriptive The learners' writing are conducted from instagram. The data source for this study is from eighth grade students of Karawang Secondary School. Affect was found to account for 44%, judgment for 33% and appreciation for 22%, indicating that affect seemed to express students' ideas through writing more than other types of students. Positive language for each type of attitude was more frequent than negative language in students' written language use.

**Keywords:** *Appraisal, attitude, descriptive text*

## Introduction

Writing is an important skill in learning English. Writing is an English language skill that students must learn. Writing can help you hone your thinking skills and develop other language skills. Therefore, writing plays an important role in facilitating language acquisition. As a productive language skill, writing involves using words, phrases,

sentences, and other aspects of language to communicate. Asiah, Ardian, Amri (2020) International students feel the need to write perfect sentences and fear grammatical errors. Also, limited vocabulary and ideas become obstacles to writing. Accuracy in the expression of ideas must be supported by language, vocabulary, grammatical accuracy and the use of spelling. An explanatory text explains or makes something clear to the reader (Fitriani et al., 2019; Jayanti et al., 2019). This type of text contains detailed information about something. b- A person, animal, thing or place. Suminar and Putri (2018) state that descriptive texts are texts that describe people, animals, things and places accompanied by clear explanations to provide readers with information and understanding about the things described.

As noted by Martin and White (2005), the goal of developing a semiotic framework is to extend traditional descriptions of issues such as speaker/author evaluation, certainty, congruence, and knowledge, and to consider how the textual sounds with other sounds. voice and other places in the discourse. by many discourse analysts working with systemic functional linguistics (SFL) – that is, the view that language shapes social contexts as well as social contexts. shaped by social context (see Bartlett and Hodge, both in this book). The assessment framework therefore aims to provide a comprehensive theoretical and descriptive systematization of linguistic resources that can be used to interpret the value of social experience, and thereby to achieve a richer understanding of patterns of interpersonal meaning beyond mere manifestations of emotionality throughout discourse. This model argues that intersubjectivity is constructed by writers and readers who have specific social roles, and who act within specific social and cultural domains that shape and institutionalize the way in which emotions and opinions are codified through language. In other words, the assessment framework facilitates the study of the codification of written and elicited intersubjectivity in discourse, taking into account both epistemological and interpersonal expressions

One example of research on the appraisal system is the research conducted by Hadidi Yaser and Leila Mohammad (2015) entitled *Semantics: Appraisal and Attitude in the Stylistic Analysis of an English novel* This study focuses on the literary corpus, and stylistic/linguistic analysis as a result; however, comparable forms of evaluation can thoroughly be carried out in different genres and in different contexts, and it's far secure to mention that wealthy and promising effects will emerge from such studies. Some of the applicable preferred implications of this studies and what it indicates approximately the vast realistic usefulness of Appraisal for linguists, particularly the ones devoted to Systemic Functional Linguistics, conducting evaluation the use of the assessment framework, a far higher knowledge of literary genres will usually result, another time characterization in prose fiction, and the software of literary principle to literary works, and stylistic evaluation of literary works. Changes in attitude have been observed to throw aside the expected sequence of appreciation, judgment and effect, and furthermore, the situation is transformed into stylistic symptoms and corresponds to the characters and context of a novel determined Appreciation transcends cases of different situations through honesty throughout the group

Students always think about the difficulty of writing descriptions. They make mistakes

in grammar, vocabulary, spelling and punctuation. Students often complain about the difficulties they encounter when writing, so they consider writing to be a boring activity. To do this, it is necessary to use strategies that encourage students' interest in writing. One such means is the use of various learning media through social media platforms such as Instagram. Therefore, teachers can adapt social networks to carry out specific language learning activities. Teachers can actively use this tool to stay in touch with students and manage them online (Zhang, 2013). Instagram has become one of their most popular social networks. Because the student is using it for the first time. Currently, Instagram only offers the ability to share photos and videos with other users via private messages. That's another thing, tapping into that interest seems like a fun and creative way to get them thinking and learning with tools they already love. Also, using Instagram on your phone or mobile device is easy and hassle-free. This "good thing" arouses more interest and involvement of students in the teaching process.

However, based on previous research, some studies have focused on high school students exploring descriptive text writing using scoring systems. Learning through Instagram is very important and useful for students who write descriptive texts based on the grading system. Therefore, this study aims to analyze and explore descriptive texts written for students using the situation-based assessment system as an assessment framework.

## **Method**

### **Design and samples**

This study is a qualitative study of the judgments conveyed by people's words. Action research deals with the judgments that people convey through words and language. According to Lexy J. Moleong (2007: 6), qualitative research is research that aims to understand a phenomenon experienced by a subject, such as behavior, perception, motivation, action and others, describing something with words and contextual language and using different methods. . The purpose of this study is to understand linguistic phenomena that are described by special linguistic methods. This study is also a descriptive study because "data is collected in the form of words, pictures, not numbers. (Moleong: 2007, p. 11) learn to analyze some descriptive texts written by students that are expressed through evaluation points or attitudes.

### **Instrument and Procedure**

Taken to achieve the research objectives. The first step is to explain material about descriptive text to students such as definitions, characteristics and examples. then know the attitude of students in writing. after students understand, students are instructed to describe "friends" and students are free to choose a friend they will describe. after that, students make posts with free photos and Instagram captions are descriptive text about a friend they have made. then all the descriptive text produced by students are classified into

types of attitudes, namely affect, evaluation and recognition, by using tables and in the last stage, the researcher processes the material results and looks for what attitude sources are contained in student descriptive texts and what attitude assessment sources are mainly used in descriptive texts. students' written language and look for them, which are more dominantly positive or negative. In research, authors need tools to obtain data to analyze. The researchers analyze the descriptive texts of the students with tables analysis., where the results of the analysis, evaluation, evaluation of the types of effects are classified by tables, the content of which is in the form of instructions and in the form of characteristics of each text. type to keep them simple and accurate. what sentences are in each text type.

## **Data Analysis**

After collecting all the data, the researchers analyzed which words corresponded to affection, judgment and appreciation. The data were analyzed using the interaction model formally classified by De Vos (2005: 344). As a condition of this study, the process begins with coding the data, validating the new understanding, and finally representing, visualizing (ie, writing a report).

1. Data Coding: This analytical process produces categories and themes in which the researcher carefully and precisely codes sections of the data. This process considers selected words in sentences according to Martin and White's (2005) attitude assessment (affect, judgment, appreciation). These relationships are then codified by the students' natural sensibility in writing descriptive texts.

2. Testing of New Concepts: Since the categories are already well coded, it is through this process of analysis that researchers can begin to assess the validity of the hypothesized theories and contrast them with the data. In this process, the chosen words are classified according to the types of attitudes such as influence, judgment and appreciation.

3. Writing reports: during the final analysis, the researcher presents the data, all in the form of texts, tables or graphs. This process provides information on how impacts, judgments and estimates were made, which are then summarized in a table for readability. The data are then presented in tables to interpret and explain the results in more detail in the discussion.

## **Result and Discussion**

### **1. Types of Attitude sources are found in students' writing descriptive text**

In this study, the authors used research tables. After reading all of the students' descriptive texts, the texts were then analyzed and classified into three types of attitudes: affect, judgment and appreciation.

#### **a. 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.

- He always miss his pet, namely a cat (Inclination)
- I and he went through a lot of sad (Unhappiness)
- I like to be friend with him (Happiness)
- I was surprised to see him (Insecurity)
- I always play together at school (Security)
- She is always bored with math lessons (Dissatisfaction)
- He is wanted to get involved in the anime community (Satisfaction)

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

Affect in Students' Text Writing

Affect								
Disincli nation	Inclin ation	Unhapp iness	Happi ness	Insecu rity	Securi ty	Dissatis faction	Satisf action	Total
-	2	3	27	4	5	3	1	45
0%	4%	6%	60%	8%	11%	6%	2%	97%

Table 4.1 shows that the dominant sources of Affect in students' writing is Happiness (60%) 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 Disinclination was not found. show that the depiction source is used by the students to construe their emotional reactions in descriptive text they wrote which are mostly fulfilled with happiness.

## b. Judgement

Judgement concerns with resources for assessing 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.

- With me but fortunately (Social esteem – Normality)
- He is very powerful when exercising (Social esteem – Capacity)
- He is tireless the things he likes (Social esteem – Tenacity)
- She likes honest people (Social sanction – Veracity)
- She is good person (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

<b>Judgement</b>					
Social Esteem			Social Sanction		Total
Normality	Capacity	Tenacity	Veracity	Propriety	
5	12	5	1	11	34
14%	35%	14%	2%	32%	97%

Table 4.2 shows that the sources of social esteem is more dominant than the sources of socialsanction. The sources of capacity(35%) are the most dominant of all judgement sources. The least sources of Judgement is veracity (2%). The students' writing describes the social esteem bigger than the social sanction.

### c.. 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 I also pedestrian because he likes to walks when he comes home from school (Reaction – Impact)
- He looks okay and very fashioable (Reaction – Quality)
- He is simple person (Composition – Complexity)

- He is tall and he has long legs (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
1	10	-	6	7	23
4%	43%	0%	26%	30%	98%

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 respect of things quality.

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 of Appreciation

No	Affect	Word	Percentage (%)
1	Affect	45	44%
2	Judgment	34	33%
3	Appreciation	23	22%
<b>Total</b>		102	99%

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	Kind of attitude	Positive/negative	Number	Percentage
1	Affect	Positive	32	32,35 %
		Negative	12	11,76%
2	judgement	Positive	28	27,45%
		Negative	6	5,88 %
3	Appreciation	Positive	19	18,62 %
		Negative	4	3,92 %

Total	102	99,98%
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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 32,35 % positive in Affect, 27,45% positive in Judgement and 18,62 % 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.

## **2. The dominant of Appraisal Attitude sources of language use in students' writing descriptive text**

There are three types of Attitude subsystems: affect, judgment, and appreciation which are found in the use of language in students' written descriptive texts. Affect is the most dominant subsystem of Attitude, Judgment and Appreciation. Affect are 45 words, with a percentage 44%. an judgement of 34% and an appreciation of 22%. After analyzing the data, the researcher looked for why the word happiness appeared as the largest proportion in the affect. Express the impact on the feelings or emotions expressed by the students by writing descriptive texts. The researchers analyzed and classified the search terms. Students can express their feelings by just writing descriptive words to describe their friends. The most frequent word happiness can be seen in the emotional ratio table.

Most students like to describe their friends as expressing happiness in school activities. Positive and negative attitudes were found in students' writing. Positive items are more dominant than negative items. Furthermore, the dominant subsystem in Attitude is Affect 33.35 % positive in Affect, 27,45% positive in Judgment and 18,62 % positive in Appreciation are Attitude type. It was found that the attitude of using language in students' writing often used positive meaning to express their thoughts or feelings. The author concluded that the author's attitudes towards English textbooks were more positive than negative.

## **Conclusion**

This research is an attempt to explore how texts, especially extended expository texts, can be analyzed and evaluated discursively using qualitative research methods. describe something with contextual words and languages and use different ones. The aim of this study is to understand linguistic phenomena explained by special linguistic methods. This research is also a descriptive research because "data is collected in the form of words, pictures, not numbers. In the results of writing descriptive text students can find various attitudes which include affect, judgment and appreciation. Students' attitudes can reveal their use of language in writing student descriptive texts. Based on the results of the data that has been found affect becomes more visible which expresses the feelings and thoughts

of students in a descriptive writing. Meanwhile, assessment and reward were found to be equally important in students' writing but much smaller in effect.

Based on the results of the analysis of student descriptive writing, it is known that there is an affect of 44%, a judgement of 34% and an appreciation of 22%. There is a large comparison between influence and assessment with appreciation, it can be concluded that students can express their feelings only by writing descriptive words to describe their friends. The most frequent word happiness can be seen in the table of emotional ratios. Most students like to describe their friends as expressions of happiness in school activities. which can be seen from the word happiness, the kind of influence of the words they speak. said. write. Thus, the data shows that the positive influence is more dominant than the negative influence. There are 32.35% positive in Affect, 27.45% positive in Judgment and 18.62% positive in Appreciation, as we know that Affect, Judgment and Appreciation are Attitude type.

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