



Exploring Negative Judgment Language in Indonesian Conversational Language on Facebook: An Appraisal Analysis

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Abstract:

This research examines the use of negative judgment expressions within the framework of appraisal theory across four Facebook fan pages: Kata Kita (KK), Media Oposisi (MO), Mak Lambe Turah (LT), and Rakyat Oposisi (RO). The methods employed are discourse analysis and quantitative content analysis. Discourse analysis focusing on appraisal analysis was used to explore the evaluative language used in these social media accounts. Findings indicate a prevalent tendency for implicit judgment, with each clause element serving as a potential marker of negative judgment. In the dimension of Engagement, pronouncement expressions are not limited to reported speech; instead, they are often marked by specific lexical elements, including -lah, mah, -nih, -loh, among others. Furthermore, in terms of graduation, these pages employ pragmatic meaning repetition in addition to lexical and semantic repetition. These results suggest that Indonesian evaluative language possesses distinctive characteristics that diverge from English evaluative language, as outlined in Martin and White's appraisal theory. Quantitative content analysis was used to examine the comparison of patterns or tendencies in the use of evaluative language across Facebook accounts. This study contributes to a deeper understanding of cultural distinctions in the evaluative language styles found in social media discourse.

Keywords: appraisal analysis, negative judgement, Indonesian social media, Facebook fan pages

1. INTRODUCTION

The advancement of technology and science has driven the rapid development of communication technology. This is marked by the emergence of various social media platforms, such as Facebook, Instagram, Twitter, Youtube, and so on. Social media, which is internet-

based, provides facilities for communication and interaction among users (Gandhi et al., 2023). As a communication tool, social media plays an important role in enabling users to express themselves and share personal experiences (Bleier et al., 2024). From a psychological perspective, social media is even seen as a tool for self-discovery and identity formation, thus influencing the development of the user's self-quality (Wang & Wang, 2024).

Moreover, social media has also become a platform for expressing opinions and views to other users (Millet et al., 2024). This shows that social media creates a broad and inclusive discussion space. Additionally, opinions and views shared on social media often have a significant impact on the public in the online world. Opinions expressed on social media can influence public perceptions in the digital sphere (Cascini et al., 2022; Hussain et al., 2024; Tähtinen, 2024). Public perception is shaped by utilizing symbolic tools that carry strong meanings, which can control the thoughts and attitudes of the public (Haryati & Apriadi, 2023; Wijana, 2022). Furthermore, social media plays a role in forming communities, serving as a space for seeking validation, and strengthening a sense of togetherness among its users (Hu et al., 2024). With these diverse functions, it can be said that social media has become an integral element in human interaction in the digital age.

Social media has evolved in terms of its usage. It is no longer merely seen as a means of communication, community building, or sharing information with other users. Social media can also serve as an educational tool by spreading useful information and addressing issues like misinformation, such as health-related information within the community (Bhatara et al., 2024). Additionally, social media is highly useful as a promotional tool for products in the fields of economics or business (Kim & Wang, 2024). Entrepreneurs are able to influence public perceptions of the products they sell, facilitating interaction between business owners and buyers.

In public affairs, social media has also become a platform for interaction between the government and its citizens. Through social media, citizens can express aspiration or opinions related to government policies, while the government can observe citizens' reactions to the policies they implement (Nguyen et al., 2024). This shows that social media also plays a role in maintaining the functioning of the democratic system.

Although social media provides various benefits in society, it also has negative impacts. Social media is used to create negative sentiments towards certain issues, which can influence public perceptions (Yang et al., 2024). This leads to polarization and conflict among people on social media due to opposing views (Tähtinen, 2024). On the other hand, social media is even exploited to express emotions that may result in suicide attempts (Widiatmika et al., 2024). Such actions can be triggered by negative sentiments or negative opinions that create psychological pressure on individuals. This highlights that, in addition to its benefits, social media can also cause problems in society if not used wisely.

The phenomena related to the functions, benefits, and impacts created by social media, as explained above, demonstrate that its usage has expanded far beyond its basic functions. In a democratic system, social media serves as a platform for self-expression and opinion-sharing. It is used to convey attitudes or evaluations that reflect disagreement with public policies (Cascini et al., 2022). Social media allows citizens the freedom to express their opinions, whether in agreement or disagreement with a particular issue. This means that people are free to express their views on matters they experienced or observed. From a linguistic perspective, the opinions

or views expressed on social media are related to evaluative texts (Martin & Rose, 2003; Martin & White, 2005).

Evaluative language is discussed in the Appraisal theory developed by Martin and White (Martin & Rose, 2003; Martin & White, 2005; Sekarsari, 2024). Appraisal theory provides a framework for analysing how language is used to express attitudes, both positive and negative, through three interrelated dimensions. These three dimensions are attitude, engagement, and graduation. Attitude relates to the expression of attitude, engagement relates to the position of the speaker/writer in the text, and graduation relates to the degree of evaluation expressed. In the context of evaluation, negative evaluation is discussed in the Attitude dimension. The types of negative evaluative language are related to evaluative judgment, which includes statements of criticism, insult, or condemnation.

Based on the author's observations, studies on evaluative language and the use of Appraisal Theory have been widely applied in various contexts, such as academic/educational contexts (Dinamika, 2022; Hashemi & Mahdavihrad, 2023; Moyano, 2019; Zhang & Cheung, 2023), socio-political contexts (Boumechaal & Sharoff, 2024; Page & Hansson, 2024), as well as media and communication (Biri, 2023; Lazzeretti, 2023). For example, in the academic context, Hashemi and Mahdavihrad (2023) analysed cross-cultural, disciplinary, and gender differences in dissertation abstracts, finding that natural science disciplines were more objective, and female authors tended to use evaluative language more gently (creatively and effectively) (Hashemi & Mahdavihrad, 2023). Meanwhile, Liu, Wan, and Zhang (2023) examined evaluative language in academic citations, although they did not explicitly use Appraisal Theory (Liu & Zhang, 2023). They found that citation attribution was the most common, indicating the authors' attempt to remain neutral. However, this study did not systematically elaborate on the linguistic features associated with evaluative language.

Luzón examined the stance and engagement of research groups on Twitter from two disciplines: chemistry and medicine (Luzón, 2023). The study found the role of this platform in building academic identity. Meanwhile, Jin and Ruan demonstrated that evaluative language in lecturers' feedback influences students' learning motivation (Jin & Ruan, 2023). Saeed et al. highlighted that evaluative language used by teachers in EFL feedback can shape students' emotions and cognition. This research emphasized the role of teachers as evaluators of student performance while also shaping students' emotional and cognitive assessments through their feedback language (Saeed et al., 2024).

In the socio-political context, Page and Hansson used Appraisal to analyse command language and expressions of gratitude in government social media, which can trigger public emotional responses characterized by "elicit blame"—negative emotions blaming the government (Page & Hansson, 2024). Government-shared information is perceived differently by netizens on social media. Meanwhile, Cahyono utilized Appraisal theory to analyse evaluative language in Joko Widodo's biography, portraying his character and leadership (Cahyono, 2024). This study demonstrates the effectiveness of Appraisal theory in analysing evaluative language in biographical texts.

Boumechaal and Sharoff identified linguistic features in anti-vaccine Covid-19 discourse on Telegram, emphasizing the use of fear-based language to influence opinions (Boumechaal & Sharoff, 2024). The study found forms of anti-vaccine Covid-19 discourse characterized by the use of words conveying fear or insecurity to influence the public to avoid participating in

vaccination programs. Meanwhile, Mintah discovered that evaluative language in Ghanaian media reflects anti-imperialist sentiments surrounding Queen Elizabeth II's death (Mintah, 2024). The study found that evaluative language aimed at evoking sentiments of nostalgia, hatred, or ambivalence can be expressed as a response to the death of prominent figures such as Queen Elizabeth II.

In the media and communication context, Suraiya applied Appraisal theory to analyse evaluative language in The Jakarta Post editorials on COVID-19, uncovering language strategies used by print media to shape public perceptions of pandemic policies (Suraiya, 2023). The study found that 70% of negative assessments exceeded positive ones, indicating that the government failed to communicate its policies to the public and reflecting public dissatisfaction with the COVID-19 handling policies during the pandemic.

Lazzeretti explored the use of emojis as evaluative tools in museum social media communication, demonstrating that emojis serve not just as decorative elements but as devices for conveying emotional and evaluative nuances in museum interactions (Lazzeretti, 2023). Meanwhile, Risdianto et al. utilized Appraisal theory to examine evaluative language and journalist attitudes in legal case reporting, revealing a dominance of monoglossic texts that reflect journalists' perspectives and the frequent use of intensifiers to emphasize messages (Risdianto et al., 2024).

In the sociocultural context, particularly in digital culture, Biri analysed affective stances within English-speaking online fan communities, focusing on how members use language to express emotions and positions in social interactions, aligning with the core of Appraisal theory (Biri, 2023). The research found that in the community each individual and the community as a whole express their stance and position on social media. Meanwhile, Himmawati et al. examined gender aspects by analysing inscribed and invoked attitudes in Instagram captions. Their study utilized Appraisal analysis to explore how Indonesian male and female teenagers use evaluative language in English captions, comparing the distinct evaluative styles of both genders (Himmawati et al., 2022). The study found that both male and female teenagers tend to express their evaluations explicitly (inscribed attitude). Male teenagers express their stance more through Affect, while female teenagers express it more through Judgment. Male teenagers' utterances highlight togetherness, while female teenagers' utterances emphasize empathy.

Based on the previous studies, it can be said that evaluative language remains an interesting subject for research across various issues, languages, and cultures. Appraisal Theory is widely used to explain the problems occurring in society. This plays a significant role in the development of Appraisal Theory in the fields of linguistics and communication. In relation to this, the research conducted by the author also aims to examine how Appraisal Theory is applied to different focuses, language contexts, and cultures, distinguishing it from the aforementioned previous studies.

Unlike some previous studies, this research conducted by the author focuses on the use of negative judgment expressions on Indonesian Facebook social media, specifically on Fan Pages, namely **Kata Kita (KK)**, **Media Oposisi (MO)**, **Mak Lambe Turah (LT)**, and **Rakyat Oposisi (RO)**. Using **Appraisal Theory**, this study analyses how negative judgment is expressed, both implicitly and explicitly, and how **Engagement** elements, such as pronouncements, emerge with the distinct characteristics of Indonesian conversational language. Additionally, within the **Graduation** dimension, this research explores the involvement of pragmatic aspects to enhance

the evaluative meaning of an utterance. The study not only identifies the use of evaluative language on these four Facebook accounts but also delves into the unique features of evaluative language in the context of Indonesian conversational language.

There are several research gaps that have not been explored in previous studies. Most prior research focused on different linguistic and cultural contexts and themes. For example, previous studies conducted by Hashemi and Mahdavirad (2023), Liu and Zhang (2023), and Luzon (2023) centred on evaluative language within academic or educational contexts, whereas this study focuses on political discourse disseminated on Facebook. This distinction highlights the contrasting characteristics of evaluative language. Evaluative language in political contexts, as examined in this study, tends to aim at creating polarization, building communities, and targeting individuals or figures. In contrast, in educational contexts, as in the aforementioned studies, evaluative language primarily seeks to establish the credibility of findings and is generally neutral. For instance, the evaluative language analysed by Hashemi and Mahdavirad (2023) is derived from dissertations, while Liu, Wan, and Zhang (2023) used citations as data for evaluative language analysis. These types of evaluative language are neutral because they predominantly involve external voices rather than the internal voice of the writer.

Similarly, several previous studies are also related to the usage of evaluative language on social media, such as those by Page and Hansson (2024), Risdianto (2024), Lazzarotti (2023), and Biri (2023). However, these studies differ in focus from the present research. Page and Hansson (2024) explored the use of command language and expressions of gratitude, while this study examines negative judgment, a type of negative evaluative language. These two types of evaluative language are inherently different.

Risdianto (2024) investigated evaluative language used by the media in reporting legal cases (e.g., the *Sambo* case). Biri (2023) analysed affective stances within English-speaking online fan communities, focusing exclusively on the aspect of affection. In contrast, this study focuses on judgment. Moreover, the linguistic data differ significantly. Biri (2023) used English-language data, whereas this study uses conversational Indonesian. These two types of texts naturally differ in terms of appraisal. Lazzarotti (2023) examined the use of emojis, which focuses solely on visual language data. This approach contrasts with the written language data utilized in this study, making the two types of research distinct in their appraisal analysis.

Several previous studies have also examined the use of evaluative language within the context of Indonesian culture, such as those by Himmawati et al. (2022), Suraiya (2023), and Sekarsari (2024). However, there are significant differences between this research and those earlier studies. Himmawati et al. (2022) focused on evaluative language in English used by Indonesian male and female teenagers. The evaluative language characteristics identified in that study differ from those in this research, despite both addressing communication within the context of Indonesian culture. Meanwhile, Cahyono (2024) used Appraisal theory to analyse evaluative language in the biography of Joko Widodo. The scope of that study is limited to Joko Widodo's biography, whereas this research encompasses a broader range of socio-political issues discussed across four Facebook accounts.

Suraiya (2023) applied Appraisal theory to analyse attitudes or evaluative language in the print media editorial of *The Jakarta Post* regarding the COVID-19 pandemic. This indicates that the language data used in that study is formal in nature. In contrast, the present research uses

informal Indonesian language as its data, which possesses distinctive characteristics that set it apart from formal language.

Although previous studies such as Cahyono (2024) and Risdianto (2024) used Indonesian language data for their research, these studies only employed Appraisal theory to identify the use of evaluative language and classify data that falls under evaluative language. These studies did not explore the linguistic features in depth. In contrast, this research not only identifies the use of evaluative language in social media related to socio-political discourse but also seeks to explore the specific linguistic features of evaluative language used in Indonesian conversational language, which differs from formal Indonesian.

2. LITERATURE REVIEW

It can be said that the Appraisal Theory is part of Systemic Functional Linguistics (SFL) theory. SFL is a theory introduced by Halliday in 1987. This theory views language as having functions, meaning that the forms and meanings of language used differ based on their function (Halliday, 1994; Martin & Rose, 2003; Wiratno, 2021). In SFL, meaning is divided into three interconnected types: ideational meaning, interpersonal meaning, and textual meaning. The interpersonal meaning is what is further developed by Martin and White in the Appraisal Theory (Martin & Rose, 2003; Martin & White, 2005). In other words, Appraisal Theory is an extension of interpersonal meaning in the Systemic Functional Linguistics (SFL) theory.

The appraisal theory proposed by Martin and White emphasizes that language cannot be separated from the subjectivity of its users (Martin & White, 2005). This subjectivity is reflected in three aspects of evaluation: affect, judgement, and appreciation. This highlights that language is not neutral and inherently involves the user's subjectivity. In the context of appraisal, the stance or position of language users is influenced by their understanding or ideology. This aligns with the perspectives of Van Dijk and Fairclough in Critical Discourse studies, which assert that language reflects ideology, thereby affirming that language is not neutral (Fairclough, 1995; Van Dijk, 2001)

In the context of social media, evaluative language use is not limited to verbal expressions. Other media are also utilized to convey evaluations of a particular object. In discourse, this relates to multimodal discourse, which views meaning-making as constructed through various semiotic modes, such as images, writing, gestures, and more (Kress, G., & Van Leeuwen, 2001). Thus, evaluative language does not rely solely on a single type of semiotic mode but can also leverage multiple semiotic modes simultaneously.

The Appraisal Theory consists of three domains: Attitude, Engagement, and Graduation (Cahyono, 2024; Cunningham, 2019; Himmawati et al., 2022; Martin & White, 2005). **Attitude** pertains to the stance of the speaker or writer and is divided into three aspects: affect (emotional reactions), judgement, and appreciation. **Engagement** relates to the source or origin of the voices expressing attitudes and reflects the speaker's or writer's position within the text. In the domain of Engagement, the stance of the speaker or writer can be identified. **Graduation** concerns the degree or intensity of the attitudes conveyed in the text. This study focuses exclusively on the "judgement" aspect, particularly negative judgement.

Negative judgment texts are categorized into several components: normality, capacity, tenacity, veracity, and propriety. Normality refers to the typicality or expected nature of an individual's actions being evaluated. Capacity concerns the ability or competence reflected in someone's

actions. Tenacity pertains to the mental character or resolve demonstrated by the individual's actions. Additionally, social sanction encompasses two aspects: veracity and propriety. Veracity relates to the truthfulness evident in the individual's actions. Propriety pertains to the moral aspects reflected in the individual's actions.

Texts demonstrating **Normality** can include words like *miris* 'pitiful', *paradoks* 'paradoxical', *kontroversi* 'controversial', and so on. **Capacity** is reflected in words like *kekurangan* 'lacking', *dungu* 'foolish', *bukan pakar* 'not an expert', etc. **Tenacity** can be seen in terms like *ngotot* 'stubborn', *fanatisme* 'fanaticism', and *menyesal* 'regret', and so on. **Veracity** is conveyed through words like *korupsi* 'corruption', *hoaks* 'hoax', and *lip-service* 'insincere speech'. **Propriety** is expressed in terms such as *memfitnah* 'slander', *takabur* 'arrogant', or *caci-maki* 'verbal abuse'. Interestingly, some words can simultaneously signify **propriety** and **veracity**, such as *korupsi* 'corruption' and *hoaks* 'hoax' which denote both untruthfulness and immoral behavior. Similarly, words like *takabur* or *sombong* 'arrogant' can also reflect both **propriety** and **tenacity**.

Based on the linguistic realization perspective, evaluative language can be expressed explicitly or implicitly. In Appraisal theory, explicit evaluative language is called *inscribed attitude*, while implicit evaluative language is termed *invoked attitude*. Within the Appraisal system, inscribed attitude is characterized by the use of evaluative lexis (attitudinal lexis), epithets, attributes, circumstances, mental processes, behavioural processes, modal verbs, modal adjuncts, polarity, enumeration, intensification (intensifiers), repetition, manner, logico-semantic relationships (e.g., inter-element connections or the use of conjunctions), and vocatives (Martin & Rose, 2003; Martin & White, 2005). The meanings of these grammatical elements explicitly represent an evaluation of an individual's actions. Meanwhile, invoked attitude is identified through the use of non-attitudinal lexis, as it is conveyed indirectly (Martin & Rose, 2003; Martin & White, 2005).

3. RESEARCH METHODOLOGY

This study employs two approaches: descriptive qualitative and quantitative. These two approaches can be categorized as a mixed-methods design (Creswell & Creswell, 2018). In research, the descriptive qualitative approach is used to explore the meanings constructed by individuals or groups to explain social or human issues, while the quantitative approach focuses on numerical data analysed statistically (Creswell & Creswell, 2018). In linguistic studies, these approaches are utilized to explore the meaning of language and its use across various contexts (Haryati & Apriadi, 2023; Wijana, 2022). This is related to Discourse Analysis.

In discourse analysis, this study integrates several theories: Systemic Functional Linguistics (Halliday, 1994; Martin & Rose, 2003), Appraisal (Martin & White, 2005), and Pragmatics (Huang, 2007; Levinson, 1983; Searle, 1969). Systemic Functional Linguistics (SFL) is used to analyse the functions of various textual elements. Appraisal is applied to examine negative judgments reflected in those identified textual elements. The analysis focuses on three aspects of the Appraisal theory: attitude, engagement, and graduation. Pragmatics is employed to identify the non-linguistic contexts within the texts that contribute to meaning-making, as well as to uncover the implicit meanings of the texts. The pragmatic approach aims to strengthen textual analysis by providing a deeper understanding of the contextual factors involved. From a quantitative perspective, this study utilizes quantitative content analysis (Creswell & Creswell, 2018) to measure the frequency of occurrences of each evaluative element. This method is used to compare patterns or tendencies in the use of evaluative language across the Facebook

accounts. The combination of these two approaches offers a holistic and valid analysis of the texts.

The research data is sourced from four Facebook fan pages with diverse audiences and followers. These four fan pages—Kata Kita (KK), Media Oposisi (MO), Mak Lambe Turah (LT), and Rakyat Oposisi (RO)—cater to different audience groups. These pages focus on political issues, specifically during the political climate of Indonesia's 2019 General Election, spanning from March to June 2019. These four pages were particularly active in discussing political issues during that period.

In terms of data collection techniques, this study gathers textual data in the form of words, phrases, and sentences. This method is related to documentation and recording techniques in research (Creswell & Creswell, 2018; Sugiyono, 2019). Textual data containing negative judgments are collected and classified based on their types. The data are recorded and documented according to these classifications.

In qualitative research, data analysis is carried out by reading the texts deeply, identifying important elements related to the study, and grouping relevant data based on themes or patterns (Creswell & Creswell, 2018; Sugiyono, 2019). In this study, textual elements are identified to uncover negative judgments and categorized through coding based on data types. In practice, the research data is analysed using SFL to understand the structure of the texts and the functions of language; Appraisal is employed to identify elements that reflect negative judgment; and Pragmatics is used to examine the role of context in constructing the meaning of the texts.

The results of the qualitative study are then analysed quantitatively. The number of data in each group is compared to determine the percentage of each data type using the formula for quantitative content analysis. The highest percentage reflects the tendency of negative judgment usage in the research data.

4. RESULTS

This section presents the findings of a systematic analysis of negative judgment texts based on Appraisal theory. The analysis identifies patterns of evaluative language use in posts from four Facebook accounts, focusing on three dimensions: attitude, engagement, and graduation. The findings based on these three dimensions are presented as follows.

4.1 Attitude Analysis

In the Attitude dimension, a quantitative content analysis was conducted to examine the negative judgments from four Facebook accounts, aiming to identify differences in preferences among them. The utterances were categorized based on the Appraisal framework, which includes aspects of Normality, Capacity, Tenacity, Veracity, and Propriety. The tendency to use specific types of utterances was measured by calculating the percentage of occurrences using the formula:

$$(\text{Number of specific utterance types on a Facebook account} : \text{Total findings}) \times 100\%.$$

Example calculation:

- Frequency of Propriety text = 577
- Total data = 1.709
- Thus: $(577 : 1709) \times 100\% = 33,78\%$

The results show that the judgment of propriety (morality) dominates with 577 tokens (33.78%), followed by the judgment of capacity (ability) with 555 tokens (32.99%). The difference between the two is 0.79%, indicating that Facebook users tend to criticize the ability and condemn the morality of the subjects. In terms of linguistic realization, negative judgment utterances are predominantly expressed implicitly (invoked), with 1,193 tokens (70%), suggesting that users rely more on context and background assumptions in their evaluations. Two tables are provided, presenting the frequency analysis of evaluative judgment language and the types of linguistic realization.

Table 1. Frequency of Negative Judgment Utterances Across Four Accounts

No	Account	Types of Negative Judgement					Number
		Norm	Capa	Tena	Vera	Pro	
1	KK	0	160	75	30	150	415
2	LT	12	75	82	14	63	246
3	RO	4	146	54	29	76	309
4	MO	11	174	171	95	288	739
Number		27 (1.6%)	555 (32,47%)	382 (22,36%)	168 (9,83%)	577 (37,78%)	
Total Data		1.709					

Table 2. Frequency of Negative Judgment Utterances Realization

Accounts	Negative Judgement Realization	
	<i>Inscribed</i>	<i>Invoked</i>
<i>Kata Kita</i> (KK)	96	319
<i>Mak Lambe Turah</i> (LT)	46	200
<i>Media Oposisi</i> (MO)	308	431
<i>Rakyat Oposisi</i> (RO)	66	243
Number	516 (30%)	1.193 (70%)
Total Data	1.709	

After reviewing the frequency analysis presented in the previous tables, the following are examples of utterances representing inscribed judgment (explicit evaluation) and invoked judgment (implicit evaluation) based on the dataset patterns. These examples are a subset of the complete dataset, covering judgment categories such as capacity and propriety. The examples are as follows:

- **Inscribed attitude:**

Capacity:

- **MLT:** *Mungkin ustad **gak tahu** 'Maybe the Ustad doesn't know.'*
- **KK:** *sekarang sumber uang mereka **kering** karena Jokowi menutup semua celah korupsi 'Now their source of money has dried up because Jokowi has closed all avenues for corruption.'*
- **MO:** *ternyata dia **bukan orang yang pakar dalam bidangnya**. 'Turns out he's not an expert in his field.'*

Propriety:

- **KK:** *masih panjang daftar dzolim yang telah kamu lakukan, bahkan menuliskannya pun membuat jijik* “The list of your **unjust actions** is still long; even writing it down makes me disgusted.”
- **RO:** *berarti dana cukong besar ditilep sama panitia.* ‘So, a large chunk of the tycoon’s funds **was embezzled by the committee.**’
- **MO:** *akibat tindakan brutal anggota kepolisian tersebut, ia merasakan sakit di tubuhnya.* ‘As a result of the **brutal actions** of the police officer, he felt pain in his body.’
- **Invoked Attitude:**

Capacity:

- Metaphor: *sebagian buruh menjadi “sapi perah”* Said iqbal antek prabowo ‘Some workers have become **“cash cows”**’ Said Iqbal, Prabowo’s crony. (KK)
- Ironic Rhetorical Question: *Ngerti gak pak UAS?* ‘Don’t you understand, Mr. UAS?’ (MLT)
Ada yang bisa hitung untuk dapatkan 1liter racun (bisa) kalajengking, anda harus memerah kalajengking berapa ekor...? ‘Can anyone calculate how many scorpions you need to milk to get 1 liter of venom?’ (MO)
- Implicature: *Ganti semua kabinet koplaknya* ‘Replace all **the clumsy ministers** in his cabinet.’ (RO)

Propriety:

- Connotation: *Demo di Tempo, FPI caci maki sambil teriak takbir.* ‘Protests at Tempo: FPI shouted insults while **chanting takbir.**’ (MLT)
- Implicature: *JAWABAN NYA ADA DI BERITA LAMA TAHUN 2013 INI. THE ANSWER IS IN THIS OLD NEWS FROM 2013.* (KK)
Pantaskah Gaji khalifah Jokowi naik? ‘Is it **appropriate** for the salary of “Caliph Jokowi” to increase?’ (MO)

The analysis reveals that every clause element has the potential to function as a marker of evaluative language if it carries evaluative meaning, whether explicit (inscribed) or implicit (invoked). Evaluative judgment depends on the lexical meaning rather than the type or the class of lexis. Therefore, evaluative language is not confined to specific lexical types or syntactic elements. The summary of these findings is presented in the following table:

Inscribed attitude:

Elements	Judgement	Lexical marker
Mental process	Capacity	<i>gak tahu</i> ‘doesn’t know’
Material process-phenomenon	Propriety	<i>membuat jijik</i> makes (me) disgusted.
Material process	Propriety	<i>ditilep (ditilap)</i> embezzled
Relational process-Attribute	Capacity	<i>kering</i> “dried up”
Ephitet	Propriety	<i>dzolim (zalim)</i> “unjust”
		<i>brutal</i> “brutal”

Invoked Attitude:

Elements	Judgement	Lexical marker
Attribute	Capacity	Metaphor: "sapi perah" "cash cows"
Mental process	Capacity	Ironic Rhetorical question: Ngeri "understand"
Material process + adjunct of goal	Capacity	Ironic Rhetorical question: <i>Ada yang bisa hitung + untuk dapatkan 1 liter racun (bisa) kalajengking 'Can anyone calculate + to get 1 liter of venom.'</i>
Material process + Epithet	Capacity	Implicature: <i>Ganti ...Koplak 'change...clumsy'</i>
Verbal process-phenomenon	Capacity	Connotation: <i>teriak takbir</i> "chanting takbir"
Adjunct of place circumstance	Propriety	Implicature: <i>DI BERITA LAMA TAHUN 2013</i> <i>"IN THIS OLD NEWS FROM 2013"</i>
Attribute + material process	Propriety	Implicature: <i>Pantaskah... (gaji) naik</i> "Is it appropriate for the salary of ..."

4.2 Engagement Analysis

In the Engagement dimension, this study identified distinctive linguistic features of Indonesian conversational language on Facebook that reflect heteroglossic texts, particularly in the forms of *Attribute-acknowledge* and *Pronounce*. The findings based on the data analysis are as follows:

4.2.1 Attribute-Acknowledge text is a type of text sourced from external voices that the speaker agrees with. In the research data, it was found that Attribute-Acknowledge is not only marked by the use of reported verbs as in *menyebut "call"* as in *orang menyebutnya da'i, mungkin saja benar 'People call him a da'i; that might be true.'*, and *berkata "said"* in *Pakar keamanan Cyber berkata objektif tentang MCA bahwa penyerbar hoax bukan hanya MCA (Muslim Cyber Army) 'The cybersecurity expert said objectively about MCA that spreading hoaxes is not exclusive to MCA (Muslim Cyber Army).* The research data show that this type of text can also be characterized by the use of direct quotations. These direct quotations implicitly function as the speaker's acknowledgment of an external voice. This can be seen in *Tak Cuma ke Jokowi, PKB juga Tawarkan Cak Imin kepada Prabowo 'Not only to Jokowi, PKB also offered Cak Imin to Prabowo.'* and *Sejak anda jadi presiden kaum buruh makin terpinggirkan 'Since you became president, the working class has been increasingly marginalized.'* These two sentences serve as online news headlines. This indicates that acknowledgment utterances are not dependent on the presence of a reported verb.

4.2.2 Pronounce text refers to utterances/texts that demonstrate the speaker's intervention to emphasize their certainty about what is being conveyed. Below are some characteristic expressions in Indonesian conversational language on social media that indicate *pronounce text*:

- a) **Affirmation Particles:** *-lah, -kan -nih, -loh, and -mah*. The particle *-lah* is used in imperative sentences. *-lah* indicates the speaker's unwavering certainty. Meanwhile, particles such as *-kan, -nih, -loh, and -mah* are informal. These particles are equivalent to expressions like "indeed," "obviously," "for sure," or "you know." In the research data, these particles are used in *Itu bernilai duit loh "It is worth money, you know." (MLT); wahh lagi pencitraan nih si gerung "Wow, Gerung is doing self-promotion right now." (MLT); Kalau gue mah ngeri kale "As for me, I'd be terrified, for sure." (MLT), Itukan kurang fair namanya. 'Indeed, that's not fair' (MLT); and Hormatilah yang lebih tua... "Respect those who are older..." (RO);*
- b) **Expressions of emphasis:** *Ini baru (*baru = -lah) 'This is what I call/ Now this is...'* as in *hahahahaah ini baru namanya ngeles. 'hahaha, this is what I call dodging.'*
- c) **Kapitalization:** *JAWABANNYA ADA DI BERITA LAMA TAHUN 2013. 'THE ANSWER IS IN OLD NEWS FROM 2013.'* (KK)
- d) **Emphasizing or concluding conjunctions:** *jadi 'so'* as in *Jadi sama aja tad,.. "So it's the same, Ustad.; apapun 'No matter how..'* as in *sekuat apapun pemerintah dan media sekular mengkriminalisasi Islam... 'No matter how hard the government and secular media try to criminalize Islam'*
- e) **Epistemic Adverb:** *pantas "no wonder"* as in *Pantas Indonesia Bisa Bubar 'No wonder Indonesia might collapse.;*
- f) **Modal adverb:** *sepatutnya "it is proper that / it is only right that (subject) should.."* as in *Sehuruh kebijakan yang diambil Jokowi sudah sepatutnya people-centered 'In every policy Jokowi takes, it is only right that it should be people-centred'*
- g) **Repetition:** formal, semantic, and pragmatic repetition
 - Structural repetition: *adakah yang tahu "does anyone know"* as in *Adakah yang tahu' kelanjutan kasus pembancok Ahli IT Hermansyah...? Cuma Nanya..? ada yang tahu ngak! Ke 4 orang ini ditahan dimana? "Does anyone know the continuation of the case of the IT expert Hermansyah's murder? Just asking... does anyone know? Where are these four people being held?" (RO)*
 - Semantic repetition: *ngarep jabatan* and *meminta minta jabatan* as in *Masa sampe segitunya ngarep jabatan sehingga harga diripun dikesampingkan. Umumnya orang yang meminta minta jabatan tidak amanah 'How could someone go so far as to crave a position, even at the cost of setting aside their dignity? Generally, people who beg for positions are not trustworthy.'* (KK)
 - Pragmatic repetition: The words "*kalahkan*" 'defeat and "*tolak*" 'rejected' as in *"Diduga ditekan rezim, hakim kalahkan HTI dalam perlawanannya"* and *"Media Oposisi: Diduga Ditekan Rezim, Hakim Tolak Gugatan HTI"*
- h) **Infusion (infused graduation):** The meaning of a word that is inherently strong, for example: *meminta-minta jabatan 'begging for a position'* as in *Umumnya orang yang*

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meminta minta jabatan tidak amanah. This carries a series of negative assumptions, namely ambition, power-hungry behavior, and greed for power.

4.3 Graduation Analysis

In the Graduation dimension, this study identified distinctive features of Indonesian evaluative language in the forms of maximization, infusion, and repetition. The explanations of these three types of graduation are as follows:

Maximization		
Word class	Word	Data
Preposition	<i>saking (karena sangat...)</i> <i>'because...very/so'</i>	<i>saking paniknya dia</i> <i>malah intimidasi wanita</i>
Adverb	<i>Udah (sudah) 'its right</i> <i>that'/ it's really fitting,...'</i>	<i>udah pas emang</i> <i>disemprit pepo.</i>

In the graduation-maximization type, the use of words like *saking* and *udah (sudah)* implies that the speaker's intent is undeniable.

As for Graduation-infused, the analysis reveals that it is derived not only from the scale of semantic implicature but also from pragmatic implicature. The strength of a word's meaning is determined by a series of background assumptions that reinforce it. Below are examples of *infusion* data that utilize pragmatic aspects to intensify meaning:

Infusion		
Word class	Words	Data
Verb-noun	<i>Meminta-minta jabatan "Begging for a position"</i>	<i>Umumnya orang yang</i> <i>meminta minta jabatan</i> <i>tidak amanah</i>
Noun	<i>Gubernur "disqualified/ incapable Governor"</i>	<i>Gubernur kemana? jalan-</i> <i>jalan ya?</i>
Prepositional Phrase	<i>Di berita tahun 2013</i>	<i>Jawabannya ada di berita</i> <i>lama tahun 2013 ini</i>
Noun	<i>Babu</i>	<i>Rakyat Indonesia jadi</i> <i>BABU Taipan ya pak..?</i>

In the context of discourse on social media, the phrase *meminta-minta jabatan 'begging for a position'* carries a series of negative assumptions, namely ambition, power-hungry behavior, and greed for power. "Gubernur", derived from "gak benar" meaning "not qualified", is a technique of **puns**. This word carries a range of negative connotations, including incompetence, controversy, and association with intolerant groups. *Berita tahun 2013* 'News from 2013' refers to a corruption scandal that drained the national budget by trillions. "*Babu*" 'maid' also carries negative connotations, referring to someone of the lowest social status, a servant, poor, and weak.

In the previous study and examples presented by Martin and White (Martin & White, 2005a), Graduation of repetition can take the form of lexical and semantic repetition. However, based on the data analysis, this study also finds that repetition can also be seen in the repetition of pragmatic meaning based on the similarity of pragmatic inferences. For example, *kapitalisasi 'capitalization'* and *eksploitasi 'exploitation'* in *Contoh konkrit kapitalisasi kaum buruh.*

Eksplotasi kaum buruh kini bukan lagi dari pemilik modal/kapitali, tapi justru dari para politikus 'A concrete example of the capitalization of the working class. The exploitation of the working class is no longer from the capital owners, but rather from the politicians.' have the same pragmatic inference, which is an action that deceives the working class by involving them in practical politics.

The words "**kalahkan**" 'defeat' and "**tolak**" 'rejected' in "*Diduga ditekan rezim, hakim kalahkan HTI dalam perlawanannya*" and "*Media Oposisi: Diduga Ditekan Rezim, Hakim Tolak Gugatan HTI*" also show the same pragmatic inference, which is the assumption that the judge **defeated** or **rejected** HTI in the trial. The use of "**kalahkan**" in the first sentence implies that the judge ruled against HTI in their resistance, while "**tolak**" in the opposition media's version suggests the judge **rejected** HTI's lawsuit. Both words carry a similar pragmatic meaning, assuming that the judge took action against HTI in the legal proceedings, influenced by the context of pressure from the regime.

5. DISCUSSION

In the Attitude dimension, based on the analysis of research data, this study found that in **negative judgment texts**, propriety (morality) judgments dominate, followed by capacity (ability) judgments. These two types of negative judgment texts are more prevalent than normality, tenacity, and veracity. The findings suggest that the four Facebook accounts analyzed tend to criticize by questioning the capacity or condemning the morality of the assessed object.

From a linguistic realization perspective, the analysis shows that negative judgments on these Facebook accounts are predominantly expressed implicitly (invoked). In Appraisal theory, implicit (invoked) evaluations rely on assumptions of shared knowledge or contextual cues (Himmawati et al., 2022; Martin & White, 2005). This aligns with Grice's (1975) concept of implicature and Searle's (1969) indirect speech acts, which are inherently contextual. This demonstrates that users often utilize background public knowledge or assumptions when conveying negative judgments. The audience is left to activate their knowledge to interpret the implied messages. This strategy helps foster solidarity and a sense of shared understanding between users and their followers. The shared knowledge used in discussing issues makes communication more efficient.

Regarding lexical markers of evaluative language, Appraisal theory by Martin and White (Martin & White, 2005) and prior studies (Dinamika, 2022; Himmawati et al., 2022; Mintah, 2024; Suraiya, 2023) identify elements that serve as markers of evaluative language, such as epithets, mental processes, behavioural processes, attributes, grammatical metaphors, and adjuncts. For instance, the word *sadness* functions as a grammatical metaphor in "her sadness," as an epithet in "a sad captain," as an attribute in "the captain was sad," and as a manner of process in "the captain left sadly." Similarly, *upset* operates as a mental process in "his departure upset him," *wept* as a behavioural process in "the captain wept," and *sadly* as a comment adjunct in "sadly, he had to go."

This study also found that while many lexical items explicitly function as evaluative markers, evaluative language does not depend solely on specific lexemes or linguistic features but rather on the meanings these elements carry. This indicates that evaluative language is pragmatic in nature. In pragmatic studies, evaluative language relates to **expressive speech acts**, which are utterances that express the speaker's feelings or emotions (Searle, 1969). Thus, any clause

element can serve as a marker of evaluative language if, pragmatically, it conveys an evaluation. For instance, the prepositional phrase in *di berita lama tahun 2013* ‘in this old news from 2013’ pragmatically functions as evaluative language because it implies a negative assumption linking the news to corruption cases.

In Engagement Analysis, this study highlights **attribute-acknowledgment** and **pronounce texts** as key forms of engagement. In Appraisal theory, attribute-acknowledge texts indicate the speaker’s recognition or agreement with an external voice, marked by reported verbs such as *say, state, note, mention*, and others (Liardét & Black, 2019; Martin & White, 2005). The use of such texts reflects the writer’s neutral stance, avoiding full subjectivity. In academic contexts, previous studies suggest that authors employ this type of text to strengthen arguments when presenting their views (Hashemi & Mahdavi-rad, 2023; Liardét & Black, 2019; Liu & Zhang, 2023).

Unlike conventional attribute-acknowledge texts, this study discovered unique forms in social media contexts. Here, attribute-acknowledge texts are not only marked by reported verbs (e.g., *menyebut* ‘call’ in *orang menyebutnya da’i..* ‘People call him a da’i’ or *berkata* “said” in *Pakar keamanan Cyber berkata objektif* ‘a cybersecurity expert said objectively’) but also by the use of screenshots or direct quotations. As long as users do not reject or clarify the shared information, these elements qualify as attribute-acknowledge texts. This highlights the distinctive linguistic characteristics of social media, where reshared external voices can serve as forms of attribute-acknowledge.

Pronounce texts in Appraisal theory indicate the writer’s or speaker’s intervention, asserting their position within the text (Liardét & Black, 2019; Martin & White, 2005b). Pronounce texts demonstrate subjectivity. Expression markers can be seen in the form of *I believe, I am sure, It is clear that*, and others. These expressions reflect epistemic stance, affirming the writer’s position in the text (Marín-Arrese, 2021).

This study identified specific features in **Indonesian conversational language** that reflect pronounce texts. These include emphasizing particles like *-kan*, and *-nih, -loh, -lah, and -mah*, (“indeed,” “you know”) which correspond to expressions like *indeed, obviously, or for sure*. Examples include:

- *Itukan kurang fair namanya. ‘That’s not what fairness is called.’*
- *Itu bernilai duit loh ‘It is worth money, you know.’*
- *Wahh lagi pencitraan nih si gerung ‘Wow, Gerung is doing self-promotion right now.’*
- *Kalau gue mah ngeri kale ‘As for me, I’d be terrified, for sure.’*
- *Hormatilah yang lebih tua... ‘Respect those who are older...’*

Expressions like *Ini baru... ‘This is what I call...’* also reflect pronounce texts, such as “*Hahaha, this is what I call dodging.*” Additionally, **capitalization, repetition, and infused graduation** are also used to emphasize the writer’s stance. Capitalization can be seen in “*THE ANSWER IS IN OLD NEWS FROM 2013.*” Repetition often implies an effort to assert personal attitudes, showing the writer’s intention to reinforce their message. The use of infused graduation in the text reflects the speaker’s effort to persuade the reader, while also positioning themselves within the text as the source of evaluation.

In graduation analysis, the study focuses on **graduation-force**, particularly **graduation-infused markers** and **repetition**, which amplify evaluative meanings. Graduation-force, as described by Martin and White (2005), involves intensifiers such as *very, really, highly*, and their Indonesian

equivalents like *banget* (“indeed”). Graduation-infused markers contain inherent strong meanings, such as *brilliantly* (built from brilliance + exceptional achievement + high intensity), *skillfully* (skill + positive + less intense), and *frightened* (fear + negative emotion + high intensity).

In this study, graduation-force is not only marked by intensifiers and does not only indicate the involvement of semantic aspects in graduation-infused markers to strengthen the attitude meaning. The study finds the use of implicature and repetition of pragmatic inference strategies to reinforce evaluative meaning. Implicature, which conveys assumptions inherent in a lexeme, can strengthen meaning (Grice, 1975). Repetition based on pragmatic inference can also reinforce the meaning of an utterance. In this case, the evaluative language conveyed can be amplified through implicature, creating dramatization in the discourse. For example, graduation-infused is found in the phrase *meminta-minta jabatan ‘begging for positions’*. This phrase, in a socio-political context, carries a negative connotation and consists of a series of negative assumptions, such as ambitious actions, power-hungry, and greed for authority.

Repetition of pragmatic inference can be seen in the similarity of inferences between the words *kapitalisasi ‘capitalization’* and *eksploitasi ‘exploitation’* in *Contoh konkrit kapitalisasi kaum buruh. Eksploitasi kaum buruh kini bukan lagi dari pemilik modal/kapitali, tapi justru dari para politikus ‘A concrete example of the capitalization of the working class. The exploitation of the working class is no longer from the capital owners, but rather from the politicians’*.

6. CONCLUSION

This study reveals significant findings regarding the use of Appraisal elements in texts posted on the four analysed Facebook accounts. Based on the Attitude dimension, the results indicate that texts with negative judgments predominantly focus on propriety (morality) and capacity (ability). These two types are more frequently used than other judgment categories, reflecting that critics tend to evaluate the morality and ability of the objects they assess. Linguistically, these evaluations are often conveyed implicitly (invoked), relying on shared public knowledge or context, which fosters solidarity and a sense of belonging between the writers and their audience.

In Engagement dimension, the study found that **Attribute-Acknowledge** and **Pronounce Texts** stand out. Attribute-Acknowledge Texts on social media involve not only reported verbs such as "say" or "state" but also incorporate the use of screenshots or direct quotations. This highlights a unique feature of social media, where external voices shared in posts can serve as forms of Attribute-Acknowledge without requiring clarification or rejection.

For Pronounce Texts, the study identifies the use of more explicit expressions to convey the writer’s subjectivity, including the use of emphatic particles in Indonesian such as *“loh,” “kan,”* and *“nih,”* as well as repetition and capitalization to assert the writer's position or personal views. This aligns with the concept of **epistemic stance**, where writers express their beliefs or opinions in a more forceful and direct manner.

Regarding Graduation, the focus on **graduation-force** reveals that **graduation-infused language** and **pragmatic repetition** also strengthen evaluative meaning. Words with strong connotations, such as “capitalization” or “exploitation,” along with implicatures and pragmatic repetitions, enhance the intensity of evaluations within the text. This indicates that in social media texts, beyond lexical intensification, pragmatic strategies and contextual inference play crucial roles in amplifying evaluative meanings.

Overall, this study provides insights into how evaluative language is utilized on social media, highlighting differences in how writers deliver evaluations and build connections with their audiences. These findings enrich the understanding of interaction dynamics in digital texts, particularly in the context of social and political critique on social media platforms.

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