

## ***THE REPRESENTATION OF MALE AND FEMALE STUDENTS' ATTITUDE IN THEIR ARGUMENTS: AN APPRAISAL STUDY***

### **REPRESENTASI ARGUMEN SISWA LAKI-LAKI DAN PEREMPUAN: SEBUAH STUDI APPRAISAL**

**Yuni Awalaturrohmah Solihah**

Universitas Catur Insan Cendekia Jl. Kesambi No. 202 Cirebon, West Java

yuniasolihah@cic.ac.id

**Abstract:** *This present study investigates the use of evaluative language in each 13 male and female students' arguments drawing on Appraisal Theory by Martin and White (2005). It focuses on Attitude as one of subsystems in Appraisal to discover how similarities and differences in Attitude distribution. Male and female students' arguments were selected to be analyzed using written discourse analysis. The findings showed that there was similarity in the distribution of affect in both male and female students' arguments. This represented their arguments conveyed their emotion or feeling toward the issue given in the same way. Meanwhile, the differences were on the distribution of judgement and appreciation in their arguments. The male students conveyed their position to argue people's behavior in positive way, while the female students represented their arguments about people's behavior toward the issue given in negative way. In the distribution of appreciation, the male students represented their arguments to convey their position to argue the issue given in the negative way, but the female students conveyed their arguments toward the phenomena/things in positive way. From the overall distribution, the appreciation was the highest resources to represent their arguments about things or phenomena toward the issue given. The numbers of attitude distribution of female students were more than the male students indicating the female students were better than male students to convey their arguments toward the issue given. This study suggests that the teachers/lecturers could teach the attitude resources to strengthen the students' arguments.*

**Keywords:** *attitude, male students, female students, appraisal, written discourse analysis*

**Abstrak:** Penelitian ini mengevaluasi penggunaan bahasa dari masing-masing 13 argumen mahasiswa perempuan dan laki-laki menggunakan *Appraisal Theory* dari Martin dan White (2005). Dalam penelitian ini difokuskan evaluasi terhadap *attitude* sebagai salah satu sub-sistem dalam *appraisal* untuk mengetahui bagaimana persamaan dan perbedaan terhadap distribusi *attitude* tersebut. Argumen tersebut dipilih untuk dianalisis menggunakan analisis wacana tulis. Hasilnya menunjukkan terdapat persamaan dari distribusi *affect* antara argument mahasiswa laki-laki dan perempuan. Hal tersebut merepresentasikan bahwa argumen mereka menyampaikan perasaan terhadap isu yang diberikan dengan cara yang sama. Sedangkan perbedaannya terletak pada pendistribusian *judgement* dan *appreciation*. Mahasiswa laki-laki menyampaikan sisi positif dalam menilai perbuatan, sedangkan mahasiswa perempuan memberikan pandangan negatifnya terhadap penilaian perbuatan orang sesuai dengan isu yang diberikan. Dalam pendistribusian *appreciation*, mahasiswa laki-laki mengapresiasi sisi negative terhadap sesuatu, sedangkan mahasiswa perempuan mengapresiasi sisi positifnya terhadap sesuatu. Dari keseluruhan *appreciation* sebagai sub-sistem yang paling banyak digunakan oleh mahasiswa dalam merepresentasikan argumennya. Tambah lagi, penggunaan *appraisal* dalam argumen dari perempuan lebih banyak dibandingkan dengan mahasiswa laki-laki yang menandakan bahwa argumen mahasiswa perempuan lebih baik dan kuat dalam menanggapi sebuah isu. Penelitian ini memberikan saran kepada guru ataupun dosen untuk mengajarkan *attitude* untuk memperkuat penyampaian argumen mahasiswa.

**Keywords:** attitude, mahasiswa laki-laki, mahasiswa perempuan, appraisal, analisis wacana tulis

## 1. INTRODUCTION

Argumentation is used to engage the students to express their perspectives in order to evaluate the topic given (Driver, Newton & Osborne, 2000; Jim'enez-Alexandre & Erdurann, 2008; Osborne, Erduran & Simon, 2004). Additionally, A good writing should be reflected the clear assumptions, evidences, and arguments (Kurland, 2000). It means that the argumentation is a good way for the students to practice themselves responding the issues given. Especially, the undergraduate students are demanded to create the argumentation than the high school level students. Thus, the undergraduate students enable to comprehend and think critically toward the topic given.

The state of arguments realizes students' competences to give insight toward the issues given. The arguments underlie a particular statement or claim, understand the structure of the argument correctly, actively involved in class discussions. According to Berland and Reiser (2008), the existence of contradiction is a crucial part to discover the subjective perspective from another's thinking.

The perspective of arguments could build the students' position to argue the topic given. The students provide a statement in both positive and negative way. Through argumentation, the students involve the respective position whether acceptance or rejection toward their statements of arguments (Probosari et al., 2017). It means that the existence of students' arguments is to generate their ideas/opinions to explain the cause of issues given.

To evaluate the language use, the Appraisal theory concerns with the interpersonal resources to convey the feelings in which people try to share. This theory is theoretical framework of Systemic Functional Linguistics that was developed by Martin & White (2005). It is divided into three domains, including attitude, engagement, and graduation. Three domains of Appraisal Theory identify the evaluative language to discover the context meaning. Attitude involves the context meaning in term of feelings. Engagement identifies the sources voices in the discourse either heteroglossic or monoglossic. Graduation is the scaling of phenomena for the intensity of discourse (Martin & White, 2005).

In this study, I focused on one domain in Appraisal Theory, including Attitude. This one domain describes the feeling that is conveyed by speakers/writers in the utterances. This domain is included three regions, such as Affect, Judgement, and Appreciation. Affect is concerned with registering positive and negative feelings. Judgement deals with attitudes toward the behavior, which we admire or criticize, praise, or condemn. Appreciation involves evaluations of semiotic and natural phenomena, according to the ways in which they are valued or not in a given field (Martin & White, 2005, p. 42-43). Therefore, by analyzing the Attitude, it could discover the feelings both positively and negatively that are described toward the language use from speakers/writers.

The importance of Appraisal Theory in academic writing, especially argumentative writings is interested in the studies by scholars (Mei & Allison, 2003; Xinghua & Thompson, 2009; Jalilifar & Hemmati, 2013; Liu 2013; and Yang, 2016). Moreover, the studies on argumentation strategy were carried out by scholars (Mei and Allison, 2003; Suhartoyo, Mukminatien, Laksmi, 2015; Probosari et al., 2017; Giri & Paily, 2020).

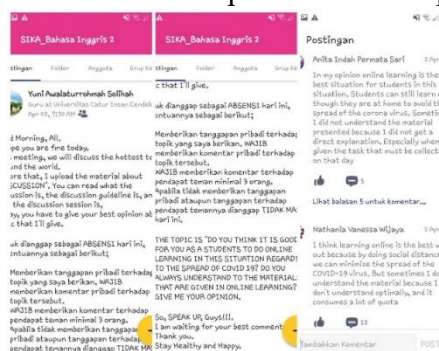
According to the previous studies on Appraisal Theory, there were numerous investigation to the argumentative writings for all domains of Appraisals, while in this study I focused on one domain of Appraisals. In addition, this present study investigated the Attitude in Male and Female Students. Meanwhile, Page (2003) carried out the study about Appraisal Theory on Gender Representation, especially in the narrative text. There are few studies on exploring the

use of Appraisal Theory on Gender Representation, especially Male and Female Students’ arguments. Therefore, I carried out the present study of Appraisal Theory on the Male and Female Students’ arguments. This present study is to examine the similarities and differences in the use of Appraisals in their arguments toward the issues given.

**2. METHODOLOGY**

This present study was a qualitative study and designed as discourse analysis. This study focused on analyzing written form as the data of this study in term of argumets. The objects of this study were arguments from 13 Male Students and 13 Female Students at Universitas Catur Insan Cendekia. They were majoring Information System in the second semester in the academic year 2019/2020.

There were some steps to gather the data in this study. Firstly, I provided the students hot issue about “Implementation of E-Learning in Covid-19 Situation” to be discussed in Edmodo. Then, they gave their arguments about its issue given in Edmodo. After that, they gave their opinion toward their friends’ perspective about issue given at least 3 friends’ opinion. The activity of discussion between the students are presented at the pictures below.



**Figure 1.** Conveying Arguments in Edmodo

After the students finished to convey the opinions, I categorized the appraising items from Male and Female Students to discover the distribution of appraisal by using appraisal checklist by Martin and White (2005).

After analyzing the distribution of appraisal from Male and Female Students’ arguments, I calculated the appraising items to explore the similarities and differences by both Male and Female Students. Finally, I interpreted the findings of this study to show the representation of Male and Female Students’ argument by using Appraisal Theory by Martin and White (2005).

**3. RESULTS AND DISCUSSION**

The data analysis discovered the similarities and differences of the use of Appraisals in Male and Female Students’ Arguments. It could be shown from the distribution of Attitude in both Male and Female Students to find out their representation of their arguments toward the issue given in this study. The explanation is discussed as follows:

**3.1 Similarities in the Representation of Attitude**

The distribution of Attitude in the Male and Female Students’ Arguments represents how the way they convey the ideas or opinion toward the issue given. In the attitude, there are three subsystems that are described the way the students deliver their feelings in their utterances. A detailed calculation about distribution of attitude is described in the table below.

**Table 1.** Distribution of Attitude in Male and Female Students' Arguments

Students	Affect	Judgement	Appreciation	Total
Male	9	5	86	100
Female	26	14	128	168
Total	35	19	214	268

Based on the table 1, both male and female students used the highest distribution of appreciation in their arguments. This finding is in line with Lee (2006), Liu and Thompson (2009), Liu (2013), Solihah, Warsono and Fitriati (2018). It means that their arguments represent the evaluation of phenomena according to the topic given about Covid-19 situation. Their arguments evaluate the value of Covid-19 situation, as well as they appreciate based on their experiences toward the issue about Covid-19 situation. Moreover, the dominant distribution of appreciation is the characteristics of argumentation (Lee, 2015; Liu & Thompson, 2009; and Liu, 2013). Thus, it is related to the genre that was discussed in this study, especially conveying the arguments.

Meanwhile, the lowest distribution of attitude is the judgement in both male and female students' arguments. This finding is contrast to the studies of Xinghua and Thompson (2009), Jalillifar and Hemmati (2013), and Yang (2016). It means that both male and female students do not represent the people's behavior according to the topic given about Covid-19 situation. They do not convey the effect of people behavior to the Covid-19 situation. Moreover, another similarity in this present study can be explained in the table below.

**Table 2.** Detailed Distribution of Attitude in Male and Female Students' Argument

Students	AFFECT		JUDGEMENT		APPRECIATION	
	Positive	Negative	Positive	Negative	Positive	Negative
<b>MALE</b>	3	6	4	1	41	47
<b>FEMALE</b>	10	16	6	8	71	57

According to the table 2, the highest distribution in Affect is in negative way. This finding is contrast to the studies of Liu (2013) and Jalilifar and Hemmati (2013). It means that the students represent their opinion/ideas about Covid-19 situation in negative way. This conveys their way to express the negative emotion that they feel toward the Covid-19 situation. Thus, both male and female students represent their feeling negatively to inform that the Covid-19 situation has negative impacts for their life.

### 3.2 Differences in the Representation of Attitude

In another findings of Attitude distribution in students' arguments, the table 2 shows that there are some differences of students' representation through their arguments.

Firstly, from the table 2, male students represent Judgement in positive way. It is shown that the distribution of Judgement is higher than in negative way. It means that male students give their argument to express people's behavior in positive way. They represent the effect of Covid-19 situation toward people's behavior positively. They convey the positive impact to the behavior that they obtain during the Covid-19 situation.

Secondly, the distribution of Judgement in the female students is conveyed in negative way. This is shown that female students represent their evaluation of Covid-19 situation, especially people's behavior negatively. Thus, they convey their negative arguments/opinion to their impact of behavior in the negative way.

In the term of Appreciation distribution, there are difference between male and female students to convey their arguments about Covid-19 situation. For the male students, they convey their Appreciation in negative way. It means that they represent their evaluation of phenomena about Covid-19 situation negatively. They deliver negative impact toward the phenomena that happened in the Covid-19 situation. Meanwhile, the female students represent their evaluation of Covid-19 situation in positive way. It means that the female students give their positive evaluation toward the Covid-19 situation in which they convey positive impact toward the phenomena during Covid-19 situation.

#### 4. CONCLUSION AND SUGGESTION

Both male and female students have their own way to express their arguments toward the issue given. Their arguments give the representation according to the way they deliver their utterances. The representation of Attitude as one subsystems of Appraisal Theory is to describe how the way male and female students convey their arguments whether it is positive or negative way. In addition, the Attitude as one subsystem of Appraisal Theory has three domains that could be investigates, especially Affect, Judgement, and Appreciation.

Compared to the distribution of three domains of Attitude, there are similarities and differences between male and female students to represent their arguments toward the issue given.

In term of similarities, it is shown that the highest distribution of Appreciation represents that both male and female students convey their evaluation to the phenomena that happened based on the issue given. Moreover, the lowest distribution of Judgement represent that both male and female students deliver their arguments in the same way that evaluating the people's behavior does not have any impact for their life based on the topic issues. The distribution of Affect in both male and female students represent their negative feelings to convey their argument toward the issue given.

In term of differences, male or female students have their way to convey their arguments. First, the male students represent their Affect in positive way, while the female students represent Affect negatively. Meanwhile, the male students represent their evaluation of phenomena in negative way, while the female students give their positive evaluation toward the phenomena toward the issue given.

In short, the pedagogical implication from this present study, the teacher/lecturer could teach the students to use the attitudinal resources in representing their opinion/ideas, especially in EFL classes. It is recommended to strengthen their arguments by using Attitude as one subsystem of Appraisal Theory.

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