

## **Appraisal System of student's Evaluation text about Lecturer of Speaking Course at 2D Class of English Education in UIN Raden Mas Said Surakarta**

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### **Abstrak**

Evaluasi kinerja sangatlah penting bagi Dosen atau Pengajar untuk mengetahui kritik dan saran dalam kaitannya dengan pembelajaran yang disampaikan. Kritikan tersebut tentunya merupakan kritik yang membangun. Terkadang akan ditemukan kritikan yang berupa kata-kata bernilai negatif, namun hal tersebut malah berdampak positif karena dapat membangun dan membantu meningkatkan kinerja Dosen atau Pengajar. Dosen menjadi tahu apa saja kekurangan dan kelebihan dirinya di dalam kelas melalui perspektif mahasiswanya. Cara mengevaluasi kinerja Dosen dapat menggunakan salah satu kajian dalam pendekatan Linguistik Sistemik Fungsional, yaitu Analisis Sistem Appraisal. Seperti mini research kali ini, menggunakan pendekatan appraisal untuk mengetahui evaluasi yang sudah diberikan oleh mahasiswa dalam mata kuliah Speaking For Formal Interaction di Program Studi Pendidikan Bahasa Inggris, Universitas Islam Negeri Raden Mas Said Surakarta.

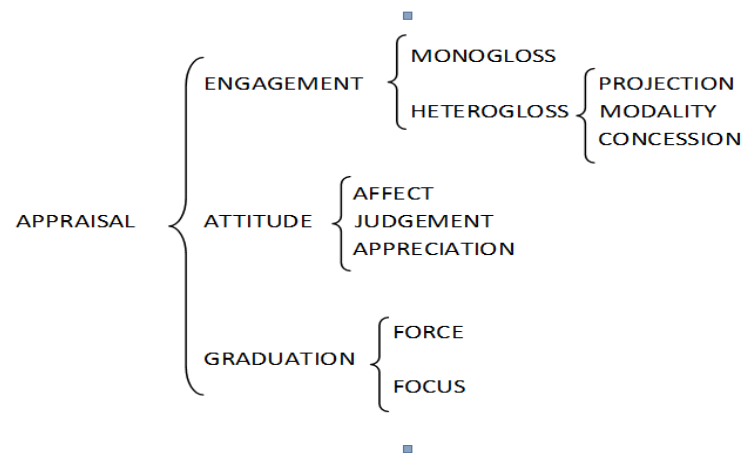
**Kata kunci:** *Appraisal System; Systemic Functional Linguistics; Evaluation Text; Speaking Class; Classroom Discourse*

### **1. INTRODUCTION**

Performance evaluation is very important for lecturers or instructors to find out criticism and suggestions in relation to the learning delivered. This criticism is certainly constructive criticism. Sometimes you will find criticism in the form of words with negative values, but this actually has a positive impact because it can build and help improve the performance of lecturers or teachers. Lecturers come to know what their strengths and weaknesses are in the classroom through their students' perspectives. How to evaluate lecturer performance can use one of the studies in the Functional Systemic Linguistics approach, namely Appraisal System Analysis. Like this mini research, it uses an appraisal approach to find out the evaluations given by students in the Speaking For Formal Interaction course in the English Language Education Study Program, Raden Mas Said State Islamic University, Surakarta.

Previously, it was necessary to explain the understanding of the appraisal system. According to Wiratno (2018), appraisal analysis is based on appraisal theory which

concerns the exploration of attitudes negotiated in the text. This attitude can be clarified by expressing feelings towards other people or objects (Martin & Rose, 2007). Appraisal analysis is divided into three options, including: (1) attitude in assessment (attitude), (2) source of assessment (source or engagement), and (3) graduation of assessment (graduation or amplification) (Wiratno, 2018). Each category is also divided into several sub categories. First, attitude can be divided into affect, judgment and appreciation. Affect is an assessment of emotional reactions to something. This assessment explains how people express their feelings about something. The following is a diagram to clarify the picture of the appraisal system.



Affect can be positive or negative, and can also be expressed directly or indirectly. Furthermore, judgment is used to assess people's character or behavior normatively. Judgment can be expressed as personal judgment or moral judgment, and direct judgment or indirect judgment. The assessment in judgment is in the form of admiring for personal-positive assessments, or criticizing for personal-negative, and praising for moral-positive or condemning for moral-negative. Next, appreciation assessment. Appreciation is an assessment related to objects around us or human work. Appreciation can be positive or negative, just like affect and judgment. Appreciation can be directed at something that is valuable or not valuable.

Furthermore, the source is the origin of the assessment, more specifically from whom the assessment comes. Assessment from the text creator, can be through the text creator himself or taking opinions from certain sources. Sources can be divided into 1)

monogloss, namely from the text creator himself and tend to be subjective; and 2) heterogloss, comes from various sources, and tends to be objective. For the second source, it can be analyzed in several ways , namely: 1) projection; 2) modality; 3) polarity; and 4) concessions (Martin & Rose, 2007). The third option is graduation in assessment. Graduation is a degree of evaluation. Graduation and amplification are related, as they are used interchangeably. The measurement form of graduation is sharpening or softening. These two measurements or degrees are called focus. Furthermore, it is called amplification because it is similar to the volume of an amplifier, can be large or small, and can be adjusted. This degree of magnitude is called force. This degree can be achieved by providing intensifiers, such as really, very, extremely, etc. Apart from that, this degree can also be achieved by providing attitudinal lexis, such as beautiful, calm, upset, happy, beautiful, and so on. The data source in this research took data from language evaluation texts for lecturers who taught the Speaking For Formal Interaction course in class 2D at UIN Raden Mas Said Surakarta. The authors of the text are Najim Deyan and Muhamad Yasir Al-Abror from class 2D.

## **2. METHODS**

This research is a qualitative descriptive design. The data in this study were taken from evaluation texts made by students. Then, the data in this study are in the form of words, phrases, clauses, and sentences that contain Appraisal System. The data collection technique in this study used listening and note-taking techniques. The researcher listened to the evaluation texts from the students and then recorded them according to the data sought and juxtaposed them with the Appraisal System theory. Then, the data analysis technique uses document or content analysis. This technique analyzes the data in accordance with the Appraisal System theory and is analyzed with the interpretation of the researcher himself.

## **3. RESULTS AND DISCUSSION**

In the following stage, the results and discussion of the two texts analyzed are displayed. At this stage, all the data included in *Attitude*, *Engagement*, and *Source is analyzed* . The following are the results of the analysis and discussion:

### **DATA ANALYSIS 1**

<i>TEXT 1. Najim Deyan (Jimi)</i>
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*Mr. Rozzaq is a humble & disciplined person. Two things that characterize Mr. Rozzaq during speaking lessons make it easy for students to understand the material well. Mr. Rozzaq's way of teaching is very creative. Some of the assignments we did really helped us in mastering good speaking. The material that Mr Rozzaq teaches is very up to date. The material taught by you is very easy to understand because it adapts to the latest teaching materials ( Update). The material is very cool, including material for newscaster, MC, moderator, seminar presentation (mini Webinar), and English debate. During learning, the class is conducive and efficient. Classes can be conducive, because students really enjoy the material presented. Classes are also efficient, because Mr. Rozzaq is good at managing portions of the learning process, whether offline or online. The material presented by Mr. Rozzaq can be conveyed well via anything.*

*Student enthusiasm in class is very active. Students actively listen, understand and listen to what the lecturer explains. Students are also not embarrassed to ask if there is material that is not conveyed clearly. We are very happy with the assignments given for the Midterm Test and Final Exam. This is because it is done with practice. We interact more often with our friends. Although, sometimes some of the things we prepare are quite time consuming. These include the camera, creating a script before starting to take a video, choosing a location, and so on. However, we realize that in speaking courses students must always be active in conversation. Therefore, we are always enthusiastic about carrying out this task.*

*Another reason , because my classmates and I really want maximum grades. The teaching aid used really helped us understand the material. Mr. Rozzaq was not selfish in asking us to use the Zoom application for online lectures. He accepted the students' suggestions well by doing online classes using Google Classroom which was relatively light for the quota size. If in an offline class, the teaching aids used are Smart TV and power points for the material to be presented. The impression we had during the speaking for formal interaction lesson was that what you have conveyed so far can make us, students, more open-minded. Learning like what you do seems serious but relaxed. We hope to see you again in the next semester. Hopefully you can get good grades this semester .*

1. Mr. Rozzaq is the person **Humble & Discipline** .
2. Two things that characterize Mr. Rozzaq during speaking lessons make it **easy for students to understand** the material **well** .
3. Mr. Rozzaq's way of teaching **is very creative** .
4. Some of the assignments we **did really helped us in mastering good** speaking .
5. The material that Mr. Rozzaq teaches **is very up to date** .
6. The material taught by you **is very easy to understand** because it adapts to the latest teaching materials ( Update).
7. The material **is very cool** , including material for newscaster, MC, moderator, seminar presentation (mini Webinar), and English debate.
8. During learning, the class **is conducive and efficient** .
9. Classes can be **conducive** , because students **really enjoy** the material presented.
10. Classes are also **efficient** , because Mr. Rozzaq **is good at** managing portions in the learning process, whether offline or online.
11. The material presented by Mr. Rozzaq **can be conveyed well** via anything.
12. **The enthusiasm** of students in class **is very active** .
13. Students **actively listen** , understand and listen to what the lecturer explains.
14. Students are also **not embarrassed** to ask if there is material that **is not conveyed clearly** .
15. We **are very happy** with the assignments given for the Midterm Test and Final Exam.
16. This is because it is done with practice.
17. We **interact more often** with our friends.
18. Although, sometimes some of the things we prepare **are quite time consuming** .
19. These include the camera, creating a script before starting to take a video, choosing a location, and so on.

20. However, we realize that in speaking courses students must always be active in conversation.
21. Therefore, we are always enthusiastic about carrying out this task.
22. Another reason , because my classmates and I really wanted it maximum value .
23. The teaching aid used really helped us understand the material.
24. Mr. Rozzaq was not selfish in asking us to use the Zoom application for online lectures.
25. He accepted the students' suggestions well by doing online classes using Google Classroom which was relatively light for the quota size.
26. In offline classes, the teaching aids used are Smart TV and power points for the material to be presented.
27. The impression we had during the speaking for formal interaction lesson was that what you have conveyed so far can make us, students, more open-minded .
28. Learning like what you do seems serious but relaxed.
29. We hope to see you again in the next semester. Hopefully you can get good grades this semester .

## 1. Attitude

### a. Affect / Affect

Based on the analysis of the table above, positive-explicit *affect was found* . Some evidence of the words expressed include: *enthusiastic, really enjoying, very happy, and always enthusiastic*. The positive affect expressed explicitly describes the author's feelings while attending the lecture. These feelings are expressed positively. In describing this affect, it can be concluded that Jimi and his fellow students felt *enthusiastic* during the lesson. Apart from that, the students also *really enjoyed it* teaching methods and materials provided by lecturers. They also felt *very happy* with the tasks given. The reason is because the assignment is not a written assignment, but a practical assignment. The students were described *as always being enthusiastic* every time they attended a lecture.

**b. Judgment / Judgment**

Furthermore, judgment analysis or assessment of personal character, can be assessed from a *personal perspective* (admiring or criticizing) which has positive and negative values. Apart from that, it can also be assessed from a *moral perspective* (praising or criticizing) which also has positive and negative values. In the data analysis above, the judgment that emerges is in the *moral category* which is included in the subcategory of *praising* with positive values. For example, in evidence of the following words: *Humble, disciplined, clever, not inferior, not selfish, accepts student suggestions well, is more open-minded, and very active*. Based on these data, it can be concluded that Mr Rozzaq has a *humble and disciplined character*. This is as stated by Jimi. Apart from that, he also explained that Mr. Rozzaq was *not selfish* and *accepted students' suggestions well*. Next, Jimi also expressed his assessment of the students' character who seemed *more open-minded* after being taught by Mr. Rozzaq. Apart from that, Jimi also assessed that students *were very active* when learning. Apart from *morals, personal* assessments are also expressed in the subcategory of *criticizing*. This evidence can be seen in the clause which is explicitly stated that *students must always be active*. This clause is used to assess the character of students who should appear active in class.

**c. Appreciation / appreciation**

In the appreciation category, data was found that fell into *the reaction* with the *impact-positive subcategory*. The following is some data that has been analyzed related to this subcategory, including: *easy to understand* and *very helpful*. These two data are an assessment of the impact on students. The impact that arises from the *humble and disciplined* character of lecturers makes it *easy for students to understand the material well*. Apart from that, the expression *very helpful* is the impact that arises from the assignments given to students, so that students feel very helped by the presence of these assignments. This makes students able to master *speaking* well.

Apart from the *impact subcategory*, appreciation is also categorized into the *quality subcategory* which includes positive and negative *qualities*. *Quality* that has positive value, for example, includes: *understanding the material well, very creative, good speaking skills, very up to date, very easy to understand, very cool, conducive and efficient, and relatively light*. Jimi expressed this quality assessment to provide an assessment of the lecturer's way of teaching, the material presented by the lecturer, the

atmosphere in the class, and the internet signal for online lectures. In the assessment of the lecturer's way of teaching, it is expressed through the word *very creative*. He said that Mr Rozzaq's way of teaching *was very creative* .

Apart from that, there is also an assessment of the quality of the material taught, such as *very cool* which represents the material taught by Mr. Rozzaq as interesting and makes students interested, therefore Jimi describes it with *cool diction* . Then, the material presented is also considered by students *to be very up to date* , and *very easy to understand*. Apart from that, there is an assessment of student understanding, such as *understanding the material well* , *good speaking mastery*, and an assessment of the class atmosphere such as the words *conducive and efficient*.

Apart from appreciation of positive quality, negative quality appreciation data was also obtained. The data found included: *not being conveyed clearly* and *taking up time* . The disclosure *was not conveyed clearly enough* to represent an assessment of the material presented by Mr. Rozzaq. Sometimes the delivery of material is also unclear. Apart from that, Jimi assessed *preparing* to do the task with the metaphorical expression *of wasting time* . This means that it takes a lot of time to prepare various necessities before starting to work on the task.

## **2. Graduation / Amplification**

Based on the findings obtained, *force data was obtained* which were expressed through *intensifiers, metaphors, and modalities* . The following are examples of words that contain *intensifiers* : *easy to understand, very cool, relatively light, very creative, very up to date, very helpful, and easy to understand* . The *intensifiers* contained in these words include: *very, light* , and *easy* . Apart from that, the data that appears in this case can also be related to *focus*. The words *very cool, very creative, very up to date, and very helpful* are *sharpen focus* or sharpen. Then, *soften focus* can be found in words *that are light, easy to understand, and easy to understand* . After analyzing *force* and *focus*, an analysis is then carried out in terms of *attitudinal lexis*. Words like *very cool, very creative, very up to date, and very helpful* are *upgrading*. Then, words such as *light, easy to understand* and *easy to understand* are included in *downgrading* .

## **3. Source / Source**

The sources in the table above are divided into monogloss and heterogloss. The most data obtained is monogloss. This is because it is the author who tells most of the

story. However, there are still sources of heterogloss in the text, namely heterogloss modality and heterogloss concession. The heterogloss modality that appears is characterized by the presence of modalities such as: *can, can, wants* . The modality that emerges is one of the characteristics of expressing an ideology. Apart from that, the view that can be concluded is an objective view in assessing something. Then, for monogloss the view is subjective, because only the author can judge. Another heterogloss is concession. The phrase *serious but relaxed* explains that there is seriousness in the teaching process, while the word relaxed describes that learning also takes place in a relaxed manner without pressure. From the overall explanation of these sources, the author has a positive ideology.

## DATA ANALYSIS 2

### TEXT 2. MUHAMMAD YASIR AL-ABROR (YASIR)

*From the beginning of the meeting, the way you taught us was different from most of the lecturers we had met before. Usually, other lecturers teach us in a way that makes us stressed or too serious. However, you taught us in a relaxed way which made us calm and not stressed in receiving the lesson. The class conditions were calm with no pressure, we even felt that we enjoyed the class and it was easier to accept the learning material from you. The situation may be because it is online, sometimes it is less supportive because in the middle of learning the prayer time is cut off and that is one of the things that hinders our learning process. Maybe next time, the teaching time will not be close to prayer time.*

*The material is very simple even though sometimes it is not easy, especially in creating text, shooting films and editing. The material taught includes debate in English, moderator, job interview, newscaster, and mini drama. These materials improve our speaking skills. These materials are quite heavy, but we always work together and never stand idly by in completing his assignments. For our classmates, when we ask about assignments or material from you and we don't understand them, almost all of them say, "Don't worry, Mr. Rozak is a relaxed person, the important thing is that you can understand the material and do the assignment." The teaching aid from Mr. Rozzaq that is used usually uses Google Classroom. He was very wise and tolerant towards us.*

*If the Google Classroom situation doesn't support it, he will sincerely move to WhatsApp. Even though we used the Whatsapp chat forum, the discussions were still exciting. This is your way of learning, which we rarely see from lecturers in general, by creating a calm , relaxed atmosphere and without pressure to always be serious. This is the method that we prefer when lectures with you are in progress. Next time, maybe you can ask for your course schedule at a time that is supportive and not limited to prayer time. In the next semester, I want to choose courses with the lecturer Mr. Rozzaq again.*

1. From the beginning of the meeting, the way you taught us **was different from most of the lecturers** we had met before.
2. Usually, other lecturers teach us in a way that makes us **stressed or too serious**.
3. However, you taught us in a **relaxed way** which made us **calm** and **not stressed** in receiving the lesson.
4. The class conditions were **calm** with **no pressure** , we even felt that we **enjoyed** the class and **it was easier to accept the** learning material from you.
5. The situation may be because it is online, **sometimes it is less supportive** because in the middle of learning the prayer time **is cut off and that is one of the things that hinders** our **learning process** .
6. Maybe next time, the teaching time **will not be close** to prayer time.
7. The material is **very simple** even though **sometimes it is not easy** , especially in creating text, shooting films and editing.
8. The material taught includes debate in English, moderator, job interview, newscaster, and mini drama.
9. These materials **improve our speaking skills.**
10. These materials **are quite weighty** , but we **always work together** and never **stand idly by** in completing his tasks.
11. For our classmates, when we asked about assignments or material from you and we **didn't quite master them** , almost all of them said, " **Don't worry** , Mr. Rozak is a **relaxed person** , the important thing is that you can understand the material and do the assignment."

12. The teaching aid from Mr. Rozzaq that is used usually uses Google Classroom.
13. He was very wise and tolerant towards us.
14. If the Google Classroom situation doesn't support it, he will sincerely move to WhatsApp.
15. Even though we use the Whatsapp chat forum, the discussions are still fun.
16. This is your way of learning, which we rarely see from lecturers in general, by creating a calm, relaxed atmosphere and without pressure to always be serious.
17. This is the method that we prefer when lectures with you are in progress.
18. Next time, maybe you can ask for your course schedule at a time that is supportive and not limited to prayer time.
19. In the next semester, I want to choose courses with the lecturer Mr. Rozzaq again.

Based on the analysis presented in the table, each level can be explained as follows:

## 1. Attitude

### a. Affect / affect

In the affect section, there are several *emotive words* that show feelings about something. Affect is divided into positive (explicit and implicit) and negative (explicit and implicit). In positive affect, all affects are expressed explicitly. Some words that are included in explicit-positive affect include: *enjoy, just relax, happy, calm, no pressure, and exciting*. Meanwhile, here are several words that are included in negative affect which are explained explicitly and implicitly. Explicit-negative affect can be identified from the following words: *Depressed, too serious, and always serious*. Then, implicit-negative affect is expressed through the metaphor *of standing idly by*. The student, nicknamed Yasir, evaluated the lecturer by expressing positive and explicit feelings. This is because *positive feelings* towards the lecturer will be more polite and appear *flexible* if expressed explicitly. This explicit expression also indicates that Yasir enjoyed being taught by Mr. Rozzaq. The proof is, he feels calm, happy, and there is no pressure while Mr. Rozzaq is teaching. He also felt fun, even though *the online teaching aid* used was not video-based, but only chat-based. He expressed this by saying that the transfer of *teaching aid* still felt exciting.

Next, negative affect is expressed explicitly to describe the comparison of *feelings* what was felt when taught by Mr. Rozzaq with other lecturers. The words *pressured*, *too serious*, and *always serious* describe negative feelings that seem like intimidation when taught by other lecturers. Meanwhile, the metaphor of *standing idly by* is a negative affect expressed implicitly, to illustrate that Yasir and his friends always work together in carrying out assignments, and are not selfish in carrying out the tasks given by the lecturer. This negative affect is expressed implicitly, to illustrate the confirmation that Yasir and his friends are always disciplined in carrying out the assignments given by the lecturer. Apart from that, this metaphor is also used to make expressing one's feelings to the lecturer look more polite, because it relates to self-assessment. If he expresses this assessment explicitly, it will appear impolite.

#### **b. Judgment / Judgment**

Judgment consists of personal and moral. Within each of these categories, it is still divided into further sub-categories. The Personal subcategories in this section are admire (explicit and implicit) and criticize (explicit and implicit). Then, the moral subcategory includes praise (explicit and implicit) and criticism (explicit and implicit). In the judgment analysis, no personal subcategories were found, either admiring or criticizing. Only in the moral section was the praise subcategory found. However, the denouncing subcategory was not found. In the moral part, the words expressed to describe Mr. Rozzaq's character are revealed. The character is described as having positive (praising) morals. Some evidence includes: *relaxed*, *very wise*, *tolerant*, and *with sincerity*. Yasir described Mr Rozzaq as having a *relaxed* way of teaching. He also described Mr Rozzaq as having a *very wise character* because he did not require lectures on online platforms that use videos. Apart from that, he also described Mr Rozzaq as a *tolerant person*, because he understood the feelings of students who were having difficulty because of the signal.

#### **c. Appreciation / Appreciation**

*Appreciation* explains the assessment of an object or work. In this section, there are subcategories *reaction (impact (+) (-) and quality (+)(-))*, *composition (balance (+)(-) and complexity (+)(-))*, and *valuation (positive or negative)*. In this text, *appreciation is found in the reaction subcategory* which is divided into *impact* (positive or negative) and *quality* (positive or negative). In the *positive-impact section*, the

following evidence was found: *different from most lecturers* , *calm*, *not stressed*, and *our speaking skills improved*. In *different tenses from most lecturers* , this shows that Mr. Rozzaq's way of teaching is different from other lecturers. He teaches in a relaxed manner and does not make students stressed. Mr. Rozzaq's way of teaching is proven by the phrase *not stressed* . Apart from that, the following sentence *shows that our speaking skills have improved*, which is proof that the lecturer's way of teaching is able to improve students' *speaking skills* . The *appreciation* assessment , which is categorized as *impact* , overall indicates the *lecturers' teaching methods* , all of which have a good impact and are considered positive.

Furthermore, *appreciation* was found in the *quality subcategory* , both positive and negative. In the *quality-positive assessment* , the following evidence was found: *Relaxed*, *easier to accept the material*, *very simple*, *quite weighty*, *calm*, *relaxed atmosphere*, *supportive time*, *not tight*, *not close to prayer times*, and *exciting*. In this section, it is explained how Yasir assessed the quality of Mr. Rozzaq's teaching method and the suggestions he gave for the future. He considered that Mr. Rozzaq's way of teaching *was relaxed with very simple* and quite insightful material . Then, he also assessed that the classroom atmosphere was always *calm* when class started. He also assessed that the quality of teaching was good, namely that it *was not cramped and was close to prayer times* .

## **2. Graduation / Amplification**

In this section, it is divided into three subcategories, namely *force*, *focus*, and *attitudinal lexis* . In the *force section* , several words are obtained from the text, most of which exploit *intensifiers* . The following is evidence of words that use the intensifier: *very simple*, *quite weighty*, *lacking in mastery*, *very wise*, *too serious*, *always serious*, and *sometimes not very supportive* . The use of this *intensifier* is to indicate degrees. *Intensifying* words such as *very*, *quite*, *too*, and *always* indicate that the *focus* of these words is *sharpened* . Apart from that, these words are included in *upgrading* in the *attitudinal lexis subcategory* . Meanwhile, *intensifier* words such as *less* and *sometimes* show that *the focus is weakening* ( *soften* ). Apart from that, these words are included in *the downgrading* in the *attitudinal lexis subcategory* .

### 3. Source / Source

In the *source* section, it is explained that the assessment carried out falls into *monogloss* (conveyed directly through the author) or *heterogloss* (conveyed through the characters in the narrative text). In the *heterogloss subcategory*, it is divided into *projecting*, *modality*, and *concession*. After analysis, the sources in the text include both sources. The source that appears most often is *monogloss*. This is because the source was revealed by the author himself. This source is subjective, because the assessment is only based on the author's views. Then, sources of *heterogloss* that were discovered included, among others *projecting*, *modality*, and *concession*. *Heterogloss* sources have an objective nature. This is because the assessment is made by other people in the text. Only one source of *heterogloss projecting* was found in the text, namely in the sentence. *For classmates, when asked about assignments or material from you and we didn't quite master it, almost all of them said, "Don't worry, Mr. Rozzaq is a relaxed person, the important thing is that you can understand the same material. do the job."* This sentence is called *heterogloss projecting* because Mr Rozzaq's characteristics are projected by other people.

*heterogloss projecting* sources, *heterogloss modalities* are found. *Heterogloss* at this level includes all sentences that contain modality. Modalities in the text can be used to show the assessor's ideology. For example, in the table above, there is a sentence containing the modality "can" which represents the student's ability or suggestion for the lecturer on another occasion to change the schedule which is tight with prayer times. Then, the "want" modality shows the student's desire to choose Mr. Rozzaq as their lecturer in the next semester. This is because of several things that have been stated in the *attitude section*. Furthermore, the "want" modality shows Mr. Rozzaq's willingness to listen to suggestions from his students to move from *Google Meet* to *WhatsApp*.

Then, thirdly, there is a *heterogloss concession source* which explains the weaknesses and strengths in one sentence. The conjunctions *but* and *although* in the text function as a link between weaknesses and strengths. For example, in the sentence "*These materials are quite weighty, but we always work together and never stand idly by in completing his assignments.*" In the first clause, it is explained that the material explained by Mr. Rozzaq is quite weighty. However, even though it is difficult, students still work together to do it. In another explanation, the sentence is also explained "The

*materials are very simple even though sometimes they are not easy, especially in making texts, shooting films and editing".* The material explained is very simple, but it turns out it is not as simple as imagined, because it is related to various things that must be prepared. Based on the subcategories of *heterogloss* sources above, we can obtain the positive ideology of the text author.

#### 4. CONCLUSION

Based on the presentation of the results and discussion, it can be concluded that the two text writers expressed their feelings (affects) with a positive assessment. Both express their feelings explicitly. Then, the assessment of the judgment is carried out in various ways. If Yasir assesses character by focusing on morals in the praising subcategory, Jimi assesses character by looking at personality in the criticizing subcategory, and assesses character by looking at morals in the praising subcategory. At the appreciation stage, each also shows varying data.

Yasir expressed his appreciation by looking at *reactions* in the *impact subcategory* , and looking at *quality* with positive and negative values. Then, at the graduation stage, each has varying attitudinal lexis expressions, both containing elements of *upgrading* and *downgrading* . Apart from that, the levels of force and focus also vary, each using an intensifier and focus *sharpen* and *shorten* . At the source stage, in Yasir's text, he involves other people in it (heterogloss projection). However, in Jimi's text he explains more subjectively and does not include other people's views.

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