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# Inscribed versus Invoked Attitudes: Appraisal Among Indonesian Teenagers in English Captions on Instagram

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## ABSTRACT

On Instagram, teenagers' captions in English do not always describe the picture but symbolically express their feelings to their friends as a whole. In this case, English captions reveal the attitudinal evaluation related to feelings and values. This paper aims to discuss the self-presentation between Indonesian female and male teenagers on their emotional, critical and evaluative attitudes reflected on English captions on Instagram when the captions talk about friends and their relationships. The appraisal theory proposed by Martin and White to reveal the attitudinal evaluation is applied in this study. 90 captions of 500 English captions deal with 155 appraising items about friends. They are 112 female appraised items and 43 male appraised items. The invoked attitude data are coded by examining posted photos. The result of the research is (1) male and female teenagers prefer to express their attitude by using inscribed attitude rather than invoked attitude, (2) male teenagers express more attitude through Affect, while female teenagers express more through Judgment, (3) negative appraisal is to use to emphasize the positive values in the form of a counter concession, for male teenagers to highlight togetherness, while for female teenagers are more focused on empathy, (4) both female teenagers and male teenagers use negation to show a positive attitude related to judgment propriety (ethical Judgment). Therefore, writing captions on Instagram provides an opportunity for male and female teenagers to express their attitudes to show their strength without physically confronting their interlocutor.

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## 1. Introduction

Indonesian teenagers, in this study, refer to the teens aged 13-18, who come from the middle class up to the upper class and revel in disposable income. In Indonesian history, the term Teenagers ("*Remaja*" in Indonesia) is the concept that emerges because of establishing the minimum age for marriage in the New Order, which produced the year compulsory education drive (*Wajib Belajar*) and legislated education (Handajani, 2008). Furthermore, middle-class to upper-class families bring their children to school to get higher education to face the competitive labor market. Handajani (2008) stated that this condition makes them delay marriage and employment. Indonesian teenagers have goals to achieve personal development and life ambitions, not having autonomy from parents and family (Parker & Nilan, 2013). Global media make them more independent to learn anything including learning other languages. They have got easier access to practicing English as the dominant language used in social media. Therefore, currently, the practice of writing in English carried out by Indonesian teenagers whose mother tongue and first language are not English is increasingly widespread.

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Indonesia teenagers carry out the writing practices not only limited and regulated only in formal learning in classrooms (Swaffar & Arens, 2005) but also occur in global online spaces (Benson & Chik, 2010) All lead to the condition that Indonesian teenagers become a particular social group, which takes a different way to show their existence in social media.

On Instagram, many Indonesian teenagers seem to write captions freely in English to perform their interpersonal relationships, such as approving, enthusing, applauding, disapproving, abhorring, or criticizing their friends, family, and others. Their English captions do not always describe the picture they post but are also symbolically exploited to convey the messages and express their feelings. In this case, English captions enhance status and authority and reveal the attitudinal evaluation related to feelings and values. Attitudinal evaluation is concerned with the interpersonal meanings of text (in this case: English caption), which aims to interact or express the point of view (Butt et al. 1, 2000). Hence, when male and female teenagers write an English caption on Instagram, they negotiate their attitudes in a text involving feelings and values. In the virtual world, male and female teenagers can create captions on Instagram as part of their world and as celebrities on social media even though they have introverted personalities (Marwick & Boyd, 2011). Because captions deliver their feeling and values, the language the male and female teenagers use in captions should reflect their attitudes in the male and female teenager world.

Many researchers have done some investigations about the language use characterizing females and males. Lakoff argues (1973) that women's speech tends to be tentative, powerless, and trivial language, which makes them ineligible for power and authority positions. Maltz and Borker's (1982) said that male language is competitive oriented or hostile, attractive, keeping an audience and advocating for themselves when other speakers have a floor, but women's language is characterized by collaboration, using more cooperative than men, responding to and making more supportive comments, asking more questions and working hard to keep conduct and maintain a conversation. Thus, Tannen (1991) in terms of the cross-cultural, her "gender talk" point of view argues that females focus on building or maintaining a relationship when they have a conversation, and males have a purpose of communication in giving or getting information. From this point of view, women's use of language seems an inferior area when it is contrasted with how men use language. According to Fishman (1978), the failure of the female interaction attempt is due to the failure of the male to respond and perform the interaction task. The men's success in conversation is due to the interactional work the women do to respond to the men. It drives us to question how the language has been used in male and female teenagers' captions on Instagram produced especially nowadays.

Female and male teenagers on Instagram produce the written monologue speech in *captions*. It is not in the condition of men and females performing conversation. On Instagram, they try to do interaction tasks by including captions to allure positive appreciation when uploading photos. Doing self-presentation, this activity is believed as the process of communicating the image of themselves, which other people expect (DeVito, 2013). The study of teenagers' language in social media has been widely explored. Nevertheless, the research on language with the subject of Indonesian teenagers on Instagram primarily still focuses on how they use language on social media (e.g., Utaminingsih, 2017, Cahyani, 2020). There have been limited studies highlighting the attitude of female and male teenagers when they use language on social media. Attitude is a framework for mapping feeling as part of the appraisal theory proposed by Martin and White (2005). The attitude is used in this research to find out whether female and male teenagers differ on the issue of 'self-presentation on Instagram or not. Attitude devices used to evaluate are affect, judgment and appreciation. For those reasons, this paper aims to discuss the self-presentation between Indonesian female and male teenagers based on their emotional, critical, and evaluative attitudes reflected on English captions on Instagram when the captions talk about friends and their relationships

### **Attitudinal Evaluation**

A few researchers have conducted studies on attitudinal evaluation employing Appraisal theory as a framework in academic discourse (Dong, 2006), newspapers (Suherman, 2008; Bartley & Benitez-Castro, 2016; Tiani, 2017) literary works (Love, 2006; Hadidi & Parvin, 2015), advertisement (Megah S et al, 2018), and online media ( Drasoven & Tagg, 2015, Olaleye et al, 2017). Nur and Hadi (2016) and Hamdani (2016)

did attitudinal evaluation research on Instagram. Nur and Hadi (2016) identified the attitudes of Instagram user comments on @kailijumeilipstics. The result is that the attitudes which were used in comments tend to be appraised in Affect. Another study conducted by Hamdani (2016), described the forms of Attitude in the comments of the @officialtntainmadina Instagram account. The result of the study showed that Affect tends to appear in the **comments**. Both of the previous studies in attitudinal evaluation on Instagram describe which the most attitude is used in the **comments** on a single account on Instagram but this research intends to discuss the differences between Indonesian female and male teenagers on their emotional, critical and evaluative stances reflecting on **English captions** from various accounts when the captions talk about friends and their relationship on Instagram

Attitudinal evaluation is related to how the writers or speakers encode their presence in particular attitudes. The writers or speakers use language to energize the evaluative stances and fulfill their assessments to readers/listeners, construct their image, and manage interpersonal relationships (Martin and White, 2005). Attitude can be negotiated with the readers by explaining how to express their feelings to people or phenomena and how to evaluate things, people's character, and feelings.

Attitude is a framework for mapping feeling as part of appraisal theory proposed by Martin and White (2005) alongside the other interacting domains: engagement and graduation. Appraisal theory develops the SFL account of the interpersonal meta-function, not ideational or textual meta-function. Hassan and Perrett (1994) state that interpersonal meta-function expresses the speakers/writers' subjectivity, which encompasses their assessment of probability and obligation, and the speakers/writers' commitment, which consists of their attitudes and evaluations. According to SFL, the aspect of social relationships between participants in discourse is categorized as a tenor. Tenor is associated with interpersonal meta-function as the functional component of language.

This study pays attention to the appraisal device on attitude realized in captions as text. Attitude involves feelings, including emotional reactions and judgments towards behavior, covering criticizing, praising or condemning, and evaluating things/natural phenomena (Martin and White, 2005). It is categorized into three regions of feeling: Affect, Judgment, and Appreciation. Affect deals with positive and negative emotions/feelings about the people and phenomena. The Lexical realization of Affect is recognized in the form of Affect as quality (e.g., *the captain was happy*), affect as a process (e.g., *he missed her*), affect as 'comment' (e.g., *sadly, he decided to go*), grammatical metaphor, including nominalized realization (e.g., *Her sadness is too deep*).

Judgment is the institutionalization of feeling, construing the appraiser's attitude to people/someone's behavior or character (Martin and Rose, 2005). Martin and Rose divide the classification of Judgment into two, Social Esteem and Social Sanction. Social esteem has to do with Normality (how unusual someone is), capacity (how capable someone is), and tenacity (how resolute someone is). Social sanction orients to veracity (how truthful someone is) and propriety (how ethical someone is). Zhang (2018) classifies Judgment lexical realization as follows; adverbial (e.g., *honestly, he did it*), attribute (e.g., *she was dishonest*), epithet (e.g., *she is a skillful actress*), nominal (e.g., *a brutal tyrant*), verbs (*he deceived her*)

Appreciation deals with the appraiser's evaluation of things that people/someone make or perform/natural processes or entities (Zhang, 2018). It is classified into three: reaction (e.g., *horrible relationship*), composition (*simple friendship*), and valuation (e.g., *Our relationship is meaningful*). Martin and White (2005) said that the Appreciation framework could be interpreted meta-functionally, such as reaction orientating to interpersonal meta-function, composition textual meta-function, organization, and valuation to ideational word.

### The Research on Adolescent Language

The language used by adolescents has been studied extensively over the years from various perspectives. Some of the focus of youth studies examine adolescents' language which indicates their participation in popular culture. These language studies view adolescents as indicators of language shift (Eckert, 1988; Kirkham & Moore, 2013; Tagliomonte, 2016; Cahyani et al., 2020), certain social classes (Martinez, 2011, 2018; Gee, Allen & Clinton, 2001), and certain forms of lifestyle (Smith-Hefner 2007; Shelzak, 2015; Rothoni, 2017). In

the other study, the focus of the study on adolescent language is the perspective of the problems of adolescents in using language (Tagliomonte & Dennis, 2008; Sanchez-Moya & Cruz-Moya, 2015).

Smith-Hefner (2007) researched the language of young people that takes the object of language used by Indonesian teenagers with the title *Youth Language, Gaul Sociability, and the New Indonesian Middle Class*. This Smith-Hefner study examines slang's linguistic form and social function, namely the Indonesian informal language "language sociability" used by middle-class students and youth in Indonesia. Slang shows the modernity of young people in the positive and disputed aspects. This aspect expresses their aspirations for economic and social mobility and reflects an increasingly cosmopolitan national youth culture. Another study was conducted by Utaminingsih (2017), who made an analysis of Slang abbreviations on Instagram among Teenagers in Indonesia. This research data is in the form of written data from uploads and comments from several Instagram users that contain abbreviations. There are three findings in this study: variations of abbreviations and acronyms, the process of abbreviation, and the process of forming new abbreviations. Other research has been carried out by Cahyani, Tursini, and Yannuar (2020), namely the use of English in Indonesia, which is used by young people as a British activity, namely speaking and acting like English people through written expressions on FB and Instagram. The research results are that the young people studied tend to mix English words/phrases in Indonesian sentences called slang or social language to show their status as people who master global languages and, on the other hand, impress their followers and attract attention on social media. Through language, practice shows the adaptability of English and Indonesian when used side by side.

The difference between this research and previous studies regarding the Indonesian adolescent language is as follows. The three previous studies focused more on the form and function of language, and in two of the three previous studies, the subjects taken were Indonesian youths who had different age ranges or definitions from adolescents. The study of teenagers' language in social media has been widely explored. All the previous studies did not highlight the attitude in social media.

## 2. Methods

This qualitative study discusses the differences between Indonesian female and male teenagers on their emotional, critical, and evaluative stances reflected in English captions on Instagram when the captions talk about friends and their relationships. This research applies Appraisal Theory developed by Martin and White (2005). Martin's approach to appraisal is discourse semantics (Macken-Horarklsaac, 2016). Appraisal theory in linguistics is related to how the speaker's express evaluation, attitude, and emotion using language (Dong, 2006). To do this research, the researcher follows the question procedure in *Ethical Decision-Making and Internet Research: Recommendation from the AoIR Ethics Working Committee (version 2.0)* (Marcham & Buchanan, 2012).

These research data were taken from English captions on Indonesian female and male teenagers' Instagram, which were all shared from 26 December 2018 to 3 February 2019. Instagram has a binary model of privacy so that Instagram users could set their accounts as either public or private. All captions collected from 26 December 2018 up to 3 February 2019 are from public accounts. 500 English captions with various topics were collected randomly. From those 500 English captions, 117 captions talked about friends/friendship topics. Because this research focused on friends and friendship topics, 117 captions talking about friends/friendships were set aside in the temporary data list. Even though a post is public, the removal of the post from public access may suggest a withdrawal agreement (Laestadius, 2017). The deletion of captions or the removal of the post in which the captions were attached after a one-month window after real-time data collection (4 February 2019-4 March 2019) caused the removal of the captions from the data list. Laestadius states (2017) that a one-month window between real-time data collection and data analysis ought to offer enough time for Instagram users to think about the content they posted. He also said that a few affordable windows of time for those changes ought to be described for reason that continual tracking of the post is beyond most researchers' capacity. After a one-month window, the number of captions puts to use as final data is 90 captions.

90 captions were taken from 38 female teenagers account users and 12 male teenagers account users. Because this research has to do with appraisal, 90 captions were examined to identify appraising items. 155 appraising items are identified from 90 captions, comprising 112 female appraised items and 43 male appraised items. The given sampling criteria were used to select Instagram accounts as the source of data. The criteria of sampling are as follows: 1) Indonesian female and male teenagers aged 13-18 years, living in Surabaya or Jakarta because they are assumed to get much English exposure, 2) not using their account as an endorsement. To identify Indonesian female and male teenagers living in both Jakarta and Surabaya, two teenagers and a research assistant helped the researcher ensure it because they knew the account users. To identify the captions employing deictic pronouns such as *you*, *we*, *us*, or *they*, the photo and captions are crosschecked with photos posted to ensure that *you*, *we*, or *they* refer to a friend(s). The data were collected with a caption screenshot. Then, the selected lexical items of the caption, which contained appraising items, were copied into data cards. The invoked attitude data were coded by examining posted photos.

The analysis focused on the lexical items of positive attitudes and negative attitudes demonstrating the feeling of appraisers (male and female teenagers) related to the phenomena of their relationship to their friend (Affect), the feeling of an appraiser to their friends' characters or behaviors (Judgment) and the feeling of an appraiser to the things their friend make/perform (Appreciation). Because this research worked on Appraisal theory, the analysis employed an appraisal device (Affect, Judgment, and Appreciation). Subsequently, their attitudes indicate how male and female teenagers express themselves on social media. Then, it is discussed based on masculine and feminine characters supposed to be part of them in society, the virtual world (Instagram) is a place to show the male and female teenagers' existence through their attitudes is also discussed. To better protect the privacy of the number of users in our sample in this article, the images will be blurred and the name of account users will be hidden.

### 3. Results and Discussion

There are four findings to discuss in this section. They are the invoked or inscribed attitudes expressed by male and female teenagers, the tendencies of male and female teenagers in expressing their attitudes (affect, Judgment, and appreciation), and the differences in doing negative appraisals which have a positive meaning between male and female teenagers, and the use of negation to show the positive attitude.

#### 3.1. Results

##### 3.1.1. Inscribed or Invoked Attitudes in Teenager's Captions

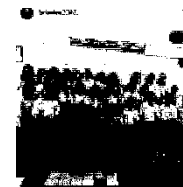
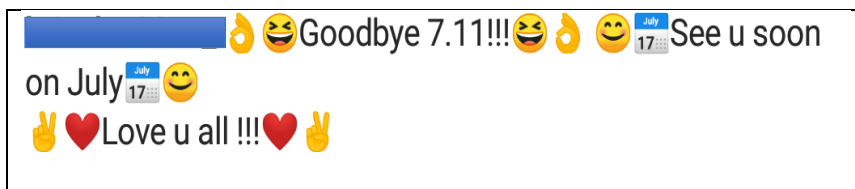
Appraisal offers a difference between the terms 'inscribed attitudes' and invoked attitudes. Inscribed attitude is related to positive/negative evaluation and is directly encoded through the use of attitudinal lexis and the terms 'invoked attitudes' refers to positive/negative assessment which is impossible to isolate in such explicitly attitudinal vocabulary (White, 2011). Inscribed attitude concerned with the cue in 'naming' and 'denotation', e.g., I felt **lonely** and very **disappointed**. *Lonely* and *disappointed* directly denote the feeling (-of unhappiness). Notation (+) identifies the positive attitude and notation (-) signifies a negative attitude. Don (2016) also stated that wordings, which are commonly seen as explicitly expressing positive or negative evaluation, and the lexical items, which have a mainly stable attitude value in various contexts, are inscribed attitudes. Invoked attitude based on Martin and White's version is classified into afforded, flagged, and provoked attitude. Experiential meanings and local references (e.g., *we brought the disease*) signal afforded attitude. Engagement, graduation, and comparison (e.g., *we smashed their way of life, how could I forget my own daughter*) activate a flagged attitude. Lexical metaphors infer provoked attitude (e.g., *we fenced them in like sheep*)

Table 1. The Invoked and Incribed Attitudes of Male Teenagers

Attitudes		Invoked	%	Incribed	%	Total	%	
		Attitudes		Attitudes				
Affect	happiness	1	5	1	15	20	46.5%	
	unhappiness	0		0				
	security	2		3				
	desire	0		2				
	satisfaction	2		3				
Judgment	normality	1	1	6	13	14	43.8%	
	capacity	1		3				30.2%
	tenacity			4				
	propriety			2				
Appreciation	valuation	1	2	4	7	9	19.6%	
	quality	2		2				16.3%
	impact			2				
Total		8	18.6%	35	81.4%	3	100%	

Male teenagers tend to direct interaction with the readers as if they are in face-to-face communication. 8 of 43 (18, 6%) appraising data demonstrate that male teenagers appraise their friends in invoked attitudes. It indicates that the inscribed attitude, 35 of 43 (81,4%), is used more by male teenagers to appraise their friends rather than invoked attitudes. Direct encodings (inscribed attitudes) usage shows that male teenagers tend to be practical and direct in expressing their attitudes. As appraisers, male teenagers appraise their friends in inscribed attitudes and also invoked attitudes. Most of male captions are about declaration (e.g., *we are infinity brotherhood*), congratulation (e.g., *Happy Birthday, Val*), gratitude (e.g., *Thank you guys*), expressing annoyance (e.g., *How to be an idiot*), giving opinion (e.g., *Being a nerd isn't too bad*), complimenting (e.g., *well-done guys*), and expressing empathy (e.g., *You know how it feels*).

Male and Female teenagers use casual language when writing captions about friends and their relationships on their Instagram. The captions they write do not always describe the pictures they post. In general, the photo they post depicts teenagers with their friends on various occasions and styles. The following caption is taken from a male teenager's Instagram account:



source: Instagram (2019)

Figure 1. Male Teenager Caption

The photo attached to this caption describes a male teenager with his friends in Junior High School uniform standing in rows and his teachers sitting in the chair. The photo with that caption does not show a male teenager waving a hand to say goodbye. Most male teenagers prefer using captions on Instagram to send messages to their friends as their captions readers as if they do face-to-face with the readers not to describe what is going on in the picture. Adolescents use language to include other adolescents and exclude members of the outside group, such as parents and teachers, and even other adolescents (Tagliamonte, 2016). *Goodbye* in this caption does not show the appraiser is sad/unhappy because of farewell. He said *goodbye* because he will be on a school holiday, and he is going to see his friends in July. *Goodbye* is defined as afforded attitude (+happiness) because the unevaluated experiential token activates its invocation. *See you soon* (+desire) and *Love you* (+happiness) are inscribed attitudes because those lexical meanings have typically stable attitudinal value in the caption. In this caption the categorization of attitude is practically decided using interpretive probabilities as proposed by Don (2016).

Table 2. The Invoked and Incribed Attitudes of Female Teenagers

Attitudes		Invoked Attitudes		%	Incribed Attitudes		%	Total	%
Affect	happiness	4	15	13.4 %	1	26	23.2%	41	36.6%
	unhappiness	2			7				
	security	7			3				
	desire	2			6				
	satisfaction	0			9				
Judgment	normality	8	20	17.9%	10	29	25.9%	49	43,8%
	capacity	5			9				
	tenacity	5			4				
	propriety	2			8				
Appreciation	valuation	8	8	7.1%	4	14	12.5%	22	19.6%
	quality	0			6				
	impact	0			4				
Total		43		38.4%	69		61.6%	112	100%

Based on Table 2, female teenagers code their invoked attitudes in showing their Affect to describe their happiness, unhappiness, security, and desire. They never code their invoked attitudes to describe the satisfying feeling, but they show their satisfaction in inscribed attitudes. To demonstrate their judgment, they criticize or praise their friends based on how unusual their friends are (Normality), how capable their friends are (Capacity), how resolute their friend is (Tenacity), and how ethical their friends is (Propriety) in both invoked and inscribed attitudes. Interestingly, female teenagers never show their judgment based on how truthful their friend is (Veracity). Furthermore, they appreciate things based on valuation, quality, and impact in inscribed attitudes but they code invoked attitudes only when they appreciate things based on the valuation.

The following picture in figure 2 demonstrates that teenagers do not employ captions as the picture's description. This posted photo does not show the friends crying and leaving but a group of female teenagers sitting on the bench. This caption implies the female teenager's opinion about a true friend.

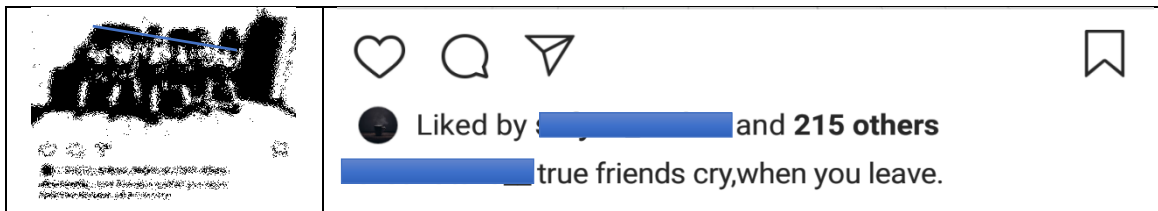


Figure 2. Female Teenager Caption  
source: Instagram (2019)

Most female teenagers' captions, 60 of 73 captions, reveal their opinion about their friend/friendship. They deliver the implied meaning in their captions even though some of them, 13 of 73 captions, do the direct communication as well, for instance: *Coooooonnnnggggraaaattttsssss my besties @bungafannesa4773, Sorry, but I'm very very miss you,* refers to inscribed meanings.

Most female teenagers' captions deliver their opinions about friends/friendship or their suggestions to their friends about friendship (e.g., *True friends know your weakness but show your strength, share your smile to the world because it is a symbol of friendship*). As the example in figure 2 (*true friends cry when you leave*), the message delivered in the caption has implied meaning, but the attitudes coded in this caption are inscribed attitudes; *true* (+normality), *cry* (-unhappiness), and *leave* (-unhappiness). Even though they delivered implied meaning in their captions, most of their attitude evaluations are coded in inscribed attitude. 69 of 112 (61.6%) appraising items are signaled by inscribed attitude, and 43 of 112 (38,4%) are coded by invoked attitude (e.g., *Good friends are like stars, it's about 3 years, friend buy you food and best friend eat your foot*). Martin and White (2005) state that the importance goes to the difference among invocations, which

depends completely on assumed knowledge (e.g., cultural, inter-textual), or values for the attitudinal inference (i.e. 'evoked'). They also say that instead of depending on assumed cultural knowledge, it involves local contextual signals or other in-text indicators, which an attitudinal value is at stake as well (i.e. 'provoked' combining 'flagged' and 'provoked'). Don (2016) explains that in evaluation, the meanings of indirect attitudes are called invocation to infer the invoked positive or negative evaluation and responses.

3.1.2. The Most Attitudes Found in Teenager Captions

Female teenagers often show attitude in Judgment (49 items), and Male teenagers often show attitude in the form of Affect (25 items) to evaluate their friends.

Table 3. The Attitudes of Male and Female Teenagers

Attitudes	Affect		Judgment		Appreciation		Total
	Pos	Neg	Pos	Neg	Pos	Neg	
Male Teenager	18	2	12	2	8	1	43 (100%)
	41.8%	4.7%	27.9%	4.7%	18.6%	2.3%	
	20		14		9		
	46.5%		32.6%		20.9%		
Female Teenager	32	9	46	3	22	0	112 (100%)
	28.6%	8%	41%	2.7%	19.7%	0	
	41		49		22		
	36.6%		43.7%		19.7%		

Female teenagers show their judgmental attitude through two things, namely personal Judgment and moral Judgment. Judgment Normality (e.g., *true friend*, *precious*, *beloved friend*), Judgment Tenacity (e.g., *irreplaceable*, *we never be apart*), Judgment Capacity (e.g., the *best* one, amazing friend) is a form of personal Judgment while Judgment Property (e.g., *fake friend*) is a moral judgment. Judgment Normality is related to how unusual someone is, Judgment capacity deals with how capable someone is, Judgment Tenacity refers to how resolute someone is, Judgment veracity indicates how truthful someone is, and propriety is related to how ethical someone is. The evaluation behavior displayed by the female teenager towards her friend is related to her friend's privileges towards them, their dependence on friendship, their friend's ability, and the morality of her friend. The Judgment that most often appears in the data is Normality, which indicates that the female teenager shows her attitude because her friend shows unusual behavior for female teenagers. It seems to show that female teenagers like to be treated special and they give their friends respect with their positive attitude. The stereotype of female characters is that they like to be noticed.

Table 4. The Judgment Attitudes of Male and Female Teenagers

Attitudes	Judgment System of Male Teenagers		Judgment System of Female Teenagers		TOTAL	
	Number	%	Number	%	Number	%
Capacity	4	6.3	11	17.5	15	23.9
Normality	4	6.3	22	34.9	26	41.3
Tenacity	2	3.3	11	17.5	13	20.6
Propriety	4	6.3	5	7.9	9	14.2
Veracity	0	0	0	0	0	0
Total	14	22.2	49	77.8	63	100



Some data show that female teenagers also show a critical attitude related to the capabilities of their friends (e.g., *how silly you are*). It shows that it is not entirely accurate if women do not dare to show their courage to criticize. The other data also show that when showing their attitude toward the morality of their friends, female teenagers take the attitude as a regulator of their friends' behavior. In this case, modulation obligation is used to show this attitude (e.g., *don't have to be crazy, don't let a friend do a silly thing, don't make her disappointed, be grateful*). This attitude might be influenced by the habits of women who are asked for caring and nurturing actions. Unwittingly a regulator attitude appears in command sentences because they care and nurture nature. In Judgment, the regulator's attitude is not found in the male teenagers' data. All male teenagers' data found on Judgment tenacity, Judgment Normality, and Judgment Propriety are all positive judgment, except in Judgment capacity found lexical items with negative judgment (e.g., *being a nerd, how to be an idiot*).

Table 5. The Affect Attitude of Male and Female Teenagers

Attitudes	Affect System of Male Teenagers		Affect System of Female Teenagers		TOTAL	
	Number	%	Number	%	Number	%
Happiness	2	3.3	5	8.2	7	11.47
Unhappiness	0	0	9	14.75	9	14.75
Security	5	8.2	10	16.39	15	24.59
Insecurity	2	3.2	0	0	2	3.27
Satisfaction	6	9.8	8	13.11	14	22.96
Desire	5	8.2	9	14.75	14	22.96
Total	20	32.8	41	67.2	61	100

Of 43 data on male teenagers, 20 data show that male teenagers appraise their friends most in Affect attitude. Affect is related to the emotional feelings of a person (male teenager) who reacts to things. Of the 20 data, 6 data show that male teenagers show feelings of satisfaction with their friends. The data shows that teenage boy's express satisfaction because of pleasures such as *"Thank you guys", "thanks", "well done", and "thnx fellas."* Data showing the attitude of satisfaction pleasure is also found in female teenagers' data. The attitude shows the sportive attitude of both male and female teenagers towards their friends because they say thank you or praise. It means that sportive feeling is also embedded in male and female teenagers.

The following exciting data is related to desire. Male teenagers express their desire through lexical items of mental processes (e.g., *remember you, a night to remember, miss you*) and lexical items of behavior processes (e.g., *see you on top, see you next time*). In contrast, the attitude of the desire of female teenagers are mental processes (e.g., *missing so bad, I am very miss you, miss you, missing these girls so bad, I never want to stop making memories with you all, live in my heart, the best one is already mine*). It shows that female teenagers only show their desire in personal functions, while male teenagers show their desire in personal and interactional functions. It shows that the male teenager is more aggressive than the female teenager by conveying his desire through his attitude or behavior.

There are 2 data about men's insecurity (e.g., *walking with a friend in the dark is truly better than walking alone in a place full of light, do not leave me till the end of school later*). This caption shows that male teenagers also have feelings of insecurity. The feeling of insecurity in male teenagers is not related to insecurity because of fear, but they are uncomfortable being solitary. They like to do things in groups together with their group rather than doing activities alone.

On the other hand, in this friendship, female teenagers do not show insecurity either in the form of inscribed and invoked attitudes (see Tables 2 and 5). Affect attitude shown in the captions is primarily a security attitude (e.g., *stay together, stay with those relationships, grow up together*). The amount shown in the attitude of security is not much different from the attitude of unhappiness. (e.g., *she will never smile again, True friend cry when you leave, Friends hide your smile when you fall*). On the other hand, there is no data found on male teenagers who show an attitude of unhappiness (see Table 3)

## 3.1.3. Positive and Negative Appreciation of Teenager's Captions

Table 6. The Appreciation Attitude of Male Teenagers

Attitudes	Affect System of Male Teenagers		Affect System of Female Teenagers		TOTAL	
	Number	%	Number	%	Number	%
Impact	3	9.67	4	12.90	7	22.58
Quality	3	9.67	6	19.35	9	29.04
Valuation	3	9.67	12	38.70	15	48.38
Total	9	29.03	22	70.96	31	100

From data table 6 and there are only 9 data that show that male males appreciate an activity or event that involves a friendship relationship. Each appreciation (impact, quality, and valuation) amounted to three. Negative appreciation is shown through the realization of lexical items on valuation, while the appreciation of quality and impact shows positive lexical realization. In contrast to male teenagers, all forms of appreciation for female teenagers are positive. Female teenager uses the most valuation appreciation in assessing friendship activities (e.g., *in friendship for years, it's about 3 years, no secret no lies, by choice we become friend, memories that will not be forgotten, life is too short with people don't make happy*) compared to appreciation in the form of quality and impact (e.g., *having a crazy laugh until u cry, new memories*)

## 3.1.4. Expressing negative attitudes to highlight positive values in text

From 112 data appraising items related to female teen attitudes and 43 appraised data items related to male adolescent attitudes, it can be seen that almost all appraisals, 138 of 155 data (89%), contain positive attitudes Judgment, and appreciation. Of the 112 female teenagers' attitudes, 12 data (10.7%) contained a negative attitude, while of the 43 data related to the attitudes of male teenagers, 5 data (6.8%) contained a negative assessment. It shows that only a few teenage boys and girls express negative attitudes towards their friends through Instagram captions. Interestingly, female teenagers show negative attitudes, which are presented simultaneously with positive attitudes in the text. They use a disclaimer in the form of a concession/expectation counter as follows.

- (1) *If 99% of people find you unattractive around, 75,000,000 people still find you attractive. (Judgment capacity (+)/Judgment capacity (-))*
- (2) *If you fall, I'll be there. (Affect unhappiness (-) /judgement tenacity (+))*
- (3) *Every girl needs guy best friend to help her laugh when she thinks she'll never smile again (affect happiness (+)/affect unhappiness (-))*
- (4) *Fake friends leave when you cry. (Desire (-)/unhappiness (-))*
- (5) *life is too short to spend with people that don't make you happy (valuation (-)/judgment normality (-))*

Such captions are labeled as adversative. Conjunctions are used as a means of refusing to call the opposite position. Examples (1), (2), (3) are counter-expectations because the assumed expectations arise from propositions immediately before or immediately after. Examples (4) and (5) are contra-concessions because the previous proposition precedes concessions. From examples 1-5, it is concluded that female teenagers use negative attitudes not because they hate their friends, but because they use negative attitudes to dialogue with readers to show how to be positive in friendship. Then from the example (4)-(5), a negative attitude is used to provide reinforcement suggestions for readers when readers are treated unfavorably in friendship. From a dialogical perspective, female teenagers present themselves as people who disagree with a phenomenon by showing their stance-taking through their value position. It means that the dialogical form offered through this caption reveals the influence of female teenagers as caption writers on their potential/imagined readers.

Expressing negative attitudes to highlight positive values in a text, female teenagers express negative attitudes in the form of a disclaimer counter. According to Martin and White (2005), in addition to conjunctions and connectives, adjuncts such as *even, only, just, and also* have a counter-expectational aspect to the meaning. In the example taken from one of the female teenagers' Instagram captions, *I just realized how silly we are*; a negative attitude is shown in the lexical item *silly*. When preceded by a lexical item adjunct *just*, the resulting

meaning is counter-expectational. In this case, the female teenager hopes that the female teenager and her friend (we) expect a notice of the negative attitude from their caption readers. It means that they hope that the negative attitude has a positive feeling because they just realized that they did something silly.

The male teenager also uses a negative attitude to highlight the positive value in a text in the form of a counter concession (e.g., *Sometimes you can't see deep trouble because we are together*, capacity (-) impact (-)/security (+)). The difference with the female teenager is for whom the message is intended. The negative form displayed by the female teenager intends to provide motivation or encouragement to those who read the caption. Of course, the opposite form of male teenagers shows positive values to strengthen their identity/identity as a group (we).

Male teenagers also use negative attitudes to show Judgment to their friends (e.g., *How to be an idiot/judgment capacity*) and show their feelings (e.g., *please do not leave me/insecurity*). As explained in the previous description, male teenagers write captions such as sending face-to-face messages to their friends. Male teenagers show their negative attitudes because of personal expressions. Female teenagers are not comparable with male teenagers. They show a negative attitude not only because they want to deliver personal expression (e.g., *Insane. I mean, we are completely insane*, judgment normality (-)) but also to make a statement (e.g., *fake friend leave when you cry*, judgment propriety (-)), and *someone we both hate*). When male and female teenagers write captions with negative attitudes, they are showing their negative attitudes. However, when they show negative attitudes presented simultaneously with positive attitudes in the text, the meaning will result in different intentions between male and female teenagers.

### 3.15. Employing negation to show the positive attitude

The use of negation found in female teenagers was 13 data (11.6%) and 4 data (9.3%) was found in male teenagers. The negation found in the female teenager in a disclaimer has a positive meaning: *don't, never, not*. Disclaim is the textual voice position that contradicts or rejects an opposite position (Martin & White, 2005). It is not always the opposite of positive, and the positive is not always mutually negative. Female teenagers use negation *don't* show their function/position as a regulator or a person who has authority to manage somebody (e.g., *You don't have to be crazy to be my friend, don't make her disappointed if you think she is your best friend, Friend don't let a friend do silly things*). This attitude is called judgment propriety.

Judgment propriety is concerned with ethics (Martin and White, 2005). When female teenagers express their attitude with judgment propriety, they talk about how ethical someone is. Lexical items such as *crazy, disappointed, and silly* have a negative meaning. The use of negation *don't* in female teenagers' expressions demonstrates that they ask the readers, who are considered friends not to do something unethical in friendship. It changes the negative tone of lexical items to be a positive attitude in practice. In addition to negation *don't*, data shows the use of negation *never* (e.g., *I never want to stop making memories with you all, we never be apart, We are never in the heart in the distance*) and *not* (e.g., *Memories (that) will be not forgotten*). Without *never and not*, the attitude contained in the text contains a negative attitude (-desire). For a male teenager, He uses negation *never* to make judgments related to his friend's habit defining the ethics/judgment priority (e.g., *True friends never let their companies down*) even though he is not acted as a regulator, but he gives an opinion. His opinion is an impersonal feeling to appraise the behavior of a true friend. His caption highlights how somebody should be a true friend.

### 3.2. Discussion

Based on the analysis above, it is known that male teenagers use language to express their attitudes in the same ways as female teenagers do. It can be concluded that there is no difference in preference between male and female teenagers to express their evaluations to show their feelings. Male and female teenagers prefer to express their attitude using inscribed attitude rather than invoked attitude. Inscribed attitude refers to expressing evaluation explicitly and invoked attitude signals the attitudes which are expressed in experiential meaning, engagement, graduation, comparison, and lexical metaphors. It means both male and female teenagers prefer expressing evaluation explicitly rather than implicitly. They use attitudinal vocabularies which express direct evaluative, such as *true, cry, idiot, laugh, and smile*. Many studies on language show that the language

used by men and the language used by women are different. Lakoff's research greatly influenced subsequent studies to pay great attention to the differences between male and female languages in general. These differences show how women use their language inferiorly compared to men. According to Gu (2013), male and female researchers view them as different individuals, thus simplifying that the language of men and women is different. Gu also stated that the study did not reveal all the differences in all aspects. It means that males and females show similarities as well. The way people use language can be related to the social networks they belong to, their habitual activities, their identity as certain types of people, and their status to others.

Attitude can be associated with the textual personality of the text's voice because the stance(s) accepted by this personality depends on what writer (s) assumes is or has not been accepted and recognized by similar interlocutors and viewer members (Don 2016). It means that the meanings of the teenager attitudes cover the inter-subjective value. Subjectivity, in this case, is assumed as the teenagers' ability to understand their relationships with others based on their cognitive elements and personal experiences. Therefore, almost all their positive attitudes show that social media, especially Instagram, can show teenagers are well-behaved or behave well. It seems that showing positive things reflects the perfect condition of teenagers in their lives. Both female teenagers and male teenagers do the same ways in their self-presentation. Female and male teenagers have similarities in their effort to display their self-presentation through their positive attitudes on social media. It means that there is no inferiority for adolescent girls in their communication style on social media.

Male and female teenagers show their attitude with the negative appraisal of positive values when showing their solidarity attitude. The difference is that male teenagers tend to show solidarity by strengthening their identity with togetherness by coding on a positive attitude (e.g., *Sometimes you can't see deep trouble because we are together*), while female teenagers show it with attitudes related to empathy (e.g. *If you fall, I'll be there*). Bock (2007) stated that Appraisal goes beyond the description of attitudes and feelings but examines how texts negotiate power relations and solidarity with the audience. Thus, adopting the goal to search the generalization about males and females as a group with global sociolinguistics solidarity, which involves social practices in local communities, indicates severe difficulties (Eckert & McConnell-Ginnet, 1992). This statement demonstrates that the research involving males and females in language does not result in the generalization of the differences between men and women but it is the phenomena of particular communities. This community in this research refers to the teenage community. The relevant opinion comes from Cameron (1994) stating that language and gender studies have been persecuted for premature generalization. The differences between men and women result in a simplistic investigation. In this case, she criticizes the presentation of men and women as a homogenous group. The latest investigation demonstrated the level of variation in gender groupings is as crucial as the level of variation between men and women (Cameron, 1994).

In real life, males are supposed to have masculine characteristics (such as dominant, strong, independent, assertive, brave, and innovative), and females are supposed to have feminine characteristics (such as emotional, collaborative, nurturing, vulnerable, caring, and humble). In this case, male and female teenagers show different ways of showing power in their friendship through the captions they write. It has previously been explained that female teenagers who use negation *don't* (e.g., *you don't have to be crazy to be my friend, Don't make her disappointed if you think she is your best friend*) indicate their position as a regulator. The realization of the lexical items used to show her attitude indirectly indicates that the female teenager demonstrates her power to her caption readers. The male teenager also shows his power attitude differently from the female teenager, namely by showing an attitude of Judgment (e.g., *How to be an idiot*).

Nevertheless, in this case, female teenagers use negation and position themselves as a regulator to show their power. They code the negative stance and change it to the positive stance. Holmes (1992) also stated that women tend to focus more on the affective or social meaning in interaction, but men prefer interaction in public with a formal context. Of the 43 evaluative stances shown by male teenagers through Instagram captions, it turns out that the most Affect attitudes (evaluating a person or event with emotion) are 20 (46,5%) It demonstrates that male teenagers do not avoid showing their stance in affective meaning. From these results, people's assumptions that women rely more on affective functions are not in line with the data displayed. It is because male teenagers tend to express affective attitudes when appraising their friends. It seems that through

this English caption on Instagram, male and female teenagers can show their existence through the images they want because they do not have to do face-to-face with other people.

In contrast, female teenager shows more judgmental attitudes (evaluating someone based on character or behavior) as much as 49 of 112 (43.7%). The practice of writing on social media allows teenagers to communicate what they have written in a way that is not face-to-face, but the message communicated is formed through the power of imagination (Kanno & Norton, 2003). They can articulate that as female teenagers, they do not have to show attitudes related to feminine characters when showing appraisals of their friends and vice versa; male teenagers also do the same. It provides an opportunity for male and female teenagers to have some position in articulating their desires, feel like part of the world, and show their strength without facing the interlocutor.

The study by Ferris (2010), which investigates the attitude using appraisal theory shows that female participants reconstruct themselves as aggressive, independent, and unencumbered by male domination when showing their attitude through the graffiti toilet. This suggests that the social roles of males and females are not unchanging. It shows that women do not show an inferior position like what female teenagers show in this research. Ferris' research, relevant to this research, is also limited to examining the attitudes of women and men who are conveyed in written language and are monologues. This study about the self-presentation between Indonesian female and male teenagers based on their attitudes reflected on English captions on Instagram when the captions talk about friends and their relationships also has limitations because the language studied is not the mother tongue. Attitude research that is seen from the mother tongue of male and female teenagers is likely to produce different results.

#### **4. Conclusion**

There are some differences between female and male teenagers in several aspects, but there are also similarities between female and male teenagers showing their emotional, critical, and evaluative attitudes when appraising their friends through English captions on Instagram. The result of the research is (1) male and female teenagers prefer to express their attitude by using inscribed attitude rather than invoked attitude, although not a few female teenagers show their attitude by coding it with invoked attitude, (2) male teenagers express more attitude through Affect, while female teenager expresses more through Judgment, (3) negative appraisal is used to highlight the positive value in a text in the form of a counter concession with the difference that male teenagers highlight togetherness, while female teenagers are more focused on empathy, (4) Employing both female teenagers and male teenagers use negation to show a positive attitude related to judgment propriety (ethical Judgment). These results show that female teenagers do not show inferiority when showing attitude through the language they use on social media.

Evaluating the attitude of teenagers as a distinct group of society (not children and not adults) employing appraisal theory can be used to understand how male and female teenagers present their expected attitudes in the public space, mainly on social media. By perceiving the attitude they display on social media, it will be helpful to provide an overview used as a guide for approaching their upbringing. This research needs to be complemented by further research on male teenagers and female teenagers in other fields to get a comprehensive picture of how language is used by female or male teenagers when they use their mother tongue or first language in monologue and dialogue situations.

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