

Engagement Analysis on Indonesian Evaluative Text on Facebook Social Media

Ziyaul Haq¹⁾, FX. Rahyono²⁾, Untung Yuwono³⁾

¹*Department of Linguistics, Faculty of Humanities, University of Indonesia*
email: yaulelite@gmail.com

²*Department of Linguistics, Faculty of Humanities, University of Indonesia*
email: fxrahyono@gmail.com ;

³*Department of Linguistics, Faculty of Humanities, University of Indonesia*
email: untungy@gmail.com

Abstract:

In communication act within facebook, the authors not only expressed their thoughts and feelings, but also tried to convince readers. These efforts indicated that the author showed their "stance" in the text. In the appraisal system, these related to the aspect of engagement. The engagement aspect describes the author's 'stance' or position based on the source of the text conveyed by the author. In engagement aspect, there are two kinds of text which show writer/speaker's affirmation and intervention in the text. This study was aimed to identify the characteristics of linguistic realizations in Indonesian evaluative texts which showed the author's stance from the facebook account. This study used two approaches, namely qualitative and quantitative. In qualitative method, this study used appraisal, semantic, and pragmatic analysis, while in quantitative method this study used frequency analysis to identify the frequency of use of these two types of text. The research data were taken from the facebook status of the accounts Kata Kita (KK) and Rakyat Oposisi (RO). From these two accounts, the data showed that both accounts tend to use pronounce text (98, 53% for KK and 97, 2% for RO). The linguistic realization of these two types of text in the use of Indonesian evaluative text from these two accounts were identified in the use of: particle ('-lah', 'mah', 'nih'), epistemic adverb ('Sesungguhnya'), demonstrative pronoun ('itu/' 'ini'), noun ('dasar'), conditional sentences, expectational interjection ('semoga'), exclamation, and the use of survey data and headline texts as alternative voices.

Keywords: *appraisal; engagement; facebook; stance*

1. INTRODUCTION

Communication can be defined as an activity aimed at conveying messages and exerting emotional and cognitive control on participants of communication in order to gain understanding (Florea, Stepan, & Puiescu, 2017; Junaedi, 2020; Lopato, 2016; Rahyono, 2012). A message is a reflection of the author's feelings and thoughts in the process of communication (Junaedi, 2020). In other word, it represented the writer/speaker's intention. This is known as ilocution from a linguistic perspective (A. Cruse, 2011; Rahyono, 2012; Renkema, 2004). It indicates that writer/speaker and messages are inextricably linked. A writer/speaker's belief in something was reflected in a message (text). In other words, the message reflected the writer/speaker's position or commitment to something he believed in. As a result, the writer/speaker was held responsible for the message he/she expressed.

In today's digital age, social media is used to share a message and gave a new way of communication to people (Wahyuningsih, 2021). Facebook is one of social media type which allows people to communicate with one another. Facebook is a social media platform that allows users to share their thoughts and feelings with others through the internet (Nasrullah, 2015). Based on the purpose of communication, it's reasonable to assume that facebook users did not only send messages, but also wanted to manipulate readers with their messages. In other words, facebook users attempted to convince readers to hold the same stance as them on the topics they discuss.

Users tried to persuade the readers in order to achieve a shared understanding or point of view on a topic they are discussing. Writers and readers may create solidarity or social relationships as a result of this understanding. A community is established between users as a result of the establishment of this solidarity relationship. The nature of a group among users can be said to be based on common values, interests, or interests among communication participants (Alyusi, 2016; Chang, 2018; Junaedi, 2020).

In order to have an impact on readers, the message must have emotional or cognitive effects (Junaedi, 2020; Ladd, 2018). In this case, these effects can be seen in the choice of words, structure and meaning of words in the message conveyed. From a linguistic standpoint, the emotional and cognitive effects of a message on the act of communication refers to perlocutionary effect. Perlocutionary effect is defined as the power to trigger a reaction of communication participants (A. Cruse, 2011; D. A. Cruse, 2004).

In terms of the communication process, these effects will make the message get noticed (Junaedi, 2020). In other words, messages containing emotional or cognitive effects will trigger a response from the message's reader as a sort of feedback on the author's message. With these effects, the reader is influenced emotionally or thoughtfully. In appraisal systems, these effect related to system engagement. The engagement system related to the source of the voice that shows speaker's stance or position in the text and how the speaker tries

to build common views with the reader in order to create solidarity between them (Martin, JR & White, 2005). The engagement system describes language features that show speaker's stance or position in the text and how a speaker influences the text readers.

The engagement system is one of the three areas of the system appraisal. Appraisal system related to evaluative language which shows the attitude or judgement of the text writer towards something (Martin, JR & White, 2005). The appraisal system consists of three areas: attitude, engagement and graduation. Attitude related to the expression of the author's attitude in the text; engagement related to the source of evaluation or the speaker's stance or position in the text; and graduations related to the degree of evaluation conveyed in the text (Martin, JR., & Rose, 2003; Martin, JR & White, 2005). Of those three of area, this article just focuses on engagement system in the evaluative text.

In the area of engagement, evaluation texts consist of two categories, namely monoglossic texts and heteroglossic texts. Monoglossic text is non-dialogistic text; single (single voice); the nature internal of the voice (by means of impersonalization); the bade on the facts or general knowledge or common sense (taken-for-grantedness); structurely descriptive form and imperative form. The heteroglossic text is dialogistic text; presenting internal voice and external or alternative voice. In heteroglossic text, there are several types of text. Heteroglossic text consists of two categories, namely

contractive text and text expansive text. Contractive text can be referred to text which shows the speaker's attitude to limit alternative voices by showing the speaker's intervention in the text. The expansive text is more accessible or it gives alternative voice from external voices.

Contractive text consists of two categories, namely disclaim text and proclaim text. disclaim text shows a contradiction or a speaker's refusal (deny) of something he evaluates. The speaker's refusal attitude can be characterized by the use of negation such as the word '*not*', while the speaker's opposition can be seen using the tool counter-expectational in the words '*but*', '*eventhough*', '*surprisingly*', '*only*', '*still*', '*just*' and so on. The proclaim text showed the speaker's attempt to justify the proposition of the text he conveyed. The proclaim text consists of a concur, endorsement, pronounce.

Concur showed the speaker's effort to invite the reader to have a similarity in view with the message he conveyed. The language tools in concur text can be seen in the expression '*of course*'; '*naturally*'; '*admittedly*'. In addition, it can be seen in rhetorical questions and question tags imply a common viewpoint between speaker and reader. It is known that pragmatically, this type of question implies the speaker's attempt to invite the reader to agree with the message he conveyed (Wales, 2014). Endorsement text showed the speaker's attempt to justify the external voice. This text can be seen in the use of factive verbs, such as the words '*show*', '*demonstrate that*', etc. The pronounce text shows the speaker's

affirmation or intervention of the message he conveyed. pronoun can be marked by: (a) the expression *'I contend', 'I state'; 'the truth of the matter is ..'; 'there can be no doubt that'; 'we only conclude that ..';* (b) the use of intensifiers such as the words *'really', 'indeed',* etc; (c) the expression *'i believe ..';* (d) the modal verb like *'maybe', 'probable',* etc; (e) capitalization of words as to emphasize the meaning of message.

The expansion consists of entertain text and text attributive text. Entertain text showed possibilities or uncertainties in the text. Entertain text can be seen in the use of: (a) evidentiality device such as the word *'seem',* the expression such as *'the evidence suggest', 'apparently', 'I hear ..',* etc; (b) an epistemic modality which indicates possibility such as *'perhaps', 'maybe', 'probably'; 'may';* (c) mental verbs as in the expression *'I suspect that ..', 'I believe that', 'I think ..',* etc .; (d) rhetorical questions whose answers came from the speaker's own opinion. The attributive text related to a message that came from an external voice. This text is characterized by the use of: reporting speech and thought or reporting verbs and adverbial adjuncts such as *'According to ..';* circumstantial *'X's view';* and also with the use of mental processes such as *'believe', 'suspect',* and so on. The difference between entertain text and attributive text is that the entertain text comes from an internal voice (the first pronoun), while the attributive text comes from an external voice (the third pronoun).

The attributive text consists of two categories, namely acknowledgment text and text distance. The acknowledgment was

indicated by the use of a reporting verb such as *'said', report, declare, believe, think,* and so on. The distance text showed the speaker's attempt to take a line between himself and message of the external voice. This implies the lack of commitment of speaker to the truth of the external voice he used. The distance text can be seen in the use of the word *'claim'* in the expressions *'X claims that ..',* the word *'rumor'* in *'it's rumored that ..'.* Thus, it can be said that distance text is a message whose truth the speaker cannot guarantee.

Of those heteroglossic text types above, the research study focused only on text data which included types of pronoun text and endorsement text. As explained in the previous section, these two types of text which indicates the writer's affirmation in the text. These kinds of text also show writer's intervention to the truthfulness of the text message.

In terms of engagement aspects, there are a number of previous research studies which are relevant to this article with different research focus. Listiani, et al. (Listiani et al., 2019) examined the ideology in Jokowi's speech. In their research, the engagement aspect in Jokowi's speech can be seen in the aspects of presupposition, implication, consensus, lexicalization, irony, national expressions of self-glorification to build solidarity with the audience; hyperbole effect to emphasize the meaning of the message of his speech. The implication aspect is the most dominant aspect in Jokowi's speech, followed by the presupposition and lexicalization aspects. This showed that Jokowi tried to build

solidarity with the audience based on the mutual assumptions or mutual background knowledge which readers have. However, from the research results presented by the researchers, the researcher did not present some examples of linguistic data as evidence of language realization.

Cheung and Low (Cheung & Low, 2019) investigated aspects of engagement in student essay writing. In this study, the engagement aspect aimed to measure students' writing skills. In their findings, the type of endorsement text can be seen in the use of survey data in the form of quantitative data and the use of factive verbs (like verb '*illustrate*'). The pronoun text can be seen in the expression "*it has become clear*" and the adjunct comment element '*indeed*'. Disclaimed text which showed "counter" can be seen in the use of the adverb '*but*', '*while*', and '*however*'. The entertain text can be seen in the use of the modality '*may*'. The attributive-knowledge text was seen in the use of reported speech like verbal process '*argue*' and mental verb '*believe*'.

Ziliwu (Ziliwu, 2020) examined the standpoint of the speaker (Les Brown) in his speech "Enough is enough". In his findings, the heteroglossic text was dominant in Les Brown's speech. As in heteroglossic texts, speaker tends to use the type of contraction. This showed the speaker's stance to affirm and motivate the audience with the message he conveys about "not to be arrogant". The type of contraction text found is in the form of disclaim text and pronoun text. The language realization in the disclaimed text can be seen in the use of negation '*not*', '*don't*'. Babaii et al (Babaii et al., 2017)

examined the objectivity of scientist in the science articles. In the engagement area, the results of this study showed the use of heteroglossic text was more dominant than monoglossic text. This suggested that scientists tend to involve their feelings in scientific texts.

From these previous studies above, it can be said that engagement analysis can explain how writer's position or stance in the text to convince the reader of the text. In addition, engagement analysis can explain how speakers build solidarity with readers. With engagement analysis, we can see how strong commitment of the writers to the message which they conveyed to the text reader. In terms of engagement analysis, this research study aims to demonstrate a new engagement analysis modeling, particularly in pronoun text and endorsement text, on the linguistic realization in evaluative text in the context of social media communication using Indonesian text data. The characteristic of Indonesian linguistic features differ from those of English text. Therefore, those two linguistic feature which indicate engagement markers are different. For example, according to the formulation of Martin and White (Martin, JR & White, 2005), pronoun text in English is marked with verb *contend* or *state* (menyatakan/berpendapat) which indicates writer's affirmation. As for some previous appraisal research studies, pronoun text with English text data is characterized by the use of verbs such as *believe* and *become clear*, and intensifiers such as *too*, *really*, and *indeed*, etc. However, in Indonesian text, the type of pronoun text can be seen in the use of particles *lah* in *kamulah aib*

bagi muslim sesungguhnya [1-02-08] (you are the real disgrace to Muslims) and *nih in wahh lagi pencitraan nih si Gerung* [2-16-01] (*wahh Gerung is really pretending*).

Endorsement text based on Martin and White's formulation (Martin, JR & White, 2005) is characterized by the use of factive verb like *demonstrate* or *show* to indicate the writer/speaker's efforts to guarantee the truthfulness of the external voice. From some previous appraisal research studies, endorsement text with English text data is characterized by the use of verbs such as *show*, *illustrate*, and *found* (Babai et al., 2017; Cheung & Low, 2019). However, in the context of social media communication with Indonesian text data, a direct quote of a message indicating a fact or scientific nature is used as an attempt to justify the writer/speaker's external voice. For example, endorsement text can be seen in sentences containing scientific information such as in survey data information on expressions *sangat setuju* 15% (3677) ; *sangat tidak setuju* 85% (21033) (*strongly agree* 15 %; *strongly disagree* 85%). This sentence is derived from a screenshot quoted by the writer/speaker used to convey certain evaluation. Therefore, in this research article, the author would like to identify Indonesian linguistic realization within the engagement area, particularly pronounce text types and endorsement texts in the context of social media communication. Furthermore, the author would like to identify the tendency of Kata Kita (KK) and Rakyat Oposisi (RO) accounts in expressing their evaluation on social media based on engagement aspects.

2. METHOD

The source of research data in this article were taken from the Facebook status which came from *Kata Kita (KK)* and *Rakyat Oposisi (RO)*. There are 50 Facebook status from each account. These data will be identified to find grammatical elements which are considered as the part of the engagement aspect. This study used two kinds of research approaches, namely quantitative and qualitative approaches. Quantitative method in this research used frequency analysis to identify the frequencies of occurrence of pronounce text and endorsement text. Qualitative method consists of appraisal analysis to identify evaluative meaning in the text (Martin, JR & White, 2005) and systemic functional language to identify in the text (Eggins, 2004; Halliday et al., 2014; Wiratno, 2018).

3. FINDINGS AND DISCUSSION

From the results of frequency analysis of research data on texts from both Facebook accounts (*Kata Kita* and *Rakyat Oposisi*), the research data tables below showed the differences in the frequency of use of each type of text based on aspects of engagement. The percentage numbers that show the number of times each form of text appears are as follows:

Tabel 1. *Realization of Engagement from Kata Kita Account (KK)*

No	Engagement	Σ	%
1	<i>Pronounce</i>	67	98.53 %
2	<i>Endorsement</i>	1	1.47 %
Total		68	100

Tabel 2. *Realization of Engagement from Rakyat Oposisi Account (RO)*

No	Engagement	Σ	%
1	<i>Pronounce</i>	35	97.2 %
2	<i>Endorsement</i>	1	2,8 %
Total		36	100

The data in table 1 and table 2 show that pronounce text types are more prevalent on both Kata Kita (KK) and Rakyat Oposisi (RO) accounts than endorsement text types. On Kata Kita's account the type of pronounce text is 98.53 percent, while the type of endorsement text is 1.47 percent. On Rakyat Oposisi account the type of pronounce text is 97.2 percent, and endorsement text is 2.8 percent. The findings showed that these two accounts displayed more of their position in the texts and were more likely to interfere with the truthfulness of messages shared on social media. These Facebook users tend to persuade text readers with their evaluations.

1). *Pronounce*

As previously stated in Martin and White formulation of pronounce text (Martin, JR & White, 2005), pronounce text is marked with the use of the verb *contend* (*I contend*) (*Saya berpendapat*), *the truth of the matter is.., the fact of the matter is, there can be no doubt that; must*, the use of intensifier as *really* in *Really, it was the worst address*, and the capitalization as in the word *WAS* in *it WAS the worst address*. The pronounce text markers can also be seen in some previous appraisal research studies. For example, in a research study conducted by Listiani, et al. (Listiani et al., 2019), the word

believe is categorized as marker of pronounce text types. This verb shows a meaning of affirmation of the writer based on his belief in something. In the study, pronounce text type markers were also identified in the use of hyperbole effects. Hyperbole is considered as a strategy to strengthen the meaning of the message.

As for the research study conducted by Cheung and Low (Cheung & Low, 2019), pronounce text is characterized by the use of the word *clear* in *It has become clear that*, and the word *indeed* in *Indeed, education hardly provides us with*. In the research study conducted by Ziliwu (Ziliwu, 2020), pronounce text is characterized by the use of intensifier *too* in the sentence *Life is too short*, and the word *really* in the sentence *See, the only think that really matter is: what are you going to do about it?*. Intensifier also indicates a strengthening of the meaning of the message conveyed by the writer/speaker.

In this article based on the research data, the markers of pronounce text can be seen in expressions which have a similar meaning to those examples of pronounce text above, like *Menurut saya* (*In my opinion* or *I contend*) in the sentence *seseorang ini, menurut saya sudah kelewatan* [1-17-03]; phrase *mestinya* (*must*) in the sentence *istilah ini jarang digunakan di jaman now, mestinya taghyir atau istilah pasarannya ghoyir* [1-45-03], the word *harus* (*must*) in the sentence *pemimpin harus punya pengetahuan tentang global politics*. [22-01], and capitalization on the expression *MENGAPA MEREKA NGOTOT 2019 GANTI PRESIDEN* [1-21-01]. However, based on the findings of the

analysis of this research data, there are still other several linguistic markers that characterize this research data that indicate a new model of pronounce text type.

Based on research data, pronounce text can be realized by the use of: religious opinion; capitalization; some particles such as *lah*, *ni*, *mah*, *ya*; frequentive adverb *lagi* dan *lagi* ('again and again'); epistemic adverb *pantesan* ('*sepantasnya*'), *ternyata*, *justru*; time adverb *selalu* (always), *sudah* ('already'); adjective *jelas* ('sure' / 'clear'), *mustahil* ('impossible'), *benar* ('true'), *tetap*; modal verb '*harus*' ('must'); verb *memastikan* (make sure), *berarti* ('means'); demonstrative pronoun '*ini*' (this) and *itu* (that) which reveal the affirmative meaning; and the noun '*dasar*' ('really') to emphasize the thing. Those lexical markers can be seen in several sentences from each KK and RO accounts as follows:

KK Account:

kamulah aib bagi muslim sesungguhnya..... [4-10]

hasilnya ya bikin malu [45-06]

benar beliau sudah memberi klarifikasi, tetapi tak satupun klarifikasinya yang menyoal statement sendiri bahwa Nabi Muhammad SAW tidak berhasil mewujudkan islam Rahmatan lil alamin [17-05]

ini sebabnya mereka ngotot 2019 Gant Presiden [17-05]

gerakan buatan mardani PKS yang mereka klaim sebagai aspirasi mayoritas rakyat, ternyata hanya ramai dikalangan orang-orang yang diduga depresi sejak pilpres

tahun 2014 akibat kekalahan yang teramat menyakitkan [33-01]

apapun isunya mereka tetap akan benci ke pemerintah / ke Jokowi. [30-04]

"Aku mendengar Rasulullah shallallahu alaihi wassallam melarang qoza' (HR. Bukhari)" [35-04]

lengkap sudah: ada partai kuda, partai sapi, dan partai bunglon [26-01]

demo buruh di indonesia selalu ditunggangi kepentingan politik yang menyebabkan kericuhan. [29-3]

mereka justru memamerkan hastag yang mengingatkan kita pada kejadian biadab pelecehan terhadap ibu dan anak saat acara CFD ... [20-2]

RO Account:

disini mah pekerja lokal Cuma jadi kernet doank. [50-2]

takabur banget ni relawan jokower... [26-01]

dasar haters...!! [6-10]

kami pastikan tidak plih jokowi [50-4]

berarti dana cukong besar ditilep sama panitia. [53-01]

namanya jelas ditulis: jokowi [29-03]

jejak digital itu kejam [15-01]

lagi dan lagi.. roboh lagi.. [34-01, 02]

pantesan negara amburadul acak adut gak karuan [38-01]

From the findings, it can be concluded that pronounce text is not only seen in the

use of reported verbs such as the word *contend* in the expression *I contend..* (*Saya berpendapat./ Saya nyatakan/Saya tegaskan*); expressions such as *the truth of the matter is.*, the use of intensifiers such as the word *really, indeed*, etc.; and the use of capitalization as described by Martin and White (2005), but pronounce text can also be seen in other linguistic markers as in some example of research data described above.

2). Endorsement

As for the type of endorsement text, in Martin and White (2005), is an external voice characterized by the use of factive verbs in the form of reported speech. The linguistic marker of this text can be seen in the verb *demonstrate* (X has demonstrated) or *show* (X shown). Endorsement text is construed by the writer/speaker as correct or valid or warrantable thing. Endorsement text marked by the use of factive verbs can also be seen in previous appraisal research. For example, in the research conducted by Cheung and Low study (Cheung & Low, 2019), endorsement text is marked with the word *show* in the sentence *Survey of primary and secondary school student show that 76% of students feel that...;* and the word *illustrate* in the sentence *Such genre perfectly illustrate that.* As for the research conducted by Babaii et al (Babaii et al., 2017), endorsement text is characterized by the use of the word *found* in the sentence *Now, researchers at Chang Gung University in Taiwan have found that.*

Based on the findings of the analysis of research data, the type of endorsement text does not rely on the use of reported verb or factive verb to state a fact that is guaranteed

truth. Endorsement text was also found in the use of direct quoted text from an external voice which implies a fact. It can be seen in the sentence 33-02 from Kata Kita account *jokowi 55.9 %, prabowo 14,1 %, Gatot 1.8 %* and the sentence from Rakyat Oposisi 12-02, *sangat setuju 15% (3677) ; sangat tidak setuju 85% (21033)*. These sentences are the sentences took directly from a screenshot that shows the results of the survey. These sentences imply that the survey results shared on social media are based on a scientific fact that can be trusted. On Facebook social media, the use of direct quoted sentences is one way for users to convey information directly. Direct quoted sentence can come from screenshots shared on social media, allowing readers to quickly recognize that the message being conveyed is not from the writer/speaker, but rather from an external source. It can be concluded that the type of endorsement text is not only identified based on the presence of linguistic marker like factive verb, but also identified based on the context of the text. A text took from an external voice and showing a fact can be categorized as a type of endorsement text.

4. CONCLUSION

Based on the analysis of research data, from the both of facebook accounts (KK and RO) the use of the pronounce text is more dominant than the endorsement text. This indicates that these two facebook accounts tend to show their subjective position and intervention in their text when they evaluate the appraised object. For linguistic realization for pronounce text and endorsement text, this research showed that Indonesian texts in

the context of social media communication have their own characteristics of linguistic markers to indicate writer/speaker's intervention and affirmation in the text. The linguistic markers for pronounce text can be found in the use of religious opinion; particles (such as *lah, ni, mah, ya*), frequentive adverb (such as *lagi dan lagi*), epistemic adverb ((such as *pantesan* ('*sepantasnya*'), *ternyata, justru*), time adverb (such as *selalu, sudah*), verb (such as *memastikan, berarti*), demonstrative pronoun (such as *ini, itu*), and the noun *dasar*. The linguistic marker of endorsement text in this research were found in the form of direct quoted sentence took from external voice or external source.

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