

**PEOPLE’S ATTITUDE TOWARD THE TALIBAN IN “I AM
MALALA” BOOK VIEWED FROM APPRAISAL DEVICE**

THESIS

Submitted in Partial Fulfillment of the Requirements for Degree
of Bachelor of Education in English Education



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MOTTO

لَكَيْلًا تَأْسَوْا عَلَىٰ مَا فَاتَكُمْ وَلَا تَفْرَحُوا بِمَا آتَاكُمْ وَاللَّهُ لَا يُحِبُّ كُلَّ
مُخْتَالٍ فَخُورٍ

(Al-Hadid ayat 23)¹

*Meaning: That ye grieve not for the sake of that which hath
escaped you, nor yet exult because of that which hath been given.*

Allah loveth not all prideful boasters,

“Intelligence plus character, that is the goal of true education.”²

Martin Luther King Jr

¹ Qur'an in Word, KEMENAG

² <https://news/answer-sheet/wp/2014/01/20/mlk-intelligence-plus-character-that-is-the-goal-of-true-education/>. Cited on 3rd of July, 2022 at 21.16 PM.

DEDICATION

This writing project is fully dedicated to:

1. My beloved father and mother, Bapak Moh. Iksan and Ibu Ruqiyah (Almh), have given support and kindness in her life that will never be paid for. My beloved boyfriend Arif Bambang Setyanto, S.E always support me in all conditions up and down during writing this thesis. Thank you for believing me until finishing the project.
2. My beloved brother, Siswanto, Budiyono, and Marwanto always support me.

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All the goodness is from Allah SWT, that has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW has inspired me to be better. Thank you for giving me a chance to finish this project as the requirement for the Bachelor's Degree of Education in the English Language Education Department.

I do realize that I cannot complete this thesis without the support and spirit of others. Many people had helped me during writing this, and it would be impossible for me to mention all of them. Therefore, I would like to give my sincere thanks to all of them, especially to:

1. Dr. KH. Ahmad Ismail, M.Ag., as the Dean of Education and Teacher Training Faculty UIN Walisongo Semarang.
2. Sayyidatul Fadhilah, M.Pd. as the Head of English Language Education Department.
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6. All participants that have given time and answered questions and interview.
7. *Last but not least, I want to thank myself, for believing in myself, for doing all this hard work, for having no days off, for never quitting, for just being me at all time*

The researcher realizes that this thesis is still far to be perfect, therefore constructive suggestions and criticism are needed to make it perfect. The researcher hopes this thesis can be useful for the improvement of English teaching-learning.

Semarang, 31 Maret 2022

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ABSTRACT

Title : PEOPLE'S ATTITUDE TOWARD THE
TALIBAN IN "I AM MALALA" BOOK
VIEWED FROM APPRAISAL DEVICE

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The research aims to analyze the people's attitudes toward the Taliban in "I Am Malala" a book viewed from Appraisal Device. This study used a qualitative and descriptive research design in nature. In this method, there are two types of data sources namely primary and secondary data. The primary data source is I am Malala memoir by Malala Yousafzai and the secondary data source is another material related to the study. Data analysis was conducted by collecting data from I am Malala book, then breaking down the text into several chunks and analyzing them one by one to find out the appraisal device and types of Attitude. The result of the study shows that there are many people in Pakistan who suffer from the impact of war, Pakistan people did not like the Taliban because they are brutal, killed people, raped the woman, the woman forbidden to go to school, forced all people in Pakistan to follow the regulation of Taliban. The mission of the Taliban is to make the colonies become Muslim countries and judge that the west country is terrorism and haram to follow. Many people in Pakistan did not like the Taliban proven by the percentage that Negative Judgement has the highest percentage among others which is 36.37%.

Keywords : *Affect, Appraisal Devices, Appreciation, Attitude, Judgement.*

TABLE OF CONTENT

THESIS PROJECT STATEMENT	ii
ADVISOR APPROVAL	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	x
CHAPTER I	1
INTRODUCTION	1
A. Background of the Research	1
C. Research question	9
D. Objective of the study	9
E. Significances of the study	9
F. Limitation of the research	10
G. Definition of the key terms	11
H. Research Design	17
I. Source of Data	18
J. Data Collection Technique	18
K. Data Analysis Technique	18
CHAPTER II	20
REVIEW OF RELATED LITERATURE	20
2.1 Discourse	20

2.2 Appraisal System.....	22
2.3 Attitude.....	26
2.3.1 Definition of Attitude	27
2.3.2 Kinds of Attitudes.....	28
2.4 Discourse and English Language Teaching	38
2.5 Previous Study	41
CHAPTER III	52
GENERAL OVERVIEW OF I AM MALALA BOOK	52
A. Malala Yousafzia	52
B. I Am Malala Book	54
CHAPTER IV	73
FINDING AND DISCUSSION	73
A. Findings	73
1. People’s Attitude toward theTaliban in I am Malala book viewed from Appraisal Device	73
B. Discussion	83
CHAPTER V.....	86
CONCLUSIONS AND SUGGESTION	86
A. Conclusions	86
REFERENCES	1
Appendix 1	1
Appendix 2.....	100

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the objective of the study, the significances, the limitation, the key terms of research, the research design, the source of data, the data collection, and the data analysis.

A. Background of the Research

People as human beings cannot live alone and need to communicate with others. The use of communication is to fulfill and share what people want, need, and feel. The realization of communication is by using a language. Using languages as a means of communication with other people, and as a tool to express his ideas and wishes. Without language, it is hard to imagine how people can cooperate and get along with one another. It's understandable then that language is very functional in communication.³ The capacity to express one's personal feelings and opinions with precision and sophistication in appropriate contexts has been one of the very important issues in language research. Through expressing one's feelings and opinions, one can build a particular kind of relationship with the reader/hearer by

³ Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press 1999), page 1.

confirming solidarity with their views or by leading or persuading them towards a certain viewpoint, and by fine-tuning the level of certainty in statements.⁴ As a means of communication, language has an effective and important role to express what someone wants, needs, and feels.

Language, specifically, is also used to “interact with other people, to establish and maintain relations with them, to influence their behavior, to express our viewpoint on things in the world, and to elicit or change theirs, thus enabling us to participate in communicative acts with other people, to take roles and to express and understand feelings, attitude and judgments.”⁵ With language being employed manipulatively as a tool for conveying information, ideologies, and emotions, the text is increasingly regarded as a multi-dimensional structure, layered as a “sheet of plywood”. Consequently, a thorough comprehension of such texts requires the ability to read critically between the lines in an attempt to find out about the writer’s stance, the strategic organization of the text, the nature of the writer’s argument, etc. In other words,

⁴ Thu Ngo and Len Unsworth, ‘Reworking the Appraisal Framework in ESL Research: Refining Attitude Resources’, *Functional Linguistics*, 2.1 (2015), 1–24 <<https://doi.org/10.1186/s40554-015-0013-x>>.

⁵ Agata Križan and Barbara Majcenovič Kline, ‘NURSE-PATIENT INTERACTION IN VIEW OF APPRAISAL LANGUAGE: EXPLORING ESP’, 1 (2021), 19–41.

text comprehension lies not in the text itself but in the complex interaction between the author's intent and the reader's ability to decode the author's intent.⁶

Language can be performed in the spoken or written way. Spoken language can be found in face-to-face communication, telephone, radio, television, etc., while written language can be found in books, magazines, articles, letters, etc. A book is a kind of written communication. In a book, there are meanings of the writer. To get the meaning of the book, the reader has to comprehend wisely the book's content. The message of the book will not be understood, or it will be misunderstood if the reader does not comprehend it wisely. A natural language processing task deals with the automatic processing of people's evaluations, attitudes, and emotions as expressed in written language. While sometimes those concepts are interchangeable, it is generally accepted that opinion mining considers not only the sentiment conveyed by written stances but also the topics driving that sentiment.⁷

⁶ Fateme Akbarzade Haromi, 'Teaching through Appraisal: Developing Critical Reading in Iranian EFL Learners', *Procedia - Social and Behavioral Sciences*, 98 (2014), 127–36 <<https://doi.org/10.1016/j.sbspro.2014.03.398>>.

⁷ Valentina Dragos, Delphine Battistelli, and Emmanuelle Kellodjoue, 'A Formal Representation of Appraisal Categories for Social

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهْلَةٍ
فَتُصْبِحُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ

“O ye who believe! If an evil-liver bring you tidings, verify it, lest ye smite some folk in ignorance and afterward repent of what ye did” (Al-Hujurat 6).

The words are awesome, the words are seeds, when you write something, you have given life to those words. If you repeatedly write those words, you will be able to manifest them in reality. The word you write will have a big influence on your future. When you write with a word, it is as if you are making your dreams for the future. Many people indeed write with the quill is sharper than the sword. Because quill scratches that are not maintained can cause pain that can last so long or even sick that there is no cure. The quill can also be a dagger that is so fierce and wild, that which may be able to instantly kill human beings whose hearts and minds are weak.

As it has been proven by Malala that the enormity of a word can awaken the whole world. She is just an ordinary little girl, who fights for rights as a woman who wants to get an education like most in other countries. But Malala did not get justice even what she got was a shot in

Data Analysis⁷, *Procedia Computer Science*, 176 (2020), 928–37
<<https://doi.org/10.1016/j.procs.2020.09.088>>.

her head. Even though she got violence in her own country but Malala persisted in voicing their opinion. So that the strength of the words and writings can thrill the whole world and realize that there is still discrimination against women in this millennial era.

Discourse analysis is the study of spoken or written language. In this book, Nunan shares Halliday's opinion that written language is used for action (for example, public signs, product labels, television, and radio guides, bills, menus, telephone directories, ballot papers, and computer manuals); for information, for example, newspaper, current affairs magazines, advertisement, political pamphlets); and for entertainment (for example, comic strips, fiction book, poem, and drama, newspaper features, film subtitles).⁸ Discourse analysis also examines how stretches of language, considered in their textual, social, and psychological context, become meaningful and unified for their users.⁹ The purpose is to avoid misunderstanding between writer and reader in terms of communication.¹⁰

⁸ David Nunan, *Introducing Discourse Analysis* (London: Penguin 1993), page 9.

⁹ Guy Cook, 'G. Cook - Discourse (Language Teaching_ A Scheme for Teacher Education)-Oxford Univ Pr (Sd) (1989)', 1989.

¹⁰ David Nunan, *Introducing Discourse Analysis.....*, page 9.

Talking about the function of language in communication, there is a theory of language in which language function becomes the center of discussion. This theory was developed by Halliday and it is named Systemic Functional Linguistics (SFL). From the perspective of SFL, language is viewed as a system for making meanings: a semantic system, with other systems for encoding the meaning it produces. SFL also sees that language is structured to make their main kinds of meaning simultaneously. Those three simultaneous kinds of meanings are experiential, interpersonal, and textual.¹¹

Furthermore, Eggins says that these three types of meaning are known as the metafunctions. Those three strands of meaning are all related to each other as Halliday and Hasan state these strands of meaning are all interwoven in the fabric of discourse.¹² However, to make the narrower study, this only focuses on the appraisal system, especially on attitude. Interpersonal meanings are described as meaning which expresses a speaker's attitude and judgment. In line with this, explains that this meaning

¹¹ M. A.K. Halliday and Christian M.I.M. Matthiessen, *Halliday's Introduction to Functional Grammar: Fourth Edition*, Halliday's Introduction to Functional Grammar: Fourth Edition, 2013 <<https://doi.org/10.4324/9780203431269>>.

¹² Hasan M.A.K Halliday, 'The Structure of a Text', *Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective*, 1989, pp. 52–69.

expresses the writer's role relationship with the reader and the writer's attitude towards the subject matter. In conclusion, we'll gain a better understanding of the real relationship between persons taking part in a text by studying the interpersonal meaning of that text.

One of SFL is the interpersonal meaning and part of the interpersonal meaning is an appraisal system. However, to make a narrower study, this only focuses on the appraisal system, especially on attitude.¹³ According to Martin and Rose, there are three kinds of attitudes they have identified: affect (people feeling), judgment (people's character), and appreciation (value of things).¹⁴ An appraisal is understood as a particular approach to exploring, describing, and explaining the way language is used to evaluate, adopt stances, construct textual person, and manage interpersonal positioning and relationships.¹⁵

In this study, the text that was analyzed under the scope of the appraisal system especially attitude Malala Yousafzia's book in a title I Am Malala the girl who stood

¹³ Eggins, S. and D. Slade, *Analyzing Casual Conversation* (London: Cassel 1997).

¹⁴ J. R. Martin and David Rose, *Working with Discourse: Meaning beyond the Clause*, 2007.

¹⁵ James R Martin and Peter R R White, 'The Language of Evaluation: The Appraisal Framework', *Lecture Notes in Computer Science*, 2005, 256.

up for education and was shot by the Taliban. Malala's book itself began with the story of Malala and many children in Pakistan. It then focused on three things; women, education, and freedom because those three things are closely related, and fundamental to women's education. The book was closed with the hope that all women in the world can get rightful authority in education. The analysis of Malala's book in terms of its appraisal system may lead us to uncover how people's attitudes toward the Taliban in Pakistan.

The analysis of I Am Malala's book may lead us to uncover how Malala after got shot by the Taliban. As a reader of Malala's book, all the readers are free to give their responses about an occurrence. In doing so, the response is divided into a positive and negative responses. Moreover, to gain further understanding of I Am Malala's book, the Appraisal system is applied in this study so that sentence of Malala's book is also broken down into levels to see people's attitude.

B. Reason for choosing the topic

I chose discourse analysis for my topic research because discourse analysis helps us to make readers aware of text issues. It is about people's attitudes in the I am

Malala book. I am aware of all people in the world notice Malala's story about terrorism education in her county. There are so many responses about it until many people after reading Malala's book become caring toward the case then all the world know about the case, so I think by using discourse analysis I analyzed people's attitude in her book. Discourse analysis also included a study that is near to social issues, so every people can faster catch about discourse analysis.

C. Research question

In this study, the problem that was discussed is as follows,

how are people's attitudes towards the Taliban in "I Am Malala" book viewed from Appraisal Device?

D. Objective of the study

Based on the question above, the objective of the study is, to analyze people's attitudes toward the Taliban in "I Am Malala" a book viewed from Appraisal Device.

E. Significances of the study

The study may be useful for readers especially students in understanding the meaning behind a text such as a book. This research may be especially useful for educators because this study discusses a lot of good and bad vocabulary and has an effect that results in the assessment

of an attitude. Because attitude can not only be seen from a person's behavior, but also from the meaning of writing it can be studied more deeply, because as educators it is necessary to say or behave well, so it is necessary to use attitude. As writers, words must represent and have behavior so that our writing can be beautiful to read.

This study may also be used for teachers, especially those who are interested in SFL. In this study, there are so many texts that teachers have to use for the language learning process in the classroom. There are so many types of text in this study, there are recount text, descriptive text, and report text. All of the texts are used for the learning process in the classroom.

Finally, the writer hopes that this study motivates the readers to do the study about language and can be a reference to do that. In a border discussion that reminds us to always think critically and see many things from many angles.

F. Limitation of the research

In discourse analysis, there are so many kinds of impressive problems that can be analyzed and discussed. It is impossible to analyze all of them. Thus, this research is limited to the problems by analyzing the People's attitude

toward the Taliban in “I Am Malala” a book viewed from Appraisal Device.

G. Definition of the key terms

In order to clarify the key terms used in this study some definition, are put forward:

1. Appraisal System

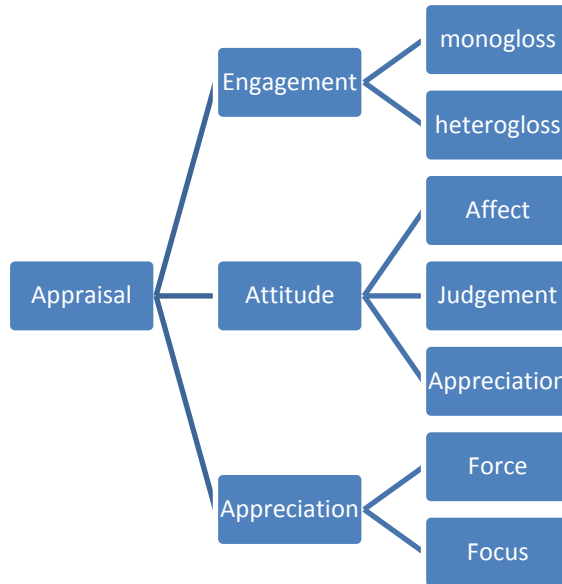
Martin and Rose describe that appraisal is concerned with evaluation –the kinds of attitudes that are negotiated in a text, the strength of the feeling involved, and the ways in which values are sourced and readers aligned.¹⁶ This kind of discourse system makes us possible to see in-depth the presentation of interpersonal meanings. This system relates the choices of the wordings to the ideological bases used in a text. The possibility for choosing an appropriate expression of the word besides the other choices (expression of words) makes it possible for readers to predict the writer's attitudes towards the phenomenon being talked about.

The development of appraisal theory has opened up areas of interpersonal meanings that had been relatively neglected within Systemic

¹⁶ Martin and Rose.

Functional Linguistics and other approaches to the analysis of discourse. The model is comprehensive and discourse-based, and in many respects it works well in practice.¹⁷ The resources of appraisal are used for negotiating social relationships, by telling the listeners or readers how one feels about things and people (in a word, what our attitude are). Lead Martin and White, appraisal is an analytical framework designed to identify evaluation and comprises three main sub-systems: Attitude, Amplification and Engagement. The basic overview of the appraisal system network is illustrated in figure 2.1

¹⁷ Geoff Thompson, 'Appraising Glances: Evaluating Martin's Model of APPRAISAL', *Word*, 59.1–2 (2008), 169–87 <<https://doi.org/10.1080/00437956.2008.11432585>>.



The Figure 2.1 An overview of Appraisal resources

According to Pyhist, it is “positive or negative view of an attitude object: a person, behavior, or event”¹⁸ besides, Martin and Rose argued that attitude can be more or less intense and the attitude may be the writer’s own or it may be attributed to some other sources. So, in my views, attitude is positive or negative view of an attitude object which could be more or less intense (amplified)

¹⁸ Pyhist, Attitude, <http://www.pyhist.com/attitude.html> (accessed 24/11/2020)

and could be the writer's own or it could be attributed to some other sources.¹⁹

2. Types of Attitude

a. Affect

In Martin and Rose's opinion, it is evaluation by means of the writer/speaker indicating how they express their feelings or bad feelings, are emotionally disposed to the person, thing, happening or state of affairs.²⁰

White affirmed that "Affect is evaluation by means of the writers/speakers indicating how key are emotionally disposed of the person, thing happening or state of affairs". In this case, I conclude that Affect is evaluation by means of the writer/speaker indicating how key express their feelings in discourse either good feelings or bad feelings which are emotionally disposed to the person, thing, happening or state of affairs.²¹

b. Judgement

According to White, it is evaluating human behavior positively and negatively by

¹⁹ Martin and Rose.

²⁰ Martin and Rose.

²¹ Martin and White.

reference to a set of institutionalized norms.²²

Whereas Martin and Rose asserted that Judgement is the institutionalization of feeling, in the context of proposals (norms about how people should and shouldn't behavior). So, judgement is evaluating human behavior either positively or negatively by referencing to a set of institutionalized norm in the context of proposals (norms about how people should and shouldn't behave).²³

c. Appreciation

In Martin and Rose's opinion, it is the institutionalization of feeling, in the context of propositions (norms about how products and performances are valued).²⁴ White said the appreciation is the system by which evaluation are made of product and process, it encompasses values which fall under the general heading aesthetics, as well as non-aesthetic category of social valuation.²⁵

3. I Am Malala book

²² Martin and White.

²³ Martin and Rose.

²⁴ Martin and Rose.

²⁵ Martin and Rose.

Malala Yousafzai came to public attention at the age of eleven by writing for BBC Urdu about life under the Taliban. Using the pen name Gul Makai, she often spoke about her family's fight for girl's education in her community. In October 2012, Malala was targeted by the Taliban and shot in the head as she was returning from school on a bus. She miraculously survived and continues her campaign for education. In recognition of her courage and advocacy, Malala was the winner of Pakistan's National Youth Peace Prize in 2011 and was nominated for the International Children's Peace Prize in the same year. She is the youngest person ever nominated for a Nobel Peace Prize. She was one of four runners-up for Time magazine's person of the year and has received numerous other awards. Malala continues to champion universal access to education through the Malala Fund, a nonprofit organization investing in the community – led programs and supporting education advocates around the world.

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala

Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. *I Am Malala* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons.

H. Research Design

This study was qualitative and descriptive research design in nature. This qualitative method of investigation is used in this study to unfold People's attitude toward Taliban in "I Am Malala" book viewed from Appraisal Device. It is also descriptive in nature in the sense that this

study is intended to describe the realization of interpersonal meaning in the text.²⁶

I. Source of Data

In this research, the data source is divided into two parts; primary data source and secondary data source. Primary data source is I am Malala memoir by Malala Yousafzai and secondary data source is other material related to the study. The purpose is to analyze the memoir by using Appraisal Device approach.

J. Data Collection Technique

In collecting data, the researcher took some steps as follows: reading the original memoir for several times, determining the object that will be analyzed, taking notes of important things both of primary and secondary data source, classifying and determining the relevant data and making conclusion of the study. The steps in analyzing the data are as follows: analyzing data based on its structural elements and analyzing data based on Martin and Rose's analysis. Focus was paid on the peoples' attitude towards Taliban in I am Malala book by Malala Yousafzai.

K. Data Analysis Technique

In analyzing the data, I followed Martin and Rose's analysis (2003). To come the analysis of attitudes

²⁶ Martin and Rose.

used in the book, several steps should be carried out. The following is the procedure of the data analysis. Firstly, reading the book of I am Malala closely for comprehensive understanding. Secondly, breaking up the texts into chunks or clauses for further analysis. Based on the identification of clause boundaries, these complex clauses are broken up into individual clauses for the purpose of the analysis. Thirdly, analyzing each of the clauses based on appraisal system network. Finally, investigating the appraisal system used to realize attitudes of the People's Attitude toward Taliban in I am Malala book.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research, review of related literature of this research.

2.1 Discourse

Discourse analysis or discourse study is a general term for a number of approaches to analyze written, vocal, or sign language use, or any significant semiotic event. The object of discourse analysis (discourse, writing, conversation, communicative event) is variously defined in term of coherent sequences of sentences, prepositions, speech, or turn at talk. Contrary to much of traditional linguistics, discourse analysis not only studies language "beyond the sentence boundary" but also prefer to analyze 'naturally occurring' language use, not invented examples. Text linguistics is a closely related field. The essential differences between discourse analysis and text linguistics is that discourse analysis aims at revealing socio-psychological characteristics of a person/persons rather than text structure.

Discourse analysis has been taken up in a variety of disciplines in the humanities and social sciences, including linguistics, education, sociology, anthropology, social work, cognitive psychology, social psychology, area studies, cultural

studies, international relations, human geography, communication studies, biblical studies, and translations studies each of which is subject to its own assumptions, dimension of analysis, and methodologies. Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Discourse analysis studies language in use: written text of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.²⁷ . From the perspective of discourse and linguistic studies, an attitude analysis is critical for fully understanding the sender's messages because this could reveal how the sender intends to interact with the receiver and the feelings the sender aims to share, and such an analysis is directly linked to how the receiver is positioned to feel.²⁸

Discourse analysis is interested in the organization of written interaction, and cover the study of spoken and written interaction. The scope is written and printed words: newspaper, articles, letters, stories, recipes, instructions, notice comics, billboards, leaflets pushed through the door and so on. Much of the fascination of discourse analysis comes from the realization that language, action, and knowledge are

²⁷ M.A.K Halliday.

²⁸ Le Yao and Cindy Sing Bik Ngai, 'Engaging Social Media Users with Attitudinal Messages during Health Crisis Communication', *Lingua*, 268 (2022), 103199 <<https://doi.org/10.1016/j.lingua.2021.103199>>.

inseparable. In addition, as soon as we start to study how language is used in social interaction, it becomes clear that communication is impossible without shared knowledge and assumption between speakers and hearers.

2.2 Appraisal System

Among other discourse systems, appraisal is a system of interpersonal meaning. Martin and Rose describe that appraisal is concerned with evaluation –the kinds of attitudes that are negotiated in a text, the strength of the feeling involved, and the ways in which values are sourced and readers aligned.²⁹ It has been developed for nearly 20 years and applied in different research areas, offering a new angle to study evaluative resources in discourse. Most studies centered on discourse analysis and foreign language teaching, demonstrating that the Appraisal Framework is feasible to analyze attitudes and voices in different discourse of various contents and genres. It can also be applied to translation study, an important type of intercultural discourse. Studying translation with the help of Appraisal Framework is a relatively new research area, but its achievements are significant.³⁰

²⁹ Martin and Rose.

³⁰ Muxuan Chen, ‘An Appraisal Analysis of the English Versions of “Qiang Jin Jiu”’, *English Language and Literature Studies*, 12.1 (2022), 85 <<https://doi.org/10.5539/ells.v12n1p85>>.

This kind of discourse system makes us possible to see in-depth the presentation of interpersonal meanings. This system relates the choices of the wordings to the ideological bases used in a text. The possibility for choosing an appropriate expression of the word besides the other choices (expression of words) makes it possible for readers to predict the writer's attitudes towards the phenomenon being talked about. The resources of appraisal are used for negotiating social relationships, by telling the listeners or readers how one feels about things and people.

As for kinds of appraisal system, Martin and Rose divide it into three distinct sub-systems: source (engagement), amplification, and attitude. Attitude, which becomes the focus of this study, is divided into three sub-systems: affect, judgment, and appreciation.³¹ They further argue that engagement and amplification also play a crucial role in the expression of opinion besides attitude. The engagement system is the set of linguistic options that allow the individual to convey the degree of his or her commitment to the opinion being presented. And the amplification system is responsible for a speaker's ability to intensify or weaken the strength of opinions they express. At any given point, a text could contain all three types of engagement (source), amplification and attitude. Appraisal theory was developed as part of a literacy

³¹ Martin and Rose.

program. It allows us to analyze the ways in which things, behaviors or people are evaluated and how writers and speakers position themselves in the text. Annotating a text in terms of Appraisal is not synonymous with finding its overall semantic orientation, since Appraisal tries to deal with the finer details. The fact that Appraisal can be inscribed (explicit) or invoked (implicit), along with its polymorphous nature, make automatic annotation a difficult task.³²

Furthermore, Martin and Rose state that appraisal system, within Systemic Functional Linguistics (SFL), is an attempt to model language's ability to express and negotiate opinions and attitudes within text and to better understand writers'/speakers' use of evaluative language to construct discursive identities and to assume interpersonal roles and relationship. An appraisal is a linguistic theory of subjectivity. It is concerned with the linguistic resources by which speakers come to express, negotiate, and particular inter-subjective and ultimately ideological positions. Within this broad scope, the theory is concerned more particularly with the language of evaluation, attitude, and emotion, and with a set of resources, which explicitly position a text's proposals and propositions interpersonally. Appraisal system would help us categorize the

³² Fiorella Carla Dotti, 'Overcoming Problems in Automated Appraisal Recognition: The Attitude System in Inscribed Appraisal', *Procedia - Social and Behavioral Sciences*, 95 (2013), 442–46 <<https://doi.org/10.1016/j.sbspro.2013.10.667>>.

opinion contained in a text, and whether they refer to objects, emotions or behaviors. By using amplification and engagement, people may be able to quantify the writer's commitment to the opinion, and how focused that opinion is.³³

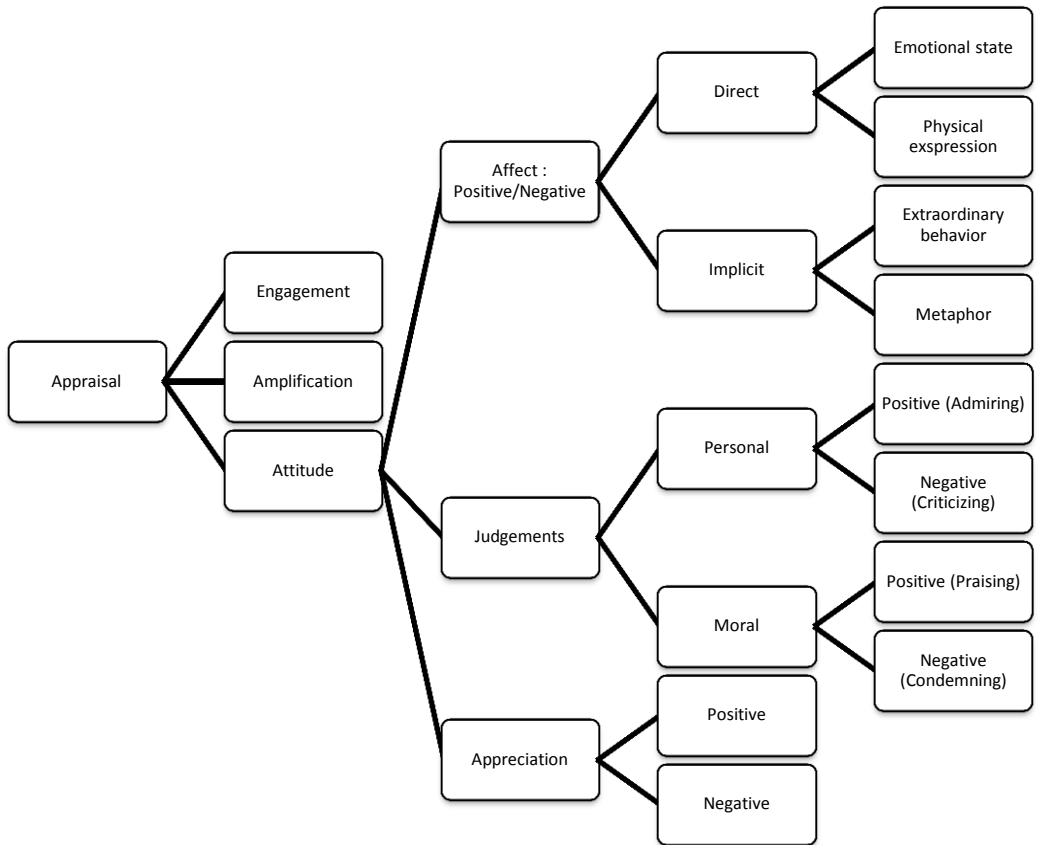
Language is functional because it is used to fulfil particular purposes; semantic as it is used to make meanings; semiotic because it provides sets of options for making meaning; and contextual for the reason that language use is influenced by social context. Therefore, systemic functional theory emphasises the inter-relations between language and the social system.³⁴ Robust automatic analyses of Appraisal could contribute in a number of ways to computational sentiment analysis by: distinguishing various types of evaluation, for example affect, ethics or aesthetics; discriminating between an author's opinions and the opinions of authors referenced by the author and determining the strength of evaluations.³⁵

For clear understanding of the basic system for Appraisal, see the figure below.

³³ Martin and Rose.

³⁴ Celine PY Chu, 'Supporting New Arrival Students' Engagement with Picture Books: Analysis of Teacher Talk Using the Appraisal Theory', *Functional Linguistics*, 1.1 (2014), 8–9 <<https://doi.org/10.1186/s40554-014-0012-3>>.

³⁵ Jonathon Read and John Carroll, 'Annotating Expressions of Appraisal in English', *Language Resources and Evaluation*, 46.3 (2012), 421–47 <<https://doi.org/10.1007/s10579-010-9135-7>>.



System Network of Appraisal (Martin and Rose, 2003:22-65)³⁶

2.3 Attitude

This overview is divided into the following section, definition of attitude, and kinds of attitude.

³⁶ Martin and Rose.

2.3.1 Definition of Attitude

Definition of attitude Martin and Rose define attitude as "something to do with evaluating things, people's character, and their feelings".³⁷ The evaluation is done to a text by seeing its realization in the clauses. In evaluating a text, a researcher must try to dig up what the writer has written since she usually construes her experience which is mixed with her evaluation of the thing by presenting her attitude towards it in a text. Attitude can be more or less intense, that is they can be more or less amplified.

Categorisation of attitude is dependent almost entirely on discourse semantic features of text and on interpretive probabilities, even in the case of explicit or 'inscribed' Attitudes, since the value (negative or positive) of many lexical items can be 'flipped' in the co-text in which such wordings appear. This paper presents what is termed a Spectrum of potential invoked attitudinal activators, arguing that these textual devices and resources provide a more fine-grained approach to

³⁷ Martin and Rose.

analyses where invoked attitudes have been identified in texts.³⁸

Besides that, in expressing people's feeling, judging people's character, or appreciating things, the attitude may be the speaker's own or it may be attributed to some other resource. It means that he could express those by using his own words or referring to somebody else's words. This choice of source has an impact on those who will take responsibility.

Attitude, can make a general distinction between explicit and implicit appraisal, and studying how they work together is an important part of decoding attitudes in official texts. Explicit appraisal can be roughly categorised as the “easy” case as it is realised by lexical items or wordings that directly indicate the positive or negative attitudes of the author.³⁹

2.3.2 Kinds of Attitudes

Attitude can be classified into several kinds. Martin and Rose state that there are three kinds of Attitude:

³⁸ Alexanne Don, “‘It Is Hard to Mesh All This’: Invoking Attitude, Persona and Argument Organisation”, *Functional Linguistics*, 3.1 (2016), 1–26 <<https://doi.org/10.1186/s40554-016-0033-1>>.

³⁹ Mira Tupala, ‘Applying Quantitative Appraisal Analysis to the Study of Institutional Discourse: The Case of EU Migration Documents’, *Functional Linguistics*, 6.1 (2019) <<https://doi.org/10.1186/s40554-018-0067-7>>.

expressing people's feeling (Affect), judging people's character (judgment), and appreciating things (appreciation).⁴⁰ They are closely related to each other, as follows:

a. Affect – Expression People's Feelings

Affect deals with resources expressing feelings. It concerns with emotions, with positive and negative emotional responses and dispositions. White (2001) defines affect as evaluation by means of the writer/speaker indicating how they are emotionally disposed to the person, thing, happening or state of affairs. For example, 'I love music'; 'This new proposal by the government terrifies me'.⁴¹

Moreover, Martin and Rose explain that firstly, people can have good feelings, or they can have bad feelings, so affect can be positive or negative. Secondly, people can express their feelings directly, or they can infer how people are feeling indirectly from their behavior, so affect can be expressed directly or indirectly. Positive or negative choices have an impact on the discourse of the text, whether the essence of a speech is happy or encouraging or it is about sadness.⁴²

⁴⁰ Martin and Rose.

⁴¹ Martin and White.

⁴² Martin and Rose.

The two ways of expressing feeling: direct and indirect, influence the confidence of the speaker on what is talking. Direct expression of feeling reveals the speaker's confidence in what is saying, as trying to be honest, direct, sincere, straight, and frank about the phenomenon is dealing with. Therefore, it has to take responsibility for what this said.

Here is presented options of Affect as mention in the following table:

Options for Affect

OPTION FOR AFFECT		EXAMPLES
Positive		<i>We were ecstatic</i> <i>We even celebrated</i>
Negative		<i>I was torn into pieces</i> <i>I can't explain the pain and bitterness in me....</i>
Direct	Emotional state	<i>Ecstatic Wild consuming fear</i>
	Physical expression	<i>Withdrawn Shake uncontrollably</i>
Implicit	Extraordinary behavior	<i>Wander from window to window Rolls this way, that side of the bed</i>
	Metaphor	<i>Ice cold in a sweltering night</i> <i>Eyes... dull like the dead</i>

(Martin and Rose, 2003:28)⁴³

Furthermore, affect is realized in a clause in various grammatical niches.⁴⁴ Each clause usually contains one or more realizations of affect in any grammatical position. As noted above, the writer uses this area for expressing his feeling towards the thing he is writing about. In doing so, the writer may color it positively or negatively based on his attitude towards it. The position for realizing affect includes ‘Qualities/Adjectives’, (describing participants, attributing participants or manner of processes, ‘Processes/Verbs’ (affective sensing or affective behaving) and ‘Comments/Adverbs’ (desiderative comment).

To classify Affect, Martin and Rose mention that people can examine the six questions. (1) Are the feelings positive or negative? (2) Are the feelings a surge of emotion or an ongoing mental state? (3) Are the feelings reacting to some specific external agency or an on going mood? (4) Are feelings as more or less intense? (5) Do the feelings involve intention rather than reaction? (6) Are the feelings to do with un/happiness, in/security or dis/satisfaction? So, by

⁴³ Martin and Rose.

⁴⁴ Martin and Rose.

using these questions, they can identify affect in a text easier.⁴⁵

b. Judgments – Judging People’s Character

Judgment refers to the act of judging people’s character in discourse. Martin and Rose describe that the term ‘Judgment’ can be thought of as the institutionalization of feeling, in the context of proposals (norms about how people should or shouldn’t behave). They state that classification of judgment should be divided into two, social esteem (personal) and social sanction (moral) either it is direct or implied.⁴⁶

Social esteem comprises admiration (positive) and criticism (negative), typically without legal implication; if people breach this area, they may just need to try harder or to practice more or to consult a therapist or possibly a self-help book. This kind of judgment involves normality (how unusual someone is), capacity (how capable they are), and tenacity (how resolute they are). Social sanction, on the other hand, comprises praise (positive), and condemnation (negative), often with legal implications; if people have problems in this area they should need a lawyer or a confessor. These judgments have to do with veracity

⁴⁵ Martin and Rose.

⁴⁶ Martin and Rose.

(how truthfully someone is), and propriety (how ethical someone is). See the table below for better understanding.

Types of Judgement

SOCIAL ESTEEM 'venial'	Positive (admire)	Negative (criticize)
Normality: fate "is s/he special?"	<i>lucky, fortunate, charmed... normal, average, everyday... in, fashionable, Avant garde...</i>	<i>unfortunate, pitiful, tragic... odd, peculiar, eccentric... dated, daggy, retrograde...</i>
Capacity: "is s/he capable?"	<i>powerful, vigorous, robust... insightful, clever, gifted... balanced, together, same...</i>	<i>mild, weak, wimpy... slow, stupid, thick... flaky, neurotic, insane...</i>
Tenacity: resolve "is s/he dependable?"	<i>plucky, brave, heroic... reliable, dependable... tireless, persevering, resolute...</i>	<i>rash, cowardly, despondent.. unreliable, undependable ... weak, distracted, dissolute...</i>

SOCIAL SANCTION 'mortal'	Positive (praise)	Negative (condemn)
Veracity: truth	<i>truthful,</i>	<i>Dishonest,</i>

“is s/he honest?”	<i>honest, credible... real, authentic, genuine... frank, direct...</i>	<i>deceitful... Glitzy, bogus, fake... Deceptive, manipulative...</i>
Propriety: “is s/he beyond reproach?”	<i>good, moral, ethical ... law abiding, fair, just... sensitive, kind, caring...</i>	<i>bad, immoral, evil... corrupt, unfair, unjust... insensitive, mean, cruel...</i>

(Martin and Rose, 2003:62)⁴⁷

Under the appraisal framework, the five-way taxonomy (normality, capacity, tenacity, veracity, and propriety) are grounded in the semantics of modelization as articulated by Halliday. That is to say, each of the sub-categories of judgment could be understood as a lexicalization of one of the grammatical categories of modality. This relationship operates in the following proportions: normality is to usuality, capacity is to ability, tenacity is to inclination, veracity is to probability, and propriety is to obligation.

c. Appreciation – appreciating The Value Things

Appreciation has something to do with the aesthetic evaluation of human in appreciating the value

⁴⁷ Martin and Rose.

of things in discourse. It deals with evaluations, which are concerned with a positive and negative assessment of objects, artifacts (include not only material objects which results from human industry but also works of arts, texts, building, and so on), processes, and states of affairs rather than with human behavior.⁴⁸ Human subjects could be 'appreciated' rather than 'judged', but only when it is, for example, their aesthetic qualities which are being addressed rather than the social acceptability of their behavior.

Further, Martin and Rose argue that appreciation is thought of as the institutionalization of feeling, in the context of propositions (norms about how products and performances are valued).⁴⁹ Thus both judgment and appreciation refer to the object which is evaluated. But, the difference is that judgment is done toward people, whereas appreciation is done towards things. Let me see the example of the term 'good' in a 'good novel', the value of appreciation is presented to the 'novel' rather than in the person (writer) doing the evaluation. Moreover, appreciation can be done towards thing positively or negatively. In short, appreciation is

⁴⁸ Martin and White.

⁴⁹ Martin and Rose.

how a speaker appreciates things and construes his appreciation in speech.

Furthermore, three variables where appreciation system is organized around them. They are: (1) Reaction has to do with the degree to which the text/process in question captures our attention (reaction: quality) and the emotional impact it has on us (reaction: impact), (2) Composition has to do with our perceptions of proportionality (composition: balance) and detail (composition: complexity) in a text/process, and (3) Valuation has to do with our assessment of the social significance of the text/process.⁵⁰ Each of them could be either positive or negative. See the following table:

Types of Appreciation

Linguistics	Positive	Negative
Reaction: Impact “did it grab me?”	<i>arresting, captivating, involving, engaging, absorbing, imposing, stunning, striking, compelling, interesting... fascinating, exciting,</i>	<i>dull, boring, tedious, staid... dry, ascetic, uninviting... unremarkable , pedestrian... flat, predictable, monotonous...</i>

⁵⁰ Martin and Rose.

	<i>moving... remarkable, notable, sensational... lively, dramatic, intense...</i>	
Reaction: Quality 'did I like it?'	<i>lovely, beautiful, splendid... appealing, enchanted, pleasing, delightful, attractive, welcome...</i>	<i>plain, ugly... repulsive, off- putting, revolting, irritating, weird...</i>
Composition : Balance did it hang together?'	<i>balanced, harmonious, unified, symmetrical, proportional...</i>	<i>unbalanced, discordant, unfinished, incomplete...</i>
Composition : Complexity 'was it hard to follow?'	<i>simple, elegant ... intricate, rich, detailed, precise...</i>	<i>ornamental, over- complicated, extravagant, puzzling... monolithic, simplistic...</i>
Valuation 'was it worthwhile?'	<i>challenging, significant, deep, profound, provocative, daring... experimental,</i>	<i>shallow, insignificant, unsatisfying, sentimental... conservative, reactionary,</i>

	<i>innovative, original, unique, fruitful, illuminating... enduring, lasting...</i>	<i>generic... unmemorable, forgettable...</i>
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(Martin and Rose, 2003:63)⁵¹

Under sub-category of social value, the object, product or process is evaluated according to various social conventions. This domain is very closely tied to the field in that social valuation of one field will not be applicable or relevant in another, for example, the field of the economy does not have extensive application in the field of science.

2.4 Discourse and English Language Teaching

Discourse usually mean of communication in the medium of language.⁵² In linguistics, discourse is language units larger than a sentence which is a reaction of the form of formal linguistic unit that concern to the words, phrases, or sentences looking at the relationship

⁵¹ Martin and Rose.

⁵² Barbara Jhonstone, *Discourse Analysis*. (Blackwell Publisher, Oxford, 2002), page 2

between these elements⁵³, either written or spoken delivered. “written or spoken communication” or “debate or formal discussion or debates”.⁵⁴ Discourse is sequence of harmonious sentence which is connecting proposition with other proposition, sentence with other sentence, forming a unity.

Like other branches of linguistics language teaching has until recently been concerned with grammatical rather than communicative competence. Wilkins observe that although there have been major changes in the methodology of language teaching over the years the underlying principle has remained the same. It has been assumed that units of learning should be defined in grammatical terms, although the precise sequence in which they occurred would be influenced by pedagogic considerations. Further he suggests that even those courses which encourage dialogue and improvised drama are structured grammatically and the situations that are created are pedagogic, learning little resemblance to natural language use.

Appraisal Theory has been widely applied in many fields, such as news, political speech, English teaching

⁵³ Eriyanto, *Wacana Analisis Pengantar Teks Media*. (Yogyakarta: LkiS.2001), page 230

⁵⁴ Compact Oxford Dictionary. *Thesaurus and Wordpower Guide*, (Newyork: University Press., 2001)

and translation, while the applications in literary works are relatively infrequent. Thus, the application of the Attitude System within Appraisal Theory into the analysis of the author's attitude in a novel testifies to the feasibility and practicability of Appraisal Theory on a wider scale.⁵⁵

An immediate problem is that although Hymes proposed the description of communicative competence as the real goal of linguistics and although in his work which has fueled the discussion of communicatively oriented syllabuses, neither he nor his co-worker have been able as yet to provide even a fragment of a description of communicative competence thus whereas a grammatical syllabus can be based on a well developed description of a native speaker's grammar, a communicative syllabus can have no similarly firm foundation.

We can usefully see communicative competence as being composed of four areas on knowledge and skill: *grammatical*, *sociolinguistic*, *discourse* and *strategic competences*. Discourse competence sees as concerned

⁵⁵ Mohammed Siddique Kadwa and Hamza Alshenqeeti, 'International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program', *International Journal of Linguistics, Literature and Translation (IJLLT)*, 3.11 (2020), 55–67 <<https://doi.org/10.32996/ijllt>>.

with cohesion and coherence in the structure of text and thus it includes knowledge about the organization of different speech events and the interpretive rules for relating form to function. Finally strategic competence is composed of verbal and non verbal communication strategies which enable speakers to handle breakdowns in communication and their own lexico grammatical inadequacies and to enhance the effectiveness of their message.

2.5 Previous Study

- a. Mona Bani Alkahtani (2020) “Failing to Prevail: A Discourse Analysis of Attitude in Mubarak’s Speeches During the Arab Spring”⁵⁶

This research aimed to explore the change of Attitude reflected in Mubarak's last presidential speeches during the Arab Spring in 2011 utilizing the CDA approach. Martin and White's Appraisal framework was used to depict instances of Attitude in Mubarak's speeches. Mubarak's three speeches can be considered as one of the most significant demonstrations of political discourse, because of their impact on the Uprising. Results of this study showed a

⁵⁶ Mona Bani Alkahtani, ‘Failing to Prevail: A Discourse Analysis of Attitude in Mubarak’s Speeches during the Arab Spring’, *Asiatic*, 14.1 (2020), 123–37.

significant change in Attitude in the three speeches in terms of affect, judgment and appreciation, evident in the impact the speeches had on the rioters.

Political speech is a kind of speech in which politicians expound their own or their political parties' ideas and opinions on domestic and foreign affairs and other national affairs, which is becoming increasingly popular in modern society (Bao, 2012). The Inaugural Address of the President of the United States contains unique personal political opinions and implies a major ideology and sense of national power. In addition to clarifying their political views and positions, the most important thing for the speaker is to inspire the public and raise morale, which has a high interpersonal significance, so the importance and research value of presidential Inaugural Addresses are self-evident.⁵⁷

The similarity with my research is same uses the assessment concept developed by Martin and White which is based on Halliday's Systematic Functional Linguistics (SFL) adopted as a framework for the analysis. According to the assessment framework, tenors (interpersonal metafunctions) are divided into

⁵⁷ Yan Tan, 'A Study of the Inaugural Address of John F. Kennedy From the Perspective of Appraisal Theory', *Theory and Practice in Language Studies*, 12.1 (2022), 117–22 <<https://doi.org/10.17507/tpls.1201.14>>.

several subsections including Attitudes. Then the differences in distribution of usage for each domain and frequency is examined using graphs and diagrams. While my research results found using percentages. This study examines the shift in attitude in Mubarak's speech during the 2011 Arab Spring Uprising, so the author observes for some time so that he finds changes in the depiction of attitudes through the speech that the character conveys.

The strength of this research is because the character being studied has a relationship with politics, using the Discourse and Social Change (CDA) theory approach is the right decision. CDA bridges the gap between the so-called micro-level social order (i.e., language, communication) and the macro-level (i.e., power, inequality, etc.). A brief outline of how CDA contributes to the study of politics by analyzing the sequence of discourses to show how various practices are discursively networked together, providing a method for examining how political practice is structured. The findings of this study revealed a significant relationship between the linguistic style used and cognitive complexity, femininity, depression, aging, presidentiality and honesty.

Therefore, the linguistic style used can describe the psychological picture of political candidates and the personalized linguistic strategies they use to influence the outcome of the presidential election. And the disadvantage is because this study examines 3 speeches from the same person, of course, the results will tend to be very different depending on what context is behind the speech. Moreover, the character being researched is a politician, of course, will be very fickle so that the resulting conclusion will certainly be more inclined to the last speech which will be the provide a strong influence.

- b. Gisty Listiani (2019) “The Inclusion of Ideology in Jokowi’s Speech Viewed from The Perspective of Appraisal Theory”⁵⁸

This study aims to describe the inclusion of ideology in terms of the perspective of assessment theory. This study uses a descriptive qualitative approach. The object of research is the text of a speech made by Jokowi at the 2018 World Economic Forum of Asean.

⁵⁸ Gisty Listiani, Dwi Rukmini, and Widhiyanto Widhiyanto, *The Inclusion of Ideology in Jokowi’sTM Speech Viewed from the Perspective of Appraisal Theory*, *English Education Journal*, 2019, IX <<https://doi.org/10.15294/ej.v9i4.31920>>.

Through this speech, President Jokowi's ideology can be revealed so that the public can catch Jokowi's true intentions and ideology, not be misunderstood with the opposite meaning. For several decades, scholars see the term ideology' as complex that defies single linguistic definition because the concept has a whole range of useful meanings and not all of which are compatible with each other. Ideology as an ingredient that portrays the attitudinal positions in which the language users aligned themselves to what they convey to their audience in either favour or disfavour a particular viewpoint.⁵⁹

Therefore, this research was conducted to help the public understand the meaning and message conveyed by Jokowi. In this regard, assessment is the concern of speech analysis. The analysis includes three assessment components, including engagement, attitude, and passing. The analysis is then refined with the interpretation of President Jokowi's ideology to draw conclusions from the intent of the speech. In connection with the explanation above, I intend to analyze the

⁵⁹ Ahmed Bedu and Asma Asaad Thamer, 'JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES A Semantic Evaluation of Ideological Positioning in Awareness Campaign against Covid-19 Pandemic in Nigeria and Iraq from Appraisal Frame ... A Semantic Evaluation of Ideological Positioning in Awareness Campaign', 18.December (2021), 159–68 <<https://doi.org/10.52462/jlls.172>>.

inclusion of ideology in Jokowi's speech from the perspective of valuation theory. The analysis revealed the implementation of the appraisal used in President Jokowi's speech and ideology.

The similarity with my research is common with mine is that assessment refers to the coloration of speech attitudes along various dimensions including: certainty, emotional response, social evaluation, and intensity. It is a domain in linguistics that deals with interpersonal judgment. When a speaker to communicate using English with the present judgment, they did not only learn how to exchange information but they also learned how to show affection, appreciation or even a vote so that the interaction becomes more meaningful and interesting.

Then the differences with my research is that this research uses aspects of appraisal theory which includes attitude, engagement, and graduation, while my research only focuses on the attitude aspect. But the object that I studied was a novel while this research used speech as the object. Written language represents language through a writing system. The text generated in the writing system must be cohesive and coherent. It should be able to be a bridge between the writer and the reader so that the writer can grasp the meaning of the

text. In other words, ideas expressed in written language must be related to each other to be meaningful. Whereas in spoken language, the resulting utterance becomes a medium of communication between the speaker and the listener. Usually in the form of face-to-face communication.

One form of spoken language is public speaking. Public speaking can literally be divided into two words, namely public speaking and speaking. In general, public relates to many people while speaking means talking or saying about something and as a method of communication. Therefore, public speaking can be interpreted as a communication method to speak or say about a certain topic that is intended for a large audience. Some people do public speaking with various purposes such as to persuade, explain, describe, and influence especially when talking about certain ideas in the form of speech.

The strength this research is to be able to find out the ideological tendencies of President Jokowi from one of his speeches. This study used an appraisal theory aspect which includes three main elements, namely, attitude, engagement, and graduation. Appraisal relates to interpersonal meaning to evaluate how speakers/writers share their feelings or judgments to

take their position through their voices. This system allows us to analyze the origin of attitudes, identifying discourse as a more monoglossic or heteroglossic orientation.

Furthermore, the graduation system is related to the fact that the value of attitudes can be raised or lowered in discourse. It is possible to intensify or reduce our meaning (Force), or we can "sharpen" or "soften" the boundaries of the categorical meaning of experiential phenomena or attitudinal values (Focus). Then the disadvantage or drawback of this research is to know someone's ideology from a speech, it will be too shallow without us knowing more about the background of the character we are going to examine. Because there will be many implied meanings that we must conclude, the meaning of the meaning conveyed.

- c. Lindsey Meeks (2018) "Exploring Clinton's and Trump's Appeals to Women Voters During the 2016 U.S. Presidential Election"⁶⁰

This study used quantitative content analysis method. This methodological approach enabled systematic analysis of a large amount of

⁶⁰ Lindsey Meeks, 'Appealing to the 52%: Exploring Clinton's and Trump's Appeals to Women Voters During the 2016 U.S. Presidential Election', *International Journal of Communication*, 12 (2018), 2527-45.

communication, making it possible to track patterns and relationships across and between variables (Krippendorff, 2004). This study examined this intersection by content analyzing how Hillary Clinton and Donald Trump appealed to partisan women via their convention speeches and campaign tweets. The result of this study got some point. First, compared to Trump, Clinton is more appropriate to organize her campaign agenda in a way that will favor the gender identity of women voters, perhaps with hope that women will use their gender as a frame of reference when choosing. Second, Clinton and Trump discussed their respective party's issue ownership and partisan values in making appeals to partisan women.

- d. Nani Hidayati (2017) "Appraisal Analysis in Freedom Writers Movie"⁶¹

The result shows that in Attitude the dominant result appears in negative emotional state where it takes 140 chunks from the total number of 185 negative affect which mostly done by Erin Gruwell. This makes the negative emotional state gains 75.68% for the distribution of affect. For the judgment part, negative capacity reaches 65.63% in which there are 42 chunks

⁶¹ Nani Hidayati, 'Appraisal Analysis in Freedom Writers Movie', *EduLite: Journal of English Education, Literature and Culture*, 2.1 (2017), 317 <<https://doi.org/10.30659/e.2.1.317-333>>.

detected from the total 64 negative emotes, and for the last appreciation part, negative valuation has the highest percentage: 41.46% for there are 51 chunks tabulated from the total 123 negative emotes chunks. The use of more affect (75.68%) in the screenplay indicates that LaGravenese emphasizes on character's emotion.

The differences with my research is method to classify every sentences in the distribution of affect, every chunk from each character in the movie was analyzed based on emotional state, physical expression, extraordinary behavior and metaphor. Judgment in the distribution of judgment, the chunks analysis was divided into 5 criteria; normality, capacity, tenacity, veracity and propriety. appreciation was also divided into 5 criteria; impact, quality, balance, complexity and valuation. But in conclusion the author focused on the moral value than investigate every character in the text according for Appraisal system .

Based on the explanation above, the writer thinks that it is important to analyze Malala's book in terms of attitude that focuses on judgments and appreciation to find out the intended goal of the study.

- e. Ria Hendriani (2017) "Girls' Education: Danger and Resistance Reflected in I am Malala by Malala

Yousafzai and Christina Lamb and My Name is Parvana by Deborah Ellis”⁶²

This study attempts to compare dangers and resistances faced by main characters in getting education, especially girls’ education. It also analyzes the significant issues of education in I am Malala and My Name is Parvana by using the concept of comparative literature in American school discipline. This study concerns with social reality in two literary works, for the method of the study the writer applies qualitative method. The result of this study are education is the most important things to change the life for girls. Women’s voice are often rejected and ignored. Women did not always depend on men or follow the social rules but women also have their own struggle and should be equal as men.

⁶² Ria Hendriani, ‘Girls’ Education: Danger and Resistance Reflected in I Am Malala by Malala Yousafzai and Christina Lamb and My Name Is Parvana by Deborah Ellis’, *Lensa: Kajian Kebahasaan, Kesusastraan Dan Budaya*, 7.2 (2017), 190–99.

CHAPTER III

GENERAL OVERVIEW OF I AM MALALA BOOK

This chapter discusses Malala Yousafzia and I Am Malala book.

A. Malala Yousafzia

Malala Yousafzai came to public attention at the age of eleven by writing for BBC Urdu about life under the Taliban. Using the pen name Gul Makai, she often spoke about her family's fight for girl's education in her community. In October 2012, Malala was targeted by the Taliban and shot in the head as she was returning from school on a bus. She miraculously survived and continues her campaign for education. In recognition of her courage and advocacy, Malala was the winner of Pakistan's National Youth Peace Prize in 2011 and was nominated for the International Children's Peace Prize in the same year. She is the youngest person ever nominated for a Nobel Peace Prize. She was one of four runners-up for Time magazine's person of the year and has received numerous other awards. Malala continues to champion universal access to education through the Malala Fund, a nonprofit organization investing in the community –

led programs and supporting education advocates around the world.⁶³

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9th 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. *I Am Malala* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons.⁶⁴

⁶³ Malala Yousafzia, *I Am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban*, ed. by Salarzai Limited, *Back Bay Books Little, Brown Company New York Boston London*, 2nd edn (New York: Back Bay Books Little, Brown and Company, 2013) <<https://doi.org/10.1080/01596306.2016.1255182>>.

⁶⁴ Yousafzia.

B. I Am Malala Book

I am Malala is the great memoir in the middle 2013 by Malala Yousafzai. It has five parts with 24 chapters and 306 pages. I am Malala is a real memoir of Malala Yousafzai. It tells about social condition in Pakistan, Pakistani traditions, Malala's daily life, violation of human rights by the Taliban, and gender inequality of education. There are 5 key parts in the book, to tell the story of Malala Yousafzia.

Part One : Before the Taliban

Malala was born at dawn, when the last star flashed. For Pashtun people see this phenomenon as a sign of good luck. Because Malala's father had no money, Malala was forced to be born at home with the help of her neighbors. For most Pashtuns, giving birth to a daughter is unlucky. Gender inequality is already evident when a son is born it will be celebrated with a gun being fired while the daughter is hidden behind a curtain, their role in life is only to prepare food and bear children. Her father, Ziauddin welcomed the birth of his daughter with joy, he gave the name Malala after the greatest heroine from Afghanistan.⁶⁵

When Malala was born, her family was very poor. Malala's father and a friend founded their first school, and Malala's family is willing to live in a very simple hut, even

⁶⁵ Yousafzia.

having to ride in the school's bathroom because their house does not have one.⁶⁶ Two years after Malala was born, her brother Kushal arrived, he was named Khushal after Malala's father's school, after the Pashtun hero Khushal Khan Khattak, a warrior and poet. Then after five years, another boy was born, his name was Atal. Ziauddin Yousafzia's small family was complete by having three children, which generally by Swati standards usually have seven or eight children.⁶⁷

Ziauddin and his friend Hidayatullah founded a school called the Khushal School, when they first opened they only had three students.⁶⁸ With few students, they have little money to complete the school and run out of funds to pay off the credit for the rent. However, thanks to Ziauddin's persistence in various ways, he continues to fight so that his school will continue to run and function properly. Until this is where the struggle of Malala and her father will be seen by the whole world.

There is a *mufti* who wants to close the Khushal school, his name is Ghulamullah and he calls himself a *mufti* which means he is an Islamic scholar and an authority on Islamic law.⁶⁹ During this time the *mufti* watched every child that came in and out of school, he looked very angry and looked

⁶⁶ Yousafzia.

⁶⁷ Yousafzia.

⁶⁸ Yousafzia.

⁶⁹ Yousafzia.

down on Khushal's school. The mufti continued to give speeches and stated that Ziauddin had run an illegal school business and girls should be purged. The Mufti took several Maulana (ustd) to campaign against Ziauddin and closed the Khushal school. Of course this greatly angered Ziauddin, but he did not flinch and dared to argue with the mufti. And in the end the mufti did not succeed in closing Khushal's school but between male and female students had to be separated, from entering the gate to the class, Ziauddin agreed. The mufti has failed to close our schools, but his intervention is an indication of how our country is changing. My father is worried. He and his fellow activists had endless meetings. This is no longer just about stopping people from cutting trees but also about education and democracy.⁷⁰

On October 25, 2005 parts of Northern Pakistan were hit by an earthquake of 7.6 on the Richter scale. This resulted in many buildings being destroyed, even in Islamabad buildings collapsed. It took us a while to realize how bad it was. When the TV news started showing destruction, we saw that the whole village had turned to dust. The landslide blocked access to the worst-affected parts and all telephones and power lines were out. The earthquake has affected 30,000 square kilometers, an area the size of the American state of Connecticut. The numbers are hard to believe. More than

⁷⁰ Yousafzia.

73,000 people were killed and 128,000 injured, many of them permanently disabled. About three and a half million people have lost their homes. Roads, bridges, water and electricity are all gone. Places we've been to like Balakot were almost completely destroyed. Many of those killed were children like me who attended school that morning. Around 6,400 schools were reduced to rubble and 18,000 children lost their lives.⁷¹

First of all, the only rescue workers who came were some from local foreign aid agencies and volunteers from Tehrike-Nifaz-e-Sharia-e-Mohammadi (TNSM) or Movement for the Enforcement of Islamic Law, a group founded by Sufi Mohammad who has sent people to fight in Afghanistan. Sufi Mohammad has been imprisoned since 2002 when Musharraf arrested a number of militant leaders after American pressure, but his organization continues and is run by his son-in-law Maulana Fazlullah.⁷²

Most of the volunteers are from charities or Islamic organizations but some are fronts for militant groups. Most visible is Jamaat-ul-Dawa (JuD), the welfare wing of Lashkare-Taiba. LeT has close ties to the ISI and was founded to liberate Kashmir, which we believe should be part of Pakistan not India as the population is mostly Muslim. The leader of LeT is a fiery professor from Lahore named Hafiz

⁷¹ Yousafzia.

⁷² Yousafzia.

Saeed, who often appears on television calling for people to attack India. When the earthquake hit and our government didn't help much, JuD set up a relief camp patrolled by people with Kalashnikovs and walkie-talkies. Everyone knew these people belonged to LeT, and soon their black and white banners with crossed swords fluttered everywhere in the mountains and valleys. In the city of Muzaffarabad in Azad Kashmir, JuD has even set up a large field hospital with X-ray machines, operating theaters, well-equipped pharmacies and a dental department. Doctors and surgeons offer their services along with thousands of young volunteers. Earthquake victims praised the activists who had trudged up and down mountains and through devastated valleys bringing medical aid to remote areas undisturbed by others. They help clean up and rebuild destroyed villages and lead prayers and bury the bodies. Even today, when most of the foreign aid agencies have left, destroyed buildings are still lined up by the roadside and people are still waiting for compensation from the government to build new houses, banners and JuD aid are still there.⁷³ Mullah from TNSM reported that the earthquake was a warning from God. If we don't improve our ways and introduce sharia or Islamic law, they shout in a booming voice, harsher punishments are coming. This is the beginning of the cause of the Taliban can enter Pakistan easily.

⁷³ Yousafzia.

Part two : The Valley of Death

These are odd-looking men with long, loose hair and beards and camouflage vests over their shalwar kamiz, which they wear with ankle-length trousers. They wear jogging shoes or cheap plastic sandals on their feet, and sometimes stockings over their heads with holes for their eyes, and they blow their noses dirty into the ends of their turbans. They wear black badges that say SYARIAT YA SAHADAT – SHARIA OR martyrdom – and sometimes black turbans, so people call them Tor Patki or the Black Turbaned Brigade. They looked so dark and dirty that a friend of Malala's father described them as 'people who are barred from bathing and haircuts'.⁷⁴

Their leader is Maulana Fazlullah, 28 years old, who used to operate a pulley chair to cross the Swat River and whose right leg was dragged by his childhood polio. He studied at the Maulana Sufi Mohammad madrasa, the founder of TNSM, and married his daughter. When Sufi Mohammad was imprisoned in the arrest of militant leaders in 2002, Fazlullah had taken over leadership of the movement. Shortly before the earthquake, Fazlullah showed up in Imam Deri, a small village just a few miles outside Mingora on the other side of the Swat River, and set up his illegal radio station.⁷⁵ In our valley, we receive most of our information from the radio

⁷⁴ Yousafzia.

⁷⁵ Yousafzia.

because so many do not own a TV or are illiterate. Immediately everyone seemed to be talking about the radio station. It came to be known as Mullah FM and Fazlullah as Radio Mullah. It was broadcast every evening from eight to ten and again in the morning from seven to nine.⁷⁶

At first Fazlullah was very wise. He introduced himself as an Islamic reformer and interpreter of the Qur'an. My mother was very obedient, and at first she liked Fazlullah. He uses his station to encourage people to adopt good habits and abandon practices he says are bad. He said men should take care of their beards but quit smoking and use the tobacco they like to chew. He said people should stop using heroin, and character, which is our word for hashish. He tells people the correct way to perform ablution for prayer – which part of the body should be washed first. He even told people how they should wash their private parts.⁷⁷

Sometimes the sound makes sense, like when an adult is trying to persuade you to do something you don't want to do, and sometimes it's scary and full of fire. Often he would cry when he talked about his love for Islam. Usually he talked for a while, then his deputy Shah Douran appeared, a man who used to sell snacks from tricycles in the market. They warned people to stop listening to music, watching movies, and

⁷⁶ Yousafzia.

⁷⁷ Yousafzia.

dancing. Sinful acts like this have caused earthquakes, Fazlullah rumbled, and if people didn't stop they would invite Allah's wrath again. Mullahs often misinterpret the Quran and Hadith when they teach them in our country because few people understand the original Arabic. Fazlullah took advantage of this ignorance.⁷⁸

In just six months people had followed the rules of what Fazlullah had said. People voluntarily got rid of all the CDs, DVDs, Televisions and Fazlullah's men burned them all. Only radio is allowed and all music is haram except songs from the Taliban.⁷⁹ Fazlullah is very popular in remote areas where people remember how TNSM volunteers had helped during the earthquake when the government was out of sight. In some mosques they install loudspeakers connected to the radio so that the broadcast can be heard by everyone in the village and in the fields.⁸⁰

Mullah FM makes jokes about soldiers. Fazlullah denounced Pakistani government officials as 'infidels' and said they were against the application of sharia law. He said that if they didn't implement it, his men would 'bring it up and tear them apart'. One of his favorite subjects was the injustice of the khans' feudal system. The poor were pleased to see the khans get their vengeance. They saw Fazlullah as a kind of

⁷⁸ Yousafzia.

⁷⁹ Yousafzia.

⁸⁰ Yousafzia.

Robin Hood and believed that when Fazlullah took over he would give the khan's land to the poor. Some of the khans fled. My father was against 'khanism' but he said the Taliban were worse.⁸¹

Fazlullah's broadcasts are often directed at women. He must have known that many of our people are away from home, working in the coal mines of the south or on construction sites in the Gulf. Sometimes she would say, 'Man, go out now. I'm talking to the women.' Then he would say, 'Women are meant to fulfill their responsibilities at home. Only in an emergency can they go outside, but then they have to wear the veil.' Sometimes his men would show off lavish outfits they said were taken from 'decadent women' to embarrass them.⁸²

Many women were so touched by what Fazlullah said that they gave him gold and money, especially in poor villages or households where their husbands work abroad. Tables are set up for the women to hand in their wedding bracelets and necklaces and the women queue to do so or send their sons. Some gave their life savings, believing that this would make God happy. He started to build a red brick headquarters in

⁸¹ Yousafzia.

⁸² Yousafzia.

Imam Deri complete with a madrasa, mosque and walls and embankments to protect it from the Swat River.⁸³

After Mullah FM was on the air for about a year, Fazlullah became more aggressive. His brother Maulana Liaquat, along with three of Liaquat's sons, were among those killed in an American drone strike on a madrasa in Bajaur in late October 2006. Eighty people died including a twelve-year-old boy, some of whom were from The Blow We were all horrified by the attack and the people swore revenge. Ten days later a suicide bomber blew himself up in an army barracks in Dargai, en route from Islamabad to Swat, killing forty-two Pakistani soldiers. At that time suicide bombings were rare in Pakistan – six years in total – and it was the largest attack ever carried out by Pakistani militants.⁸⁴

This is how these militants work. They want to win the hearts and minds of the people so they first see what the local problems are and target those responsible, and that way they get the support of the silent majority. That's what they did in Waziristan when they chased the kidnappers and bandits. After that, when they gain power, they behave like the criminals they once hunted. Since the Taliban came to the SWAT valley, Malala and other school friends felt that they were being watched every time they went to school. They hid

⁸³ Yousafzia.

⁸⁴ Yousafzia.

our school bags and books in our shawls. Ziauddin always said that the most beautiful thing in the village in the morning was seeing a child in school uniform, but now we are afraid to wear it.⁸⁵

Our school is also under threat, and some students drop out of school. Fazlullah kept broadcasting that girls should stay at home and his men started blowing up the school, usually during the evening hours when the children were not around. The first school that was blown up was Shawar Zangay, a government girls' primary school in Matta, then more bombings took place, almost every day.⁸⁶

In late 2008, Fazlullah's deputy Maulana Shah Dauran announced on the radio that all girls' schools would be closed. From January 15 girls will not be allowed to go to school, he warned. Malala's father used to say the people of Swat and the teachers will continue to educate our children until the last room, the last teacher and the last student are still alive. My parents never suggested that I should drop out of school, ever. Even though we loved school, we didn't realize how important education was until the Taliban tried to stop us. Going to school, reading and doing our homework is not just a way to pass the time, it is our future.⁸⁷

⁸⁵ Yousafzia.

⁸⁶ Yousafzia.

⁸⁷ Yousafzia.

As the Taliban intensified their attacks from all sides of Pakistan, a glimmer of hope appeared when Ziauddin's friends contacted him to find a female teacher or schoolgirl to write a diary about life under the Taliban. His name is Abdul Hai Kakar, a BBC radio correspondent based in Peshawar.⁸⁸ Hai Kakar told Malala that using her real name could be dangerous and she gave her the pseudonym Gul Makai, which means 'cornflower' and is the name of a heroine in Pashtun folklore. Gul Makai uses the Quran to teach the elders that war is bad and they finally stop fighting and let the lovers unite.⁸⁹

Gul Makai's diary received further attention. Some newspapers print quotes. The BBC even recorded it in another girl's voice, and this made Malala realize that a pen and the words that come out of it can be much more powerful than a machine gun, a tank or a helicopter. We are learning how to fight. And we learn how strong we are when we talk.⁹⁰ Wednesday January 14th is a school day closed by the Taliban, once a Taliban spokesman named Muslim Khan once said that girls should not go to school and learn the Western way. He insisted he would have his own education system. The Taliban are against education because they think that when a child reads a book or studies English or studies

⁸⁸ Yousafzia.

⁸⁹ Yousafzia.

⁹⁰ Yousafzia.

science, he or she will be westernized. Education is education, we have to learn everything and then choose which path to follow. Education is neither East nor West, it is human.⁹¹

Part three : Three Girls, Three Bullets

Because Ziauddin's family, especially Malala and her father, have openly opposed the Taliban, this creates a new problem for their safety. Starting from propaganda aimed at the Khushal School and threats to Ziauddin and Malala themselves. Even the Taliban openly slandered the Khushal School by placing leaflets on the streets about the school.

Like this letter that the Taliban wrote to slander Khushal School *“Dear Muslim Brothers and Sisters There is a school, Khushal School, which is run by an NGO [NGO has a very bad reputation among religious people in our country so this is a way to invite anger people] and is the center of vulgarity and obscenity. It is a Hadith of the Holy Prophet that if you see something bad or evil, you have to stop it with your own hands. If you can't do that then you have to tell others about it, and if you can't do it, you have to think about how bad it is in your heart. I didn't have a personal fight with the principal but I tell you what Islam says. This school is a center of vulgarity and obscenity and they take the girls for*

⁹¹ Yousafzia.

picnics to different resorts. If you don't stop it, you will have to answer to God on the Day of Judgment. Go and ask the manager of the White Palace Hotel and he will tell you what these girls are up to. . ."⁹²

The Taliban are not the organized force we think they are,' my father's friend Hidayatullah said when they discussed it. 'This is a mentality, and this mentality is everywhere in Pakistan. Someone who is against America, against Pakistan's establishment, against British law, he has been infected by the Taliban.'⁹³ Tuesday, October 9th, like the previous days after school, Malala and her friends boarded the school bus. Nothing strange that day, Malala sat next to her friend Moniba, they liked to sit in the open back so they could see out. The bus turns right off the main road at the army checkpoint. At a stall was a poster of a mad-eyed man with a beard and a hat or turban under large letters that said fugitive terrorist.

The picture above of a man in a black turban and beard is Fazlullah. More than three years have passed since the military operation to drive the Taliban out of Swat began. We thanked the soldiers but couldn't understand why they were still everywhere, in machine gun nests on roofs and guarding checkpoints. Even to enter our valley, one needs official

⁹² Yousafzia.

⁹³ Yousafzia.

permission. The road up the small hill was usually busy as it was a shortcut, but it was surprisingly quiet that day. All the girls were singing and chatting and our voices bouncing around in the bus.

Malala did not see the two young men stepping onto the road and stopped the van suddenly. He did not have time to answer their questions, 'Who is Malala?' or would explain to them why they had to let us girls go to school as well as their own sisters and daughters. Then something happened that was never imagined before, the two young men shot Malala and two other friends, the atmosphere was so chaotic and they screamed crack, crack, crack three bullets.⁹⁴

Part Four : Between Life and Death

Usman Bhai Jan realized what was happening, he drove him to Swat Central Hospital at high speed. The other girls were screaming and crying. Malala lay on Moniba's lap, bleeding from my head and left ear. We had just been gone for a while when a policeman stopped the van and started asking questions, wasting precious time. A girl felt my neck for a pulse. 'He live!' he is screaming. 'We have to take him to the hospital. Leave us alone and catch the person who did this!'⁹⁵

Colonel Junaid explained that there was a fractured bone and the fragments entered my brain, shocking me and making

⁹⁴ Yousafzia.

⁹⁵ Yousafzia.

it swell. He needed to remove several skulls to give the brain room to develop, otherwise the pressure would become unbearable. The action that must be taken is an operation as soon as possible, to save Malala's life. It was a bold decision by Colonel Junaid, whose superiors were unconvinced and told by others that I should be sent abroad. It was a decision that would save my life. My father told him to go first, and Colonel Junaid said he would bring Dr Mumtaz to help. Ziauddin's hands shook as he signed the consent letter. There in black and white were the words 'patient may die'.⁹⁶

While Malala was between life and death, the Taliban issued a statement claiming responsibility for the shooting of Malala but denying it was because of my education campaign. "We carried out this attack, and anyone who speaks out against us will be attacked in the same way," said Ehsanullah Ehsan, a spokesman for the TTP. 'Malala was targeted because of her pioneering role in spreading secularism. . . He is young but he is promoting Western culture in Pashtun area. He is pro-Western; he spoke out against the Taliban; he calls President Obama his idol.'⁹⁷

A Taliban spokesman said that Fazlullah had ordered the attack at a meeting two months earlier. "Anyone who sided with the government against us will die at our hands," he said.

⁹⁶ Yousafzia.

⁹⁷ Yousafzia.

'You will see. Another important person will soon become a victim.' He added that they had used two local Swatis who had gathered information about me and my route to school and deliberately carried out attacks near army checkpoints to show they could attack anywhere.⁹⁸

Queen Elizabeth Hospital in Birmingham is known for treating wounded British soldiers in Afghanistan and Iraq. Its location outside the city center also offers privacy. Malala was taken away at 5am on Monday, October 15 under armed escort. The road to the airport has been closed and there are snipers on the roof of the building lining the route. UAE planes are waiting. Malala was told it was high luxury with a sumptuous double bed, sixteen first class seats and a mini hospital in the back staffed by European nurses led by a German doctor. The plane flew to Abu Dhabi to refuel then headed to Birmingham, where it landed in the afternoon.⁹⁹

Part Five : A Second Life

On October 16, a week after the shooting Malala woke up from a coma with a tube around her neck to help her breathe and Malala was unable to speak. Malala doesn't know that she is now away from her country, alone because her family has not been able to accompany her in England. Malala realized what the Taliban had done was to make its campaign global.

⁹⁸ Yousafzia.

⁹⁹ Yousafzia.

While I lay in bed waiting to take my first steps in the new world, Gordon Brown, the UN special envoy for education and former British prime minister, has launched a petition under the slogan 'I am Malala' not to demand that children be denied school by 2015.

There messages from heads of state and ministers and film stars and one from the grandson of Sir Olaf Caroe, the last British governor of our province. He said he was ashamed that he could not read and write Pashto even though his grandfather was fluent. Beyonce has written me a card and posted the photo on Facebook, Selena Gomez has tweeted about me and Madonna has dedicated a song. There's even a message from my favorite actress and social activist, Angelina Jolie – I can't wait to tell Moniba. Malala did not realize that this prevented her from returning to Pakistan because of the Taliban.¹⁰⁰

Mr Zardari Pakistan's president told the high commissioner to give Malala's father a post as educational attache so he would have a salary to live on and a diplomatic passport so he wouldn't have to seek asylum to live in the UK. Ziauddin was relieved as he wondered how he would pay for the items. Gordon Brown, in his role at the United Nations, also asked him to be his adviser, an unpaid position, and the president said that was fine; he can be both. After the meeting,

¹⁰⁰ Yousafzia.

Mr Zardari described Malala to the media as 'an amazing girl and a tribute to Pakistan'. But still not everyone in Pakistan is so positive.¹⁰¹

The New Year 2013 was a happy year when Malala was discharged from the hospital in early January to finally be able to live with her family again. The Pakistan High Commission has rented us two apartments in a building on a modern square in Birmingham city centre. The apartment was on the tenth floor, which was higher than we were before.¹⁰² A talib fired three shots at point-blank range at three girls in a van and killed none of them. This seems like an unlikely story, and people say Malala has made a miraculous recovery. Her friend Shazia, who was beaten twice, was offered a scholarship at Atlantic College in Wales, so she also came to England for school, and hoped that Kainat would too. It feels like this is a second life for Malala and she wants to use her life to help people. When people talk about the way Malala was shot and what happened, she thinks it's the story of Malala, 'a girl shot by the Taliban'. Malala doesn't feel like it's a story about her at all.¹⁰³

¹⁰¹ Yousafzia.

¹⁰² Yousafzia.

¹⁰³ Yousafzia.

CHAPTER IV FINDING AND DISCUSSION

This chapter presents the finding and discussion of the data analysis that have been discussed in the previous chapter.

A. Findings

1. People's Attitude toward the Taliban in I am Malala book viewed from Appraisal Device

The finding of this study depart from research question; How people's attitude toward the Taliban in I am Malala book viewed from Appraisal Device.

Affect

As stated before, according to Martin and Rose to classify affect, we can ask some question such as 1) are the feeling positive or negative? 2) are the feeling a surge of emotion or an on going mental state? 3) are the feelings reacting to some specific external agencies or an ongoing mood? 4) are the feelings as more or less intense? 5) do the feelings involve intention rather than reaction? 6) are the feeling to do with un/happiness, in/security or dis/satisfaction?

There are the term of Affect including a) quality (describing participants, attribute to participants, manner of

processes), b) Process (affective sensing and affective behaving),
c) comment (desiderative comment).¹⁰⁴ I look at sentences (1-3).

- 1) My father **laughed** and said I should go into politics.
- 2) They glimpsed enough of each other to know they **liked** one another, but for us it is taboo to express such things.
- 3) President Obama was very **happy**, and on TV we watched big celebrations take place outside the White House.

Affect in sentence 1, is physical expression because **laughed** that closest meaning with belly laughed, cachinnation, cackle, chortle, chuckle, giggle, guffaw, snigger, titter means that an explosive sound that is a sign of amusement. The word includes affect as process that present affective sense. “Laughed” refers to Ziauddin (Malala’s father) that feel happy with Malala for become young activist in Pakistani to speak up about education, so Ziauddin express their feeling by laughing.

Affect in sentence 2, includes emotional state because **liked** that closest meaning with love, joy means that someone falling in love to something that is wonderful, awesome, amazing for them. The word includes affect as quality that attributed to participants. “They glimpsed enough of each other to know they **liked** one another...” in this sentence the writer says that They refer to

¹⁰⁴ Martin and Rose.

Malala's parents Ziauddin and Toor Pekai, always like each other but never phrased because in Pakistan's tradition seen so taboo.

Affect in sentence 3, includes emotional state because **happy** that has closest meaning with cheerful, cheery, joyful, pleased means that someone feels happy with something that are wonderful and awesome for them. The word includes affect as quality attributed to participants. "President Obama was very **happy**, and on TV we watched big celebrations take place outside the White House." In this sentence Barack Obama feels happy because special troops from US named Navy Seals cached Osama bin Laden while concealing in Pakistan.

Judgement

Judgement can be thought of as the institutionalization of feeling in the context of proposals. To classify about judgement we can ask some question that include types of judgement namely; 1) normality (how unusual someone is), 2) capacity (how capable they are), 3) tenacity (how resolute they are), 4) veracity (how truthful someone is), 5) propriety (hoe ethical someone is). To present about judgement, I look sentences (1-3).

- 1) Fazlullah was particularly **popular** in remote areas where people remembered how TNSM volunteers had helped during the earthquake when the government was nowhere to be seen.

- 2) I began to see that the pen and the words that come from it can be much **more powerful** than machine guns, tanks or helicopters.
- 3) I thank Allah for the hard-working doctors, for my recovery and for sending us to this world where we may struggle for our **survival**.

Judgement in sentence 1, includes normality because **popular**, that has closest meaning with famous, legendary, great that means he is the special, Fazlullah is the popular one at Pakistan, all of people at Pakistan know him. Unfortunately him good image its lying, he is the leader of Taliban. That's the way Taliban going into Pakistan's life.

Judgement in sentence 2, includes capacity because **powerful** has closest meaning with strong, muscular, and strapping means that she is capable.

Judgement in sentence 3, includes tenacity because **survival** has closest meaning with aliveness, subsistence, endure, exist, means that Malala never give up with their condition although she is after got Taliban shoot in her head.

Appreciation

Appreciation can be thought of as the institutionalization of feeling, in the context of proposition (norms about how products and performances are valued). Appreciation could be realized as

adjective, adverb, noun, and verb. Appreciation can also be thought of as the institutionalization of feeling in the context of preposition. The system is organized around three variables namely; 1) reaction (impact and quality), 2) compositions (balance and complexity), and 3) valuation. For more understanding about appreciation, I look sentence (1-3).¹⁰⁵

- 1) My mother is **very beautiful** and my father adored her as if she were a fragile china vase, never laying a hand on her, unlike many of our men.
- 2) My father told me the government had **awarded** me Pakistan's first ever National Peace Prize.
- 3) There is **good news** coming from the UK,' he told my father.

Appreciation in sentence 1, includes quality because **beautiful** has closest meaning with gorgeous, pretty, adorable, cute, lovely, means that Ziauddin praised their wife Toor Pekai always very beautiful.

Appreciation in sentence 2, includes quality because **awarded** has closest meaning with pleasing, satisfying, means that Pakistan's government see the Malala's fight for education especially for a women, then Pakistan's government want to give Malala awarding.

¹⁰⁵ Martin and Rose.

Appreciation in sentence 3, includes quality because **good news** that has closest meaning with positive, great, acceptable, excellent, favorable means that positive report come from US to invite Malala because their struggle have heard all of people around the world.

Table 1
The Distribution of Attitude

No	Appraisal Device	Positive	Negative	Total	Percentage
1.	Affect	84	100	184	32.79%
2.	Judgement	80	116	204	36.37%
3.	Appreciation	75	98	173	30.84%
Total		247	314	561	100%

Based on table 1 people give their response to Malala uses Attitude especially Judgement proven to the table that Judgement has the highest percentage among others that is 36.37%.

Table 2
The Distribution of Affect

No	Appraisal Device	Positive	Negative	Total	Percentage

1.	Emotional State	31	56	87	47.54%
2.	Physical Expression	34	25	59	32.24%
3.	Extraordinary Behavior	12	20	32	17.49%
4.	Metaphor	2	3	5	2.73%
Total		78	104	183	100%

Based on table 2, in Affect people used Emotional State and Physical Expression to give their response to I Am Malala book. Proven to percentage of Emotional State 47.54% and Physical Expression 32.24%. More people give negative response to I Am Malala book, because mostly content from the book explain that wickedness, colonization, inequity, murder, terrorism has been done by Taliban. From the Affect viewpoint it could be concluded that people give more the negative response I Am Malala book proven to percentage 42.62%. For example for the sentence *“President Obama was very **happy**, and on TV we watched big celebrations take place outside the White House.”* In this sentence Barack Obama feels happy because special troops from US named Navy Seals cached Osama bin Laden while concealing in Pakistan. It includes the positive emotional state, He happy means that He proud and celebrate to cached up a terrorism named Osama bin

Laden, someone behind the airplane crashed the building in America.

In sentence “*My father **laughed** and said I should go into politics.*” They use of physical expression to express their feeling. The word includes affect as process that present affective sense. “Laughed” refers to Ziauddin (Malala’s father) that feel happy with Malala for become young activist in Pakistani to speak up about education, so Ziauddin express their feeling by laughing.

In sentence “*They glimpsed enough of each other to know they **liked** one another, but for us it is taboo to express such things.*” They use of emotional state to express their feeling, in this sentence the writer says that They refer to Malala’s parents Ziauddin and Toor Pekai, always like each other but never phrased because in Pakistan’s tradition seen so taboo.

Table 3
The Distribution of Judgement

No	Appraisal Device	Positive	Negative	Total	Percentage
1.	Normality	9	14	23	11.28%
2.	Capacity	29	50	79	38.72%
3.	Tenacity	43	21	64	31.38%
4.	Veracity	3	6	9	4.41%
5.	Propriety	4	25	29	14.21%

Total	73	114	187	100%
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Based on table 3, people used Capacity and Tenacity to give their responses to I Am Malala book. It is proven by the percentage of Capacity 38.72% and Tenacity 31.38% it is just little difference. More people give negative Capacity response because many sentence who explain how the brutal Taliban in there. Contrary with people give positive Tenacity response because many people in Pakistan never give up in difficult condition, especially to Malala and her Father who always survive and speak up to the world about condition in their country Pakistan.

From the Judgement viewpoint it could be concluded people give ore negative response to I Am Malala book. For example for the sentence *“Fazhullah was particularly **popular** in remote areas where people remembered how TNSM volunteers had helped during the earthquake when the government was nowhere to be seen.”* They used normality to express their feeling. In this sentence means he is the special, Fazlullah is the popular one at Pakistan, all of people at Pakistan know him. Unfortunately him good image its lying, he is the leader of Taliban. That’s the way Taliban going into Pakistan’s life.

In sentence *“I began to see that the pen and the words that come from it can be much **more powerful** than machine guns, tanks or helicopters.”* They use of capacity to express their feeling. The

sentence means that she is capable to speak up with the own way with used pen and word until all people around the world hearing Malala.

In sentence *“I thank Allah for the hard-working doctors, for my recovery and for sending us to this world where we may struggle for our survival.”* The use of tenacity to express their feeling. The sentence means that Malala never give up with their condition although she is after got Taliban shoot in her head.

Table 4
The Distribution of Appreciation

No	Appraisal Device	Positive	Negative	Total	Percentage
1	Impact	27	28	55	31.79%
2	Quality	20	16	36	20.80%
3	Balance	8	7	15	8.68%
4	Complexity	8	17	25	14.45%
5	Valuation	12	30	42	24.28%
Total		75	98	173	100%

Based on table 4, in Appreciation people used Impact and Valuation to give their responses to I Am Malala book. It is proven by percentage of Impact 31.79% and Valuation 24.28%.

From Appreciation viewpoint it could be concluded that people give more negative responses to I Am Malala book. More people give negative response to I Am Malala book, because mostly content from the book explain that wickedness, colonization, inequity, murder, terrorism has been done by Taliban. For example, in sentence “*My mother is **very beautiful** and my father adored her as if she were a fragile china vase, never laying a hand on her, unlike many of our men.*” They used quality to express their feeling. The sentence means that Ziauddin praised their wife Toor Pekai always very beautiful.

In sentence “*My father told me the government had **awarded** me Pakistan’s first ever National Peace Prize.*” They use of quality to express their feeling. The sentence means that Pakistan’s government see the Malala’s fight for education especially for a women, then Pakistan’s government want to give Malala awarding.

In sentence “*There is **good news** coming from the UK,’ he told my father.*” They use of quality to express their feeling. The sentence means that positive report come from US to invite Malala because their struggle have heard all of people around the world.

B. Discussion

This research was conducted to find out how people’s attitude toward the Taliban in the I am Malala book viewed from

Appraisal Device. This research that had been done by researcher indicated that find the content of attitude.

Talking about the use of attitude in education is very broad. This study discusses a lot of good and bad vocabulary and has an effect that results in the assessment of an attitude. Because attitude can not only be seen from a person's behavior, but also from the meaning of writing it can be studied more deeply, because as educators it is necessary to say or behave well, so it is necessary to use attitude. As writers, words must represent and have behavior so that our writing can be beautiful to read.

According to previous research, a previous study is a journal article done by Mona Bani Alkahtani¹⁰⁶, showed that study examines the shift in attitude in Mubarak's speech during the 2011 Arab Spring Uprising, so the researcher observes for some time so that he finds changes in the depiction of attitudes through the speech that the character conveys.

According to previous research, a previous study is a journal article done by Gisty Listiani¹⁰⁷, showed that this research uses aspects of appraisal theory which include attitude, engagement, and graduation, while my research only focuses on the attitude aspect. But the object that I studied was a novel while this research used the speech as the object. Written language

¹⁰⁶ Alkahtani.

¹⁰⁷ Listiani, Rukmini, and Widhiyanto, IX.

represents language through a writing system. The text generated in the writing system must be cohesive and coherent. It should be able to be a bridge between the writer and the reader so that the writer can grasp the meaning of the text. In other words, ideas expressed in the written language must be related to each other to be meaningful. Whereas in spoken language, the resulting utterance becomes a medium of communication between the speaker and the listener. Usually in the form of face-to-face communication.

From the discussion above, we can see that the attitude in Appraisal Device is very important, especially for education. The teacher may ask their students to be aware of issues in their environment, social media, newspaper, television, or radio. Because text or news is meaningful when we analyze them, there is meaning beyond the text. Through discourse analysis especially Appraisal Devices, a student can get many new vocabularies there, so students can get it by studying discourse analysis. Not only get new vocabulary but also student can give their opinion after they learn about the appraisal device. By learning Appraisal Devices, students can filter the good sentence and polite sentences to give an opinion.

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this final chapter presented the conclusions about peoples' attitude towards Taliban in I am Malala book viewed from Appraisal Device.

A. Conclusions

From the analysis of attitude in an appendix, people express more Judgement (36.37%) than Affect (32.79%) and Appreciation (30.84%). It means that people tend to judge characters. In evaluating a character's judgment, people show more negative Judgement (114 items) than positive Judgement (73 items). From the quantity and target of those Judgement, it can be concluded that the people feel that the character has many bad emotions. People show more Judgement through capacity (38.72%), and Judgement through tenacity (31.38%). Meanwhile, the Judgement is realized through normality (11.28%), veracity (4.41%), and propriety (14.21%).

For the analysis of affect, people tend to character's emotions. In affect disposition, people give more negative affect (104 items) than positive (78 items). It means that the people feel that the Taliban has many bad dispositions. It can

be concluded that people mostly affect the characters using emotional states.

For the analysis of Appreciation, people tend to express their feeling about materialism and the nature of love. It can be concluded that so many terms about materialism and sadness that the character feels. From the findings and the analysis of the appraisal system in the I am Malala book, it can be concluded that the content of the I Am Malala book the negative responses. More people give a negative response to the Taliban because most content from the book explains that wickedness, colonization, inequity, murder, and terrorism have been done by the Taliban. By analyzing using appraisal device analysis, the researcher found; Many people in Pakistan suffered the impact of the war which the Taliban have done, therefore people's responses were taken from a point of view of Malala Yousafzia her handwriting I Am Malala book. Proven by the percentage that Negative Judgement has the highest percentage among others that is 36.37%.

B. Suggestion

From the result of the research, three suggestions seem appropriate for the further research.

Firstly, this research focuses on the meaning of word I am Malala book. Hopefully it will create a new perspective on

researching English teaching in school for example in Senior high school in the Interpersonal Interaction Text (Expression of Congratulating, Expression of Complimenting and Expression of Giving Suggestion) to explore the interpersonal metafunction with different resources.

Secondly, lecturers may adopt the analysis done in this research and apply them in the Prose Poetry Drama subject. So that students will learn to be aware of this phenomenon.

Thirdly, Appraisal system also plays an important role in forming student's writing practices. Therefore, investigating EFL/ESL students' writing using appraisal system is highly recommended.

C. Closing

The researcher admits that the analysis regarding attitude representation is not an easy matter to resolve, so many weaknesses might be found in this analysis. Critics and advices are really expected for the better analysis for the researcher. Hopefully, this thesis will be useful for us.

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Appendix 1

THE ANALYSIS OF KIND ATTITUDE

I. AFFECT

1.1 POSITIVE EMOTIONAL STATE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
1.	My father didn't care. He says he looked into my eyes after I was born and fell in love .	Ziauddin	Malala
2.	I loved hearing the story and the songs my father sang to me, and the way my name floated on the wind when people called it.	Malala	Ziauddin
3.	My mother had been waiting for a son and could not hide her joy when he was born.	Toor Pekai	Kushal
4.	They glimpsed enough of each other to know they liked one another, but for us it is taboo to express such things.	Ziauddin	Toor Pekai
5.	I see my parents happy and laughing a lot.	Malala	Ziauddin, Toor Pekai
6.	She disapproves of dancing because she says God would not like it, but she loves to decorate herself with pretty things, embroidered clothes and golden necklaces and bangles.	Malala	Toor Pekai
7.	My father was in awe of my grandfather and told me wonderful stories about him	Ziauddin	Rohul Amin

8.	My grandmother kept his spirits up – he was her favorite and she believed great things lay in store for him.	Malala's Grandmother	Ziauddin
9.	She loved him so much that she would slip him extra meat and the cream off the milk while she went without.	Malala's Grandmother	Ziauddin
10.	He liked the hilly people and respected their tough lives.	Malala	Uncle Khan Dada
11.	Oof, I was so happy , by God, says my father.	Ziauddin	Nasir Pacha
12.	One day he called my father excitedly to say he'd found the ideal place.	Naeem Khan	Ziauddin
13.	I felt so happy	Ziauddin	Naeem Khan
14.	My mother was excited to be in Mingora.	Malala	Toor Pekai
15.	But he says he looked into my eyes and was delighted .	Ziauddin	Malala
16.	Baba had grown soft and white-bearded in his old age and I loved going to visit him in the village.	Malala	Rohul Amin
17.	The night before we hardly slept because we were so excited .	Malala	Rohul Amin
18.	My brothers loved this, and they would taunt me and my mother by pointing out the wreckage of vehicles on the mountainside.	Kushal Khan	Malala
19.	Though I had been born in a city, I shared my father's	Malala	Ziauddin

	love of nature.		
20.	Once she was ready, the bride would start crying and we would stroke her hair and try to convince her not to worry .	Malala	Tanzela
21.	Everyone knew she was in love with a boy, and sometimes he would pass by and she would look at him from under her long dark lashes, which all the girls envied.	Malala	Seema
22.	Though I felt bad, I was also relieved it was over.	Malala	Safina
23.	My father also loved to write poetry, sometimes about love, but often on controversial themes such as honor killings and women's rights.	Malala	Ziauddin
24.	He watched the girls going in and out of our school every day and became angry , particularly as some of the girls were teenagers. 'That Maulana has a bad eye on us,' said my father one day.	Malala	Ghulamullah
25.	I had heard so much about her from my father and was very excited that she would return and we might have a woman leader once more.	Malala	Benazir Butho
26.	It was thrilling to see my words on the website.	Malala	BBC
27.	Hai Kakar wanted me to	Hai Kakar	Malala

	talk about and became more confident .		
28.	He liked personal feelings and what he called my 'pungent sentences'.	Hai Kakar	Malala
29.	My mother liked my pen name Gul Makai.	Toor Pekai	Malala
30.	I felt the happiest because it meant school would reopen properly.	Malala	
31.	But my mother was very composed and courageous .	Malala	Toor Pekai
32.	I was happy to be with my cousin Sumbul, who is a year older than me.	Malala	Sumbul
33.	It was very emotional to see him again.	Malala	Ziauddin
34.	They liked it very much and told us they had a guesthouse in Abbottabad where we could all go.	Media	Malala
35.	My joy I heard Moniba was also in Abbottabad	Malala	Moniba
36.	President Obama was very happy , and on TV we watched big celebrations take place outside the White House.	Malala	Barack Obama
37.	But the girls of Swat are not afraid of anyone.	Swat's girls	Taliban
38.	A doctor she knew told her the bullet had passed through my forehead, not my brain, and that I was safe .	Doctor	Malala
39.	Dr Fiona assured him that she did this all the time so	Ziauddin	Dr. Fiona

	not to worry.		
40.	My father was astonished and pleased.	Ziauddin	Dr. Fiona
41.	But I was so happy to hear him.	Malala	Ziauddin
42.	My mother blessed me with prayers.	Toor Pekai	Malala
43.	Dr Javid told me my parents were coming, I was so excited.	Dr. Javid	Malala
44.	It was as if all the weight had been lifted from my heart.	Malala	Malala's Family
45.	I felt that everything would be fine now.	Malala	Malala's Family
46.	I was even happy to see my brother Khushal, as I needed someone to fight with.	Malala	Khushal
47.	I had always been such a happy child.	Ziauddin	Malala
48.	She is happier since my cousin Shah came to stay.	Shah	Toor Pekai
49.	My father's cousin Jehan Sher Khan Yousafzai was one of the few who came to celebrate my birth and even gave a handsome gift of money.	Jehan Sher Khan Yousafzai	Malala

1.2 NEGATIVE EMOTIONAL STATE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
50.	But my grandfather, who was a religious scholar and village cleric, didn't like my father giving me that	Rohul Amin	Ziauddin Yousafzia

	name.		
51.	I think I am a bit of a disappointment to her as I am so like my father and don't bother with clothes and jewels.	Malala	Toor Pekai
52.	My grandmother was so worried about my father's stutter that when he was still a young boy she took him to see a holy man.	Malala's Grandmother	Ziauddin
53.	It was only when she met my father that she felt regret .	Toor Pekai	Ziauddin
54.	My grandfather was so furious he would not speak to them for their entire stay.	Malala	Rohul Amin
55.	Hidayatullah was not pleased to discover that my father was still in debt to lots of people from college,	Hidayatullah	Ziauddin
56.	My father was angry	Ziauddin	Official
57.	I would get very depressed and sometimes collapse seeing the problems all around us,' said Hidayatullah	Hidayatullah	Ziauddin
58.	Hidayatullah laughed . 'You think he will be happy with tea? He wants his money	Hidayatullah	Ziauddin
59.	She was then furious when she learned that my father did not get a good price for them	Toor Pekai	Ziauddin
60.	My mother was worried about telling him he had a daughter not a son, but he	Toor Pekai	Ziauddin

	says he looked into my eyes and was delighted.		
61.	My father said it was sad that they could never return as they needed to keep working to maintain their families' new lifestyle.	Malala	Ziauddin
62.	My cousins made fun of me for my city ways. I did not like going barefoot.	Malala	Aneesa Sumbul
63.	One of my male cousins was angry and asked my father, 'Why isn't she covered?'	Jehan Sher Khan	Malala
64.	So when we did the end-of-year exams and Malka-e-Noor came first, I was shocked .	Malala	Malka e-Noor
65.	I was very sad and went to my room.	Malala	Toor Pekai
66.	I felt a terrible sinking feeling in my stomach.	Malala	Toor Pekai
67.	My mother was very upset and told my father. He immediately went and bought the whole lot from the man and put them in a glass dish.	Toor Pekai	Malala
68.	My mother and father tell each other everything so Aba soon found out why I was so sad .	Malala	Ziauddin
69.	My grandfather had come to watch and I knew he really wanted me to win the competition, which made me even more nervous .	Malala	Rohul Amin

70.	My father would get angry sometimes – he would arrive home at lunchtime and call out, ‘Toor Pekai, I’m home!’ only to find she was out and there was no lunch for him.	Ziauddin	Toor Pekai
71.	Sultana was very short-tempered and my mother did not like having her in the house, but my father arranged a small allowance for her and a place for Shehnaz and her other brother at his school.	Toor Pekai	Sultana
72.	Her own family would not take her back because it is believed that a woman who has left her husband has brought shame on her family.	Khalida’s family	Khalida
73.	They thought it was shameful for their children to mix with those from poor families.	Rich parents	Poor children
74.	My father and his friends were disgusted .	Ziauddin	Musharraf
75.	He gets so emotional you would think the events had happened just the night before, not more than 1,300 years ago.	Hussein	Shiah
76.	The mullah looked down embarrassed because greeting someone properly is important in Islam.	Ziauddin	Ghulamullah
77.	The mullah clearly wasn’t	Ziauddin	Ghulamullah

	happy as he wanted the school closed altogether.		
78.	When nightfall came, there were still tremors and my mother was in a state of panic .	Malala	Toor Pekai
79.	Fazlullah hated the Bollywood movies we so loved, which he denounced as un-Islamic.	Malala	Fazlullah
80.	My father became depressed because people had begun to embrace Fazlullah's words and his religious romanticism.	Malala	Ziauddin
81.	My mother and her friends were upset about not being able to go shopping, particularly in the days before the Eid holidays	Toor Pekai	Taliban
82.	Policemen were so scared of being killed that they took out adverts in the newspapers to announce they had left the force.	Pakistan's policeman	Taliban
83.	The situation was so bad that people began to worry the militants could take over the capital.	Malala	Pakistan's people
84.	He raged against the Lal Masjid attack and vowed to avenge the death of Abdul Rashid.	Malala	Fazlullah
85.	He hated the fact that most people would not speak up.	Malala	Ziauddin
86.	How dare the Taliban take away my basic right to	Malala	Taliban

	education?		
87.	Sometimes I was very afraid but I said nothing, and it didn't mean I would stop going to school.	Malala	Taliban
88.	I could tell my father was in a bad mood .	Malala	Ziauddin
89.	My mother used to tell me to hide my face when I spoke to the media because at my age I should be in purdah and she was afraid for my safety.	Toor Pekai	Malala
90.	Even the Pakistan media, which has been so soft on you till now, is outraged .	Journalist	Fazlullah
91.	Leaving our home felt like having my heart ripped out .	Malala	Taliban
92.	My mother had had enough of the gunfire	Malala	Toor Pekai
93.	Everyone was depressed .	Pasthun's people	Taliban
94.	We said goodbye and were terribly worried we wouldn't see him again.	Malala's family	Ziauddin
95.	As long as Fazlullah was still around I was afraid the Taliban would regroup and return to power.	Malala	Fazlullah
96.	When my father received the letter he seemed worried for a couple of weeks.	Malala	Ziauddin
97.	We also learned that American politicians were furious that bin Laden had	America	Pakistan's government

	been living under our noses when all along they had imagined he was hiding in a cave.		
98.	I know my mother didn't like the awards because she feared I would become a target as I was becoming more well known.	Toor Pekai	Malala
99.	After that my father was restless and could not enjoy Karachi.	Ziauddin	Taliban
100	I could see my mother and father were both very upset .	Ziauddin and Toor Pekai	Taliban
101	Once again people started worrying that the Taliban were creeping back.	Pakistan's people	Taliban
102	My father's heart sank .	Ziauddin	Malala
103	He said he felt as if he had been hit by a thunderbolt.	Ziauddin	Malala
104	When I was put in the ambulance my father was afraid the Taliban would attack again.	Ziauddin	Taliban
105	My mother was astonished to see all the people.	Malala	Toor Pekai
106	Inside the helicopter I was vomiting blood, my father was horrified .	Ziauddin	Malala
107	He told her the news with a heavy heart .	Ziauddin	Toor Pekai
108	My mother was furious and worried about her and my brothers security.	Ziauddin	Toor Pekai
109	I have informed my family and they are very unhappy , I cannot leave them.	Ziauddin	Pakistan's government

110	My father became suspicious , it was after midnight and he was scared .	Ziauddin	Taliban
111	Dr Javid, who was there when I was brought round, says he will never forget the look of fear and bewilderment on my face.	Dr. Javid	Malala
112	My father said nothing but he was outraged .	Ziauddin	Pakistan's army
113	It was like a reverse mirror, when there was laughter on my face there was distress on my mother's.	Malala	Toor Pekai
114	I know my mother is lonely .	Malala	Toor Pekai

1.3 POSITIVE PHYSICAL EXPRESSION

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
115.	His cousin laughed in astonishment.	Jehan Sher Khan	Malala
116.	I see my parents happy and laughing a lot.	Malala	Ziauddin, Toor Pekai
117.	I would listen rapt as he told stories of warring tribes,	Malala	Ziauddin
118.	Pashtun leaders and saints, often through poems that he read in a melodious voice, crying sometimes as he read.	Malala	Ziauddin
119.	Her nephew Fazli Hakim had to carry my father on his shoulders.	Fazil Hakim	Ziauddin
120.	He saw his father clapping	Rohul	Ziauddin

	and enjoying being patted on the back by those standing around him.	Amin	
121.	The first thing I'd done that made him smile .	Ziauddin	Rohul Amin
122.	I looked up at my father, he was smiling .	Ziauddin	Malala
123.	Miss Rubi, one of my favorite teachers, told us to stop crying and to stay calm ; it would soon be over.	Miss Rubi	Students
124.	She was relieved to see us and hugged us, tears streaming down her face.	Toor Pekai	Malala
125.	Often he would weep as he spoke of his love for Islam.	Malala	Fazlullah
126.	But lots of people called to congratulate him.	Malala	Ziauddin
127.	She walked down the steps of the plane in Karachi and wept as she stepped onto Pakistani soil after almost nine years in exile.	Malala	Benazir Butho
128.	We all started crying and praying for her.	Malala	Benazir Butho
129.	My father laughed and said I should go into politics.	Malala	Ziauddin
130.	'It's very good,' he said with a knowing smile .	Ziauddin	Malala
131.	It was a funny meeting as he conducted a long interview with my father in English	Adam Ellick	Ziauddin
132.	My father was almost bursting with pride at how I came across on the documentary.	Ziauddin	Malala
133.	We saw the wide Swat River	Malala	Ziauddin

	and my father began to weep .		
134.	Shiza had laughed and said he wouldn't be able to answer so many.	Shiza Shahid	Malala
135.	Miss Hera called my father in tears , grateful that her wedding could go ahead as planned.	Miss Hera	Ziauddin
136.	He said over and over, kissing my forehead and cheeks and nose.	Ziauddin	Malala
137.	He was very afraid but he didn't cry .	Ziauddin	Malala
138.	She told the women, don't cry , pray.	Malala	Toor Pekai
139.	But then Maryam noticed me trying to wipe my mouth with my scarf, look , she is responding.	Madam Maryam	Malala
140.	I was conscious and restless but not speaking or aware of anything, my eyes fluttering.	Colonel Junaid	Malala
141.	When you see Malala don't cry or shout , She can hear you even if you think she can't.	Toor Pekai	Malala
142.	When my mother arrived they hugged and held back tears.	Toor Pekai	Malala
143.	Dr Fiona was a great comfort to us.	Ziauddin	Dr. Fiona
144.	Fiona would gesture with a thumbs-up when she came out of my room and say 'Good.'	Toor Pekai	Dr. Fiona
145.	My father was in tears as he gave her my passport and took her hand.	Ziauddin	Dr. Fiona
146.	My mother cried , but my father tried to comfort her as	Toor Pekai	Malala

	he felt I was now out of danger.		
147.	My eyes shone with excitement , ‘You won’t cry , you won’t weep ,’ he instructed me.	Dr. Javid	Malala
148.	I couldn’t smile because of my face, but it was as if there was a smile inside .	Malala	Ziauddin
149.	Later he told me that Dr Javid had also ordered him not to cry as that would make us all sadder.	Dr. Javid	Malala
150.	The doctor wanted us to be strong for each other.	Dr. Javid	Malala
151.	The call did not last long because my parents did not want to tire me out .	Malala’s parents	Malala
152.	I couldn’t control myself and wept as loudly as I could.	Malala	Malala’s Family
153.	My father and mother were also weeping .	Malala’s parents	Malala
154.	She often cries then hugs me.	Shah	Malala
155.	My mother was in tears and my father said I had become everybody’s daughter.	Toor Pekai	Malala

1.4 NEGATIVE PHYSICAL EXPRESSION

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
156.	To me he seemed very thin and small , like a reed that could snap in the wind,	Malala	Kushal
157.	He would go crying to my mother and I would go to my father.	Malala	Kushal
158.	He was an impatient man at the best of times and would fly into a rage over the smallest thing – like a hen going astray or a cup getting broken.	Malala	Rohul Amin
159.	Rohul Amin asked, laughing	Rohul Amin	Ziauddin
160.	My father broke the seal on the wooden storage box of maize and filled their bowls. When my grandparents came home they were furious and beat him.	Rohul Amin	Ziauddin
161.	My father was at his wits' end and wept with frustration.	Malala	Ziauddin
162.	What kind of school is this?' asked the official, laughing at his application	Official	Ziauddin
163.	The other people in the office laughed along, ridiculing him.	Official	Ziauddin
164.	As soon as the man had gone, Hidayatullah burst into laughter .	Hidayatullah	Ziauddin
165.	My brothers loved this, and they would taunt me and my mother by pointing out the	Malala	Kushal Khan

	wreckage of vehicles on the mountainside.		
166.	At home I cried and cried and had to be comforted by my mother.	Malala	Toor Pekai
167.	I started crying and apologized over and over again.	Malala	Toor Pekai
168.	Some people celebrated by handing out sweets as Sharif was unpopular, but my father cried when he heard the news.	Ziauddin	Musharraf
169.	I was so nervous before the speech, I was trembling with fear.	Malala	Malala's friends
170.	On the way back home I noticed that she was in tears .	Malala	Shashaka
171.	One of my father's friends is a Shia and he cries whenever he talks about Hussein's death at Karbala.	Hussein	Shiah
172.	Stop this or you will be in trouble and your children will weep and cry for you.	Ziauddin	Taliban
173.	I became very scared of going into the kitchen and would only run in and out.	Malala	Taliban
174.	I am only human, and when I heard the guns my heart used to beat very fast .	Malala	Taliban
175.	I couldn't control myself, I was crying , my mother was crying	Malala	Toor Pekai
176.	They slaughter goats and eat with pleasure .	Malala	Pakistan's Army
177.	My mother was so upset	Malala	Toor Pekai

	when we told her that she went to bed in tears .		
178.	She begged in Pashto in between screams and whimpers as each blow was delivered.	A teenage girl	Taliban
179.	He went to visit the DC at his official residence and found him hosting what appeared to be a celebration of the Taliban takeover.	Zahid Husein	Taliban
180.	I wanted to cry because I felt in my heart I might never see my home again.	Malala	Taliban
181.	Maybe they have poor eyesight and can't see them	Malala	Pakistan's army
182.	When Moniba spoke she couldn't control her tears .	Malala	Moniba
183.	The other girls were screaming and crying , I was lying on Moniba's lap, bleeding from my head and left ear.	Malala's friends	Malala
184.	He had called Khushal, and together they joined the weeping .	Khushal	Malala
185.	My father became more agitated , in Swat the doctors had told him this was something simple, now it seemed very serious.	Ziauddin	Malala
186.	When they returned to the hostel room, they cried like children.	Malala	Malala's Family
187.	I know my father cries too.	Ziauddin	Malala
188.	He cries when I push my hair to the side and he sees the	Ziauddin	Malala

	scar on my head.		
189.	He cries when he wakes from an afternoon nap to hear his children's voices in the garden and realizes with relief that one of them is still mine.	Ziauddin	Malala

1.5 POSITIVE EXTRAORDINARY BEHAVIOR

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
190.	He read the great poems of Saadi, Allama Iqbal and Rumi to my father with such passion and fire it was as if he was teaching the whole mosque.	Malala	Rohul Amin
191.	My father arrived at college at an important moment in Pakistan's history.	Malala	Ziauddin
192.	I will protect your freedom, Malala. Carry on with your dreams.	Ziauddin	Malala
193.	My mother took me to say sorry to Safina and her parents.	Malala	Safina
194.	I vowed that I would never treat a friend badly again.	Malala	Safina
195.	They knew he would have something interesting to say at workshops and seminars and wasn't afraid to criticize the authorities, even the army, which was now running our country.	Ziauddin	Army
196.	'Why don't they want girls to	Malala	Ziauddin

	go to school?’ I asked my father. ‘They are scared of the pen, ’ he replied.		
197.	To the Fedayeen of Islam [or Islamic sacrificers], this is not the right way to implement Islam	Malala	Ziauddin
198.	Please don’t harm my children because the God you believe in is the same God they pray to every day.	Malala	Ziauddin
199.	The military finally lost patience and stormed the compound.	Malala	Pakistan’s army
200.	My grandmother said, ‘Benazir will become shaheed,’ meaning she would die an honorable death.	Malala’s grandmother	Benazir Butho
201.	We were scared, but our fear was not as strong as our courage.	Malala	Ziauddin
202.	Most people did not like to voice these things publicly, but my father and many of his friends were not scared.	Malala	Qaumi Jirga
203.	Hai Kakar told me it could be dangerous to use my real name and gave me the pseudonym Gul Makai	Hai Kakar	Malala
204.	To help us get over the trauma of living under the Taliban.	Malala	Shiza Shahid
205.	All children are special to their parents, but to my father I was his universe.	Ziauddin	Malala
206.	Don’t worry, we will sort everything out.	The Chief of KPK	Ziauddin

207.	She would sit with them patiently and would then ask my father to explain every detail to my mother.	Toor Pekai	Dr. Fiona
208.	Fiona, I trust you. Please take care of my daughter.	Ziauddin	Dr. Fiona
209.	It was a miracle I was alive.	Malala	
210.	You didn't send Malala out thieving or killing or to commit crimes, it was a noble cause .	Toor Pekai	Ziauddin
211.	I am grateful for them, but they only remind me how much work still needs to be done to achieve the goal of education for every boy and girl.	Malala	Nobel Peace Prize

1.6 NEGATIVE EXTRAORDINARY BEHAVIOR

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
212.	I played mostly with Khushal because he was just two years younger than me, but we fought all the time.	Malala	Kushal
213.	'What you did was wrong , Malala,' she said. 'Are you trying to bring shame on us that we can't afford to buy such things?'	Toor Pekai	Malala
214.	I couldn't bear for him to be disappointed in me. It's horrible to feel unworthy in the eyes of your parents.	Malala	Ziauddin
215.	They don't care if the army is actually flying the plane, they	Malala	Politicians

	are happy to stay out of the cockpit and sit in business class, close the curtains and enjoy the fine food and service while the rest of us are squashed in economy.		
216.	Many ISI officers were close to its leaders, having known them for years, and shared some of their beliefs.	ISI	Taliban
217.	These were strange-looking men with long straggly hair and beards and camouflage vests over their shalwar kamiz, which they wore with the trousers well above the ankle.	Malala	Taliban
218.	He used his station to encourage people to adopt good habits and abandon practices he said were bad.	Malala	Fazlullah
219.	The women would not be attacked if they went to the markets, but the Taliban would shout at them and threaten them until they stayed at home.	Malala	Taliban
220.	After Mullah FM had been on air for about a year, Fazlullah became more aggressive .	Malala	Fazlullah
221.	It felt as though the whole country was going mad , the rest of Pakistan was preoccupied with something else.	Malala	Pakistan's government
222.	It was almost unbelievable – Islamabad is usually a quiet,	Malala	Taliban

	orderly place, very different to the rest of our country.		
223.	If Benazir can die, nobody is safe.	Malala	Pakistan's government
224.	It felt as if my country was running out of hope.	Malala	Pakistan's government
225.	The media in Swat were under pressure to give positive coverage to the Taliban.	Media	Taliban
226.	We had a new government under President Asif Zardari, the widower of Benazir, but they didn't seem to care about Swat.	Malala	President Asif Zardari
227.	The Taliban obviously have the support of unseen forces.	Zaiuddin	Taliban
228.	Adam could not come to Swat because it was too dangerous for foreigners.	Adam Ellick	Taliban
229.	I was only eleven years old but I felt as though I had lost everything.	Malala	Taliban
230.	In those days we were afraid of our fellow human beings.	Malala	Taliban
231.	But my father had a big problem.	Malala	Ziauddin
232.	We heard there were thousands of missing all over Pakistan.	Malala	Pakistan's army
233.	My father said it was a shameful day.	Ziauddin	Pakistan's government
234.	This showed that my brain was swelling dangerously.	Colonel Junaid	Malala

1.7 POSITIVE METAPHOR

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
235.	'Son, may you be the star in the sky of knowledge, ' he used to say.	Rohul Amin	Ziauddin
236.	You have put the first stone in standing water, now we will have the courage to speak.	Malala	Ziauddin

1.8 NEGATIVE METAPHOR

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
23	The authorities turned a blind eye.	Malala	Pakistan government
23	They are vultures jumping on a dead body.	Ziauddin	Taliban
23	They wanted to kill two birds with one stone. Kill Malala and silence me forever.	Ziauddin	Taliban

II. JUDGEMENT

2.1 POSITIVE NORMALITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
1.	She was unusual in the village as she had a father and brothers who encouraged her to go to school.	Malala	Toor Pekai
2.	It was unusual for women to have a special place to meet outside the home.	Malala	Spal Bandhi
3.	They were usually about	Malala	Malala's

	love or being a Pashtun. 'No Pashtun leaves his land of his own sweet will,' she would say.		grandmother
4.	But some of the family thought people would gossip about us and say we were not properly following Pashtunwali.	Pasthun's people	Malala
5.	Her mother was a teacher at a different school, which was unusual as none of our mothers worked.	Malala	Malka e-Noor
6.	In our culture speeches are usually written by our fathers, uncles or teachers.	Malala	Malala's friends
7.	Called on the people of Swat to return .	Prime minister	Swat's people
8.	They said Colonel Junaid and Dr Mumtaz had done a splendid job , and the operation had gone very well.	Malala	Colonel Junaid and Dr. Mumtaz
9.	She was young but she was promoting Western culture in Pashtun areas.	Taliban	Malala
10.	She was pro West, she was speaking against the Taliban , she was calling President Obama her idol.	Taliban	Malala
11.	Not only was Peshawar dangerous for Westerners but after googling me she	Malala	Dr. Fiona

	realized this was no ordinary case.		
12.	If anything had happened to her it would have been blamed on the white woman.	Malala	Dr. Fiona
13.	I wanted to reach all people living in poverty, those children forced to work and those who suffer from terrorism or lack of education.	Malala	Pakistan's people
14.	His sermons at Friday prayers were so popular that people would come down from the mountains by donkey or on foot to hear him.	Malala	Rohul Amin
15.	By then my father was becoming a well-known figure in Swat. Even though he was not a khan or a rich man, people listened to him.	Malala	Ziauddin
16.	My grandfather was famous for his speeches	Malala	Rohul Amin

2.2 NEGATIVE NORMALITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
17.	Zia even wanted to dictate how we should pray, and set up salat or prayer committees in every	Malala	Zia ul-Haq

	district, even in our remote village, and appointed 100,000 prayer inspectors.		
18.	Usually politicians only visited during election time, promising roads, electricity, clean water and schools and giving money and generators to influential local people we called stakeholders, who would instruct their communities on how to vote.	Malala	Politicians
19.	In our society for a girl to flirt with any man brings shame on the family, though it's all right for the man.	Pasthun's people	Seema
20.	We have a custom called swara by which a girl can be given to another tribe to resolve a feud.	Malala	Pasthun's people
21.	They were forcing men to grow beards as long as a lantern and women to wear burqas.	Taliban	Pakistan's people
22.	Some of our religious people saw Osama bin Laden as a hero .	Mufti	Osama bin Laden
23.	Every year Shias commemorate the killing of the Prophet's grandson Hussein Ibn Ali at the battle of Karbala in the	Malala	Shias

	year 680 with a festival called Muharram.		
24.	Girls should not be going to school , a girl is so sacred she should be in purdah , and so private that there is no lady's name in the Quran as God doesn't want her to be named.	Ziauddin	Ghulamullah
25.	The MMA government banned CD and DVD shops and wanted to create a morality police like the Afghan Taliban had set up.	Malala	MMA activist
26.	It was as though they wanted to remove all traces of womankind from public life.	Malala	MMA activist
27.	They warned people to stop listening to music, watching movies and dancing.	Malala	Fazlullah
28.	Within six months people were getting rid of their TVs, DVDs and CDs.	Malala	Fazlullah
29.	The punishments decreed by Fazlullah's shura included public whippings, which we had never seen before.	Malala	Fazlullah
30.	'To cure a disease before its onset is not in	Malala	Fazlullah

	accordance with sharia law ,’ said Fazlullah on the radio.		
31.	When Fazlullah came there were no more school trips, girls were not supposed to be seen outside.	Malala	Fazlullah
32.	The Taliban targeted not only politicians, MPs and the police, but also people who were not observing purdah, wearing the wrong length of beard or the wrong kind of shalwar kamiz.	Malala	Taliban
33.	He insisted he would have his own education system .	Malala	Muslim Khan
34.	Usually there are many ways out of Mingora, but the Taliban had cut down several huge apple trees and used them to block some routes so everyone was squashed onto the same road.	Malala	Taliban
35.	In Pakistan we have something called the Blasphemy Law , which protects the Holy Quran from desecration.	Malala	Pakistan’s government
36.	The law was made much stricter so that anyone	Malala	Pakistan’s government

	who ‘defiles the sacred name of the Holy Prophet’ can be punished by death or life imprisonment.		
37.	We carried out this attack, and anybody who speaks against us will be attacked in the same way.	Malala	Taliban
38.	Now they were saying I had been targeted by the same Taliban as him.	Ziauddin	Taliban
39.	Fazlullah was particularly popular in remote areas where people remembered how TNSM volunteers had helped during the earthquake when the government was nowhere to be seen.	Malala	Fazlullah

2.3 POSITIVE CAPACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
40.	But my grandfather, who was a religious scholar and village cleric, didn’t like my father giving me that name.	Malala Yousafzia	Rohul Amin
41.	He taught theology in the government high school in the village of Shahpur.	Malala	Rohul Amin
42.	He was also an imam at the local mosque.	Malala	Rohul Amin
43.	He was a mesmerizing	Malala	Rohul

	speaker.		Amin
44.	My grandfather had studied in India	Malala	Rohul Amin
45.	They say he was the first Pakistani leader to stand up for the common people	Malala	Zulfikar Ali Bhutto
46.	General Zia was invited to meet President Ronald Reagan at the White House and Prime Minister Margaret Thatcher at 10 Downing Street. They lavished praise on him.	President Ronald Reagan	Zia ul-Haq
47.	But Zia turned out to be a very wily man.	Zia ul-Haq	Zulfikar Bhutto
48.	My father was very impressed by Faiz Mohammad and thought he talked a lot of sense, particularly about wanting to end the feudal and capitalist systems in our country	Zaiuddin	Faiz Mohammad
49.	Baba was such a popular and passionate speaker that he could have been a great leader	Ziauddin	Rohul Amin
50.	My grandfather desperately wanted him to be a doctor, but though he was a very bright student and a gifted poet, he was poor at math and science and felt he was	Malala	Ziauddin

	a disappointment.		
51.	My father quickly got involved in student politics and became known as a talented speaker and debater .	Malala	Ziauddin
52.	The only practice we'd had was reading out poems at morning assembly, but there was an older girl at school called Fatima who was a very good speaker .	Malala	Fatima
53.	We thought speaking in English meant you were more intelligent	Malala	Malala's friends
54.	Osama bin Laden, the leader of al-Qaeda, had been living in Kandahar when the attack on the World Trade Center happened, and the Americans had sent thousands of troops to Afghanistan to catch him and overthrow the Taliban regime which had protected him.	America	Osama bin Laden and Taliban
55.	Jinnah had lived in London as a young man and trained as a barrister .	Malala	Jinnah
56.	Commandos with tanks and armored personnel carriers surrounded the mosque.	Malala	Pakistan's army

57.	The troops blasted holes in the wall surrounding the mosque and fired mortars at the compound as helicopter gunships hovered overhead.	Malala	Pakistan's army
58.	Commandos fought from room to room for hours until they finally tracked Abdul Rashid and his followers to a basement where they killed him .	Malala	Pakistan's army
59.	It was because of Benazir that girls like me could think of speaking out and becoming politicians .	Malala	Benazir Butho
60.	She was also our only political leader to speak out against the militants and even offered to help American troops hunt for bin Laden inside Pakistani borders.	Malala	Benazir Butho
61.	Musharraf had sent 3,000 troops into our valley to confront the Taliban.	Malala	Musharraf
62.	Police once tried to capture Fazlullah when he was speaking at a gathering, but a giant sandstorm blew up and he managed to escape.	Malala	Ziauddin
63.	They took Imam Deri, the headquarters of Fazlullah.	Malala	Pakistan's army

64.	He was chosen as spokesperson as he was not afraid to speak out.	Malala	Ziauddin
65.	He could speak our national language, Urdu, and English fluently, which meant he was an effective communicator outside Swat as well as inside.	Malala	Ziauddin
66.	They told people that what was happening in Swat was not about Islam.	Qaumi Jirga	Media
67.	At school my father organized a peace march and encouraged us to speak out against what was happening.	Malala	Ziauddin
68.	The Taliban could take our pens and books, but they couldn't stop our minds from thinking.	Taliban	Malala
69.	I wrote a lot about school as that was at the center of our lives.	Malala	BBC
70.	I also wrote about the burqa.	Malala	BBC
71.	She speaks better English than the rest of you and you're translating for her.	Adam Ellick	Malala
72.	The pressure from the whole country worked , and Fazlullah agreed to lift the ban for girls.	Fazlullah	Hai Kakar

73.	After four days the military took three squares including Green Chowk	Malala	Pakistan's army
74.	Then they captured the airport and in a week they had taken back the city.	Malala	Pakistan's army
75.	Then they said he was badly injured and that they had his spokesman, Muslim Khan, in custody.	Muslim Khan	Pakistan's army
76.	Malala is not just a good speaker but also a good writer.	Madam Maryam	Malala
77.	Shiza Shahid, our friend from Islamabad, had finished her studies in Stanford.	Malala	Shiza Shahid
78.	So Madam Maryam and I wrote an email to General Abbas explaining the situation.	Malala and Madam Maryam	Athar Abbas
79.	During the night American special forces called Navy Seals had carried out a raid in Abbottabad, one of the places we'd stayed as IDPs, and had found and killed Osama bin Laden.	Osama bin Laden	Navy Seals
80.	The Seals had shot bin Laden in the head and his body had been flown out by helicopter.	Osama bin Laden	Navy Seals
81.	The two brothers and one	Bin	Navy Seals

	of bin Laden's grown-up sons had also been killed .	Laden's sons	
82.	Bin Laden's wives and other children had been tied up and left behind and were then taken into Pakistani custody .	Bin Laden's wives	Navy Seals
83.	But the Americans had discovered one of his couriers, tracked the number plate of his car and followed it from Peshawar to Abbottabad.	Malala	Navy Seals
84.	After that they monitored the house with a kind of giant drone that has X-ray vision.	Malala	Navy Seals
85.	My father told me he had received an email informing him I was one of five nominees for the international peace prize of Kids Rights, a children's advocacy group based in Amsterdam.	Ziauddin	Malala
86.	The local commander arrived and announced they were sending an army helicopter to take me and my father to Peshawar.	Malala	Pakistan's army
87.	A young man came in and introduced himself as Colonel Junaid, a neurosurgeon .	Malala	Colonel Junaid

88.	I was in New York to speak at the United Nations.	Malala	United Nations
89.	Standing up to address an audience inside the vast hall where so many world leaders have spoken before.	Malala	United Nations
90.	They gave us a powerful platform as we would say things they didn't dare to.	Journalist	Malala
91.	I began to see that the pen and the words that come from it can be much more powerful than machine guns, tanks or helicopters.	BBC	Malala
92.	And we were learning how powerful we are when we speak.	BBC	Malala
93.	We saw then the power of the media and she became a great support to us.	Shiza Shahid	Malala
94.	Let us pick up our books and our pens, they are our most powerful weapons .	Malala	United Nation
95.	Our military and ISI are very powerful .	Malala	Pakistan's Army

2.4 NEGATIVE CAPACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
96.	When I was born we were very poor .	Malala	Malala's Family
97.	Like me he was born at home as we still could not afford the hospital	Malala	Kushal
98.	I always knew my father had trouble with words.	Malala	Ziauddin
99.	A stutter was a terrible thing for a man who so loved words and poetry.	Malala	Ziauddin
100.	My country may not be very old but unfortunately it already has a history of military coups, and when my father was eight a general called Zia ul-Haq seized power .	Malala	Zia ul-Haq
101.	He arrested our elected prime minister, Zulfikar Ali Bhutto, and had him tried for treason then hanged from a scaffold in Rawalpindi jail.	Zia ul-Haq	Zulfikar Ali Bhutto
102.	Prime Minister Zulfikar Bhutto had appointed Zia as his army chief because he thought he was not very intelligent and would not be a threat.	Zulfikar Bhutto	Zia ul-Haq
103.	He was poor at math and science and felt he was a	Malala	Ziauddin

	disappointment.		
104.	Ignorance allowed politicians to fool people and bad administrators to be re-elected.	Ziauddin	Pakistan
105.	Months would pass and they could not pay the teachers' wages or the school rent.	Malala	Ziauddin
106.	My parents had not held one for me because they could not afford the goat and rice needed to feed the guests	Malala's parents	Malala
107.	Then they disappeared off to Islamabad if they were elected to the National Assembly, or Peshawar for the Provincial Assembly, and we'd hear no more of them or their promises.	Malala	Politicians
108.	Most of them don't pay tax , but that's the least of it. They take out loans from state banks but they don't pay them back. They get kickbacks on government contracts from friends or the companies they award them to.	Malala	Politicians
109.	I had been born into a sort of democracy in which for ten years Benazir Bhutto and Nawaz Sharif kept	Malala	Benazir Butho and Nawaz Sharif

	replacing each other, none of their governments ever completing a term and always accusing each other of corruption .		
110.	Musharraf then seized power and threw Sharif into a dungeon in Attock Fort.	Musharraf	Nawaz Sharif
111.	Then went into a long tirade against Sharif, saying that under him Pakistan had lost our honor, dignity and respect .	Musharraf	Nawaz Sharif
112.	Influential people in remote areas took money from the government for schools which never saw a single pupil.	Ziauddin	Unresponsible teacher
113.	We were not fans of the Taliban as we had heard they destroyed girls' schools and blew up giant Buddha statues	Malala	Taliban
114.	Musharraf told our people that he had no choice but to cooperate with the Americans.	Musharraf	Pakistan's people
115.	A mullah who is not fully learned is a danger to faith.	Ziauddin	Ghulamullah
116.	Then MMA activists launched attacks on	Malala	MMA

	cinemas and tore down billboards with pictures of women or blacked them out with paint.		
117.	He introduced himself as an Islamic reformer and an interpreter of the Quran . My mother is very devout, and to start with she liked Fazlullah.	Malala	Fazlullah
118.	He is just fooling people.	Ziauddin	Fazlullah
119.	Fazlullah closed beauty parlors and banned shaving so there was no work for barbers.	Malala	Fazlullah
120.	His men stopped health workers giving polio drops.	Malala	Taliban
121.	First the Taliban took our music, then our Buddhas, then our history.	Malala	Taliban
122.	The Taliban destroyed the Buddhist statues and stupas where we played.	Malala	Taliban
123.	The Taliban took over the Emerald Mountain with its mine and began selling the beautiful stones to buy their ugly weapons.	Malala	Taliban
124.	They took money from the people who chopped down our precious trees for timber and then demanded more money to let their	Malala	Taliban

	trucks pass.		
125.	In a short time they had taken over fifty-nine villages and set up their own parallel administrations.	Malala	Taliban
126.	Their militants kidnapped policemen and ransacked government buildings.	Malala	Taliban
127.	The Musharraf government didn't seem to know what to do .	Malala	Pakistan government
128.	Fazlullah could now carry out his threats and mobilize support for his Taliban in the name of Lal Masjid.	Malala	Fazlullah
129.	A few days later they attacked an army convoy travelling in the direction of Swat and killed thirteen soldiers.	Malala	Taliban
130.	Benazir's bus was blown up in a wave of orange flame.	Malala	Taliban
131.	The following day a suicide bomber attacked another army truck in Swat, killing seventeen soldiers and thirteen civilians.	Malala	Taliban
132.	The Taliban then took two police stations in	Malala	Taliban

	Khwazakhela and moved on to Madyan		
133.	Very quickly the Taliban controlled most of Swat outside Mingora.	Malala	Taliban
134.	The Musharraf government later said she hit her head on the roof handle	Musharraf	Taliban
135.	The army action at the end of 2007 had not got rid of the Taliban.	Malala	Pakistan's army
136.	Fazlullah kept broadcasting that girls should stay at home and his men had started blowing up schools	Malala	Fazlullah
137.	The first school to be blown up was Shawar Zangay, a government girls' primary school in Matta.	Malala	Taliban
138.	A suicide bomber had struck in the basketball court at Haji Baba High School.	Malala	Taliban
139.	Now the Taliban had bombed the mourners.	Malala	Taliban
140.	Militants had entered the Sangota Convent School for girls and the Excelsior College for boys and blown them up using	Malala	Taliban

	improvised explosive devices (IEDs).		
141.	The Taliban bombed the power station so we had no electricity, then a few days later they blasted the pipeline so we had no gas either.	Malala	Taliban
142.	They killed Shabana on a bitterly cold night in January 2009.	Shabana	Taliban
143.	The Taliban would come to peoples' houses, demanding money to buy Kalashnikovs	Malala	Taliban
144.	Dr Afzal's hospital was in an area that had been taken over by the Taliban.	Dr. Afzal	Taliban
145.	Girls had to stop going to school.	Malala	Taliban
146.	Four days after the ban on girls' schools, five more were destroyed .	Malala	Taliban
147.	He was not a good speaker .	Malala	Sufi Mohammad
148.	The Taliban set up shariat courts in all districts and broadcast sermons from mosques calling on the local youth to join them.	Malala	Taliban
149.	The Taliban patrolled the roads with guns and watched us from the tops	Malala	Taliban

	of buildings.		
150.	One school gave its teachers salaries for a month, but most didn't know what to do as they couldn't afford to pay.	Malala	Ziauddin
151.	The army's failure to capture the Taliban leadership, and my father and I continued to give lots of interviews.	Malala and Ziauddin	Pakistan's army
152.	Then a CIA agent called Raymond Davis shot and killed two men in Lahore who had approached his car on a motorbike.	Malala	Raymond Davis
153.	The director of the CIA said Pakistan was 'either involved or incompetent.	CIA	Pakistan's government
154.	We have so many people in our country who are illiterate.	Malala	Pakistan's government
155.	And many women have no education at all.	Malala	Pakistan's government
156.	We live in a place where schools are blown up.	Malala	Pakistan's government
157.	We have no reliable electricity supply.	Malala	Pakistan's government
158.	Not a single day passes without the killing of at least one Pakistani.	Malala	Pakistan's government
159.	We doubted that, as no	Malala	Rehman

	one has ever been caught		Malik
160.	It is still not definitely known who shot me, but a man named Ataulah Khan said he did it.	Malala	Pakistan's Police
161.	The police have not managed to find him but they say they are investigating and want to interview me.	Malala	Pakistan's Police
162.	Both the army and the Taliban were powerful .	Malala	Taliban

2.5 POSITIVE TENACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
163.	Malik Janser Khan refused the proposal, but my father is a stubborn man and persuaded my grandfather to send the barber again.	Ziauddin	Malik Janser Khan
164.	My father came from a backward village yet through education and force of personality he made a good living for us and a name for himself.	Malala	Ziauddin
165.	But it wasn't easy to study as there was no electricity in the village in those days.	Malala	Ziauddin
166.	It was my grandmother's faith in my father that gave	Malala's Grandmother	Ziauddin

	him the courage to find his own proud path he could travel along.		
167.	My father had turned his weakness into strength.	Malala	Ziauddin
168.	My father was desperate not to give up the school so agreed to pay Naeem a return on his share of the investment.	Ziauddin	Naeem Khan
169.	But when Ziauddin is in a crisis he becomes strong and his spirits high	Hidayatullah	Ziauddin
170.	But my father is an optimistic man and never deterred by practicalities.	Malala	Ziauddin
171.	It started to feel as though the school was not meant to be, but my father would not give up on his dream so easily	Malala	Ziauddin
172.	For a while her daughters also had to collect rubbish to survive.	Alishpa	Khalida
173.	Bin Laden and his men fled to the White Mountains of Tora Bora in eastern Afghanistan.	America	Osama bin Laden
174.	Anyone could see that Musharraf was double-dealing , taking American money while still helping the jihadis – ‘strategic	Pakistan’s people	Musharraf

	assets', as the ISI calls them.		
175.	But President Bush kept praising Musharraf, inviting him to Washington and calling him his buddy.	President Bush	Musarraf
176.	He wanted a land of tolerance.	Jinnah	Pakistan
177.	He died of tuberculosis just a year after the creation of Pakistan and we haven't stopped fighting since.	Jinnah	Pakistan's people
178.	One night, after the mufti had failed to persuade our landlady to cancel our lease, he gathered some of the influential people and elders of our mohalla into a delegation and turned up at our door.	Ghulamullah	Ziauddin
179.	My father was right to think this man was not going to give up – mullahs had become more powerful figures since Zia's rule and campaign of Islamization.	Ziauddin	Ghulamullah
180.	My father raised money from the Swat Association of Private Schools and the Global Peace Council to add to what we had	Malala	Ziauddin

	collected at school.		
181.	Girls like me who still went to school he called buffaloes and sheep.	Taliban	Malala
182.	Ziauddin, you have charisma; you can speak up and organize against them	Hidayatullah	Ziauddin
183.	You can stay there accepting everything from the Taliban or you can make a stand against them.	Hidayatullah	Ziauddin
184.	He then wrote a letter to the Daily Azadi, our local newspaper.	Malala	Ziauddin
185.	Luckily, Benazir survived because she had gone downstairs to an armored compartment	Malala	Benazir Butho
186.	We were devastated but also thankful that she had survived .	Malala	Benazir Butho
187.	Fazlullah retreated into the mountains.	Malala	Fazlullah
188.	Suddenly there was the crack of gunfire and an explosion as a suicide bomber blew himself up by the side of her vehicle.	Malala	Taliban
189.	We must rid our valley of the Taliban, and then no	Ziauddin	Malala

	one has to feel this fear.		
190.	So in 2008 elders in Swat created an assembly called the Qaumi Jirga to challenge Fazlullah.	Malala	Qaumi Jirga
191.	Sometimes I was very afraid but I said nothing, and it didn't mean I would stop going to school.	Taliban	Malala
192.	The Quran says we should seek knowledge, study hard and learn the mysteries of our world.	Ziauddin	Malala
193.	We were advised to wear plain clothes instead and hide our books under our shawls.	Malala	BBC
194.	We were learning how to struggle .	BBC	Malala
195.	The Taliban spokesman Muslim Khan had called on the doctor to reopen it.	Muslim Khan	Dr. Afzal
196.	Don't accept good things from bad people.	Ziauddin	Muslim Khan
197.	I didn't want to give in either, but the Taliban's deadline was drawing closer	Taliban	Malala
198.	Our uncle, who was staying with us, said over and over that it was too risky to have cameras in	Malala's Uncle	Malala

	our house.		
199.	They cannot stop me, I will get my education if it's at home, school or somewhere else.	Taliban	Malala
200.	I didn't want to stop learning.	Taliban	Malala
201.	My father insisted , 'You will go to school.'	Ziauddin	Malala
202.	They can stop us going to school but they can't stop us learning .	Taliban	Malala
203.	We should learn everything and then choose which path to follow.	Ziauddin	Malala
204.	After my school closed down I continued to write the blog.	Taliban	Malala
205.	He had got to know them in interviews, and was urging them to rethink their ban on girls' education.	Malala	Hai Kakar
206.	When you banned girls' education people spoke out .	Malala	Hai Kakar
207.	It was risky but it was the only ambition I had back then.	Taliban's rule	Malala
208.	We were lucky too that Madam Maryam was	Malala	Madam Maryam

	brave and resisted the pressure to stop working.		
209.	My mother tried very hard to persuade him to come with us but he refused.	Toor Pekai	Ziauddin
210.	It took over half an hour to walk to school, and because I am bad at getting up in the morning the second day we were late.	Malala	Sumbul
211.	We'd heard on the radio that the army had started the battle for Mingora.	Malala	Pakistan's army
212.	They had parachuted in soldiers and there had been hand-to-hand fighting in the streets.	Malala	Pakistan's army
213.	Respected Ambassador, I request you, please help us girls to get an education	Malala	Richard Holbrooke
214.	He refused to give up his activities and was soon distracted by other things.	Malala	Ziauddin
215.	I know the importance of education because my pens and books were taken from me by force.	Taliban	Malala
216.	We have continued with our education.	Taliban	Malala
217.	I had been his comrade in arms for so long, first secretly as Gul Makai,	Malala	Ziauddin

	then quite openly as Malala.		
218.	There wasn't time to fetch my mother so Maryam insisted she would go too as I might need a woman's help.	Malala	Madam Maryam
219.	We need to operate now to give her a chance, If we don't, she may die.	Colonel Junaid	Malala
220.	They wanted to move me but suggested that in the meantime a top doctor be brought in.	General Kayani	Malala
221.	She offered to help and two nurses from her hospital in Birmingham stayed on with her.	Malala	Dr. Fiona
222.	Finally they said I was stable .	Dr. Fiona	Malala
223.	If you're serious about getting the best outcome possible, take her overseas .	Dr. Fiona	General Kayani
224.	We are very happy our daughter has survived .	Ziauddin	Malala
225.	I worked hard in the gym and with the physiotherapist to get my arms and legs working properly again.	Physiotherapist	Malala
226.	I thank Allah for the hard-working doctors, for my	Doctor	Malala

	recovery and for sending us to this world where we may struggle for our survival.		
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2.6 NEGATIVE TENACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
227.	My father felt he had lost his chance and would end up like his brother teaching in a local school.	Malala	Ziauddin
228.	The mufti had failed to close our school but his interference was an indication of how our country was changing.	Ziauddin	Ghulamullah
229.	My father tried to counter their propaganda but it was hard.	Malala	Ziauddin
230.	The commander of the special forces outside was killed by a sniper in one of the minarets.	Malala	Pakistan's army
231.	Where more police officers gave up their weapons.	Malala	Pakistan's police
232.	Again local police fled without a fight.	Malala	Pakistan's police
233.	Javid Iqbal, who had been killed by a suicide bomber in a remote area while	Malala	Javid Iqbal

	trying to escape from the Taliban.		
234.	More than fifty-five people were killed , including Javid Iqbal's young son and many people we knew.	Malala	Pakistan's people
235.	Muslim Khan didn't answer .	Ziauddin	Muslim Khan
236.	They could not even stop the daily broadcasts on Mullah FM.	Malala	Pakistan's army
237.	Some of our teachers stopped coming to school.	Malala	Teacher of Kushal School
238.	Another said he'd seen a beheaded corpse on the way in and could no longer risk his life to teach.	Malala	Teacher of Kushal School
239.	The constant gunfire and curfews had made it impossible for the hospital to function	Malala	Dr. Afzal
240.	The army is doing nothing about it.	Malala	Pakistan's Army
241.	People going to watch the floggings announced on Mullah FM, and the fact that the police were nowhere to be seen .	Malala	Pakistan's Police
242.	People were bitterly disappointed and started	Pakistan's people	Sufi Mohammad

	abusing him.		
243.	The Taliban believed the Pakistani government had given in and they could do what they liked.	Taliban	Pakistan's government
244.	The police abandoned their posts, saying the Taliban had 'superior weapons', and people fled .	Malala	Pakistan's police
245.	I thought my school would not close and it had .	Taliban	Malala
246.	I thought Swat would be free of the Taliban one day and we would rejoice, but now I realized that might not happen .	Taliban	Malala
247.	Once again the army was seemingly unaware of the Taliban's presence.	Malala	Pakistan's army
248.	The military were doing nothing .	Ziauddin	Pakistan's army
249.	Some of them were in desperate situations as they had no way to support themselves.	Swat's women	Pakistan's army
250.	Many people protested outside courthouses or put up posters of their missing but got nowhere .	Malala	Pakistan's people
251.	We couldn't believe the army had been oblivious to bin Laden's	Malala	Pakistan's army

	whereabouts.		
252.	Maybe we should stop our campaigning , Jani, and go into hibernation for a time	Ziauddin	Malala
253.	My father was so convinced that I would die .	Ziauddin	Malala
254.	I had been put into an induced coma , my vital signs were deteriorating , my face and body were swollen and my kidneys and lungs failing .	Ziauddin	Malala
255.	Malala is now very sick .	Dr.Fiona	Malala
256.	My mother was so desperate that she told my father.	Toor Pekai	Pakistan's government
257.	Gordon Brown, the UN special envoy for education and former prime minister of Britain, had launched a petition under the slogan 'I am Malala' to demand no child be denied schooling by 2015.	Gordon Brown	Malala

2.7 POSITIVE VERACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
258.	Since that day I have never lied or stolen.	Malala	Malala's parents
259.	We don't have secrets from	Malala	Moniba

	each other and we don't share our secrets with anyone else.		
260.	The truth will abolish fear.	Malala	Ziauddin
261.	If you want to resolve a dispute or come out from conflict, the very first thing is to speak the truth.	Malala	Ziauddin

2.8 NEGATIVE VERACITY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
262.	He arrested our elected prime minister, Zulfikar Ali Bhutto, and had him tried for treason then hanged from a scaffold in Rawalpindi jail.	Zia ul-Haq	Zulfikar Ali Bhutto
263.	So when the official angled for a bribe , my father turned on him with all the force of his years of debating.	Ziauddin	Official
264.	He decided to challenge the officials to protect other school owners from such bullying and corruption.	Ziauddin	Official
265.	The other principals took paying bribes for granted, but my father argued that if all the schools joined together they could resist.	Ziauddin	Official
266.	Usually politicians only visited during election time, promising roads,	Malala	Politicians

	electricity, clean water and schools and giving money and generators to influential local people we called stakeholders, who would instruct their communities on how to vote.		
267.	I realize now she could have been telling the truth but back then I thought	Malala	Safina
268.	‘It’s not true!’ I lied . ‘I didn’t take them.’	Malala	Toor Pekai
269.	But we weren’t exactly cooperating as the ISI was still arming Taliban fighters and giving their leaders sanctuary in Quetta.	ISI	America
270.	The ISI chief asked the Americans to hold off their attack on Afghanistan until he had gone to Kandahar to ask the Taliban leader Mullah Omar to hand over bin Laden; instead he offered the Taliban help.	America	ISI
271.	‘ He’s actually a high-school dropout whose real name isn’t even Fazlullah,’ my father retorted, but they wouldn’t listen.	Ziauddin	Fazlullah
272.	Some even respectfully called the Taliban spokesman Muslim Khan	Malala	Taliban

	‘School dada’, when in reality he was destroying schools.		
273.	Both things are false .	Ziauddin	Muslim Khan
274.	Sangota school has been there since the 1960s and never converted anyone to Christianity – in fact some of them converted to Islam.	Ziauddin	Muslim Khan
275.	The peace deal was merely a mirage .	Malala	Pakistan’s government
276.	Everything will be fine, but we knew that was not true .	Malala’s family	Ziauddin
277.	But when half of your leaders tell lies and the other half is negotiating with the Taliban, there is nowhere to go.	Malala	Pakistan’s politician
278.	The army had been saying for ages that there were no Taliban in Mingora and that they had cleared them all out.	Ziauddin	Pakistan’s army
279.	Now this general was telling him that there had been twenty-two of them in our town for at least two months.	Ziauddin	General Major Ghulam Qamar

2.9 POSITIVE PROPRIETY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
280.	She disapproves of dancing because she says God would not like it, but she loves to decorate herself with pretty things, embroidered clothes and golden necklaces and bangles.	Malala	Toor Pekai
281.	My father's dislike of Baba's frugality has made him a very generous man both materially and in spirit.	Malala	Ziauddin
282.	My uncle was more dutiful .	Malala	Uncle Khan Dada
283.	Don't support Talibanization, it's inhuman .	Malala	Ziauddin
284.	He wanted to show the human side of the catastrophe in Swat.	Malala	Hai Kakar
285.	Education is neither Eastern nor Western, it is human .	Malala	Ziauddin

2.10 NEGATIVE PROPRIETY

NO	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
286.	Malik Janser Khan refused the proposal, but my father is a stubborn man and persuaded my grandfather to send the	Malik Janser Khan	Ziauddin

	barber again.		
287.	He arrested our elected prime minister, Zulfikar Ali Bhutto, and had him tried for treason then hanged from a scaffold in Rawalpindi jail.	Zia ul-Haq	Zulfikar Ali Bhutto
288.	The book was called The Satanic Verses by Salman Rushdie, and it was a parody of the Prophet's life set in Bombay	Malala	Salman Rushdie
289.	Muslims widely considered it blasphemous and it provoked so much outrage that it seemed people were talking of little else.	Malala	Salman Rushdie
290.	The book as offensive to the Prophet and saying it was the duty of good Muslims to protest.	Malala	Salman Rushdie
291.	My father also saw the book as offensive to Islam but believes strongly in freedom of speech.	Ziauddin	Salman Rushdie
292.	A woman named Shahida who worked for us and had three small daughters, told me that when she was only ten years old her father had sold her to an old man who already had a wife but wanted a younger one.	Shahida	Malala
293.	At first stealing gave me a	Malala	Safina

	thrill, but that did not last long.		
294.	My cousin Reena came into my room. ‘They knew you were stealing ,’ she said.	Reena	Malala
295.	In my country too many politicians think nothing of stealing , they are rich and we are a poor country yet they loot and loot.	Malala	Politicians
296.	Sharif was accused of treason and only saved by his friends in the Saudi royal family, who arranged his exile.	Malala	Nawaz Sharif
297.	Khalida had been sold into marriage to an old man who used to beat her, and eventually she ran away with her three daughters.	Khalida	Khalida’s family
298.	Ziauddin is running a haram school in your building and bringing shame on the mohalla.	Ziauddin	Ghulamullah
299.	They whip themselves into a bloody frenzy with metal chains or razor blades on strings until the streets run red.	Malala	Shiah
300.	I am representing good Muslims and we all think your girls’ school is	Ziauddin	Ghulamullah

	haram and a blasphemy.		
301.	I'd heard you were an infidel.	Ziauddin	Ghulamullah
302.	They even snatched female mannequins from clothing shops. They harassed men wearing Western-style shirts and trousers instead of the traditional shalwar kamiz and insisted women cover their heads.	Malala	MMA
303.	Fazlullah denounced Pakistani government officials as 'infidels' and said they were opposed to bringing in sharia law.	Malala	Fazlullah
304.	If someone can show any example in history where Islam allows a female madrasa, they can come and piss on my beard.	Malala	Sufi Mohammad
305.	Sir, the school you are running is Western and infidel.	Zaiuddin	Taliban
306.	You teach girls and have a uniform that is un-Islamic.	Ziauddin	Taliban
307.	This time they obliterated the Buddha's face , which had watched over the valley since the seventh century.	Malala	Taliban
308.	Tgirls of the Red Mosque madrasa began	Malala	Taliban

	terrorizing the streets of Islamabad.		
309.	They raided houses they claimed were being used as massage centers, they kidnapped women they said were prostitutes.	Malala	Taliban
310.	Muslim Khan said that Sangota was a convent school teaching Christianity and that Excelsior was co-educational, teaching girls and boys together.	Malala	Muslim Khan
311.	Ayesha told us how one day on the way home from Sangota she had seen a Taliban holding up the severed head of a policeman by its hair, blood dripping from the neck.	Ayesha	Taliban
312.	Then shots rang out and her bullet-ridden body was dragged to Green Chowk.	Shabana	Taliban
313.	On Mullah FM, Fazlullah said she deserved to die for her immoral character and any other girls found performing in Banr Bazaar would be killed one by one.	Malala	Fazlullah
314.	They would ask them to hand over their sons to	Malala	Taliban

	fight with them.		
315.	Lying face down on the ground being flogged in broad daylight by a bearded man in a black turban.	A teenage girl	Taliban
316.	She came out of her house with a man who was not her husband so we had to punish her.	Malala	Muslim Khan
317.	‘What did that devil say?’ people asked.	Malala	Sufi Mohammad
318.	He’s not for peace, he wants more killing .	Malala	Sufi Mohammad
319.	My father said he had heard rumors that some Taliban were even hiding inside the camps and harassing the women .	Ziauddin	Taliban
320.	Safina’s mother next door had deposited her gold in a bank vault for safekeeping and even that had been looted .	Safina’s mom	Taliban
321.	Her brother had been picked up by the army, put in leg irons and tortured , and then kept in a fridge until he died.	Malala	Pakistan’s army
322.	One day in November 2010 there was a news report about a Christian woman called Asia Bibi	Asia Bibi	Pakistan’s government

	who had been sentenced to death by hanging.		
323.	The Americans dumped bin Laden's body at sea.	Osama bin Laden	Navy Seals
324.	This school is a center of vulgarity and obscenity and they take girls for picnics to different resorts.	Ziauddin	Taliban
325.	Shazia had been hit twice , in the left collarbone and palm, and had been brought to the hospital with me.	Shazia	Taliban
326.	She had been grazed by a bullet at the top of her right arm so her family had brought her in.	Kainat	Taliban
327.	They accused me of speaking out of 'a teen lust for fame'. One said, 'Forget the image of your country, forget about the school. She would eventually get what she was after, a life of luxury abroad.'	Malala	Pakistan's people

III. APPRECIATION

3.1 POSITIVE IMPACT

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
1.	On Fridays the brothers would creep into the mosque and watch in wonder as my grandfather stood in the pulpit and preached to the congregation for an hour or s	Malala	Rohul Amin
2.	Baba was a difficult man he gave him the most important gift – the gift of education	Rohul Amin	Ziauddin
3.	Baba also gave him a deep love of learning and knowledge as well as a keen awareness of people’s rights, which my father has passed on to me.	Rohul Amin	Ziauddin
4.	He thought there was nothing more important than knowledge.	Malala	Ziauddin
5.	Benazir was our first female prime minister and the first in the Islamic world, suddenly there was a lot of optimism about the future.	Malala	Benazir
6.	We had about 800 students in total, and although the school was not really making money, my father gave away more than a hundred free places.	Ziauddin	Poor children
7.	Mullahs often misinterpret the Quran and Hadith when they teach them in our	Malala	Fazlullah

	country as few people understand the original Arabic. Fazlullah exploited this ignorance		
8.	She was our role model .	Malala	Benazir Butho
9.	She symbolized the end of dictatorship and the beginning of democracy as well as sending a message of hope and strength to the rest of the world.	Malala	Benazir Butho
10.	They went back and forth to Peshawar and Islamabad and gave lots of interviews on the radio, particularly to the Voice of America and the BBC	Malala	Qaumi Jirga
11.	A group of us girls gave an interview on ATV Khyber	Students	Media
12.	The more interviews I gave , the stronger I felt and the more support we received.	Malala	Media
13.	Afterwards people congratulated me.	Media	Malala
14.	Then he wrote up my words and once a week they would appear on the BBC Urdu website.	Hai Kakar	Malala
15.	My first diary entry appeared on 3 January 2009 under the heading I AM AFRAID.	Malala	BBC
16.	The diary of Gul Makai received attention further afield.	BBC	Malala
17.	One of his friends had	New York	Ziauddin

	persuaded him to participate in a documentary for the New York Times website to show the world what was happening to us.	Times	
18.	Besides, my father knew this could be our megaphone to the outside world.	Malala	Ziauddin
19.	It would make far more impact than him roaming from pillar to post.	Malala	Ziauddin
20.	A woman film-maker in Islamabad got hold of it and it was shown on Pakistan TV over and over, and then round the world.	Taliban	Pakistan's media
21.	He began by telling us about the military operation in Swat, which he presented as a victory .	Athar Abbas	Pakistan's army
22.	Afterwards General Abbas gave some of us his visiting card and told us to contact him if we ever needed anything.	Malala	Athar Abbas
23.	It was decided that the prize should be awarded annually to children under eighteen years old and be named the Malala Prize in my honor.	Pakistan's government	Malala
24.	Even the governor was there, he gave my father 100,000 rupees for my treatment.	Governor	Ziauddin
25.	Malala has been targeted because of her pioneer role in preaching secularism.	Taliban	Malala
26.	It was in one of Yaseem's	Ziauddin	Malala

	newspapers that my father read for the first time some of the incredible international reaction to my shooting.		
27.	Perhaps more than any politician he understood the political implications if I did not survive.	General Kayani	Malala
28.	He was hoping to build a political consensus behind launching an all-out attack on the Taliban.	General Kayani	Pakistan's government
29.	'There is good news coming from the UK,' he told my father.	General Major Ghulam Qamar	Ziauddin
30.	Government ministers, diplomats, politicians, even an envoy from the Archbishop of Canterbury, most brought bouquets , some of them exquisitely beautiful.	Ministers, diplomats, politicians.	Malala
31.	One day Fiona Alexander brought me a bag of cards and toys and pictures.	Dr. Fiona	Malala
32.	I realized what the Taliban had done was make my campaign global .	Taliban	Malala
33.	Beyoncé had written me a card and posted a photo of it on Facebook.	Beyonce	Malala
34.	Selena Gomez had tweeted about me .	Selena Gomez	Malala
35.	There was even a message from my favorite actress and social activist, Angelina Jolie.	Angelina Jolie	Malala

36.	And Madonna had dedicated a song .	Madonna	Malala
37.	He had said the government would pay all my medical bills , which would end up being around £200,000.	President Asif Zardari	Malala
38.	I've even been nominated for the Nobel Peace Prize, the youngest person ever.	Malala	Nobel Peace Prize
39.	When I received prizes for my work at school I was happy as I had worked hard for them, but these prizes are different.	Malala	Nobel Peace Prize
40.	One child, one teacher, one book and one pen can change the world .	Malala	United Nations

3.2 NEGATIVE IMPACT

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
41.	His execution shocked everybody and made Pakistan look bad all around the world.	Malala	Zia ul-Haq
42.	It was as if under Zia jihad had become the sixth pillar of our religion on top of the five we grow up to learn	Malala	Zia ul-Haq
43.	Children in the refugee camps were even given school textbooks produced by an American university which taught basic arithmetic through fighting.	CIA	Pakistan
44.	My father remembers that one	Ziauddin	Sufi

	day a maulana called Sufi Mohammad came to the village and asked young men to join him to fight the Russians in the name of Islam.		Mohammad
45.	Little did we know that years later the same maulana's organization would become the Swat Taliban.	Malala	Sufi Mohammad
46.	But Baba kept complaining about the drain on his income and made my mother's life miserable .	Toor Pekai	Rohul Amin
47.	We were told she had committed suicide, but we later discovered her own family had poisoned her.	Malala	Seema's family
48.	It is officially banned but still continues.	Malala	Pasthun's people
49.	The year before I was born a group called the Taliban led by a one-eyed mullah had taken over the country and was burning girls' schools.	Malala	Taliban
50.	Some of the richer parents took their children out of the school when they realized they were sharing classrooms with the sons and daughters of people who cleaned their houses or stitched their clothes.	Rich parents	Ziauddin
51.	Our own intelligence service, ISI, had virtually created the Taliban.	ISI	Taliban
52.	In those days jihadi groups	Malala	MMA

	were free to do whatever they wanted.		
53.	Fazlullah had appeared in Imam Deri, a small village just a few miles outside Mingora on the other side of the Swat River, and set up his illegal radio station.	Malala	Fazlullah
54.	Our provincial government was still made up of mullah parties who wouldn't criticize anyone who claimed to be fighting for Islam.	Malala	Pakistan government
55.	Their radio coverage spread across the valley and neighboring districts.	Malala	Taliban
56.	The Taliban had moved right into the heart of our nation's capital , Islamabad.	Malala	Taliban
57.	She even boasted that she had trained many of her girls to become suicide bombers.	Malala	Umme Hassan
58.	The mosque also set up its own courts to dispense Islamic justice , saying the state had failed.	Malala	Taliban
59.	Then he declared war on the Pakistani government.	Malala	Fazlullah
60.	Because of the Taliban, the whole world is claiming we are terrorists.	Moniba	Taliban
61.	I couldn't understand what the Taliban were trying to do, they are abusing our religion	Malala	Taliban
62.	Terror had made people cruel.	Taliban	Pakistan's people
63.	When someone takes away	Malala	Taliban

	your pens you realize quite how important education is.		
64.	They were now state-sanctioned terrorists .	Malala	Pakistan's government
65.	Instead he appeared to threaten the whole nation , now wait, we are coming to Islamabad.	Malala	Sufi Mohammad
66.	But now they seemed to be more alarmed about Pakistan than Afghanistan.	Barack Obama	Taliban
67.	Because our country has more than 200 nuclear warheads and they were worried about who was going to control them.	Barack Obama	Pakistan's government
68.	We heard that thousands of people had been arrested including boys as young as eight who had been brainwashed to train for suicide bombing missions.	Pakistan's army	Jihadis
69.	Fazlullah himself was still at large .	Malala	Fazlullah
70.	Later the story changed and they reported that Fazlullah had escaped into Afghanistan and was in the province of Kunar.	Malala	Fazlullah
71.	I know people say these things because they have seen leaders and politicians in our country who make promises they never keep .	Malala	Pakistan's government
72.	Instead things in Pakistan are getting worse every day.	Malala	Pakistan's government
73.	The endless terrorist attacks	Malala	Pakistan's

	have left the whole nation in shock.		government
74.	It's not just the Taliban killing children. Sometimes it's drone attacks , sometimes it's wars , sometimes it's hunger , and sometimes it's their own family .	Malala	Pakistan's government

3.3 POSITIVE QUALITY

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
75.	My mother is very beautiful and my father adored her as if she were a fragile china vase, never laying a hand on her, unlike many of our men.	Malala	Toor Pekai
76.	My mother is very beautiful and my father adored her as if she were a fragile china vase, never laying a hand on her, unlike many of our men.	Ziauddin	Toor Pekai
77.	I admired his mind	Toor Pekai	Ziauddin
78.	And me, her beauty	Ziauddin	Toor Pekai
79.	My mother is very pious and prays five times a day, though not in the mosque as that is only for the men.	Malala	Toor Pekai
80.	Even today people talk of Mr. Bhutto as a man of great charisma.	Malala	Zulfikar Ali Bhutto
81.	The women of Spal Bandi had a beautiful spot on top of the mountain where only they could congregate to chat about their everyday	Ziauddin	Spal Bandhi

	lives.		
82.	Like my mother, Akbar Khan may not have had much of a formal education, but he had another kind of wisdom .	Ziauddin	Akbar Khan
83.	My father often spoke of the kindness of Akbar Khan and Nasir Pacha to illustrate that if you help someone in need you might also receive unexpected aid.	Ziauddin	Malala
84.	Though he and my father were great rivals, they admired each other and later became friends.	Ziauddin	Ihsan ul-Haqqani
85.	My father is so charismatic that Hidayatullah says he is the kind of person who	Hidayatullah	Ziauddin
86.	My parents say I have qualities of both grandfathers – humorous and wise like my mother’s father and vocal like my father’s father!	Malala’s parents	Malala
87.	The most beautiful girl was Tanzela, and we often gave her to the other group so we could then have her as our bride.	Malala	Tanzela
88.	My grandmother was particularly good at them.	Malala	Malala’s grandmother
89.	There was a beautiful fifteen-year-old girl called Seema	Malala	Seema
90.	‘Malala is a genius girl,’ my class fellows would say.	Malala’s friends	Malala

91.	On our new road there was a girl called Safina, who was a bit younger than me, and we started to play together, she was a pampered girl	Malala	Safina
92.	I have three good friends – Safina from my area, Sumbul from the village and Moniba from school.	Malala	Safina, Sumbul, and Moniba
93.	She is a wise girl, though we often fall out, particularly when we go on school trips.	Malala	Moniba
94.	She was beautiful and spoke in an animated way.	Malala	Fatima
95.	However, he got a wealthy philanthropist , Azaday Khan, to pay for him to produce a leaflet asking	Ziauddin	Azada Khan
96.	We Pashtuns are a religion-loving people	Moniba	Pakistan's people
97.	'It's very good ,' he said with a knowing smile.	Ziauddin	Malala
98.	I always knew my mother was a strong woman but I looked at her with new respect.	Malala	Toor Pekai
99.	Holbrooke was a big gruff man with a red face but people said he had helped bring peace to Bosnia.	Malala	Richard Holbrooke
100	Major General Athar Abbas, the chief spokesman for the army and its head of public relations .	Malala	Athar Abbas
101	On the last day we all had to give a speech at the Islamabad Club about our	Islamabad Club	Malala

	experiences in the valley under Taliban rule.		
102	He was very kind and sent us 1,100,000 rupees so my father could pay everyone three months' back pay.	Athar Abbas	Ziauddin
103	Over a hundred soldiers had been killed in the military operation and 900 injured, and they wanted to show themselves as heroes .	Malala	Pakistan's army
104	My father told me the government had awarded me Pakistan's first ever National Peace Prize.	Pakistan's government	Malala
105	After the PM presented me with the award and cheque , I presented him with a long list of demands.	Prime Minister Gilani	Malala
106	My daughter, you are my brave daughter , my beautiful daughter .	Ziauddin	Malala
107	Afterwards, we found out that despite his youthful appearance he had been a neurosurgeon for thirteen years and was the most experienced and decorated neurosurgeon in the Pakistani army.	Malala	Colonel Junaid
108	Those close to him say he is a compassionate man .	Malala	General Kayani
109	When he became army chief the first thing General Kayani did was improve housing, food rations and education for ordinary	Malala	General Kayani

	soldiers rather than officers.		
110	Then a kind lady called Dr Fiona came and gave me a white teddy bear.	Malala	Dr. Fiona
111	He was gruff but very kind , like he had known me for ever.	Malala	Dr. Javid
112	You are a great woman , all along I thought Malala and I were the campaigners but you really know how to protest.	Ziauddin	Toor Pekai
113	I didn't know how my speech was received until the audience gave me a standing ovation .	United Nations	Malala

3.4 NEGATIVE QUALITY

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
114.	Many Swatis were unhappy about this, complaining about the Pakistani justice system, which they said was much slower and less effective than their old tribal ways.	Swatis	Pakistan
115.	My grandfather would rail against the class system, the continuing power of the khans and the gap between the haves and have-nots.	Rohul Amin	Pakistan
116.	Baba had beautiful handwriting and my father would spend hours	Ziauddin	Rohul Amin

	painstakingly drawing letters but Baba never once praised him.		
117.	As a guest, he was treated exceptionally well .	Nasir Pacha	Ziauddin
118.	She looked like I imagined Shashaka, the dirty woman they told us about in tales in the village to make us wash.	Malala	Shashaka
119.	The ISI's Colonel Imam boasted he had trained 90,000 Taliban fighters and even became Pakistan's consul general in Herat during the Taliban regime.	ISI's Colonel Imam	Taliban
120.	Khalid Sheikh Mohammad, the mastermind of 9/11, was found in a house just a mile from the army chief's official residence in Rawalpindi.	Musharraf	Khalid Sheikh Mohammad
121.	In the beginning Fazlullah was very wise .	Malala	Fazlullah
122.	They praised Fazlullah and talked of his long hair, the way he rode a horse and behaved like the Prophet.	Malala	Fazlullah
123.	The Taliban became the enemy of fine arts, culture and our history.	Malala	Taliban
124.	People used to talk about Shabana's bad character , but our men both wished to see her dance and also despised her because she was a dancer.	Shabana	Pakistan's people
125.	The Taliban bulldozed both our Pashtun values and the values of Islam.	Malala	Taliban

126.	Don't accept good things from bad people .	Ziauddin	Muslim Khan
127.	If anything the Taliban became even more barbaric .	Hai Kakar	Taliban
128.	While all this suffering was going on, while people were losing their loved ones, their homes and their livelihoods, our president, Asif Zardari, was on holiday at a chateau in France.	Malala	Asif Zardari
129.	The rich countries of the West were suffering from an economic crisis, and President Zardari's travels around Europe had made them less sympathetic .	Malala	Asif Zardari
130.	Fazlullah is the chief of all devils .	Ziauddin	Fazlullah
131.	The Taliban are very cruel , they have snatched her smile.	Malala	Taliban
132.	Rehman Malik had revealed that my attacker was a talib called Ataulah Khan who he said had been arrested in 2009 during the military operation in Swat but freed after three months.	Malala	Ataulah Khan
133.	Sadly my own country Pakistan is one of the worst places : 5.1 million children don't even go to primary school even though in our constitution it says every child has that right.	Malala	Pakistan's government
134.	We have almost fifty million illiterate adults , two-thirds of	Malala	Pakistan's government

	whom are women, like my own mother.		
135.	Girls continue to be killed and schools blown up .	Malala	Pakistan's government

3.5 POSITIVE BALANCE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
136.	Education had been a great gift for him.	Malala	Ziauddin
137.	It was in Spal Bandi that my father came across women who had great freedom and were not hidden away as in his own village.	Ziauddin	Spal Bandhi
138.	Student organization which had been banned under Zia became very active.	Malala	Zia ul-Haq
139.	He was made general secretary of the Pakhtoon Students Federation (PSF), which wanted equal rights for Pashtuns.	Malala	Ziauddin
140.	You are free to go to your temples, you are free to go to your mosques or to any other place of worship in this State of Pakistan. You may belong to any religion or caste or creed – that has nothing to do with the business of the state.	Pakistan's people	Jinnah
141.	Islam has given us this right and says that every girl and boy should go to school.	Ziauddin	Malala

142.	We have pledged billions of dollars in economic aid; we are working with your government on providing electricity, gas.	Richard Holbrooke	Pakistan's government
143.	The army was sending them to a special camp for jihadis to de-radicalize them.	Pakistan's army	Jihadis
144.	Shiza introduced us to women who were lawyers and doctors and also activists, which showed us that women could do important jobs yet still keep their culture and traditions.	Malala	Shiza Shahid
145.	Because of his role as spokesman for the Swat Qaumi Jirga, he acted as a kind of liaison between the people and the army.	Malala	Ziauddin
146.	He was building a network of new schools he calls Daanish Schools and giving free laptops to students.	Malala	Shahbaz Sharif
147.	To motivate students in all provinces he was giving cash awards to girls and boys who scored well in their exams.	Malala	Shahbaz Sharif
148.	I was presented with a cheque for half a million rupees, about \$4,500, for my campaign for girls' rights.	Shahbaz Sharif	Malala
149.	Major General Ghulam Qamar, the local army commander, also gave our school 100,000 rupees to build a science laboratory and	Khushal School	Ghulam Qamar

	a library.		
150.	Mr. Zardari told the high commissioner to give my father a post as education attaché so he would have a salary to live on and a diplomatic passport so he would not need to seek asylum to stay in the UK.	Ziauddin	President Asif Zardari
151.	They had also rented an apartment for my parents in the center of Birmingham so they could move out of the hostel.	Malala's parents	President Asif Zardari
152.	My friend Shazia, who was hit twice, was offered a scholarship at Atlantic College in Wales so has also come to the UK for schooling	Shazia	Pakistan's government

3.6 NEGATIVE BALANCE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
153.	School wasn't the only thing my aunts missed out on.	Rohul Amin	Malala's Aunty
154.	He told our people it was their duty to obey his government because it was pursuing Islamic principles.	Malala	Zia ul-Haq
155.	My father says that in our part of the world this idea of jihad was very much encouraged by the CIA.	Ziauddin	CIA
156.	t the salary was low, just 1,600 rupees a month (around £12), and my grandfather	Rohul Amin	Ziauddin

	complained he was not contributing to the household.		
157.	Of course this only applied to the men; women in our area don't vote .	Malala	Pakistan's woman
158.	As we got older the village began to seem boring . The only television was in the hujra of one of the wealthier families, and no one had a computer.	Malala	Barkana village
159.	When I complained about these things to my father he told me that life was harder for women in Afghanistan.	Malala	Pakistan's women
160.	He said that the Taliban had even banned women from laughing out loud or wearing white shoes as white was 'a colour that belonged to men	Taliban	Pakistan's women
161.	Women were being locked up and beaten just for wearing nail varnish.	Taliban	Pakistan's women
162.	Safina said nothing about my phone, which didn't seem fair , but I didn't mention it either.	Malala	Safina
163.	In my country too many politicians think nothing of stealing, they are rich and we are a poor country yet they loot and loot.	Malala	Politicians
164.	When it suits the Taliban, women can be vocal and visible .	Malala	Taliban
165.	Then, at the end of 2008,	Malala	Maulana

	Fazlullah's deputy Maulana Shah Dauran announced on the radio that all girls' schools would close.		Shah Dauran
166.	I spoke of the irony of the Taliban wanting female teachers and doctors for women yet not letting girls go to school to qualify for these jobs.	Malala	Taliban
167.	Islam does not allow democracy or elections.	Malala	Sufi Mohammad
168.	Yet these innocent men were being held while the Taliban leaders went free.	Malala	Pakistan's army
169.	They complained that they had given us \$20 billion over an eight-year period to cooperate and it was questionable which side we were on.	America	Pakistan's government
170.	I received messages of support from all over the world, but there was mostly silence from my own country, except that on Twitter and Facebook we could see my own Pakistani brothers and sisters turning against me.	Malala	Pakistan's people

3.7 POSITIVE COMPLEXITY

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
171.	She didn't complain – food needed to be cooked and she cooked it, and there were	Malala	Toor Pekai

	others worse off than us.		
172.	A peace deal had been struck between the Taliban and the provincial government.	Malala	Pakistan's government and Taliban
173.	The government had agreed to impose sharia law throughout Swat and in return the militants would stop fighting.	Malala	Pakistan's government
174.	While we were there we heard that Ambassador Richard Holbrooke, the American envoy to Pakistan and Afghanistan, was holding a meeting in the Serena Hotel about the conflict , and my father and I managed to get inside.	Malala and Ziauddin	Richard Holbrooke
175.	A week after our prime minister had announced that the Taliban had been cleared out .	Prime minister	Pakistan's people
176.	I felt sorry that our precious school had become a battlefield.	Ziauddin	Malala
177.	The Americans paid 'blood money' amounting to \$2.3 million and Davis was quickly spirited out of court and out of the country.	America	Pakistan's government
178.	The whole episode had been a matter of botched bureaucracy .	Malala	Pakistan's government

3.8 NEGATIVE COMPLEXITY

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
179.	The treatment did not cure the stutter.	Malala	Ziauddin
180.	He believed that lack of education was the root of all Pakistan's problems.	Malala	Ziauddin
181.	That summer, while he was walking in the mountains, our dictator General Zia was killed in a mysterious plane crash , which many people said was caused by a bomb hidden in a crate of mangoes.	Malala	Zia ul-Haq
182.	But two years after I was born the generals again took over, it happened in a manner so dramatic that it sounds like something out of a movie.	Malala	Nawaz Sharif
183.	My mother said it was hard for the poor children to learn when they were not getting enough food at home so some of the girls would come to our house for breakfast.	Toor Pekai	Poor children
184.	He tried to explain that those children were breadwinners so if they went to school, even for free, the whole family would go hungry	Ziauddin	Poor children
185.	Our people see conspiracies behind everything, and many argued that the attack was actually carried out by Jews as an excuse for America to	Pakistan's people	America

	launch a war on the Muslim world.		
186.	We have many strands of Islam in Pakistan.	Malala	Pakistan
187.	We Muslims are split between Sunnis and Shias – we share the same fundamental beliefs and the same Holy Quran but we disagree over who was the right person to lead our religion when the Prophet died in the seventh century.	Pakistan’s people	Sunnis and Shias
188.	When the siege was finally over , around a hundred people had been killed including several soldiers and a number of children.	Malala	Pakistan’s army
189.	There was an enormous protest by tribesmen in Bajaur and a wave of suicide bombings across the country.	Malala	Pakistan’s government
190.	All we talked about in those days was the army and the Taliban and the feeling that we were caught between the two.	Malala	Pakistan’s people
191.	There were suicide bombings all over the country : even the Marriott Hotel in Islamabad had been blown up.	Malala	Taliban
192.	So people loved to see Shabana dance but didn’t respect her, and when she was murdered they said nothing.	Shabana	Pakistan’s people
193.	But what’s happening is not	Zaiuddin	Taliban

	simple, and the more you want to understand the more complex it becomes.		
194.	Her family had moved to Karachi to get away from the conflict and, as a woman, she could not live alone.	Madam Maryam	Taliban
195.	He wanted the people of Peshawar and Islamabad to be aware of the terrible conditions in which IDPs were living.	Ziauddin	Pakistan's people
196.	You already have lots of problems and we are doing lots for you.	Richard Holbrooke	Pakistan's government
197.	But your country faces a lot of problems.	Richard Holbrooke	Pakistan's government
198.	We people of Swat were first seduced by the Taliban, then killed by them and now blamed for them.	Swat's people	Taliban
199.	Our country had so many crises and no real leaders to tackle them.	Malala	Pakistan's government
200.	Our country was going crazy.	Malala	Pakistan's government
201.	Our people have become misguided, they think their greatest concern is defending Islam and are being led astray by those like the Taliban who deliberately misinterpret the Quran.	Malala	Taliban

3.9 POSITIVE VALUE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
202.	He was so proud of the name that he would introduce himself to people with a famous verse in which his name appears.	Malala	Rohul Amin
203.	I am very proud to be a Pashtun but sometimes I think our code of conduct has a lot to answer for, particularly where the treatment of women is concerned	Malala	Pasthun's people
204.	'Aba, you must give them free places at your school,' I begged.	Malala	Ziauddin
205.	A statement saying the flogging of the girl was against the teachings of Islam. 'Islam teaches us to treat women politely'	Malala	Yusuf Raza Gilani
206.	If we had not put guns in the hands of madrasa students at the behest of foreign powers we would not be facing this bloodbath in the tribal areas and Swat.	Ziauddin	Pakistan's media
207.	It soon became clear that the Americans had been right in their assessment of the deal.	Malala	America
208.	My father was talking to the media, giving a running commentary on the exodus from the valley.	Ziauddin	Media
209.	He promised that the gas	Prime	Swat's

	supply had been restored and that the banks were reopening.	minister	people
210.	You have won a big prize and half a million rupees.	Malala's friends	Malala
211.	My father argued that all he had ever wanted was to create a school in which children could learn.	Ziauddin	Malala
212.	It means we want to make decisions for ourselves.	Malala	Pakistan's people
213.	We want to be free to go to school or to go to work.	Malala	Pakistan's people
214.	She told my father that I was to be airlifted to an army hospital in Rawalpindi which had the best intensive care.	Ziauddin	Dr. Fiona
215.	Where a top hospital called Johns Hopkins had offered free treatment.	Johns Hopkins	Malala
216.	Individual Americans also offered to help , including Senator John Kerry, a rich man who had visited Pakistan many times.	Senator John Kerry	Malala
217.	The British government had offered assistance but needed a formal request from the Pakistan government.	UK	Pakistan's government
218.	They offered their private jet , which had its own on-board hospital.	Ruling family of Arab Emirates	Malala

3.10 NEGATIVE VALUE

NO.	CHUNKS (SENTENCES/CLAUSE)	EMOTER	TARGET
219.	Their village of Barkana was very primitive and they lived crammed together in a one-story ramshackle house with a mud roof which leaked whenever it rained or snowed.	Malala	Rohul Amin
220.	To try to get people at home to support him, General Zia launched a campaign of Islamization to make us a proper Muslim country	Malala	Zia ul-Haq
221.	The village was very poor , but when we arrived our extended family would lay on a big feast.	Malala	Barkana village
222.	My father says that Pakistan has been cursed with more than its fair share of politicians who only think about money.	Ziauddin	Politicians
223.	He had thought we were done with military dictatorships .	Malala	Musharraf
224.	These clerics said 9/11 was revenge on the Americans for what they had been doing to other people round the world, but they ignored the fact that the people in the World Trade Center were innocent and had nothing to do with American policy and that the Holy Quran clearly	Mufti	America

	says it is wrong to kill.		
225.	The Quran teaches us sabar – patience – but often it feels that we have forgotten the word and think Islam means women sitting at home in purdah or wearing burqas while men do jihad.	Malala	Ghulamullah
226.	People thought that he was a good interpreter of the Holy Quran and admired his charisma.	Malala	Fazlullah
227.	Only the radio was allowed, and all music except for Taliban songs was declared haram.	Malala	Fazlullah
228.	Women are meant to fulfil their responsibilities in the home. Only in emergencies can they go outside, but then they must wear the veil.	Malala	Fazlullah
229.	One day Sufi Mohammad proclaimed from jail that there should be no education for women even at girls' madrasas.	Malala	Sufi Mohammad
230.	Saying the vaccinations were an American plot to make Muslim women infertile so that the people of Swat would die out.	Malala	Taliban
231.	They believed any statue or painting was haram, sinful and therefore prohibited.	Malala	Taliban
232.	Saying their teachers had taught them that to become a martyr is a glorious thing.	Malala	Taliban

233.	A hospital protected by the Taliban was not a good idea so he refused.	Ziauddin	Taliban
234.	Once Muslim Khan had said girls should not go to school and learn Western ways.	Malala	Muslim Khan
235.	The Taliban is against education because they think that when a child reads a book or learns English or studies science he or she will become Westernized.	Malala	Taliban
236.	I think the Pakistan government is basically abdicated to the Taliban and the extremists.	Hillary Clinton	Pakistan's government
237.	The Americans were worried the deal meant surrender.	America	Pakistan's government
238.	He described Pakistan's courts as un-Islamic.	Malala	Sufi Mohammad
239.	I consider Western democracy a system imposed on us by the infidels.	Malala	Sufi Mohammad
240.	At one the information minister for our province said Talibanization was the result of our country's policy of training militants and sending them to Afghanistan, first to fight the Russians, then to fight the Americans.	Ziauddin	Pakistan's government
241.	We weren't going to stay in the camps because it was the worst idea ever.	Malala's family	Taliban
242.	We were convinced that if the exodus had been managed	Malala	Pakistan's government

	by the government many more would have died of hunger and illness.		
243.	It blamed citizens like us for allowing the Taliban to control Swat.	Pakistan's army	Swat's people
244.	We have lost so many of the precious lives of our soldiers and this is due to your negligence .	Pakistan's army	Swat's people
245.	The army had destroyed his headquarters in Imam Deri and then claimed to have him surrounded in the mountains of Peochar.	Pakistan's army	Fazlullah
246.	Hundreds of men had gone missing during the military campaign, presumably picked up by the army or ISI, but no one would say.	Malala	Pakistan's army
247.	The Americans claimed he was not CIA but an ordinary diplomat	Malala	Raymond Davis
248.	Our media claimed Davis was part of a vast secret army that the CIA had sent to Pakistan because they didn't trust our intelligence agencies.	Media	Raymond Davis
249.	You could see why anyone would think our intelligence service must have known bin Laden's location.	Malala	Pakistan's army
250.	In Pakistan when women say they want independence, people think this means we don't want to obey our	Malala	Pakistan's people

	fathers, brothers or husbands.		
251.	While I was hovering between life and death, the Taliban issued a statement assuming responsibility for shooting me but denying it was because of my campaign for education.	Malala	Taliban
252.	Ban Ki-moon, the UN Secretary General, called it ‘ a heinous and cowardly act ’.	Ban Ki Moon	Taliban
253.	President Obama described the shooting as ‘ reprehensible and disgusting and tragic ’.	Barack Obama	Taliban
254.	But some of the reaction in Pakistan was not so positive .	Malala	Pakistan’s people
255.	While some papers described me as a ‘peace icon ’, others carried the usual conspiracy theories, some bloggers even questioning if I had really been shot.	Malala	Pakistan’s people
256.	She called me an American stooge and showed a photograph of me sitting next to Ambassador Richard Holbrooke as evidence of me ‘hobnobbing with US military authority’	Malala	Raheela Qazi
257.	General Kayani was adamant that the Americans should not be involved because of the ongoing bad relations .	General Kayani	America
258.	Malik claimed the plan to shoot me was hatched in	Rehman Malik	Attaullah Khan

	Afghanistan.		
259.	He said he had put a \$1 million bounty on the head of Ataulah and promised they would find him.	Rehman Malik	Attaullah Khan
260.	People have lost trust in each other, but I would like everyone to know that I don't want support for myself, I want the support to be for my cause of peace and education.	Malala	Pakistan's people
261.	He said the Taliban had attacked me not for my campaign for education but because I tried to 'malign [their] efforts to establish the Islamic system'.	Malala	Taliban

Appendix 2

SUMMARY OF ATTITUDE TOWARDS THE MAIN CHARACTER

	Mala la	Ziauddin	Toor Pekai	Rohul Amin	Taliban	Fazlullah	Pakistan's Army	Pakistan's Government	Pakistan's People	Sufi Mohammad
Affect	52	52	22	8	29	7	6	7	1	-
Judgment	45	36	2	8	46	15	22	13	11	5
Appreciation	32	20	7	5	33	12	9	28	23	7
Total Appraisal Device	129	108	31	21	108	34	35	48	35	12

DISTRIBUTION OF AFFECT

Character	Emotional State		Physical Expression		Extraordinary Behavior		Metaphor		Total Appraisal Device	
	+	-	+	-	+	-	+	-	+	-
Malala	13	8	20	6	3	2	-	-	36	16
Ziauddin	9	16	10	6	7	2	2	-	28	24
Thor Pekai	5	11	2	4	-	-	-	-	7	15
Rohul Amin	3	2	1	1	1	-	-	-	5	3
Taliban	1	11	-	6	-	9	-	2	1	28
Fazlullah	-	4	1	-	-	2	-	-	1	6
Pakistan's Army	-	1	-	2	2	1	-	-	2	4
Pakistan's Government	-	2	-	-	-	4	-	1	4	3
Pakistan's People	-	1	-	-	-	-	-	-	-	1
Sufi Mohammad	-	-	-	-	-	-	-	-	-	-

Total	31	56	34	25	12	20	2	3	84	100
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DISTRIBUTION OF JUDGEMENT

Character	Normality		Capacity		Tenacity		Veracity		Propriety		Total Appraisal Device	
	+	-	+	-	+	-	+	-	+	-	+	-
Malala	3	-	8	1	22	7	1	1	-	2	34	11
Ziauddin	1	-	6	5	15	2	2	1	3	1	27	9
Thor Pekai	1	-	-	-	-	-	-	-	1	-	2	-
Rohul Amin	2	-	6	-	-	-	-	-	-	-	8	-
Taliban	-	4	-	27	1	-	-	1	-	14	1	46
Fazlullah	-	6	-	5	1	-	-	1	-	2	1	14
Pakistan's Army	-	-	9	2	2	7	-	1	-	1	11	11
Pakistan's Government	-	2	-	7	-	2	-	1	-	1	-	13
Pakistan's People	2	2	-	2	2	2	-	-	-	1	4	7
Sufi Mohammad	-	-	-	1	-	1	-	-	-	3	-	5
Total	9	14	29	50	43	21	3	6	4	25	88	116

DISTRIBUTION OF APPRECIATION

Character	Impact		Quality		Balance		Complexity		Valuation		Total Appraisal Device	
	+	-	+	-	+	-	+	-	+	-	+	-
Malala	15	-	9	-	2	-	1	-	5	-	32	-
Ziauddin	8	1	3	1	3	1	-	2	1	-	15	5
Thor Pekai	-	-	6	-	-	-	1	-	-	-	7	-
Rohul Amin	1	1	-	1	-	-	-	-	1	1	2	3
Taliban	-	9	-	5	1	2	-	5	-	10	1	31

Fazlullah	1	4	-	3	-	-	-	-	-	4	1	11
Pakistan's Army	1	-	1	-	1	1	-	1	-	2	3	4
Pakistan's Government	1	7	-	3	2	1	4	5	1	4	8	20
Pakistan's People	-	3	1	3	-	1	1	4	4	6	6	17
Sufi Mohammad	-	3	-	-	-	1	-	-	-	3	-	7
Total	27	28	20	16	8	7	8	17	12	30	75	98

Table 1
The Distribution of Attitude

No	Appraisal Device	Positive	Negative	Total	Percentage
4.	Affect	84	100	184	32.79%
5.	Judgement	80	116	204	36.37%
6.	Appreciation	75	98	173	30.84%
Total		247	314	561	100%

Table 2
The Distribution of Affect

No	Appraisal Device	Positive	Negative	Total	Percentage
5.	Emotional State	31	56	87	47.54%
6.	Physical Expretion	34	25	59	32.24%
7.	Extraordinary Behavior	12	20	32	17.49%
8.	Metaphor	2	3	5	2.73%
Total		78	104	183	100%

Table 3

The Distribution of Judgement

No	Appraisal Device	Positive	Negative	Total	Percentage
6.	Normality	9	14	23	11.28%
7.	Capacity	29	50	79	38.72%
8.	Tenacity	43	21	64	31.38%
9.	Veracity	3	6	9	4.41%
10	Propriety	4	25	29	14.21%
Total		73	114	187	100%

Table 4
The Distribution of Appreciation

No	Appraisal Device	Positive	Negative	Total	Percentage
6.	Impact	27	28	55	31.79%
7.	Quality	20	16	36	20.80%
8.	Balance	8	7	15	8.68%
9.	Complexity	8	17	25	14.45%
10.	Valuation	12	30	42	24.28%
Total		75	98	173	100%

CURRICULUM VITAE

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Semarang, 15 April 2022

SITI MARUFAH

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