Natural Science and Social Science Student's Expression of Attitude toward English Class: an Appraisal Analysis

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Abstract

This research aims to investigate the attitude of natural science and social science students toward their English class, as well as the evaluative language employed in expressing their opinions toward English class. The study employs Martin & White's (2005) appraisal framework to analyze the language used. The participants in the study consist of 60 high school students, with 30 students from the Natural Science major and 30 students from the Social Sciences major, who were selected using the purposive sampling method. The students were requested to write a narrative text outlining their experiences and perceptions of the English class they attended for one semester. The analysis result show that both science and social science students tend to give positive evaluations towards the English class they attend. However, science students are more inclined to give positive evaluations compared to social science students.

Keywords: Language Attitudes; Appraisal; Science and Social Studies Students

Introduction

To ensure English language learning, many countries, including Indonesia, use English as the medium of instruction in schools and universities. This can be seen from the concrete actions taken by the Indonesian government, such as including English as a subject in the curriculum. As stated by Mappiasse and Sihes (2014), the adoption of English by Indonesia has brought about significant changes in the country's education policy. Various pedagogical approaches related to English language teaching in Indonesia, such as methodology, curriculum, and evaluation, have received considerable attention from the government. English is designated as a compulsory subject taught from junior high school to higher education, and it is also included in the national examination to enhance its proficiency among the population. However, not all English language learning processes are always successful, as several challenges persist throughout the journey, particularly in non-English-speaking countries. The potential challenges in the English language learning process may be greater compared to English-speaking countries (Hibatullah, 2019).

In Indonesia, many students with unsatisfactory English language proficiency are still found. Based on the English Proficiency Index (EPI) survey results for 2022 conducted by English First, the English language scores of Indonesian students over the past seven years have remained at the low proficiency level, ranking 81 out of 111 countries worldwide and 15 out of 24 countries in Asia. Furthermore, based on the findings of previous studies conducted by Rahayu et al. (2020), and Muhtarom & Maghfiroh (2021), it has been observed that many students face difficulties in learning the English language. One of the factors that affect students' low English proficiency is their lack of motivation to engage in the English learning process at school, as well as their anxiety regarding negative evaluations from their classmates. Consequently, these factors impact students' learning outcomes.

Lennartsson (2008) stated that students' beliefs can be a hindrance if they believe they cannot successfully learn a new language. Students who possess positive attitudes and beliefs toward learning English tend to develop a more positive attitude towards language learning. Conversely, negative attitudes and beliefs can lead to poor performance in English language learning (Victori & Lockhart, 1995). From these statements, it can be inferred that one aspect that indicates the success or failure of foreign language learning is students' attitude towards the language itself. Additionally, researchers worldwide have demonstrated that identifying students' attitudes towards learning English is a key factor in guiding efforts to enhance their language learning opportunities (AL Nooursi, 2013; Abidin, Mohammadi & Alzwari, 2012; Tahaineh & Daana, 2013). Based on this phenomenon, researchers assume that it is crucial to understand students' attitudes and motivations towards English classes.

This study focuses on analyzing the attitudes and perceptions of high school students towards the English classes they attend. In Indonesia, the high school education system, known as SMA (senior high school), is divided into two main streams, namely IPA (Natural Sciences) and IPS (Social Sciences). There is a stereotype in society that students in natural sciences are more diligent and intelligent compared to students in social sciences. Additionally, based on the pre-observation conducted in the senior high school, it indicates that the English language skills of the natural sciences students are superior to those of the social sciences students. Therefore, this research attempts to reveal science and social students' perception and attitude toward their English class. The analysis relies on attitudinal aspect of appraisal system proposed by Martin & White (2005) to see the attitudinal aspect used by students in reviewing their English class. This framework is believed to be used for evaluating and mapping attitudes. More specifically, Martin & White (2005) state that attitude evaluation not only reveals the speaker/writer's feelings and values but also their expressions can be related to the speaker/writer's status or authority as interpreted in the text. Additionally, this framework enables researchers to analyze positive or negative evaluations within a text.

Based on the explanation above, this research aims to investigate attitude aspect used by natural science and social science students in representing their attitudes and perceptions towards the English class by utilizing Martin and White's 2005 appraisal theory.

Methods

Research Design

This study employed qualitative descriptive research method in which the authors utilized documents to examine the attitudinal resources in narrative texts written by senior high school students in expressing their attitude and perception toward the English class they are taking. The descriptive qualitative method was used to explore and describe the data obtained.

Data and Data Source

This study used document as the data sources in the form of narrative texts written by science and social science students. The data sources were selected based on purposive sampling. The participants in

this study were 11th-grade students majoring in science and social science at an A-accredited high school in Bandar Lampung. They were non-native English students, 30 students from science major and 30 students from social science major. The researcher assigned students to narrate their experiences and perceptions of the English class they are taking into narrative texts. Therefore, the data of this research are taken from texts written by science students and social science students. After collecting, the data analysis procedure was carried out, where the collected data was classified based on the appraisal system in the attitude domain proposed by Martin & White 2005.

Result and Discussion

Table 1. Appraised Categories

Social Science Students	Polarity		Natural Science Students	Polarity	
Appraised	+	-	**Appraised**	+	-
English teacher	43	36	English teacher	69	1
students' feelings towards the teacher	2	13	Teacher's questions	-	2
teacher strictness	-	1	Classmates	58	9
Teacher's questions	1	2	Classroom Facilities	39	20
Classmates	47	17	Learning materials	4	8
Classroom Facilities	33	3	Students' ability in understanding some materials	4	7
Learning materials	13	19	English books	17	7
English books	21	9	Exam	20	26
Exam	14	15	Classroom learning	45	8
Classroom learning	33	20	English subject	13	4
English subject	15	10	English	15	1
English	5	-	Students' motivations and hopes	46	2
Students' motivations and hopes	13	3	Speaking English / using English language	1	3
students' worksheet / assignment (lkpd)	2	8	Teacher's explanation	19	-
time given for completing students' worksheet	1	9	games assigned by the teacher	5	-
Teacher's explanation	2	11	learning suggestions	2	-
Students' impression and experience of learning English	15	3	Students' impression and experience of learning English	21	2
score in the ongoing English class	-	5	Students' ability in learning English	12	28
score in the previous English class	2	-	Students' feeling and difficulties in learning English	2	15
Students' ability in learning English	-	16	Classroom situation	2	-
Students' feeling in learning English	3	4	Classroom situation when classmate are not conducive	-	2
Classroom situation	5	-	**Sub total**	**394**	**145**
learning suggestions	8	-	**Total**	**539**	
learning system	-	2			
Sub total	**278**	**206**			
Total	**484**				

From the table above, it can be seen that Students from both the science (IPA) and social sciences (IPS) streams utilize positive and negative attitudes when providing evaluations for the English class they are attending. Furthermore, the analysis results also indicate that both science (IPA) and social science (IPS) students tend to give positive evaluations to the English class they attend. However, science students are more inclined to give positive evaluations compared to social science students. Overall, there are 394 data (73%) of positive attitude from science students, while there are 145 data (27%) of negative attitude. On the other hand, social science students provided 278 data (57%) of positive attitude and 206 data (43%) of negative attitude.

Furthermore, the analysis shows that students in the science stream (IPA) tend to use positive judgments more often when assessing their English teachers, as out of 70 data related to judgments, only 1 data had a negative polarity. On the other hand, students in the social science stream (IPS) not only use judgment aspects to evaluate their English teachers but also utilize the affect domain, expressing their feelings towards the teachers. IPS students feel less satisfied because the English teachers do not explain the material in detail. This can be observed from the fact that IPS students use negative affect more frequently when evaluating their English teachers. The analysis results also indicate that both science and social science students equally use positive judgment more often when evaluating their classmates.

Table 2. Distribution of attitude in Natural Science and Social Science students' texts

Students	Affect								Judgment										Appreciation										Σ
	Hap		Sec		Sat		Inc		Soc San						Soc Est				Reac				Comp				Val		
									Norm		Cap		Ten		Ver		Pro		Imp		Qual		Bal		Comp				
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+	-	
Social science	10	3	3	19	2	27	23	1	9	-	15	31	28	21	-	1	40	6	47	18	49	16	11	17	10	38	31	8	484
Natural science	12	1	13	7	4	8	28	1	22	-	53	44	35	2	-	1	35	5	56	11	43	21	14	1	22	33	58	9	539

1. The Realization of Affect

Affect is a type of attitude that indicates an emotional response to a person, event, object, or specific situation that is expressed through words such as verbs, adjectives, adverbs of emotion, and nominalization. In this study, data that belong to affect are found in texts written by students from both sciences and social science major. Below is a table containing the affect aspect calculations identified in the texts by Science and Social science students.

Table 3. The realization of affect in Natural Science and Social Science students' texts

Siswa	Affect														Σ
	Happiness				Security				Satisfaction				Inclination		
	Unhappiness		Happiness		Insecurity		Security		Dissatisfaction		Satisfaction				
	Mis	Anti	Cheer	Affect	Disq	Sur	Confi	Trust	Ennui	Displ	Inter	Plea	Fear	Des	
Social science	2	1	4	6	19	-	3	-	19	8	-	2	1	23	88
Natural science	1	-	6	6	7	-	5	8	6	2	3	1	1	28	74

Affect: Inclination

The inclination aspect used by natural science students amounted to 29 data, consisting of 1 data of fear and 28 data of desire. Meanwhile, in the social science students' texts, 24 data were found that belonged to the inclination aspect, consisting of 1 data of fear and 23 data of desire. The desire aspect is generally used by science and social studies students to express their motivation, desires, and hopes in learning English." Examples of the data found in the natural science and social studies students' texts are as follows:

*Saya **ingin** lancar bahasa inggris dan **ingin** masuk ke fakultas yang saya inginkan dan **membahagiakan** orang tua makanya saya **ingin** belajar dengan giat.* (Natural science; desire)

I **want** to be fluent in English and **get into** the faculty of my choice and **to make** my parents happy, so I **want** to study hard. (Natural science; desire)

*Saran saya yaitu gurunya **lebih baik untuk menjelaskan** secara lengkap terlebih dahulu hingga muridnya paham dengan materi yang sedang dipelajari.* (Social science; desire)

My suggestion is that the teacher **should explain** the material thoroughly first until the students understand it. (Social science; desire)

In this context, inclination is related to the personal expectations and desires of students in learning English in class. As seen in the first data, natural science students use the lexicon "want" to express their desire and motivation to learn English. On the other hand, social science students not only express their hopes and desires in learning English in class, but also provide suggestions for more effective English language learning methods. As seen in the second example, by utilizing the phrase 'should explain', social science student hope that teacher will provide a more intensive explanation of the material beforehand so that students can understand the material being taught.

Affect: In/Security

The use of insecurity and security aspects is found in texts written by students from both majors. In the text written by natural science students, the in/security aspect is manifested in 7 data of disquiet, 5 data of confidence and 8 data of trust. Meanwhile, in the Social Sciences students' texts, data on in/security aspects are found consisting of 19 data of the disquiet and 3 data of confidence. There is no data of trust type found in the social studies students' writing, and also no data of surprise type found in either science or social studies students' writing. Examples of data found related to security aspects are as follows:

*Kesulitan saya saat belajar bahasa inggris saya sering merasa kalau saya tidak fasih dalam berbahasa inggris lalu saya menjadi **insecure** dan jadi **malu** untuk berbicara bahasa inggris saat pembelajaran.* (Natural Science; insecurity)

My difficulty in learning English often arises from feeling inadequate in my language skills, which makes me **feel insecure** and **ashamed** to speak English during learning sessions. (Natural Science; insecurity)

*Untuk gurunya aku **agak takut** aja si.* (Social science; insecurity)

I am **a bit afraid** of the teacher. (Social science; insecurity)

Martin & White (2005) state that Insecurity is an emotion related to anxiety, fear, or lack of confidence. Some science students may feel less confident when reading or speaking using words in English. This is because the spelling and pronunciation of words in English can sometimes be different, causing students to feel insecure and ashamed to speak English in class. This can be seen in the above

data quote where science students use the terms 'insecure' and '*malu'* (ashamed)   which fall into the negative affect category: insecurity.

Meanwhile, in a text written by a social studies student, the word "takut" (afraid) was found as a direct expression (disposition) that belongs to the negative affect category: insecurity disquiet, according to the emotional classification by Martin and White (2005). In this case, the student feels a little afraid of the teacher because sometimes the teacher likes to call on student suddenly to answer a question in front of the class.

Affect: Un/Happiness

In a science student's writing, various domains of affect regarding happiness are found. The findings include 1 data type of misery, and 6 data types each of cheer and affection. While antipathy type is not found. On the other hand, all aspects of happiness were found in texts written by social studies students, consisting of 2 misery data, 1 data of antipathy, 4 data of cheer, and 6 data of affection. Examples of data found as follows:

*Saya **sangat senang** belajar bahasa inggris dikelas.* (Natural Science; cheer)

I am **very happy** to learn English in class. (Natural Science; cheer)

*Saya sebelumnya sangat menyukai pelajaran bahasa inggris, namun pengalaman saya selama belajar bahasa inggris di 1 semester ini menurut saya agak **kurang menyenangkan**. (*Social science*; misery)*

I previously really enjoyed learning English, but my experience in studying English for one semester is somewhat **less enjoyable** in my opinion. (Social science; misery)

The word "senang" (happy) is an adjective that describes a positive emotion felt by students. The emotion is related to feelings that do not involve sadness, worry, or fear. The word "senang" (happy) belongs to the category of positive affect; happiness; cheer. In this context, the word 'Senang' which means 'happy' and 'enjoy' are used by science student to positively evaluate their feelings towards the English class they are taking. They feel happy learning English in the class they are currently attending.

Furthermore, in the students' writing, there are several data that fall under the category of unhappiness. In the second example there is the phrase "kurang menyenangkan" (Less enjoyable) which falls under the category of negative affect: Unhappiness-misery. This expression is used by social science students to evaluate their experience in taking English classes. Despite their great interest in learning English, according to their assessment, the English class they attended for one semester was less enjoyable.

Affect: Dis/satisfaction

In addition, there are also data categorized as affect; satisfaction and dissatisfaction in the texts written by natural science and social science students. In the natural science students' writing, 6 data of ennui type, 2 data of displeasure type, 3 data of interest type, and 1 data of pleasure type are found. On the other hand, the data found in the social science students' writing consisted of 19 data of ennui type, 8 data of displeasure type, and 2 data of pleasure type. Meanwhile, data of interest type was not found in the social science students' texts. Examples of satisfaction and dissatisfaction aspect data found in the natural science and social science students' writing are as follows:

*So far, saya **sangat menikmati** pembelajaran bahasa inggris dikelas* (Natural Science; pleasure)

So far, I have been **thoroughly enjoying** learning English in class (Natural Science; pleasure)

*Kami lebih sering ditunjuk untuk maju menjawab pelajaran namun saat sudah bisa menjawab, kami selaku murid **kurang diapresiasi** karena guru merasa kurang puas. Dan saat kami tidak bisa menjawab, kami **kurang dibimbing**. Saya selaku murid menjadi takut, malu dan **berasa diremehkan**.(Social science; dispelasure)*

We are often asked to answer questions in class, but when we are able to answer, we as students **feel underappreciated** because the teacher is not satisfied. And when we can't answer, we **don't get enough guidance**. As a student, I feel afraid, embarrassed, and **belittled**. *(Social science; dispelasure)*

From the first example, it can be seen that students in the science program utilize the lexeme 'menikmati', which has a close meaning to 'enjoyment' or 'pleasure', which is a characteristic of affect pleasure. In this context, the lexeme 'menikmati' in the sentence indicates that science students enjoy learning English and feel interested and satisfied with the teacher's easy-to-understand teaching methods that use a variety of teaching approaches. Therefore, this lexeme falls into the category of affect: positive satisfaction-pleasure.

Meanwhile, students in the social studies stream express negative feelings using words such as "underappreciated" and "less guided" as reflected in the second example, which represents Negative affect: displeasure. Social studies students feel disappointed with their English teacher in class because they feel that they don't get enough guidance when they cannot answer questions, and underappreciated when they succeed in answering questions correctly. Social studies students explicitly express their dissatisfaction with the teacher's attitude of not guiding them when they have difficulty answering questions, and not providing enough appreciation when they answer correctly.

2. The Realization of Judgment

Table 4. The realization of Judgment in Natural Science and Social Science students' texts

Siswa	Judgment										Total
	Social esteem						Social sanction				
	Normality		Capacity		Tenacity		Veracity		Propriety		
	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	
Social science	9	-	15	31	28	21	-	1	40	6	151
Natural science	22	-	53	44	35	2	-	1	35	5	197

Judgment: Normality

The data collected from texts written by science and social science students indicate a preference for positive normality in their evaluations. Specifically, in the texts written by science students, 22 data of positive normality were identified. On the other hand, social science texts only contained 9 data of positive normality. Notably, neither group of students included data pertaining to negative normality in their texts. Both science and social science students commonly employ positive normality when evaluating their English teacher and classmates. The use of the judgment aspect with normality can be illustrated with the following example:

*I would like to say thank to my **amazing** teacher that have been teaching me for a year.* (Social Science; positive normality)

*Gurunya **asik**, penjelasanya juga mudah dimengerti.* (Natural Science; positive normality)

The teacher is **fun**, and their explanations are also easy to understand (Natural Science; positive normality)

In the first example, the lexeme "amazing" falls under the positive judgment: normality. This word is a positive evaluation from a student towards an English teacher who teaches in the social sciences class. The student of social sciences utilizes this word to describe their admiration and excellence of the teacher's one-year teaching, as well as to convey that the social sciences student considers them extraordinary or exceptional.

The science students use the term 'fun' to give a positive description of the English teacher who teaches their class. The term 'seru' falls under the aspect of normality because it can refer to the energetic, enthusiastic, and passionate teaching style of a teacher. In this sense, a 'fun' teacher often uses creative and interactive teaching methods that can create a comfortable learning atmosphere.

Judgment: Capacity

Both science and social students not only give evaluation about the capacity of teachers as instructors but also students' evaluations of their own abilities and their classmates' abilities. Based on the analysis results, there were 53 data of positive capacity data and 44 data of negative capacity in the texts written by science students. Meanwhile, the judgment capacity found in the texts written by the social students was predominantly negative in polarity, consisting of 15 data of positive capacity data and 31 data of negative capacity. Positive capacity evaluations were mostly given to the teachers' teaching abilities and classmates, while negative capacity evaluations were generally used by science and social studies students to assess their own abilities in understanding certain English materials. Here is an example of the data:

*Gurunya **pandai sekali** mengajar kami* (Natural Science; positive capacity)

Our teacher is **very skilled** in teaching us (Natural Science; positive capacity).

*kami diajar oleh salah satu dengan guru **senior**, guru yang menurut saya adalah guru yang memiliki semangat belajar mengajar yang tinggi.* (Social Science; positive capacity)

We are taught by one of the **senior** teacher, who I believe is a teacher with a high spirit of teaching and learning. (Social Science; positive capacity)

The phrase 'pandai' is utilized by science students to describe their English teacher's teaching skills. Through this phrase, the English teacher is depicted as someone who is exceptionally skilled in teaching, indicating that the English teacher possesses excellent teaching abilities.

Furthermore, the lexeme 'senior' in this context, which means 'experienced', is used by social science students to describe their English teacher. The term "senior" is utilized by social science students to indicate that the teacher is experienced, has a lot of flying hours, and has extensive knowledge of English.

Judgment: Tenacity

Natural Science and Social Sciences students utilize the judgment**:** tenacity in evaluating their teachers and classmates during English lessons. In the writings of Natural Science students, 35 data of positive tenacity and 2 data of negative tenacity were found, indicating that Natural Science students tend to provide positive evaluations. The students employ positive tenacity to evaluate teachers and classmates who have helped them understand the English materials in class. On the other hand, in the writings of Social Sciences students, 28 instances of positive tenacity and 21 instances of negative tenacity were found. Social students predominantly utilize negative tenacity in assessing their English teacher, as they feel that the teacher is not reliable in explaining the materials. Here are examples of the utilization of the tenacity aspect in the writings of Natural Science and Social Sciences students.

*Gurunya juga sangat **sabar**.* (Natural Science; positive tenacity)

The teacher is also very **patient**. (Natural Science; positive tenacity)

*Beliau **mempunyai dedikasi yang tinggi** terhadap sekolah* (Social Science; positive tenacity)

She has **a high dedication** to the school. (Social Science; positive tenacity)

The lexeme 'sabar' (patient) is classified as an adjective that means patient or not easily angered. This demonstrates a positive judgment towards an English teacher who is patient in teaching their students the English language in class, thus enabling the students to enjoy the lessons and absorb the material effectively. English is a foreign language, requiring extra patience to teach students so that they become fluent in English. Therefore, natural science students use this lexeme to express their admiration and positive evaluation of their English teacher.

In example two, the clause 'having a high level of dedication' is categorized as a type of tenacity because the lexicon is explicitly associated with perseverance, determination, and the role of teachers in supporting an impressive school. This implies that the teacher is a committed individual with a strong spirit towards the educational institution. The clause is used by social science students to provide a positive evaluation of their English teacher.

Judgment: Veracity

Veracity is related to how honest or truthful someone is. In the narrative texts written by the Natural Science and Social science students, two instances of negative veracity data were found, with each having one piece of data. In this context, both the Science and Social Studies students provided negative evaluations regarding some dishonest friends who used Google Translate and searched for answers on Google. Here are examples of the negative veracity data found in the writings of the Science and Social Studies students:

*Teman saya juga sewaktu mengerjakan tugas banyak **menggunakan google translate***

(Natural Science; negative veracity)

My friend also **used Google Translate** a lot when working on assignments. (Natural Science; negative veracity)

*Dan juga tidak ada yang masuk keotak karena murid juga **mencari jawaban dengan google**.* (Social Science; negative veracity)

And nobody got anything into their heads because the students also **searched for answers using Google.** (Social Science; negative veracity)

Science students use the clause "using 'Google Translate' to evaluate their dishonest classmates. This clause falls under the affect judgment veracity - condemn with negative polarity. Veracity relates to how honest someone is. In this context, the science students state that many of their classmates use Google Translate when doing assignments. Using Google Translate is considered an act of dishonesty when working on English tasks. Furthermore, social science students also utilize the negative tenacity aspect to provide negative evaluations of classmates who search for answers on Google during in-class exercises."

Judgment: Propriety

Natural science and social science students utilize judgment propriety with positive and negative polarities to provide evaluations to their teachers and classmates. In the text written by the science

student, 35 positive proprieties and 5 negative proprieties are found. Meanwhile, in the work of the social student, 40 propriety data with positive polarity and 6 data with negative polarity were identified. Both science and social students utilize positive propriety to evaluate their teachers and classmates. Additionally, IPS students utilize negative propriety to evaluate their classmates and English teachers. On the other hand, IPA students only use negative propriety to assess classmates who sometimes less conducive to participating in English classes.

> *Guru yang mengajar **selalu tepat waktu** dan juga mengajarkan siswa/inya untuk berempati kepada kelas (contohnya kebersihan).* (Social Science; positive propriety)

> The teacher who teaches is always **on time** and also teaches students to have empathy towards the class (such as cleanliness). (Social Science; positive propriety)

> *Teman sekelas mempunyai **respon yang baik** untuk pelajaran bahasa inggris, **disiplin** dan juga **sangat memperhatikan** sehingga membangun motivasi untuk diri sendiri.* (Natural Science; positive propriety)

> A classmate has **a good response** to English lessons, is **disciplined**, and **pays great attention**, thereby building motivation for oneself. (Natural Science; positive propriety)

Leksis 'On time'" which means punctual is used by the Social Studies students to give positive evaluation to their English teacher who always arrives on time or is never late for every English class. The phrase "On time" belongs to the positive judgment propriety category.

The discipline, which means obediently following rules, is analyzed as a positive judgment: propriety. Science students positively evaluate their classmate who, according to them, behaves well in class by adhering to the rules and paying great attention to the classroom learning, thereby motivating other students.

1. The Realization of Appreciation

Table 5. The realization of appreciation in Natural Science and Social Science students' texts

Students	Appreciation										Jumlah
	Reaction				Composition				Valuation		
	Impact		Quality		Balance		Complexity				
	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	
Social science	47	18	49	16	11	17	10	38	31	8	245
Natural science	*56*	*11*	*43*	*21*	*14*	*1*	*22*	*33*	*58*	*9*	268

Appreciation: Reaction

Based on the analysis results, both science (IPA) and social sciences (IPS) students utilize all realms of appreciation reaction to evaluate the English class they attended. In the texts written by science students, 56 data of positive impact and 11 data of negative impact were found. Furthermore, 43 data of positive quality and 21 data of negative quality were also identified. Meanwhile, in the texts written by social sciences students, 47 data of positive impact and 18 data of negative impact were discovered, along with 49 data of positive quality and 16 data of negative quality. By IPA and IPS students, the manifestation of the appreciation realm in the form of a reaction, specifically the positive polarity impact, is used to evaluate various aspects of the English language learning process in the classroom. These aspects include the English language subject itself, the impression of learning English, the teaching style of the teacher, the facilities, classroom learning, the patient and cheerful attitude of the teacher and exam questions Both IPA and IPS students commonly employ both positive and negative impact types of appreciation reactions to express their opinions on English language learning in the classroom. Here are some examples of impact data found in the writings of both IPA and IPS students:

*Terkadang situasi dan kondusi teman dikelas kurang kondusif membuat **tidak fokus** dan **jadi kurang motivasi** untuk belajaran serta materi yang disampaikan jadi tidak dimengerti.* (Natural Science; negative impact)

Sometimes, the situation and behavior of classmates in class are not conducive, making it **difficult to focus** and **lacking motivation** to learn, resulting in a **lack of understanding** of the material being taught. (Natural Science; negative impact)

*Pembelajaran dikelas tertib tapi **bikin degdegan**.* (Social Science; negative impact)

Classroom learning is orderly but **nerve-wracking**. (Social Science; negative impact)

In addition, this study also found negative impact used by the science students. In this context, Science students used the phrases 'not focused' and 'become less motivated' to describe how they feel when the classroom environment and conditions are not conducive, thus disrupting their concentration in learning English. Furthermore, this situation also leads to a lack of understanding of the taught materials.

On the other hand, the phrase "bikin degdegan" is used by social science students to evaluate English language learning in class. This phrase falls under the category of negative impact because it indicates that despite the orderly process of English language learning in class, there are still aspects that make social science students feel uncomfortable or not enjoyable during the English language learning process in class, which results in their negative reactions towards learning English.

*Fasilitas pembelajaran juga terkadang **terhalang sinyal** dan lcd kami terkadang **berwarna pink** sehingga kesulitan melihat materi.* (Natural Science; negative quality)

The learning facilities are sometimes **hindered by poor signal**, and our LCD screen occasionally **turns pink,** making it difficult to see the material. (Natural Science; negative quality)

*Terkadang penjelasan **sangat minim** dan langsung disuruh menjawab pertanyaan* (Social Science; negative quality)

Sometimes the explanations are **very minimal**, and we are immediately asked to answer questions. (Social Science; negative quality)

In this study, it was also found that science students expressed their appreciation of quality with positive and negative polarity when providing evaluations regarding the learning facilities present in the classroom, as well as the books used. In the first example data, it can be observed that science students gave a negative evaluation regarding one of the school facilities, namely the LCD used to present learning materials, as it was damaged, causing difficulties for students to view the content on the screen. This is reflected in the use of the phrase "pink-colored" by the students to describe the faulty LCD. Furthermore, by using the phrase "signal blocked," IPA students also gave a negative evaluation regarding poor internet connectivity, which hindered students from accessing online materials.

Furthermore, the lexeme "minim," which means lacking or limited, is utilized by the social studies student to provide a negative evaluation regarding the explanations given by the teacher during English lessons. According to the student, the explanations provided by the teacher are still very limited, yet the student is immediately asked to answer questions. The lexeme "minim" in the above data falls under negative appreciation; reaction; quality, where the student provides an evaluation regarding the quality of the teacher's explanations.

Appreciation: Composition

Students from both the science (IPA) and social sciences (IPS) streams use the aspects of composition complexity and balance, with positive and negative polarity in their writing. 22 data of

positive complexity and 33 data of negative complexity are found in the natural science students' writing. In terms of complexity, natural science students generally use positive complexity to evaluate daily exam questions that they find easier compared to semester exam questions. Conversely, IPA students use negative complexity to assess difficult semester exam questions.

On the other hand, in social science students' texts, 10 positive complexity data and 38 negative complexity data are found. IPS students also make use of positive and negative complexity to evaluate exam questions. However, the majority of IPS students provide negative evaluations of exam questions. This may be related to the appraisal complexity proposed by Martin & White (2005), which suggests that people tend to give negative evaluations in situations they perceive as complex and difficult to understand. IPS students believe that the exam questions given by teachers fall into the category of being difficult and hard to comprehend. Additionally, IPS students give negative evaluations of English language learning and the clarity of explanations provided by teachers. They feel that classroom learning is sometimes hard to understand because the material is not clear enough, yet students are expected to explain it in class.

> *Pembelajaran dikelas sangat seru sehingga tidak membosankan gurunya menyampaikan materi yang disusun **secara ringkas** dan menggunakan bahasa yang **mudah dipahami.** (Natural Science; positive complexity)*

> Classroom learning is very exciting, so it is not boring. The teacher delivers the material that is arranged concisely and uses language that is **easy to understand**. (Natural Science; positive complexity)

> *Pelajaran bahasa Inggris sangat sulit untuk saya karena materi yang **lumayan susah dipahami.** (Social Science; negative complexity)*

> English lessons are very difficult for me because the material is **quite difficult** to comprehend. (Social Science; negative complexity)

In the first example of data, it can be observed that the science students use the terms "secara ringkas" (concise) and "mudah dipahami" (easy to understand) to describe how the English teacher presents the material. In this context, the science students give a positive assessment of the material delivered by the teacher, stating that it is presented briefly and in a language that is easily comprehensible, enabling students to understand the given material easily.

Furthermore, negative complexity data are also found in both the texts written by students of the natural sciences (IPA) and social sciences (IPS). In the second example, students from the social sciences also provided negative evaluations regarding the teacher's classroom instruction using the phrase "lumayan susah dipahami," which means "quite difficult to understand." According to the students, the English lesson is very challenging because there are topics that are quite difficult to comprehend. Therefore, this phrase falls into the categories of negative appreciation, composition: complexity.

> *Pengalaman setiap pelajaran selalu kesusahan karena **tenggat yang cepat tapi soalnya banyak.** (Social Science; negative balance)*

> My experience with every lesson is always difficult because **the deadlines are fast but there are there are numerous questions to complete.** (Social Science; negative balance)

> *Biasanya soal ujian yang diberikan **sesuai** dengan kisi – kisi yang diberikan juga **sesuai** dengan pelajaran yang diajari sehingga antara materi dengan soal ujian tidak melenceng. (Natural Science; positive balance)*

> Usually, exam questions are given **in accordance** with the provided guidelines or syllabus, also **in**

accordance with the lessons being taught so that the material and exam questions are not deviated. (Natural Science; positive balance)

The phrase " fast deadline but with many questions " in the first instance is utilized by social study students to provide negative feedback regarding the exercises given to them. The students are given numerous exercise questions by the teacher, but the time provided is insufficient, causing difficulty for the students. The phrase " fast deadline but with many questions " falls under negative appreciation: composition; balance

In the given example, the lexical term "sesuai" is used by the science student twice to provide positive evaluation regarding the exam questions given. According to the science student, the exam questions tested were in accordance with the provided question guidelines and aligned with the taught material. Therefore, the use of the lexical term "sesuai" in the evaluation falls under positive appreciation: composition; balance.

Appreciation: valuation

The last type of appreciation is valuation. Both science (IPA) and social sciences (IPS) students utilize the aspect of valuation with positive and negative polarities to provide evaluations related to English, English Subject, English class, facilities and the process of learning English in class. Both disciplines predominantly employ positive polarity in their valuation to assess the English class they are taking. In the Natural science students' work, 58 positive valuation data and 9 negative valuation data were found. Meanwhile, in the text written by Social Science students, 31 data with positive polarity and 8 data with negative polarity were discovered. Here are some examples of the data found:

*Saya sadar bahasa inggris **sangat penting** dalam kehidupan saya.* (Natural Science; positive valuation)

I realize that English is **extremely important** in my life. (Natural Science; positive valuation)

*Bahasa Inggris menjadi bahasa yang hampir **digunakan di seluruh negara untuk berkomunikasi.*** (Social Science; positive valuation)

English has become a language that is **widely used** in almost every country for communication. (Social Science; positive valuation)

Based on the data presented above, although some science students face difficulties in learning English as a foreign language, they are aware of the importance of English in life. This can be seen from the use of the phrase "very important" in the first example of data, where students recognize that English is highly important, ultimately motivating them to study more diligently. Within the framework of Martin & White's appraisal system theory from 2005, this phrase falls under the category of positive appreciation valuation, indicating that the students hold a positive evaluation of the English language.

As it can been in the second instance, social science student utilizes the term 'digunakan' (used) as a positive appreciation valuation to provide a positive evaluation of the importance of learning the English language. According to the social study student, English is widely used in almost every country as a means of communication. Therefore, the student is aware that mastering the English language is crucial.

Conclusion

After analyzing the attitudes of 30 science students and 30 social sciences students towards English class, as reflected in the essays they wrote, it is found that various types of Attitudes have been used by the natural science and social science student in reviewing the English class they are attending. The analysis results also show that both science and social science students tend to give positive evaluations towards the English class they attend. However, science students are more inclined to give

positive evaluations compared to social science students. The systems appraisal approach can be used not only to understand students' attitudes but also to determine their feelings and perceptions towards the English class they are taking. This study only analyzes the attitude domain. Therefore, it is still possible to conduct similar research by adding other domains of evaluation, such as graduation and engagement.

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