

'This novel is not totally full of tears...': Graduation Resources as Appraisal Strategies in EFL Students' Fiction Book Review Oral Presentation

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Abstract

Today, scholars in the field of text analysis are increasingly interested in studying evaluative language. However, few, if any, studies on classroom language have examined EFL students' fiction book review oral presentations from the perspective of the appraisal model. This study aimed at examining students' use of graduation resources as part of appraisal strategies in classroom discourse, as well as lexico-grammatical resources for coding these strategies in texts. Graduation, in functional perspective is the sub-system of appraisal that is connected with force and focus in creating interpersonal meaning. The dataset comprised three transcripts of students' fiction book review oral presentations in scientific presentation course, comprising 7.593 words in total. The data were examined quantitatively to identify the statistical variations in utilizing graduation resources in EFL students' oral presentations. The preferences for lexico-grammatical resources for the construal of these strategies were also illustrated through a qualitative analysis. The results of the study reveal that the classroom discourse of EFL students' fiction book review oral presentation is loaded with graduation resources. The results of the study show that all students used all graduation resources, specifically force and focus. In terms of force, the sub-systems of intensification (e.g., *just, so, never, quiet, full of*) and quantification (e.g., *only, one of, some of, closely, etc*) were applied. Meanwhile, in terms of focus, students only used the sharpen sub-system (e.g., *originally, especially*). The sub-systems within the system of graduation were shown to serve as strong tools developing the student's skill to have critical thinking competence.

Keywords: appraisal theory, fiction book review, graduation resources, EFL, English oral presentation (EOP), systemic functional linguistics

1. Introduction

One key employability and important professional skill in university students' future workplaces is English oral presentation (EOP) (Li, 2017). Further, a successful English spoken presentation which functions effectively in professional settings is important in today's globalized and highly competitive world (Al-Issa & Al-Qubtan, 2010; Živković, 2015). As a result, the development of students' oral presentation skill in English is one goal of the English curriculum in the university, and EOP is considered as one of the most useful tools to improve students' ability to communicate (Li, 2017; Robillos, 2022). Refinement of oral presentation skills is thought to be eventually helpful for students in their future academic life and careers (Zappa-Hollman, 2007). However, students who are non-native speakers (NNS) of English may sometimes find difficulties with language as well as with the psychological challenge, and lack of confidence (Li, 2017; Kuswoyo et al, 2020).

This study, therefore, examines graduation resources in EFL students' fiction book review oral presentation. It further, elaborates the language aspects of students' fiction book review oral presentation. Throughout graduation resources literature, with various theoretical frameworks, many research have tried to reveal different aspects of the language of presentation, including discourse analysis and sociolinguistics. However, the present study uniquely applies systemic functional linguistics (*hereafter* SFL) as the approach.

The appraisal model (Martin & White, 2005) has been widely used as an offshoot of SFL to study various genres of discourse, including essay writing (Cheung & Low, 2017); tourism discourse (Jalilifar & Moradi, 2019); journalistic

discourse (Zaidi & White, 2021); academic writing (Barletta, Chamorro, & Mizuno, 2020; Devira & Westin, 2021); and forensic discourse (Hermawan, Rahyono, & Dallyono, 2021). The present study, however intends to fill the gap in evaluative strategy research by working on graduation resources deployed in the language of English foreign language student's oral presentation as a strategy to review and criticize the fiction book review. This study also investigates how students organize their presentation through verbal clauses using the resources of the SFL's proposed graduation sub-system to express force — which will help them construct their authorial voice and express focus — which will increase or decrease the specificity of evaluations allowing variation along a continuum from the particular to the generalized.

2. Review of Literature

2.1 Appraisal Theoretical Framework

The appraisal theory is a useful theoretical framework for understanding and analyzing graduation resources in EFL students' fiction book review oral presentation. It should be highlighted that in order to convey meaning beyond the clause, the appraisal framework is positioned at the discourse semantics level (Martin & White, 2005). The appraisal system is comprised of three sub-categories: attitude, engagement, and graduation (Martin & Rose, 2007). Affect, appreciation, and judgment are sub-categories of attitude, which deals with feelings expressed in texts. Affect refers to the positive or negative emotions we have toward phenomena. Appreciation refers to one's attitude toward objects, issues, or events. The evaluation of the behavior of people and entities is the subject of judgment. Then, engagement is concerned with the source of the evaluations and how readers are aligned. Furthermore, the appraisal system examines the intensity of these feelings via the graduation category, where attitudinal meanings are up-scaled or down-scaled. Graduation also affects the intensity of these evaluations (Simpson-Smith, 2021). The appraisal framework was created in SFL to supplement previous work on mood and modality. Table 1 displays the key terms used in the appraisal framework.

Table 1. The key terms used in the appraisal framework (Martin & White, 2005)

Terms	Meaning	Example
<i>I Engagement</i>		
Endorse	'propositions sourced to external sources are construed by the authorial voice as correct, valid, undeniable or otherwise maximally warrantable' (p. 126).	<i>prove, point out, demonstrate, find, show</i>
Pronounce	'involves authorial emphases or explicit authorial interventions or interpolations' (p. 127)	<i>in fact, I contend, the truth is, indeed, I therefore propose.</i>
Counter	'represents the current proposition as replacing or supplanting, and thereby "countering", a proposition which would have been expected in its place' (p. 120)	<i>yet, on the other hand, although, but, however, even, surprisingly, interestingly</i>
Deny	'introduces the alternative positive position into the dialogue, and hence acknowledging it, so as to reject it' (p. 118).	<i>no, not, did not, never</i>
Concur	'announces the addresser as agreeing with, or having the same knowledge as, some projected dialogic partner' (p. 122)	<i>no, not, did not, never</i>
Entertain	'authorial voice indicates that its position is but one of a number of possible positions' (p. 104).	<i>may, could, must, perhaps, it is possible, it seems, it appears, I think, I believe, if</i>
Attribute	'disassociates the proposition from the text's internal authorial voice by attributing it to some external source' (p. 111)	<i>report, suggest, belief, assertion, say, think, announce</i>
<i>II Attitude</i>		
Appreciation	'is about 'our evaluation of things' (p. 56).	<i>I consider it beautiful.</i>
Judgment	'is concerned with resources for assessing behaviour according to various normative principles' (p. 35)	<i>It was silly of them to do that</i>
Affect	deals with resources for construing emotional reactions' (p. 35).	<i>anger, horror, worry.</i>
<i>III. Graduation</i>		
Force: Raise	'how strong the feeling is' (p. 37)	<i>so touchy, most dangerous, quite clinical.</i>
Force: Lower	'how weak the feeling is' (p. 37)	<i>A little upset, somewhat upset.</i>
Focus: Sharpen	'used to describe up- and down-scaling within the focus category'	<i>Award-winning, all alone</i>
Focus: Soften	'used to describe up- and down-scaling within the focus category'	<i>Sort of, kind of, somewhat like</i>

2.2 Graduation Resources: Force and Focus

Graduation resources enable the modification of engagement and attitude assessments for force and focus. You can change the strength of your judgments by applying force, which either strengthens or weakens them. Focus alters evaluation specificity in ways that range from the specific to the generic, allowing for variety. Graduation, as one of

the appraisal model's systems, is concerned with value up-scaling and down-scaling. All attitudinal meanings, notably affective, judgmental, and appreciative values, as well as engagement values, are gradable in general (Hood & Martin 2007; Martin & White, 2005). The meanings are graded depending on their intensity or number, as well as their prototypicality.

Graduation by intensity or amount, referred to as force, relates to scaled categories such as size, vigor, extent, proximity, and so on. Non-scalable categories are subjected to prototypicality-based graduation, also known as focus. Sharpening and softening are terms used to describe up- and down-scaling within the focus category (Martin & White, 2005). Force and focus are then subdivided further. Moreover, the graduation system covers option by which the force of propositions can be upscaled or downscaled or by which the boundaries of semantic categories can be blurred or sharpened. This study, however, is largely concerned only with the EFL student's book review oral presentation of the resources for conveying graduation resources. A detailed outline of Graduation can be seen in Figure 1.

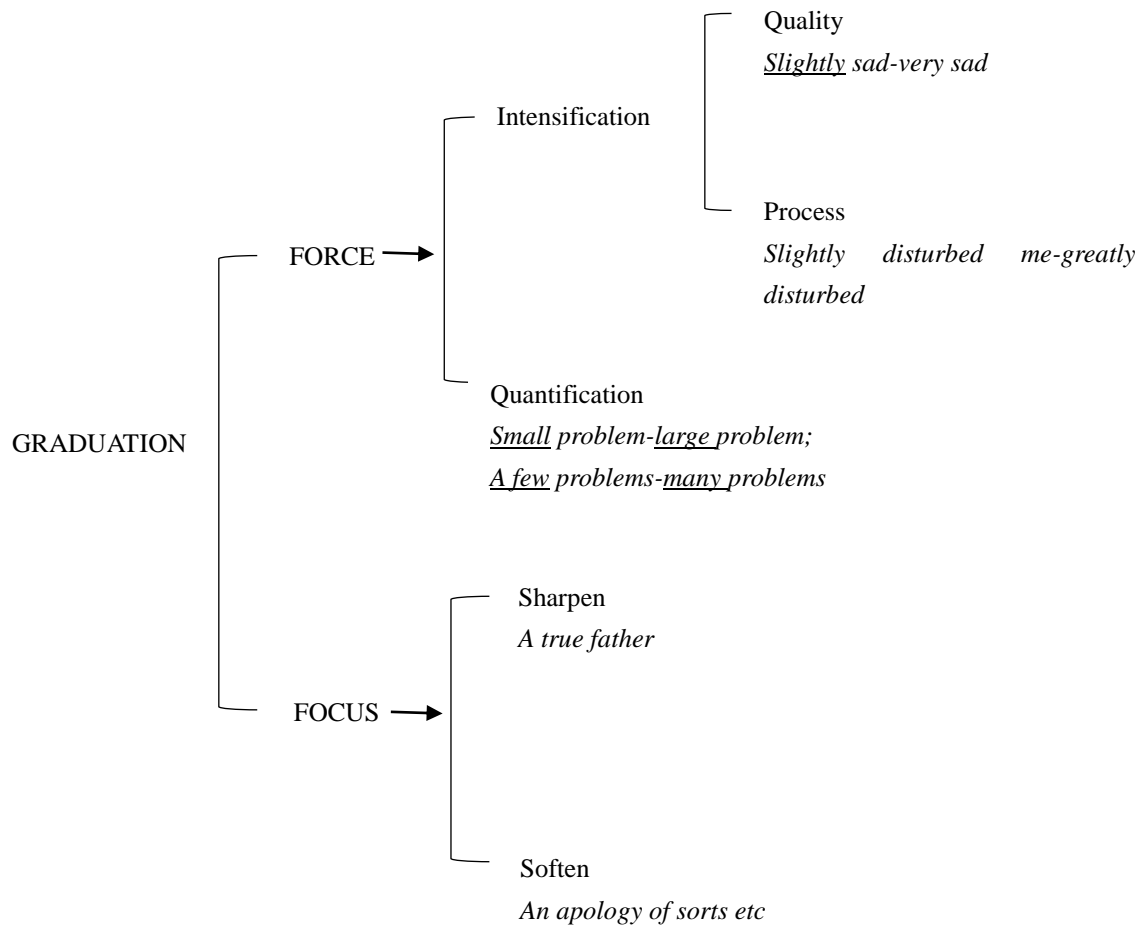


Figure 1. An outline of graduation resources (Martin & White, 2005)

2.3 Previous Research on Graduation Strategies

Many studies on graduation strategies, employed SFL as the theoretical framework, such as Jallilifar and Moradi (2019) who investigated evaluative strategies in tourist brochures. The findings revealed that the discourse of travel brochures is rich with graduation strategies. The sub-systems within the graduation system have been demonstrated to be powerful tools in promoting many characteristics of tourism destinations, such as the number and distribution of tourist sites within an area.

In the Indonesian context, Hermawan, Rahyono, and Dallyono (2021) discussed the evaluative language of a defendant's plea at the corruption criminal court. Using Martin and White's appraisal theory (2005), this study investigated the evaluation strategies employed in a court plea by a man accused of corruption. Evaluation strategies are defined here as strategies in discourse used to counter the crime narrative by employing relevant evaluative

resources. This study demonstrates that the accused used the three main discourse semantics resources strategically, namely engagement, attitude, and graduation. The contractive engagement options (deny, counter, and pronounce) were used to counteract aspects of the crime narrative, whereas the attitude component's judgment of propriety (social sanction) and capacity (social esteem) are used to negatively evaluate aspects of the crime narrative and positively evaluate aspects of the counter narrative. Furthermore, the intensification and quantification choices in the graduation component were used to improve the degree of evaluation. It is feasible to infer that the story of plea is an important evaluation instrument that, if strategically and skillfully created, can help the accused persuade the judges of his or her innocence.

In addition, Barletta, Chamorro, and Mizuno (2020) discussed force in the construction of a theoretical framework in scientific papers. In line with Jallilifar and Moradi (2019) and Hermawan, Rahyono, and Dallyono (2021), they also applied SFL as the approach. This study examined how the writers organized their theoretical framework by means of verbal clauses using the resources of the graduation subsystem proposed by SFL to express force which will help them to construct their authorial voice. This study investigated the verbal clauses and the graduation resources of the theoretical frameworks in 20 Spanish-language research articles published in Colombian applied journals. The findings show that the variety of resources deployed by writers in their verbal clauses to strengthen their commitment to their tenets, especially in prominent places of their theoretical framework, such as the macrotheme, hyperthemes, macronew, and hypernew. Awareness of these theoretical framework features may be relevant for teaching academic writing.

The last, Hoyte (2021) investigated appraisal in friendship conversations among young children. This study looked at evaluative language in two pairs of five-to-six-year-old friends' conversations. Children in each dyad identified each other as very best friends, and their conversations while playing together were recorded. They used appraisal resources to negotiate and construct common ground, to elicit responses from their peers, and to enrich their play. This study applied Martin and White's (2005) framework in a new context, providing a new tool for studying children's peer conversations.

3. Research Method

3.1 Study Design

This study applied qualitative and quantitative study. Based on Creswell (2007) and Merriam (2009), a qualitative study method deals with a natural setting. This study investigates the graduation resources in EFL students' fiction book oral presentations utilizing Martin and White's (2005) appraisal framework in an Indonesian university setting. Meanwhile, the quantitative study is used to investigate statistical differences in the use of graduation resources in EFL students' oral presentations.

3.2 Participants and Setting

The participants included three Indonesian EFL students in the sixth semester majoring in English literature at a private university in Indonesia. They included two females and one male non-native English speakers, selected by their teacher as high-achievers. The students were aged 17-20, adopted the pseudonym, named 1) Liza, 2) Ema, and 3) Valdo and were enrolled in a scientific presentation course designed to describe, analyze, evaluate, and review the quality of fiction books. They used the class presentation activities to review and evaluate a novel and were trained to communicate with their classmates and lecturers. Additionally, they each prepared a 20 minute presentation with a question-and-answer session to achieve this goal. The data set included three transcriptions with a total 7,593 words. Details of the data set are shown in the table 2.

Table 2. Students' description

Participants*	Gender	Kind of Book Review	Title of the Book	Total Words
Liza	Female	Fiction Book (novel)	<i>The Friend Zone</i>	2,980 words
Ema	Female	Fiction Book (novel)	<i>See You in the Cosmos</i>	2,524 words
Valdo	Male	Fiction Book (novel)	<i>The Girl Who Drank the Moon</i>	2,089 words
			<i>Total</i>	7,593 words

Note: the participants are anonymous*

3.3 Data Collection

The data were gathered from recordings of the EFL students' fiction book review oral presentations. Following the tenets of appraisal theory (Martin & White, 2005), the data identified, classified, and analyzed clauses based on the students' use of graduation resources. The data collection process to analyze students' graduation resources in their

presentations, included zoom meeting video recordings. The three video-recorded presentations were manually transcribed verbatim, analyzed, and coded using Martin & White's protocol (2005) to identify graduation resources.

3.4 Data Analysis

The data analysis process in this study involved five steps (Merriam, 2009), namely establishing a database, open coding, focus coding, and organizing the emergent theme, and presenting the finding. First, establishing a database; the data obtained were organized and marked in one folder as the database. Second, open-coding; the data were studied carefully and open to any possible categories based on Martin & White (2005)'s the appraisal system conceptual framework. Third, focus-coding; the data were categorized into sub-categories. Fourth, organizing the emergent theme; the graduation resources used by students in their fiction book review oral presentation were presented. Last, presenting the findings; the data were presented then followed by a conclusion.

4. Results

This study aims to discover how graduation resources are used in EFL students' fiction book review oral presentations in an Indonesian university context. The study also aims at examining how students organize their presentation by means of verbal clauses using the graduation sub-system resources of force and focus. This section also presents the study's findings, as well as a description of how the findings relate to the study's purpose.

The findings from the qualitative analysis are presented, with the goal of uncovering the patterns by which graduation resources are realized. Meanwhile, quantitative research revealed a significant variation in the frequencies of force and focus values. Table 3 shows that more than 80% of the inscribed graduation values were classified as force.

Table 3. Inscriptions of the System of Graduation

	Frequency	Percentage (%)	Examples
Force			
Quantification	22	50%	<i>Only, one of, some of, closely, immediately, on February 28, around 150.000 rupiah, in 2016, regarding to liveabout.com, at the first edition, one with the price \$14.99 or about 214.000 rupiah, for about 88.000 rupiah, more than, cheaper</i>
Intensification	17	38,6%	<i>Just, so, never, quiet, the most, more creative, full</i>
Focus			
Sharpen	5	11,4%	<i>Special, originally, especially</i>
Soften	-	0%	-
Total	43	100%	

In the following sections, examples are provided to illustrate how the EFL students realized evaluation in terms of amount or intensity and softening or sharpening of boundaries in their presentations.

4.1 Force

4.1.1 Grammatical Structures Used in the Realization of Quantification

Quantification is a technique for rating meanings in terms of force. Quantification involves grading in terms of number, weight, strength, mass, and extent (Martin & White, 2005), which is often disclosed in individual modifiers; thus, isolation is the dominating method for quantification interpretation. It is worth noting that the quantified entity can be either concrete or abstract, as demonstrated by the examples below. Because each transcript corresponds to an individual speaker, we have chosen to label the transcripts by name:

Modification of a concrete nominal entity

- (1) *and...so...aaa Alex talks about the, his mother is **only** in the beginning of the story and also in the end of the story (Liza)*
- (2) *if you are **only** brave when you are happy, it is not bravery (Ema)*
- (3) *we are happy just **only** like an external factor or of our happy feeling (Liza)*

As can be seen in these examples, the modification of a concrete nominal entity used by students. The quantifier *only* in excerpt 1 is used by students to explain the plot of the novel. In this story, Alex's mother has a serious mental disorder and is only discussed in the beginning and the end of story. In addition, the quantifier *only* is also used by this student to explain her favorite quotation. The quotation in excerpt 2 is Ema's favorite. Ema highlights that bravery must be both in happiness or sadness situation.

Another abundantly used value of quantification in the Indonesian EFL students' fiction book review oral presentation

is the quantifier *one of*. As seen in the following examples.

- (4) *I am Ema, I want to give a review **one of** the English novels that my be reading choice (Ema)*
- (5) *So, I will show you **one of** the poetry (Ema)*
- (6) *that's why it shows **one of** the uniqueness that we can find in this novel (Ema)*
- (7) *be highlighted in this process is Josh **one of** deeply and hope having a big family (Valdo)*

Excerpts 4-7 above show that the students used the quantifier *one of* to denote the idea that the kinds of book or genre they used for presentation is one but not the only fiction book within that area. Furthermore, the quantifier *one of* is also used by students to show the one but not the only the uniqueness of the fiction book.

Quantification as non-specific numeration

- (8) *still from **some of** this quotes aaa..it can be seen that there is a lack of family responsibility on a child (Liza)*
- (9) *maybe **some of** you do not like the novel that have a lot of time to read (Ema)*

As seen in examples 8 and 9, quantification is used in the language of students' oral presentations by utilizing the quantifier *some of* to communicate their judgments to the audience.

Quantification as extent

According to Martin and White (2005), extent encompasses both the proximity of entities and their distribution in time or space. The degree to which entities are 'long-lasting' or 'widely-distributed' is concerned with distribution, whereas proximity is concerned with the degree of recency or adjacency (pp.148-149). The following excerpts 10-11 show structures that allow for grading as extent:

Extent as an adverbial expression pre-modifying a verbal process

- (10) *Kristen actually in the time that she is being **closely** with Josh (Valdo)*
- (11) *This needs to acquire very as soon **immediately**. (Valdo)*

The use of extent *closely* and *immediately* within students' oral presentation could be explained as their explanation to the part of the story.

Extent encoded as a prepositional phrase

- (12) *'See You in the Cosmos' was first published **on February 28, 2017** (Liza)*
- (13) *this book is sold at price range **around 130.000 rupiah** until Rp.150.000. (Liza)*
- (14) *it gets **more than 15** achievements including as the winner of newberry medal **in 2017**, entertainment weekly's best middle grade book **in 2016**, and the New York public library's best in 2016. (Ema)*
- (15) *so, regarding to liveabout.com **in 2017**, the friend zone is often part of the plot of romantic comedies (Valdo)*
- (16) *this novel entitles the friend zone was written by the most writer in USA called Abby Jimenez and also it becomes her first book and it released at the first edition **in 2019** (Valdo)*
- (17) *you can also find the printed or unprinted one with the price \$14.99 or **about 214.000 rupiah** (Valdo)*
- (18) *because I only spend for **about 88.000 rupiah** for this book (Valdo)*

The examples in extracts 12-18 above illustrate students' employment of extent in a number of prepositional phrases: *on february 28, 2017; around 130.000 rupiah; in 2016; regarding to liveabout.com; in 2017; at the first edition; in 2019; with the price \$14.99; about 214.000 rupiah; and for about 88.000 rupiah*. Extensive examples in terms of time were also used to describe the scope of occurrences across time as well as the time it takes for publishing.

Extent in comparative structures

- (19) *so based on Levin Epstein in his book in 2006, family responsibility encompasses **more than** working mothers or fathers caring for children; (Liza)*
- (20) *and the price is 115.000 or you can find it out on e-commerce to **cheaper** like in Tokopedia (Ema)*
- (21) *it gets **more than 15** achievements including as the winner of newberry medal in 2017 (Ema)*

As can be seen in extracts 19-21, the students expressed extent in comparative structures such *more than* and *cheaper*.

The use of these comparative structures was employed by students to review the price of the book and novel authors' achievement.

4.1.2 Grammatical Structures Used in the Realization of Intensification

As previously stated, when attitudinal meanings are realized as a quality or a process, their intensity may be rated. The examples below demonstrate how intensity is represented in the language of an EFL fiction book review oral presentation. Isolating and infusing intensification realizations are exemplified below because they play an important role in achieving the overall goal of the oral presentation, which is reviewing.

Pre-modification of an adverb

(22) *because as I told you if we **just** read for 1 or 2 pages (Liza)*

Pre-modification of quantifiers

(23) *and she think that makes me **so** shock actually in the time that her dating (Ema)*

(24) *it will bring **so** much disaster for all of the marriage couple (Valdo)*

Adverbially modified verbal group

(25) *but, actually the villager **never** knew that Can the people who evil was the a magician was so kind and helpful to many people (Ema)*

(26) *if you born special than how it than it is make special while everyone **never** said that to us. (Ema)*

(27) *and **never** know about the ending unless we just hope for the best (Valdo)*

Adverbially modified nominal group

(28) *because the words that use in the novel sometimes **quite** difficult (Liza)*

(29) *so you can find it here in the novel. And also, to convince to the the reader itself **quite** hard.
(Ema)*

(30) *because the story length is **quite** too long in this story (Ema)*

(31) *like I told you before because it is **quite** difficult toward something more in this novel (Ema)*

Relative scaling through comparatives and superlatives

Regarding the second sub-category of force, namely, intensification, a large number of instances in the oral presentation used the superlative form of adjectives, particularly the term *the most*, implying that exaggeration is one of the important strategies used in building a discourse about the strengths of the literary works. Take note of the use of comparatives and superlatives in the following examples:

(32) *And this fourth book is we can say **the most** successful novel for her. (Ema)*

(33) *This novel entitles the friend zone was written by **the most** writer in USA called Abby Jimenez
(Valdo)*

(34) *so based on Levin Epstein in his book in 2006, family responsibility encompasses **more than** working mothers or fathers caring for children (Liza)*

(35) *And the price is 115.000 or you can find it out on e-commerce to **cheaper** like in Tokopedia, Shoppe or any kinds of e-commerce that exist in indonesia (Ema)*

(36) *Because, it gets **more than** 15 achievements including as the winner of newberry medal in 2017 (Ema)*

(37) *This is a novel that will bring your imaginary to make you **more creative** (Valdo)*

Maximization

Maximisers were greatly deployed in the EFL students' oral presentation, well-known as intensifications. Intensifiers of this sort are used to elevate processes and attributes to the maximum level of intensity feasible (Martin & White, 2005).

(38) *In the conclusion, this novel is not totally **full of** tears but also comedy (Valdo)*

The data in data 38 above shows that the students used the marker *full of* to show his intensification towards the story of the fiction book.

4.2 Grammatical Resources: Focus

Focus is the second graduation sub-system, serving as an appraisal resource for determining authenticity. Graduation within the area of focus is concerned with the sharpening or softening of memberships in phenomena categories. The resources used to achieve this type of graduation in the grammar of oral presentation are exemplified below:

An epithet in a nominal group

(39) *And for the **special features** in this novel aaaa...we can buy books with the audio books if you want (Liza)*

(40) *And it's **originally** written in English and you can find it so on through e-commerce (Ema)*

In extracts 39 and 40, the students used the nominal group *special features* and *originally* written to construe the authenticity about the fiction book that they reviewed. In extract 39, the student notes that the fiction book is accompanied by the audio books as the special features, and in extract 40, the student indicates authenticity by noting the language of the original.

An adverbial expression with a clausal scope

(41) *This is supported by three factors that I get from the journal **especially** from psychological journal that I already mentioned in my year having children is a major focus in a month. (Valdo)*

(42) *I think all will love about romances **especially** for the women yeah (Valdo)*

(43) *But in this story Kristen already pessimist, **especially** in chapter 35 when Kristen said that I am not worth it. (Valdo)*

Clausal scope such *especially* in extract 41-43 is also found in this study. The clause is used by students to support their idea when they explain the issues in the novel by referring to a journal article or to a specific page.

To summarize, the study's findings revealed that the discourse of oral presentation is loaded with graduation ideals, which serve as a powerful instrument in analyzing and critiquing many areas of student evaluation. In other words, the ultimate goal of an academic oral presentation is not to provide knowledge; all efforts are made to strengthen the student's ability to think critically.

5. Discussion

This study sets out to explore the ways in which evaluative language might add to the experience of students' evaluative oral presentation. The findings of this study indicate that the students made use of graduation resources specifically force and focus to help them develop arguments and critiques, and express opinions in their presentations. The force resources deal with the quantification and intensification. Quantification covers grading in terms of number, weight, strength, mass, and extent with phrasing including *only*, *one of*, *some of*, *closely*, *immediately*, *on february*, *in 2016*, *more than*, *cheaper* etc. Meanwhile, intensification is realized when the attitudinal meanings are a quality or a process, for example *just*, *so*, *never*, *quiet*, *the most*, *more creative*, *full of tears*. On the other hand, the only examples of the sub-types 'sharpen' were found in the use of *special*, *originally*, *especially*, and *truly*. Soften resources were not found.

In terms of force, the findings show that there are four grammatical structures deployed in the realization of quantification. The first is modification of a concrete nominal entity *only* as in extract 1. The quantifier *only* was used to explain the plot of the novel. Furthermore, when students wanted to denote their ideas about the uniqueness of the novel, they used the evaluation resources *one of* as seen in extract 6. Another quantifier used in students' fiction book presentation was non-specific numeration *some of*. It can be seen in extract 8. The second is *some of* in extract 9 as the quantification as non-specific numeration. Additionally, students encoded extent in several prepositional phrases and in comparative structures to express a book's value and an author's achievement.

Meanwhile, in the realization of intensification, there are six kinds of grammatical structures employed in the students' oral fiction book presentation; pre-modification of adverbs (*just*); pre-modification of quantifiers (*so*, *quite*); adverbially modified verbal groups (*never*, *almost*), adverbially modified nominal groups (*merely*, *quite*); relative scaling through comparatives and superlatives (*the most*, *more than*, *cheaper*, & *more creative*); and maximization (*full of*). Students used adverbial nominal modification to express their opinion about the weakness of a story's length, or the difficulty vocabulary encountered. On the other hand, strengths are described with the relative scaling through comparatives (*cheaper*, *more than*, *more creative*) and superlatives (*the most*). The markers *the most*, *more than*, *cheaper*, and *more creative* were used by the students to express positive evaluation of the novels, although these evaluations are frequently on matters external to the text: the book's commercial or critical success or its affordability and availability. The maximiser *full of* is also employed in one student's oral presentation as seen in

extract 38. The maximiser also reflects the intensification of genres. In terms of focus, there are two kinds of resources found in the data. First, an epithet in a nominal group (*special features, originally written*) is employed to construe the authenticity about the novel reviewed. Second, clausal scope is seen in reference to specific pieces of text or to an external source such as a journal article.

6. Conclusion

The study provides support for the evaluation model as well as an attempt to describing how graduation values are construed inside the discourse of fiction book review oral presentation. The approach was also discovered to be an effective method of accounting for the numerous meanings and resources employed in classroom discourse for assessment purposes, notably owing to students' abuse of graduation values. To put it another way, the appraisal model offered a thorough framework for establishing if and how evaluative methods were encoded in the oral presentations of EFL students.

While our database was small, the study's findings indicate that language is used to influence potential clients in the classroom discourse field. As a conclusion, some preferences for lexico-grammatical resources utilized in grading distinct values have been established, which serve to make academic oral presentation material consistent with students' expectations. Results here could be applied to the growing body of research on evaluative language in classroom discourse or other types of discourse. The resources described in this study for coding graduation resources could serve as a starting point for more comprehensive studies in the field of classroom other discourse. Furthermore, the resources presented in this study for the encoding of graduation sub-systems may be utilized as a frame of reference for faculty and students in the classroom discourse sector when measuring the success of academic oral presentations. It can also provide educators a better knowledge of the language needs for generating scientific presentation course classroom. This may be of interest to faculty stakeholders as well, given their main purpose is to provide the most successful classroom possible.

The findings might pave the way for future research on appraisals and classroom conversation. The work done here can help to support more extensive investigations analyzing the patterns and resources favored in evaluating discourses of comparable sorts within and across languages. Furthermore, the study is planned to give a chance to assess the framework's efficacy as a text analysis tool.

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