

Exploring Attitude on Teacher's Speech to Students in Counselling Services

Siti Haryati*, Iwa Lukmana, Wawan Gunawan

Post Graduate School Education University of Indonesia

*Corresponding author. Email: stharyati7@gmail.com

ABSTRACT

This study examines the Appraisal System focusing on ATTITUDE aspect realized by school guidance and counselors in counseling services. The data in this study were gathered from counselor's speech to students when they interact in counseling services. The data were analyzed using parameters of Appraisal Theory (Martin & White, 2005). The findings showed judgment dominates the counselor's speech, followed by affect and appreciation. Judgment, affect, and appreciation are mostly positive. The counseling service is a judgmental one, that is, the utterances realized by counselor mostly deal with evaluation of behavior, action, or activity done by participant(s) (human being) in their social life. The counselor also used both inscribed and token valuation. These findings showed that the counselor provides a good atmosphere to the students, so the participants involved in the communication in the counseling service feel comfortable.

Keywords: *Appraisal, attitude, interpersonal meaning.*

1. INTRODUCTION

Counseling services first appeared in America in 1900 which provided services in vocational related fields. The services then rapidly spread to other countries. In line with the development of human needs, counseling services also move to meet those needs, such as career guidance development (Sun & Yuen, 2014; Eliamani, Richard, & Peter, 2015) and student adjustment to the environment (Auni, Songok, Odhiambo, & Lyanda, 2014; Kanga, Nyaga, Barchok, & Ngari, 2015). The studies show a positive contribution of counseling services to counselee since the counselee can manage himself by the guidance of the counselor. Crow and Crow as cited by Shrivastava (2003, p.15) mentioned that "fundamental of all the guidance is the help or assistance given by one competent person to another individual so that they latter may direct his life by developing his point of view, make his own decisions and carry out those decisions". However, from those studies, nothing has been revealed about the interpersonal relationship between the counselor and counselee involved. Meanwhile Nurlaeli (2012) said that the activity of aiding in counseling services by the counselor to counselee was interpersonal. This means that the activity is carried out through interaction between

Participants face to face and involves elements of personality, such as thoughts, feelings, experiences,

values, needs, expectations, etc. Furthermore, it is said that the effectiveness of counseling is largely determined by the quality of the relationship between counselor and counselee which in turn will lead to good cooperation because of the trust and understanding between the two. In counseling services, there is no other way except using language in verbal communication between counselor and counselee. In this verbal communication participants who engage in counseling service activities will exchange meaning to convey their intentions and goals.

The use of language in counseling is presented in counseling articles such as differences in the language background between counselor and counselee. A counselor who is a native speaker of English provides counseling to counselee who speaks Spanish as his first language and is studying English as a second language. This difference in language background creates discomfort on the part of counselor and counselee because they will not be able to optimally express their feelings and thoughts (Faubert & Gonzalez, 2008).

Owen (1991) discusses the role of counselors in using words (language). The language ability of the counselor could contribute to the counselee's healing process. Conversely, the use of inappropriate language will hurt counselee. Thus, counselors are required to be able in using the language which is a major component in

establishing a comfortable relationship between counselor and counselee.

From those studies, how the use of language clearly illustrates the interpersonal relationship between counselor and counselee. For this reason, this study will examine how counselor and counselee interact interpersonally. Interpersonal interactions recorded in the use of language will then be explored by implementing appraisal theory from Martin and White (2005), which is the extension theory of interpersonal meaning, one of the meta functions in functional systemic linguistics by Halliday (1994, 2004). The use of SFL and particularly appraisal theory as one of interpersonal meaning due to those language theories provides a systematic tool in analyzing language used by language users.

This qualitative descriptive study portraits the use of language in natural situations, that is, the language used in counseling services. This data of the naturally occurring were spoken language realized by the counselor towards the counselee in counseling services. The data obtained were then analyzed using appraisal theory proposed by Martin and White (2005).

2. LITERATURE REVIEW

2.1 Systemic Functional Linguistics (SFL)

Saragih (2001) says that in Systemic Functional Linguistics theory (SFL), language is seen as a system of meanings and other systems as systems of forms and expressions to realize these meanings. Language is a social phenomenon that is manifested in social semiotics. As a semiotic system, language is different from other semiotic systems which only have two levels or binary. Further, Eggins (2004) stated that the semiotic system of languages has different features, which have three strata of language, those are, meaning, form, and expression. The meaning is realized in words (wording), which is then realized in sounds or letters (sounds/letters).

In understanding language, it cannot be separated from the context in which the language is used. Halliday (1994, 2004) called it context of situation. Halliday revealed that context of situation is construction of theory to explain how the text relates to the social processes in which the text is used. Context of situation has three important components, namely ideational meaning deals with the social activity behind it (field), interpersonal meaning deals with the person involved in the activity (tenor), and textual meaning deals with the specific functions carried by the text (mode). Field, tenor, and mode are then said as language metafiction (Halliday, 1994, 2004, 2007).

2.2 Appraisal System

Appraisal system is the development of interpersonal meaning. Appraisal is placed at the level of discourse

semantic (Martin & White, 2005). As the development of SFL theory, Appraisal a depiction of evaluative language. This is in line with SFL because the main strength of this theory is to provide a comprehensive view of evaluative sources, including exploration of judgment and attitude. SFL provides a model that systematically allows us to use the choice of lexico-grammatical to construct meaning. Appraisal is categorized as a part of the interpersonal meaning as it explores how actors do the interaction to exchange propositions and proposals.

Martin and Rose (2003, p.19) says “a central concept of Appraisal theory is that speakers of a language use evaluative resources for negotiating our social relationships, by telling our listeners or readers how we feel about things and people (in a word, what our attitudes are)”. It shows that appraisal system provides a depiction of how the participants dealt with the activity can shows their evaluation to the proposition they made about people, things, and others. And by the evaluation they made, then can keep the on-going negotiation as what they intent to.

Appraisal includes three interacting domains, namely attitude, engagement, and graduation. Attitude is related to feelings of the heart, including emotional reactions, assessment of behavior and evaluation of a phenomenon. Engagement relates to the source of the attitude and how it is applied. And the last, graduation is related to the level of intensity of the assessment of the phenomenon (Martin & White, 2005).

Attitude is divided into three domains, including affect, judgment, and appreciation. Engagement has to do with the source of evaluation, whether monogloss or heterogloss, while graduation talks about the gradation of evaluation, whether to force or to focus. Force has to do with ‘raise’ and ‘lower’, while focus deals with ‘sharp’ and ‘soften’. The following appraisal schemes proposed by Martin and White (2005) can be seen in Figure 1.

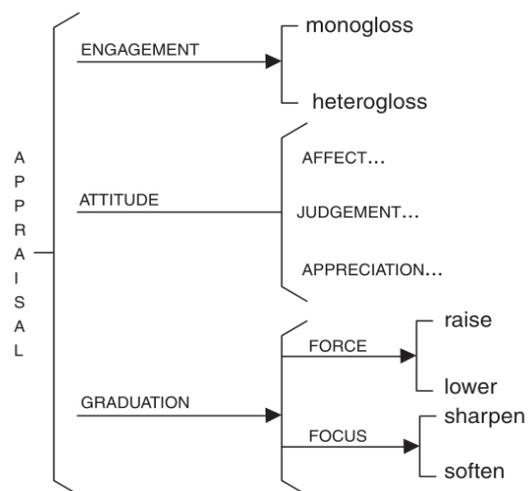


Figure 1 Chart of Appraisal.

This study focused only on the Attitude domain. The reason of choosing only this domain because this paper is only a part of the author's dissertation. Other domain, that is engagement has been explored in other paper. Meanwhile, graduation will be explored in next paper.

2.2.1 Domain of Attitude in Appraisal System

The attitude system refers to the system of meaning of state or evaluation. This system involves three domains, namely affect, judgment, and appreciation. Traditionally, each of these domains is a semantic domain known as emotive, ethical, and aesthetic. Of the three, emotive attitude can be said to be at the heart of attitude (Martin & White, 2005).

Affect relates to feelings of the heart that can have positive or negative values, for example whether someone feels happy/sad, whether someone is in a state of anxiety/self-confidence, whether someone feels attracted or just bored. Judgment is the domain related to how a person's behavior is evaluated. So, the judgment is closely related to the norms of ethics that apply in society, whether a person's actions are appropriate or not, whether they are praiseworthy/criticized, whether they are true/false. Finally, appreciation deals with evaluative towards a phenomenon (processes, texts, or other phenomena) (Martin & White, 2005).

2.2.1.1 Affect

As has been said above that Affect is related to feelings of the heart or as an emotive expression. This means that affect describes what is felt by the heart whether feeling happy, sad, angry, comfortable, and so on. Another thing that is fundamental regarding this affect is the division of the emotional realm into three feelings, including un/happiness, un/secure, and dis/satisfaction. Un/happiness related to matters of feeling/mood, such as sadness, hate, happiness and love, un/secure is related to socio-economic well-being, such as anxiety, fear, confidence, and trust; while dis/satisfaction has to do with pursuing goals, such as ennui, displeasure, curiosity, respect. Affect can be both positive and negative (Martin & White, 2005).

2.2.1.2 Judgment

In general, judgment can be divided into two categories, namely social esteem, and social sanction. Social esteem is related to normality (how unique a person is), capacity (how capable that person's capacity is) and tenacity (how firm / persistent that person is); while social sanction is related to veracity (how honest / true someone is) and propriety (how appropriate the person is). Judgment can be positive and negative as well (Martin & White, 2005).

2.2.1.3 Appreciation

In general, appreciation can be divided into three categories, namely reaction, or how we react to something (whether it attracts our attention, whether it is fun, etc.), composition (balance and complexity), and valuation (how authentic, innovative etc. value of the phenomenon). As affect and judgment, appreciation can also be positive and negative (Martin & White, 2005).

2.2.2 Inscribed vs Invoked Appraisal

Appraisal can be realized both inscribed and invoked. The former deals with the realization of evaluative language by the use of attitudinal lexis, in this case the valuation is realized in the choice of the lexis which directly shows evaluative attitude. The latter has to do with the valuation that is wrapped in in such a way in which the realization does not actually contain any visible evaluative elements. The latter is also termed as "invoke" or "token" appraisal (Martin & White, 2005).

This "invoke" or "token" appraisal strategy is seen when we use an ideational meaning in expressing evaluative language, in the sense that this evaluative expression is infused into an ideational meaning. Though there are no lexical elements contain evaluative language, we can still feel the existence of the evaluative language.

3. FINDINGS AND DISCUSSION

The results of the analysis are presented in Table 1. From Table 1, it can be seen that the total speech (122 utterances), judgment (69 utterances or 56.56%) dominated the speech realized by the counselor, followed by affect (38 utterances or 31.15%) and appreciation (15 utterances or 12.30%). It shows that the counseling service is said to be a judgmental one, so the utterances realized by the counselor is mostly about the evaluation of how the participants behave in their social life.

Meanwhile in the affect category, only un/happiness (18 utterances or 14.75%), and in/secure (20 utterances or 16.39%) occur while dis/satisfaction does not. This suggests that student involved communication in the counseling service, is about feelings (emotions) and about the status of socio-economic welfare, but not related to pursuing the goal. In the judgment category, social esteem (42 utterances or 34.43%) appears more than social sanction (27 utterances or 22.13%). This suggests that student involved in the communication of the counseling service seems to be more about the behavior of people that triggers what is supposed to be admired and criticized than those of what is people praise and condemn.

From the appreciation category, only valuation (15 utterances or 12.30%) appears in the counselor' speech, meanwhile composition and reaction don't occur. This

Table 1. Realization of attitude in counselor’ speech

Attitude		Positive		Negative		Total		
		f	%	f	%	f	%	
Affect	Happiness	10	8.20	8	6.56	18	14.75	
	Secure	17	13.93	3	2.46	20	16.39	
	Satisfaction	0	0	0	0	0	0.00	
Sub Total Affect		27	22.13	11	9.02	38	31.15	
Judgment	Social Normality	5	4.10	0	0.00	5	4.10	
	Esteem Capacity	13	10.66	5	4.10	18	14.75	
	Tenacity	19	15.57	0	0.00	19	15.57	
	Sub Total Social Esteem		37	30.33	5	4.10	42	34.43
	Social Veracity	0	0.00	3	2.46	3	2.46	
	Sanction Propriety	20	16.39	4	3.28	24	19.67	
	Sub Total Social Sanction		20	16.39	7	5.74	27	22.13
Sub Total Judgment		57	46.72	12	9.84	69	56.56	
Appreciation	Reaction	0	0.00	0	0.00	0	0.00	
	Composition	0	0.00	0	0.00	0	0.00	
	Valuation	8	6.56	7	5.74	15	12.30	
Sub Total Appreciation		8	6.56	7	5.74	15	12.30	
Total		92	75.41	30	24.59	122	100.00	

suggests that the things/phenomena involved in the counseling is valuatve.

Moreover, in the total speech (122 utterances), the positive valuation (92 utterances or 75.41%) is more than the negative one (30 utterances or 24.59%). It shows that the counsellor tends to be positive in aligning his opinion to the counselee.

3.1 Realization of Affect, Judgment, and Appreciation in Counselor speech

3.1.1 Affect

Affect deals with (1) un/happiness, (2) un/secure, and (3) dis/satisfaction. The realization of affect is as follows:

- 1) Un/happiness

Example of +happiness:

- (1) *Ya kalau dirasakan nyaman oleh kamu ya bagus ya.* (It’s good if you feel comfortable, isn’t it?)

Nyaman ‘comfortable’ is an evaluative lexis categorized as affect +happiness since it is about expression related to what is felt by the heart (emotions) or as Martin and White (2005) say it is concerned with ‘affairs of the heart’. The value of this lexis positive value, so *nyaman* ‘comfortable’ is regarded as happiness.

Example of –happiness:

- (2) *Kenapa nangis tadi?* (Why did you cry?)

Nangis ‘cry’ is an evaluative lexis categorized as affect –happiness. Different from the example of +happiness above in which the evaluative lexis is realized through adjective as common realization for expressing feeling, this –happiness is realized through the mental process. Still this mental process shows the feeling one’s heart. The value of this lexis is negative, then *nangis* ‘cry’ is categorized into unhappiness.

- 2) Un/secure:

Example of +secure:

- (3) *Terus jaga juga kesehatan ya* (Then, take care of your health, will you?)

Kesehatan ‘health’ is an evaluative lexis categorized as affect (+secure) since it deals with the feeling of peace and anxiety in relation to the environs. It is as the feeling of being in the condition of ‘mothering’ in home. The evaluative lexis is not realized through adjective, but it uses nominalization instead. The value of this lexis is positive, then it is included into secure.

Example of –secure:

- (4) *Itu mah berarti sakit, bukan ijin* (It means that you are sick, [you are] not asking for permission).

Sakit ‘sick’ is an evaluative lexis categorized as affect (–secure). *Sakit* ‘sick’ is opposite word of *sehat* ‘healthy’. Without any further explanation, this evaluative lexis belongs to unsecure.

3.1.2 Judgment

Judgment is divided into two categories (1) Social esteem (normality, capacity, and tenacity) and (2) Social Sanction (veracity and propriety). The realization is as follows:

- 1) Social esteem (normality, capacity, and tenacity)

- a. Normality (How unique the person is)

Example of +normality:

- (5) *Berapa minggu sekali eh berapa bulan sekali (mamah kamu) nengoknya?* (**How often** does your mom visit you in a week, oops in a month?)

Berapa, is more or less equal to ‘how often’. This lexis is evaluative one and categorized into judgment of social esteem since this lexis evaluate the behavior of people, that is, how often (how usual) the people (in this study, the counselee’s mother) visit her daughter who

lives with other people and apart or her. For this reason, the expressions of *berapa* 'how often' are included into normality. This is in line with Halliday (1994) views that normality is associated with usuality.

Example of –normality:

- (6) *Oh, jadi Bapak ada kadang kasih (uang) ya* (So, your father **sometimes** gives you some money, doesn't he?)

If (how) often is regarded as +normality, then *kadang* 'sometimes' is regarded as –normality, since the frequency of often is higher than sometimes. Besides, the value of *kadang* 'sometimes' is indeed negative, since it can be judged as unusual if people just 'sometime' visit their child.

b. Capacity (How capable the person is)

Example of +capacity:

- (7) *Jadi kamu nanti minimal keluar dari SMP punya ijazah bisa bekerja kan di pabrik* (So if you finish your school and you **are able to** work in a factory).

Bisa 'are able to' is an evaluative lexis categorized as +capacity (judgment of social esteem). That lexis shows when the counselee finishes her study, she will get the diploma and therefore she is judge she will be at least having the capacity to work in a factory.

Example of –capacity:

- (8) *Kamu teh waktu itu teh yang pake KKSH ya, yang disurvei sama Bapak kan kesana, ya?* (You **used KKSH**, of which your house was surveyed by me, didn't you?).

KKSH stands for *Kartu Keterangan Siswa Harapan*. This is a privilege given by school to an economically incapacity student to join the school without the obligation of spending some money.

Pake KKSH 'used KKSH' is regarded as –capacity (judgment of social esteem), since this lexis is used to judge the incapability of the people to spend some money when they join the school. This lexis has, of course, the negative value.

c. Tenacity (How firm/persistent the person is)

Example of +tenacity:

- (9) *Terus yang kedua, kekuatan diri kamu juga harus betul-betul* (Then, the second, your **individual strength** should be stable)

Kekuatan diri 'self-strength' is an evaluative lexis categorized as +tenacity (judgment of social esteem), since this lexis covers the willingness of the counsellor that the counselee is to be such a resolute person to persist in life, at least to handle the problem faced.

2) Social Sanction (veracity and propriety)

a. Veracity (How honest the person is)

Example of –veracity:

- (10) *Bapak denger katanya kamu pernah diajak mabal (bolos sekolah) sama anaknya Bu Mimin ya?* (I overheard that once you **played truant** with Mrs. Mimin's daughter, didn't you?).

Mabal (bolos sekolah) 'played truant' is an evaluative lexis categorized as –veracity (judgment of social sanction). It is categorized that way since the people who does the action of *mabal (bolos sekolah)* 'played truant' is regarded as not honest. In this study, the counselee did something dishonest when she was supposed to go to school, yet she went somewhere.

b. Propriety (How appropriate the person is)

Example of +propriety:

- (11) *(Kamu) pandai nitipkan diri istilahna mah ya.* (You have **to be wise living in someone else's home**, will you?)

Pandai nitipkan diri 'wise living in someone else's home' is an evaluative lexis categorized as +propriety (judgment of social sanction). It is said so since the behavior of being wise is regarded as a proper deed. By being wise, moreover when people live someone else's home, tend to be praised and avoid being condemned.

Example of –propriety:

- (12) *Kalau kamu perilakunya sering melanggar aturan, nanti kan Bapak Ibu guru jadi antipati* (If you often **violate the rules**, then teachers will be antipathy).

Melanggar aturan 'violate the rules' is an evaluative lexis categorized as –propriety (judgment of social sanction). This lexis is the opposite of being wise. The behavior of violate the rules is an improper deed. This action will, of course, invite condemn instead of praise.

3.1.3 Appreciation

Appreciation is classified into 3 categories: (1) valuation, (2) reaction, and (3) composition. But in this paper, only valuation occurs in the counselor speech.

Example of +valuation:

- (13) *Anisa kan di rumah dekat ya* (Your house is **near** the school, isn't it?).

Dekat 'near' is an evaluative lexis categorized as appreciation (+valuation). What is being appreciated is the counselee's house, and the valuation of the house is positive. It is said so since *deket* 'near [the school]' promotes the situation that the counselee gets advantages in going to school.

Example of –valuation:

- (14) *Alasannya selain Sapatuna jebol (sepatunta rusak) tea aya masalah apa lagi coba?* (Besides the **shoes were damaged**, what is your other problem?)

Sapatuna jebol (sepatunya rusak) ‘the shoes were damage’ is an evaluative lexis categorized as appreciation (–valuation). What is being appreciated is the counselee’s shoes, and the valuation of the shoes is negative. It is said so since being in the situation of *sapatuna jebol (sepatunya rusak)* ‘the shoes were damaged’, it gives the condition that the counselee faced difficulties in going to school.

3.2 Speech of Token Attitude

Among the speeches realized by the counselor, it is found that the use of inscribed attitude is much more than the token one. It shows that the counselor uses explicit attitude rather than the implied one. One of the realizations of token attitude is as follows:

- (15) *Kamu teh waktu itu teh yang pake KKSH ya, yang disurvei sama Bapak kan kesana, ya?* (You used **KKSH**, of which your house was surveyed by me, didn’t you?).

As has been stated above that *KKSH* stands for *Kartu Keterangan Siswa Harapan*. From the utterance above, there is no attitudinal lexis occurs. The choice of words used seem to be neutral. However, it is not so. As previously stated, that *KKSH* or Student Hope Card is a card provided by the school for an economically incapacity student to join the school without the obligation of spending some money. It means that the student who holds that card is regarded as economically unable student. By using those kinds of utterance, the counselor seems to avoid himself of being rude or underestimate of the poor counselee. Therefore, both the counsellor and the counselee feel comfortable in on-going communication in counseling service.

4. CONCLUSION

Analyzing linguistic features with appraisal parameters shows that the counselor speech is dominated by judgment category. However, the counselor can place his position as a wise counselor by providing mostly positive valuation to the counselee. This condition shows that the counselor provides a good atmosphere to the students. The counselor keeps providing guidance that directs students to act in accordance with the ethical demands perceived positively in the community. That way, the counselor can position himself well in giving a guidance to the students in knowing the problems faced. In delivering the valuation, the counselor uses both inscribed and token valuation. Inscribed valuation is the most preference used by the counselor compared to token one. Through the token valuation the counselor can not to underestimate the counselee. It makes them feel comfortable in communicating in the counseling service.

The study has some limitations. Therefore, the authors made suggestions for future studies related to this research. Firstly, this study only took one communication

of counseling service. Future studies should be involving a large sample. Secondly, this study only focuses on the attitude domain. Other domains, namely engagement has been explored in other paper. But graduation, has not been examined yet. Future research studies should be carried out on all these three aspects altogether. Thus, the discussion can be more comprehensive, so the conclusions drawn will be more solid. In addition, in this study, only the counselor’s speech is analyzed. Further research it seems that counselee’s speech needs to be given attention to compare the results whether it can ultimately lead to deeper and more comprehensive findings.

REFERENCES

- Auni, R. T., Songok, R. J., Odhiambo, O. R., & Lyanda, J. L. (2014). Determinants of guidance and counselling programme in addressing students’ social adjustment in secondary schools in Siaya District, Kenya. *International Journal of Humanities and Social Sciences*, 4(4), 69-76.
- Eggs, S. (2004). *An introduction to systemic functional linguistics*. (2nd ed.). London & New York: Continuum.
- Eliamani, M. P., Richard, M. L., & Peter, B. (2014). Access to guidance and counseling services and its influence on Students’ school life and career choice. *African Journal of Guidance and Counselling*, 1(1), 007-015.
- Faubert, M., & Gonzalez, E. (2008). *What counselors need to know about language and language acquisition to enhance their effectiveness with clients*. Retrieved June 27, 2008, from <http://counselingoutfitters.com/vistas/vistas08/Faubert.htm>
- Halliday, M. A. K. (1994). *Introduction to functional grammar* (2nd ed.). London: Edward Arnold.
- Halliday, M. A. K. (2004). *An introduction to functional grammar*. New York: Arnold.
- Halliday, M. A. K. (2007). *Language and education*. (Ed.) Jonathan J. Webster. London: Continuum.
- Kanga, B. M., Nyaga, V. K., Barchok, H. K. E., & Ngari, F. S. M. (2015). Effectiveness of guidance and counselling services in enhancing students’ adjustment to school physical environment in public boarding secondary schools in Kenya. *International Journal of Education and Research*, 3(7).
- Martin, J. R., & Rose, D. (2003). *Working with discourse: Meaning beyond the clause*. London: Continuum.

- Martin, J. R., & White, P. (2005). *The language of evaluation*. London: Palgrave MacMillan.
- Nurlaeli, Y. (2012). *Efektifitas konseling teman sebaya dalam meningkatkan keterampilan sosial* [The effectiveness of peer counseling in improving social skills] (Master's thesis, Universitas Pendidikan Indonesia).
- Owen, I. R. (1991). Using the sixth sense: The place and relevance of language in counselling. *British Journal of Guidance & Counselling*, 19(3), 307-319. Retrieved from <http://www.tandfonline.com/loi/cbjg20>
- Saragih, A. (2001). Bahasa dalam konteks sosial: Pendekatan linguistik fungsional sistemik [Language in social context: A systemic functional linguistic approach].
- Shrivastava, K. K. (2003). *Principles of guidance and counselling*. New Delhi: Kanishka Publishers.