



The Concept of Evaluative Language in Malay Newspaper Discourse

Suhaini Sarikon^{*1}, Roksana Bibi Abdullah^{*2}

^{1,2} Institut Pendidikan Nasional-Universiti Teknologi Nanyang, Singapore

*Corresponding Author: suhaini.b.sarikon@gmail.com, roksana.abdullah@nie.edu.sg

ARTICLE INFO

Article history:

Received 14 July 2024

Revised 17 September 2024

Accepted 21 September 2024

Available 30 September 2024

E-ISSN: 2745-8296

How to cite:

Sarikon, S., & Abdullah, R.B. (2024). The Concept of Evaluative Language in Malay Newspaper Discourse. *Lingpoet: Journal of Linguistics and Literary Research*, 5(3), 194-203.

ABSTRACT

This study focuses on the analysis of Attitude subsystems (affect, judgement and appreciation), Engagement and its categories (monogloss, and heterogloss), Graduation (force and focus). The two primary news data sources were *Berita Harian/Minggu Singapura* (BH S'pura) and *Berita Harian/Ahad Malaysia* (BH M'sia), specifically, focus on comment articles related to the tragic events of the 9/11 attacks on the World Trade Centre in New York.. The findings show that the strategies employed by the commentators' voices aimed at influencing their readership. The results was that the Attitude types such as affect, judgment, and appreciation, Engagement modes including monogloss and heterogloss, and Graduation aspects like force and focus are found in the results. It is implied that the results elucidate the nuances of Evaluative Language Concepts in Malay newspaper discourse, offering insights into how these linguistic elements shape reader perception and understanding

Keyword: *Evaluative Language, discourse, proposition, Attitude, Engagement, Graduation*

ABSTRAK

Artikel ini berdasarkan sebuah kajian yang memajukan Teori Bahasa Evaluatif dalam wacana akhbar Melayu. Dua jenis akhbar telah digunakan dalam kajian ini, iaitu *Berita Harian/Minggu Singapura* (BH S'pura) dan *Berita Harian/Ahad Malaysia* (BH M'sia). Artikel-artikel komentar sahaja telah dipilih sebagai bahan kajian selain memastikan bahawa ia berkaitan dengan pengeboman Pusat Dagangan Dunia di New York yang telah berlaku pada 11 September 2001. Kajian ini menghadkan kepada artikel-artikel yang mempunyai tema sedemikian kerana konteksnya yang sama. Kajian ini mencungkil deskripsi terhadap strategi yang dilakukan oleh akhbar menerusi penulis komentar itu terhadap pembacanya supaya pihak akhbar boleh menerapkan proposisi yang cuba dimajukan oleh mereka ke dalam diri pembaca. Pendeskripsian ini dilakukan berdasarkan pada dapatan analisis terhadap Bahasa Evaluatif dalam wacana akhbar Melayu yang terkandung dalam teks. Linguistik Sistemik-Fungsional, sebagai dasar aliran linguistik untuk meneliti Bahasa Evaluatif yang terkandung dalam wacana akhbar bahasa Melayu, telah diaplikasikan bagi menganalisis data-data bagi kajian ini. Bahasa Evaluatif ini pula terdiri daripada jenis-jenis Atitud, Penglibatan dan Pemingkatan. Konsep Bahasa Evaluatif dalam wacana akhbar Melayu dapat dijelaskan dengan cara menghuraikan jenis-jenis Atitud, Penglibatan dan Pemingkatan. Entiti-entiti utama yang dianalisis ialah jenis-jenis Atitud; Perasaan, Pengadilan dan Apresiasi, Penglibatan; Monoglos dan Heteroglos dan Pemingkatan; Penekanan dan Penumpuan.

Keyword: *Bahasa Evaluatif, wacana, proposisi, Atitud, Penglibatan, Pemingkatan*



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

1. Introduction

Newspaper texts as evidenced by the fact that many academics in a variety of fields, including media, sociology, politics, and anthropology, are still passionate about reading and using them as research data. This is also apparent in the realm of linguistics, where linguists have been urged to examine journalistic discourse. Numerous factors contributed to this selection, starting with the data's brittle structure and ability

to illustrate linguistic attitudes and usage in society. Additionally, the press is always picked because of its ability to reveal how language may be used to accomplish a variety of objectives and serve as a venue for talking about issues pertaining to politics, culture, and social affairs.

Nevertheless, one of the things that linguists frequently find themselves wondering about is whether or not it is possible to figure out the press's influence on its readership through discourse analysis. Newspapers are an important source of information and a powerful tool for influencing public opinion. Evaluative language is frequently employed in newspapers to convey viewpoints and render conclusions regarding individuals, occasions, and problems. In journalistic discourse, evaluative language is crucial because it clarifies the writer's viewpoint and assessment of a given subject to readers.

Malay journalistic discourse uses evaluative language, such as verbs to convey opinions about deeds or occurrences. Verbs like *menyokong* (support), *menghargai* (appreciate), and *menyebelahi* (favor) are frequently employed in writing to convey the author's position on a given topic. Furthermore, the use of adverbs to qualify the writer's ideas or judgments like *paling* (most), *kurang* (lacking), *sangat* (extremely) and *cukup* (sufficient) are used to highlight the writer's assessment of a certain circumstance and the use of adjectives to express evaluation. When describing a controversial decision by the government, a journalist may use the verb *menghukum* (condemn) to express their disapproval of the decision.

Furthermore, as the press is a form of mass media, its proprietors have a stake in deciding whether and how a topic is covered. Then, the newspaper writers or journalist, at the very least, leave an effect on its readers, inspiring them to adopt a new perspective and take the desired action. Commentary in newspapers is one way that they can impact the people who read them. This section is usually authored by a number of pick-up writers or press reporters. They speak for the concerned newspaper. The newspaper writers express their thoughts, opinions, positions, and formulations regarding a reported event or a topic they believe merits discussion through this discourse (Suhaini, 2021). Additionally, as this discourse provides a forum for readers to gain a summary of a subject, newspaper writers utilize it as a chance to engage directly with their audience.

However, the newspaper employs a variety of sources to sway readers' opinions besides comments. The news report format includes the same information as the commentary, which is replete with the writer's opinion and viewpoints on a particular topic. Even though the writer's or newspaper's thoughts and viewpoints are not immediately apparent, this issue nevertheless arises. Thus, this is the point at which the newspaper writer employs language aimed at convincing the reader of both his assessment and his position in the hopes that the reader will adopt the same position. Additionally, it is believed that people who adhere to diverse views will adopt the advised one. This shift in perspective also takes place in the area of the reader-newspaper interpersonal ties. In this section, the newspaper writer will provide a few propositions and attempt to persuade the reader to accept or reject them by analyzing the proposition's constituents and putting the reader in the proposed position.

This collection of articles explores evaluative language and discourse analysis in various contexts, particularly in Malaysian media. Several studies examine the portrayal of specific issues on mental health in newspapers (Nor et al., 2021) and inter-religious disputes (Lai Fong & Ishak, 2016). The use of evaluative language and appraisal systems in news discourse is investigated by multiple researchers (Bedard & Marks, 2010; Fadly, 2020; Widiastuti, 2015). These studies employ various methodologies, including corpus-driven analysis, framing analysis, and critical discourse analysis. The research highlights the importance of language choices in shaping public perception and participation (Azlan et al., 2012). Findings suggest that newspapers play a significant role in communicating government agendas and influencing public opinion, often reflecting specific ideologies or interests. The studies contribute to understanding how evaluative language is used in media discourse, particularly in the Malaysian context.

Due to these intricate processes that go on without the readers' knowledge, the discussion in the press becomes more dynamic. Consequently, it makes sense to describe these processes using discourse analysis so that the reading public can see and understand the impact the press can have on them.

Systemic Functional Linguistic Theory

Systemic Functional Linguistic Theory (SFLT) is also known as Systemic Functional Linguistics (SFL) or Functional Grammar (FG). SFL recommends system networks as an explanation of language organization, which actually refers to a choice of meanings (Halliday, 1994). In fact, the relationship that exists between two language elements is a relationship that indicates choice. Therefore, the problem in this case, for example, is the choice between what is said and what might be said if what is said is not chosen.

SFL also advocates a functional language theory that is intrinsic and extrinsic. This means that intrinsically, the internal model for describing the function of language has been explained through its three

metafunctions. Extrinsicly, the external model to describe the function of language can also be seen if the language is connected to a social context. Instead, there is an intimate relationship between language and social context. The relationship between the two is so dynamic that it cannot but be given special attention.

SFL's-based concept of language stratification serves as a concept to indicate language levels that need to be passed in the coding process from meaning to expression. Language is stratified and is basically divided into two stages, namely the expression stage and the content stage. The concepts of expression stage and content stage advanced by Hjelmslev can be confused with everyday concepts that are not technical in nature, namely 'thought' or 'concept' for content and 'speech' or 'sound' for expression. The concepts of expression and content that Hjelmslev advanced were actually abstract and what he was trying to do was to make a basic comparison between the layers of thought and the layers of sound. So, on that basis, SFL has used the concepts of expression and content in language and has placed the fields of phonology (for spoken language) and graphology (for written language) at the expression stage. Meanwhile, the content stage has also been divided into two areas of lexicogrammar which consist of grammar and lexis or vocabulary and semantic discourse. The strata also referred to two levels the context level and the language level including discourse semantics, lexicogrammar and phonology/graphology.

The principle of lexicogrammars are sources for interpreting meaning through wordings. Lexicogrammar is often known as the strata of wordings or strata of word use in language and it is located between phonology and graphology and discourse semantics. The wordings theory are a combination of grammar and vocabulary/lexis. Here too, (Hasan, 1987) describes lexis as "the most delicate grammar" while Matthiessen (1995) describes phonology and graphology as sources for realizing words through sounds or letters.

SFL-based concept of language is a functional one. This means that the formation of language occur by means of how humans use language in life. On this basis, SFL has recommended that the question of how humans use language is the result of an interpretation of language whereby it is formed for three different purposes. These purposes are later recognised as metafunctions can be divided into ideational, interpersonal and textual purposes and these three functions consist of sources that will serve different purposes (Halliday, 1994). A system is a category used to represent a paradigmatic structure. As stated by (Egins, 1994), this situation can apply at all levels of language strata, namely at the level of phonology or graphology, lexicogrammar and discourse semantic.

SFL talks about a language level system known as Axis. The concept of axes has been inherited directly from Firth's findings. However, the distinction between system and structure was initiated by Saussure who had contemplated the paradigmatic and syntagmatic relationships. According to Egins (1994), Saussure emphasized that the meaning of a sign must result from its relationship with other signs. These two types of relationships between signs in linguistics can be seen along two axes, namely the syntagmatic axis and the paradigmatic axis. The syntagmatic axis describes sequential relationships or chain relationships between signs, while the paradigmatic axis also describes conflicting relationships or choices between signs. At this level, a distinction is made between paradigmatic structure and syntagmatic structure.

SFL proposes that language is contextual. It is a two-way relationship in which language can interpret the social context and language can also be interpreted by the social context. Thus, based on this two-way relationship, it can be formulated that through context, one can predict the language that will generally be used and at the same time, through language, one can make conclusions about the context in which an interaction is taking place.

The Evaluative Language framework

Martin & White (2005) adopt one of the metafunction system i.e. the interpersonal meanings to examine how social relationships are negotiated and how humans interact. This includes the ways in which humans share feelings between them. Therefore, it can be formulated that interpersonal meaning refers to the roles played by humans and how they establish relationships and from this, the framework of Evaluative Language or Appraisal arises. Its two primary systems—the mood and modality systems—can be used to discuss issues pertaining to interpersonal relationships. With the use of these systems, interpersonal meaning is also described in a way that is grounded in the understanding and discussion of interpersonal issues covered in (Halliday, 1976, 1984; Halliday & Hasan, 1985), Ventola (1987) and Martin (1992) such as speech function and exchange structure.

The Evaluative Language project, which looked closely at the writing process in secondary schools and the workplace, ran from 1990 to 1995. J.R. Martin, an academic advisor and linguist from Australia, examined the project. The initial research concentrated on genres including media discourse (Iedema et al.,

1994; White, 2002), high school history courses (Coffin, 1997) and creative arts and high school English (Rothery & Stenglin, 1997).

Additionally, the Evaluative Language framework was created in the 1990s by a group of linguists founded at the University of Sydney, Australia, and organized under The Sydney School. White (2002) states that early work on this framework, grounded in the principles of SFL, drew upon projects in educational linguistics and in the creation of genre-theory-based literacy programs that were already well-established and supported in Australia (see, for example, (Christie & Martin, 1997; Iedema et al., 1994; White, 2002). The Write It Right literacy project by Iedema, Feez, and White (1994) for the Disadvantaged Schools Program was one initiative that significantly contributed to the creation of this Evaluative Language paradigm. Fuller (1998) in his study, which is related to the Engagement system, has been so influential that the results of the study have influenced the development of the system. Studies of statutory discourse (Korner, 2000) and academic discourse (Hood, 2004) have also contributed to the development of the axis system. Studies of narrative genres in secondary schools (Macken-Horarik, 2003) have also demonstrated the need for assessment from a more dynamic perspective.

Martin & White (2005) claim that in an effort to strengthen the Evaluative Language framework, these investigations looked at systems other than the Appraisal system. Graduation addresses the grading phenomena that cause categories to become hazy and sentiments to become more intense. There are other divisions between these three systems. Depending on the nature of the assessed, Attitude can be classified into three domains of: affect, judgment, and appreciation, whereas Engagement is made up of two: monogloss and heterogloss, and Graduation has two subsystems: force and focus.

The Russian linguist, Bakhtin (1981) introduced the concept of dialogism, which has served as the basis for Engagement. Voloshinov (1995), his colleague, has supported the idea. Up to now, the idea has had a significant impact on the study of linguistics. Every kind of communication, particularly spoken and written communication, is dialogic, according to Bakhtin and Voloshinov. This implies that a person will produce a text whether speaking or writing. Additionally, the finished text gives significant revelations. The first is the impact of previously expressed or written materials. The second is the citation of those texts; the third is the hope that readers or listeners, both past and present, will respond to the text that has been created.

Now the Evaluative Language framework or the Appraisal system is gaining more and more attention especially in other universities in Australia. In accordance with genre-based language theory, the Appraisal system has been applied in other genres. These include email interactions (Don, 2007), photo newspapers (Economou, 2009) and rap music (Caldwell, 2007).

The information expansion phenomena altered the worldwide newspaper industry's terrain. News is no longer obtained by people through printed materials like newspapers. Rather, online media and the internet have emerged as more alluring substitutes. The same remains true in Singapore. Yet, *Berita Harian/Berita Minggu* (henceforth BH) continues to function as the only newspaper written in Malay (M'sia, 2001). The traditional method of acquiring news by reading BH is still in practice. In fact, on average, the daily circulation of BH in 2010 in Singapore totalled 59 530 (Yearbook of Statistics, Singapore 2011, Department of Statistics, Singapore 2011. (Authors 2011, 2010)). In fact, according to the Daily Newspaper Circulation Annual, the circulation of BH for the following years is as follows: 2011 (57 355), 2012 (53 284), 2013 (49 989), 2014 (46 583), 2015 (44 725), 2016 (38 303), 2017 (34 396), 2018 (31 573) and 2019 (27 857). This means that in the context of Singapore, there is still a community of BH readers who still show interest and trust in obtaining news in this conventional manner, albeit a shrinking number.

The thoughts and reports in BH are typically expressed through text, yet occasionally readers are persuaded by visuals as well. In actuality, newspaper writers employ language to persuade and sway readers in the majority of their techniques. Here is the place where the newspaper writer has to use his editorial judgment in order to sway the reader's opinion with language. This is made feasible by the fact that language is so flexible that it may be adapted to the requirements of the press writer.

Press writers may find themselves in such a scenario when they report on a story or discuss a problem with their readers. They can use those designed linguistic forms to accomplish their goals because they have to persuade the audience. They can use those designed linguistic forms to accomplish their goals because they have to persuade the audience. For if readers accept what has been stated without question, the issue will only get worse. They are incapable of realizing that the writer is in control of the reader and that this is accomplished through linguistic manipulation.

They noticed that while there are certainly critical readers among them, many readers do not express criticism while they read. This has resulted to the press authors having complete influence over the minds

and thoughts of these gullible readers, controlling who gets lauded or honoured and who gets condemned or demonized.

In this study, the discussion focuses on the three groups of Attitude subsystems (affect, judgement and appreciation), Engagement and its categories (monogloss, and heterogloss), Graduation (force and focus). It is necessary to describe the journalists' language use through research on how press writers utilize Attitude, Engagement and Graduation in evaluative language in order to obtain the truth—or at the very least, a more comprehensive and equitable view on a problem or event—readers should obtain multiple accounts of reality rather than depending solely on one.

2. Methods

The studies on Evaluative Language in English Press Discourse by White (1998) and Evaluative Language in English by Martin and White (2005) served as the foundation for this investigation. Based on their findings, this study determined the Evaluative Language in Malay newspaper discourse.

The data source of this study came from an editorial published commentary and reports from an online newspaper that was accessible through their official website (1) *Berita Harian, S'pura*. (2001, September 13); *Detik pilu laluan Amerika*, (2) *Berita Harian, M'sia*. (2001, September 13); *Keganasan bukan penyelesaian masalah*; (3) *Berita Harian, M'sia* (2001, September 13); *Serangan akan beri kesan terhadap dasar luar Amerika* and (4) *Berita Minggu, S'pura*. (2001, September 16); *Muslim Singapura kutuk keras serangan: Anasir-anasir yang menjahanam harta benda dan menyebabkan terkorbannya ribuan nyawa mesti dihapus* (M'sia, 2001; S'pura, 2001).

The source was selected because it is a credible online news source and was named the most trusted news in Malaysia and Singapore. Following the materials' empirical investigation, these resources served as the basis for data collecting. Apart from serving as the primary data sources, BH Singapore and BH Malaysia also provided analysis and newspaper stories about the September 11, 2001 terrorist assault in the United States.

This study used qualitative designs, which reflects the strategy taken. The concept of Evaluative Language can be used to gauge the subjectivity in a discourse. The data was examined using Martin & White's (2005) appraisal theory. As a unit of analysis, each sentence was analyzed. After analysis, they were categorized as the appraising objects that belonged in the appraisal resources. The researcher computed or approximated the frequency of every attitude appraisal subsystem present in the BBC web article. The results were then interpreted into paragraphs by the researcher and placed into tables in order to identify the variety of appraisal Attitude, Engagement and Graduation that go into rendering and interpreting the functional meaning.

3. Result and Discussion

The kinds and subtypes of Evaluative Language are as follows: (1) Attitude, which has the subtypes affect, judgement, and appreciation; (2) Engagement, which has the subtypes monoglossia and heteroglossia; and (3) Graduation, which has the subtypes force and focus. The person's right and wrong indicates the writer's attitude towards them. That being said, the judgement does not depend on any particular social norm which suggest the writer's uncertainty over his attitude. Next, is the Engagement to portray the writer's point of view while assessing objects or individuals (Martin & White, 2005).

Attitude

Table 1 shows the Attitude elements found in the examined text. The element of the Indonesian language *kaget* and *sedih* denotes affect as shown in Martin and White's label (2005). Thus it shows emotions; reacting to behaviour, text/process, phenomena. This sensation, describes the unexpected feeling. Affect of the terrorist assault on the United States, is more commonly used in Malay. The world was affected by this emotion at the time of the World Trade Center's fall. Specifically, by utilizing this component, media organizations appear to be hoping that readers would feel the same way. The reading public appears to be led by the press establishment to believe that they have no excuse for not being surprised because everyone else is feeling *kaget* and *sedih* that are attributed to participants as Attribute.

Table 1. Attitude elements in texts examined

No.	BH	No. text	No. utterance	Text	Types of Appraisal
-----	----	----------	---------------	------	--------------------

1.1	S'pura	1	2	Umumnya dunia kaget, sedih dan mengutuk serangan <i>ganas</i> ke atas Amerika Syarikat. (Generally the world is shocked, saddened and condemns the vicious attack on the United States).	Affect
1.2	M'sia	1	9	Modus operandi serangan berkenaan <i>cukup</i> untuk menyerlahkan bahawa ia dilakukan oleh bukan calang-calang kumpulan . (The modus operandi of the attack is sufficient to suggest that it was carried out by non-gangsters).	Judgement
1.3	S'pura	1	14	Ingatlah letupan di bangunan federal di Oklahoma City pada 1995 menunjukkan terdapat ancaman gerakan pelampau kulit putih di dalam negeri yang tergamak menimbulkan kucar-kacir . (Remember that the explosion at the federal building in Oklahoma City in 1995 indicated that there was a threat of a domestic white extremist movement that was causing chaos).	Appreciation

In 1.2, the phrase **bukan calang-calang kumpulan** is used to characterize terrorists as persons who are clever, knowledgeable, skilled and not to be despised based on the manner in which they carry out their assaults. To put it another way, this feature highlights the terrorists' status. In this sense, it appears that the media establishment wants the people who read its articles to concur that these terrorists are distinctive due to their skills.

The notion of appreciation shows the aesthetics; evaluating text/process, natural phenomena (Martin and White's label, 2005). In the example of **kucar-kacir** or chaos, it is utilized in 1.3 to characterize the state of affairs that white terrorists seek to create in the United States. The selection of this aspect over others is done in order to emphasize certain points or create a lasting impression of the attack-related circumstance. By using this lexis, the newspaper appears to be urging its readers to disapprove of the causes that terrorists are attempting to defend due to the impression that they have left behind

Engagement

The writer not only conveys the Attitude in the text but also the writer's position via a proposition and the writer's attempt to position the reader just like him so that eventually the writer and the reader have the same stance. The endeavour is also done without the characteristics of coercion but is done in a state of peace or in a space of solidarity.

Bakhtin (1981) in his analysis of the idea of utterance said that there can be two sorts of categories based on the notion of utterance: monogloss and heterogloss forms. Table 2 below provides an explanation of the issue pertaining to the proposition that the writer attempts to advance and the reader's stance through the monogloss and heterogloss kinds of utterances.

Monogloss is frequently associated with simplistic statements or utterances. A monogloss is a kind of speech that doesn't interact with other speech, regardless of when it occurred, is occurring, or will occur. Actually, it is also sometimes referred to as an undialogized or dialogue-free speech. Consequently, the communication setting is perceived as having a single voice. Because it doesn't engage in any dialogue with other utterances, the utterance below **Detik pilu laluan** Amerika in 2.1 is a type of monogloss. Monoglosses are therefore seen as fact-based, objective, and intersubjectively neutral. In actuality, monoglosses are distinct from heteroglosses in that they do not specify alternate positions or make references to other utterances.

Table 2. Engagements in the examined texts

No.	BH	No. text	No. utterance	Text	Types of Appraisal
2.1	S'pura	1	1	Detik pilu laluan Amerika (The sad moment of America's passage)	Monogloss
2.2	M'sia	2	31	Pakar berkata, walaupun tragedi mungkin menyuburkan kerjasama Amerika dengan sekutunya terhadap usaha menentang keganasan sedemikian rupa, ia juga sudah pasti menyaksikan pertanyaan di kalangan negara lain mengenai ketegasan Washington termasuk dasar keselamatan dan diplomatiknya. (Experts say, while the tragedy may nourish America's co-operation with its allies towards countering such violence, it is also bound to witness questions among other countries about Washington's assertiveness including its security and diplomatic grounds.)	Heterogloss

The aforementioned contrasts with the heterogloss form utterance in 2.2 by using the element **sudah pasti** that absolutely engages in discourse with other statements in the sentence that might suggest ideas that contradict the meaning definitely. This firm assertion is put forth in an effort to reduce the amount of room for the reading public to contest the notion regarding America's unfavourable attitude—that is, that the country lacks decisiveness in concerns of security and diplomacy. This indicates that because it will act in accordance with their whims and demands, the United States lacks coherence in its positions. In this instance, the media outlet appears to be telling its readers to embrace this idea without hesitation, which may cause readers to reconsider the unfavourable view of the United States that should not be imitated. Rather, it appears like the press establishment wants its readers to understand that they shouldn't support or side with the United States due to their mindset by using this example.

To support Bakhtin's viewpoint (1981) on the concept of dialogism that has served as the basis for Engagement, (Voloshinov, 1995), up to now, claims the idea has had a significant impact on the study of linguistics. Thus, according to Bakhtin and Voloshinov, every kind of communication, particularly spoken and written communication, is dialogic. This implies that a person will produce a text whether speaking or writing, and the finished text gives significant revelations. The first is the impact of previously expressed or written materials. The second is the citation of those texts; the third is the hope that readers or listeners, both past and present, will respond to the text that has been created

Graduation

Graduation is a system that offers a lexical resource for ranking all kinds of attitudes i.e. human feelings, human attitudes and phenomena. Table 3 below shows the elements of Graduation in Evaluative Language.

Table 3. Graduation in the examined texts

No.	BH	No. text	No. utterance	Texts	Types of Appraisal
3.1	S'pura	4	2	Anasir-anasir yang menjahanamkan harta benda dan menyebabkan terkorbanannya ribuan nyawa mesti dihapus.	Force
3.2	M'sia	2	5	Sebagai 'pemain luar' yang berpengaruh Amerika Syarikat mempunyai peranan utama dimainkan di Timur Tengah walaupun kedudukan itu agak terjejas sejak George W. Bush menjadi Presiden'	Focus

The text 1.1 *Modus operandi serangan berkenaan **cukup*** is graduation of Force since it tells assessments as to amount, as well as the use of the element **ribuan** (thousands) as Evaluative Language in 3.1/ It thus shows a Graduation type of Emphasis on the number of lives sacrificed due to terrorist attacks. This grading shows the extent of the number of lives sacrificed due to terrorist acts, and the number is a definite number that breaks down to the thousand level. So it gives a bad impression of terrorist acts that cause too many human deaths. Here the press institution wants to emphasise to its reading public not to support the terrorists because their actions give too bad an impression. This proposition also aims to position the reading public who have sympathy for the terrorists and their struggle to switch to the opposite position i.e. characterising them as the enemy without any direct room to be sympathetic towards them.

Graduation is also a process of judgement that is done on objects or things that cannot be graded. In fact, this means that the categorisation of objects or things in this type of Graduation system is not determined by their grade but instead according to certain conditions. In this way, it will result in a situation where objects or things appear ungradable but the opposite is also true. For example in paragraph 3.2, **agak** somewhat has been used. This method shows that the writer seems to maintain peaceful relations, good relations or maintain solidarity between himself and those who refute his proposition, and one of the parties among those who disagree is the reader himself.

Discussion

The evaluative language study of news discourse was carried out by utilising the theory of the Systemic Functional Grammar (SFG) school of linguistics pioneered by (Halliday, 1984, 1994). In contrast to the principle of language theory that characterises language as functional. According to Korner (2000), this means that language is used by humans to fulfil their needs and to achieve social goals. In fact, SFG adheres to meaning-orientated or semantic principles. The same has been stated by Eggins (1994) where SFG involves the use of language i.e. how humans use language to produce meaning and how language is structured to produce meaning.

This is because in the evaluation or judgment of the writer or speaker such as evaluation of feelings, attitudes and phenomena as well as characteristics of certainty and the possibility, stance and stand or position of the writer or anyone if their voice dialogues highlights the importance of language choices in shaping public perception and participation (Azlan et al., 2012).

To put it simply, evaluative language is a critical concept in Malay and Singapore newspapers since it allows authors to communicate their thoughts and assessments about various subjects, persons, and events. Based on the findings, journalists influence public opinion and successfully communicate their assessments to readers by utilizing verbs, adverbs, and adjectives. Before formulating our own conclusions, it is imperative that readers exercise critical thinking about the evaluative language employed in journalistic discourse and take into account many points of view. This is to support the use of evaluative language and appraisal systems in news discourse is investigated by multiple researchers (Bedard & Marks, 2010; Fadly, 2020; Widiastuti, 2015)

4. Conclusion

Analyzing Evaluative Language in Malay newspaper discourse has provided broader opportunities for researchers. This means that with the discovery of Evaluative Language, the explanation of the old way of fulfilling the requirements for the interpersonal function of language can be expanded. It is concluded that newspapers play a significant role in communicating agendas and influencing public opinion, often reflecting specific ideologies or interests. The studies contribute to understanding how evaluative language is used in media discourse, particularly in the Malaysian context. Therefore, the presence of results discover Malay language phenomena related to appraisal analysis that in fact, can further enrich our knowledge of the Malay language.

References

- Authors 2011. (2010). Department of Statistics. In *Yearbook of Statistics*.
- Azlan, A. A., Rahim, S. A., Basri, F. K. H., & Hasim, M. S. (2012). Malaysian Newspaper Discourse and Citizen Participation. *Asian Social Science*, 8(5), 116.
- Bakhtin, M. (1981). *The Dialogical Imagination* (In M. Holquist (Ed.), C. Emerson&M. Holquist (Trans.)). University of Texas Press.
- Bedard, K. K., & Marks, A. K. (2010). Current Psychological Perspectives on Adolescent Lesbian Identity Development. *Journal of Lesbian Studies*, 14(1), 16–25. <https://doi.org/10.1080/10894160903058857>

- Caldwell, D. (2007). The rhetoric of rap: A challenge to dominant forces? *Prosiding Persidangan Kongres Persatuan Linguistik Sistemik-Fungsional Australia*.
- Christie, F., & Martin, J. R. (1997). *Genres and Institution: Social Processes in the Workplace and School*. Cassell.
- Coffin, C. (1997). *Constructing and Giving Value to the Past: An Investigation into Second School History* (F. Christie & J. R. Martin (Eds.) *Genres and Institution: Social Processes in the Workplace and School*). Cassell.
- Don, A. (2007). An approach to the analysis of textual identity through profiles of evaluative disposition. *Proceedings of the Australian Systemic Functional Linguistics Association 2007 Conference*.
- Economou, D. (2009). *Photos in the news: Appraisal analysis of visual semiosis and verbal-visual intersemiosis*. University of Sydney.
- Eggs, S. (1994). *An Introduction to Systemic Functional Linguistics*. Printer Publishers, Ltd.
- Fadly, A. (2020). Evaluative Language In The Discourse of Cebong vs Kampret ('Tadpole vs Microbats') on Twitter. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 19(1), 1-14.
- Fuller, G. (1998). *Cultivating Science: Negotiating Discourse in the Popular Texts of Stephen Jay Gould in Reading Science* (In J. R. Martin & R. Veel (Eds.), *Critical and Functional Perspectives on Discourses of Science*). Routledge.
- Halliday, M. A. K. (1976). *System and Function in Language* ((G. Kress, Ed)). Oxford University Press.
- Halliday, M. A. K. (1984). *Language as Code and Language as Behaviour: A Systemic Functional Interpretation of the Nature and Ontogenesis of Dialogue* (In R. P. Fawcett et al. (Eds.), *The Semiotics of Language and Culture: Vol 1: Language as Social Semiotic*). Pinter.
- Halliday, M. A. K. (1994). *An introduction to functional grammar*. Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1985). *Language, Context and Text: Aspects of Language in a Social-Semiotic Perspective*. Deakin University Press.
- Hasan, R. (1987). *The Grammarian's Dream: Lexis as Most Delicate Grammar* (In J. J. Webster (Ed.), *Describing Language: Form and Function*). Equinox.
- Hood, S. (2004). *Appraising Research: Taking a Stance in Academic Writing* [Doctoral dissertation]. University of Sydney.
- Iedema, R., Feez, S., & White, P. R. R. (1994). *Media literacy, Disadvantaged Schools Program*. NSW Department of School Education.
- Korner, H. (2000). *Negotiating Authority: The Logogenesis of Dialogue in Common Law Judgements* [Doctoral dissertation]. University of Sydney.
- Lai Fong, Y., & Ishak, M. S. A. (2016). Framing inter-religious dispute: A comparative analysis of Chinese-, English-, and Malay-language newspapers in Peninsular Malaysia. *Chinese Journal of Communication*, 9(2).
- Macken-Horarik, M. (2003). Appraisal and the Special Instructiveness of Narrative. *Text & Talk*, 23(2), 285–312.
- Martin, J. R. (1992). *English Text: System and Structure*. John Benjamins Pub. Co.
- Martin, J. R., & White, P. R. (2005). *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan.
- Matthiessen, C. M. I. M. (1995). *Lexicogrammatical Cartography: English Systems*. International Language Sciences Publishers.
- M'sia. (2001, September 13). *Serangan akan beri kesan terhadap dasar luar Amerika*.
- Nor, N. F. M., Jeffree, N. B., & Nor, H. A. M. (2021). Health is wealth: A corpus-driven analysis of the portrayal of mental health in Malaysian english online newspapers. *GEMA Online Journal of Language Studies*, 21(2), 46–71.
- Rothery, J., & Stenglin, M. (1997). *Entertaining and Instructing: Exploring Experience through Story* (In F. Christie & J. R. Martin (Eds.), *Genres and Institutions: Social Processes in the Workplace and School*). Cassell.
- S'pura. (2001, September 13). *Detik pilu laluan Amerika*.

- Suhaini, S. (2021). *Bahasa Evaluatif dalam Wacana Akhbar Melayu* [Doctoral dissertation]. Institut Pendidikan Nasional-Universiti Teknologi Nanyang.
- Ventola, E. (1987). The Structure of Social Interaction: A Systematic Approach to the Semiotics of Service Encounters. *Language in Society*, 18(1), 133–136.
- Voloshinov, V. N. (1995). *Marxism and the Philosophy of Language* (In S. Dentith et al. (Trans.), Bakhtinian Thought-An Introductory Reader). Routledge.
- White, P. R. R. (2002). *Appraisal* (n J. Verschueren (Ed.), Handbook of Pragmatics (2002 Installment)). John Benjamins.
- Widiastuti, N. (2015). *Appraisal System In News Item* [Doctoral dissertation]. Diponegoro University.