

Affect and Characterization in Narrative Texts Written by Senior High School Students

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DOI: 10.18326/rgt.v16i2.323-343

Submission Track:

Received: 16-09-2023

Final Revision: 15-12-2023

Available Online: 30-12-2023

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Abstract

This article discusses the attitudinal lexis representing feelings to support the process of characterization in narrative texts written by senior high school students in Plupuh, Sragen. Six best stories were selected from twenty texts produced by the students to be analyzed for their text structure and for the way the writers exploit the emotive words representing feelings to support the process of characterization for the participants in the stories. The results show that all of the writers have good skills in arranging discourse units to be a narrative text. All of the texts are structured with the obligatory discourse units for a narrative such as Orientation, Complication, and Resolution. Furthermore, they are also good at selecting the emotive words representing feelings in the forms of Quality and Process. However, they did not have the words in the form of Comment in their stories. The language units representing feelings are distributed along the narrative texts' units to support each unit's discourse functions. Overall, the exploitation of the emotive words can help the writers characterize the participants of the stories they produced.

Keywords: affect, quality, process, comment, story, characterization

INTRODUCTION

One of the most recent new areas of inquiry related to appraisal theory is the area of attitudinal lexis. In this area, studies have been carried out with various analysis objects. According to appraisal theory, attitudinal lexis, which can represent affect, judgment, or appreciation, can be used to show or represent multiple things. In other words, appraisal evaluation is a concept that transcends scientific boundaries and can be applied in many areas (Page, R.E., 2003), and work on this topic has been carried out for several years. For example, Kamal et al. (2017) conducted research in which they analyzed the complete attitudinal lexis supported by graduation and engagement. They found that the journalists were not truly objective in presenting the issues, unbalancing the pros and cons. Journalists' work was also inconsistent, from reporting the news to criticizing government officials, and they were provocative by amplifying critical assessments of government policies toward sex offenders. In contrast to Kamal et al. (2017), Prastikawati (2021) found that the use of attitudinal lexis in a BBC news article primarily serves to represent the affect of unhappiness supported by judgment and appreciation in the news article.

Moreover, a research conducted by Wihadi & Sujatna (2021) also used a complete attitudinal lexis analysis in the Attitude aspect towards the object of halal cosmetic advertising text. They found that writers of halal cosmetic advertising texts use more attitudinal lexis which represents Judgment than Affect and Appreciation. Even though the object of this advertising text promotes cosmetics, the attitudinal lexis is mostly used to relate to the figure of a Muslim woman, and is not directly associated with the commodity being promoted. Likewise, the attitudinal lexis for Affect also tends to be utilized to present the feelings of the Muslim woman.

Meanwhile, Sodiq et al. research has been conducted on the application of attitudinal lexis the characterization process in a literary work. (2022). They examined how the three aspects of attitude in appraisal theory reflect the main character's characterization in a novel by Pramoedya Ananta Tour and then examined how the emotive words were translated into English. It is worth noting that this research team only collected the attitudinal lexicons related to the main character of the story in the novel, without explaining in detail the role of attitudinal lexicons and their classification in the process of developing the main character's

personalities in the Indonesian version and in the English version. In fact, the character analysis in narrative texts was illustrated by Fairclough (2003), who applied the analysis using text and images in children's literature. Although there have been several linguistic studies on the topic of narrative texts, such as (Santosa et.al., 2006; Djatmika et.al., 2012a; Djatmika et.al., 2012b; Izzati, et.al., 2019; Dawson et. al., 2021), the focus of this research has not yet been on the characterization process associated with the application of appraisal theory.

The process of developing the characters of story characters in a narrative text written in English is one of the skills that a writer must have - and this is connected to the fact that narrative texts written in English are the most accommodating type of text as such a kind of text can be a good venue to present all aspects of grammar and also permits all kinds of lexis to appear and be applied in it. For example, all types of tense, process, and conjunctions, including direct and indirect speech, can appear in a narrative text. Similarly, all kinds of word and expression are possibly to appear and be applied in such a text including attitudinal lexis.

However, a genre-based curriculum, coupled with teaching learning processes that support such curricula, is less than sufficient to equip students with English language skills (Djatmika, et.al., 2012; Djatmika, 2012). In fact, some teachers who have to transfer genre-based teaching material are less than maximum in terms of material mastery and in the classroom presentation. This is partly evident from a research concluding that many teachers are less skilled in storytelling (Santosa, et.al., 2007). The above condition in fact has a great effect on the process of acquiring language skills for the students (Saffran, et.al., 2001; Lust, 2006). On that account, this research was conducted to look at the quality of language skills that the students of senior high schools in Plupuh, Sragen have in writing a story text in English. The analysis focused on the discourse units they selected and how they arranged the units for a text in a narrative genre. Furthermore, their skills in selecting attitudinal lexis were also studied in seeing how they chose the words for feelings to support the characterization process for the participants in their narrative texts.

THEORETICAL REVIEW

Narrative Text Structure

Many opinions have assumed that two things can recognize a narrative text's form. First, one speaks of narrative characteristics of a text when there is a sequence of sentence parts that have a narrative nuance, namely sentences in which a verb has the form of a simple past tense or a given tense with historical significance. The sections must be arranged in chronological order to accommodate the events being told. The second opinion states that the narrative form must have an introduction, a main part and a conclusion, or Aristotle's definitional model (Thornborrow and Coates; 2005).

Meanwhile, the narrative text structure discussed in this research refers to the concept described by Halliday and Matthiessen (2014) and Gerrot and Wignell (1994), which tends to explain that the structure of a text is built on obligatory and optional discourse units. Each discourse unit will have a function, so that a text with a certain social function requires the presence of several types of discourse units with certain functions as well. As a proper discourse unit building, a text structure will indicate the genre type of the text in question. Meanwhile, genre is generally defined as a social process with a social function and is composed of stages called discourse units.

In the context of the general description above, a text with a narrative genre is a locus for a social process with the function of providing entertainment and pleasure related to actual or imagined events or personal experiences in the past that tell the story of problems or conflicts experienced by a participant in a story. Texts of this genre are structured by three units that must be present, namely orientation, complication and resolution. However, for some narrative texts, optional discourse units may be used or appear, namely discourse units called evaluation and coda.

Orientation is a unit of discourse that introduces all participants involved in the story, including place and time. In general, this unit of discourse uses typical language and begins, for example, with the expressions "Once upon a time", "A long time ago", etc. Of course, variations in opening expressions can vary greatly depending on the linguistic style of the person who utters them. Usually the

participants who appear in this unit are the main characters of the story presented. This character can be an antagonist or a protagonist

The main character's problems are presented in the section that follows an orientation. Such an entity is called a complication. Events that pose a problem for the character usually lead to a crisis for them. After reaching the climax, the problem finds a solution, presented in a discourse unit called resolution. A text with a story or narrative genre may only have these three mandatory discourse units. These three types of discourse units also exist in other texts, although they are arranged somewhat differently. It may be that the discourse units "complication" and "resolution" appear repeatedly in a text, so that the text is structured as follows when sorted: orientation-complication-resolution-complication-resolution.

Apart from that, optional discourse units, namely evaluation and coda, can also be used to build a narrative text. Like orientation, although other discourse units can be used repeatedly in a text, coda will generally appear once at the end of the text. On the other hand, evaluation can combine with complication and resolution to form a recurring pattern of complication-evaluation-resolution-complication-evaluation-complication.

Narrative Text Texture

To support the arrangement of discourse units to be used to create a narrative text, linguistic aspects involving texture must also be taken into account. Text texture can be constructed by the quality of grammatical construction of each sentence and also by the choice of vocabulary used to create the narrative text.

Linguistic features that represent the quality of grammatical construction are related to the type of participants used, the type of verb or process chosen, the type of tense, and the types of conjunctions used. As illustrated in the text above, a narrative tends to select specific participants, whether as main characters or as secondary characters. Additionally, the types of verbs or processes used will vary greatly, as all types of actions have the potential to appear in a story text.

A narrative text written in English requires the use of the past tense. This is a sequence of narrative texts as texts used to tell stories about events in the past. In addition, in connection with the choice of tense, the presence of dialogue inserts, which are accommodated in the form of direct and indirect sentences, will lead to a more diverse use of the tense. Like tenses, the conjunctions used to adjust logical

flow in narrative texts also vary, for example, chronological conjunctions, cause-effect conjunctions, etc.

One aspect of textual texture is the attitudinal lexicon that represents interpersonal relationships known as affect. In addition, affect also represents the assessment of other participants in a text. Participants can be personal people or impersonal objects. This evaluation is done by selecting a vocabulary that is attitudinal or emotional in nature and is supported by the grammatical part called polarity. For example, if someone says "*Jane is smart*", then that sentence shows that the speaker has a positive opinion of Jane. This shows up in the emotional vocabulary and is also supported by the positive polarity. If this phrase is expressed as "*Jane IS NOT smart*," the owner's evaluation of that utterance is negative. Even though s/he has wisely chosen the positive emotional vocabulary, the grammatical aspect of polarity is presented in a negative form. This combination makes the meaning of the sentence represent a negative assessment of Jane. The affective aspect was then further developed into appraisal theory.

Three elements build Appraisal Theory: Attitude, Graduation/ Amplification, and Engagement/ Source (Martin & Rose, 2007; Martin & White, 2005). Attitude represents a person's positive or negative view towards other people or towards something such as an object, a problem, an animal, an event, an idea, an event, and so on.

Attitude contains three (3) components: Affect, Judgment, and Appreciation (Martin & Rose, 2007; Martin & White, 2005). A person's affect - including a writer, author or narrator - towards other people, things or events can generally be divided into positive feelings (*happy, glad, attracted, excited, etc.*) and negative feelings (such as *afraid, scared, upset, sad, angry*). Apart from that, affect 'feelings' can be expressed by a speaker directly or indirectly. The sentence "*Froggy jumped and sang along the way*" is an indirect form of saying "*Froggy was happy*". (Martin & Rose, 2007; Thompson, 2014).

Affect can be grammatically actualized in the form of quality, process or comment response, following Halliday's term (Martin & Rose, 2007). As a quality, affect is used to describe participants (epithets) or to give attributes to participants (Martin & Rose, 2007). In addition, affect is used as a quality to provide information about events or circumstances, for example in the sentence "*The boy sang happily*". The adverb provides information about the boy's verbal behavioral process. Affect

as a process is realized in the affective mental process “affective sensing” or in the affective behavioral process “affective behavior”. The affect is now realized as commentary in the form of comments.

RESEARCH METHODS

The six best writings were selected from the collected narrative texts written by senior high school students in Plupuh, Sragen.

The texts were analyzed for their structure and the way the writers exploit emotive words representing feelings to support the characterization of the participants in the texts. The collected attitudinal words were classified into two types—Quality and Process. The former is realized in the form of adjective or adverb, while the latter is in the form of verb or process, mostly as behavioral or mental process. Furthermore, the words were analysed to represent six feelings: happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction. The types and the distribution of the attitudinal lexis in relation to the discourse units of the narrative texts were also studied.

RESULTS & DISCUSSION

Text Structure

The six best English narrative texts have different narrative contents. In general, the discourse units used in each narrative text show that the authors already understand the narrative text/narrative text genre, since all texts show the presence of three obligatory units, namely the orientation unit, the complication unit and the resolution unit. Not all texts contain additional discourse units, evaluations and codas. There are 2 texts that have five complete units, one text has an additional discourse unit of evaluation, and the other three texts are only built by the three obligatory discourse units. The distribution of the discourse units that make up the narrative texts can be seen in the following table.

Tabel 1. Texts and Their Units

No	Title	Orientation	Complication	Evaluation	Resolution	Coda
1.	<i>Acorns</i>	√	√	√	√	
2.	<i>An Arrogant Frog</i>	√	√		√	
3.	<i>Fiona And the Magic Mirror</i>	√	√		√	
4.	<i>The Smartest Parrot</i>	√	√		√	
5.	<i>The Kind Crow and the Lost Treasure</i>	√	√	√	√	√
6.	<i>Rocky's Cracked Shell</i>	√	√	√	√	√

The distribution of parts or discourse units that make up the story text above shows the plot of each story told by the authors. Each unit has a different discourse function. For example, all texts present the first part of the text to introduce the story's main character and the place and time behind the story. Some texts only introduce the main character in this section, while other narrative texts introduce all the main characters involved in the story.

As the name suggests, the Complications section presents the problems the main character faces. This section dominates all narrative texts as the author presents the stages or phases from the rising problem to the climax and anti-climax phases. At the end of this section comes the next part of the text, namely the resolution. This section presents the solution to the problem faced by the main character. In other words, the main character has found a solution to his problem. Three texts insert an evaluation section before the anticlimax. This section tells how the main character thinks or evaluates and ultimately finds a solution to the problem. Two story writers demonstrated their skills in presenting codas or moral based on events experienced by the main characters in their texts. The moral message is presented at the very end of her story text

Affect as a Part of Text Texture

In connection with the distribution and discourse function of the parts that make up the story text above, the writers demonstrate one of the text texture skills in the form of selecting language units that represent feelings. It turns out that these language units can have a role in supporting the characterization of the main characters of the stories they present. In the appraisal system theory, the language unit that represents feelings is called Affect, which is one of the components of Attitude. Three types of language units can represent the affect of a text, namely Quality, Process, and Comment. Adjectives and Adverbs dominate the first type, meanwhile Process is realized by verbs which are usually of the behavioral and mental types, but it does not rule out the possibility that other types such as relational or material can also show Affect. Meanwhile, language units in the form of comments are not widely used by writers. The distribution of language units is divided into three pairs of feeling meanings: happiness/unhappiness, security/insecurity, and satisfaction/disatisfaction.

As one aspect of language that supports the process of characterization of story characters, the choice of language units for the meaning of feeling is influenced by the discourse function of each part of the story text. The distribution of Affect language units in the parts of each story text can be exemplified by one of the six narrative texts below.

The story tells about a turtle with a cracked shell. Because of his condition, Rocky, the turtle's name, feels less confident when it comes to spending time with other animals. He preferred to be alone until one day he saw a beautiful female turtle about to be devoured by a lion. After several deliberations, Rocky saved his girlfriend by jumping into the lion's mouth. At the end of the story, Rocky is told and the female turtle finally becomes friends. The three main characters of this story, Rocky, the female turtle and the lion, are described as story characters with different personalities. The author introduces the different characters of the main character and the three other characters by describing the feelings that each character has in this story. The author uses different types of language units to portray the feelings of the characters in this story. Choosing language units that represent feelings or affects from the evaluation system can help convey a picture of the character of each story character. In other words, some of the characters in the story can be identified by the feelings they have during various events in the story - and each feeling is represented by a unit of language that can be classified as an affect by the evaluation system.

Broadly speaking, five types of feelings are used to present the character of each figure in the story text above: happiness, security, satisfaction, unhappiness, insecurity, and dissatisfaction. These five different types of feelings are presented through Quality language units in the form of adjectives and adverbs; and in process language units in verb form. The language unit Quality represents These two types of feelings in the form of adjectives and adverbs. The affect aspect in this story shows two conditions, namely positive affect and negative affect. Attitudinal vocabulary that is positive can represent happiness and security, while emotive words that have a negative meaning represent feelings of unhappiness, insecurity, and dissatisfaction.

This story text is built on five parts: orientation, complication, evaluation, resolution, and coda. In the beginning, the author uses attitudinal lexis to present the meaning of feeling which is related not to the main character, but to the location

where the story events occur, namely through the language unit representing quality and the language unit representing process. These two types of data are presented in the following sentences, "*...there lay a lake with the mirror-like water in the middle of an unknown dark forest*", and the sentence "*The forest that no one dared to step*". The adjective of *unknown* is positioned as the modifier of *dark forest* to describe the quiet and unknown location of the event that will be told. Furthermore, the author continues the condition of the location by using the verb *dared* which has the negative form *no one* as the subject of the sentence. This construction indicates that the forest depicted is quiet and dangerous, so no one dares to pass through that place.

The next part of this text presents the main character Rocky's problems. This character is depicted as a turtle who is not physically perfect because his shell is cracked. This condition is packaged in the sentence "*...there lived a small turtle with a crack in its shell.*" A sentence that suggests a feeling of insecurity for him. Aside from that, this character also experiences feelings of insecurity, which can be seen in the sentences "*He loved staying in a big piece of bark, that's perfect, just me, the moon and this beautiful lake, and I can be happy without everything*". These three phrases express the happiness he feels when he performs activities alone, without anyone else accompanying him. *Love, staying inside, just me, and happy without company* are language units that represent the meaning of happiness.

The part that tells the story of the turtles' happiness in being alone is also described by the author using behavioral verbs, as in the sentence "*He enjoyed the night.*" Meanwhile, feelings of inferiority based on the assumption that other animals would make fun of him are portrayed using mental processes to represent feelings of insecurity, as in the sentence "*...he felt as if the other people who would discover his sheer insecurities, disappear.*" to tease him... and also in the sentence... *his heart races at the thought of meeting someone*. The verb "felt" is a mental process of feeling worried, while the word "tease" is a behavioral process in which the main character believes that another animal is going to do something to her. The second sentence, in turn, is a metaphor that points to the insecurity he feels when he meets other people.

The enjoyment of being alone in the lake lasted when the turtle heard something unusual as stated in the sentence "*...until he heard an unusual sound*". This sentence could represent a feeling of insecurity for him or a sense of insecurity.

Therefore, he then tried to find the source of the sound, which turned out to be a female turtle bathing in the lake. Rocky felt awe when he saw the figure of this beautiful female turtle. This feeling is presented in the sentence "*Rocky's eyes went as big as saucer*"—a simile that shows Rocky's admiration for the female turtle. This feeling of admiration is continued through a behavioral process in the sentence "*Rocky could not hide his admiration*".

In connection with this feeling of admiration, Rocky is then presented as a turtle who is experiencing curiosity or feelings of dissatisfaction as in the sentence "*Rocky grew more curious...*" - feeling curious about the identity of the female turtle who is feeling happy when bathing in the lake like in the sentence of "*She was having fun splashing water everywhere*". And this feeling of insatisfaction continues to describe Rocky himself who feels insecure. Two sentences represent Rocky's lack of self-confidence, such as the sentence "*She wouldn't like him.*", and the sentence "*..and would even feel sorry for him.*" The feeling blocks him to go outside and get to know the female turtle.

Rocky's feeling of admiration, but also of inferiority, didn't last long. Near the place where the female turtle is bathing, a lion preys on the beautiful female turtle. A mental clause "*to give the beautiful female turtle a fierce look*" is used by the author of the text to create a feeling of insecurity towards the female turtle due to the presence of the lion. The last part of this resolution continues with the evaluation part. Rocky reflects and evaluates himself as a cowardly figure with a feeling of insecurity because he sees the danger threatening the female turtle he admires but does not dare to help. Apart from this, the author also uses the adjective *stupid* twice. The first word "*stupid*" is used to evaluate the forest as a place that doesn't help much, and the second word "*stupid*" is used to evaluate his doubts and fears in the face of this problem. These words represent the feeling of dissatisfaction.

The attitudinal lexis in the resolution section is applied to describe how Rocky solves the problems and dangers he is facing. The sentence "*Rocky jumped out of the stone and surprised the lion*" has the behavioral clause "*... and surprised the lion*", as part of how Rocky gives the lion a feeling of insecurity. Of course, in presenting this resolution, the behavioral clause collaborates with other kinds of clauses, especially the material one. A case like this also occurs in the sentence "*Rocky's shell stuck on his left fang causing him writhing in pain like a dying fish.*" The lion who is

feeling the pain of insecurity is also presented through the adverb *frustratedly* in the sentence "*The lion frustratedly brushed his face to plug Rocky off of his fang.*" The feeling of insecurity lasts longer as the author presents a clause of ... "*causing more pain since.*", to be related to the previous sentence. The pain experienced by the lion is then continued by depicting a feeling of unhappiness with the appearance of the adjective embarrassing, the verb mocked in the sentence "*Rocky mocked him*", and the verb *lose his pride*.

The final part of the resolution describes the feeling of happiness experienced by Rocky through the behavioral process of *smiling*, and the adverb *proudly*, as in the sentence "*Rocky smiled proudly at his heroic action.*", and in the sentence "*Rocky's face beamed in color again*", which is used to describe Rocky's feelings of happiness because he felt flattered by the female turtle's words. Apart from that, this section also tells the story of the happiness experienced by the female turtle through the mental verb *like* in the sentence "*Well, I like it though*", which she uses to respond to Rocky's speech which represents the feeling of dissatisfaction towards herself "*I've always thought that I must be a failure and that no one will ever like me*". The coda part of the story text does not show any emotive words that represent the feelings of the story characters, both the main character Rocky and other supporting characters, the female turtle and the lion.

Distribution of Attitudinal Lexis in the Story Units

The language units chosen by the writers to present the meaning of feelings in the six story texts above show different distributions between one discourse unit and another—. Because the discourse function of each unit is different, the distribution of language units for the meaning of feelings also shows different goals. Meanwhile, the distribution pattern and purpose of using these language units are described as follows.

The table 2 shows the skills of story text writers in forming the characters of the participants involved in the events conveyed in the texts they create. In connection with the function of the discourse, the authors introduce the story characters, including the antagonists, the protagonists and the supporting characters. Apart from that, in this section, the authors also describe the location and time of the events experienced by these characters. One of the means used by the writers to shape the characters is through attitudinal lexis related to feelings -

Table 3. Attitudinal Lexis in Complication

Char acter	Quality										Process																													
	Adjective					Adverb					Behavioral					Mental					Others																			
	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	D	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	
	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f	r	c	t	r	f
Ptgn	1	2	4	6	4	5	1	1			2	1	-	2	-	-	-	-	-	-	1	1	-	-	-	1	2	-	1	-	-	-	-	-	-	-	-	-	-	-
Atgn	1	2	4	3	-	-	-	-	-	-	4	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-
Other s	4	1	3	4	1	-	-	-	1	-	1	-	2	-	-	1	1	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-

h: happiness
scr: security
stf: satisfaction

uh: unhappy
iscr: insecurity
dstf: dissatisfaction

As the longest part of the story text, complication requires the writer's skills in presenting the stages of the problems faced by the main character. Apart from that, in this section, the characters of the main character and other story characters also continue to be formed in various ways, one of which is the use of language units that represent the meaning of feelings experienced by the main character, or other characters, or even feelings that might be felt. by text readers regarding the depiction of the context in which events occur.

The table above presents various attitudinal lexis used by writers to present the meaning of feelings. Adjectives and adverbs are in the quality category, while verbs are used as processes with three types: behavioral, mental, and other types of processes such as material and relational. The last two types of processes only appear a few times in the texts analyzed. The author uses This language unit to express happiness, unhappiness, security, insecurity, satisfaction/disatisfaction felt by the main character, whether acting as a protagonist, antagonist, or other supporting characters. Apart from that, the affect language unit is also related to the story's conditions.

The distribution pattern of the attitudinal lexis used as the affect component in the table above shows that the writers use more adjectives to present happiness for all the story characters. The protagonist and antagonist in the story text are equally described as people who experience happiness in this section. There is only a text that uses adverbs to express the happiness of the story's main character. This

case of choosing quality for the meaning of feelings also occurs for other types of feelings. Writers tend to be more skilled at choosing and using adjectives than adverbs.

On the other hand, there are 4 types of processes used to represent the meaning of feelings, namely behavioral, mental, material and relational processes (which in the table above are included in the others column because there are not many of them). The writers' skills in using this process type appear less than optimal. Not all meaning emerges through this type of process—only happiness/unhappiness, insecurity, and dissatisfaction exist in the text.

Meanwhile, the happiness experienced by the protagonist and antagonist shows the phase in the development of the problems presented in this section. The pattern that emerges is that when at the beginning of the complication a person experiences happiness, then as the story progresses, he will experience problems, then unhappiness arises for him. On the other hand, when a character experiences unhappiness at the beginning of the complication, then at the end he will experience a feeling of happiness which then continues in the resolution. Apart from the main characters, writers also use adjectives to present the feelings experienced by the supporting characters or the main characters due to the attitudinal lexis embedded in the context in which the story occurs. For example, the table above displays 19 adjectives that are used to express a sense of insecurity related to the atmosphere and conditions of the place where certain events occur that are experienced by the characters in the story, for example chilly wind, dark forest and so on. Writers use not many adverbs and verbs to display the meaning of feelings like this. The distribution of lexis in the complication section in the table above shows that the writers do not yet have maximum skills in presenting language units for Affect in the complication section to support the character formation process of the main character of the story, but they are skilled in selecting and using adjectives for such a purpose.

Table 4. Attitudinal Lexis in Evaluation

Character	Quality												Process																	
	Adjective				Adverb				Behavioral				Mental		Others															
	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	D	h	s	s	u	i	d
	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s					
	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f				
Ptgn	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Atgn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
Others	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					

h: happiness
scr: security
stf: satisfaction

uh: unhappy
iscr: insecurity
dstf: dissatisfaction

As an optional part, evaluation does not appear in all story texts. More than that, story texts that have an evaluation section do not always use attitudinal lexis to represent the meaning of feelings as a way of building the characters of the story characters. The table above shows that only three adjectives are used for meaning these feelings. In connection with the function of the discourse, the text that uses the three adjectives above attaches the meaning of insecurity to the protagonist of the two adjectives for the conditions behind this evaluation event. All of these adjectives are used to show the feeling of insecurity felt by the main character who is cornered by danger and trying to find a solution to the problem he is facing.

Table 5. Attitudinal Lexis in Resolution

Character	Quality												Process																	
	Adjective				Adverb				Behavioral				Mental		Others															
	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	d	h	s	s	u	i	D	h	s	s	u	i	d
	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s	c	t	h	s	s					
	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f	c	t	r	f				
Ptgn	1	1	2	1	1	2	-	-	-	-	-	6	1	-	4	3	-	1	-	-	1	1	1	1	1					
Atgn	2	-	-	1	-	-	-	-	-	1	-	4	-	-	-	-	-	-	-	-	-	-	-	-	-					
Others	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-					

h: happiness
scr: security
stf: satisfaction

uh: unhappy
iscr: insecurity
dstf: dissatisfaction

Resolution is the part of the story text that presents the resolution of the problems faced by the main character. The story character in this section tends to be presented as someone who experiences happy feelings because they are free from problems or danger. Even so, the presentation of feelings of happiness is often positioned at the end of a resolution. At the beginning of the resolution, the story character is usually described as someone who still feels the feelings of unhappiness, insecurity, and dissatisfaction both in quality and process form. Gradually, there are phases in which the characters gradually feel happiness, security and satisfaction. The table above provides an example of how the types of meaning of feelings are presented in the resolution section by the authors. If in the previous part the presentation of the meaning of feelings was attached to both the main character and supporting characters, in the resolution section the supporting characters don't seem to get any more expression of the meaning of feelings.

Table 6. Attitudinal Lexis in Coda

Character	Quality										Process Mental				Others									
	Adjective		Adverb		Behavioral		Process		Mental		Others		Others											
	h	s	s	u	i	d	h	S	s	u	i	d	h	s	s	u	i	D	h	s	s	u	i	d
	c	t	h	s	s		c	t	h	s	s		c	t	h	s	s		c	t	h	s	s	
	r	f		c	t		r	f		c	t		r	f		c	t		r	f		c	t	
				r	f					r	f					r	f					r	f	
Ptgn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Atgn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Others	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

h: happiness
scr: security
stf: satisfaction

uh: unhappy
iscr: insecurity
dstf: dissatisfaction

Like the evaluation section, the part of the story text called the coda is optional. Therefore, not all story texts are equipped with this unit. Of the units in the story text analyzed, only 1 material process expresses the protagonist's feelings of happiness. Apart from that, four adjectives are used to describe the characters' happiness or participants supporting the text. No other language units are used to represent the main characters' feelings. This case is related to the function of the coda section, namely as the part that states the story's moral or message. In this way, the moral of the story can be presented without exploiting attitudinal lexis of feelings for the characters.

DISCUSSION

The distribution of attitudinal lexis for Affect in the discourse units of story texts written by senior high school students in Sragen above shows a pattern of exploiting the lexis in supporting the process of characterizing the main participants in the story texts. The social function of each discourse unit influences the type and number of attitudinal lexis for feelings used. The distribution pattern of the attitudinal lexis of affect associated with the discourse units of narrative text is a new step in the analysis of affect in a story text. Sodik, et.al. (2022) show how attitudinal lexis supports characterizing story characters in a novel, but they do not explain the type and number of attitudinal lexis used in each discourse unit in the novel. This case also occurred in other researches. Attitudinal lexis analysis was carried out on texts of different types without relating the type and number of occurrences to the discourse units of the text under study (Prastikawati 2021; Wihadi & Sujatna, 2021). Meanwhile, although Kamal et.al. relate the occurrence of attitudinal lexis to the units of a text, they do not link the distribution of attitudinal lexis acrossing such units to the process of characterization as the object of the study was news stories. On the other hand, researches that analyzes the structure of story texts as in (Santosa et.al., 2006; Djarmika et.al., 2012a; Djarmika et.al., 2012b) did not look at the attitudinal lexis that supports the character formation process of story texts.

From this description, the key idea in this paper is to present a pattern that links attitudinal lexis for Affect with the process of characterization of the story characters which develops across the discourse units of the story texts. In addition, the types of attitudinal lexis for Affect in this research are presented in more detailed classification so that the types of feeling that arise can be linked to the aspect of the character that is being developed. These results complement previous research conducted by Santosa et al. (2021) which only looked at attitudinal lexis in general and its contribution to the characterization process in children's story texts. Furthermore, the results of this research also show that the attitudinal lexis for feelings is also presented in material process in addition to behavioral or mental process which indirectly contrue the feelings of meaning, such as "He jumped and sang along the road" which can convey the meaning of happiness for the participant in that sentence.

This finding complements the findings of a research conducted by Don who stated that attitudinal lexis does not always have to be present in the form of vocabulary, but can be influenced by discourse semantic features of the text and interpretative probabilities (2016).

CONCLUSION

Most story writers are adept at selecting discourse units and arranging these units into a text that has the discourse function of recounting events from the past for entertainment purposes. All texts are based on three mandatory parts for a narrative text: orientation, complication and resolution. Several texts complement the structure with an evaluation and a coda unit. The texts that are the objects of affect analysis demonstrate the authors' skill in selecting the Quality type of attitudinal lexicons in the form of adjectives and adverbs; and the Process types in the form of behavioral and mental processes, and some are material ones. There is no attitudinal lexicon for the Comment type of "Affect" used by the authors. This indicates that they do not yet have the skills to select and use this type of language unit in their narrative texts. Each discourse unit has a different distribution of the emotive words that relate to the discourse function performed by each unit. The "Complications" part dominates the type and number of language units representing feelings. These attitudinal lexicons can support the personalization of the story's characters in terms of the emotional experiences they feel, or that the other characters feel towards such main characters.

Acknowledgment

We would like to thank to Universitas Sebelas Maret for the research grant with the contract number of 228/UN27.22/PT.01.03/2023

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