



**THE ANALYSIS OF APPRAISAL IN CHILDREN BOOK
“MY NAME IS STILTON, GERONIMO STILTON”**

Presented as a partial fulfilment of the requirement for the Bachelor Degree

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STATEMENT OF AUTHENTICITY

I honestly declare that this thesis is my own writing, and it is true that I do not take any scholarly ideas or work from others. Those all cited works are quoted in accordance with the ethical code of academic writing.

Tangerang, July 22nd 2024



Dona Sujanto

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ABSTRACT

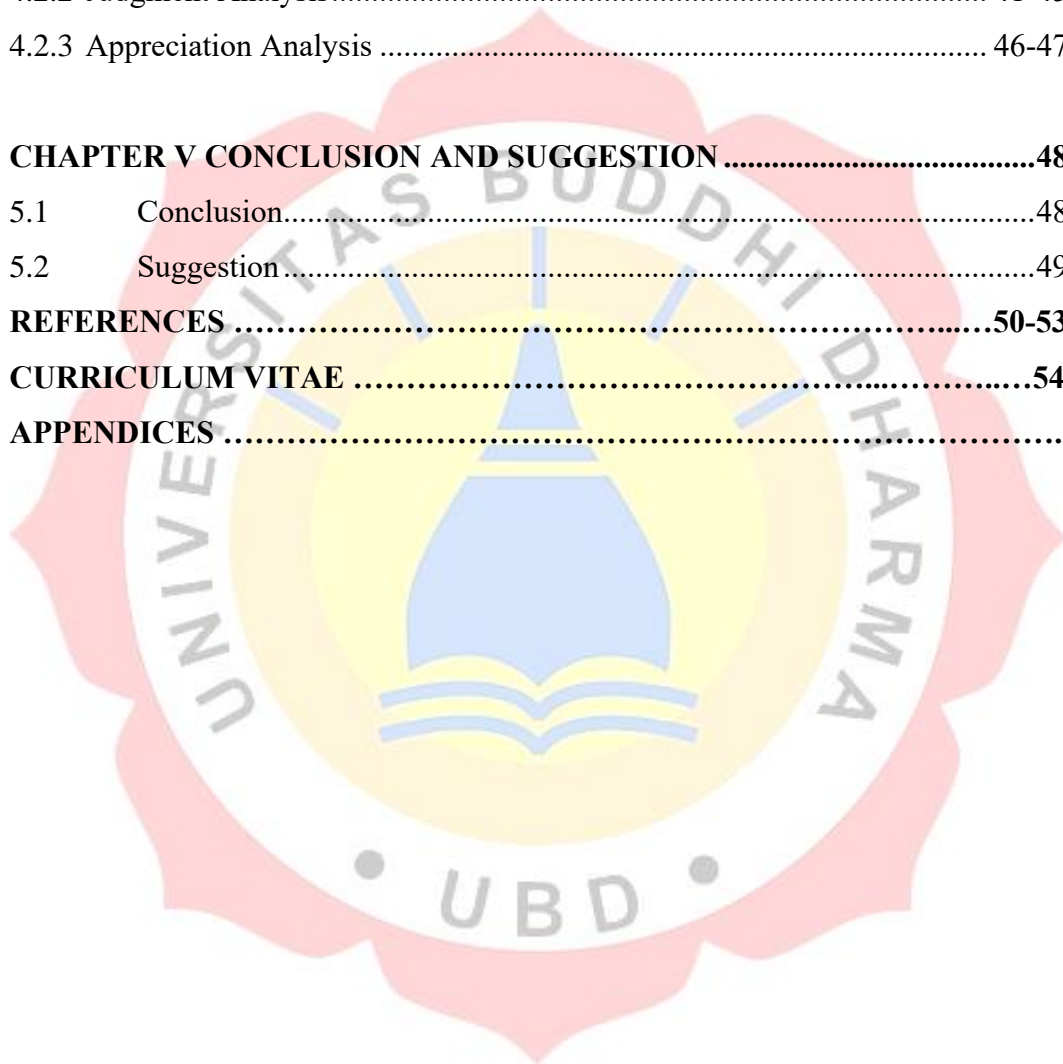
This research investigates The Analysis of Appraisal in Children Book “*My Name is Stilton, Geronimo Stilton*”. The Aims of this research are: to find out Appraisal types of attitudes and polarity and also the distribution attitudes found in children book “*My Name is Stilton, Geronimo Stilton*”. The Research Method use is qualitative descriptive using the Appraisal Theory by J.R Martin and P.R.R White (2005). The Data sources five chapter of children book “*My Name is Stilton, Geronimo Stilton*” published in 2022 by Sweet Cherry Publishing Limited. This Research was conducted by analysis the Appraisal types attitudes, polarity and the distribution attitudes in the Children Book “*My Name is Stilton, Geronimo Stilton*”. From those attitudes the researcher found 43 expression, that consist the expression that appear most often in the categorize of Affect which have positive value are 10 expression and affect which have negative value are 25 expression. Judgement which have positive value are 10 expression and judgement which have negative value are 2 expression. Appreciation has positive value are 6 expression and there is no negative appreciation.

Keywords: *Appraisal, Attitudes, Children Book.*

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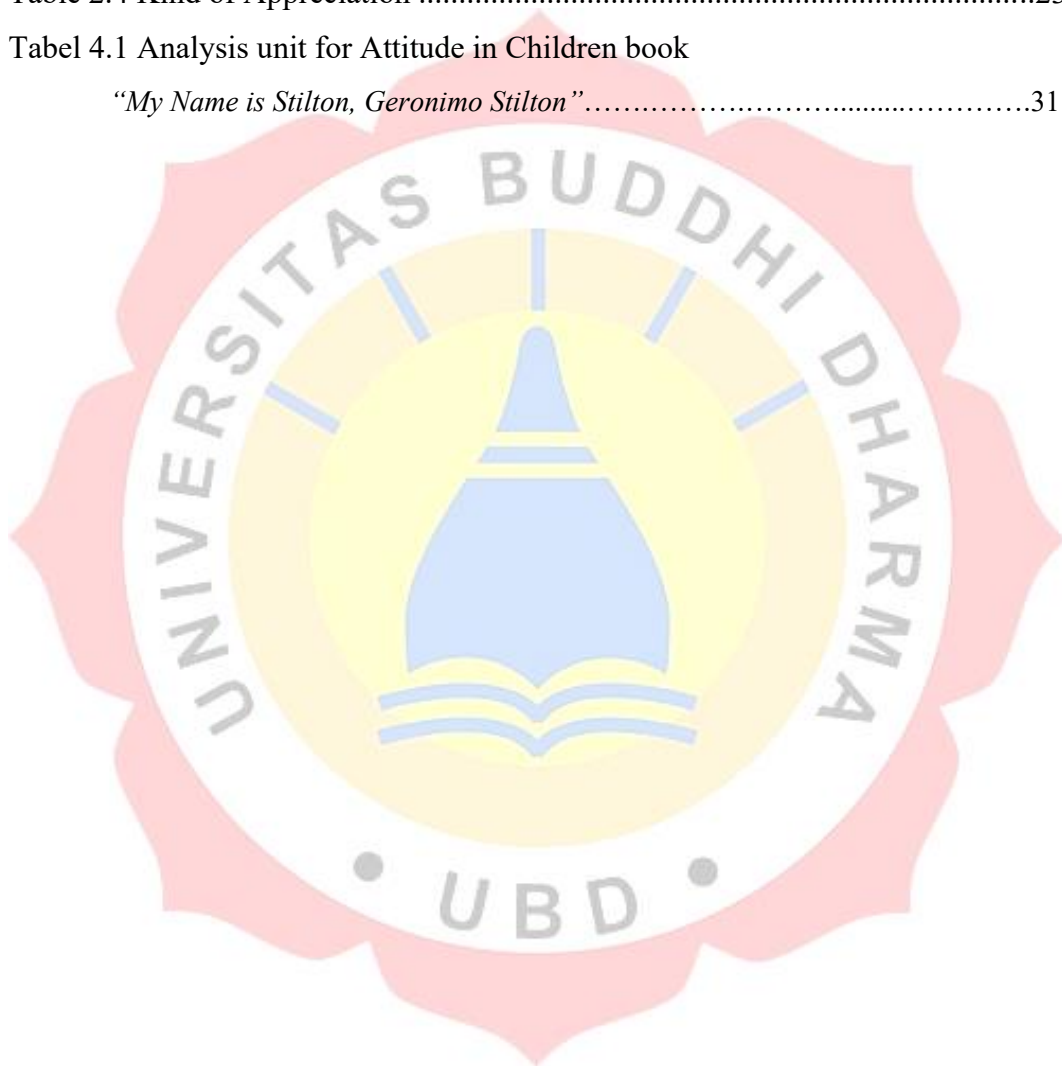
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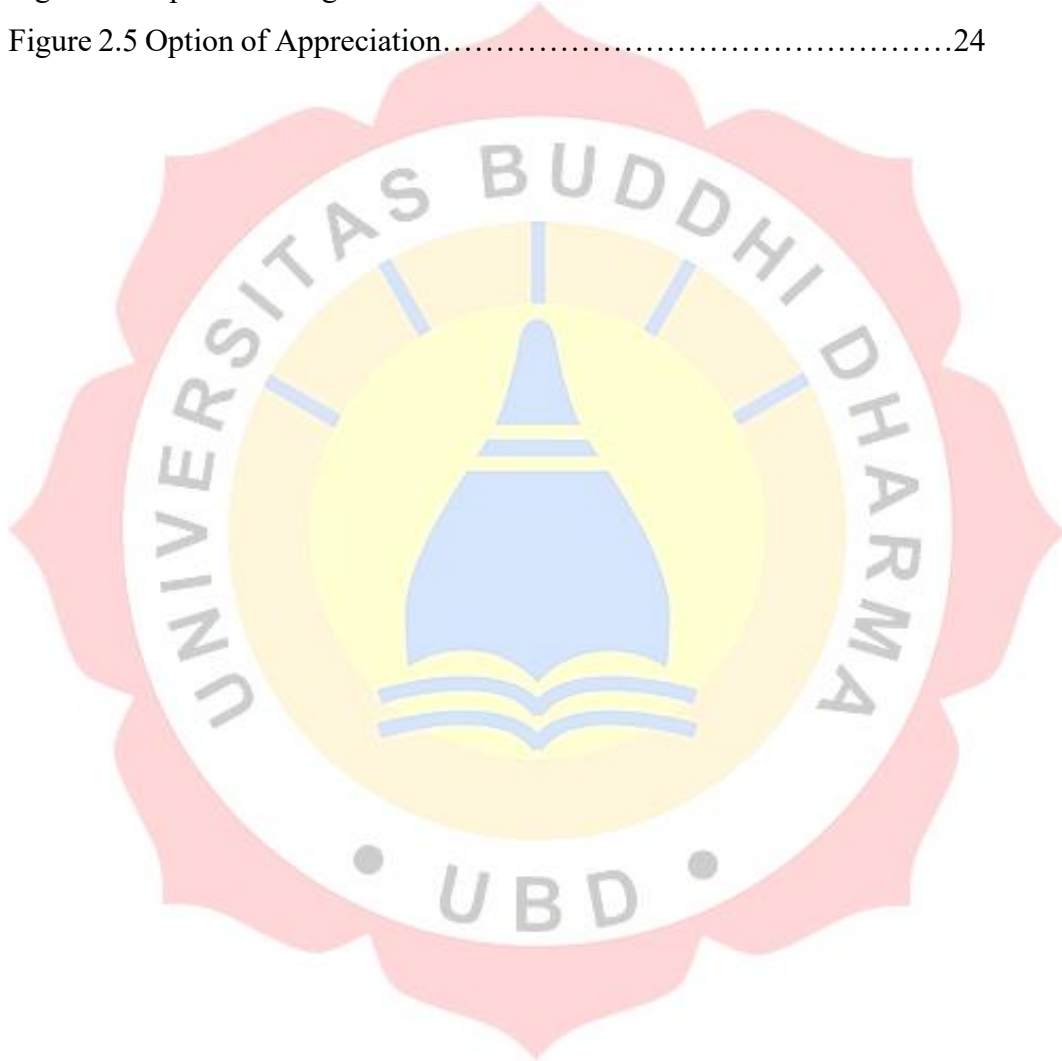
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Humans use language to represent nearly everything during conversation, including thoughts, ideas, emotions, desires, messages, and more (Griffiee, 1995 p.4). Speaking or writing are two possible modes of communication. Speaking is a direct communication form, according to Griffiee, whereas writing is a communication form that depends on media, such as television, magazines, newspapers, etc., to communicate the messages. (Griffiee, 1995 p.4)

Literature, which has to do with language and communication, includes stories, letters, biographies, histories, and novels. In addition, literature includes the oral tradition as well as myths, legends, and sages from antiquity. Additional literature Children's games, songs, and stories are part of this ongoing heritage (Hunt, 1994: 3).

Writing that is devoted exclusively to children is referred to as children's literature. Stories, poems, rhymes, folktales, and plays with an audience of infants, toddlers, and young adults are all included in the category of children's literature. Children's literature and adult literature are different in degree but not in kind. Children's expression of thoughts is limited due to their limited knowledge. Children's literature must adhere to three criteria: it must be written exclusively for young readers and have simpler language and form (Oby, 2010: 3).

First, are the heroes young people or adults? Secondly, are the subjects, concepts, connections, and language simple? or difficult. Children's literature is written with simple concepts, language, and relationships in mind. Literature, though, is not children's literature. Whether written or spoken, the concepts, relationships, and language are too complex. Think of a classic One work of literature that has been adapted for children's reading is Gulliver's Travels. due to the concepts, relationships, and language's simplicity. Thirdly, moral instruction is usually the goal of children's reading.

Three sorts of meaning are simultaneously encoded in texts or discourses, according to Gerot and Wignell (1994:12): ideational (it is about phenomena), interpersonal (it expresses a speaker's attitude), and textual (it expresses the relation of language to its environment). In order to analyze those meanings, methods like Systemic Functional Linguistics (SFL), Critical Discourse Analysis (CDA), and Multimodal Discourse Analysis (MDA) are frequently employed.

Several academics have studied appraisal. For example, Pratikawawati (2021) conducted an analysis titled "Attitude Perspective in BBC News' article: An Appraisal Analysis." By using appraisal theory, they were able to determine that the BBC News article's most prevalent attitude subsystem for expressing the emotions of the people and things/events it discussed was the affect of sadness. The realization of the judgment and appreciation attitude subsystems came next. Make reference to the results, which can serve as instructional materials for news reporting. Teachers can instruct students in the use of attitude words in news writing to convey emotions.

The second is titled "An appraisal analysis of in Taman Sari tourists' review in trip advisor" (Mahfiroh, Istingatun and Mahripah, Siti, 2018). the use of Martin and White Theory's attitude devices—particularly the appraising elements—to ascertain the trip advisor's attitude and judgment on the Tamansari tourist attraction. The method used in this study was descriptive qualitative. The information utilised came from TripAdvisor reviews left by visitors to Taman Sari. In order to conduct this study, the reviews were divided into those that included attitude-related factors that were assessed and then broken down into sentences for analysis. According to this study, the attitude device that is most frequently utilized in reviews is appreciation, particularly reaction-quality since it deals with the assessment of items it explains how people feel.

Third, "The Appraisal Analysis of Character in the Resolution Part of the Old Man and the Sea by Ernest Hemingway" (Piscayanti, Sonia, 2020). Her analysis of Santiago's persona in the last chapter of "The Old Man and the Sea" by Ernest Hemingway makes use of Systematic Functional Linguistic Appraisal Theory. These expressions were up as a result of the characters' reveal through dialogue and setting-specific storytelling, and their differences highlight how crucial the

character development is to the denouement. The resolution section contains character disclosures that include being thoughtful, affectionate (loving and caring), modest, smart, realistic, and upbeat. This study demonstrated the value of appraisal theory, particularly in relation to attitude and graduation, in helping to create characters in fiction who are more accurate, vivid, and innately believable. In the framework of teaching languages, it is important to introduce students to language evaluations on meanings and values at an early age in order to improve their language comprehension.

The fourth is titled "Appraisal analysis of Tempo and Kompas' editorial on Papua cases" (Daniarsa, Hanna Latifani, Mulatsih, Sri, 2020). The types of appraisal items utilized in Kompas' "Exodus and Urgent Action" and Tempo's "Misunderstanding Papua" editorials, as well as the distinctions between them in terms of appraisal, are delineated using appraisal theory. Descriptive qualitative methods were employed in the study. The appraisal theories of Martin and White (2005) and Martin and Rose (2007) serve as the theoretical foundation. intensity in order to improve or highlight their assessment. Tempo and Kompas use more monogloss than heterogloss when it comes to involvement. This demonstrates that the writer is the primary source of opinions for both editorials.

The sixth video by Kuya Buzz, "Appraisal Analysis of The Attitude Device in "The Deluxe Smart Mask Unboxing and Review," (Adisty, Stefani Ernes, Mulatsih, Sri, 2022). They use an appraisal system to determine the values contained in the attitude gadget and look into the parts of attitude that are realized in Kuya Buzz's video material titled "Deluxe Smart Mask - Unboxing & Review: is it really Smart?" The Systemic Functional Linguistics-based theory of Martin and White (2005) was applied in this study.

Furthermore, this study combines a Discourse Analysis methodology with a descriptive qualitative method. In the meantime, the research topic makes use of the transcript data gathered through watching the statements made by the content creators when they are made public in unpacking and review videos. Moreover, judgment was absent from all of the utterances in this investigation, leaving only two attitude devices—appreciation and affect—discovered. The emotional reaction to something or a phenomenon is called affect. The registration of appraisal and

assessment toward the actions of other people is what judgment is all about. The evaluation of objects or phenomena is the focus of appreciation. The study also found that appreciation is the most often utilized appraisal tool. The assessment system identifies the author's attitude as being communicated to the viewer during the unboxing and review of video content.

The evaluation of a children's book, specifically an analysis of the expression in the children's book "My Name is Stilton, Geronimo Stilton," was the main subject of this study. In order to better understand how writers interpret and negotiate interpersonal meanings for their intended readers, the researcher employed the Appraisal Framework. As previously mentioned, appraisal theory is a framework for systematizing and examining the interpretation of interpersonal meanings in texts—in this example, the children's book "My Name is Stilton, Geronimo Stilton"—that was created from Systemic Functional Linguistic. In particular, assessment concentrates on the ways in which writers convey their emotions, emphasize them, and potentially integrate the works of other writers into their discourses (Martin, 1997, 2000; Martin & Rose, 2003; Martin & White, 2005).

Because there are many expressions in the children's book "My Name is Stilton, Geronimo Stilton" that require analysis, the researcher decided to use it as the foundation for her material analysis. The children's book is appropriate to analyze using Martin and White's appraisal theory. This study used the evaluation system theory and concentrated only on the distribution, polarity, and attitude type. The researcher conducted a study named The Analysis of Appraisal in Children's Book "My Name is Stilton, Geronimo Stilton" for the reasons mentioned above.

1.2 Research Question

In order to conduct this research, the researcher formulates the problems which emerge in the background of the study and its focus on several scientific questions:

1. What types of attitudes and polarity are found in Children Book "*My Name is Stilton, Geronimo Stilton*" ?
2. What Distributions of attitudes found in Children Book "*My Name is Stilton, Geronimo Stilton*"?

1.3 Goal And Function

In accordance with the phrasing of the research questions above, the aims of this study are:

1. Identify Attitude and Polarity expressed in the children's book "*My Name is Stilton, Geronimo Stilton.*"
2. Identify Distribution Attitude in the children's book "*My Name is Stilton, Geronimo Stilton.*"

In terms of functions, this study is predicted to deliver the following benefits:

1. Expand reading resources on attitudes, polarization and distribution.
2. Enhance readers' awareness of attitudes, polarity and distribution through children's book "*My Name is Stilton, Geronimo Stilton.*"
3. Serves as a guideline and reference for future research on attitudes.

1.4 Scope and Limitation Discussion

This research examines the attitude, polarity and distribution in the children book "*My Name is Stilton, Geronimo Stilton*". In doing so, the study looks into the devices and reasons for the various attitudes, polarities and distribution expressed and discovered in the children book "*My Name is Stilton, Geronimo Stilton.*" Because the research object is a children book "*My Name is Stilton, Geronimo Stilton*", the scope of the study is in the domain of attitudes in children book.

The study is limited in scope, focusing on the types of attitudes, polarity and distribution found in five chapter of children book “*My Name is Stilton, Geronimo Stilton*.” The constraint is required to keep the attention on this research covers the analysis type of attitude, polarity and distribution in five chapter of children book “*My Name is Stilton, Geronimo Stilton*.”

1.5 Conceptual Framework

The picture below depicts the conceptual framework of the writer's research, including its explanations.

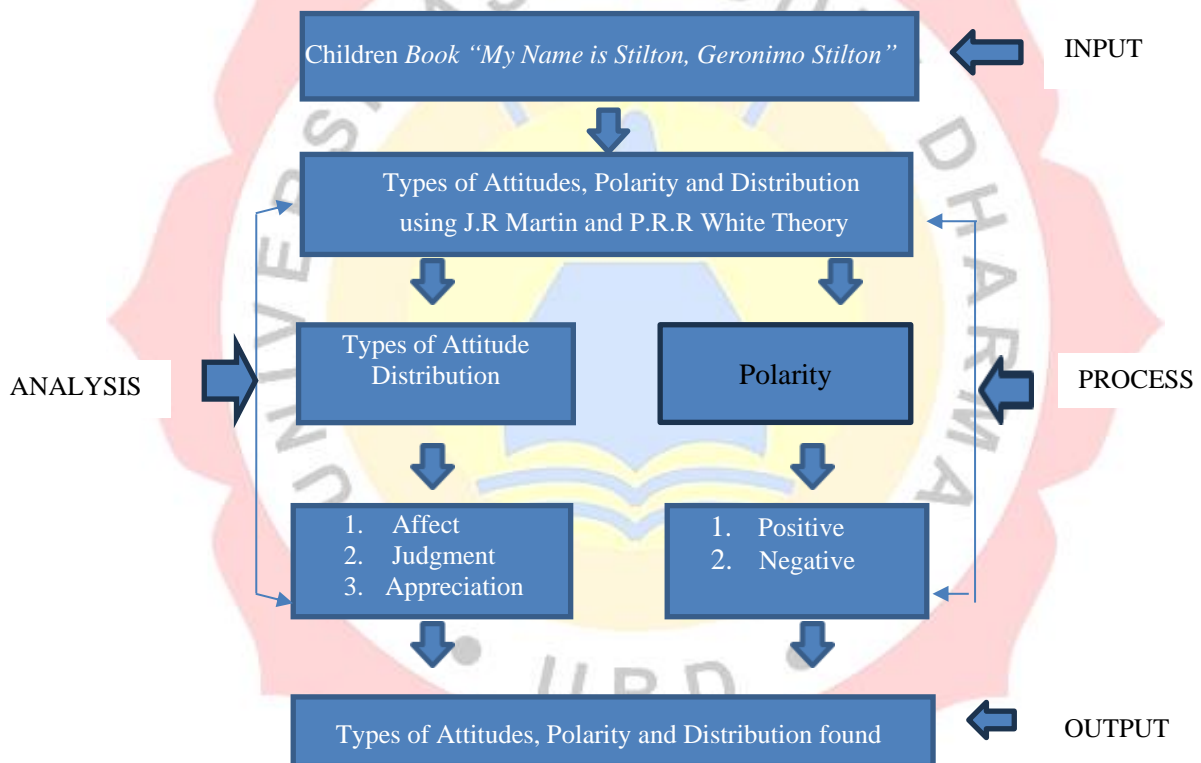
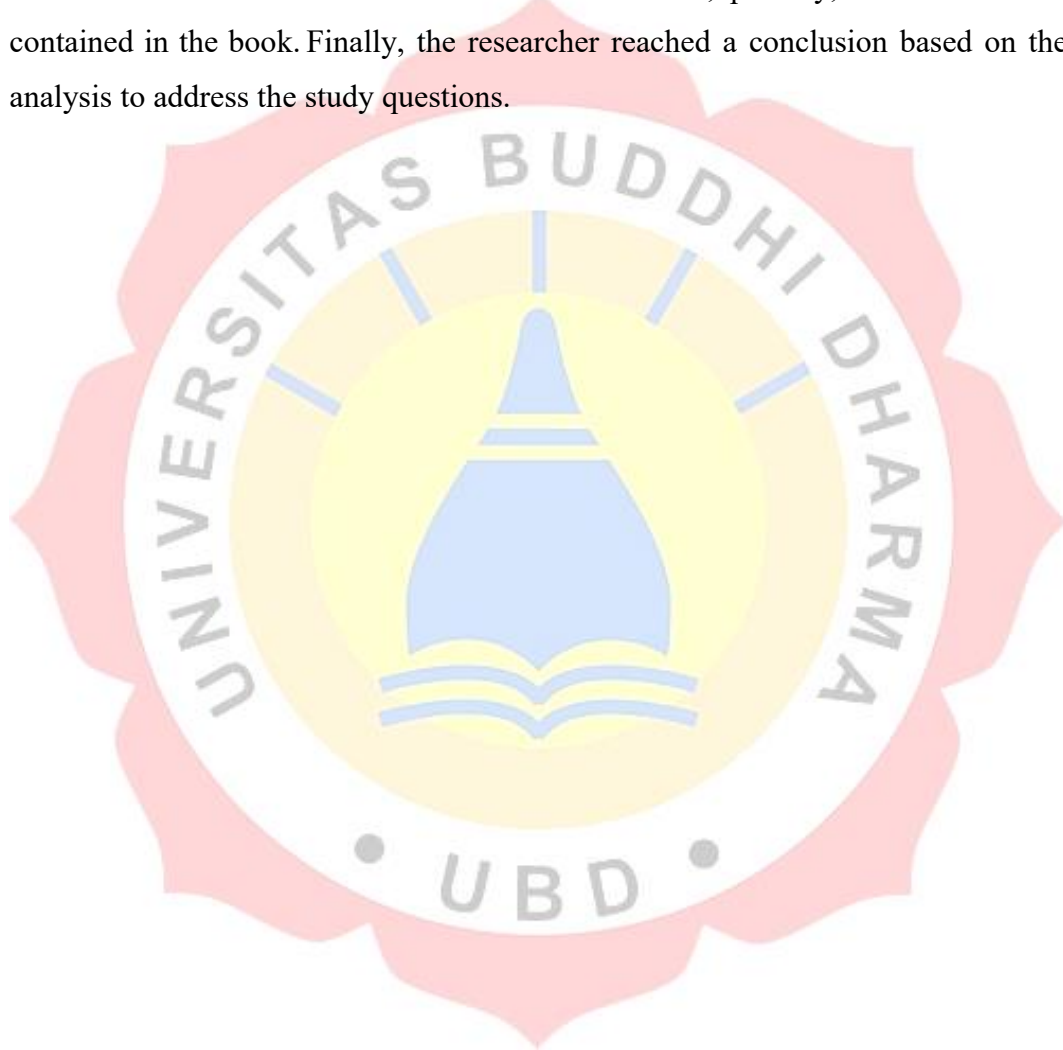


Figure 1.1 Conceptual Framework

The researcher applies the methodology above to data from the children's book "*My Name is Stilton, Geronimo Stilton.*" The researcher gathered data through visual analysis and note-taking. The data was gathered completely by reading the children book.

Following that, the researcher used J.R Martin and P.R.R White's Appraisal Theory to identify each sentence in the children's book "*My Name is Stilton, Geronimo Stilton*" and to note the sort of attitude, polarity, and distribution contained in the book. Finally, the researcher reached a conclusion based on the analysis to address the study questions.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Review of Previous Study

To begin this chapter, the researcher reviewed previous research, including (Pradana and Ipung's 2023) thesis *"Appraisal Analysis of Attitude in the Cars (2006) Movie."* The researcher also used Klaus Krippendorff's content analysis approach to study the data. The objectives of this study were to identify the many types of assessment attitudes in the film Cars (2006), as well as the language functions that correspond to those attitudes.

This study utilized a descriptive qualitative technique and was centered on library research. The researcher gathered 41 data points from those attitudes, which included 10 emotional data, 3 judgmental data, and 28 appreciative data. One affect was identified as a regulatory function, one affect and eight appreciations as interactional functions, one judgment and one appreciation as representational functions, six affects, two judgments, and thirteen appreciations as personal functions, one affect as an imaginative function, one appreciation as an instrumental function, and one appreciation as a heuristic function.

This study shows that learners can learn the interpersonal meaning, or meanings of a language, from a number of sources, including actor words, and then apply language theories to them. The studies above use the same general approach, discourse analysis, however this research uses J.R Martin and P.R.R. White Theory to assess the sort of attitudes, polarity, and distribution in the children's book *"My Name is Stilton, Geronimo Stilton."*

The second (Rizqi, Tria Surya, 2018) thesis is *"A Study of Appraisal Attitudes in Students' Recount Writing."* The purpose of this study was to identify the sources of attitude as parts of appraisal through language use in students' writing recount text and to classify the words into the system of attitude sources such as affect, judgement, and appreciation in students' writing that has been classified as positive or negative language. It was also done with descriptive qualitative research.

The data for this study were gathered from eighth-grade students at SMP Bina Satria Mulia. The data was examined using descriptive statistics. It was revealed that

60% in affect, 29% in judgment, and 11% in appreciation, demonstrating that affect seems to better convey students' views than other categories of writing. Positive language for each type of attitude was more common than negative language in students' writing.

The studies cited above all adopt the same general approach, discourse analysis, and use the same theory, J.R.Martin and P.R.R White theory. The difference is the data from the children's book *"My Name is Stilton, Geronimo Stilton."*

Third, (Riris Mutiara. Paulina Simamora, 2024), journal, "Analisis Makna Attitudinal Berbasis Korpus Linguistik pada Penerjemahan Tema Parenting." The goal of this research is to examine how parents and children are depicted in parenting books by examining the expressions used in the text, both in the Source Text (ST) and the Target Text. The qualitative descriptive research approach was used, with the use of AnCont 3.5.9 (Windows) 2020 Corpus Linguistics, to apply J.R Martin and P.R.R White's appraisal theory (2005).

Philippa Perry's parenting book *"The Book You Wish Your Parents Had Read (and Your Children Will Be Glad That You Did)"* published by Penguin Life in 2019 serves as the data source. Leinovar translated this novel into Indonesian, and Renebook released it in 2022 with the title *"The Book You Wish Your Parents Had Read (Orangtuamu Wajib Baca Buku Ini, dan Anakmu Akan Senang Jika Kamu Membacanya)."*

This study used attitude categories to investigate the various sorts of emotion in the text. It was revealed that parents in the Source Text were shown with negatively charged affect expressions (17 findings), but parents in the Target Text were shown with a dominant negative judgment attitude. With 41 observations, the Source Text provides a mostly positive depiction of children. The major manifestation in the Target Text is negative judgment, with 35 findings.

In terms of collocation categories, "parents" is largely collocated with "to-" in the Source Text, but "yang" is the most common collocation word in the Target Text. The term "children" in the Target Text consists of repeated words. Different translation techniques can cause expression disparities. The text used three translation patterns: addition, removal of information, and relocation of evaluated

components.

The studies mentioned above all take the same broad approach, discourse analysis, and use the same theory, J.R Martin and P.R.R White theory. On the other hand, the researcher plans to use the same basic technique as the preceding studies, applying Martin and White Theory to examine the sorts of attitudes, polarity, and distribution in the children's book "*My Name is Stilton, Geronimo Stilton.*"

2.2 Discourse Analysis

Discourse analysis is a vast field of research that investigates how language is used in a variety of contexts, with an emphasis on both the content and structure of communication. McCarthy (1991,). It investigates how humans create meaning through language, as well as how discourse develops and is influenced by social factors (such as grammar, vocabulary, and speech act behavior).

Discourse analysis encompasses all types of written or spoken communication, such as text, conversation, media reports, and institutional communications. Discourse analysis examines how language aspects including syntax, lexicon, and speech acts shape meaning.

Humans use a variety of communication strategies, both oral and written. Humans communicate for a number of reasons, such as communicating information, expressing opinions, and exchanging ideas. Pragmatics is the study of meaning in context. The M.A.K. Halliday framework focuses on language's social role as well as its thematic and informational organization in speech and writing. (McCarthy, 1991, p. 6)

This study focuses on written discourse rather than spoken discourse because the data originated from the children's book "*My Name is Stilton, Geronimo Stilton.*" This study focuses on the semantic meaning of each word/phrase in the story rather than substitution and ellipsis, therefore the author's values from the children's book will be examined using an assessment approach. Examining the author's attitude as suggested by the appraisal system demonstrates that connecting with the author via discourse analysis is worthwhile.

2.3. Appraisal

Assessment, in the words of Martin and Rose (Martin and Rose, 2007, p. 25), is the process of evaluating a text, negotiating attitudes, evaluating sentiments, and matching readers' values. Interpersonal meanings are communicated through the process of appraisal. By communicating our opinions to readers or listeners, appraisals help us negotiate social relationships (i.e., our attitudes toward people and things). This chapter starts where we have chosen to start: by highlighting the collaborative nature of language as negotiation, whether it be written or spoken. (Martin and Rose, 2007, p.26).

The appraisal framework was created in the 1990s and 2000s by Martin and White and their colleagues (Iedema, Feez, & White, 1993). It allows for analyses of the meanings that texts convey in order to convey positive or negative assessments, to strengthen or weaken the intensity or directness of such attitudinal utterances, and to facilitate dialogic engagement between speakers and writers and previous speakers or potential respondents to the current proposition. (Martin & White, 2005).

These tools for creating meaning are collectively referred to as the "language of evaluation" because they all serve as vehicles for revealing the speaker's or writer's subjective, evaluative involvement in the text as they take positions either toward meta (the things, events, or situations that the text interprets) or toward phenomena (the things that the text construes) phenomena (theorems regarding these things, events, and situations).

The appraisal framework's early research was primarily concerned with evaluative meanings in English. This literature noted that it is important to avoid assuming that the evaluative categories proposed for English will inevitably apply to other languages. Researchers have now used the framework's descriptive principles in studies of additional languages and in studies that contrast and evaluate evaluative meanings in different languages (Thomson & White, 2008). The assessment framework's creators embraced Halliday and his colleagues' systemic functional linguistic theory as their point of view on language (Halliday, 1994).

The term Systemic Functional Linguistic (SFL) is defined by M.A.K. Halliday. The three models of meaning established by Systemic Functional

Linguistics (SFL) are textual, ideational, and interpersonal. These models operate simultaneously in all utterances. (Martin and White, 2005, p.7)

1. Ideational.

The interpretation of experience what is happening, who is doing what to whom, where, when, why, and how as well as the logical connections between one occurrence and the next is the focus of ideational resources. The Ideational function facilitates the generation of meaning by means of verbal and physical user encounters. Semantically speaking, the clause is regarded as a representation. The ideational function studies how language shapes social experiences in the real world. Ideation and other ideational processes are the main subject of the study. Ideation investigates experience, and participants collaborate to talk about the connections between events. (Martin and White, 2005, p.7)

2. Interpersonal.

Interpersonal resources deal with navigating social relationships, which includes people's interactions and attempts to communicate their feelings. interpersonal quality that permits individuals to voice their perspectives and viewpoints. This is a communication between readers/listeners and writers/speakers. The four acts in the language express this function, which is the action or response to the experience of social contact. When this function is used, the clause is displayed as an exchange. This function looks at how the mood arrangement uses the pronoun "we" as a subject. A study using discourse analysis to examine interpersonal functioning found a connection between the text and the negotiating assessment attitude. (Martin and White, 2005, p.7)

3. Textual.

Information flow, including the way ideational and interpersonal meaning are dispersed in semiotic waves and how those waves interact with language and attendant modalities (movement, picture, music, etc.), is the focus of textual resources. Voice and context are integral to the function of texts. Consequently, the text's aim determines its structure, which represents the situation's objective. Speech analysis examines two textual functions: periodicity, or speech rhythm, and

Identification, which is used to identify people and things. (Martin and White, 2005)

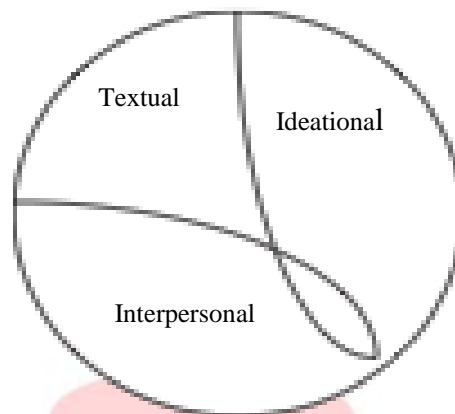


Figure 2.1 Ideational, Interpersonal, and textual metafunctions

Three categories are used by Martin and White (Martin & White, 2005, p. 34) to group assessments: graduation, engagement, and attitude. Our feelings, assessments, and judgments are all parts of our attitudes. Identifying attitudes and expressing opinions during a conversation are examples of engagement. The phenomenon of heightened senses and blurred distinctions is graduation. And attitude is the main topic of this study.

2.3.1. Attitudes

Attitudes have to do with assessing objects, people's personalities, and their emotions. Such judgments can be more or less intense, i.e., magnified. The attitude may be the writer's own or attributed to another source. Attitudes are the evaluations of objects, personalities, and feelings. Attitudes are categorized into three types of fundamental judgments. Affect (emotion), judgment (character), and appreciation (product value). Attitudes have to do with assessing objects, people's personalities, and their emotions. Such judgments can be more or less intense, i.e., magnified. The attitude may be the writer's own or attributed to another source. (Martin and Rose, 2007. p.26)

Example kinds of attitudes.

Helena's account is highly evaluative, as she discusses tremendous emotions and strong reactions to people and objects. In the following section, she expresses her viewpoint about her first love's career and their connection (things), his personality (people), and the emotions of those concerned (feelings): (Martin and Rose, 2007. p.26)

He was working in a **top** security structure. It was the beginning of a **beautiful** relationship. We even spoke about marriage. A **bubbly, vivacious** man who beamed out **wild energy. Sharply intelligent**. Even if he was an Englishman, he was popular with all the 'Boer' Afrikaners. And all my girlfriends **envied** me. Then one day he said he was going on a 'trip'. 'We won't see each other again..., maybe never ever again.' I was **torn to pieces**. So was he.

She begins by emphasizing the worth of her love's work and their upcoming relationship:

A **top** security structure

A **beautiful** friendship

She then moves to her love's personality, which she regards in such high regard:

A **bubbly vivacious** man

Wild energy

Sharply intelligent

popular

Next, she discusses her girlfriends' emotional reactions to their connection, as well as her own and her lover's sentiments over their separation: There are three types of evaluations based on the object being appraised:

envied,

torn to pieces,

these evaluations can be divided into three basic kinds. According to what is being appraised: (i) The value of things, (ii) people's character and (iii) People's feeling. How attitudes become amplified. Helena's appraisals are extremely charged, which

draws us into her story. She assesses her love as sharply clever, not only as energetic, but as wildly so:

sharply intelligent

wild energy.

And she was not merely unhappy by their parting, but totally shattered:

torn **to pieces**.

As a result, attitudes can be adjusted based on how strongly we feel. Amplification refers to the resources we employ to demonstrate the strength of our reactions. (Martin and Rose, 2007. p.26)

Finally, let's consider the sources of attitudes. We need to consider where attitudes are coming from. Because it is a tale, we assume that the narrator, Helena, is evaluating, until we are told otherwise. Helena did in fact say that the 'Boer' Afrikaners liked her love's company, and that it was her girl friends who envied her, but in each case, we have to remember that it's Helena who's telling us how they felt:

he was **popular** with all the 'Boer' Afrikaners

And all my girl friends **envied** me.

One typical method for attributing feelings is to establish another voice in the story through direct or indirect discourse. Later in the novel, she quotes from **her second love**, who describes his existence as a living hell:

I end with a few lines that my wasted vulture said to me one night: '... I have to live with this **hell** '

Simply put, what we have here is a collection of resources for expressing, amplifying, and attributing attitudes to sources.

There are three forms of attitudes: expressing emotion, judging character, and assessing the worth of objects. Technically, we'll name resources for expressing feelings affect, resources for judging character judgement, and resources for appreciating things appreciation.

These basic resources are set out in Table 2.1 and then as a system network in Figure 2.1.

attitude	affect	<i>Envied torn to pieces</i>
	judgement	<i>a bubbe vivacious man</i> <i>wild energy, sharply intelligent</i>
	Appreciation	<i>a top security structure a beautiful</i> <i>relationship</i>
Amplification		<i>sharply intelligent</i> <i>wild energy</i>
source		<i>he was popular with all the 'Boer'</i> <i>Afrikaners. And all my girlfriendsenvied</i> <i>me.</i>

Table 2.1 Basic options for appraisal(Martin & Rose, 2007 p.28)

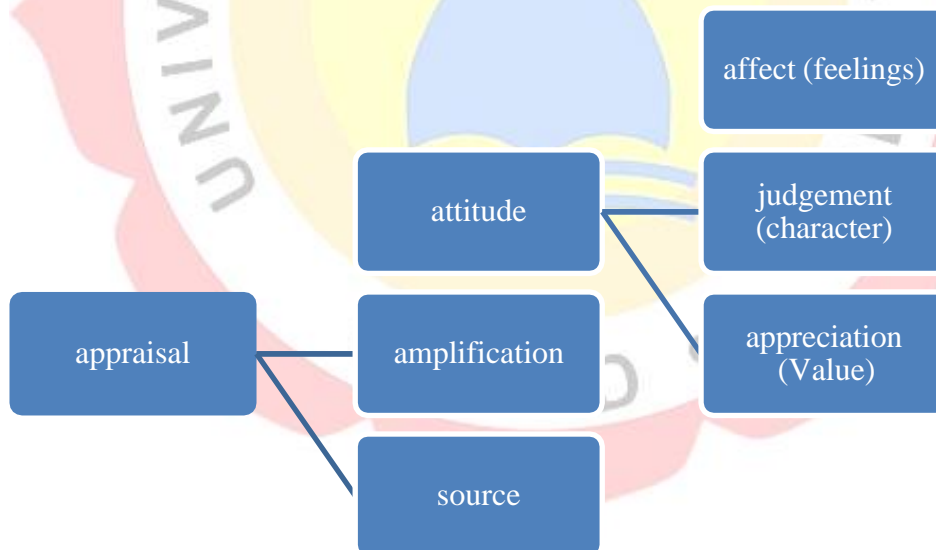


Figure 2.2 Basic systems for Appraisal (Martin & Rose, 2007 p.27)

In Figure 2.2, The enclosing parentheses on the left indicate that all assessment options are chosen simultaneously, because when we express an attitude, we also choose how amplified it is and where it comes from. In a system network, brackets indicate that we have selected an attitude, amplification, and

source. In comparison, the method shown on the right for attitude offers three options. This suggests that at this point in our outline, we can express emotion, judgment, or appreciation.

A. Affect

Martin and Rose investigated how people express their emotions through language and observed two distinct patterns. (Martin & Rose, 2007, p. 29)

1. They can have pleasant or unpleasant feelings, therefore their impact can be positive or negative.
2. Because people can express their emotions directly or indirectly through their actions, affect can be expressed either explicitly or implicitly.

Affect can be communicated using verbs associated with emotional processing, such as love/hate, frighten/reassure, interest/bore, and anger/pacify. Aside from vocal emotions, affect can also be expressed by adverbs, the most prevalent of which are way adverbs like happily/sadly. The latter can be expressed with emotional adjectives like happy/sad, worried/confident, angry/pleased, and keen/uninterested. (Martin & Rose, 2007, p. 29)

Affect can be characterized as positive or negative. It treats both positive and negative attributes associated with attitude and mood. Affect can be communicated in two ways: directly (direct) and indirectly (implied). Feelings are quickly separated into emotional states and physiological representations. Feelings are conveyed directly by using terms linked with emotions (Martin & Rose, 2007, p. 30)

Feelings are transmitted indirectly through unusual behavior and metaphor. Feelings are communicated indirectly through distinct behaviors that show emotions, such as changes in voice and gesture. When investigating unusual behavior, researchers frequently know that something is wrong but are unsure of the emotion they want to communicate, therefore the psychological technique should be used.

Here is an example about part of Helena's story in expressing her feeling to people and things.

“He was working in a top security structure. It was the beginning of a beautiful relationship. We even spoke about marriage. A bubbly, vivacious man who beamed out wild energy. Sharply intelligent. Even if he was an Englishman, he was popular with all the 'Boer' Afrikaners. And all my girlfriends **envied** me. Then one day he said he was going on a 'trip'. 'We won't see each other again..., maybe never ever again.' I was **torn to pieces**.”.(Martin & Rose, 2007 p.26)

The phrase "all my girlfriends envied me" indicates Helena's girlfriend's negative feelings about their relationship. It's an unpleasant feeling expressed directly by Helena. She also expresses her negative feelings bluntly using the phrase "I was torn to pieces". As we can see, this is not a cheerful story; the majority of the emotions are negative. Positive emotions include feelings of satisfaction, love, respect, and celebration, among others. (Martin and Rose, 2007, p. 30).

Helena frequently expresses her feelings explicitly, using words like "envied me" and "torn to pieces" to refer to specific emotions. The term "direct feeling" typically refers to a person's mental state and is expressed using terms such as worry, anxiety, heartache, fear, pain, satisfied, and loved. However, it is possible to express emotion physically. (Martin and Rose, 2007, p. 30).

By depicting behaviors such as excessive shaking to show worry, shrieking to express fear, and so on. These physical emotions are related to indirect feelings, but are difficult to identify. To detect the indirect emotion, we must utilize some psychology, such as reading the context to understand the entire tale and identifying the emotion associated with atypical conduct. (Martin and Rose, 2007, p. 30).

Here is an example of indirect and direct expression, that the physical emotion of indirect feelings is underlined and the direct feeling is in **bold**:

“He became very quiet. **Withdrawn**. Sometimes he would just **press his face into his hands** and **shake uncontrollably**. I realized he was drinking too much. Instead of resting at night, he would wander from window to window. He tried to hide his **wild consuming fear**, but I saw it. In the early hours of the morning between two and half past-two, I jolt awake from his **rushed breathing**. Rolls this way, that side

of the bed. He's pale, ice cold in a sweltering night - sopping wet with sweat. Eyes **bewildered**, but dull like the dead. And **the shakes**. The **terrible convulsions** and **blood-curdling shrieks of fear and pain** from the bottom of his soul. Sometimes he sits motionless, just staring in front of him.”(Martin & Rose, 2007p.31)

Another thing we may learn from this example is the role of metaphor in emotion construction. He is dull as the dead, cold as ice, and his fear and agony originate from the depths of his soul, among other things. It demonstrates how indirect feelings can be represented via metaphor. And all forms of expression, such as direct expressions through emotional state or physical activity, as well as implicit expressions through atypical behavior and metaphor, contribute to the creation of a good story. (Martin & White, 2005, p.49-51)

Martin and White categorize affect into three types of emotions. They're unhappy, insecure, and dissatisfied. Unhappiness and happiness feelings encompass heartfelt emotions such as grief, happiness, hatred, and love. Then in/security handles feelings of calm and worry about their surroundings, such as anxiety, fear, confidence, and trust. (Martin & White, 2005, p.49-51)

And dis/satisfaction is a feeling of success and frustration in reaction to the activities in which we engage, such as being amazed, disappointed, satisfied, or bored.(Martin & White, 2005, p.49-51)

Each feeling is depicted by an example below.

Affect	Positive	Negative
Un/happiness	cheerful buoyant, jubilant; like, love, adore	sad, melancholy, despondent, cut-up, heart- broken, broken-hearted, heavy- hearted, sick at heart, cheerless, unhappy, sad, downcast, low, down, depressed
In/security	together, confident, assured, comfortable, trusting	uneasy, anxious, freaked out; startled, surprised, astonished

Dis/satisfaction	involved, absorbed, engrossed; pleased, chuffed, impressed, charmed	satisfied, flat, stale, jaded; cross, angry, furious; bored with, sick of
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Table 2.2 Kind of Affect (Martin & White, 2005 p.51)

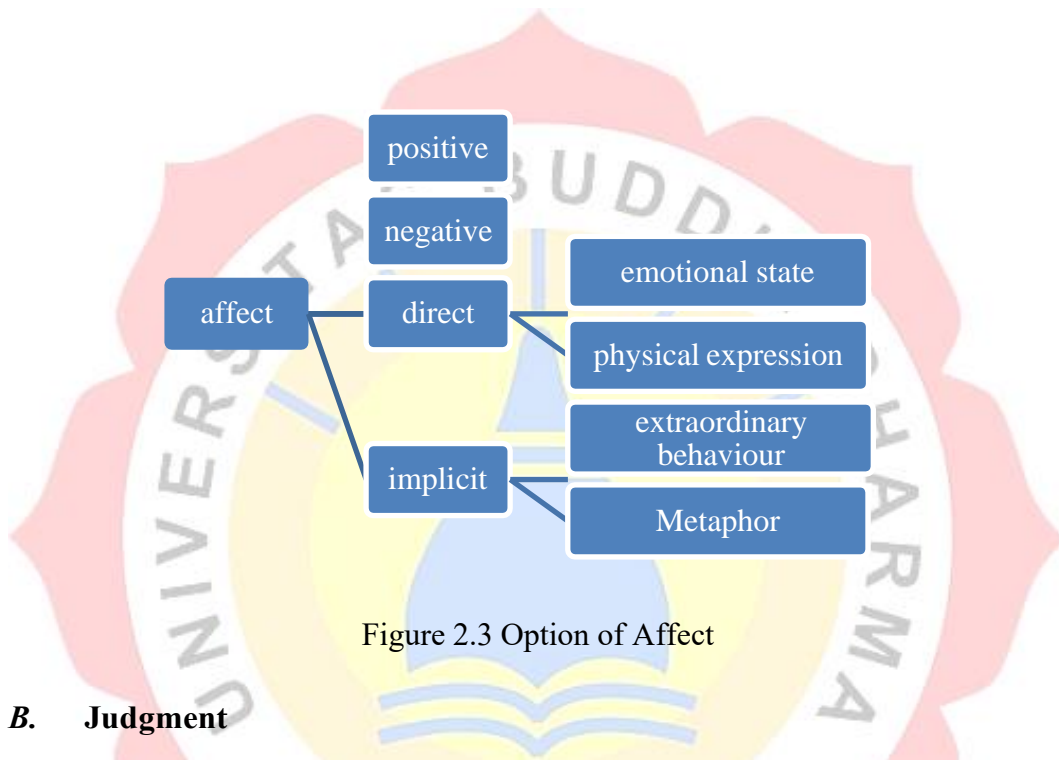


Figure 2.3 Option of Affect

B. Judgment

Judgment is the assessment of someone's behavior or character. When people critique someone, they are assessing their character. When people consider examining someone's character or behaviour, they will make both negative and positive assessments, such as condemning and applauding. These two judgments belong to the domain of personal judgment, often known as social esteem. On the other side, judgment can be divided into moral judgment and social sanction. This moral judgment applies to both praise and criticism. (Martin & Rose, 2007, p. 32).

Personal judgment or social esteem is concerned with normality (how unique someone is), ability (how talented they are), and tenacity (how reliable they are). Then comes moral judgment based on veracity (how truthful someone is) and appropriateness (how ethical someone is). (Martin and White, 2005, p.53). The following example illustrates this more clearly:

Personal Judgment	Positive Admire	Negative Criticize
Normality <i>How special</i>	lucky, fortunate, charmed, normal, natural, familiar, cool, stable, predictable	unlucky, hapless, star- crossed, odd, peculiar, eccentric, erratic, unpredictable
Capacity <i>How capable</i>	powerful, vigorous, robust, sound, healthy, fit, adult, mature, experienced, witty, humorous, droll, insightful, clever, gifted	mild, weak, whimpy, unsound, sick, crippled, immature, childish, helpless, dull, dreary, grave, slow, stupid, thick
Tenacity <i>How dependable</i>	plucky, brave, heroic, cautious, wary, patient, careful, thorough, meticulous, tireless, persevering, resolute, reliable, dependable,	timid, cowardly, gutless, rash, impatient, impetuous, hasty, capricious, reckless, weak, distracted, despondent, unreliable, undependable

Table 2.3 Kind of Personal Judgment (Martin & White, 2005 p.53)

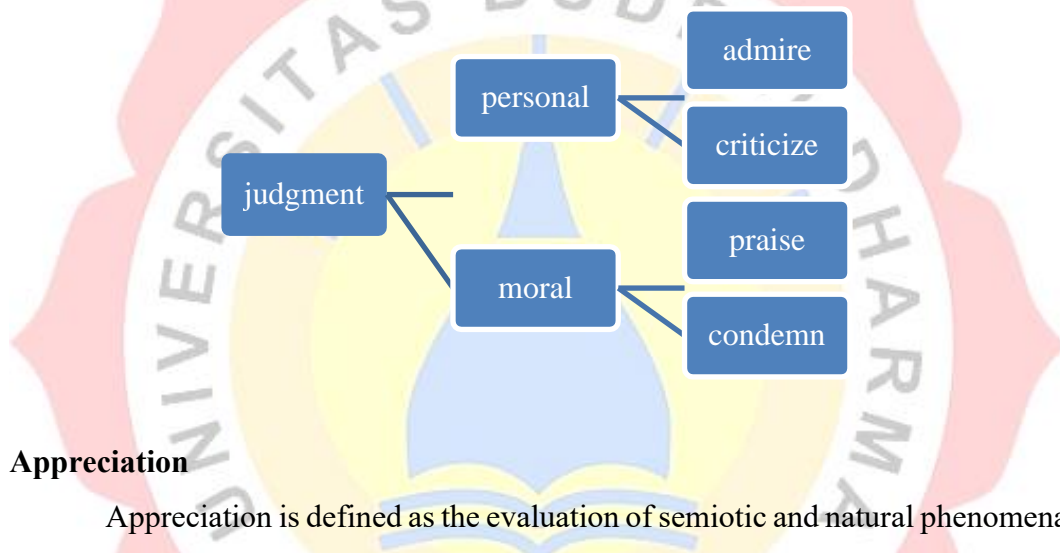
Moral Judgment	Positive Praise	Negative Condemn
Veracity <i>How honest</i>	truthful, honest, credible, frank, candid, direct, discrete, tactful	dishonest, deceitful, lying, deceptive, manipulative, devious, blunt, blabbermouth
Propriety <i>How far beyond reproach</i>	good, moral, ethical, law abiding, fair, just, sensitive, kind, caring, unassuming, modest, humble, polite, respectful, reverent	bad, immoral, evil, corrupt, unfair, unjust, insensitive, mean, cruel, vain, snobby, arrogant rude, discourteous, irreverent

Table 2.4 Kind of Moral Judgment (Martin & White, 2005 p.53)

In the Helena story below, she describes her love's character as a bubbly energetic man with crazy energy, acute intelligence, and popularity. In the direct form, it refers to a personal assessment of admiration, however in the implicit one, she expresses this through the word working in a top security structure.(Martin and White, 2005, p. 53). So, judgment can be stated explicitly or indirectly.

*“He was **working in a top security structure**. It was the beginning of a beautiful relationship. We even spoke about marriage. A **bubbly, vivacious man** who beamed out **wild energy**. **Sharply intelligent**. Even if he was an Englishman, he was **popular** with all the 'Boer' Afrikaners.* (Martin & Rose, 2007 p.32)

Figure 2.4 Option of Judgment



C. Appreciation

Appreciation is defined as the evaluation of semiotic and natural phenomena to assess their value and worth. On the other hand, appreciation reworks feelings as a proposition in the valuing of things, objects created by humans, and performances they provide. (Martin and White, 2005, p. 56).

Other examples include television shows, films, books, CDs, paintings, sculptures, homes, public buildings, parks, plays, recitals, parades, spectacles, and performances of any kind, as well as feelings about nature, such as panoramas and glens, sunrises and sunsets, constellations, shooting stars, and satellites on a starry night, among others. (Martin and Rose, 2007, page 37) .

Appreciation is frequently divided into people's reaction to things (do they capture our attention or make us happy), composition (the balances and complexity), and value (how imaginative, authentic). (Martin and White, 2005 p. 37).

Appreciation	Positive	Negative
Reaction: Impact <i>'did it grab me?'</i>	arresting, captivating, engaging, fascinating, exciting, moving, lively, dramatic, intense	dull, boring, tedious, dry, ascetic, uninviting, flat, predictable, monotonous
Quality <i>'did I like it?'</i>	okay, fine, good, lovely, beautiful, splendid, appealing, enchanting, welcome,	bad, yuk, nasty, plain, ugly, grotesque, repulsive, revolting, off- putting
Composition: Balance <i>'did it hangtogether?'</i>	balanced, harmonious, unified, symmetrical, proportioned, consistent, considered, logical	unbalanced, discordant, irregular, uneven, flawed, contradictory, disorganized
Complexity <i>'was it hard to follow?'</i>	simple, pure, elegant, lucid, clear, precise, intricate, rich, detailed, precise	ornate, extravagant, byzantine, arcane, unclear, woolly, plain, monolithic, simplistic
Valuation:	penetrating,	shallow, reductive,
<i>'Was it worthwhile?'</i>	profound, deep, innovative, original, creative, inimitable, exceptional, unique, authentic, real, genuine, valuable, priceless, worthwhile, appropriate, helpful, effective	insignificant, derivative, conventional, prosaic, dime-a- dozen, every day, common, fake, bogus, glitzy, worthless, shoddy, pricey, ineffective, useless, write-off

Table 2.5 Kind of Appreciation (Martin & White, 2005 p.56)

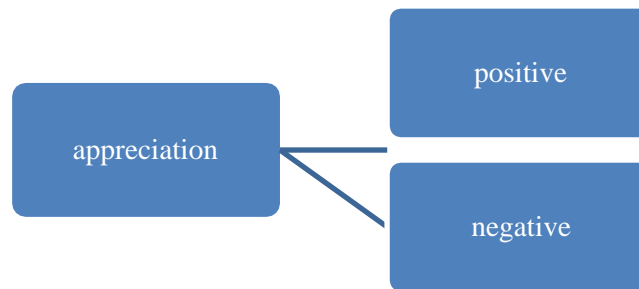


Figure 2.5 Appreciation

These three attitude subsystems have substantial linkages to the appreciation of reaction and affect. It's also vital to distinguish between interpreting someone's emotions (affect) and attributing the ability to elicit such emotions to objects.(Martin and White, 2005, p.57).

Below is an example:

Affect : I'm sad/weeping

Appreciation : a weepy rendition of the song.

The positive and negative valuation of something (appreciation) also imply the positive and negative judgment of the capacity of someone.(Martin & White, 2005 p.58)

Judgment 'valuation' : a brilliant scholar. Appreciation 'valuation' : a penetrating analysis.

2.4 Children Literature

Children's literature is written for young readers who do not have the necessary reading skills or developmental knowledge to engage with adult literature. literature lends value to books, setting them apart from ordinary ones. Second, value relates to the quality associated with literary standards.

Children's literature should be of high quality, similar to trade books. (Lynch Brown, 2005). Children's literature does not include every book they read. We borrowed a textbook, a comic book, and some adult science fiction. Children's literature does not come from their parents. (Sutherland Zena, 1996). More people are working in this field, which defines children's books as those written expressly for children, rather than simply being read and enjoyed by them. (Sutherland Zena, 1996). Children's books should meet literary criteria. youngsters books should

address issues that are age-appropriate and entertaining to youngsters.

Experts define children's literature as a collection of written works and associated illustrations created to entertain, educate, and inspire children. It contains picture books, fairy tales, fantasy, realistic fiction, nonfiction, poetry, and multimedia materials about the lives of children and teenagers." (Nodelman 2003).

"Children's literature is a genre designed to entertain and educate young readers. It includes a wide range of genres, including fiction, nonfiction, poetry, and picture books, all designed to engage children at different developmental stages and promote their cognitive, emotional, and social development." (Galla, 2017).

"Children's literature encompasses all written and illustrated works created exclusively for children and young adults. It spans all genres, from classic fairy tales and folklore to current realistic fiction and graphic novels, with the overarching purpose of giving young readers with stories that delight, enlighten, and enrich their lives." (Huck, 2013)

There are four phases of children's development are: (Hillman Judith, 1999)

1. Infancy through preschool.

At this age, children learn language, create attachments with caregivers, improve locomotor abilities, and gain autonomy. Children learn language via listening to conversations, as well as stories and poems delivered by parents, instructors, or caregivers.

2. Early childhood (5–8)

Children at this age are defined by the following major characteristics:

- a. Improved language skills, such as reading.
 - b. Assuming adult roles
 - c. Using "concrete" thinking
 - d. Maintaining a positive attitude
- Children at this age are distinguished by certain significant characteristics:

3. Middle childhood (9–12)

At this age, children often develop rational reasoning skills comparable to adults and rely more on their peers.

- a. Developing ability.
- b. Utilizing metacognitive thinking • Developing independence from parents

c. Enhancing interpersonal and social skills.

More freedom, greater friendships, and developing interests such as athletics, art, and music all have implications for school learning.

However, academic success necessitates more complex abilities.

4. Adolescence.

Individuals mature by becoming more autonomous, developing abstract thinking skills, and forming sexual identities.

The researcher investigated one of the children's books, which is quite renowned and has become the best seller. The series, along with various spin-off series, has sold over 180 million copies worldwide and includes over 200 entries. The series has also been converted into an animated television series of the same name, theatrical productions, and computer games.

There are a total of 309 novels, including spinoffs. ***“My Name Is Stilton, Geronimo Stilton.”*** (May 2005; initially published in Italy in 1999). This children's book tells the narrative of Geronimo Stilton, the most prolific publisher of Rodent's Gazette.

CHAPTER III

RESEARCH METHODOLOGY

The term "research" refers to learning and understanding about a certain topic or circumstance. According to Walliman research refers to any action that involves the methodical discovery of previously unknown information. Research methodology attempts to characterize research techniques. Research methods are the techniques that researchers employ to do research. They offer researchers tools for acquiring, categorizing, and evaluating data in order to draw conclusions. (Walliman Nicholas, 2011, p.7),

If the researchers use competent research methodologies, they should be able to persuade others that their findings are correct and that the new knowledge they have developed is sound. Research methodology refers to a set of systematic procedures and theoretical analyses of methodologies used in a certain field of research. This is merely a guide to research and how it is conducted. This chapter discusses research procedures, such as study methodology, data kinds and sources, data collection techniques, and data analysis.

3.1 Research Approach

A research approach is a strategy and process that starts with broad hypotheses and progresses to specific methods of data gathering, analysis, and interpretation. It directly influences the selection of specific research methods. The research methodology is broadly classified into two types. They are the techniques to data collecting, analysis, and reasoning.

There are two research methodologies: inductive and deductive. These approaches are classified into categories for data analysis and reasoning, as well as two types for data collecting. There are two types of research: quantitative and qualitative. While the deductive approach is more commonly associated with quantitative research because it aims to test an existing theory and emphasizes causality, the inductive approach is typically associated with qualitative research because it focuses on developing a theory and exploring

new phenomena or looking at previously investigated phenomena from a different perspective (Creswell, 2009).

According to Berg qualitative research takes longer, necessitates more explicit goal-setting during the design process, and cannot be evaluated with computer systems. It covers object meanings, conceptions, definitions, attributes, and descriptions. (Berg, 2001, p.2),

According to Vanderstoep and Johnston a qualitative research approach can yield research findings that provide a complete comprehension of the topic as well as a thorough explanation. (Scoot W.VanderStoep.Deidre D.Johnson, 2008 p.10),

Meanwhile, Creswell defined quantitative research as a method for testing objective notions by examining the correlations between variables. These factors can be measured, often utilizing equipment, and the numerical data obtained can be statistically analyzed.

The researchers conducted this investigation utilizing qualitative methods. In qualitative research, the researcher described the sort of attitude, polarity, and distribution of attitudes discovered in the children's book *My Name is Stilton*, Geronimo Stilton. (Creswell 2009, p.22)

3.2 Data Types and Data Source

Data can be divided into several categories based on its origin and characteristics. Data is classified into two groups based on its source: primary data and secondary data. The researchers in this study make use of secondary data. Secondary data is information obtained from a source and previously disseminated in some way. Someone else obtains them for another purpose (which the investigator later utilizes). Secondary data are accounts of a phenomenon that were heard, witnessed, or understood without actual experience. (Waliman, 2011.)

Someone has already collected and assessed the data. Secondary data may be either published or unpublished. Journals, books, periodicals, newspapers, public records, and historical documents are all sources of published data. Researchers and academics, as well as diaries, letters, memoirs, and

autobiographies, are examples of unpublished data sources.(Waliman, 2011)

Secondary sources, such as published content from pertinent websites, are used in this study. Books by authors J.R.R. Martin and P.R.R. White are examples of secondary materials that regularly discuss the rating system. On this subject, there are also numerous journals, papers, and earlier research. Qualitative data is how this study's collected data is categorized. The children's book "*My Name is Stilton, Geronimo Stilton*", in which the character expressed thoughts, feelings, ideas, and beliefs, provided the study's data. The book was also taken out of the Gramedia store.

3.3 Data Collection Method

In 2009, Donald Ary, distinguished three primary methods for gathering data in qualitative research. Observation, interviews, and document/artifact analysis are some of the techniques used. Using the observation strategy, information is gathered from written or spoken texts, such as screenplays, videos, novels, etc. The researcher employed artifact approach or documents to get data. (Ary Donald, 2009)

Document analysis can be done on written or text-based artifacts (books, journals, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or nonwritten records (photographs, audiotapes, videotapes, computer images, websites, virtual world settings, etc.) according to Donald Ary. Because the source material was a children's book titled "*Observing an object with all of the human senses*," this research was incorporated in the written work. (Ary Donald, 2009).

The study's data set was restricted to the phrases found in the children's book *My Name is Stilton* by Geronimo Stilton. Consequently, the researcher follows these five stages to collect data:

1. Gathering Children's books with excellent reviews and widespread reading popularity from both online and offline sources, after which the book *My Name is Stilton* by Geronimo Stilton was selected as the

study's focus.

2. Selecting evaluation as the hypothesis based on the terms that appear in the book after reading *My Name is Stilton*, Geronimo Stilton ten times.
3. Phrases that are implicit and include evaluation expressions.
4. Creating a table with the following appraisal expressions: polarity, appraiser, number, and appraisal item.
5. Copying and pasting appraisal expressions from words into the table.

3.4 Data Analysis

Qualitative data analysis involves expressing data mostly through words, such as descriptions, opinions, feelings, etc. (Walliman, 2011: 130). The researchers in this study employed a qualitative research approach to summarize children's books. Qualitative data is the category for the information gathered for this investigation. Since the data was taken from a children's book, the researchers used secondary data. Reading was the sole method used in this study to collect data.

The researcher employed qualitative techniques for data analysis. Five stages are taken by researchers in order to analyze the data:

1. Assigning affect, judgment, and appreciation categories to the expression words.
2. Underlying the words and putting it into the same classification to determine the most prevalent attitude types in the children book "*My Name is Stilton*, Geronimo Stilton."
3. Sorting the polarities of each type to determine which is the most prevalent in the children book "*My Name is Stilton*, Geronimo Stilton."
4. Examining the words with a dictionary, both online and offline.
5. Drawing a conclusion from the study of the research