

participants. It includes three components: the speaker/writer personal, social distance, and relative social status. Besides, it deals with what the writer/speaker wants to deliver in her/his text through the language used. The ideational and interpersonal metafunction are projected in textual metafunction. It relates both of preceding text and context of situation to organize text.

As a conclusion, Systemic Functional Linguistics is a study about the language function in conveying meaning. The function which is called metafunction is divided into three; ideational, interpersonal and textual. Ideational deals with the meaning to express our experience, interpersonal to express our social relation and textual to realize both ideational and interpersonal meaning. And this research will discuss about interpersonal meaning, which concerns about the meaning of language in our social relationship.

Appraisal can be located as an interpersonal system at the level of discourse semantics (Martin & White, 2005: 33). In addition, in (www.grammatics.com/appraisal, 2005), “appraisal theory is concerned with the linguistic resources for by which a texts/speakers come to express, negotiate and naturalize 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”. Meanwhile, in (http://en.wikipedia.org/wiki/Appraisal_theory), appraisal theory is the idea that emotions are extracted from our evaluations of event that cause specific reactions in different people

Martin and Rose (2003) explain that appraisal is a system of interpersonal meaning. It is for negotiating our social relationships, by telling our listeners or readers how people feel about things and people (in other word, what our attitudes are). Martin and White (2005) also state that appraisal is about how evaluation is established, amplified, and targeted or sourced.

They also said, appraisal is one of three major discourse semantic resources construing interpersonal meaning (alongside involvement and negotiation). Appraisal is classified into three interacting domains; attitudes, graduation, and engagement. Attitude is concerned with our feelings, including emotional reactions, judgements of behaviour and evaluation of things. Engagement deals with sourcing attitudes and the play of voices around opinions in discourse. Graduation attends to grading phenomena whereby feelings are amplified and categories blurred.

Attitudes have to do with evaluating things, people's character, and feelings. Those attitudes might be more or less implied. In addition, the attitudes may come from the writer or from other sources (Martin & Rose, 2003). The system of appraisal will be explained further below:

2.1.1. Attitude (Expressing Feelings)

Attitudes deals with three regions of feelings, 'affect' (expressing people's feelings), 'judgement' (judging people's characters), and 'appreciation' (evaluating things) (Martin & Rose, 2003; Martin & White, 2005).

a. Affect (Expressing People's Feeling)

According to Thompson (2004: 76), affect is the most natural way of talking to express our emotional responses to what people feel about certain things. Unconsciously, our feeling can be in the form of positive and negative. As Martin and White (2005) states that the negative affect may appear when we want to express our sadness, anxiousness, boredom, etc. while the positive affect can be seen when we want to show our happiness, self-confident, anxiety, etc. Furthermore, Martin and Rose (2003) explain that to express our feeling, it can be shown both directly and indirectly. For examples:

This pleases me; I hate chocolate, show mental processes of reaction.

I'm sad; I'm happy; She's proud of her achievements; show attributive relationals of *affect*.

His fear was obvious to all, show nominalization.

According to Halliday (1994) from J. R. Martin and David Rose (2003: 58-59), realization of *affect* is not too different from

White's, that *affect* can be realized in 'qualities', 'processes', and 'comments'.

Table 2.1.1 Realization of Affect (Martin & White, 2005)

Irrrealis Affect	Dis/Inclination	Fear	
		Desire	
Realis Affect	Unhappiness	Unhappiness	Misery
			Antipathy
		Happiness	Cheer
			Affection
	In/Security	Insecurity	Disquiet
			Surprise
		Security	Confidence
			Trust
	Dis/Satisfaction	Disatisfaction	Ennui
			Displeasure

		Satisfaction	Interest
			Pleasure

Based on the explanation above, it can be summarized that affect can be classified into two; realis and irrealis affect. Irrealis affect contains disinclination

or inclination. However, realis affect contains un/happiness, in/security, and dis/satisfaction. It also concludes that the types of affect are dis/inclination, un/happiness, in/security, and dis/satisfaction.

b. Judgement (Judging People's Character)

Martin and White (2005: 52) declare that judgment is the region of meaning that construes people's attitudes to others and the way others behave (their character). Similar with affect, judgement can be positive and negative. It also can be expressed implicitly or explicitly. There are two types of judgement, that is personal judgement (used to evaluate a people's character by giving criticism and admiration) and moral judgement (used to evaluate a group of people by giving praise or condemnation). Moral judgement is usually used to evaluate more than one person (Martin & Rose: 2003).

Martin and Rose (2003: 62), Martin and White (2005: 52), Thompson (2004: 77), and White (2001) express that the system of judgment is divided into two major groups; social esteem and social sanction.

Social esteem involves admiration (positive) and criticism (negative) which have to do with 'normality' (how unusual someone is; 'is the person's behavior unusual, special,

customary?'), 'capacity' (how capable they are; 'is the person competent, capable?'), and 'tenacity' (how resolute they are; 'is the person dependable, well disposed?').

Social sanction involves praise (positive) and condemn (negative), which have to do with 'veracity' (how truthful someone is; 'is the person honest?'), and 'propriety' (how ethical someone is; 'is the person ethical, beyond reproach?').

Table 2.1.1

Types of Judgement

SOCIAL ESTEEM	Positive [admire]	Negative [criticize]
Normality 'how special?'	<i>Lucky, fortunate, charmed.....</i> <i>Normal, average, everyday....</i>	<i>Unfortunate, pitiful, tragic.....</i> <i>Odd, peculiar, eccentric.....</i>
Capacity 'how capable?'	<i>Powerful, vigorous, robust.....</i> <i>Insightful, clever, gifted.....</i> <i>Balanced, together, same.....</i>	<i>Mild, weak, wimpy.....</i> <i>Slow, stupid, thick.....</i> <i>Flaky, neurotic, insane.....</i>
Tenacity 'how dependable?'	<i>Plucky, brave, heroic.....</i> <i>Reliable, dependable.....</i> <i>Tireless, persevering,</i>	<i>Rash, cowardly, despondent.....</i> <i>Unreliable, undependable.....</i> <i>Weak, distracted,</i>

	<i>resolute...</i>	<i>dissolute.....</i>
--	--------------------	-----------------------

	Positive	Negative
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c. **Appreciation (Evaluating Things)**

As with affect and judgement, appreciation can be done positively or negatively. The system of appreciation is organized around three variables: reaction, composition, and valuation. Reaction has to do with attention (reaction: impact) and the emotional impact with the degree to which the text/ process in question captures our reaction: quality. Composition refers to our perception of proportionality (composition: balance) and detail (composition: complexity) in a text/ process. Valuation is tied up with field, since the criteria for valuating a text/ process are for the most part institutionally specific (Martin & Rose, 2003). The following table shows the types of appreciation:

<p>Reaction: impact</p> <p>‘did it grab me?’</p>	<p><i>Arresting, captivating, engaging..</i></p> <p><i>Fascinating, exiting, moving...</i></p> <p><i>Remarkable, notable, sensational.</i></p>	<p><i>Dull, boring, tedious.....</i></p> <p><i>Dry, ascetic, uninviting.....</i></p> <p><i>Flat, monotonous, unremarkable</i></p>
<p>Reaction: quality</p> <p>‘did I like it?’</p>	<p><i>okey, fine, good.....</i></p> <p><i>Lovely, beautiful, splendid.....</i></p> <p><i>Appealing, enchanting, welcome..</i></p>	<p><i>bad, yuk, nasty.....</i></p> <p><i>Plain, ugly, grotesque.....</i></p> <p><i>Repulsive, off-putting, revolting.....</i></p>
<p>Composition: balance</p> <p>‘did it hang together?’</p>	<p><i>Balanced, harmonious, unified.... shapely, proportional....</i></p> <p><i>consistent, considered, logical..</i></p>	<p><i>unbalanced, discordant, irregular..</i></p> <p><i>shapeless, amorphous, distorted</i></p> <p><i>contradictory, disorganized.....</i></p>
<p>Composition: complexity</p> <p>‘was it hard to follow?’</p>	<p><i>Simple, pure, elegant...</i></p> <p><i>lucid, clear, precise.....</i></p> <p><i>Intricate, rich, detailed, precise...</i></p>	<p><i>Ornate, extravagant, byzantine.....</i></p> <p><i>arcane, unclear, woolly.....</i></p> <p><i>plain, monolithic, simplistic....</i></p>
<p>Valuation</p> <p>‘was it worthwhile?’</p>	<p><i>penetrating, profound, deep.....</i></p> <p><i>innovative, original, creative.....</i></p> <p><i>timely, long awaited, landmark....</i></p> <p><i>inimitable, exceptional, unique....</i></p>	<p><i>Shallow, reductive, insignificant....</i></p> <p><i>derivative, conventional, prosaic...</i></p> <p><i>dated, overdue, untimely.....</i></p> <p><i>dime-a-dozen, everyday, common;</i></p>

	<i>authentic, real, genuine.....</i>	<i>fake, bogus, glitzy.....</i>
	<i>valuable, priceless, worthwhile....</i>	<i>worthless, shoddy, pricey.....</i>
	<i>appropriate, helpful, effective.....</i>	<i>ineffective, useless, write- off.....</i>

Table 2. 1.1 Types of Appreciation

)

(Martin and White, 2005:56)

2.1.2 Graduation

Graduation is another major subsystem of meanings which is concerned with up-scaling and down-scaling. The system of graduation encompasses those resources which strengthen or weaken attitude, resources for —adjusting the volume of items (Martin & Rose, 2003: 41). Graduation is subdivided into force (the strengthening or weakening of the degree of evaluation) and focus (the sharpening or softening of boundaries

between categories in the context of non-gradable items). It means that we can know how strong and weak people feel about something or someone.

The form of force can be intensifier (make comparison of our attitudes), attitudinal lexis (related with degree of intensity), metaphors (telling certain feelings by unordinary utterances) and swearing (used to express our attitudes). Besides, focus contains the values of attitudes, that is sharpening (labelled with sharpening up-scale) and softening (labelled with softening down-scale).

The two types of graduation are (Martin & White, 2005; Martin & Rose, 2003; White, 2001; Hope & Read, 2006):

2.1.2.1 Force

Force is the dimension of graduation of scaling related to intensity. *Force* shows how strongly we feel about someone or something. It includes values which have been called, intensifiers, down-tones, boosters, emphasisers, emphatics etc. (White, 2001).

Force operates appraisal as to degree of intensity and as amount, as is stated by Martin and White (2005: 140). Force is used for turning the volume up or down including intensify meanings, and vocabulary items. (Martin & Rose, 2003: 38).

There are two types of Force according to Martin and Rose (2003), Martin and White (2005), and White (2001).

a. Intensification

Intensification covers qualities, processes, and modalities.

b. Quantification

Quantification can operate evaluation of amount including entities.

Meanwhile, Modes or forms of Force according to Martin and White, 2005 are:

a. Isolating

The up-scaling/down-scaling is realized by an isolated, individual item which solely or primarily performs the function of intensification and quantification.

E.g. very beautiful; extremely challenging (up/down-scaling of qualities)

b. Infusion

Infused force means that there is no separate lexical form conveying the sense of graduation. However, a single term delivers a meaning.

E.g. I'm happy; you are beautiful.

2.1.2.2 Focus

Focus contains the value of attitudes, they might be sharpening or softening (Martin & White, 2005). The example of sharpening up-scale are: a real father, a true friend. These words show how strong we evaluate to someone else.

Meanwhile, softening is related to evaluate the things using down-scale. The examples are: they sort of play jazz, they are kind of crazy. The differences of graduation between force and focus as follows:

Table 2.3
Options for Graduation

Force	<i>Intensifiers</i> <i>Attitudinal lexis</i> <i>Metaphors</i> <i>Swearing</i>	<i>He still plays great</i> <i>The second part is fantastic..</i> <i>Ice cold in sweltering night</i> <i>Dammit, there must be clique</i>
Focus	<i>Sharpen</i> <i>Soften</i>	<i>A true guitar legend</i> <i>A part-time blues fan</i>

(taken from Martin & Rose, 2003)

2.1.3 Engagement

The last part of appraisal system is engagement. It tells us about from where and who are the attitudes taken from, in another words the source of

attitudes. Martin and Rose (2005) states there are two types of engagement, which are :

a. Monogloss

The attitudes coming from the writer or author own opinion. It means no references to other viewpoints (e.g. the sky is blue, the Earth goes round the sun, etc.)

b. Heterogloss

The source of attitudes taken from the any other than the own writer. It means references to other viewpoints (e.g. according to astronomers, the earth goes round the sun, Astronomers, “The Earth goes round the sun.”; the astronomers are convinced that the earth goes round the sun; the astronomers confirm that the earth goes round the sun, etc.)

There are three ways to show additional voices in the text, that are projecting sources, modality and concession.

2.1.3.1 Projecting Source

Projections is quoting or reporting what people say or think. Projections may quote the exact words that someone said, usually it uses „speech marks“ (Martin & Rose, 2003). For example:

He says: “He and three of our friends have been promoted. We are moving to a special unit....”

In addition, it may also report the general meaning that was said, usually does not need any „speech marks“. For example: He and three of our friends have been promoted.

Furthermore, the examples of projecting sources as follows:

Table 2.1
Projecting Sources

Projecting clause	<i>Then <u>he says</u> : he and three of our friends have been promoted.</i> <i><u>I know</u> where everything begun, the background</i>
Names for speech act	<i>I end with few <u>lines</u> that my wasted vulture said to me.</i> <i>They broadcast <u>substantial extract</u>:</i>
Projecting within clause	<i>Many of those who have come forward had previously <u>been regarded</u> as respectable..</i> <i>Such offices as <u>it may deem</u> necessary</i>
Scare	<i>'those at the top', the 'clique' and 'our men'</i>

(taken from Martin and Rose, 2003)

2.1.3.2 Modality

Modality is about term of yes or no. As Halliday (1994) describes modality as a resource which sets up a semantic space between yes and no, a cline running between positive and negative poles. In general, there are two types of modality, one for negotiating services and the other for negotiating information. On demands for service, we can say how “obliged” someone to act.

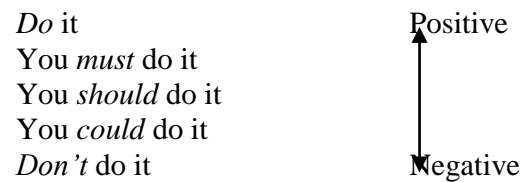


Figure 2.1. Figure of demand modality. Taken from Martin and Rose, 2003.

On that scale we can say ‘how obliged’ someone to act. On the other hand, there is also statements that give information. It shows about how ‘probable’ a statement is. At each pole of these scales of modality is the choice of positive or negative polarity. The explanation as figure below:

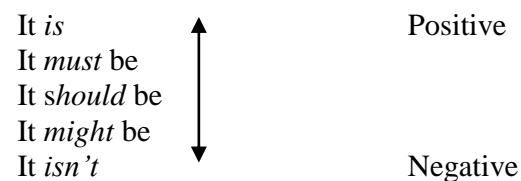


Figure 2.1 Figure of modality negotiating information. Taken from Martin and Rose, 2003.

2.1.3.3 Concession

Conjunctions that counter our expectations are known as concessive (Martin & Rose, 2003). *But* is the most common conjunction used to signal concession. But there are other possibilities, including *however* and *although*, and variations on the theme including *even if* and *even by*; *in fact*, *at least*, *indeed*; and

nevertheless, needless to say, of course, admittedly, in any case etc.

Conjunctions used for concessive consequences are given in the following table.

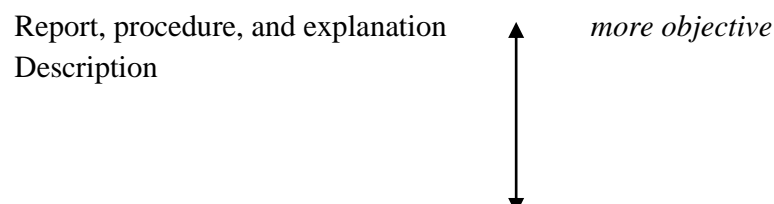
Table 2.1
Conjunctions used for concessive consequences

Concessive		
Means	<i>By</i>	<i>Even by</i>
	<i>Thus</i>	<i>But</i>
Consequence	<i>Because</i>	<i>Although, even though</i>
	<i>So, therefore</i>	<i>But, however</i>
Condition	<i>If</i>	<i>Even if</i>
	<i>Then</i>	<i>Even then</i>
Purpose	<i>In order to</i>	<i>Without</i>

(taken from Martin & Rose, 2003)

2.2 Prosody & Genre

The voice/stance of the appraiser can be constructed from the prosodic pattern of appraisal choice. Prosody is the rhythm, stress, and intonation of speech (<http://en.m.wikipedia.org>). The voices are able to define point of view that is being set up. Martin and Rose (2003, p. 54) in everyday language, these stances are often discussed as ranging along a scale from more objective to more subjective. Here, the ranges of prosody are on prototypicality of factual genres:



Recount
 Discussion
 Analytical exposition
 Hortatory exposition *more subjective*

Genre is realization of a prototype of verbal and non-verbal social process related with norms and cultural values of a society (Santosa, 2011). Furthermore, genre is a social process having such a certain purpose and has to do with interpersonal meaning. Each of genre has its social function. These social functions make the arrangement of activities of each genre different.

Martin (1992) in Santosa (2011) classifies genre into two categories; they are factual genre and story genre.

1. Factual genre

Martin (1992) in Santosa (2011) explains that factual genre is explored from the social process including daily activities, academic, journalistic, and many others activities. Factual genre is divided into eight categories: recount, report, description, procedure, explanation, exposition, discussion, and exploration.

Table 2.2 shows the detail informations of factual genre.

Types of factual genre

Genre	Social purpose	Social location
Recount	To retell past events for the purpose of informing.	Personal letters, police report, insurance claims, etc.
Report	To describe the ways things are, with reference to a whole range of	Brochures, government and business report.

	phenomena, natural, cultural and social in our environment. The genre is to generalize something, that's the result is document.	
Description	To describe things, both living or non-living things.	Travel brochures, novels, product details.
Prosedure	To describe how something is worked out through a sequence of actions of steps.	Instruction manuals, science reports, cookbooks, etc.
Explanation	To explain the process of phenomenon. It includes the questions how and why.	News reports, textbooks.
Exposition	To put forward point of view or give one-side argument.	Editorials, essays, commentaries.
Discussion	To presents information and argument for both sides of topical issue. It is usually conclude with a recommendation based on the weight of evidence.	Politics and social cases forum.
Exploration	To find out something which is still theoretical phase.	

(Adapted from Hyland, 2004; Santosa, 2011)

2. Story genre

Santosa (2011) states that story genre is explored from the social process which has the main purpose to entertain readers. There are four types of story genre: recount, anecdote, exemplum, and narrative. The following table is explaining the types of story genre.

Table 2.2
Types of story genre

Genre	Social purpose	Generic structure
Recount	To entertain by telling story that happened in the past.	orientation – record - reorientation
Anecdote	Not only to entertain or to create humor, but also to reveal a truth.	Orientation – crisis - reaction - coda
Exemplum	To views a usual thing as an accident, which is then followed by an interpretation that explains how things should or should not happen.	Orientation - incident - interpretation - coda
Narrative	To views an unusual thing as complication which is further evaluated in the evaluation and it will be overcome in the resolution.	Orientation - complication - evaluation - resolution

(Adapted from Martin, 1992; Santosa, 2011)

In addition, the significant language features of story genres are (<http://www.scribd.com/doc/17595039/Text-Genre>):

a). Recount

1. Focus on specific participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use of past tense.
5. Focus on temporal sequence.

b). Anecdote

1. Use of exclamations, rhetorical questions, and intensifiers (eg: really, very, quite, etc) to point up the significance of the events.
2. Use of material process to tell what happened.
3. Use of temporal conjunctions.

c). Narrative

1. Focus on specific and individualized participants.
2. Use of material, behavioral, and verbal processes.
3. Use of relational process and mental process.
4. Use of temporal conjunctions and circumstances.
5. Use of past tense.

d). Exemplum

6. Use of past tense.
7. Use of material process to tell what happened.
8. Use of temporal conjunctions.

2.3 Text and Context

Everything that is said or written is called text (Halliday, 1985). It means that what people say and write is a text. Text is a set of meaning. The meaning is presented through words, clauses, and sentences. As a result, texts have to be seen from two points of view, as an output and a process (Halliday, 1985).

Text is a language which purposefully expresses social functions through context of situation and context of culture at certain societies (Santosa, 2003). Text is also a process because it shows the exchange of meaning in the society. It shows that text cannot be separated from context. It will create a meaning as long as it is placed at a context of situation and carries certain social functions (Santosa, 2003).

Furthermore, Santosa (2003) also states that language is a product of social process both in the form of verbal and non-verbal process (p. 17). Language also realizes the social function of social process within society. It means that the text contains the norms and cultural values of certain societies. Moreover, language as a text is always surrounded by context, context of situation and context of culture, which supports the realization of meaning. The meaning of the text can be changed whenever the context of situation and context of culture are changed.

Halliday (1985a; 1994; Halliday & Hasan, 1985; Martin, 1992) in Santosa (2011) states that context of situation consists of three aspects, they are field (the social action), tenor (the role structure), and mode (the symbolic organization). These three aspects of context situation work simultaneously to create a configuration of meaning. The configuration of these three aspects of context of situation will determine the type and register used to realize social process.

Field refers to what is going on, expressed by what happen, when, how, and why a certain event happened. Channel and medium are two aspects included into mode. Channel refers to whether the language used is spoken or written. Meanwhile, medium is used to channelize the social process. It can be spoken or written, audio or audio-visual, and others. Tenor refers to the types of participants of the events, including the status and social role of the participants (Santosa, 2003, p. 50).

Besides, language also has a social function, called metafunctions by Halliday. Language function in this case is same with how people use language to interact during their activities. The language metafunctions are ideational, interpersonal, and textual metafunctions (Santosa, 2003).

In addition, the three language metafunctions are then combined together with context of situation to create a meaning (Halliday, 1978a: 142-143 in Martin, 1992; Santosa, 2003). The relation of context of situation and the three metafunctions of language as follows (Santosa, 2003; Martin & Rose, 2003).

Ideational metafunction is related with field. This is because field covers the event and surroundings, while ideational represent our experience and connect events. Mode has a close relation with textual metafunction, since mode includes channel and medium used in the text, while textual is the system to organize text to be meaningful. Finally, tenor is related with interpersonal meaning. This because tenor refers to the status and role relation of participants, while interpersonal meaning is to enact our relationships. It is concerned with semiotics of relationship. As stated by Martin and Rose (2003), appraisal is in the level of interpersonal meaning. It is because interpersonal meaning negotiates social relations, about how people are interacting, including they feeling they share (p. 22).

2.4 Social Media

In recent years, social media has emerged as a popular medium for providing new sources of information and rapid communications, particularly during natural disasters. Twitter is one such service that allows users to broadcast short textual messages, or tweets, of up to 140 characters to an audience of followers using Web- or mobilebased platforms. An important characteristic of Twitter is its real-time nature

(https://delvalle.bphc.org/pluginfile.php/13922/mod_resource/content/2/YIN-IS2012.pdf)

New social media is an important part of our lives because it promotes the interconnectedness and interdependence of our culturally diverse world. Media for social interaction allows for people to communicate and engage

with information that is quickly accessible on the Internet. In today's society, there is an increasing number of Internet users so new social media has become more popular in daily patterns and routines. The communication that occurs in these online contexts promotes interactive dialogues that build understanding of different points of view. "New social media means that everyone is a publisher and everyone is a critic" (Georgetown University, 2010). In social media, people have the opportunity to express their opinions to the public and participate in conversations and dialogue through a common virtual medium.

People use social media for many reasons. First, the need for connection and interaction with other people is evident. As supported by Maslow's Hierarchy of Needs, people desire to fulfill a sense of belonging through support from relationships with others. After obtaining physiological and safety needs, people strive to achieve Maslow's third need of belonging. New social media provide this opportunity where people can communicate with others and belong to different networks via virtual communities on the Internet. In relation to interacting with others online, people use social media to gain knowledge and learn about different opinions and perspectives of issues, topics, and events. Most importantly, new social media is used for socializing; it is a form of media that allows people to participate in conversations and online dialogue without being face-to-face with others.

Social media (SM) consists of tools that enable open and online exchange of information through conversation, interaction and exchange of user generated content (Huang et al., 2010; Abbasiet al., 2010; Kavanaugh et al.,

2011). Social media allows people to establish connections and links with other individuals who are similar to them, or whom they find interesting. Users can post news or links, discuss them, and share their opinions during real times. The social media can be utilized to mobilize and organize populations in order to achieve various objectives, and update them with the most up-to-date information, which might not be available through alternate official channels (Lerman & Ghosh, 2010).

Users frequently post what they're doing and thinking about and repeatedly return to the site to see what other people are doing. This generates numerous user updates from which we can find useful information related to real-world events—including natural disasters such as earthquakes, bushfires, and cyclones

(https://delvalle.bphc.org/pluginfile.php/13922/mod_resource/content/2/YIN-IS2012.pdf). But, actually the user are not only updates that related to disasters, terrorism become is the one of kind the information is.

This growing use of social media during crises offers new information sources from which the right authorities can enhance emergency situation awareness. Survivors in the impacted areas can report on the ground information about what they're seeing, hearing, and experiencing during the case. People from surrounding areas can provide nearly real-time observations about the case, such as the photos and text which is describing the situation is.

This is particularly useful during severe emergency situations, in which people within blackout areas would experience limited communication

ability. By leveraging the public's collective intelligence, emergency authorities could better understand "the big picture" during critical situations, and thus make the best, most informed decisions possible for deploying aid, rescue, and recovery operations

2.4.1 Twitter

Twitter is a form of social media that allows people to communicate information through microblogging. People use microblogging to "talk about their daily activities and to seek or share information" (Java et al., 2007). Twitter is a social-networking site created in 2006 to relay real time information to users. "The platform was inspired by creator Tim Dorsey's introduction of an SMS-based concept that allowed members of his then-company, Odeo, to keep tabs on one another. The name 'Twitter'...is used to describe a short burst of inconsequential information" (Georgetown University, 2010). Many people follow friends, celebrities, and musicians on this site in which they feel connected and develop acceptance for the actions and feelings of others. Twitter has influenced intercultural dialogue because many people worldwide are focused on the individual lives of others and have the desire for connection and knowledge of events. This example of social media has shortened the ties of distance into

knowing exactly what someone is doing without physically communication face-to-face with another person.

2.5 Terrorist Attack in Jakarta

Following the terrorist attacks in Central Jakarta on 14 January 2016, netizens quickly responded in interesting ways that later went viral on social media hashtag *#KamiTidakTakut* (We are not afraid) also went viral, which served as a campaign to show that if the terrorists' main purpose was to create fear, it did not work (<http://www.thejakartapost.com/news/2016/01/15/netizens-respond-jakarta-attack.html#sthash.0UaYEEYix.dpuf>).

In the afternoon, citizens began pouring in to the terror site in defiance of the terrorists. They included Catholic priest Franz Magnis-Suseno, pluralism activist Alissa Wahid, columnist Goenawan Mohamad and Deputy Jakarta Governor Djarot Saiful Hidayat. They brought flowers and banners with *#wearenotafraid* and *#Indonesiatidaktakut* written on them (<http://www.thejakartapost.com/news/2016/01/16/jakarta-back-its-feet.html#sthash.NkzIY2CL.dpuf>) even there was seven people were killed in the attack.

2.6 Theoretical Framework

This study is a descriptive analytical study by employing appraisal analysis by J. R Martin and White. By focusing on analyze the words,

phrases, clauses, and sentences by classifying it into attitude, graduation and engagement. Besides, to see how appraisal is applied in a text related for giving opinion.

In addition, appraisal theory by J. R Martin and White apply in this study to find out the appraising systems are used in the social media, especially on posting of twitter posts.