

THE APPRAISAL SYSTEM WAS FEATURED IN THE JAKARTA POST'S 'CORRUPTION, NOT A PRIORITY?' EDITORIAL ON MARCH 17, 2015

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ABSTRACT

This study examines the editorial text "Corruption, not a Priority?" from the Jakarta Post on March 17, 2015. This research aims to identify appraisal system devices in the text and to determine the reader's location within the text. Martin and White's (2005) Appraisal Theory was used to assess the text. The data were analyzed using a descriptive qualitative method, with clauses as the unit of analysis. The results demonstrate that the editorial text has three subsystems: attitude, engagement, and graduation. Appreciation systems account for the majority of attitude systems (31 categories). Monoglosses account for 46% of the components in engagement systems. The graduating systems are dominated by 38 systems of concentration. The writer persuades readers to agree with his or her opinions and worries about the subject. He or she makes unfavorable judgments on the appreciation systems, which are common among attitude systems.

Keywords: *Appraisal system, attitude, engagement, graduation*

INTRODUCTION

People now receive information not only through printed media, but also through digital media. The newspaper is the most popular. Newspapers are offered in both printed and digital formats. It contains news, opinions, advertisements, public notices, photographs, and so forth. Editorials are one type of material seen in newspapers. Editorials are the personal opinions of the newspaper's editor on a current issue. In an editorial, the editor may express her or his feelings. Readers may also have difficulty grasping the writer's message on the subject. As a result, readers must be aware of their place within the text.

Appraisal Theory originated in Systemic Functional Linguistics, or SFL. Appraisal theory is a framework for methodically examining the speakers' or writers' assessment and position in a text, and it is based on one of the three metafunctions—the interpersonal metafunction in SFL. An assessment of language that focuses on how people express and respond to their own opinions is called appraisal. Emotion and attitude are also important to it. According to Martin and White (2005), assessment focuses on the interpersonal language and subjective presence of authors and speakers in texts as they take positions toward the content they present and the persons with whom they communicate. It focuses on how authors and speakers encourage and discourage, praise and condemn, as well as how they set up their audience to follow suit.

The three types of domains in an appraisal system are graduation, engagement, and attitude. "Our feelings, including emotional responses, behavioral judgments, and object evaluations, are the focus of attitude. Engagement is concerned with the playing of voices around the opinion in conversation and shaping attitude. Graduation addresses the

phenomenon of grading, which causes emotions to intensify and classifications to become hazy. (White & Martin, 2005:35).

The research questions of the study are (1) Which appraisal system devices are mentioned in the text? is one of the study's research questions. (2) Where do the readers stand within the text? This study aims to (1) identify the text's assessment system devices and (2) determine the readers' location inside the text.

Literature Review

Appraisal Theory is part of Systemic Functional Linguistics, or SFL. The concept of language function is important to SFL, a theory of language. It concentrates on the function of language in meaning communication. We refer to these functions as metafunctions. Ideational, textual, and interpersonal meaning are the three metafunctions identified by Halliday. Ideational meaning is used to explain the speakers' experiences or to interpret the meaning of reality. Interpersonal refers to how social and personal relationships, assessment, and appraisal are expressed. Textualization is the result of both interpersonal and ideational realization. It conveys the attitude and judgment of the writer or speaker in the interpersonal metafunction. Therefore, the appraisal theory is based on this metafunction.

The primary goal of appraisal, which is the evaluative use of language, is to examine in greater detail the relationship between the writer and the reader or the speaker and the listener. In the appraisal, the readers' attitudes and values are the main focus. Assessing objects, people's behavior or character, and their emotions are the main sources for appraisal. Expressing their feelings to readers or listeners about things and people, it entails negotiating social interactions. The three types of appraisal domains are graduation, engagement, and attitude. The appraisal system's diagram looks like this:

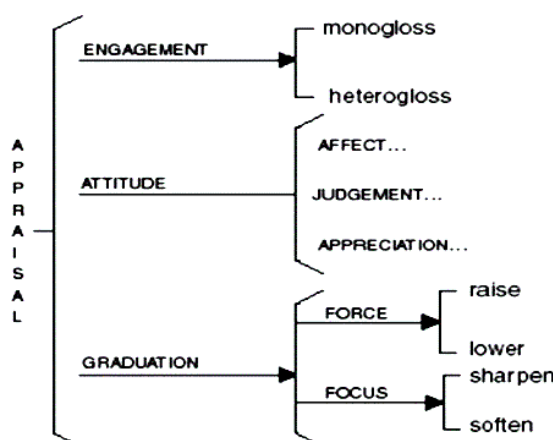


Figure 1. An Overview of Appraisal resources (Martin&White, 2005:38)

Engagement

Engagement pertains to the linguistic tools that speakers or writers use to take a position on the value positions that the text references and to the people they are speaking to. Intersubjective positioning originates from it. It has two resource types: monogloss and heterogloss. Neutral, objective, or factual have a monoglossic intersubjective. The portion of the engagement that uses sources from other authors is known as heteroglossia.

Dialogic contraction and dialogic expansion are the two categories of heteroglossia. Dialogic contraction refers to the act of contesting, preventing, or limiting such. The extent to which utterances actively accommodate dialogically alternative views and voices is known as

dialogic expansion. Disclaim and proclaim are the two varieties of dialogic contraction. Disclaim address dismissal, replacement, and rejection. Proclamation focuses on phrasing, which can be seen as preventing possible dialogic replies from posing contradictions or challenges.

Dialogic expansion has two subtypes: Attribute and Entertain. A statement that expresses an opinion regarding the veracity of a proposition is considered entertaining. Modal auxiliaries, modal adjuncts, modal attributes, "in my view" situations, and mental verb/attribute projections are typically used to convey it. By attributing the assertion to an outside source, the attribute deals with formulation, which separates the proposition from the text's internal authorial voice. The two categories of attribution are distance and acknowledgement. The locution lacks a clear indication of the author's viewpoint about the proposal, as demonstrated by the acknowledgement. The author's voice is explicitly separated from the attributed material by distance.

Table 1. Engagement system

Dialogic Contraction				Dialogic Expansion			
Disclaim		Proclaim		Entertain		attribute	
Deny	Counter	Concur		Pronounce	Endorse	Acknowledge	Distance
No, not, never, didn't, etc	Yet, although, but, etc	Affirm: Naturally, of course, obviously, as you know, etc	Concede: Admittedly.. [but]; sure... [however] etc	I contend, Indeed, The facts of the matter are...	The report demonstrates/ shows/ proves that...	It seems that, in my view, perhaps, it's possible, i think, ..	X said, it's said that, the report states... X claims that, it's rumored that, ...

Attitude

Attitude is involved with feelings, such as emotional reactions, behavioral judgments, and object evaluations. This domain is organized into three subsystems: affect (people's emotions), judgment (people's character), and appreciation (the value of things).

1. Affect reflects both pleasant and negative sentiments. Affect is classified into four types: disinclination, unhappiness, insecurity, and dissatisfaction.
2. Judgment refers to our sentiments about acts that we appreciate, critique, applaud, or condemn. It is also associated with positive and negative behavior. Judgement is classified into two types: social esteem and social sanction. Social esteem includes both adoration and condemnation. Social censure includes both praise and criticism.
3. Appreciation is the process of appraising semiotic and natural phenomena based on their perceived value. It has both good and negative feedback. Appreciation is classified into three types: reaction, composition, and valuation. Reaction is linked to affection. Composition is linked to perception (our sense of order). Valuation is linked to cognition (our considered opinions).

Graduation

Graduation is the process by which the speaker/writer assigns values to the texts to sharpen or soften them. The force of the text changes when it is raised or lowered. When they sharpen or soften the text, they shift its focus. It focuses on upscaling and downscaling.

Force describes perceptions of intensity and amount. According to Martin and White (2005), assessments of degree of intensity can apply to qualities (slightly foolish, extremely foolish), processes (this slightly hampered us), or verbal modalities of likelihood, usualness,

inclination, and obligation. There are two types of force systems: intensification and quantitative. Intensification refers to the scaling of characteristics and processes. Quantification is concerned with the amount applied to the entities.

According to Martin and Rose (2007), the focus is on the resources required to create something that is both non-gradable and gradable. Sharpening and softening can be applied to items, such as deep blue or bluish, as well as categorical notions, such as numbers, such as around three years or exactly three years. The emphasis is on sharpening (a real mother, a true mother) and relaxing (they play jazz; they are a little wild) the relationship's focal point.

METHOD

Data Source

Data was sourced from the Jakarta Post's archive for the editorial piece featured "Corruption, not a priority?" on March 17th, 2015.

Procedures

The researcher discovers a collection of editorial columns from The Jakarta Post. Then she examines each clause and categorizes it into three domains in the Appraisal System. She marks or recognizes each clause and categorizes it in accordance with the appraisal method.

Data Analysis

The study is descriptive qualitative in nature, with the researcher merely explaining and describing the phenomena present in the data using the Appraisal System theory (Martin & White, 2005).

FINDINGS AND DISCUSSION

The researcher discovered three Appraisal Systems in The Jakarta Post's editorial text headed "Corruption, not a priority?" on March 17, 2015. They are: attitude, engagement, and graduation. The subsystems are described as follows:

The appraisal system devices in the text "Corruption, not a priority?"

Attitude

The below table shows the findings of the attitude analysis:

Table 2. Attitude analysis

Appraisal System	Sub-system		Frequency
Attitude	Affect	(+) 5	13
		(-) 8	
	Judgement	(+) 13	23
		(-) 10	
	Appreciation	(+) 13	31
		(-) 18	
Total			67

The document outlines an appraisal system, highlighting three sub-systems: Attitude, Judgement, and Appreciation. Each sub-system is measured in terms of positive (31 items) and negative occurrences (36 items). There is a slight predominance of negative sentiment across the entire appraisal system.

Under Affect, there are 5 positive and 8 negative instances, totaling 13. It suggests emotional tone is used sparingly and tends to be critical. Judgement has 13 positive and 10

negative instances, totaling 23. It indicates a relatively fair appraisal of behavior, with a slight positive tilt. Appreciation shows 13 positive and 18 negative instances, totaling 31. It shows a tendency to critically evaluate objects, events, or performances.

We can see that appreciation dominates the appraisal discourse, indicating a strong focus on evaluating entities or processes, but the tone is predominantly negative. Judgement is more evenly split, showing some balance in assessing character or behavior. Affect is least frequent, hinting that emotional responses are not central to this appraisal system but are still present, and lean negative.

Table 2 reveals that Appreciation has the highest number of results in the attitude analysis. It signifies that the editor uses the Appreciation system to evaluate items, with the majority of them being negative. The editor delivers a critical assessment of the corruption concerns that occur in Indonesia.

The following are some instances of affect, judgment, and appreciation systems. The affective marker is **bolded**, the judgmental marker is underlined, and the appreciational marker is boxed.

(Data 1)

First, the government failed to protect the Corruption Eradication Commission (KPK) from systemic weakening that finally forced it to give up an investigation into a high-profile case involving the former sole candidate for the position of police chief.

From the quotation above, we found three subsystems:

a. Judgement (evaluations of behavior, frequently morally or ethically)

- "the government failed to protect..."
 - Negative Judgement – Capacity (failure of responsibility/duty).
 - Suggests the government is incompetent or negligent in fulfilling its protective role.
- "systemic weakening..."
 - Implies an institutional or ongoing failure, suggesting corruption or deliberate neglect.
 - This also contributes to Negative Judgement – Propriety (moral failing or unethical behavior).
- "forced it to give up an investigation..."
 - Implies coercion or defeat—KPK is portrayed as a victim of institutional failure.
 - Again, reflects negatively on the moral and institutional strength of the government/system.

b. Appreciation (*evaluation of things, events, institutions*)

- "systemic weakening"
 - Evaluates the state of the institution (KPK) or the system as deteriorating.
 - This is a negative Appreciation – Valuation (the system is failing in quality or function).
- "a high-profile case..."
 - Suggests the case is of high significance or public interest.
 - Positive Appreciation – Valuation (the event is important), though it serves to heighten the negative judgement for dropping it.

c. Affect (*emotions and feelings*)

- Not directly expressed, but the sentence invokes negative affect such as frustration, disappointment, or anger through its evaluative language.

Table 3. Summary of analysis data 1:

Appraisal Type	Category	Polarity	Example / Explanation
Attitude	Judgement	Negative	"the government failed..." – incapacity or irresponsibility
Attitude	Judgement	Negative	"systemic weakening" – suggests deliberate or structural failure
Attitude	Appreciation	Negative	"systemic weakening" – negative evaluation of institutional state
Attitude	Appreciation	Positive	"high-profile case" – the case is valued as important

Engagement

The table below shows the findings of the engagement analysis:

Table 4. Engagement analysis

Appraisal System	Sub-system	Frequency	
Engagement	Monogloss	46	
	Heterogloss	Dialogic Contraction	15
		Dialogic Expansion	15
			30
Total		76	

The Engagement system in the Appraisal framework (Martin & White, 2005) deals with how speakers/writers position themselves dialogically—how they acknowledge or ignore alternative perspectives. From the table 3, we discovered:

1. Monogloss (46 instances)

- Represents bare assertions, undisputed statements, or facts without acknowledging alternative views.
- A high frequency of Monogloss suggests the text adopts an authoritative stance, aiming to close dialogue and assert facts without contest.
- This can indicate a dominant voice, such as in news reporting, governmental statements, or persuasive/opinion writing.

2. Heterogloss (30 instances)

Heterogloss includes any form of acknowledgement of other voices, and is subdivided into:

a. Dialogic Contraction (15 instances)

- Narrows dialogic space, limits or challenges alternative views.
- Includes:
 - Disclaim: e.g., "although," "but," "however"
 - Proclaim: e.g., "indeed," "of course," "clearly"
- Moderate use suggests some effort to reinforce the speaker's position, possibly through contrast or emphasis.

b. Dialogic Expansion (15 instances)

- Opens space for alternative perspectives.
- Includes:
 - Entertain: e.g., "perhaps," "it seems," "might"
 - Attribute: e.g., "he said," "they claim," "according to"
- Equal use with contraction (15 vs 15) suggests balance in dialogic openness, showing the speaker is sometimes willing to engage with other perspectives or present uncertainty.

Monogloss dominates (46 instances), indicating a strong, possibly authoritative voice that often avoids dialogic negotiation. The equal distribution between dialogic contraction and expansion

suggests that when other voices are acknowledged, the stance alternates between challenging them and allowing space for them. The moderate overall use of heterogloss (30 instances) implies a text that is primarily assertive but does recognize other perspectives when strategic.

The examples of monogloss and heterogloss are shown below.

(Data 2)

The government of President Joko “Jokowi” Widodo has not done enough to prove its commitment to anticorruption; instead, double back-to-back blunders it has committed have already much undermined public trust in its pledge to fight graft.

According to the data above, we analyzed that it has two subsystems:

1. Monogloss (Bare Assertions)

- "The government... has not done enough to prove its commitment..."
 - This is a monoglossic statement. It is presented as fact, without referencing any alternative viewpoint or attributing the opinion.
 - The author does not hedge, quote, or attribute it to another source—it is a direct claim.
- "...have already much undermined public trust..."
 - Also monoglossic: presented as a clear factual consequence.
 - No attempt is made to suggest the interpretation might be debatable or based on perception.

These monoglossic expressions indicate that the writer is speaking authoritatively, closing off dialogue and presenting no room for alternative voices or interpretations.

2. Heterogloss (Engagement with Other Voices)

There is no direct use of heterogloss in this sentence:

- No attribution (e.g., “according to observers”, “it is said that”).
- No modalization (e.g., “might,” “could,” “it seems”).
- No disclaimers or concessions (e.g., “although,” “but”).

However, the use of "instead" may suggest contrast or disalignment with an implied expectation or promise from the government. This could subtly imply a dialogic contraction through disclaim (i.e., denying expected behavior), even though it is not overtly heteroglossic.

Table 5. Summary of Engagement data 2

Engagement Type	Realization	Effect
Monogloss	“has not done enough...” / “have already undermined...”	Authoritative voice; facts are asserted without room for dialogue
Dialogic (Implied)	Use of "instead" contrasts with expected behavior	Constrains alternate readings; reinforces the speaker's evaluation
Heterogloss	<i>None explicitly present</i>	No acknowledgment of alternative voices or viewpoints

(Data 3)

First, the government failed to protect the Corruption Eradication Commission (KPK) from systemic weakening that finally forced it to give up an investigation into a high-profile case involving the former sole candidate for the position of police chief.

From the data 3 above, it discovered two subsystems of engagement:

1. Monogloss (Bare Assertion)

Most of the sentence is monoglossic, meaning it presents statements as factual and uncontested:

- "the government failed to protect..."
 - This is a direct, unhedged assertion of governmental failure.
 - No use of modal verbs ("may," "might") or attribution ("it is claimed that...")—thus no opening for alternative views.
- "from systemic weakening that finally forced it..."
 - This too is asserted as fact—it does not entertain alternative interpretations (e.g., that KPK's failure was due to internal issues or external pressures beyond the government's control).
- "into a high-profile case involving the former sole candidate..."
 - The framing of the case as "high-profile" is evaluative, but still presented without hedging—again monoglossic.

It has the effect that the speaker's use of monogloss indicates a strong, authoritative stance. It closes down dialogue and presents the evaluation as undisputed fact.

2. Heterogloss (Engagement with Other Voices)

There is no explicit heteroglossic element in the sentence. Specifically:

- No Attribution: The judgment is not sourced to others (e.g., "critics argue" or "it is alleged").
- No Modalization: No use of modals or hedges (e.g., "might," "could," "seems") that would allow space for negotiation or uncertainty.
- No Contrastive Markers: Terms like "however," "although," etc., which signal dialogic contraction, are not used here.

However, the author implies a contrast between what the government should have done (protect the KPK) and what actually happened. This could be seen as an implied disclaimer (a sub-type of dialogic contraction), though it is not linguistically realized through typical heteroglossic markers.

Table 6. Summary of analysis data 3:

Engagement Type	Linguistic Realization	Effect
Monogloss	"the government failed..."; "systemic weakening..."; "high-profile case..."	Presents assertions as facts; authoritative voice
Dialogic Contraction (Implied)	Implied contrast between expected government action and actual outcome	Suggests condemnation without acknowledging counterarguments
Dialogic Expansion	<i>None present</i>	No opening for alternative perspectives or voices

Graduation

The results of the graduation analysis are shown in the table 7:

Table 7. Graduation analysis

Appraisal System	Sub-system		Frequency
Graduation	Force	Raise	29
		Lower	5
	Focus	Sharpen	36
		Soften	2
Total			72

The document presents a summary of a graduation that consists of two sub-systems: force and focus. The data described:

1. Force (34 instances)

Force adjusts the intensity or quantity of an expression.

a. Raise (29 instances – 85% of Force)

- Used to intensify evaluations: e.g., “absolutely,” “deeply,” “very,” “massive failure.”
- High frequency indicates that strong emotional or evaluative force is a key strategy.
- Reflects a tendency toward exaggeration, emphasis, or heightened commitment.

b. Lower (5 instances)

- Used to downplay evaluations: e.g., “somewhat,” “a little,” “slightly.”
- Minimal use suggests that softening of claims or hedging is rare, meaning the discourse is not trying to mitigate impact or show uncertainty.

The text strongly favors intensification over mitigation—typical in persuasive or critical writing where the author aims to amplify urgency, seriousness, or blame.

2. Focus (38 instances)

Focus adjusts the category boundaries—whether something clearly fits a category or ambiguously does.

a. Sharpen (36 instances)

- Tightens category membership: e.g., “true corruption,” “real reform,” “definitely a failure.”
- Indicates a tendency to present entities or events as prototypical, unambiguous, or definitive.
- Used to create polarized or absolute distinctions, reinforcing evaluative certainty.

b. Soften (2 instances)

- Loosens category boundaries: e.g., “kind of,” “something like,” “more or less.”
- Very rare use suggests that nuanced, tentative classification is discouraged.

Heavy preference for sharpening reflects a categorically strong stance. It promotes certainty and clarity, leaving little room for ambiguity or multiple interpretations.

The following is the example of force and focus.

(Data 4)

Indeed, as every rule always has an exception, the regulation has never been rigidly enforced as in the past, the government did not exclude corruption and drug criminal as well as terrorists, the subject of the regulation, from the list of remission awardees. Some prominent, politically connected graft convicts have even received conditional release simply because of their “good behavior”.

As we can see the data 4 above, we found that it contains two subsystems of graduation. It identified:

1. Force

a. Raise (Intensification)

Expression	Type	Function
"always" (in "every rule always has an exception")	Force – Raise	Intensifies the inevitability of exceptions, making the statement more absolute.
"never" ("never been rigidly enforced")	Force – Raise (via negation)	Emphatic denial of strict enforcement; adds strength to the critique.
"even" ("have even received...")	Force – Raise	Adds surprise or emphasis—heightens the inappropriateness or extremity of the action.
"simply" ("simply because of...")	Force – Raise (sarcastic/emphatic minimization)	Reduces justification to a single, possibly inadequate cause—suggests indignation.
"prominent, politically connected"	Force – Raise (amplifying descriptors)	Emphasizes the elite and sensitive nature of those involved—heightens the critique.

The passage uses high-intensity language to emphasize injustice, exaggerate discrepancy, and strengthen evaluative force. The use of “never,” “always,” and “even” pushes the reader toward viewing the actions as egregious and exceptional.

2. Focus

a. Sharpen (Category Precision)

Expression	Type	Function
"corruption and drug criminals as well as terrorists"	Focus – Sharpen	Deliberately identifies extreme cases to sharpen the category of undeserving remission recipients.
"prominent, politically connected graft convicts"	Focus – Sharpen	Narrows and intensifies the social identity of the convicts—these are not ordinary criminals, but high-profile ones.
Quotations around "good behavior"	Focus – Sharpen (ironically)	Use of scare quotes to question the legitimacy of the justification—ironically sharpens doubt.

These sharpened references tighten category boundaries, implying that these groups (e.g., terrorists, corrupt elites) clearly and unambiguously should not be eligible for remission. The ironic distance around “good behavior” challenges its validity, reinforcing the writer’s judgmental stance.

Table 8. Summary of analysis data 4

Graduation Type	Subcategory	Expression(s)	Effect
Force	Raise	"always", "never", "even", "simply", "prominent, politically connected"	Intensifies meaning; highlights injustice, critique
Focus	Sharpen	"corruption and drug criminals", "terrorists", "politically connected", scare quotes	Creates categorical clarity; adds irony; sharpens condemnation

The readers’ position in the text “Corruption, not a priority?”

In the editorial text, the writer persuades the readers to concur with his or her thoughts and concerns about the topic. He/she assigns unfavorable judgments to the appreciation systems, which are prevalent in the attitude systems. The following is an example of a bad evaluation of the appreciation system.

(Data 5)

Inconsistent implementation of the regulation in the past was ***a mistake*** that the new government has to rectify.

From the data above, we can see the example of appraisal analysis to see reader positioning. Here are the analysis:

1. Attitude: Appreciation + Judgement

- "Inconsistent implementation of the regulation..."
 - This is an Appreciation of a process or policy (the regulation’s implementation).
 - Negative appreciation: "inconsistent" implies flawed or inadequate performance.
- "was a mistake..."
 - This introduces a Judgement, evaluating past action in terms of social propriety or responsibility.
 - It clearly assigns blame or moral failure to the past implementation.

Effect on Reader: The text evaluates the policy and those responsible for its implementation negatively, prompting the reader to view the past administration as ineffective or irresponsible.

2. Graduation: Force – Sharpening

- "was a mistake" – categorical and unhedged.
 - No modalization like "might have been" → a strong, sharpened judgment.
- "has to rectify" – imperative tone.
 - Implies necessity and obligation, increasing the force of the claim.

Effect on Reader: These choices amplify the evaluation, encouraging readers to see rectification as an urgent moral duty of the current government.

3. Engagement: Monogloss (No Alternative Voices)

- No markers of dialogic alternatives (e.g., "some say", "it could be argued", "perhaps").
- The writer uses bare assertions—claims presented as factual and uncontested.

Effect on Reader: This closes down negotiation and positions the reader to align with the writer's stance. There is no room to resist the idea that the past policy was a mistake and must be corrected.

Table 9. Overall Reader Positioning

Appraisal Element	Realization	Effect on Reader
Attitude	Negative appreciation	+ Encourages disapproval of past policy and moral alignment with reform
Graduation	Forceful, unhedged language	Amplifies obligation; positions the reader to see rectification as necessary
Engagement	Monoglossic assertions	Closes off alternatives; aligns reader fully with writer's evaluation

Interpretive Summary

The sentence positions the reader to share the writer's critical stance toward the past implementation of the regulation. By:

- Evaluating it negatively (as a "mistake"),
- Presenting rectification as a moral imperative, and
- Using monoglossic language with strong force,

The writer implicitly demands reader agreement. The reader is invited to endorse the judgment of past failure and the necessity of corrective action by the current government.

The following is another example from the data 6:

(Data 6)

If signed by the President, graft convicts are entitled to reduced prison terms if they act as justice collaborators and pay back the state money they stole.

From the data above, it shows the example of appraisal analysis to see reader positioning. Here are the analysis:

1. Attitude

This refers to the emotional, ethical, or aesthetic values conveyed in the text.

Judgement (Social Sanction)

- "graft convicts" – a negative judgement: those convicted of corruption are morally condemned in social terms.
- "they stole" – the verb "stole" is morally loaded, reinforcing blame and wrongdoing.
- "justice collaborators" – carries a positive implication, suggesting cooperation with legal efforts, implying redemption or contribution to justice.

Effect on Reader: The use of both negative and positive judgement creates a tension. Readers are reminded of the convicts' wrongdoing but are also prompted to see potential value in their cooperation with justice. This balances moral condemnation with a possibility of redemption.

2. Engagement

Engagement concerns how the text acknowledges or excludes other voices or points of view.

Monogloss + Entertain

- The sentence is mostly monoglossic: it presents the information as factual and uncontested.
- However, the use of conditional framing ("If signed by the President", "if they act...") introduces a degree of contingency, which aligns with dialogic expansion (entertain).

Effect on Reader:

- The monoglossic structure encourages the reader to accept the regulation as reasonable or standard.
- The conditional framing opens a small dialogic space, suggesting that this entitlement is not guaranteed but dependent on action—both by the President and the convict. This invites some evaluation or moral reflection from the reader.

3. Graduation

Graduation modifies the intensity or categorical boundaries of meanings.

Sharpening (Focus) + Force

- "entitled" – a strong term that suggests legal/moral right, implying certainty or legitimacy.
- "stole" – a sharply categorical term (rather than "misused" or "took"), which intensifies moral judgment.
- No use of softeners or hedges → strong force.

Effect on Reader: The lexical choices sharpen categories of guilt ("stole") and entitlement, pushing the reader toward a clear, emotionally resonant evaluation of who deserves what, and under what conditions.

Table 10. Overall Reader Positioning

Appraisal System	Realization	Effect on Reader
Attitude	Negative judgement ("graft convicts", "stole"); positive implication ("justice collaborators")	Balances blame and possible redemption
Engagement	Mostly monogloss with some dialogic expansion (conditionals)	Encourages alignment with the idea of conditional reward; minor space for critical reflection
Graduation	Sharpened terms ("entitled", "stole"); high force	Reinforces clarity and strong evaluative stance on guilt and conditional reward

Interpretive Summary

The text positions the reader to:

- Accept the principle that corrupt individuals can earn reduced sentences through cooperation and restitution,
- Recognize their guilt as clear and unambiguous (via "stole"),
- Be open to the idea of justice collaboration as a redeeming action.

Thus, the reader is subtly aligned with a conditional, reform-oriented stance, where punishment can be mitigated by contribution to justice—but only after acknowledging the severity of the crime.

CONCLUSION

Based on the analysis, it is possible to infer that the Appraisal system, as described in the editorial text "Corruption, not a priority?" is divided into three sub-systems: attitude, engagement, and graduation. The Jakarta Post's editorial recognizes 38 clauses. In terms of attitude systems, the researcher discovered 67 systems, including 13 affect systems, 23 judgement systems, and 31 appreciation systems. In terms of engagement systems, the study discovered 76 systems, including 46 monoglosses and 30 heteroglosses. The book contains a heteroglossic system that includes 15 systems of dialogic contraction and 15 systems of dialogic expansion. In terms of graduation systems, the researcher discovered 72, which include 34 systems of force and 38 systems of focus.

The writer applies positive and negative values to the system of attitude. The sentence positions the reader to share the writer's critical stance toward the past implementation of the regulation. The writer implicitly demands reader agreement. The reader is invited to endorse the judgment of past failure and the necessity of corrective action by the current government. The text positions the reader to accept the principle that corrupt individuals can earn reduced sentences through cooperation and restitution, recognize their guilt as clear and unambiguous, to be open to the idea of justice collaboration as a redeeming action. Thus, the reader is subtly aligned with a conditional, reform-oriented stance, where punishment can be mitigated by contribution to justice—but only after acknowledging the severity of the crime. As a result, readers are positioned as those who accept and agree with the writer's judgment of Indonesia's corruption concerns.

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