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Medan, North Sumatra - Indonesia



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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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Uswatun Hasanah

Appraisal in Students' Argumentative Writing

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Abstract- Appraisal is a system of interpersonal meanings which concerns with evaluation. The evaluation is used to negotiate human social relationship. Attitude is one of interacting domains in appraisal which concerns with feelings such as emotional reactions, judgements of behaviour and evaluation of the things. The feeling can be delivered orally or written. In written form, attitude can be found in argumentative writing as this kind of genre deals with opinion and persuasion. In line with this idea, this study is aimed to investigate types of attitude and its realization used in students argumentative writing. The research was conducted by using qualitative design. The data were words or phrases taken from the students argumentative writing. The data were collected by using documentary technique and identify the words or phrases into types of attitude based on Martin and White theory (2005). The findings showed all types of attitude, i.e. affect, judgement and appreciation are used in students argumentative writing.

Keywords: Appraisal, Attitude, Argumentative Writing

I. INTRODUCTION

Language can be used to express someone's opinion towards people or things. The way people give their opinions is called as evaluation or appraisal in English. Appraisal is one of the discourse systems which the function is to negotiate the attitude. As [1] stated that appraisal is used to construe interpersonal meaning. There are three interacting domains in appraisal. They are attitude, engagement and graduation. As one interacting domains in appraisal system, attitude has a vital role in the expression of interpersonal meanings of language. In accordance with [2] attitudes have to do with evaluating things, people's character and their feelings. The way people evaluate them can be delivered in different way. First, it can be delivered orally. For instance, when someone listens to a singer in a concert and say 'She is really a good singer'. In that example the person appraises the singer's voice by the word 'good'. Second, the appraisal itself can be given in written form. It can be happened when someone writes a text, especially argumentative text. As [3] said that the genre of arguing is a process that involves reasoning, evaluation and persuasion. It can be said that argumentative text use appraisal resources, especially attitude in constructing an argumentative text.

Many studies related to this study have been done. Mostly the study found that appreciation is the highest attitude used in argumentative writing. Meanwhile, it is different with the observation data below:

Third, internet can be used as a medium in carrying out buying and selling transactions. In the conventional way, buying and selling is done by face-to-face transactions between buyers and sellers. So, someone must take the time to go to the place the items are sold if someone wants (+Affect: inclination) them. But now, there are more practical ways to make buying and selling transactions. Internet gives the answer. Nowadays there are a lot of online shops, we can (+Judgement: capacity) transact with sellers only through internet, without having to come to the store. Before buying, we can (+Judgement: capacity) see the items we want (+Affect: inclination) to buy through shared photos, if there is a match, we can (+Judgement: capacity) chat the seller to order the item, and the item will be delivered directly to our address. Very easy. Even now, we can (+Judgement: capacity) also order food through internet applications, send goods, even order the transportation we need (+Affect: inclination).

It can be seen through this data that judgement was used more than affect and appreciation. It means appreciation is not as always as the attitude which used in argumentative writing. Based on the explanation above, this study is aimed to the types of attitude found in students' argumentative writing.

II. REVIEW OF LITERATURE

A. Appraisal

[1] stated that interpersonal are concerned with negotiating social relations; how people are interacting, including the feelings they try to share. In other word we can say that interpersonal is the meaning model which contribute to the way people interact to each other. In interpersonal there are some discourse system which involved. One of them is appraisal. In accordance with [2] appraisal is a system of interpersonal meanings which concern with evaluation. The evaluation is used for negotiating human social relationship. It is done by telling the listeners or readers about the feeling which human has

towards things and people. It means the human gives evaluation about the things and people they are talking about and telling their feelings towards them.

According to [1] there are three interacting domains in appraisal. They are attitude, engagement, and graduation. [1] expressed that attitude is one of interacting domains which concern with feelings, involving emotional reactions, judgements of behaviour and evaluation of things. Attitude can be divided into three regions of feeling. The first is affect which concerns with construing emotional reactions. Affect is divided into 4 types of emotions. They are explained as follows:

TABLE I

Types of emotions	Examples
Dis/inclination	tremble, shudder, cower, wary, fearful, terrorized, etc.
Un/happiness	chuckle, rejoice, cheerful, hug, jubilant, adore, etc.
In/security	restless, uneasy, anxious, freak out, cry out, faint, etc.
Dis/satisfaction	attentive, involved, compliment, reward, satisfied, pleased, charmed, etc.

The second types of attitude is judgement. According to Martin and White (2005: 52) judgement is the region of meaning which point out our attitude to the people and the way they behave. Generally, there are two big parts of judgement. They are judgement which deals with 'social esteem' and judgement which focus to 'social sanction'. There are three division in judgement of esteem. They are normality, capacity, and tenacity. Meanwhile, there are two divisions in judgement of sanction. They are veracity and propriety. It can be seen in the table as follows:

TABLE II

Division of Social Esteem	Examples
Normality	lucky, fortunate, charmed, Unlucky, hapless, star-crossed, odd, peculiar, eccentric, etc.
Capacity	powerful, vigorous, robust, Mild, weak, whimpy, etc.
Tenacity	plucky, brave, heroic, Timid, cowardly, gutless, etc.

Division of Social	Examples
--------------------	----------

Sanction	
Veracity	truthful, honest, credible, Dishonest, deceitful, lying, etc.
Propriety	good, moral, ethical, Bad, immoral, evil, etc.

The third types of attitude is appreciation. Martin and Rose in their book clarified that appreciation is human attitude about things such as TV shows, films, books, CDs, painting, sculpture, homes, public buildings, parks, play, recitals, parades or spectacles. Or it can be about the matter of nature like sunsets, constellations, shooting stars and satellites on a starry night. It can be said that appreciation is all about evaluating things around human whether the things can be seen physically or the things which are abstract.

Typically, appreciation can be divided into our 'reactions' to things (do they catch our attention; do they please us), their composition (balance and complexity) and their value (how innovative, authentic, timely, etc.). The examples can be seen as follows:

TABLE III

Types of appreciation	Examples
Reaction	arresting, captivating, engaging, dull, boring, tedious, etc.
Composition	balanced, harmonious, unified, unbalanced, discordant, irregular, uneven, flawed, etc.
Valuation	innovative, original, creative, derivative, conventional, prosaic, etc.

The realization of attitude can be seen through the analysis. The prosodies can be marked by using colour coding and then mapping unfolding motifs. The marking is just used only for the general categories (affect, judgement, and appreciation). This analysis needs a table as the media to display the results. Not only that, but also the abbreviation is quite important in this analysis. The abbreviations are as follows:

TABLE IV

+	'positive attitude'
-	'negative attitude'
Des	'affect: desire'
Hap	'affect: un/happiness'
Sec	'affect: security'
Norm	'judgement: normality'
Cap	'judgement: capacity'
Ten	'judgement: tenacity'

Ver	'judgement: veracity'
Prop	'judgement: propriety'
Reac	'appreciation: reaction'
Comp	'appreciation: composition'
Val	'appreciation: valuation'

B. Argumentative Writing

[3] reported that the genre of arguing is an important and influential language process which involves reasoning, evaluation and persuasion. It can be said that this genre is correlated with evaluating something. Further, [3] added that this genre is primarily concerned with opinion and persuasion.

There are some grammatical features in argumentative writing, they are mental verbs, connectives, movement from personal to impersonal voice, modality, nominalisations. As [3] stated that the genre of arguing can take on different textual forms. In school, written arguments tend to focus on two main types. They are exposition and discussion. Exposition is a text type which clearly focuses students on the purpose of argument. It is putting forward a viewpoint and providing evidence to support it. There are three generic structures in an exposition. They are thesis, argument and conclusion. Thesis is the first stage. It is an early statement of the writer which is not accompanied by elaboration or any supporting statement in the same sentence. The second stage is argument. Argument is the elaboration or supporting statement of the writer about the early statement. It may be contained only one point and elaboration. The last stage is called as concluding statement. In this stage, the thesis will be reiterated. Sometimes for more complex texts, a summary is also given.

Another type in the genre of arguing is discussion. It is a more sophisticated argument as it involves the consideration of an issue from a number of perspectives. There are three generic structure of discussion text. The first is statement of issue. It is a discussion of early writers which are generally confined to statements for and against. It is used to indicate to the reader that there are at least two viewpoints on the issue under consideration. Then, on the second stage there will be arguments against and arguments for. Both of the arguments include an elaboration which depend to a large extent on the level of understanding and maturity of the writer. The last stage is recommendation. This is a stage where the writer states the viewpoint and summarises the evidence presented.

III. RESEARCH METHODOLOGY

This research is designed as a qualitative research. The qualitative design is chosen as the main objective of this research is to understand phenomenon or social phenomenon with the more focus on the complete picture of the phenomenon being investigated. The data of the study

are words or phrases which contain of attitude resources. Meanwhile, the source of data is the place where the researcher can find the data. Here, the source of data is the argumentative writings of Bachelor of English Education Study Program at State University of Medan in North Sumatera. From all the argumentative writing, only five texts were analysed as those texts are better enough to be analysed than others texts.

The instrument of this study is documents. The documents which will be collected here are the students' argumentative writing. After collecting all the argumentative writings, the researcher will observe and find one of the appraisal resources that is attitude there. So, they can be analysed. The data in this study will be analysed by using interactive models of [4]. There are three concurrent flow of activity in these models [4]. They are data condensation, data display, and data drawing/verification. In the end, the research passed the trustworthiness issues demanded attention, namely; credibility, transferability, dependability and conformability.

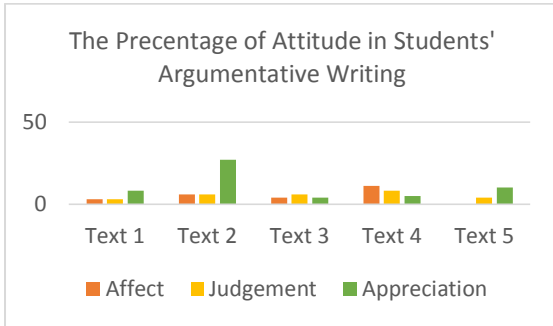
IV. DATA ANALYSIS

The data were analysed to find out the types of attitude found in students' argumentative writing. After the data were collected, it was found that there are three types of attitude used in the students' argumentative writing. The attitudes used are affect, judgement, and appreciation. The data showed that appreciation was dominantly used in the students' argumentative writing. The total number of the attitude used in students' argumentative writing can be seen as follows:

TABLE V

Text	Types of Attitude		
	Affect	Judgement	Appreciation
Text 1	3	3	8
Text 2	6	6	27
Text 3	4	6	4
Text 4	11	8	5
Text 5	-	4	10

From the table above, it can be interpreted that appreciation was used more in most of the texts. The percentage of the attitudes in students' argumentative writing can be reported as follows:



V. CONCLUSION

In accordance with the data and finding from the five students' argumentative writing it can be concluded that the students' argumentative writing used all of the attitude types. Start from affect, judgement and appreciation. But if it is compared among three of them, appreciation was dominantly used in the texts. So, it was in line with the previous studies which got the same result as this study.

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