The Use of Appraisal Approach for Critical Discourse Analysis of *Nezha* Movie Reviews Found in IMDb and Rotten Tomatoes Websites

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Abstract

The focus of this study was to analyze the movie reviews of the movie *Nezha* using the appraisal theory for Critical Discourse Analysis (CDA). The aim was to reveal movie goers' attitudes towards Chinese culture through their comments found on the two websites, IMDb and Rotten Tomatoes. (IMDb:
https://www.imdb.com/title/tt10627720/?ref_=nv_sr_srsg_0
Rotten Tomatoes: https://www.imdb.com/title/tt10627720/?ref_=nv_sr_srsg_0)

Appraisal theory is focusing on the interpersonal meta-function. This is the reason why this was chosen to understand the implicit meaning of language beyond discourse. The whole study used qualitative data using content analysis. Three research objectives helped as underpinnings in this study. 1) To identify the viewers' attitudes for the movie *Nezha* as represented in the IMDb and Rotten Tomatoes movie reviews; 2) To determine the functions of engagement for the movie *Nezha* found in IMDb and Rotten Tomatoes website's movie reviews; 3) To understand the use of graduation in the movie *Nezha*'s movie reviews found in IMDb and Rotten Tomatoes websites. There were 205 comments collected from IMDb and Rotten tomatoes. These were collected using the three checklists.

The findings of research question one indicated that movie reviewers' attitudes represented in IMDb and Rotten tomatoes websites were both positive and negative. These were shown from different lexical elements they used it may be explicit or implicit. The findings also showed that within the ATTITUDE system, the different sub-system found, such as, AFFECT was comprised of 21%, APPRECIATION 50% and JUDGEMENT 29%,

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among others, positive attitude was more dominant, and these were expressed explicitly. As for the research question 2, monoglossic and heteroglossic of engagement were used not just to show their authorial voices but to also strengthen their point of view by using other sources and voices to support how they found the movie *Nezha*. Lastly, the findings for the research question 3, showed that by illustrating their attitude, graduation were used such as the use of 'force' and 'focus' by using different grammatical items. These items are used to soften or intensify the meaning of discourses under study. This study implies that, language and culture could not be separated, thus respecting people's opinion or ideologies are vital to be interculturally connected. Therefore, cultivating a critical thinking consciousness is a necessity especially in the area of ELT, so that students will be mindful of how they will be using 'words' regardless of the people that will be interacting with.

Keywords: Appraisal Theory, Discourse, Critical Discourse Analysis, Systemic Function Linguistic, Language, *Nezha,* Movie Reviews, Attitude, Opinion, Critical Thinking

Introduction

This study is focusing on the analysis of reviewers' comments on the movie *Nezha*. The comments were selected from the internet comments websites, IMDb and Rotten Tomatoes.

Movie reviews are a kind of discourse based on the movie. What makes it special is that movie reviewers use a lot of critical expressions which reflect their attitudes. Therefore, the language they used has research value and significant in how language can be understood by readers.

Nezha caused a lot of discussion in China and received great acclamation, when this was released in foreign countries. *Nezha* had interesting narrative and cultural characteristics. Linguistically, it had unique language expressions and culturally, this represents a rich Chinese culture to the world.

Movies are viewed as public entertainment, but viewers' attitudes and perceptions may vary. Therefore, analyzing movie reviews was paramount because for Chinese society, this might be the other way of understanding other cultures' attitudes about us. As culture differs based on a person's race and nationality, hence, understanding movie goers or watchers reviews using appraisal theory, it is another way to view other people's perspectives

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on Chinese culture. Through IMDb and Rotten Tomatoes as tools to collect data helped to materialize the researcher's goal.
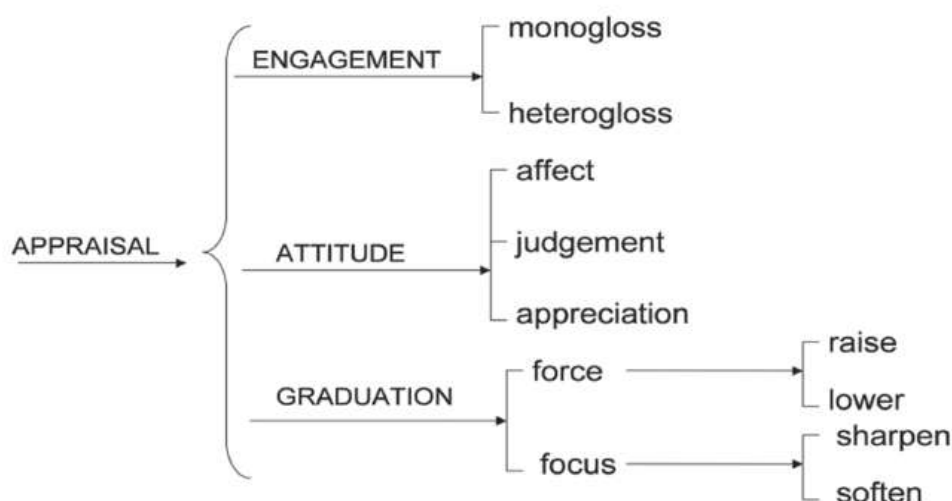
Theoretically, the Systematic Functional Linguistic (SFL) theory was developed by Halliday. This is one of the approaches used by different researchers in the field of Critical Discourse Analysis (CDA) (Hart, 2014, as cited in Fouli, 2015). CDA focuses on studying the ideology behind a language and its interrelationship and function on how this will be understood by society. For instance, CDA can be used as an appraisal to study the hegemony, stance, attitude, and impact of unequal power on society. In the past, SFL-based CDA seemed to focus on the ideational patterns in discourse such as, the transitivity, nominalization and passivization, and the representation of social actors (Fairclough, 1992a, 2003; Fowler 1991, 1996; van Dijk 1993; van Leeuwen, 1996; Reisigl and Wodak 2005), while studies on the interpersonal function of language seem to be limited to modality (Fairclough 1989, 1992a; Fowler 1991). As there is an increase in the analysis of other meta-functions, such as the interpersonal meta-function, thus Martin and White's (2005) APPRAISAL framework are used to understand how discourse relations and identities in a variety of communicative contexts (van Dijk 2011; White 2006). Appraisal theory as the further development of SFL's interpersonal meta-function can be viewed as one of the approaches that can be used in this study. The main purpose of Appraisal theory has been to present a comprehensive and systematic reorganization of the linguistic resources that can be used to value the social experience. This objective responds, in part, to the growing interest in research that examines how language builds social roles and the potential these roles have to operate rhetorically and generate an influence in beliefs, attitudes, expectations and ways of maintaining relationships (White, 2003, p. 259). This can help provide a theoretical basis to analyze critical expressions to help readers understand the language used by movie critics and viewers.

Conceptual Framework

This particular study adapts Martin & White (2005) Appraisal Framework as the concept:

Figure 1.1
Appraisal Framework

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Review of Related Literature

Systemic Functional Linguistics

   The Systemic-Functional Linguistic (SFL) theory is one of the most influential linguistic theories in the second half of the 20th century, which has a far-reaching influence and broad prospect on the exploration of the internal regular of language, the relationship between language and culture, discourse analysis, linguistics, pragmatics, and other fields. SFL developed by Halliday is more concentrated on the way that language achieves a certain purpose in a specific social environment (O'Donnell, 2012, p.2). SFL aims to establish a unified language tradition to apply to the society, from another point of view, many people who can participate in the language context and benefit from it (Halliday & Webster, 2008, p. 189).

   Matthiessen and Halliday (1997) claimed that linguistics is more concerned with the functions of a language at the semantics level rather than sentence level. SFL intends to interpret language through the lexico-grammatical system which is more focused on discourse and function of language (Halliday, 1994, p. 41). Halliday (1994) also developed the three meta-functions which constitute the system meaning potential where language is the medium of the meaning potential. However, he also claimed situation and cultural context restrict the three meta-functions. The language system of the three meta-functions is *ideational meta-function*, *interpersonal meta-function* and *textual meta-function*.

   The appraisal theory discussed in this study is the development and research based on SFL's interpersonal meta-function. Interpersonal meta-function aims to analyze the relationship between language and society from a grammatical and lexical perspective. While

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discourse is constructed, it has a function and meaning at the same time. The appraisal theory expends the interpersonal meaning, it analyzing language from both grammatical and semantic levels. Appraisal theory is the redevelopment of interpersonal meta-function.

Critical Discourse Analysis

Language can be studied from different angles, and CDA is a perspective of analyzing language (van Dijk, 1993, p. 131). CDA studies the reasons that the formation of language in what kind of environment, culture, and historical background, and purpose or relationship is reflected in the meaning of language. CDA reveals the influence of ideology on language formation and communication, as well as the interaction between ideology and language. Moreover, CDA is studying the causes of ideology and the relationship between people's social classes and the power in which people live.

CDA proposes and developed that language and social relations are mutually influential and constructed. What happens in society is reflected by language, and language also participates in the production and construction of social reality. Also, CDA uses SFL as the theoretical basis, Halliday's SFL theory regards language as a kind of social symbol. Fairclough (1989) discussed the intertextuality and dialogism of discourse genres. The emotions in discourse are not simply an objective expression of emotion, but more on an attitude negotiation between the speaker and the hearer, and coordinate the relationship between two of them. The dialogism and intertextuality of the discourse analysis and explain the unequal relations of power that will exist in the discourse.

The Different Analysis Approaches of Critical Discourse Analysis

There are some different analysis methods for the CDA analysis perspective. First is a critical linguistic analysis based on SFL. The SFL state that language is functional. Language appears in different dialogue scenarios with different functions, and people choose different sentences to deal with different scenes. The three meta-functions of SFL analyze the sentence and lexical grammar of discourse from different aspects. But SFL theory analyses are not related to discourse semantics. With the development of language analysis, the appraisal theory based on SFL has expanded the dimensions of language analysis. It not only analyzes the relationship between language structures, but also focuses on the meaning hidden behind the language, and the relationship between ideology and power.

The second one is the socio-cultural analysis and the three-dimensional model of discourse analysis. Fairclough's socio-cultural analysis method combines multiple aspects to

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analyze discourse and integrates multiple theories based on critical linguistics, such as intertextuality, dialogism, ideology, hegemony, and power, etc. Van Dijk (1993) suggested the social cognitive model to analyze discourse. He attaches importance to the analysis of context and analyzes discourse in conjunction with the context if a social group has status, fame, information, and resources, etc.

The last one is the method of discourse history analysis combines the research method of human culture from the perspective of cognition. Wodak (2001) is a representative of this research field. She proposed that discourse history analysis can be carried out from two aspects: text generation and text comprehension. Combine with different historical material and using the research methods of human culture, this thesis studies and discussed language from the perspective of social reality.

The Appraisal Theory

Appraisal theory (AT) originated from the more detailed study of systemic functional linguistics. Martin suggested the relevant findings of Appraisal theory in 1979-1980 and began to study and expand appraisal theory. The project was conducted in schools in New South Wales, Australia. Appraisal theory was initially used in the criticism and evaluation of narrative texts and literary works. In 2000, Martin published a paper in "Evaluation in text: author's stand and construction of discourse" (Hunston & Thompson, 2000, pp.142-175), which mentioned the research of appraisal theory. Appraisal theory explained the embodiment of interpersonal meta-function more comprehensively from the perspective of semantics. After the publication, it is widely used in the analysis of evaluation in other texts.

Halliday (1994), as a social symbol, language reflects the social relations from the perspective of interpersonal meaning. Appraisal theory is based on Halliday's SFL of the interpersonal meaning of deeper research and embodiment. Huston and Thompson (2000), Appraisal theory study and evaluate whether the point expressed by speakers or writers are positive or negative, direct or indirect.

Martin's (2000) Appraisal theory has shifted from analyzing clauses to the semantic level, focusing on the relationship between readers and writers. Also, appraisal theory is studying the opinions, ideas, attitudes, and positions behind the language.

Appraisal has three sub-systems, its studies language from the aspects of *attitude*,

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engagement, and *graduation* (Martin & White, 2003). Appraisal theory pays attention to the expression of people's feelings, the expression of self-worth, the values held by the surrounding things, and the judgment and evaluation of the things around the world. Regarding the different degrees of expression of opinions, whether the tendency of language attitudes is moderate or intense. Appraisal theory also focuses on understanding how people express their own opinions and quotes or insert the opinions of others, how people relay the opinions of others, and how they state their positions. Martin (2000) believes that Appraisal theory language can be constructed based on language emotion.

Attitude

Martin and Rose (2003) represented Attitude as when people express their feeling and perceptions of the world, people themselves, and others. Bohner and Dickel (2011) described Attitude as an evaluation system with objects. The object of attitude can be anything: thought, concrete thing, or person. Also, attitude is gradable – their volume can be turned up and down depending on how intensely we feel. Schwarz (2007) provided the opinion that attitude can depend on the information from people who get currently, and constructed the information an evaluative judgment. It is a kind of feeling that depends on society.

Attitude can be divided into three subsystems: expressing self-feeling, which can be understood as the feeling expressed by people combining their own experiences and life perspectives. People can express their feeling with a positive or negative attitude, happy or unhappy, etc., it can be defined as *Affect*. Judge others' behaviors through their values, including morality and legal constraints. It is defined as *Judgment*. The last one *Appreciation* is that people's expression of the aesthetic concept of the things around the world, the cognitions of the whole world, the judgment of things.

Affect

Affect is the expression of people's emotions. People express their feelings through their own life experiences. From another aspect, affect is reflected in people's view of life. Massumi (2002), the expression of affection can be expressed through individuals or society, not just personal feelings or experiences. Our cognition and feelings of this world form the subjective experience of people, that is, the affect experienced by people will integrate with experience, it can be reflected in our own body, the surroundings, and the relationship with others (Shouse, 2005).

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Also, affect can be described in a sentence by using a different way. Halliday (1994) stated that affect can describe by different emotional processes, behavior processes, and the use of different modal adjuncts. According to Martin and White (2005), emotion can be divided into un/happiness, in/security, and dis/satisfaction. These three directions can also be analyzed from different dimensions. Martin and White (2005), the distinction between in/security can be due to the anxiety that the surrounding environment creates and whether it is consistent with the surrounding environment. Besides, emotion can also be directed at the people in the surrounding environment. Dis/satisfaction refers to the sense of achievement and frustration in social life whether as a participant or an audience.

Judgment

Judgment is to judge the behavior of others based on one's values, and the express by judging and commenting on the words and behaviors of others with one's own opinions. Same as affect, judgment can also be divided into positive and negative, direct, or indirect judgments. Martin (1995), said there is a normative system in society, and judgment means that people express their attitude towards human behavior in social activities under the system of norms. The judgment also can be evaluated as positive or negative.

Macken-Horarik (2003), considered that ethical evaluation is important. Normally, people pay more attention to whether human behavior conforms to the code of conduct and moral standards during judgment, so, it is important to be able to identify the ethical evaluation that appears in the narrative.

On the one hand, direct judgment is explicit, while indirect judgment can be divided into provoking and evoke. On the other hand, Iedema and White (1994) suggested that judgment can also be made from the social moral category for social esteem, or the legal category for social sanction. At the same time, the point of judgment is different, social esteem and social sanctions can be further subdivided. Eggins and Martin (1997), said people use humorous languages to regulate social relations, especially when it comes to social esteem, which is more common in oral communication, such as daily chatting, gossip, and funny stories. For Martin and White (2005), social sanctions are more formal than social esteem, which publicize various laws, regulations, and rules in written form. This form is used to restrain and regulate people's behavioral codes under national supervision and monitoring.

Appreciation

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Appreciation is used to evaluate the relevant things, and it belongs to people's aesthetic categories. Appreciate the common things in the world, the objective things, and phenomena. This concept is more aimed at the facts of the objective world, symbolic things. The object of evaluation is inanimate. It is based on the context of the text, sometimes reflected in the appreciation of the feelings of the characters.

Martin and White (2005), appreciation can divide into three variables: reactions, composition, and value. Whether these things attract people's attention and people's feelings about things are pleasing or dislike, etc. Also, appreciation can be balanced and complex, as well as the authenticity, innovation, and timeliness of things. White (2001), appreciation is people's evaluation of the objective existence of things. It is aimed at the attributes of objective things, so it has objected. This is the same as a judgment that is oriented to the *evaluated* rather than the subjective feelings of people as *evaluators* (White, 2001).

Engagement

Engagement is observed in how the writer/speaker organizes and constructs the structure of the text. It is mainly discussed whether the source of this evaluation was expressed by the author or speaker themselves, or whether the writer/speaker quoted other people's remarks. For instance, it is the writer's own opinion or the opinions the writer borrowed from outside the discourses. Martin and White (2003), engagement were a different view and different voices from outside the text on the same things. Halliday and Matthiessen (2004) discussed language projection as the process of retelling what others say. By quoting other people's words, the reporter can be a word, or a sentence expressed in different sentences but express the same meaning. Projection also lets people know where the source of the evaluation is. Martin and Rose (2003; 2007; 2010; 2011) argued that when the writer/speaker describes the information that they have obtained, the relationship between information and writer/speaker can be seen. Also, a different position is reflected in the text that people described the information they get and see how the writer/speaker reflects the negotiation relationship, such as, how to express a sentence and what kind of words should be used is very important. Lemke (1992), according to the vocabulary used in different prior, depends on different history background on use words, a text or article have to adapt another word and make the word become their owner's word.

According to different positions that the writer/speaker described in the text, it can be divided into two types, monoglossic, and heteroglossic. White (2001), writer, or speaker uses different resources of the language contained in this system to express and reflect their

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interpersonal positioning. Monoglossic is for writer/speakers, the view they express are their own opinion, the point of view is not supported by quote or insert other people's opinions. In the text, there are only writers or speakers' positions and views.

On the other hand, heteroglossic wants to know whether the writer/speaker is neutral, supports, or opposes the opinion when they are reporting or quoting information from others. For Foucault (1972), discourse is produced according to a certain degree of control, selection, organization, and distribution. The order of discourse determines what should to say and what can be saying. Bakhtin (1973) believes that the text is intertextual. He observed the intertextuality in the text. Also, he proposed that all texts more or less mentioned, referred to, or included other texts, whether the content of the text is actual or expected. Also, Martin and White (2005) stated that both written and oral communications are conversational. They said that in writing or speaking, there are many parts of the information that the writer/speaker contacts or receives from other places. They quote, reveal, and mentioned the information, and anticipate, predict the responses for those who are going to listen or read the content or who will potentially receive the information.

Stubbs (1996) said it is inevitable to express your opinion when the writer/speaker conveys information. People always have a subjective consciousness when they speak, it can be saying that the speaker gives a subjective consciousness to the language. Thibault (1997) stated that no utterance can be separated from the subjective existence of the speakers. When the writer/speaker wants to insert other people's opinions, how to negotiate and reflect their own opinions and other people's point in the article is important. For White (2001), language is regarded as a kind of social symbol. In the text, the interaction and negotiation between different social symbol positions can be regarded as the embodiment of people's position and attitude.

Heteroglossia has two subsystems, the dialogic contract and the dialogic expend. The dialogic contract also is divided into disclaim and proclaim and the dialogic has entertained and attribute.

Dialogic Contraction

Dialogic contraction means that when the writer/speaker approves opinions or some people's attitudes, the writer/speaker's next statement will be supported. In this situation, the writer/speaker's voice is traceable and valid. The position of the writer/speaker is consistent with the voice outside the text. The support and opposition position exist at the

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same time. The writer/speaker agrees with one of the voices, then, it will be opposite to another voice.

The dialogic contraction has two subsystems: disclaim and proclaim. Martin and White (2003), in disclaim dialogue, the viewpoint or position of writer/speaker presented in the text itself is opposite to other voices, completely different or not considered. Two kinds of types can be used in the statement: (1) *Deny* is a kind of resource reflecting a positive position. To introduce a positive or affirmative dialogue statement, the writer/speaker will express a negative attitude towards a certain position or point of view (Martin & White, 2005). (2) *Counter*, when people have a normal expectation or expectation for the described event, and the result of the description is diametrically opposite to the expectation, the normal expectation will be refuted (Martin & White, 2005).

The proclaim dialogue gives an affirmative or effective position. The writer/speaker did not oppose or deny the position which is contrary to the writer/speaker. This kind of statement is limiting the range of dialogue choices.

Proclaim dialogue can also divide into three types (Martin & White, 2005); (1) *Concur*, the writer/speaker has reached a consensus with other people's voices or has a common concept. It is proving that the writer/speaker is in favor of other people's positions. The situation is the writer/speaker assumes a reader or listener whose position is inconsistent with or contrary to the opinions that the writer/speaker wants to state. (2) *Endorsement*, when the writer/speaker quotes other people's views, they will use certain words to show theirs recognizes and guarantees the opinions of other people to the greatest extent (Martin & White, 2005). As the writer/speaker judges the voice outside the text and guarantees it which separates the other voice. Therefore, the engagement has the contractive nature of the dialogue, and the reader and listener are leaded to the position of the writer/speaker. (3) *Pronounce*, it is emphasizing the position of the writer/speaker, such as the truth is that…, you have to admit that…, or the apply vocabulary such as, really, for sure, truly, etc. in sentences to expand the scope of the clause (Martin & White, 2005).

Dialogic Expansion

Dialogic expansion is another subsystem of heteroglossia, which is different from dialogic contraction. Martin and White (2003), Dialogic expansion actively allow alternative positions and voices of dialogue. It can divide into two types: entertain and attribute.

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Entertain or the position or view of the writer/speaker is only one of many opinions and positions, for example, when readers or listeners can have space to think about other possibilities and views. Palmer (1986) claimed that *entertain* is expanded the space of dialogue and increases the possibility of think another point of view. Normally, it can reflect by use modality words such as, may, might, could, etc. at the same time, it also can use some modal adjuncts to state, such as, probably, perhaps, possibly, etc. (Martin & White, 2005). When the writer/speaker describes opinions, they apply some words that reflect people's psychological activities or have attribute projection, such as I doubt that…, I believe…, I think it is … and so on. Palmer (1986), think that entertainment is the type that describes cognitive modality, while Chafe and Nichols (1986) believe entertainment is incarnate of evidence. Martin (1994) and Halliday (1994) explained that entertains is a probability mode, reality phrase, and defined by some certain types' interpersonal metaphors. The structure of entertainment is "modal", but not an experimental or information model in communication function (Palmer, 1986, p: 168).

Attribute, in a given text, there is the writer/speaker's voice, but also has other people's position and views. Attribute deals with the external resources and voice separated from the writer/speaker's voice within the text.

The attribute can separate into two contents: acknowledge and distance (Martin & White, 2005); (1) *Acknowledge*, in the description of the writer/speaker, there are no obvious words, phrases, and sentences that indicate the position of the writer and speaker, which is reflected in the reporting verbs, such as, report, statement, declare, and claims, etc. (2) *Distance*, the position and stance of the writer/speaker's proposition are different from the voice outside the text. It is different from the quoted point of view, such as when using the words "claim". Distance is also a kind of extended dialogue.

Graduation

It is defined by analyzing the degree to which a discourse expresses an opinion. This concept is the core of the appraisal theory. When the intensity of a text is determined, the attitude and participation of the text can be defined. In the attitude subset, the meaning is to distinguish the hierarchy of the attitude and the degree of attitude expression. The degree mentioned here is shown as up-scaling and down-scaling. Graduation can be divided into two subsystems: force and focus. (Martin & White, 2005).

Force, in a text, it expresses the strength and quantity of relevant position or

opinions. Therefore, two aspects can be subdivided on this basis, intensification, and quantification. For intensification, it can be reflected by quality, such as: extremely, hardly, etc., and process: smoothly, slightly, etc. For quantification, it can be expressed by a number which is inaccurate quantity, such as few, a little, a lot, etc., and mass can be represented by volume, area, weight, distribution, etc., for example: small, big, tiny, etc. Also, the extension can be described based on the accuracy of time, proximity, or spatial distribution.

Focus represents those expressions that cannot be distinguished by clear boundaries. From an empirical point of view, it is the descriptions of categories that cannot be divided, or the boundaries are blurred. In this type, sometimes the description of the writer/speaker will be a rise or sharpen. That is to state that can be divided into two aspects: sharpen and soft.

The Recent Study on Appraisal Theory

Appraisal theory has been used in different studies. Martin and Rose (2003), Appraisal is a system of interpersonal meaning. We use the resources of appraisal 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).

Also, there are a lot of people who use appraisal theories to do research. Macken-Horarik (2003) analyzed the application and functions of the appraisal theory in the narrative discourse and considered the implementation of the appraisal theory from the perspective of the writer or the reader. After research, she believes it is meaningful to help readers locate a text and reveal the significance of positioning text.

Deocampo (2018) studied how social factors influence the discourse used by online social groups, and how the blog is used as a tool for learning and education. This article mainly analyzes the comments and interactions of Filipinos and Singaporeans on the Internet. Through analysis, it is believed that people's consciousness can be affected by emotions and form certain behaviors. By reflecting multicultural awareness and the use of multilingualism, this can help more students in the education field.

Silvia (2005) highlighted that using appraisal theory to study aesthetics-related emotions by evaluating the interest, complexity, and comprehensibility of different artistic pictures. He believes that aesthetic response theory should learn from the theories and discoveries of modern emotional psychology. He also holds that modern emotional theories

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are valuable to aesthetic research.

Li (2011) attempts to study the characteristics of attitude evaluation of film reviews from the perspective of appraisal theory. It is Analyzes and studies hundreds of movie reviews, analyzes how professional film critics use evaluation resources to strategically evaluate a film and how to express attitude characteristics. Research conclusion Film reviews reflect different attitude characteristics due to different communicative purposes.

Zagorcic (2015) applied to the New York Times' report on the Israeli-Palestinian conflict by revealing the explicit and implicit evaluation of language characteristics. Through research on newspapers, it is found that the explicit and implicit attitudes in newspapers are to echo their respective policies and political tendencies of conquering.

Chen (2018), combined with critical discourse analysis and appraisal theory, studied the characteristics of language description in news reports about Confucius Institutes. The analysis found that western mainstream media mainly held a negative attitude towards Confucius Institute reports.

The Development of Movie Reviews

Film in the birth of more than 120 years and movie reviews also has been existing for many years. It can be traced back to around 1915 in American, D.W. Griffith directed a movie called *The Birth of a Nation*, and then a poet called Vachel Lindsay published an article *The Art of the Moving Picture* in response to this movie. (Lopate, 2006).

Haberski (2014) stated that Movie reviews are important to those people who think discussing the movie is meaningful. Also, movie reviews have significance for the people who are read the movie review. So, it can keep developed throughout the 1960s and 1970s. when the internet is popularized and used in people's daily life, and movie reviews had also transformed from a written form into online reviews. The development of online movie reviews can be marked from 1990, when a website with movie reviews as one of the themes was established called Internet Movie Database or IMDb. People can view relevant information about the movie, TV programs, or other programs. At the same time, the website opened a network platform for audiences to evaluate and rate different movies.

It is no doubt that critics keep playing an important role in the media of

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entertainment. Lopate (2006) said what is controversial is that people spend a lot of time and passion to write and analyze critics, more than literature reviews or any other artistic writing.

In the decades after the internet entering people's daily life, movie criticism has also changed a lot. From the beginning, the movie is a kind of topic that people would discuss, and it gradually evolved into tools for disseminating culture and ideas. The transition of movie criticisms is from the academic field to entertainment reviews. Simons, Berkowitz and Moyer (1970) said that it is easy to define negative criticisms, but they can be defined as evaluation or reviews. Simons, Berkowitz and Moyer (1970) evaluate problems from the perspective of normal people, critics put themselves in other people's perspectives to consider the reaction.

Taboada (2011) stated that critical movie reviews were originally printed in qualified newspapers or magazines (some of which are later reproduced on their official websites), whose language was under strict editing and revision. Yus (2011) claimed that the audience review's expressions of sentence structure or words are more direct and had more features such as stability or rigidity. The language sometimes was spontaneity and momentary, compared with critic review language features would be more optional and colloquial.

Different Research Studies on Movie Reviews
There are many studies about movie reviews but mostly focus on analyzing the sentiment of movie reviews or focus on the impact of positive or negative movie reviews on the box office.

Schrage (2012), this study was about whether the reviews and word-of-mouth can impact people's opinions when they after watching a movie whether the frequency of watching a movie can impact the information's influence. After analysis he states that it is difficult to change one's opinions about whether professionals or audiences evaluate the movie before or after the movie. In other words, he thinks movie reviews cannot influence the audience's ideas or opinions but can only provide a reference value.

Topal and Ozsoyoglu (2016) emotion and sentiment expressed in audience reviews can reflect some emotion in the movie. They studied the content of audiences' reviews to see how the sentiment is reflected in movies. Also, through analyze the sentiment of reviews to generate emotional maps for movies to decide which movie could watch.

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Chen (2019) studied that audience reviews and critics reviews are different in terms of politeness strategies because of the differences in language formation, vocabulary, and sentence structures and expressions used in critics' and audiences' reviews. By comparing and analyzing the differences between critics and audiences, she believes that the awareness of politeness strategies between critics and audiences is quite high, and this politeness strategy tends to be positive. However, in terms of words and sentence structure, the vocabulary used in audiences' reviews is more exaggerated and radical, but critics' expression is more neutral.

Also, some emphasized the vocabulary and grammar description on movie genre analysis, to identify different evaluate stage has different expression features (Taboada, 2011). Some compared the different aspects of audience reviews and crisis reviews, to show that audience's reviews are normally according to their feelings, and crisis reviews are more comprehensive and objective (De Jong &Burgers, 2013). Jiang and Diesener (2016) suggested that experts write comparatively lengthier and more detailed reviews that feature more complex grammar and higher diversity in their vocabulary, while layman review was more subjective and contextualized in people's everyday lives.

Although there is a lot of research and study about movie reviews, there are not many research on the attitude of movie reviewers. The appraisal theory proposed by Martin (2000) is relatively new, therefore, this study would focus on analyzing the movie reviews of the audience of the Chinese movies *Nezha* using the above theory.

The Present Study

This study was focusing on how the appraisal theory can be used to understand movie reviewers' attitudes through the comments. Though movie reviews are studied and analyzed from various angles, such as the differences between movie reviews, the mapping of movie emotions, and the comparison of strategies use in movie reviews, this study was focusing on the interpersonal aspects of the movie reviews from the perspective of the semantic of the discourses. By using the appraisal theory and its three systems 'attitude', 'engagement', and 'graduation' to classify the researcher would like to understand how movie goers regarded Chinese culture as represented in the movie *Nezha* by analyzing the different lexico-grammatical elements represented in the different reviews found in IMDb and Rotten Tomatoes websites.

Research Methodology

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Research Design

This study used the qualitative approach to analysis, using content analysis. The appraisal approach was used as an approach CDA using the three systems of Appraisal. The aim was to use movie reviewers found in the two websites IMDb and Rotten Tomatoes.

The three systems: attitude, engagement, and graduation, were divided into different checklists as the basis for the analysis. The design was divided into six parts. First, established the data source from the two websites to collect reviews; second, determined the sample collected; third, established the coding system for categorization of the data; fourth, clarified the analysis of reviews using checklist; fifth, organized the checklist and presented the finding on the table, using frequency and percentage; and lastly, analyzed, evaluated, and interpreted the results.

Context and Population

The population was IMDb and Rotten Tomatoes websites provided on the internet. The first one was IMDb (https://www.imdb.com/), The full name is the Internet Movie Database. IMDb was founded on October 13, 1990, and Amazon.com acquired IMDb in 1998. IMDb was an online database of movie actors, movies, TV programs, TV stars, and movie production, as well as update the daily news and information of movies and television shows.

The second website is Rotten Tomatoes (https://www.rottentomatoes.com/). It was an aggregation website that gathers movie and TV show reviews. In August 1998, three students from the University of California, Berkeley founded the website. Rotten tomatoes websites provided reviews, information, and news related to movies and TV shows.

Sample

This study used the convenience sampling method to select data. The data selected was a one-year review from IMDb and Rotten Tomatoes websites. Depending on the information supplied; the time frame selected for the reviews was determined to be from July 1, 2019, to June 31, 2020, with a total duration of one year. The samples that were analyzed were 205 reviews, 81 reviews from the IMDb website and 124 reviews from the Rotten Tomatoes website. To create a more constructive analysis, the number of words chosen should be more than three sentences and more than 50 words. Out of the 205 reviews this study used 62 reviews as the sample.

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Research Instrument

The appraisal analyzes were based on the semantics as represented in movie reviews comments from IMDb and Rotten Tomatoes websites based in the movie *Nezha* of clauses used the checklist. The checklists were divided into three systems. Each checklist represented one system and each represented different sub-systems, such as, ATTITUDE with three subsystems: affect, judgment, and appreciation. The system ENGAGEMENT identifies the content of reviews with sub-systems monoglossic and heteroglossic. The system GRADUATION has two sub-systems, force and focus.

Results and Discussion

The findings and discussion of research question 1

The Q1 is to find the attitude's proportions represented in each review. The result of the distribution present that the proportion is related to the rate of the movie reviews.

People provided positive reviews to *Nezha*. The first 'affect' sub-system found that people are satisfied with the movie so that the satisfaction proportion is higher than the negative one. Different attitudinal elements or resources used through the evaluation discourse illustrated that people expressed their attitude by expressing their emotions include whether satisfied, happy, and safe or not. The reviewer always thinks about that the movie reached their expectations. The movie made them satisfied, provided pleasure, and revealed meaningful things. Therefore, the proportion of satisfaction was the highest one. It can be inferred that people evaluate a movie depend on whether it satisfied them or not. It is supported by Topal and Ozsoyoglu (2016), where they claimed that emotion and sentiment expressed in audience reviews can reflect how they feel about the movie. Furthermore, the explicit reviews are more than implicit. It could because people use a short paragraph to describe their feelings in movie reviews. They should use brief words to express their feeling directly to the reader and let them understand the attitude of reviewers clearly. Similar to Zagorcic (2015), it is found that the explicit and implicit attitudes in newspapers are to echo their respective policies and political tendencies of conquering. It has its purpose of explicit and implicit expression. Overall, from the proportion that can be found that reviewers are satisfied with the movie and willing to use direct ways to show the feeling to the reader. On the other hand, the in/security feeling is less than other types of affect; the background of *Nezha* determines that what it brings to audiences is the meaning of life, which shows that the movie is conveyed more on values. So, it does not produce too much sense of safety for the audience and is not presented in people's reviews. Therefore, the in/security type of affect depends on the subject of movies.

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From the result of the categories that positive and negative reviews of the second sub-system 'judgment' are similar in general. This type of attitude is to evaluate people's behaviors, the reviewer could focus on the performance of the characters, the movie director, and audiences' behavior to give appraise. Moreover, the propriety proportion in negative reviews is also obvious. According to the movie's subject and a plot that presents the growth of *Nezha*. Thus, people normally give the evaluation on the normality, capacity of character, and rationality of the whole story. People evaluate the characters' behaviors by feeling their emotions in the movie, just as Deocampo (2018) believed that people's consciousness can be affected by emotions and form certain behaviors. It can be seen that the result of the distribution is consistent with the show of the movie and the evaluation of the reviewers. On the other hand, the result of the explicit reviews' distribution is higher than the implicit reviews. Chen (2019) also stated that in terms of words and sentence structure, the vocabulary used in audiences' reviews is more exaggerated and radical. Therefore, a more direct expression including the performance of the character, the judgment of the movie maker can make the readers receive directly that the information the reviewer wants to express.

The result of the 'appreciation' system shows that positive reviews are more than negative. Appreciation is to evaluate the feeling of objective. When facing objective things, people can evaluate the qualitatively, quantitatively, abstractly, or accurately of objectives. This is related to the evaluator's values. People can have different views on the same things. In this study, audiences could focus on the movie's quality include the special effects, sound effects, dubbing, music, and picture to evaluate. Overall, the audiences are generally willing to give a positive evaluation of the movie, whether for the quality, the impression left on the audience, as well as the structure and performance of the movie. Moreover, it can be seen that the overall impression of the movie to the audience is positive according to the views.

To sum up, emotional expression is important because people can understand the attitude of the reviewer by analyzing a person's emotional expression. Emotional expression is also complex. Macken-Horarik (2003) said it is necessary to analyze the language features in different contexts and people's institutionalized reading practice. The meaning should be combining with the context, language environment, and background of the different situations to understand the reviewer's intention in choosing words. The same word will show different meanings in a different context, which is why it is necessary to analyze the writer's intention by combining semantics and context. Through the analysis of movie

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reviews, it can be concluded that expressed love, dissatisfaction, for deep impressions can have many ways. But when classified and categorized these expressions can be found that people have purpose and intention when they choose words. Reviewers might not only express their emotions but also interact with readers. In addition, reviewers choose to use explicit expression way to show their attitude and purpose in general. Li (2011) also said that film reviews reflect different attitude characteristics due to different communicative purposes. It can be a feature that people described the feeling in movie reviews genre, to achieve the purpose of the reviewers. The reader would look at the reviews in the hope that they can get information or to find people who have the same opinions as them and the opinion would be recognized.

The findings and discussion of research question 2

The Q2 is to understand the functions of engagement for the movie *Nezha*. From the analysis could tell that people used some opinions and voices to support their descriptions and opinions. It is to convince the readers could be convinced by the reviewers.

Engagement defines the use of these words in the reviewer's expression to compare the real intention of the reviewers. From the definition and distribution of monoglossia and heteroglossia. First of all, in the collection and distribution of engagement, it is found that people often express their opinions in a positive way. Also, it is usually a direct expression way. The analysis found that people usually used to 'disclaim-counter' type of heteroglossia. Through the transition, the readers were first given an established concept and then give an unexpected opinion after the conjunction words. The expression of the reviewers proved that they want to support their opinions and positions through this heteroglossia. Also, it is to express the reviewers' opinions clearly and get the resonance and supports of the readers. Secondly, such as denying others' opinions, or agree with or recognize some of the opinions put forward by others, which is actually to find support for the reviewers' stance. The reviewer wanted to determine that they are not the only ones who said or think this way and prove that their views are consistent and suitable. Furthermore, the analysis shows that there are both monoglossia and heteroglossia expressions in peoples' reviews. Different expressions alternately appeared in reviews. The movie reviews expressed are more monoglossia than heteroglossia. It is because most of the expressions are the reviewers' opinions and positions for the movie, and sometimes they even describing the movie's plot. Moreover, to make their opinions more convincing to the readers, the reviewer would also use heteroglossia to support their opinions and positions. At the same time, the reviewer almost directly resent their views and positions. So, the readers can directly grasp useful

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information and judge the reviewer's position as well. These expressions affect the position of the whole sentence and influenced the meaning of an expression, thereby potentially guiding the reader's thoughts. At least it has an impact on the readers' thoughts. The description of this position is also the communication and negotiation between the reviewers and the readers. It is the same as Schrage (2012) concluded that movie reviews cannot influence the audience's ideas or opinions but can only provide a reference value. This is a very important existence for the dissemination of ideology, which can influence the views of others through a discourse.

The findings and discussion of research question 3

The Q3 is to understand the use of the 'graduation' system in people's reviews. In people's expression, people want to use some words to express their feeling and opinion more clearly and vividly.

The contrast of positive and negative reviews is displayed in the table. People would use gradation to let the expression more embodiment. People choose different degree words to modify various emotions and positions, which could express different effects and make the reader understand whether the degree reviewer like or dislike the movie. De Jong and Burgers (2013) shown that audience's reviews are normally according to their feelings in personal, and crisis reviews are more comprehensive and objective. The collected data found that the degree words are more used to strengthen the reviewer's love for the movie *Nezha*. the result is that the reviewers are more willing to strengthen their feelings, praise and affirm the movie, and enhance their wish, attitude, and position of the movie. It means that people are generally willing to use degree words to modify the expression with positive meaning, such as quality, process, quantity, and so on. This role in the reviews is to deeply understand the specific degree of the reviewers' feeling about the movie. Moreover, what is obvious from the statistical data is that reviewers' expression is presented instantly. It is related to the fact that the reviewers want to depict a more intuitive narration for the readers. It is also proved that Chen (2019) in terms of words and sentence structure, the vocabulary used in audiences' reviews is more exaggerated and radical and to express his/her views and feelings more concretely and profoundly.

Pedagogical Implications

This study has certain implications to teaching and learning. In the face of a large number of social media in today's society, information communication is fast and complex. Learning how to think independently is indispensable. Social media, news, the public, and

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society are all responsible for the authenticity of information transmission. It is the norm in social life to guide the direction of public opinion, as well as the spread of potential ideology. What is usually presented in newspapers, reviews and other discourses is what the public opinion wants the audiences to see. Therefore, how to think more critically is a necessary ability for people in society.

For teachers: Thought is very important for language learning. Language is the medium of transmitting ideas (Fowler, Kress, Hodge, et al., 1979), through which people communicate culture and other information. Through the transmission of ideas and understanding of different ideologies and cultures, people can broaden their way of thinking, increase their knowledge, promote the exchange of cultural communication, and improve their abilities. Therefore, as a teacher, it is important to cultivate student's critical thinking consciousness. From the perspective of imparting knowledge through education, teachers should not only transfer knowledge to students. More importantly, the teacher needs to cultivate student's self-awareness and the ability to learn to think more carefully. Society is an era of information. How to distinguish among the numerous information, find the necessary information, and avoid useless or bad opinions is quite important for the student who is forming values. Consequently, analyzing different discourses more specific is necessary for the student to understand the author's intention and the information he/she wants to convey. By analyzing the expression of the discourses, defining the stance and attitude of the discourses is helpful to improve student's reading comprehension ability, independent thinking, and critical thinking.

For learners: Students need to realize that understanding a language is really important especially if you are foreign learners. English can be difficult to comprehend thus understanding the meaning between the lines is very important. This study would be able to let learners see how English depending on what types of lexico-grammatical items we used can provide certain meaning. Thus, reading critical is important, as well, trying to know the right lexis to be used before writing especially if it is intended for the global audience should be thought thoroughly.

Another aspect of this study is to understand the influence of movie to the viewers especially those who have different cultural and linguistic backgrounds. Based on the findings the movie *Nezha* illustrated how emotions from different viewers have manifested after watching the movie. Different lexico-grammatical resources were used and these represent not only how viewers appreciate or judge people from the movie or Chinese in general but also how they convey their emotions. Thus, for students, this has some

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pedagogical value that students might be able to use in terms of acquiring the English language, for example, watching varieties of movies in the target language. For this, they will not only develop their English language but also know other people cultures.

In ELT field: Language research is an important part of teaching. Through CDA, students learn the function, composition, and the underlying meaning of the English language which are not overtly expressed in the discourse or even in communication. The use of Appraisal theory in this study and the findings, indicated that there are still many domains of discourse that researchers can focus on such as the movie reviews discourse, as well these reviews can be a good source of learning materials for students to be looked at as reviews are rich in language features, for example, lexis or vocabulary. Also, appraisal theory helps teachers and learners understand the totality of language, for example, in the movie reviews, students will not only be learned vocabulary but also how 'resources', lexico-gramatical items can be used to express emotions, judge people or value situations, objects, or things. By understanding how a vocabulary, phrase, and sentence functions in a discourse, therefore influence how meaning is constructed or embedded in a discourse. As teachers in the field of ELT, it is meaningful to help students or readers reveal the significance of positioning a text. For this, the study of discourses is not only limited to a study of the part of word attributes but the meaning behind the discourse but the ideology behind it. It helps to improve the quality of ELT learning which lead to students critical reading development and critical awareness about the positioning of a language.

As well, as the movie reviews are characterized by short length and concise language, it could provide some ideas of enhancing the reading ability and developing an interest for reading and train students' ability to pay attention to details. Moreover, through the cultivation of critical awareness, this might improve students' level of communication and transmission of English language and culture. According to the appraisal theory, judgment of the attitudes and stances in the discourse, can help students understand different ways of expression in the English language and the way of thinking in English language environment, meaning, improves students' critical way of thinking.

Limitation of the Study

This study's main limitation is a completely context-based analysis. All data analysis and collection do not choose quantitative methods, such as questionnaire collection or feedback of real experience. As well, the selection of texts can be limited, thus the total reviews used in the study tended to be limited to one movie, *Nezha*, and two websites only.

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Conclusion

Thoughts are an invisible but important existence for society. People transmit and communicate ideas and opinions through vocabulary, images, sound, and so on. Language plays a vital and indispensable role in the process of communicating thoughts. Studying and learning the feature and meaning of language could develop human culture widely. This study highlighted the influence of the English language on the spread of thoughts represented in the comments review. To study and discover the distribution and function of the movie reviews, this shows the different attitudes of the movie viewers and how they view Chinese culture as represented in the movie *Nezha*. Thus, language is not only the medium of thoughts but also culture as manifested in the reviews. As the findings indicated, the comments illustrated people's real intentions through their writing. People's attitudes influence social information through communication and develop through language. In this study, the takeaway is that through the use of different lexico-grammatical items, language shows as an art, as different expressions with the same meaning could give people completely different feelings. Therefore, this study which focused on movie reviews' does not only illustrated people's thought per se but expanded people's expression and description of emotion which provides reader a deeper understanding of language expression. Our society is in progress and developing which shows the way people think or perceive other culture is constantly progressing. It is also hoped that this study could provide readers and researchers more ideas on how to view language and culture especially in English language teaching and learning. As English language teaching is an important course in China, to fully understand how the real meaning of language, especially in English, manifested in the discourse need to be the focus of education especially when dealing with communication. This is where CDA should be viewed as one of the most important aspects of language awareness especially in the country where English is taught as a foreign language.

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