

**AN APPRAISAL ANALYSIS OF DREW BINSKY'S YOUTUBE
TRAVEL VLOGS**

THESIS

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FACULTY OF HUMANITIES

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IBRAHIM MALANG

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AN APPRAISAL ANALYSIS OF DREW BINSKY'S YOUTUBE TRAVEL VLOGS

THESIS

Presented to Universitas Islam Negeri Maulana Malik Ibrahim Malang in Partial
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2026

STATEMENT OF AUTHORSHIP

I state that the thesis entiteled “*An Appraisal Analysis of Drew Binsky’s YouTube Travel Vlogs*” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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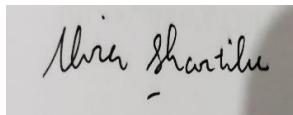
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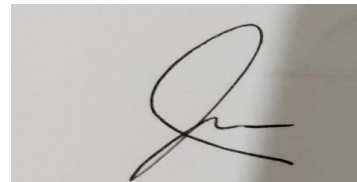
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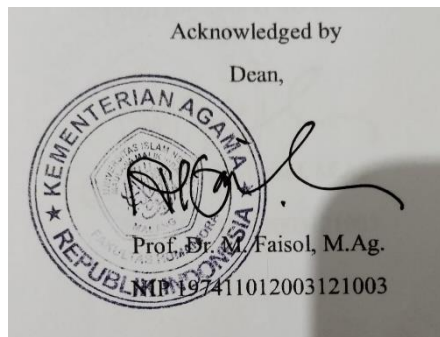
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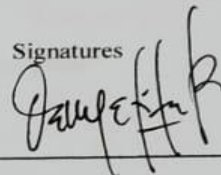
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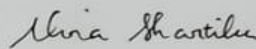
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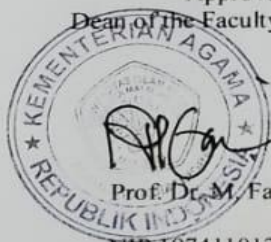
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MOTTO

“It is impossible for the sun to catch up with the moon, nor can night precede day. Each follows its own orbit”

-Yasin:40-

“When you set out toward God, even with two broken wings, you will be able to fly again”

-Maulana Jalaludin Rumi-

“If you never bleed, you’re never gonna grow”

-Taylor Swift-

DEDICATION

I dedicate this thesis mainly to my parents who always support and pray for my every step.

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This page holds special meaning, for it is here that the author expresses a gratitude that words cannot convey.

First and foremost, I would like to express my gratitude to Allah SWT for His guidance, grace, and support, which have enabled me to complete this thesis titled “An Appraisal Analysis of Drew Binsky’s YouTube Travel Vlogs,” as one of the requirements for completing the Bachelor’s Degree (S1) program in the Department of English Literature.

I also recognize that this thesis could not have been successfully completed without the support, assistance, guidance, and advice from various parties throughout the writing process. Therefore, I would like to take this opportunity to express sincere gratitude to: the Rector of Maulana Malik Ibrahim State Islamic University in Malang, Prof. Dr. Hj. Ilfi Nur Diana, M.Si., the Dean of the Faculty of Humanities, Dr. M. Faishol, M.Ag., the Chair of the English Literature Department, Dr. Agwin Degaf, M.A., as well as to all the lecturers in the English Literature Department for the knowledge they imparted during my studies.

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providing full support. I feel fortunate to have met and befriended such kind-hearted people as you all.

The author is fully aware that this thesis is far from perfect. However, I hope this thesis will be beneficial to readers and offer a new perspective in the field of linguistics. I greatly welcome any suggestions and criticism.

Malang, 10 April 2026

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ABSTRACT

Susanti, Aprilia. 2026. **An Appraisal Analysis of Drew Binsky's Youtube Travel Vlogs**. Minor Thesis (Skripsi). Department of English Literature. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Mira Shartika, M.A. Keywords: Appraisal Theory, Travel Vlogs, Drew Binsky

This study aimed to analyze Drew Binsky's use of evaluative language in his travel vlogs to several countries in East Africa, including Eritrea, Tanzania, and Somalia, and to understand how these evaluative elements were used by Drew Binsky to represent these countries. This study employed the appraisal theory proposed by Martin & White (2005), which encompassed three main systems: Attitude, Engagement, and Graduation. It also employed a qualitative case study approach to identify and understand the sources of appraisal used by Drew Binsky in three travel videos about Eritrea, Tanzania, and Somalia uploaded between May - September 2025 in the @drewbinsky account. The results indicated that the Attitude evaluation system was the most dominant that used by Drew Binsky, particularly the appreciation category, followed by Graduation and finally Engagement. This showed that the evaluative language employed by Drew Binsky as a travel vlogger consisted more of explicit evaluations (Attitude) than managing dialogic positions (Engagement) or modulating intensity (Graduation). Drew Binsky used both positive and negative forms of evaluation to convey the interpersonal meaning that several East African countries, including Eritrea, Tanzania, and Somalia, were worth visiting because they offered memorable experiences despite the various challenges there. Future researchers were encouraged to analyze the sources of evaluation used by Drew Binsky in the context of different countries, incorporating other theories as a strategy for examining differences in the evaluative language styles employed by Drew Binsky.

ABSTRAK

Susanti, Aprilia. 2026. **Analisis Penilaian terhadap Vlog Perjalanan Drew Binsky di YouTube.** Skripsi. Departemen Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim, Malang. Pembimbing: Mira Shartika, M.A. Kata kunci: Teori Penilaian, Vlog Perjalanan, Drew Binsky

Penelitian ini bertujuan untuk menganalisis penggunaan bahasa evaluatif oleh Drew Binsky dalam video vlog perjalanannya ke beberapa negara di Afrika Timur, termasuk Eritrea, Tanzania, dan Somalia serta memahami bagaimana sumber appraisal tersebut digunakan oleh Drew Binsky untuk merepresentasikan negara-negara tersebut. Penelitian ini menggunakan teori penilaian yang dikemukakan oleh Martin & White (2005), yang mencakup tiga sistem utama: Sikap, Keterlibatan, dan Kelulusan. Penelitian ini menggunakan pendekatan studi kasus kualitatif untuk mengidentifikasi dan memahami sumber-sumber penilaian yang digunakan oleh Drew Binsky dalam tiga video tentang perjalanan di Eritrea, Tanzania, dan Somalia yang diunggah antara Mei - September 2025 di akun @drewbinsky. Hasil penelitian menunjukkan bahwa sistem penilaian Sikap adalah yang paling dominan digunakan oleh Drew Binsky, khususnya kategori apresiasi, diikuti oleh Kelulusan dan terakhir Keterlibatan. Hal ini menunjukkan bahwa bahasa evaluatif yang digunakan oleh Drew Binsky sebagai vlogger perjalanan lebih banyak berupa evaluasi eksplisit (sikap) daripada mengelola posisi dialogis (keterlibatan) atau memodulasi intensitas (kelulusan). Drew Binsky menggunakan bentuk evaluasi positif dan negatif untuk menyampaikan makna interpersonal bahwa beberapa negara di Afrika Timur, termasuk Eritrea, Tanzania, dan Somalia, layak dikunjungi karena negara-negara tersebut menawarkan pengalaman yang berkesan meskipun terdapat berbagai tantangan di sana. Peneliti di masa depan diharapkan untuk menganalisis sumber-sumber penilaian yang digunakan oleh Drew Binsky dalam konteks negara-negara yang berbeda dengan menggabungkan teori-teori lain sebagai strategi untuk mengkaji perbedaan dalam gaya bahasa evaluatif yang digunakan oleh Drew Binsky.

مستخلص البث

سوسانتي، أبريليا. 2026. تحليل تقييمات لمدونات السفر لدرو بينسكي على يوتيوب. أطروحة. قسم الأدب الإنجليزي. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية، مالانغ. المشرف: ميرا شارتيكا، ماجستير الآداب. الكلمات المفتاحية: نظرية التقييم، مدونة السفر، درو بينسكي

تهدف هذه الدراسة إلى تحليل استخدام درو بينسكي للغة التقييمية في رحلاته الفيديوية إلى عدة دول في شرق أفريقيا، بما في ذلك إريتريا وتنزانيا والصومال، وفهم كيف يستخدم درو بينسكي مصدر التقييم لتمثيل هذه الدول. تستخدم هذه الدراسة نظرية التقييم التي قدمها مارتن & وايت (2005)، والتي تشمل ثلاثة أنظمة رئيسية: الموقف، المشاركة، والتخرج. تستخدم هذه الدراسة نهج دراسة حالة نوعية لتحديد وفهم مصادر التقييم التي استخدمها درو بينسكي في ثلاثة فيديوهات عن السفر في إريتريا وتنزانيا والصومال تم رفعها بين مايو وسبتمبر 2025 وتم الاعتماد على @drewbinsky. أظهرت النتائج أن نظام تقييم المواقف كان الأكثر انتشاراً من قبل درو بينسكي، وتحديدًا فئة التقدير، تليها التخرج وأخيرًا التفاعل. هذا يوضح أن اللغة التقييمية التي استخدمها درو بينسكي كمدون سفر هي تقييم صريح (موقف) أكثر من كونها إدارة موقف حوار (تفاعل) أو شدة تعديل (التخرج). يستخدم درو بينسكي تقييمات إيجابية وسلبية لنقل المعنى الشخصي بأن بعض الدول في شرق أفريقيا، بما في ذلك إريتريا وتنزانيا والصومال، تستحق الزيارة لأنها تقدم تجارب لا تنسى رغم التحديات هناك. من المتوقع أن يحلل الباحثون المستقبليون مصادر التقييم التي استخدمها درو بينسكي في سياق دول مختلفة من خلال دمج نظريات أخرى كاستراتيجية لفحص الفروقات في أسلوب اللغة التقييمية التي استخدمها درو بينسكي.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of the research to be conducted. It covers the background of this study, research questions, significance of the study, scope and limitations, and definitions of key terms.

A. Background of the Study

Travel vlogs on YouTube are not just digital entertainment media, it also a platform to represent a destination and culture through language. Travel vloggers evaluate the places, people, experiences and cultural practices they encounter through personal narratives and direct interaction with local communities. The evaluations expressed by a travel vlogger can shape the way viewers view a destination they have never visited. Evaluative language in travel vlogs is an important linguistic phenomenon, because it not only describes reality, but can also build meanings, attitudes, and viewpoints about certain destinations.

This study analyzes the language used in travel vlogs on YouTube. YouTube has become an open platform that accommodates various languages and cultures around the world, and many of its users realize that anyone can access the videos uploaded there (Lee, 2021). This platform is used by travelers as a medium to recount and share their experiences while traveling. YouTube videos are longer than those on other platforms and incorporate multiple elements, such as visuals, audio, and text. Travel vlog content is also highly diverse, as each vlogger has a unique style of expressing their travel experiences. The insights shared by a travel vlogger

are valuable for providing recommendations on places or destinations to prospective travelers.

One of the most famous travel vloggers is Drew Binsky from the United States (Aswar et al., 2024). The researcher selected Drew Binsky's channel because he currently has approximately 6.13 million subscribers and has visited 197 countries worldwide. Drew Binsky's channel has received a gold play button from YouTube for surpassing 1 million subscribers. Drew also successfully earned a Guinness World Record in 2016 as the record holder for visiting the most UNESCO World Heritage Sites in 24 hours by visiting 12 UNESCO sites in Germany and the Netherlands. This achievement demonstrates that Drew Binsky's YouTube channel is well-known and recognized worldwide. In addition to its popularity, the content on Drew Binsky's YouTube channel is linguistically relevant for examining evaluative language in digital travel discourse. His content is characterized by personal narratives, spontaneous reactions, direct interactions with local communities, and evaluations of places, people, cultures, and experiences. This makes the discourse he presents suitable for analysis within the framework of Evaluation Theory. Furthermore, the researcher aims to examine and understand how a white travel vlogger makes evaluations to construct interpersonal meaning in his travel videos across several East African countries, including Eritrea, Tanzania, and Somalia, where the majority of the population is Black.

Travel vlogs on YouTube have become an influential medium in shaping viewers' perceptions of destinations they have never or will visit. Xu et. al (2021) argue that travel vlogs are able to effectively reach viewers by building engagement.

Through personal narratives, vloggers not only document the places they visit but also form certain assessments of destinations that can influence viewers' impressions and travel intentions. Evaluative language in travel vlogs can contribute to building interpersonal meaning, not just reflecting reality. The assessment expressed by a travel vlogger can strengthen positive and negative images, reproduce stereotypes, normalize certain cultural viewpoints, and position destinations according to the values and perspectives of the vlogger himself. Viewers often rely on the subjective assessments of vloggers when forming perceptions about specific destinations. Evaluative language has the potential to shape audience perceptions and will indirectly affect how local destinations, identities, and cultures are socially understood. Therefore, this study focuses on analyzing Drew Binsky's travel vlogs to several countries in East Africa, including Eritrea, Tanzania, and Somalia, to explore the evaluative language used by the vlogger within the framework of Systemic Functional Linguistics (SFL), using Appraisal Theory.

Systemic Functional Linguistics (SFL) is a theoretical framework that examines how language is used to construct meaning. The SFL theory, particularly regarding interpersonal meaning, was developed by Martin and White in their Appraisal Theory. Based on the book "The Language of Evaluation: Appraisal in English" (Martin & White, 2005), Appraisal Theory comprises three main elements that interact with one another: **Attitude** (Affect, Judgment, Appreciation), **Engagement** (Monogloss, Heterogloss), and **Graduation** (Focus, Force).

This study applies the attitude system to analyze the language used by Drew Binsky to express his emotions and assessments regarding the people he meets or the objects he sees during his travels to several countries in East Africa, including Eritrea, Tanzania, and Somalia. The engagement system is used to explore how Drew Binsky affirms, denies, rejects, or asserts other voices or opinions that appear in the videos. Finally, the graduation system is applied to convey the importance or significance of an event by analyzing the level of emotion conveyed by Drew Binsky in the videos.

Prior to this study, other researchers had examined the appraisal theory proposed by Martin and White (2005). First, research conducted by Asad et al. (2021). This study employs Critical Discourse Analysis (CDA) within the framework of appraisal theory, specifically the attitude system that used to identify the editorial stance of two Pakistani news outlets, it is 'Dawn' (an alternative newspaper), and 'The News' (a mainstream newspaper) regarding their coverage of Prime Minister Imran Khan's speech at the 74th session of the United Nations General Assembly. The findings of this study indicate that both newspapers are indirectly reveal their stances through the use of evaluative language explicitly described in the quoted text. Both newspapers also show similarities in their news representation. Unfortunately, this study only analyzes the attitude appraisal system, it does not analyze the engagement and graduation appraisal systems used by the news writers.

Furthermore, research conducted by Istianah & Suhandano (2022) use the appraisal theory to analyze the evaluative language that found on website of tourism

in Kalimantan. This research shows that assessment patterns are reflected through aspects of attitude and graduation that shape readers' positive feelings of happiness and satisfaction regarding the quality and quantity of Kalimantan's environment. Although this study also examined the context of tourism, it focused on written discourse in the form of website content. Additionally, this research limited its data analysis to the elements of attitude and graduation.

Furthermore, a study conducted by Sujatna & Kuswoyo (2023) applied appraisal theory, with focused on analyzing attitude elements in fiction book reviews written by EFL (English as a Foreign Language) students for academic oral presentations at a private university in Indonesia. The results of this research show that students express all three types of attitude resources. The appreciation category is used most often, followed by affect and judgment. Although this study also analyzes a person's speech, it focuses solely on attitude elements and does not analyze the elements of graduation and engagement that appear in EFL students' speech during presentations.

Research conducted by Poucke (2023) that developed an appraisal theory by incorporating multimodal elements to analyze facial expressions, gestures, images, and other visual aspects. This research examined the language used by TikTok users based on specific hashtags from both pro- and anti-vaccination users. This research shows that both pro- and anti-vaccination groups aim to elicit strong emotional responses from viewers who agree with them, resulting in an ideological clash between the objective structure of government health protocols and the subjective habitus-based orientation of anti-vaccination groups. Additionally, this

research did not focus on a single account but rather on multiple accounts using the same hashtags.

Next, research was conducted by Hutasuhut et al. (2023), which analyzed the engagement resources used in argumentative texts, particularly at the macro-theme level, to demonstrate students' ability to construct dialogic arguments, anticipate readers' reactions, and manage various perspectives in their argumentative texts. This study employs a case study research design, along with the appraisal theory framework, to analyze linguistic resources, specifically the engagement appraisal system within argumentative texts. The findings of this study indicate that students are becoming increasingly skilled at strategically utilizing engagement resources within their macro-themes. The use of these resources helps them present arguments critically and complexly, as well as maintain a dialogue with alternative voices in argumentative texts. However, this study does not analyze all three appraisal systems; it focuses solely on engagement without analyzing attitude and graduation.

On the other hand, research conducted by Zein, et al. (2024) use the appraisal theory to examining Edy Rahmayadi's speech from his official YouTube channel as a response to the natural disaster that occurred in North Sumatra. The analysis reveals that Edy Rahmayadi's speech contains of positive, negative, and neutral attitudes as a leader. This research analyzed the formal speech by a leader and also focuses solely on the attitude system and does not examine the engagement and graduation system.

Research conducted by Krishnan et al. (2024) use the appraisal theory, which reveals the attitude elements toward the interview responses of prospective employees who are recent graduates in Malaysia. This study shows that the appreciation subsystem of the attitude elements is predominantly used by successful candidates. This research focuses solely on the attitude elements; it does not analyze the engagement and graduation elements in appraisal theory.

Furthermore, research conducted by Trnavac & Pöldvere (2024) analyzes evaluative language used in English-language fake news using appraisal theory. This research aims to determine how evaluative meaning in fake news differs from that in original news and to explore types of fake news based on contextual factors. The research shows that evaluative language is used more frequently in fake news than in original news. Single-authored corpora use the concepts of attitude and graduation more often, while multi-authored corpora use the concept of engagement more often. This research focuses on written news texts and does not specifically examine evaluative language in spoken discourse.

Research conducted by Refinaldi (2024) using appraisal theory to identify and understand the use of the attitude appraisal system employed by Muslim hacker groups (MH) to reinforce negative messages and pressure governments. The method used in this study is a qualitative explanatory-constructivist approach to analyze MH hacking threat videos taken from the Hacker News YouTube channel. The main finding of this study is that the Muslim Hacker (MH) group demonstrates strong and negative attitudes toward acts of violence and insults against Islam committed by the government and other parties, such as Sweden, Australia, and

Israel. This study has provided a new perspective in the world of cyber discourse by analyzing the construction of interpersonal meaning in hacktivism practices.

In addition, research has been conducted by Sun, et al. (2025) using appraisal theory to analyze the linguistic features (additional tasks) of climate change news discourse in U.S. (The New York Times) and Chinese (China Daily) from 2021 to 2023. This research found that both newspapers share similar linguistic features. They utilize evaluative resources in terms of attitudes expressed through language, and clear commentary related to social values associated with climate change. This research focuses on comparing written texts, rather than examining the use of evaluative language in spoken discourse.

The Previous studies have shown that appraisal is an effective framework for uncovering how speakers or writers is express attitudes, establish positions, and construct interpersonal meaning through language. However, previous studies have been dominated by studies of written texts or relatively formal spoken discourse, so the use of evaluative language in more spontaneous forms of digital communication based on personal experience has not yet been extensively explored.

The previous study also mentioned above indicates that research on appraisal has been conducted in various contexts, such as education, hacktivism, news discourse, political speeches, and social media. However, most of these studies only address certain elements of appraisal, particularly attitude and graduation. These contexts differ significantly from the discourse of travel vlogs, which is characterized by spontaneous narration, interpersonal interaction, and

storytelling based on subjective experiences. Consequently, the understanding about how evaluative resources operate in personal travel vlogs on YouTube remains limited, as evaluative meanings are negotiated through face-to-face encounters, immediate reactions, and informal spoken discourse. So, this research examines a field that has not been explored much by applying Appraisal Theory to understand how evaluative language is used in Drew Binsky's travel vlogs about several East African countries to build interpersonal meaning.

This study contributes to linguistic research, particularly regarding the relationship between Appraisal Theory, interpersonal meaning, and tourism discourse. From the perspective of Systemic Functional Linguistics (SFL), language serves not only to convey information but also to express the speaker's attitudes, evaluations, and stance toward a phenomenon. Through appraisal resources, a travel vlogger can construct interpersonal meaning by showing how they evaluate a place, culture, experience, or the people they encounter. These evaluations are not neutral because the evaluative language used by a travel vlogger plays a role in shaping the image of the destinations they visit, such as the East African countries Drew has visited, including Eritrea, Tanzania, and Somalia.

Furthermore, this study expands the scope of appraisal research into the context of digital tourism discourse, an area that has received relatively limited attention. Unlike conventional tourism promotional media, which tend to be institutional in nature, travel vlogs are built upon the vlogger's personal experiences and subjective evaluations. Through creativity and a unique communication style, a vlogger can attract attention by presenting unique and interesting content

(Hutchinson et al., 2024). Therefore, the choice of language used becomes a crucial factor in shaping the audience's perception of a destination. Consequently, this study not only enriches appraisal research within the digital media sphere but also provides insight into how interpersonal meaning is constructed through the evaluative language employed by a travel vlogger.

The purposes of this study are to identify the types of evaluative language used by Drew Binsky and to understand how these types of evaluative language are used to construct interpersonal meaning about several countries in East Africa, including Eritrea, Tanzania, and Somalia.

B. Research Questions:

Based on the research background above, two research questions can be formulated as follows:

1. What types of appraisal resources are employed in Drew Binsky's YouTube travel vlogs?
2. How do these appraisal resources function to construct interpersonal meaning in Drew Binsky's YouTube travel vlogs?

C. Significance of the Study

In practical terms, this research is expected to help viewers understand the types of evaluative language found in Drew Binsky's YouTube travel vlogs, particularly in videos about several countries in East Africa, including Eritrea, Tanzania, and Somalia. This study can also enrich research in the field of SFL by understanding how language is used as a source of evaluative meaning in digital

communication practices. Additionally, this study aims to enrich the research data from previous studies.

D. Scope and Limitations

This study focuses on the Systemic Functional Linguistics (SFL) framework, specifically on appraisal theory. This study analyzes three main systems of appraisal, namely attitude, engagement, and graduation in videos about several countries in East Africa, including Eritrea, Tanzania, and Somalia, on Drew Binsky's YouTube channel.

This study also has several limitations. First, it does not analyze all videos on Drew Binsky's YouTube channel. This study only focuses on examining the language of appraisal that use by Drew Binsky in videos about several countries in East Africa, including Eritrea, Tanzania, and Somalia on @drewbinsky's YouTube channel between May and September 2025. Second, this study does not analyze the discourse that appears outside the video, such as in the comments section, etc. This study focuses only on identifying and analyzing discourse that appears within the video. Third, although travel vlogs are multimodal texts that combine verbal, visual, and auditory elements, the researcher did not analyze these multimodal elements as primary data. This study focuses on the verbal aspects of these videos because its aim is to examine evaluative language using Evaluation Theory (Martin & White, 2005), which concerns how attitudes, engagement, and graduation are realized through linguistic resources. Nevertheless, multimodal elements are considered contextual information to support the interpretation of verbal data and to provide a better understanding of the situations in which the utterances were produced.

E. Definition of Key Terms

To avoid misunderstandings regarding the terms used in this study, the researcher provides brief definitions of key terms as follows:

1. Appraisal Theory: a framework for assessment developed by Martin & White in their book “The Language of Evaluation: Appraisal in English.” This theory has three main elements: attitude, engagement, and gradation.
2. Attitude is an element used to examine the feelings experienced by a vlogger in a video, including emotional reactions, assessments of a person’s behavior or character, and evaluations of objects or works.
3. Engagement is an element that examines how a vlogger positions themselves in relation to other voices in the video. Does a vlogger agree, disagree, or even reject these voices.
4. Gradation is an element that examines the level of evaluation, how strong or weak the evaluation conveyed by a vlogger in a video is.
5. Travel vlog: video content about travel experiences that documents activities, places, culture, and social interactions with local residents, shared on digital platforms such as YouTube.

CHAPTER II

LITERATURE REVIEW

This chapter presents studies and theoretical frameworks relevant to the research, including SFL theory, appraisal theory, and evaluative language in travel vlogs.

A. Systemic Functional Linguistics (SFL)

SFL posits that language is not merely a collection of words, but a system that generates meaning for humans to use in communication. In his book “An Introduction to Functional Grammar” (1994), Halliday states that language comprises three components for generating meaning, known as meta-functions: the ideational metafunction, the textual metafunction, and the interpersonal metafunction.

First, the ideational metafunction refers to the function of language in representing human experiences and the reality of the world, including both internal experiences (thoughts, feelings, perceptions) and external experiences (events, actions, circumstances). This metafunction is realized through a system of transitivity that encompasses processes, participants, and circumstances. Through this ideational metafunction, language can be used to construct reality, describe what happened, as well as who did what, to whom, where, and how.

Second, the textual metafunction relates to the function of language in forming texts that can be understood within a specific context. This metafunction can be used to organize messages or ideas so that they can be conveyed coherently and in manner relevant to the context or situation. Through the textual

metafunction, language acts as a text that is not merely a collection of sentences, but one that contains meaning systematically arranged and appropriate to the context.

Third, the interpersonal metafunction relates to the function of language as a means of social interaction. This metafunction is used to express attitudes, judgments, and positions in an interaction, and also it can be realized through a system of mood and modality. This interpersonal metafunction is closely related to Appraisal Theory. Appraisal emerged as a direct development of SFL, particularly in the area of interpersonal meaning. Through its three main systems (Attitude, Engagement, graduation), appraisal offers a more detailed and systematic explanation of how the speaker's attitudes, positions, and judgments are realized through language. Appraisal Theory helps researchers understand how speakers express their feelings and evaluation (attitude), position themselves in relation to various viewpoints (engagement), and strengthen or weaken the evaluations they convey (graduation). Through the use of the attitude, engagement, and graduation system, speakers can build interpersonal relationships with their audience and influence how the audience views the destination, people, phenomena, or experiences being discussed.

B. Appraisal Theory

Appraisal theory by Martin & White (2005) is a development of systemic functional linguistics (SFL) theory initiated by M.A.K. Halliday. The framework in systemic functional linguistics (SFL) proposed by M.A.K. Halliday was later expanded by Martin and Rose in their book "Working with Discourse: Meaning

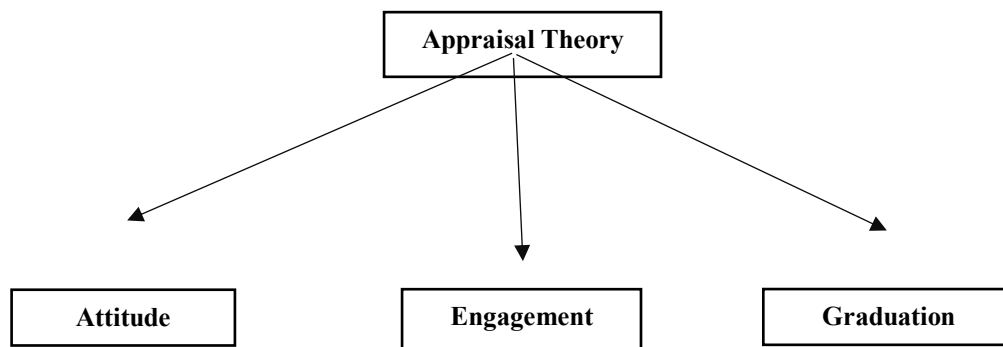
Beyond the Clause” (2003). Martin and Rose (2007), which is a revision and expansion of the first edition (2003), explains how meaning is constructed at the level above the clause through three metafunctions in SFL: ideational, interpersonal, and textual. They introduce the term of “appraisal” as part of the interpersonal metafunction. The appraisal system here focuses on the types of attitudes, emotions, and values that are negotiated with the reader within the text.

The Appraisal System by Martin & Rose (2003) was later expanded and further developed by J.R. Martin and P.R.R. White. In their book, “The Evaluative of Language: Appraisal in English” (Martin & White, 2005), they specifically expanded on the interpersonal meaning of Halliday’s SFL theory by providing a more in-depth, clear, and detailed description known as Appraisal Theory. This appraisal theory also complements the study by Eggins & Slade (1997), which discusses interpersonal meaning in spoken language. Building on Eggins & Slade’s contributions to the development of the book “The Evaluative Aspect of Language: Appraisal in English,” Martin & White argue that this appraisal theory framework can be used not only to analyze written language but also spoken discourse.

The concepts of Appraisal Theory provide an analytical framework for identifying emotions or feelings arising from the speaker or writer, offering an overview of how the speaker or writer positions themselves in relation to other voices and how they emphasize or downplay their statements. Referring to the book “The Evaluative Aspects of Language: Appraisal in English” (Martin & White, 2005), the Appraisal Theory framework is divided into three elements: attitude,

engagement, and graduation. These three elements are further categorized as follows:

Table 2. 1 An Overview of Appraisal Theory



1. Attitude

Attitude refers to the speaker's or writer's feelings expressed in the text, such as emotional reactions, behavioral assessments, and evaluations of various things or events. Specifically, this system involves the semantic domain that encompasses everything related to emotions, ethics, and aesthetics. Emotions are at the core of this attitude element, as they are the primary means humans use to express themselves from birth. In relation to feelings, the attitude aspect is divided into three categories: affect, judgment, and appreciation.

Affect refers to the positive or negative feelings expressed by a speaker or writer whether they feel sad or happy, interested or bored, confident or anxious, and so on. Within affect elements, the feelings are categorized into three parts: happiness/unhappiness, security/insecurity, and satisfaction/dissatisfaction. Happiness/unhappiness is an emotion related to sadness, happiness, hatred, and love. Then there is security/insecurity, which is an emotion that includes feelings of peace or anxiety regarding the circumstances and people around us. The last is

dis/satisfaction, which is an emotion related to feelings of satisfaction or boredom toward an activity or achievement.

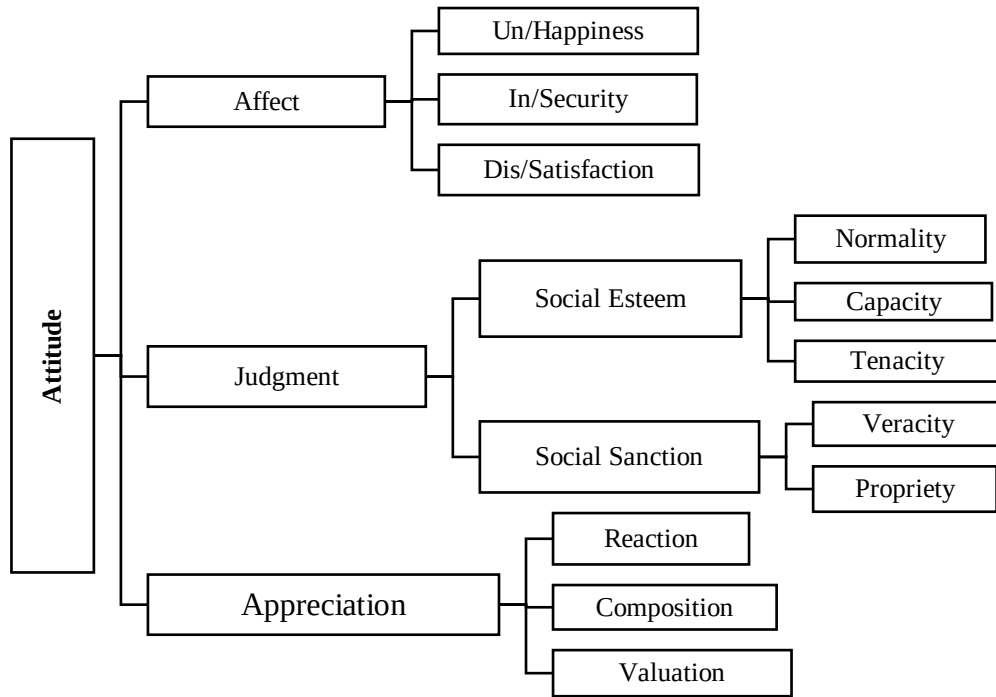
The example of affect: So, this meant I had to **grieve** all over again. The **grief** was for my younger sister and two brothers whom I thought I would never see again. The day I left the orphanage that was a **very sad** day for me. I was very **unhappy**, and the memories came flooding back. There was nowhere to turn. You were on your own. I was once again in a different environment... I had no choice but to endure it. With the h 's hardships, I kept thinking of my sister and brothers whom I had left at the orphanage. **My heart was full of sorrow** for them. [Bringing Them Home 1997: 12]

Judgment relates to attitudes toward a person's behavior. It can take the form of praise or criticism. In assessing a person's behavior or character, the element of judgment is divided into two categories: assessment related to social esteem and assessment related to social sanction. Judgment regarding **social esteem** relates to "normality" (how unusual a person is), "capacity" (how capable a person is), and "tenacity" (how determined a person is). Judgment regarding **Social sanction** pertains to "veracity" (how honest a person is) and "propriety" (how ethical a person is). Social esteem is often monitored or regulated in oral culture, such as in conversations, gossip, jokes, and so on. Meanwhile, social sanction is more frequently expressed in written form, such as in circulars, rules, regulations, and so on.

The example of judgement: You have nearly exterminated our people, but there are enough of us remaining to expose the **fraud** of your claim, as white Australians, to be a **civilized, progressive, kind, and humane** nation. By your **cruelty** and **callousness** toward the Aborigines, you **stand** condemned... If you would openly admit that the purpose of your Aborigines Legislation has been, and now is, to exterminate the Aborigines completely so that not a trace of them or their descendants remains, we could describe you as **brutal**, but **honest**. But you dare not openly admit that what you hope and wish for is our death! You **hypocritically** claim that you are trying to 'protect' us; but your modern policy of 'protection' (so-called) is killing us off just as surely as the pioneer policy of giving us poisoned damper and shooting us down like dingoes! [Bringing Them Home 1997: 46]

Appreciation is the evaluation of objects, works, or phenomena. Generally, this process is divided into three components: reaction, composition, and valuation. Reaction pertains to emotions, such as whether something captures our attention or brings us joy. Composition relates to perception, encompassing elements like balance and complexity. Finally, valuation concerns cognition, assessing aspects such as the authenticity or innovation of a work or object. For example: **Virtually flawless**, with impeccable regional details, **startlingly original** characters, and a **compelling** literary plot that borders on the thriller, Ondaatje's **stunning** achievement is to produce an **indelible** novel of **dangerous beauty**. USA Today [Previews of Anil Ondaatje's *Ghost* Toronto: Vintage. 2000: i]

Table 2. 2 An Overview of Attitude System



2. Engagement

Engagement refers to how writers/speakers use language to position themselves in relation to other voices, whether by quoting, agreeing, affirming, denying, or rejecting/opposing other voices. To understand how writers/speakers position themselves, this concept is divided into two categories: Heterogloss, which is speech that acknowledges the existence of other voices, and Monogloss, which is speech that does not mention or acknowledge the existence of other voices.

Although monoglossic utterances appear neutral because they do not grammatically allow for dialogue with other voices or opinions, the dialogic effect of these utterances can vary depending on the context and purpose of the text. There are two possible forms of Monogloss statements: sentences presented as “taken for granted” (something assumed to be accepted by everyone as truth or not subject to

debate), and sentences presented as “at-issue” (still subject to debate or discussion by the community in a particular context). For example: “The banks have been greedy.”

On the other hand, heteroglossic speech is divided into two categories. The first is dialogue contraction, which is oppositional, dismissive, or limiting of other voices or opinions. This category typically uses words such as “shows,” “proves,” “obviously,” “of course,” “it’s true that...” etc. The second is dialogue expansion, which allows for other voices. Dialogue expansion typically uses words such as “claims,” “seems,” “suggests,” “perhaps,” “reportedly,” etc.

Dialogue contraction is divided into two types: Disclaim and Proclaim. Disclaim means to directly reject or replace another opinion or voice. The writers or speakers consider the other voice to be invalid or irrelevant. When rejecting an opinion, the Disclaim category employs two methods: deny (direct rejection), typically using words like “not, never, no, etc.,” and counter (stating or showing that reality differs from what the other voice assumes), typically using words like “however, but, yet, although, etc.”

For examples:

We all like something to hold onto. But sometimes you can have too much of a good thing. And a man whose diet consists of double cheeseburgers and fries can end up looking like a tub of lard. **There’s nothing wrong with meat, bread, and potatoes.** But how about some lean meat, whole-grain bread, and baked potatoes? (deny)

Even though he had taken all his medication, his leg didn't look any better. [Bank of English – US academic subcorpus] (counter)

Then, proclaim is when a speaker or writer asserts their own opinion to dismiss or weaken another opinion. Proclaim is divided into three categories: concur, endorsement, and pronounce. Concur is a way for writers or speakers to show agreement with their interlocutors or readers directly. Typically, concur is conveyed through phrases such as “of course, naturally, not surprisingly, admittedly, and certainly.” Next, endorsement is a language strategy used by writers or speakers when quoting others' opinions and considering those opinions to be true, valid, well, and proven. Typically, this type of endorsement is expressed through words such as “show, prove, demonstrate, find, and point out.” Next, pronounce is a language strategy used by speakers or writers to explicitly assert and emphasize their opinions. Pronounce is usually expressed through the use of words such as “I contend ...”, “The facts of the matter are that ...”, “The truth of the matter is that ...”, “We can only conclude that ...”, “You must agree that ...”, and intensifiers with clausal scope such as really, indeed, etc. For examples:

HM King Abdullah: **Naturally**, we understand the state of anger and frustration from which Arabs and Muslims suffer as a result of their feelings of the absence of justice, or of injustice being levied against them. [www.jordanembassyus.org/hmka01212003.htm, accessed 03/18/04] (concur).

Five of the studies examine the effects of economic dependence on economic inequality. All five **show that** dependence is associated with greater

inequality. More specifically, five studies **demonstrate that** investment dependence investment by foreign firms in a society's domestic economy increases economic inequality. [Bank of English – US academic sub-corpus] (endorsement).

Now it is time to take longer strides—time for a great new American enterprise time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on Earth. I believe we possess all the resources and talents necessary. **But the facts of the matter are that** we have never made the national decisions or marshaled the national resources required for such leadership. (pronounce)

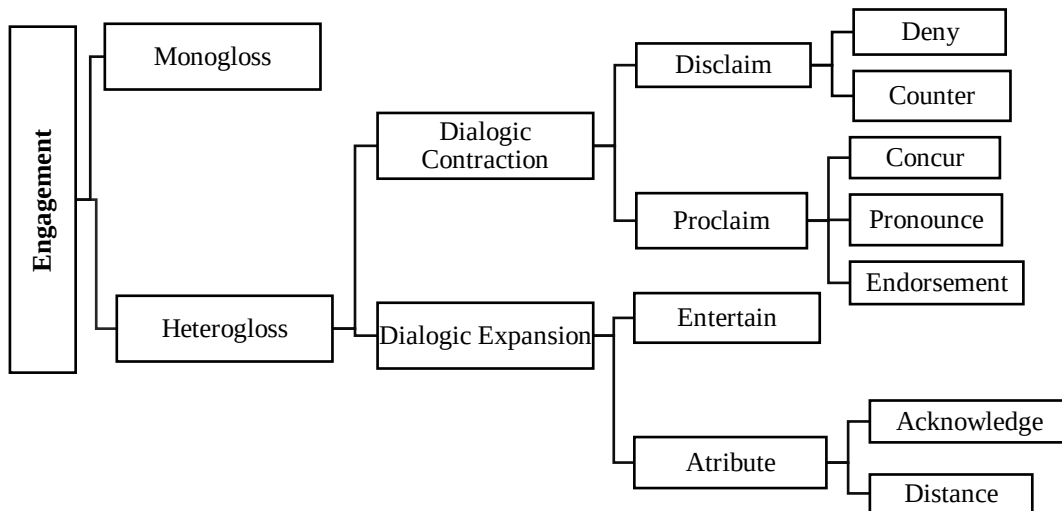
The form of dialogue expansion consists of "entertain" and "attribute". Entertain is when the writer or speaker indicates that their position is just one of many possible voices or opinions. Entertain is expressed through the use of “modality” (may, probably, it's possible that..., I think, etc.), “evidentiality” (it seems, it appears, apparently, the research suggests..., and others), and rhetorical or expository questions. For example: It was not a great speech. It reads like a high school essay answering the question: ‘Imagine you ruled the world. What would you do?’ It was not the answer of a statesman, not of a realist. In fact, it was **probably** the most immature, irresponsible, disgraceful, and misleading address ever given by a British Prime Minister. It was all bluster, all bluff. [Sunday Express, 7/10/01]

Unlike entertain, which originates from the writer or speaker themselves, attribute is a form of language or voice expressed by the writer or speaker not as

their own voice, but as an external voice, such as that of another person, an institution, or public news. The attribute category in this dialogue expansion is further divided into two subcategories: acknowledge and distance. Acknowledge refers to writing that quotes or reports the opinions or voices of others without indicating whether the writer or speaker agrees or disagrees with those voices or opinions. This subcategory typically uses words such as “say, report, state, declare, announce, believe, and think, etc.” Distance, on the other hand, is when the writer/speaker reports another opinion/voice but distances themselves from it (does not fully believe/agree with the voice). This subcategory typically uses words such as “claimed or others.”

For example: Tickner **said** [acknowledge] that regardless of the outcome, the royal commission was a waste of money and that he would proceed with a separate inquiry into the matter led by Justice Jane Matthews. His criticism came as the Aboriginal women involved in the case **demande**d [acknowledge] that a female minister examine the religious beliefs they **claim** [distance] are central to their opposition to a bridge to the island near Goolwa in South Australia. [Bank of English OzNews sub-corpus]

Table 2. 3 *An Overview of Engagement System*



3. Graduation

Graduation refers to the degree of evaluation, how strong or weak the feelings expressed in the text are. Graduation is a system that modulates the intensity or precision of an attitude and the level of engagement expressed in the text. In attitude-related elements, graduation indicates “how strong” the feelings or emotions are. Meanwhile, in engagement-related elements, graduation indicates “how confident or how strongly” the writer or speaker supports or rejects something. The concept of graduation operates on two main axes: force and focus.

Force axes are axes or elements that regulate intensity and quantity, such as size, strength, range, proximity, and so on. These force axes operate on quality (slightly foolish, extremely foolish), process (this slightly hindered us, this greatly hindered us), and verbal modality of possibility, custom, tendency, and obligation (it’s just possible that, it’s very possible that). An increase in the aspects of quality

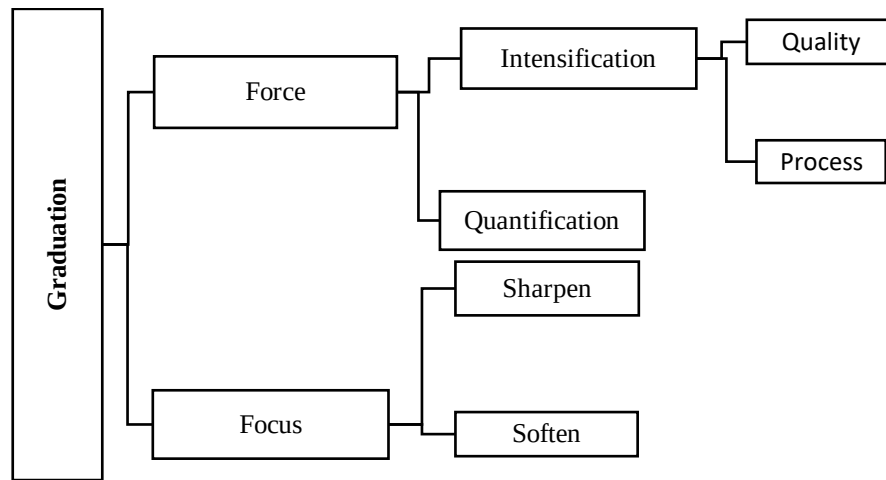
and process is also called “intensification.” Meanwhile, an increase in entities, such as objects, people, or other tangible things not in the aspects of quality and process is also called “quantification.” Through this quantification, the writer or speaker indicates the number, size, weight, or entity, for example, “a few miles, many miles,” “small amount,” “large amount.” For examples:

- **Amazingly** happy, **deliriously** happy, **perfectly** happy (intensification).
- I have **many** worries about your performance (quantification).

Then, the Focus axis is the axis/element that regulates the prototypicality scale, such as how “accurate” or how “pure” something is according to its category. Usually, this focus axis is used in categories that cannot be measured gradually in a natural way. The examples of Focus: “He’s a true friend,” “It was an excuse of sorts,” etc. This focus axis is divided into two types: sharpen (up-scale) to emphasize that something truly fits its category, and shorten (down-scale) to indicate that something only partially fits or does not quite fit. For examples:

- They don’t play **real** jazz. (sharpen).
- They play jazz, **sort of**. (soften).

Tabel 2. 1An Overview of Graduation System



C. Evaluative Language in Travel Vlogs

Travel vlogs are depictions of travelers' experiences that have gained popularity among users (Zhu & Cheng, 2025). This content typically features a vlogger speaking directly to the camera to describe their activities, the food they tried, and their feelings during their trip (Li, et al., 2025). One key platform that hosts travel vlog content with a relatively long duration is YouTube. This platform allows vloggers to share their travel experiences in detail because it combines text, visuals, and other interactive features.

An individual's response to an event or their surroundings is based on the cognitive evaluation of the narrator (Yoo et al., 2024). In the context of travel vlogging, the skills possessed by a vlogger become an attraction with themselves, as does the vlogger's credibility in conveying information and providing reviews and assessments of things encountered during their travels (Dewantara et al., 2025). A vlogger's language style and attitude are key factors in conveying what they feel,

what they see, and whom they meet during the trip. The information and assessments shared by a vlogger can influence the decisions of viewers and potential tourists.

The emotions and attitudes expressed by travel vloggers serve as a form of assessment of the feelings and events they experience during their travels (Bonard, 2024). This demonstrates that the emotions and expressions vloggers may unconsciously convey represent an important and intriguing aspect to explore. In general, assessments are divided into two main categories: positive assessments and negative assessments (Baumgartner, 2024). Positive assessments can take the form of praise or admiration when encountering a person or an event. Meanwhile, negative assessments can take the form of rejection or disagreement by a vlogger with the opinions of others.

Evaluative language is closely related to interpersonal meaning. Martin and White (2005) explain that evaluative meaning can be analyzed through Appraisal Theory, which encompasses three main systems: attitude, engagement, and graduation. Through these three systems, speakers express their attitudes, build relationships with their audience, and position themselves in relation to the topic under discussion.

In the context of tourism discourse, evaluative language is particularly important because a destination's image is often shaped by the descriptions and judgments offered by travel vloggers. Travel vloggers routinely evaluate local culture, communities, food, and the environment based on their personal

experiences. These assessments can influence how the audience views a destination and even affect their interest in visiting the place. Therefore, analyzing evaluative language in travel vlogs is essential to understanding how a destination's representation is constructed through language.

D. Orientalism

The concept of Orientalism was introduced by Said (1978) to explain how Western societies construct and represent non-Western societies through discourse. According to Said, Orientalism is the way the West understands, depicts, and classifies the East (the Orient) through a Western perspective. In this process, non-Western societies are often represented as exotic, traditional, backward, irrational, or fundamentally different from the West. Therefore, representation is not a neutral process but is influenced by power relations and ideologies that develop within society.

In the field of media and communication studies, Orientalism is no longer used solely to examine representations of the East in literary works or colonial texts; it has also been applied to analyze various forms of contemporary media. Ranji (2021) explains that the concept of Orientalism remains relevant in media studies because the media plays a crucial role in shaping and disseminating representations of specific groups, cultures, and regions. Through this process of representation, the media can reinforce constructions of difference between the West and the non-West and shape how audiences understand societies perceived as “the Other.” Thus, Orientalism can serve as a framework for understanding how representations of a

place or group are constructed and disseminated through various forms of media discourse.

In the study of language and discourse, Orientalism has been widely used to analyze how linguistic choices play a role in constructing representations of specific groups, cultures, and regions. Al-Farahidi (2024) explains that Orientalist discourse is often constructed through the use of stereotypes and evaluations that portray non-Western societies as inferior, underdeveloped, or in need of guidance from the West. Through language, these representations are then disseminated and accepted by the broader public.

The application of Orientalism can also be found in media studies and tourism discourse. Liu (2025) explains that tourism media plays a significant role in shaping the audience's perception of a destination through the narratives, descriptions, and evaluations it presents. From an Orientalist perspective, the representation of tourist destinations is often influenced by the Western gaze, a Western viewpoint that emphasizes the uniqueness, exoticism, traditionalism, or differences of a culture compared to Western standards. In a linguistic context, this concept is relevant because the representation of a place is constructed not only through what is discussed but also through how that place is evaluated. Word choice, descriptions, and evaluative language can shape specific perceptions of a society, culture, or tourist destination. Therefore, the evaluations conveyed by a travel vlogger not only reflect their personal experiences but also have the potential to construct a specific image of the destination they visit.

In this study, Orientalism is not used as the primary theory, but rather as a supporting perspective for understanding the representations that emerge from the evaluative language used by Drew Binsky. While Appraisal Theory is used to identify and classify evaluations through a system of attitude, engagement, and graduation, the concept of Orientalism helps explain how these evaluations contribute to the construction of representations of several East African countries, including Eritrea, Somalia, and Tanzania.

CHAPTER III

RESEARCH METHOD

This chapter describes the research procedures, including research design, research instrument, data sources, data collection, and data analysis.

A. Research Design

This study employs a qualitative research design aimed at exploring and understanding how meaning is constructed within a social context (Creswell, 2014). It is designed as a single-case study focusing on the YouTube channel @drewbinsky. The study focuses on analyzing the verbal discourse used by Drew Binsky in his travel vlogs set in several countries in East Africa, including Eritrea, Tanzania, and Somalia. Appraisal theory is used as the analytical framework to analyze the elements of evaluative language, namely, attitude, engagement, and graduation in the data. Furthermore, this study will also adopt an interpretive paradigm, which emphasizes understanding and interpreting meaning in social contexts rather than seeking an objective or generalizable truth (Leavy, 2023).

B. Research Instrument

The researcher serves as the primary tool in this study. The data consist of videos on Drew Binsky's YouTube channel about countries and cities in East Africa, including Eritrea, Tanzania, and Somalia. The researcher analyzes the data using Appraisal Theory (Martin & White, 2005) to identify and understand how evaluative language is used in these videos. Here, the researcher plays a crucial role in both data collection and analysis.

C. Data & Data Source

The data for this study was collected from Drew Binsky's official YouTube account (@drewbinsky), focusing on evaluative language appearing in the travel videos he uploaded. Given the large number of available videos, the researcher applied several data selection criteria. Firstly, the researcher focused on travel videos uploaded in 2025 and identified 31 videos documenting trips to various countries. Secondly, the data was limited to videos uploaded between May and September 2025 because during that timeframe, Drew Binsky uploaded travel videos to several East African countries that were the focus of the study. Therefore, this period was selected to ensure alignment between the analyzed data and the research objectives. Finally, the researcher selected 3 travel videos set in East Africa: Eritrea, Tanzania, and Somalia. The selection of East Africa was based on the research objective to understand how Drew Binsky, as an American travel vlogger (white people), constructs evaluations of countries, cultures, and societies with social and cultural backgrounds different from his own (black people). In addition, the three countries are also among the destinations that are relatively rarely exposed in the global media compared to other African countries, so it will be interesting to see how Drew evaluates and builds interpersonal meaning for the three countries. Furthermore, these three videos also contain various evaluative expressions related to places, cultures, societies, and travel experiences, thereby providing rich and relevant data for analyzing the use of the appraisal system in travel vlogs. The 3 videos are namely:

- “Entering The Strangest Country in The World”

https://youtu.be/5svrupzP_t8?si=5jqtqaQ9y4vACsOO

(This video is a vlog of Drew's trip to Eritrea. The video was uploaded on September 13, 2025, with a duration of 24:04)

- "I Spent 3 Days with the World's Last Hunter-Gatherer Tribe"

<https://youtu.be/DYFDc0dpc5g?si=7W4PTO9f8JRun3iQ>

(This video shows Drew's experience spending time with the Hadzabe tribe in Tanzania. This video was uploaded on August 10, 2025, and runs for 35:20)

- "Entering the World's Most Dangerous City"

<https://youtu.be/x2PWBkPBxNM?si=EkzLyAd-dDcDwXyP>

(This video shows Drew's experience traveling to the city of Mogadishu in Somalia. This video was uploaded on May 31, 2025, and is 28 minutes and 4 seconds long.)

D. Data Collection

Firstly, the researcher watched videos about several countries in East Africa including Eritrea, Tanzania, and Somalia on Drew Binsky's YouTube channel repeatedly and listened to the conversations or narratives in the videos. Next, the selected videos were transcribed into written text using Turbo Script AI to obtain verbal data. To ensure the accuracy of the transcription, the researcher replayed the videos several times and compared the transcripts with the spoken words in the videos, including referring to the automatic translation feature available on YouTube. The final step involves identifying words, clauses, or phrases from the 60 utterances that contain evaluative features based on Martin & White (2005). The

identification process follows the analytical categories of attitude, engagement, and graduation, which are supported by subcategories of their respective coding indicators. To minimize subjectivity and maintain analytical consistency, the identified data are reviewed repeatedly and re-examined based on the definition of appraisal theory (Martin & White, 2005) and contextual meaning within the discourse.

E. Data Analysis

After the data was collected, it was analyzed by the researcher through several systematic steps. Firstly, identified the data with focusing on three main elements of Appraisal Theory: attitude, engagement and graduation. Data is categorized as "attitude" if the utterance expresses emotions, judgments of people, and evaluations of things, experiences, places, or phenomena, then, as 'Enggagement' if the utterance reflects how the speaker positions his voice against other voices, and as "Graduation" if the utterance reinforces, softens, sharpens, or weakens the level of assessment intensity. Secondly, create a classification table to illustrate the distribution of appraisal resources throughout the video. The frequency of each evaluative element is identified to know about the dominant evaluative patterns. Thirdly, Representative quotes are then analyzed qualitatively by examining how the interaction between attitude, engagement, and graduation constructs interpersonal meaning in discourse. This analysis focuses on how Drew Binsky expresses his evaluative attitude, establishes a closeness with the viewer, reinforces or moderates his evaluation. Thus, the analysis is not only focused on the number of data occurrences but also on the meaning constructed through language.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion aimed at addressing the research questions and comparing them with previous studies. The first research question concerns the types of appraisal resources used by Drew Binsky in his travel vlogs across several East African countries, including Eritrea, Tanzania, and Somalia. The second research question concerns how these appraisal resources function to construct interpersonal meaning and representations of places and people in several East African countries, including Eritrea, Tanzania, and Somalia.

A. Findings

Table 4. 1 Findings of Appraisal Theory

No	Appraisal system	Frequency	percentage
1	Attitude	49	51.04%
2	Engagement	14	14.58%
3	Graduation	33	34.38%
Total		96	100%

The table above shows that “attitude” appeared 49 times (51.04%), followed by ‘engagement’ 14 times (14.58%), and finally “graduation” 33 times (34.38%).

The findings of this study are based on three videos from Drew Binsky’s YouTube travel vlog titled “Entering the Strangest Country in the World,” “I Spent 3 Days with the World’s Last Hunter-Gatherer Tribe,” and “Entering the World’s Most Dangerous City.” The researcher identified 60 utterances used by Drew Binsky that contained evaluative elements and analyzed these findings in accordance with appraisal theory (Martin & White, 2005). Within a single utterance, more than one category of appraisal may appear simultaneously. This indicates that

an utterance does not merely represent a single type of evaluation; rather, it may contain a combination of attitude, engagement, and graduation systems. An utterance can express an attitude or engagement that is then reinforced by graduation to indicate the intensity of the evaluation. Therefore, a comprehensive analysis is conducted to identify all appraisal elements contained within each utterance.

1. Types of appraisal resources are employed in Drew Binsky’s YouTube Travel Vlogs.

The researcher identified the three types of appraisal resources according to Martin & White (2005), namely attitude, engagement, and graduation in three travel vlog videos by Drew Binsky set in several East African countries, including Eritrea, Tanzania, and Somalia. Attitude was the most dominant source of appraisal, particularly “appreciation” with a frequency of 30 (61.22%), followed by affect with 11 (22.45%), and the last is judgment with 8 (16.33%). This was followed by the appraisal resource graduation, which was the second most frequently appearing resource, primarily in the form of “force” with a frequency of 32 (96.97%) and “focus” 1 (3.03%). The “engagement” appraisal resource appeared least frequently, with a frequency of “monogloss” 4 (28.57%) and “heterogloss” 10 (71.43%).

a. Attitude

Table 4. 2 Findings of Attitude

No	Attitude’s Category	Frequency	percentage
1	Affect	11	22.45%
2	Judgment	8	16.33%
3	Appreciation	30	61.22%
Total		49	100%

Attitude in appraisal refers to the feelings expressed by the speaker; this includes emotional reactions, behavioral assessments, and evaluations of things or events. According to appraisal theory (Martin & White, 2005), attitude is divided into three main categories: affect, judgment, and appreciation.

1) Affect

Affect refers to the positive or negative emotions expressed by a speaker. The following is an analysis of the affect category used by Drew Binsky in his YouTube travel vlogs to several countries in East Africa, including Eritrea, Tanzania, and Somalia:

Datum 4:

*"I really **enjoy** the spiritual moment here"*

This utterance came up when Drew saw people in Eritrea practicing their Christian faith. The word "enjoy" in that utterance reflects the positive feelings Drew expressed. The word "enjoy" falls under the category of affect, specifically the subcategory of happiness, because the word encodes the Drew's internal emotional response to people in Eritrea practicing their Christian faith that he saw. Happiness is a subcategory used to express positive feelings which are influenced by a sense of liking toward people in Eritrea practicing their Christian faith. Therefore, the evaluative goal in this speech is Drew's personal emotional experience, not the individual behavior or the quality of an object or phenomenon.

The use of the word "**enjoy**" which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew

and the audience to the religious practices he witnessed in Eritrea. This is built through Drew's expression of positive feelings towards the spiritual experience, which shows his emotional involvement and appreciation for the local culture. These positive feelings encourage the audience to share the same positive attitude towards the religious practices that are shown. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the spiritual experiences he has experienced.

Datum 8:

*"I'm **excited** to explore more of Asmara"*

This utterance came up when he was about to visit and explore Asmara, a city in Eritrea. The word "**excited**" in this sentence conveys the positive feelings Drew was experiencing. The word "**excited**" falls under the category of affect, specifically in subcategory of happiness because the word encodes the enthusiasm before exploring Asmara. Happiness is used to express positive feelings which are influenced by a sense of liking toward visit and explore Asmara. Therefore, the evaluative goal in this utterance is Drew's feelings of enthusiasm, not the individual behavior or the quality of an object or place. Drew used it to express curiosity, fun, and a promising experience.

The use of the word "**excited**" which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience towards the city of Asmara. This is built through the expression of enthusiasm for the destination to be visited. These positive feelings encourage the audience to share the same positive attitude and view

Asmara as an interesting place to explore. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the destinations shown.

Datum 11:

*"I'm **lucky** that my guide from Young Pioneer Tourist was able to get me access"*

This utterance came up when he managed to gain entry into Eritrea, specifically the city of Keren an opportunity not available to all visitors. The word "**lucky**" in that sentence conveys the positive feelings Drew experienced. The word "**lucky**" falls under the category of Affect, specifically in subcategory of happiness because the word encodes the speaker's positive emotional response to gain entry into Eritrea, specifically the city of Keren. Happiness is used to express positive feelings which are influenced by a sense of liking toward entry into Eritrea, specifically the city of Keren. Therefore, the evaluative goal in this utterance is Drew's personal sense of luck in relation to the access he obtains, not an assessment of a person's behavior or the quality of a place.

The use of the word "**lucky**" which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience to the rare opportunity he gets to access Keren, Eritrea. This is built through Drew's expression of positive feelings that show his luck and appreciation for the experience. This positive feeling encourages the audience to view the occasion as something special and valuable. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of Drew's exclusive experience.

Datum 23:

*"I **love** what they're chanting and everyone's having a good time"*

This utterance came up when he watching and attending a local wedding in Eritrea. He saw people singing and having a good time there. The word "love" in that sentence conveys the positive feelings expressed by Drew. The word "love" falls into the category of affect, specifically in subcategory of happiness because the word encodes the speaker's positive emotional response when he watching and attending a local wedding in Eritrea. Happiness is used to express positive feelings which are influenced by a sense of liking toward people singing and having a good time in wedding celebration. Therefore, the word *love* conveys Drew's positive feelings toward the joyful social interaction and festive atmosphere of the wedding.

The use of the word "**love**" which is included in the Affect category serves to build interpersonal meaning in the form of emotional closeness between Drew and the audience to a festive and together-going wedding atmosphere. This is built through the expression of Drew's positive feelings towards the singing and the festive atmosphere he witnesses, so that the audience is encouraged to share the same positive attitude towards the cultural experience. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the local culture shown.

Datum 27:

*"I'm **happy** that you joined the boat, bro!"*

This utterance come up when Drew is about to get on a boat and someone wants to join him. The word "**happy**" in that sentence conveys the positive feeling

experienced by Drew. The word **“happy”** falls under the category of affect, specifically in subcategory of happiness because the word encodes the speaker's internal emotional state in response to someone wants to join him on a boat. Happiness is used to express positive feelings which are influenced by a sense of liking toward someone who wants to join with him in a boat. Therefore, the evaluative goal in this speech is Drew's positive emotional reaction to the presence of another person, rather than showing judgment of the behavior, character, or quality of an object.

The use of the word ***“happy”*** which is included in the Affect category serves to build interpersonal meaning in the form of emotional closeness between Drew and the audience to the social interaction that occurs. This is built through Drew's expression of positive feelings towards the presence of someone joining him on the boat. These positive feelings encourage the audience to view the interaction as something fun and valuable. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the togetherness and social interaction shown.

Datum 29:

“I’m speechless”

This expression came up when Drew witnessed the beauty of the sea in Mogadishu, with its crystal-clear waters, from the boat he was riding. The word **“speechless”** conveys the positive feelings expressed by Drew. The word **“speechless”** falls under the category of affect, specifically in subcategory of happiness because it encodes the Drew’s internal emotional response of the beauty

of the sea in Mogadishu that he witnessed. Happiness is used to express positive feelings which are influenced by a sense of liking toward the beauty of the sea in Mogadishu. Therefore, the evaluative target in this utterance is Drew's feeling of amazement rather than a direct evaluation of a person's behavior or an object's quality. Although the utterance does not explicitly describe the sea, the emotional response implicitly invokes a positive assessment of the scenery observed.

The use of the word "*speechless*" which is included in the Affect category serves to build an interpersonal meaning in the form of an emotional closeness between Drew and the audience to the beauty of the sea in Mogadishu. This is built through Drew's expression of admiration that shows a positive emotional response to the scene he witnesses. This feeling encourages the audience to feel the same admiration and view the beauty of nature positively. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the visual experience displayed.

Datum 43:

*"I'm really **glad** I came back here to check it out"*

This expression comes up when Drew recalls that he had visited Mogadishu before and is now able to visit the city again. The word "**glad**" conveys the positive feelings Drew is experiencing. The word "**glad**" falls under the category of affect, specifically in subcategory of happiness because the word encodes the Drew's positive emotional response to the experience of revisiting Mogadishu. Happiness is used to express positive feelings which are influenced by a sense of liking toward the experience of revisiting Mogadishu. Therefore, the evaluative goal in this

speech is Drew's emotional satisfaction with his return to Mogadishu, not an evaluation of human behavior or the quality of an object. Through this expression, Drew described the revisit as a meaningful and satisfying experience.

The use of the word *"glad"* which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience to the experience of revisiting Mogadishu. This is built through Drew's expression of satisfaction and positive feelings towards the experience. These positive feelings encourage the audience to view the return visit to Mogadishu as a meaningful and satisfying experience. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of his travel experience.

Datum 47:

*"I'm **amazed** by his presentation"*

This expression was uttered by Drew when he observed how a member of the Hadzabe tribe answered a question Drew had asked him. The word **"amazed"** conveys the positive emotion expressed by Drew. The word **"amazed"** falls under the category of affect, specifically in subcategory of happiness because the word encodes the Drew's internal emotional response in the form of admiration for the observed interaction with a member of the Hadzabe tribe. Happiness is used to express positive feelings which are influenced by a sense of liking toward the interaction with a member of the Hadzabe tribe. Therefore, the evaluative target in this speech is the emotional reaction of Drew. However, these remarks also

implicitly give rise to a positive assessment of the individual's communicative ability and way of delivery.

The use of the word *"amazed"* which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience to the interaction that occurs with members of the Hadzabe tribe. This is built through Drew's expression of admiration for the way the tribe members deliver their answers. This positive feeling encourages the audience to appreciate the communication skills shown by members of the Hadzabe tribe. Thus, affect functions to create emotional closeness between Drew and the audience through a positive evaluation of the interaction experience shown.

Datum 53:

"I'm struggling"

Drew uttered this phrase while hunting with the Hadzabe tribe in Somalia, he was trying to keep up with the Hadzabe, who moved very quickly and nimbly. The word **"struggling"** conveys the negative feelings expressed by Drew. The word **"struggling"** falls under the category of affect, specifically in subcategory of dissatisfaction because Drew was dissatisfied with his abilities and therefore had trouble keeping up with the Hadzabe tribe during the hunt. Dis-satisfaction is associated with feelings of dissatisfaction toward his abilities and therefore had trouble keeping up with the Hadzabe tribe during the hunt. Therefore, the evaluative target in this utterance is Drew's experience of challenge and difficulty rather than a judgment of another person's behavior or an evaluation of an object or

phenomenon. In this context, Drew expresses that he is having difficulty keeping up with the Hadzabe tribe's hunting activities, which demand speed.

The use of the word "*struggling*" which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience to the challenges he faces while hunting with the Hadzabe tribe. This is built through the expression of Drew's negative feelings that show his difficulty and dissatisfaction with his ability to participate in the hunting activity. These feelings allow the audience to understand and feel the challenges that Drew experienced during the experience. Thus, affect serves to create an emotional closeness between Drew and the audience through the disclosure of difficult experiences that he has experienced firsthand.

Datum 54:

*"I'm so **exhausted** right now"*

This expression came up when Drew felt exhausted after 5 hours of hunting with the Hadzabe tribe in Somalia. The word "**exhausted**" conveys the negative feeling experienced by Drew. The word "**exhausted**" falls under the category of affect, specifically in sub-category of unhappiness because it conveys the physical exhaustion or suffering experienced by Drew after 5 hours of hunting with the Hadzabe tribe. Unhappiness is used to express negative feelings that are influenced by a sense of dislike toward the suffering experienced by Drew after 5 hours of hunting with the Hadzabe tribe. Therefore, the evaluative target in this utterance is Drew's experience of fatigue and physical strain rather than a judgment of human behavior or an evaluation of an external object or phenomenon. This

expression not only describes the speaker's emotional state but also highlights the physical challenges of the hunting experience with the Hadzabe tribe.

The use of the word "*exhausted*" which is included in the Affect category serves to build an interpersonal meaning in the form of emotional closeness between Drew and the audience to the physical challenges he experienced while hunting with the Hadzabe tribe. This is built through the expression of Drew's negative feelings that show fatigue and difficulty after participating in hunting activities for several hours. These feelings allow the audience to understand and feel the weight of the experience that Drew went through. Thus, affect serves to create an emotional closeness between Drew and the audience through the disclosure of the physical challenges he faces firsthand.

Datum 60:

*"I'm feeling a deep sense of **gratitude** for this experience"*

Drew used this expression when he shared with the audience his experience of living and interacting with the Hadzabe tribe in Somalia. The word "**gratitude**" conveys the positive feelings expressed by Drew. The word "**gratitude**" falls under the category of affect, specifically in subcategory of happiness because the word encodes the speaker's internal positive emotional response to the experience of living and interacting with the Hadzabe tribe in Somalia. Happiness is used to express positive feelings which are influenced by a sense of liking toward the experience of living and interacting with the Hadzabe tribe. Therefore, the evaluative goal in this speech is Drew's emotional reaction to his experience, not an assessment of human behavior or an evaluation of external objects or phenomena.

Through this expression, Drew describes his experience with the Hadzabe tribe as emotionally valuable and personally meaningful.

The use of the word "*gratitude*" which is included in the Affect category serves to build interpersonal meaning in the form of emotional closeness between Drew and the audience to the life experience and interaction with the Hadzabe tribe. This is built through Drew's expression of gratitude that shows positive feelings and deep appreciation for the experience. That positive feeling encourages the audience to view the experience as something valuable and meaningful. Thus, affect functions to create an emotional closeness between Drew and the audience through a positive evaluation of the cultural experiences he experiences.

Overall, Drew uses "affect" to reveal feelings of joy, happiness, and the difficulties experienced during his travels through several countries in East Africa to invite the audience to share their feelings about the destination, culture, local people, and travel experiences shown. These feelings serve to build interpersonal meaning in the form of emotional closeness between Drew and the audience. In addition to expressing his assessments through his personal feelings and emotions, Drew also evaluates the attitudes and character of the people he meets, as expressed in the "judgment" categories follows.

2) Judgment

Judgment refers to the evaluation of a person's behavior; it can take the form of praise or criticism. The following is an analysis of the judgment categories used

by Drew Binsky in his YouTube travel vlogs to several countries in East Africa, including Eritrea, Tanzania, and Somalia:

Datum 14:

*“Everyone is really **friendly**”*

Drew used this expression when he visited the camel market in Eritrea. The people he met there didn't mind when Drew took photos and videos. The word **“friendly”** in the expression indicates a positive assessment of the character of the people Drew met at the camel market. The word **“friendly”** falls under the category of judgement, specifically in subcategory of social sanction in the aspect of “propriety,” because it evaluates people he met visited the camel market in Eritrea according to socially valued norms of interpersonal conduct. Propriety concerns evaluations of whether a people he met's behavior is friendly and didn't mind when Drew took photos and videos. Therefore, the evaluative target in this utterance is the way local individuals interact with others, particularly their openness toward a foreign visitor. Through this expression, Drew positively evaluates the community's social behavior as welcoming and accommodating.

The use of the word ***“friendly”*** which is included in the Judgment category serves to build interpersonal meaning in the form of a positive social image of the local community in the eyes of the audience. This is built through Drew's positive assessment of the community's behavior that is friendly and open to the presence of visitors. The assessment encourages the audience to view the local community as a friendly community and easily accepting of others. Thus, Judgment functions to

shape the audience's positive perception of the local community through a positive evaluation of their social behavior.

Datum 19:

*"You're a **smart** man!"*

This remark came up when he saw a child learning English using an offline app on his phone because the internet in Eritrea is quite slow. The word "**smart**" reflects the positive assessment Drew expressed toward the child. The word "**smart**" falls under the category of judgement, specifically in subcategory of social esteem in the aspect of "capacity because it evaluates a child's competence to learning English using an offline app on his phone. Capacity concerns evaluations of how competent the child to learning English using an offline app on his phone. Therefore, the evaluative target in this utterance is the child's capability in adapting to learning constraints rather than the speaker's feelings or the quality of an external object. Through this expression, Drew positively assesses the child's problem-solving ability and learning competence.

The use of the word "**smart**" which is included in the Judgment category serves to build interpersonal meaning in the form of a positive image of the individual in the eyes of the audience. This was built through Drew's positive assessment of the child's ability to learn English using offline applications in the midst of limited internet access. The assessment encourages the audience to view the child as an intelligent individual and able to adapt to the situation he or she is facing. Thus, Judgment functions to form a positive perception of the audience towards the individual through a positive evaluation of his or her abilities.

Datum 24:

*“The people here are **kind**”*

This statement was made as Drew was about to end his video, after he had met many people in Eritrea. The word “**kind**” reflects a positive assessment of the character of the people Drew met during his travels in Eritrea. The word “**kind**” falls under the category of judgement, specifically in subcategory of social sanction in the aspect of “propriety” because it evaluates many people in Eritrea’s character and behavior after he had met. Propriety concerns evaluations of many people in Eritrea 's behavior is kind. Therefore, the evaluative target in this utterance is the interpersonal behavior of the local community rather than the speaker’s emotional state or the quality of an object or place. Through this expression, Drew positively evaluates the local people as caring and considerate in their interactions.

The use of the word “**kind**” which is included in the Judgment category serves to build interpersonal meaning in the form of a positive social image of the local community in the eyes of the audience. This was built through Drew's positive assessment of the caring and kind behavior of the Eritrean people in interacting with others. The assessment encourages the audience to view the local community as a friendly, caring, and fun community to interact with. Thus, Judgment functions to shape the audience's positive perception of the local community through a positive evaluation of their social behavior.

Datum 35:

*“She’s very **sweet**”*

This expression was used by Drew when he met a woman named Ramla on the street. The word “**sweet**” indicates a positive assessment of the person Drew met. The word “**sweet**” falls under the category of judgement, specifically in subcategory of social sanction in the aspect of “propriety”, because it evaluates an Ramla’s interpersonal behavior according to socially valued norms of kindness, warmth, and consideration toward others. Propriety concerns evaluations of Ramla's behavior are sweet and warmth. Therefore, the evaluative target in this utterance is the woman’s perceived social demeanor rather than the speaker’s emotional state or the quality of an external object. Through this expression, Drew positively evaluates Ramla as friendly and pleasant in social interaction.

The use of the word “**sweet**” which is included in the Judgment category serves to build interpersonal meaning in the form of a positive image of the individual in the eyes of the audience. This is built through Drew's positive assessment of Ramla's friendly, warm, and pleasant attitude in interacting. The assessment encourages the audience to view Ramla as a good and approachable individual. Thus, Judgment functions to form a positive perception of the audience towards the individual through a positive evaluation of their social behavior.

Datum 36:

*“She speaks **perfect** English because she grew up in Minnesota”*

This expression was used by Drew when he began speaking with Ramla. The word “**perfect**” indicates a positive assessment expressed by Drew. The word

“perfect” falls under the category of judgement, specifically in subcategory of social esteem in the aspect of “capacity”, because it evaluates Ramla’s competence and ability in speaking English skill. Capacity concerns evaluations of how capable Ramla to speak English. Therefore, the evaluative target in this utterance is Ramla’s language competence rather than the speaker’s emotional response or the quality of an external object. By describing her English as *“perfect,”* Drew positively assesses her high level of language proficiency and communicative ability. as it is used to evaluate a very high level of proficiency in English.

The use of the word ***“perfect”*** which is included in the Judgment category serves to build interpersonal meaning in the form of a positive image of the individual in the eyes of the audience. This was built through Drew's positive assessment of Ramla's ability in English which showed a very high level of competence. The assessment encourages the audience to view Ramla as a capable individual and has good communication skills. Thus, Judgment functions to form a positive perception of the audience towards the individual through a positive evaluation of her capacity and competence.

Datum 38:

*“He’s offering to everyone on the road; he’s a very **nice** guy.”*

This phrase was uttered by Drew when he saw a man offering food to the people around him. The word **“nice”** in this phrase indicates a positive assessment of the man’s behavior. The word **“nice”** falls under the category of judgement, specifically in subcategory of social esteem in the aspect of “propriety”, because it evaluates a man’s behavior when offering food to the people around him. Propriety

concerns evaluations a man's behavior is nice. Therefore, the evaluative target in this utterance is the man's socially considerate action of sharing food with others rather than the speaker's emotional state or the quality of an external object. Through the use of "nice," Drew positively assesses the man's generosity and willingness to care for those around him.

The use of the word "*nice*" which is included in the Judgment category serves to build interpersonal meaning in the form of a positive image of the individual in the eyes of the audience. This is built through Drew's positive assessment of the actions of a man who distributes food to the people around him. The assessment encourages the audience to view the man as a kind, caring, and generous individual. Thus, Judgment functions to form a positive perception of the audience towards the individual through a positive evaluation of his social behavior.

Datum 42:

"Some are really hostile and don't like the camera"

This expression came up when Drew visiting a market in Mogadishu and met many people there. The phrase "**hostile and don't like the camera**" in this expression indicates a negative assessment of the people Drew met there. The phrase "**hostile and don't like the camera**" falls under the category of judgement, specifically in subcategory of social esteem in the aspect of "propriety", because it evaluates many people that Drew's met when visiting a market in Mogadishu. Propriety concerns evaluations of many people that Drew's met when visiting a market in Mogadishu is hostile. Therefore, the evaluative target in this utterance is the behavior of certain individuals toward the presence of a camera and an outsider

rather than the speaker's emotional state or the quality of an external object. Through this expression, Drew negatively evaluates some people's responses as unwelcoming or resistant to being recorded.

The use of the phrase "*hostile and don't like the camera*" which is included in the Judgment category serves to build interpersonal meaning in the form of a negative image of some local communities in the eyes of the audience. This is built through Drew's negative assessment of their behavior which shows an unfriendly attitude and dislikes the presence of the camera. The assessment encourages the audience to view these individuals as less open to immigrants or the recording process. Thus, Judgment functions to shape the audience's perception of some of these local communities through a negative evaluation of their social behavior.

Datum 49:

*"That was insanely **talented**"*

This expression came up while Drew was sitting and relaxing with members of the Hadzabe tribe and watching one of them sing. The word "**talented**" indicates a positive assessment of a person's singing ability. The word "**talented**" falls under the category of judgement, specifically in subcategory of social esteem in the aspect of "capacity", because it evaluates members of the Hadzabe tribe's competence in singing. Capacity concerns evaluations of how competent members of the Hadzabe tribe in singing. Therefore, the evaluative target in this utterance is the individual's singing performance rather than the speaker's emotional response or the quality of an external object.

The use of the word "***talented***" which is included in the Judgment category serves to build interpersonal meaning in the form of a positive image of the individual in the eyes of the audience. This was built through Drew's positive assessment of the Hadzabe tribe's ability to sing. The assessment encourages the audience to view the individual as someone with impressive talents and abilities. Thus, Judgment functions to form a positive perception of the audience towards the individual through a positive evaluation of his or her capacity and competence.

Drew used "Judgement" to evaluate the friendliness, warmth, capabilities, and social tensions of the people he encountered while traveling through several countries in East Africa to shape the way the audience views the people featured in the vlog through an evaluation of their characters, behaviors, and abilities. Drew expressed his evaluation about objects or phenomena through the use of the following categories of appreciation.

3) Appreciation

Appreciation refers to the evaluation of an object, work, or phenomenon. The following is an analysis of the categories of appreciation used by Drew Binsky in his YouTube travel vlogs to several countries in East Africa, including Eritrea, Tanzania, and Somalia:

Datum 2:

*"This is officially the ***slowest*** visa process in the world"*

This statement was made while Drew was applying for a visa in Eritrea. The word "***slowest***" reflects the negative assessment expressed by Drew. The word

“**slow**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because Drew used it to evaluate the performance quality of the visa processing system in Eritrea, which is considered highly inefficient. Reaction is concerned with the visa processing system that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the visa processing system.

The use of the word “***slowest***” which is included in the Appreciation category serves to build an interpersonal meaning in the form of a negative image of the Eritrean visa management system in the eyes of the audience. This was built through Drew's negative evaluation of the quality and efficiency of the visa processing process that he experienced. The evaluation encourages the audience to view the visa system as a slow and ineffective process. Thus, Appreciation functions to shape the audience's negative perception of the visa management system through an assessment of the quality of its performance.

Datum 3:

*“This is the absolute **best** cup of coffee”*

This phrase came up while Drew was drinking coffee at a coffee shop in Eritrea. The word “**best**” indicates a positive assessment expressed by Drew. The word “**best**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and experiential value of coffee at a coffee shop in Eritrea than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the quality of coffee at a

coffee shop in Eritrea that attracts attention from Drew. Therefore, the evaluative target in this utterance is the coffee itself, particularly its perceived taste and quality.

The use of the word *"best"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of coffee in the eyes of the audience. This was built through Drew's positive evaluation of the quality and taste of the coffee he drank in Eritrea. The evaluation encourages the audience to view the coffee as a drink that has high quality and is worth trying. Thus, Appreciation functions to form a positive perception of the audience towards the coffee through a positive assessment of its quality.

Datum 4:

*"The **perfect** macchiato"*

This expression came up when Drew was drinking a macchiato at a coffee shop in Eritrea. The word **"perfect"** in this expression indicates a positive assessment of the drink's taste. The word **"perfect"** falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory and experiential quality of a macchiato at a coffee shop in Eritrea rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the quality of a macchiato that attracts attention from Drew. Therefore, the evaluative target in this utterance is the macchiato itself, particularly its perceived taste and overall quality.

The use of the word *"perfect"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of macchiato in the eyes of the audience. This was built through Drew's positive

evaluation of the taste and quality of the macchiato he drank in Eritrea. The evaluation encourages the audience to view the drink as a product that has excellent quality and taste. Thus, Appreciation functions to form a positive perception of the audience towards the macchiato through a positive assessment of its quality.

Datum 6:

*“It’s something very **unique**”*

This remark came up when Drew observed people in Eritrea wearing white garments that covered their bodies while performing religious rituals. The word “**unique**” indicates a positive evaluation expressed by Drew. The word “**unique**” falls into the category of appreciation, specifically in subcategory of valuation, because it evaluates a cultural phenomenon people in Eritrea wearing white garments that covered their bodies while performing religious rituals rather than expressing the speaker’s feelings or assessing human behavior. Valuation is concerned with evaluating the cultural phenomenon people in Eritrea. Therefore, the evaluative target in this utterance is the religious practice and cultural expression being observed.

The use of the word “**unique**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of culture and religious practices in the eyes of the audience. This is built through Drew's positive evaluation of the uniqueness of the religious practices and dressing of the Eritrean people that he observes. The evaluation encourages the audience to view the cultural phenomenon as something distinctive, interesting, and worth knowing. Thus, Appreciation functions to form a positive perception of the

audience towards the culture and religious practices through a positive assessment of its value as a cultural expression.

Datum 7:

*“Eritrea is truly **stuck** in the past”*

This expression emerged when Drew observed certain phenomena in Eritrea, such as the relatively slow internet connection, the fact that all payments are made in cash, and so on. The word “**stuck**” conveys the negative assessment expressed by Drew. The word “**stuck**” falls under the category of appreciation, specifically in subcategory of valuation, because it evaluates internet connection, the way of payments and so on as a social phenomenon and level of development rather than expressing the speaker’s emotional state or assessing individual behavior. Valuation is concerned with evaluating the social significance, like internet connection is slow, all payments are made in cash, and so on in Eritrea. Therefore, the evaluative target in this utterance is Eritrea’s condition and level of development. This assessment reflects the perception that Eritrea has not made significant progress compared to the standards of modernity expected by Drew.

The use of the word “**stuck**” which is included in the Appreciation category serves to build an interpersonal meaning in the form of a negative image of the condition and level of development of Eritrea in the eyes of the audience. This builds on Drew's negative evaluation of various aspects of life in Eritrea, such as slow internet connections and payment systems that still rely on cash. The evaluation encourages the audience to view the conditions of Eritrea as less developed than the modern standards commonly found in other countries. Thus,

Appreciation serves to shape the audience's negative perception of the conditions and developments of Eritrea through a negative assessment of the value and social significance of the phenomenon.

Datum 9:

*"This is such a **cool** place"*

This expression was used when Drew visited a sports facility in one of Eritrea's cities, Asmara. The word "**cool**" reflects the positive assessment Drew expressed while visiting the location. The word "**cool**" falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the experiential quality a sports facility in Asmara rather than expressing the speaker's feelings or assessing human behavior. Reaction is concerned with the quality a sports facility in Asmara that attracts attention from Drew. Therefore, the evaluative target in this utterance is the sports facility itself.

The use of the word "**cool**" which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a place in the eyes of the audience. This was built through Drew's positive evaluation of the experience and quality of sports facilities in Asmara that he visited. The evaluation encourages the audience to view the place as an interesting and pleasant location to see or visit. Thus, Appreciation functions to form a positive perception of the audience of the place through a positive assessment of the quality of the experience it offers.

Datum 10:

*“This is one of the **coolest** experiences I’ve had”*

This expression came up when Drew visited a town in Eritrea called Keren. Drew stopped by several local homes and observed the local culture. The word “**coolest**” indicates a positive assessment expressed by Drew. The word “**coolest**” falls into the category of appreciation, specifically in subcategory of reaction because it evaluates a travel experience in Keren as enjoyable, interesting, and positively perceived rather than evaluating a person or expressing a direct emotional reaction. Reaction is concerned with the travel experience in Keren that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is Drew’s travel experience in Keren.

The use of the word “**coolest**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the travel experience in Keren in the eyes of the audience. This was built through Drew's positive evaluation of the experience of visiting residents' homes and observing the local culture of the city. The evaluation encourages the audience to view the experience as something interesting, fun, and memorable. Thus, Appreciation functions to form a positive perception of the audience of the travel experience through a positive assessment of the quality of the experience experienced.

Datum 12:

*“Asmara is a **bigger city**. It’s more **commercial**; there are more **embassies** and more **foreign influence**.”*

This statement was made after Drew finished visiting and exploring Asmara, a city in Eritrea. The phrase “**bigger city, commercial, embassies, foreign influence**” reflects Drew’s positive assessment of Asmara. The phrase “**bigger city, commercial, embassies, foreign influence**” falls under the category of appreciation, specifically in subcategory of valuation because it evaluates the city of Asmara in terms of its perceived significance rather than expressing the speaker’s emotional state or assessing individual behavior. Valuation is concerned with evaluating the city of Asmara as a bigger city, commercial, embassies, foreign influence. Therefore, the evaluative target in this utterance is Asmara as an urban environment.

The use of the words “***bigger city,***” “***commercial,***” “***embassies,***” and “***foreign influence***” which are included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the city of Asmara in the eyes of the audience. This is built through Drew's evaluation of the characteristics of Asmara as a more modern and internationally connected center of activity. The evaluation encourages the audience to view Asmara as a city that is growing, significant, and has global appeal. Thus, Appreciation functions to form a positive perception of the audience towards Asmara as an urban environment through the assessment of its social value and significance.

Datum 13:

*“Keren, it is like the **real deal**, it’s like the **real deal**. It’s really **traditional**, really **authentic**, and really **freaking awesome**”*

This expression came up after Drew finished visiting and exploring the city of Keren, one of the cities in Eritrea. The phrase “**real deal, traditional, authentic, and freaking awesome**” reflects Drew’s positive assessment of the city of Keren. The phrase “**real deal, traditional, authentic, and freaking awesome**” falls under the category of appreciation, specifically in subcategory of valuation because it evaluates the city of Keren in terms of its perceived cultural significance, authenticity, and experiential value rather than expressing the speaker’s emotional state or assessing human behavior. Valuation is concerned with the city of Keren as a real deal, traditional, authentic, and freaking awesome. Therefore, the evaluative target in this utterance is Keren as a cultural destination.

The use of the phrases “**real deal**,” “**traditional**,” “**authentic**,” and “**freaking awesome**” which are included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the city of Keren in the eyes of the audience. This is built through Drew's positive evaluation of the authenticity, cultural value, and experiences he discovered while visiting the city. The evaluation encourages the audience to view Keren as an authentic, attractive, and culturally appealing place. Thus, Appreciation functions to form a positive perception of the audience towards Keren through the assessment of its cultural value and significance.

Datum 15:

*"It is so incredibly **dusty** here"*

This expression came up as he was walking around the camel market in Eritrea. The word "**dusty**" reflects the negative assessment expressed by Drew. The word "**dusty**" falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the environmental quality and sensory condition of the camel market in Eritrea rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the environmental quality of the camel market in Eritrea that attracts attention from Drew. Therefore, the evaluative target in this utterance is the physical environment of the camel market.

The use of the word "**dusty**" which is included in the Appreciation category serves to build interpersonal meaning in the form of a negative image of the environmental conditions of the camel market in the eyes of the audience. This was built through Drew's evaluation of the physical condition of the dust-filled market as he walked through the area. The evaluation encourages the audience to view the market environment as a place that is not clean and has uncomfortable physical conditions. Thus, Appreciation functions to shape the audience's perception of the environment through a negative assessment of quality condition.

Datum 16:

*"Peanuts are really, really **good**"*

This expression appeared when Drew bought and tasted peanuts near the camel market he visited. The word "**good**" indicates a positive assessment

expressed by Drew. The word **“good”** falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and taste of peanuts near the camel market that Drew visited rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the taste of peanuts that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the peanuts themselves, particularly the flavor and quality.

The use of the word ***“good”*** which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a food in the eyes of the audience. This was built through Drew's positive evaluation of the taste of the beans he bought and tried near a camel market in Eritrea. The evaluation encourages the audience to view the food as something delicious and worth trying. Thus, Appreciation functions to form a positive perception of the audience of the food through an assessment of the quality of its taste.

Datum 18:

*“It’s really **gross**, but I’ll never tell her that”*

This expression appeared when Drew was asked by a local resident to try a fermented beer at a wedding party. The word **“gross”** indicates a negative judgment expressed by Drew. The word **“gross”** falls into the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and taste of a fermented beer at a wedding party rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the taste of a fermented beer that evokes an emotional response from Drew.

Therefore, the evaluative target in this utterance is the fermented beer, particularly its taste and drinking experience.

The use of the word "**gross**" which is included in the Appreciation category serves to build interpersonal meaning in the form of a negative image of a drink in the eyes of the audience. This is built through Drew's negative evaluation of taste and experience when trying fermented drinks offered at weddings. The evaluation encourages the audience to view the drink as something unpalatable and unpleasant to consume. Thus, Appreciation functions to shape the audience's perception of the drink through a negative assessment of the quality of its taste.

Datum 20:

*"It's such a **special** experience in the countryside of Eritrea"*

This expression came up after he had visited several homes in the city of Keren, met some people, and discovered something interesting there. The word "**special**" reflects the positive assessment expressed by Drew. The word "**special**" falls under the category of appreciation, specifically in subcategory of reaction, because it evaluates the experiential quality of visited several homes in the city of Keren rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the experiential quality of visited several homes in the city of Keren, met some people, and discovered something interesting there that attracts attention from Drew. Therefore, the evaluative target in this utterance is Drew's travel experience in the Eritrean countryside.

The use of the word "**special**" which is included in the Appreciation category serves to build an interpersonal meaning in the form of a positive image

of the travel experience in rural Eritrea in the eyes of the audience. This was built through Drew's positive evaluation of the experience of visiting people's homes and interacting with the local community in Keren. The evaluation encourages the audience to view the experience as something memorable, unique, and valuable. Thus, Appreciation functions to form a positive perception of the audience of the travel experience through their experiences.

Datum 28:

*"The water is literally **green**"*

This expression came up when Drew was looking at and enjoying the beauty of the sea from a boat in Mogadishu, Somalia. The word "**green**" reflects Drew's positive assessment. The word "**green**" falls under the category of appreciation, specifically in subcategory of reaction (quality), because it is used to evaluate the visual quality of the beauty of the sea in Mogadishu rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with evaluate the visual quality of the beauty of the sea in Mogadishu that attracts attention from Drew. Therefore, the evaluative target in this utterance is the appearance of the sea. In this context, the description "green" is not merely a neutral statement of color but functions evaluatively by highlighting the striking visual quality of the water, which Drew presents as noteworthy and attractive.

The use of the word "**green**" which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the beauty of the sea in Mogadishu in the eyes of the audience. This is built through Drew's evaluation of the visual appearance of the seawater that is clearly and strikingly

visible as he enjoys the view from the top of the boat. The evaluation encourages the audience to view the sea as something beautiful and visually appealing. Thus, Appreciation functions to form a positive perception of the audience towards the ocean view through an assessment of its visual quality.

Datum 32:

*“It’s like **soft** meat”*

This expression came up when Drew visited a restaurant with someone, he tried camel meat there. The word “**soft**” indicates a positive evaluation expressed by Drew. The word “**soft**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and texture of camel meat rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the texture of camel meat in a restaurant that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the camel meat, particularly its texture when consumed. In this context, “soft” functions as a positive sensory assessment, suggesting that the meat is tender and pleasant to eat.

The use of the word “**soft**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a food in the eyes of the audience. This was built through Drew's evaluation of the texture of camel meat that he tried at the restaurant, which was considered soft and easy to consume. The evaluation encourages the audience to view the food as something tasty and has good texture quality. Thus, Appreciation functions to form the

audience's positive perception of the food through an assessment of its sensory quality.

Datum 33:

*“Very **good** camel, really **tasty**”*

This utterance came up when Drew began eating some camel meat at a restaurant in Mogadishu, Somalia. The words “**good**” and “**tasty**” indicate the positive evaluation expressed by Drew. Both words fall under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and flavor of a camel meat at a restaurant in Mogadishu rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the flavor of a camel meat at a restaurant in Mogadishu that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the camel meat, particularly its taste and eating quality.

The use of the words “**good**” and “**tasty**” which are included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a food in the eyes of the audience. This was built through Drew's positive evaluation of the taste and quality of the camel meat he consumed in Mogadishu. The evaluation encourages the audience to view the food as a delicious dish and has good taste quality. Thus, Appreciation functions to form a positive perception of the audience of the food through an assessment of the quality of the taste of the food.

Datum 34:

*“This is one of the most **beautiful** mosques”*

This statement was made when Drew was invited to visit and tour a mosque in Mogadishu, Somalia. The word “**beautiful**” indicates a positive assessment expressed by Drew. The word “**beautiful**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the aesthetic quality and visual appeal of mosque in Mogadishu rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the visual appeal of mosque in Mogadishu that attracts attention from Drew. Therefore, the evaluative target in this utterance is the mosque, particularly its appearance and perceived beauty.

The use of the word “*beautiful*” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a mosque in the eyes of the audience. This was built through Drew's evaluation of the visual and aesthetic beauty of the mosque architecture he visited in Mogadishu. The evaluation encourages the audience to view the mosque as a beautiful, attractive, and visually and culturally valuable building. Thus, Appreciation functions to form a positive perception of the audience of the mosque through an assessment of its aesthetic quality and visual appeal.

Datum 37:

*“The shop is really **interesting**”*

This remark was made while he was visiting a local market in Mogadishu, Somalia. He noticed and approached a shop selling various types of sauces and

food. The word “**interesting**” reflects the positive assessment expressed by Drew. The word “**interesting**” falls under the category of appreciation, specifically in subcategory of reaction, because it evaluates the experiential of visiting a local market in Mogadishu rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the experiential of visiting a local market in Mogadishu and approached a shop selling various types of sauces and food that attracts attention from Drew. Therefore, the evaluative target in this utterance is the shop and its food offerings.

The use of the word “*interesting*” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the store and the shopping experience in the eyes of the audience. This was built through Drew's evaluation of the various food products and sauces he encountered while visiting the market in Mogadishu. The evaluation encourages the audience to view the store as an interesting place and has an attraction to explore. Thus, Appreciation functions to form a positive perception of the audience towards the store and the products offered through the assessment of the value and attractiveness of the experience.

Datum 39:

*“Mogadishu is so **freaking crazy**”*

This expression came up after Drew had toured and explored Mogadishu, Somalia. He saw Mogadishu as an amazing, rough, dirty, and historic city. The phrase “**freaking crazy**” indicates a negative assessment expressed by Drew. The phrase “**freaking crazy**” falls into the category of appreciation, specifically in

subcategory of reaction, because it evaluates the intensity of Mogadishu, Somalia rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the the intensity of Mogadishu that amazing, rough, dirty, and which attracts attention or evokes an emotional response from the speaker. Therefore, the evaluative target in this utterance is Mogadishu as an amazing, rough, dirty, and historic city.

The use of the phrase *"freaking crazy"* which is included in the Appreciation category serves to build an interpersonal meaning in the form of a strong and intense image of the city of Mogadishu in the eyes of the audience. This is built through Drew's evaluation of the experience and atmosphere of the city which he considers to be very extreme, dynamic, and full of contrast between the historical side and the environmental conditions he encounters. The evaluation encourages the audience to view Mogadishu as a unique, intense, and unusually experiential city. Thus, Appreciation serves to shape the audience's perception of the city through an assessment of the intensity and overall character of the urban experience displayed.

Datum 40:

*"you're walking on a super **dirty** street"*

This statement appears after Drew has walked through several streets in Mogadishu, Somalia. The word **"dirty"** indicates a negative assessment expressed by Drew. The word **"dirty"** falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the physical and environmental condition of several streets in Mogadishu, Somalia rather than

expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the physical and environmental condition of several streets in Mogadishu that attracts attention from Drew. Therefore, the evaluative target in this utterance is the street environment in Mogadishu. In this context, "dirty" functions as a negative assessment of the street's cleanliness and sensory condition.

The use of the word "*dirty*" which is included in the Appreciation category serves to build interpersonal meaning in the form of a negative image of the condition of the road environment in the eyes of the audience. This builds on Drew's evaluation of the physical condition of the roads in Mogadishu that look dirty and poorly maintained during his walk in the area. The evaluation encourages the audience to view the road environment as a place with low hygiene conditions and less comfort. Thus, Appreciation functions to form the audience's negative perception of the environment through an assessment of the physical quality of the place visited.

Datum 41:

*"You're staying in a really **nice** hotel"*

This expression appears when Drew observes the hotel where he is staying in Mogadishu, Somalia. The word "**nice**" indicates a positive assessment expressed by Drew. The word "**nice**" falls into the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the quality and appeal of a hotel where Drew is staying in Mogadishu, Somalia rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the quality and appeal of a hotel where Drew is staying in Mogadishu that attracts

attention from Drew. Therefore, the evaluative target in this utterance is the hotel's quality. In this context, “nice” functions as a positive assessment of the hotel’s perceived comfort, quality, or overall appeal.

The use of the word *"nice"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a hotel in the eyes of the audience. This was built through Drew's evaluation of the quality and comfort of the hotel where he stayed in Mogadishu. The evaluation encourages the audience to view the hotel as a comfortable, decent, and good quality place. Thus, Appreciation functions to form a positive perception of the audience towards the hotel through an assessment of the quality and attractiveness of the place.

Datum 44:

*“It was very **precious**”*

This expression came up when Drew witnessed a moment in which a Hadzabe mother was leading her child back to the hut where they lived. The word **“precious”** reflects the positive assessment expressed by Drew. The word **“precious”** falls under the category of appreciation, specifically in subcategory of valuation because it evaluates a moment in which a Hadzabe mother was leading her child back to the hut where they lived rather than expressing the speaker’s emotional state or assessing human behavior. Within Appraisal Theory, valuation is concerned with evaluating the social significance, like a moment in which a Hadzabe mother was leading her child back to the hut where they lived. Therefore, the evaluative target in this utterance is the interactional moment witnessed by Drew.

The use of the word *"precious"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a moment in the eyes of the audience. This is built through Drew's evaluation of the moment a Hadzabe mother is driving her child back home, which is seen as a warm and emotionally and socially valuable event. The evaluation encourages the audience to view the moment as something beautiful, meaningful, and worthy of appreciation. Thus, Appreciation functions to form a positive perception of the audience towards the moment through an assessment of its social value and significance.

Datum 46:

*"I actually think that's really **cool**"*

This expression came up when Drew observed c from their eating habits and their communal way of life to the fact that they live without a tribal chief, and so on. The word **"cool"** conveys a positive assessment on Drew's part. The word **"cool"** falls into the category of appreciation, specifically in subcategory of reaction because it evaluates the experience of observing the eating habits and the communal way of life by Hadzabe Tribe in Tanzania rather than merely expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the eating habits and the communal way of life by Hadzabe Tribe in Tanzania that attracts attention. Therefore, the evaluative target in this utterance is the Hadzabe way of life.

The use of the word *"cool"* which is included in the Appreciation category serves to build an interpersonal meaning in the form of a positive image of the

Hadzabe way of life in the eyes of the audience. This is built through Drew's evaluation of various aspects of their lives, such as diet, communal life, and social systems without tribal leaders that he finds interesting and unique. The evaluation encourages the audience to view this way of life as something interesting, different, and worth understanding. Thus, Appreciation functions to form a positive perception of the audience towards Hadzabe's culture and lifestyle through the assessment of the value and attractiveness of his experience.

Datum 48:

"It sounds like a very simple and not very stressful life"

This statement was made after Drew had heard an explanation from a member of the Hadzabe tribe about their way of life. The phrase **"very simple and not a very stressful life"** reflects a positive assessment expressed by Drew. The phrase **"very simple and not a very stressful life"** falls under the category of appreciation, specifically in subcategory of valuation because it evaluates the lifestyle of Hadzabe Tribe rather than expressing the speaker's emotion or assessing individual behavior. Valuation is concerned with evaluating the Hadzabe Tribe's lifestyle. Therefore, the evaluative target in this utterance is the life led by the Hadzabe tribe.

The use of the phrase *"very simple and not very stressful life"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the Hadzabe lifestyle in the eyes of the audience. This is built through Drew's evaluation of their lives that are considered simple, calm, and not full of pressure. The evaluation encourages the audience to view the

lifestyle as something interesting and different from complex modern life. Thus, Appreciation functions to form a positive perception of the audience's life on the life of the Hadzabe tribe through an assessment of the social value and quality of their way of life.

Datum 50:

*“The **beautiful** sunset”*

This expression came up when Drew gazed at the sky one evening just before dinner with the Hadzabe tribe in Tanzania. The word “**baeautiful**” reflects Drew’s positive assessment of the beauty of the sunset. The word “**beautiful**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the aesthetic appeal of the sky one evening just before dinner with the Hadzabe tribe in Tanzania rather than expressing the speaker’s emotional state or assessing human behavior. In Appraisal Theory, reaction is concerned with the aesthetic appeal of the sky that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the phenomena of sunset itself.

The use of the word “**beautiful**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of natural phenomena in the eyes of the audience. This is built through Drew's evaluation of the visual beauty of the sky at sunset when he was with the Hadzabe. The evaluation encourages the audience to view the scene as beautiful, soothing, and aesthetically valuable. Thus, Appreciation functions to form a positive perception of the audience towards the sunset phenomenon through an assessment of its aesthetic quality and visual appeal.

Datum 51:

*“That’s really **good**”*

This expression was uttered when Drew tasted the meat of a young bird that had been roasted by the Hadzabe people. The word “**good**” indicates Drew’s positive assessment of the taste of the meat he was eating. The word “**good**” falls into the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality of the meat of a young bird that had been roasted by the Hadzabe people rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the taste of the meat of a young bird that had been roasted that evokes an emotional response from the speaker. Therefore, the evaluative target in this utterance is the taste of the roasted bird meat.

The use of the word “**good**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a food in the eyes of the audience. This was built through Drew’s evaluation of the taste of young bird meat that he tried with the Hadzabe tribe. The evaluation encourages the audience to view the food as something tasty and has good taste quality. Thus, Appreciation functions to form a positive perception of the audience of the food through an assessment of the taste quality of a food.

Datum 52:

*“The sleeping arrangements are **rough**”*

This remark was made as Drew was about to sleep in the tent-like bed he used to spend the night near the Hadzabe tribe’s settlement. The word “**rough**”

reflects the negative assessment expressed by Drew. The word “**rough**” falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the perceived quality and comfort of a living arrangement that used to spend the night near the Hadzabe tribe’s settlement rather than expressing the speaker’s emotional state or assessing human behavior. Reaction is concerned with the perceived quality and comfort of a living arrangement that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the condition of sleeping place.

The use of the word “**rough**” which is included in the Appreciation category serves to build interpersonal meaning in the form of a negative image of the condition of the bed in the eyes of the audience. This was built through Drew's evaluation of the comfort and quality of the simple beds he used when spending the night near the Hadzabe settlement. The evaluation encourages the audience to view the sleeping facility as something uncomfortable and very simple. Thus, Appreciation functions to shape the audience's perception of these conditions through an assessment of the quality and comfort level.

Datum 55:

*“This is **hilarious**”*

This expression came up when Drew saw a member of the Hadzabe tribe holding a camera and acting like a cameraman. The word “**hilarious**” reflects the positive assessment expressed by Drew. The word “**hilarious**” falls under the category of appreciation, specifically in subcategory of reaction because it evaluates the entertaining and amusing moment when a member of the Hadzabe tribe holding

a camera and acting like a cameraman rather than assessing the person's moral character, competence, or the speaker's internal emotional state. Within Appraisal Theory, reaction is concerned with the the entertaining and amusing moment that evokes an emotional response from the speaker. Therefore, the evaluative target in this utterance is the humorous situation created by the interaction.

The use of the word *"hilarious"* which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of a situation in the eyes of the audience. This builds on Drew's evaluation of a funny moment when a member of the Hadzabe tribe imitates the style of a cameraman. The evaluation encourages the audience to view the situation as something entertaining, interesting, and fun to watch. Thus, Appreciation functions to form a positive perception of the audience of the experience through an assessment of the value of entertainment and the attractiveness of the situation that occurs.

Datum 56:

*"It's really a **special** thing to witness"*

This expression came up when Drew watched the Hadzabe people eating the meat from their hunt together. They seemed harmonious and happy. The word **"special"** reflects the positive assessment expressed by Drew. The word **"special"** falls into the category of appreciation, specifically in subcategory of reaction because it evaluates the moment Hadzabe people eating the meat from their hunt together, rather than judging the behavior of individual humans or directly expressing emotional states. Reaction is concerned with the moment Hadzabe people eating the meat from their hunt together that attracts attention from Drew.

Therefore, the object of appraisal in this statement is the moment of togetherness among the Hadzabe people.

The use of the word "*special*" which is included in the Appreciation category serves to build interpersonal meaning in the form of a positive image of the Hadzabe tribe's moment of togetherness in the eyes of the audience. This is built through Drew's evaluation of the situation when the Hadzabe people eat together their game in a harmonious and happy atmosphere. The evaluation encourages the audience to view the moment as meaningful, unique, and worthy of appreciation. Thus, Appreciation functions to form the audience's positive perception of the moment of togetherness through an assessment of the value of the social experience displayed.

Datum 57:

*"It's pretty **gamey**"*

This expression came up when Drew tried baboon meat for the first time. The word "**gamey**" reflects the negative assessment expressed by Drew. The word "**gamey**" falls under the category of appreciation, specifically in subcategory of reaction (quality) because it evaluates the sensory quality and taste of the baboon meat rather than expressing the speaker's emotional state or assessing human behavior. Reaction is concerned with the taste of the baboon meat that evokes an emotional response from Drew. Therefore, the evaluative target in this utterance is the flavor of the baboon meat.

The use of the word "*gamey*" which is included in the Appreciation category serves to build an interpersonal meaning in the form of a negative image

of the taste of food in the eyes of the audience. This was built through Drew's evaluation of the taste of baboon meat that he tried for the first time. The evaluation encourages the audience to view the food as something that has a strong taste and is less pleasant. Thus, Appreciation functions to shape the audience's perception of the food through an assessment of the taste quality of a food.

Appreciation is used by Drew to evaluate objects such as rare moments, culture, the state of a city and the taste quality of the food and drinks he tries to shape the audience's perception of the object being evaluated. In addition to using the three attitude categories, Drew also uses engagement to see how he positions his voice against other voices as follows.

b. Engagement

Table 4. 3Findings of Enggagement

No	Engagement's Category	Frequency	percentage
1	Monogloss	4	28.57%
2	Heterogloss	10	71.43%
Total		14	100%

Engagement refers to how a vlogger uses language to position themselves in relation to other voices, whether by quoting, agreeing, affirming, denying, rejecting, or opposing. This concept is divided into two major categories: Monogloss and Heterogloss.

1) Monogloss

Monogloss refers to speech or utterances that do not mention or acknowledge the existence of other voices.

Datum 7:

"Eritrea is truly stuck in the past"

This utterance came after Drew had observed and experienced certain conditions in Eritrea, such as slow internet connections, the fact that all payments are made in cash, and so on. Drew described Eritrea as a country far from being modern. Drew's assessment of Eritrea falls into the monogloss category because Drew presents the proposition as an uncontested assessment without acknowledging alternative viewpoints. Monoglossic utterances position the speaker's voice as the only relevant voice in the discourse. In this statement, Drew presents Eritrea as "truly stuck in the past" through a categorical assertion that closes down dialogic space.

The use of the phrase *"Eritrea is truly stuck in the past"* which is monoglossic serves to build interpersonal meaning in the form of a firm evaluative position in the eyes of the audience. This is built through direct statements without leaving room for other views, so the assessment is seen as a strong and undisputed conclusion. In this way, Drew leads the audience to accept his view of Eritrea as a less modern country based on the experiences he observes, such as slow internet and cash payment systems. Thus, monogloss serves to strengthen the audience's perception of Drew's evaluation through the closure of the dialogical space.

Datum 31:

"The situation has not gotten better"

This utterance came up while Drew was talking to someone on the beach. It suggests that Drew views the situation in Mogadishu as still quite chaotic, no better

than it was five years ago when he visited the city. The utterance is categorized as monogloss because the proposition is presented without modality, attribution, or acknowledgment of alternative viewpoints. Monoglossic utterances do not open up dialogic alternatives, but instead position the speaker's voice as the only relevant voice in the discourse. In this statement, Drew presents the condition of Mogadishu as still quite chaotic, no better than it was five years ago when he visited the city as an uncontested assessment, thereby closing down dialogic space.

The use of the phrase *"the situation has not gotten better"* builds an interpersonal meaning in the form of Drew's evaluative attitude that is critical of the conditions of Mogadishu's development to the audience as one dominant view. This is built through a direct statement describing the condition of the city as not improving since the previous visit. In this way, Drew directs the audience to understand the conditions of Mogadishu as a stagnant or unimproved situation, thus forming a certain evaluative impression that tends to be accepted without offering alternative views.

Datum 39:

"Mogadishu is so freaking crazy"

This utterance came after Drew had toured and explored Mogadishu, Somalia. He saw Mogadishu as an amazing city, rough, dirty, and also historic. This statement indicates that Drew's assessment of a city in Somalia was expressed without acknowledging or mentioning other perspectives. This statement falls into the monogloss category because the proposition is presented as a categorical assertion without acknowledging alternative viewpoints or opening dialogic

alternatives. Monoglossic utterances position the speaker's voice as the only relevant voice within the discourse. In this case, Drew presents his evaluation of Mogadishu as an amazing city, rough, dirty, and also historic as an uncontested assessment, thereby closing down dialogic space for negotiation with other perspectives.

The use of the phrase *"Mogadishu is so freaking crazy"* builds an interpersonal meaning in the form of Drew's strong and intense evaluative attitude towards the city of Mogadishu to the audience as a certain perspective on the city. This is built through monoglossic statements, which are evaluations that are delivered directly without opening up space for other perspectives. In this way, the audience is directed to understand Mogadishu as a city that has a contrasting, intense, and unusual character, so that an evaluative interpretation is formed that tends to be accepted.

Datum 52:

"The sleeping arrangements are rough"

This remark was made as Drew was about to sleep in the tent-like bed he used to spend the night near the Hadzabe tribe's settlement. It falls into the monogloss category because the proposition is presented as a categorical assertion without acknowledging alternative viewpoints or opening dialogic alternatives. Monoglossic utterances position the Drew's voice as the only relevant voice within the discourse. In this case, Drew presents his evaluation of the tent-like bed he used to spend the night near the Hadzabe tribe's settlement as an uncontested assessment, thereby closing down dialogic space for negotiation with other perspectives.

The use of the phrase "*The sleeping arrangements are rough*" builds an interpersonal meaning in the form of Drew's evaluative attitude which is conveyed directly to the audience as a firm assessment. This is built through a monoglossic statement that describes the experience of sleeping near the Hadzabe tribal settlement as something simple and uncomfortable. In this way, Drew directs the audience to understand the condition as a challenge he faces, so that a certain evaluative impression is formed that tends to be accepted without any alternative views.

Monogloss is used by Drew to directing the audience to follow their perspective on a particular situation or place by closing the dialogue to other voices. However, Drew also opens up a dialogue with other voices as he expresses in the heterogloss category below.

2) Heterogloss

Heterogloss is speech that acknowledges the existence of other voices. In Appraisal Theory, heterogloss is divided into two main categories: dialogic contraction and dialogic expansion.

a) Dialogic contraction:

Dialogic contraction occurs when a speaker reduces or limits the dialogic space for other voices.

Datum 2:

*"This is **officially** the slowest visa process in the world"*

This statement came up when Drew was at the office to process his visa. The word “**officially**” falls under the category of dialogic contraction, specifically in subcategory of proclaim in the aspect of “pronounce” because it explicitly strengthens Drew’s authorial commitment to the system of visa process. Pronounce resources are used when speakers intervene directly to foreground the validity or certainty of their position. In this utterance, the use of “officially” reinforces the evaluation by presenting it as highly authoritative and less open to alternative interpretations. As a result, the statement narrows the dialogic space and reduces the possibility of negotiation with other viewpoints.

The use of the word “*officially*” which is included in the category of dialogic contraction (pronounce) serves to build interpersonal meaning in the form of strengthening Drew’s authority and involvement in conveying an assessment of the visa process system to the audience. Thus, pronounce serves to narrow the space for alternative interpretation and direct the audience to acceptance of the evaluation delivered.

Datum 21:

*“I really **believe** that life’s greatest moments happen when you just go some places”*

This statement appeared when Drew shared a quote to conclude his vlog. The word “**believe**” falls under the category of dialogic contraction, specifically in subcategory of proclaim in the aspect of “pronounce” because it explicitly highlights Drew’s personal commitment to a quote to conclude his vlog. Pronounce resources are used when the speaker explicitly intervenes in the discourse to emphasize the validity of the speaker’s position. In this utterance, Drew

demonstrates certainty through the mental process of “believe.” This statement narrows the dialogic space by reducing the possibility of alternative viewpoints or negotiation with other perspectives.

The use of the word ***"believe"*** which is included in the category of dialogic contraction (pronounce) in the expression serves to build interpersonal meaning in the form of strengthening Drew's attitude and personal commitment to his views on life experiences that he conveys to the audience. This is constructed through a mental expression of the process that confirms Drew's subjective involvement in the statement. In this way, Drew directs the audience to accept his reflection as a personal conclusion that has value weight, so that the space for alternative interpretation becomes more limited.

Datum 22:

"I mean, they drink, but they're just hanging out"

This expression emerged when Drew observed the activities of the people around him during a wedding celebration in Eritrea. The phrase **"I mean"** falls under the category of dialogic contraction, specifically in subcategory of proclaim in the aspect of “pronounce” because it functions as an explicit authorial intervention used to clarify and reinforce Drew’s interpretation of the the activities of the people around him during a wedding celebration in Eritrea. According to Appraisal Theory, pronounce resources foreground the speaker’s commitment to a proposition and strengthen the validity of the position being advanced. In this utterance, Drew reformulates his observation by emphasizing that the people are “just hanging out” rather than engaging in problematic behavior. As a result, the

statement narrows the dialogic space and reduces the scope for alternative interpretations.

The use of the expression "***I mean***" which is included in the category of dialogic contraction (pronounce) serves to build interpersonal meaning in the form of strengthening Drew's interpretive position on the activities he observes to the audience. In this way, Drew actively intervenes in the audience's interpretation, so that the space for alternative interpretations becomes more limited and the audience is directed to accept the point of view he emphasizes.

Datum 46:

"I actually think that's really cool"

This statement emerged when Drew observed the Hadzabe tribe in Tanzania from their eating habits to their communal way of life, the fact that they live without a tribal chief, and so on. The phrase "**I actually think...**" falls under the category of dialogic contraction, specifically in subcategory of proclaim in the aspect of "pronounce," because it explicitly foregrounds Drew's personal commitment to the eating habits to their communal way of life by Hadzabe Tribes. According to Appraisal Theory, pronounce resources are used when speakers reinforce the validity of their position and reduce the scope for alternative viewpoints. In this utterance, the mental process "think," signals Drew's subjective stance, while the adverb "actually" strengthens the assertion by implying a contrast with possible alternative assumptions or expectations.

The use of the expression "***I actually think***" which is included in the category of dialogic contraction (pronounce) serves to build interpersonal meaning

in the form of strengthening Drew's subjective attitude towards the experience and way of life of the Hadzabe tribe which he conveys to the audience as a convincing assessment. It is built through a combination of the mental process of "think" and "actually" affirmation that indicates personal involvement as well as an emphasis that the view differs from the general expectations. In this way, Drew directs the audience to accept his assessment of the life of the Hadzabe tribe as interesting and of positive value, so that the space for alternative interpretation becomes more limited.

b) Dialogic expansion

Dialogic expansion occurs when the speaker opens the space for the possibility of other opinions or voices.

Datum 1:

“Perhaps the weirdest country I’ve ever visited”

This phrase comes up when Drew opens his video by showing Eritrea as a country that is far from modern with no ATMs, no internet, and every aspect of life controlled by the government. By using the word “**perhaps**,” Drew expresses his opinion while acknowledging the possibility that Eritrea might be the strangest country. The word “**perhaps**” falls under the category of dialogic expansion, specifically in subcategory of entertain because it introduces modality into the proposition and signals that the evaluation about Eritrea as a country that is far from modern is only one possible interpretation. Entertain resources expand dialogic space by acknowledging that alternative viewpoints or assessments may exist. In this utterance, Drew does not present Eritrea as unquestionably “the weirdest

country” he has visited. Instead, the use of “perhaps” softens the certainty of the claim and leaves room for negotiation with other perspectives.

The use of the word ***"perhaps"*** which is included in the category of dialogic expansion (entertain) builds interpersonal meaning in the form of dialogical openness that strengthens the interpersonal relationship between Drew and the audience through mutual interpretive engagement. This is constructed by presenting an evaluation of Eritrea as a very unusual country in the form of an opinion that is not absolute, so that the audience is not positioned as a recipient of judgments that must agree, but rather as a party who can consider or have different views. Thus, the use of "perhaps" creates a closeness between Drew and the audience by providing space for the audience to negotiate evaluations of Eritrea.

Datum 17:

"What Abdul is saying is that all of these are like fermented beer"

This phrase came up when Drew tried a fermented drink at a wedding in Eritrea. The phrase **"What Abdul is saying"** falls under the category of dialogic expansion, specifically in subcategory of attribute in the aspect of “acknowledge” because the statement about a fermented drink at a wedding is explicitly attributed to Abdul rather than presented as Drew’s own assertion. According to Appraisal Theory, acknowledge resources expand dialogic space by recognizing the presence of other voices within the discourse without overtly endorsing or rejecting them. In this utterance, Drew reports Abdul’s explanation of the drink while remaining neutral toward the proposition, thereby allowing space for alternative interpretations or viewpoints.

The use of the phrase "*What Abdul is saying*" which is included in the category of dialogic expansion (acknowledge) builds interpersonal meaning in the form of Drew's openness to the involvement of other voices that he conveys to the audience. Thus, Drew does not impose a single interpretation, but rather presents another person's perspective that allows the audience to consider the meaning conveyed, thus creating more open and interactive interpersonal relationships.

Datum 25:

*"Everyone is staring at me, **probably** wondering what a tourist is doing here"*

This remark came as Drew had just arrived at the airport and felt that the people around him were watching him. The word "**probably**" falls into the category of dialogic expansion, specifically in subcategory of entertain because it introduces modality into the proposition about the people around him were watching him and signals uncertainty rather than absolute certainty. Entertain resources expand dialogic space by presenting a proposition as only one possible interpretation among other alternatives. In this utterance, Drew does not definitively claim to know what the people are thinking; instead, the use of "probably" frames the assumption as tentative and negotiable, thereby leaving room for alternative viewpoints or interpretations.

The use of the word "*probably*" which is included in the category of dialogic expansion (entertain) builds an interpersonal meaning in the form of closeness between Drew and the audience through an evaluative attitude that is not absolute to the situation he is experiencing. It is built by not positioning itself as the sole source of truth. Thus, the use of "probably" opens up a space for the audience

to consider other possibilities related to the situation, as well as creating a more open interpersonal relationship because the audience is invited to understand the uncertainty of Drew's experience.

Datum 30:

"He says he likes Trump because he respects Islam?"

This remark came up while he was talking to a child who was on the same boat as him. The clause "**He says...**" falls under the category of dialogic expansion, specifically in subcategory of attribute in the aspect of "acknowledge" because through this remark, Drew indicates that he is merely quoting a child who was on the same boat as him, he does not express agreement or disagreement with the statement that the child likes Trump because he respects Islam. According to Appraisal Theory, acknowledge resources expand dialogic space by recognizing the presence of other voices within the discourse without overtly endorsing or rejecting them.

The use of the expression "*He says...*" which is included in the category of dialogic expansion (acknowledge) builds interpersonal meaning in the form of Drew's openness to the involvement of other voices that he conveys to the audience. This is built through those opinions that are positioned as belonging to other sources, not as a direct evaluation of Drew. Thus, Drew creates a space for the audience to judge for themselves the content of the statement, so that interpersonal relationships become more open and do not lead to a single interpretation.

Datum 45:

*“I’m **assuming** when they go to sleep in their huts, they’re together”*

This remark came up while observing a mother and child from the Hadzabe tribe walking toward the hut where they live. The word “**assuming**” falls under the category of dialogic expansion, specifically in subcategory of entertain because it signals that the proposition about a mother and child from the Hadzabe tribe walking toward the hut where they live is based on Drew’s personal inference rather than on certain or verified knowledge. Entertain resources expand dialogic space by presenting propositions as subjective and open to alternative interpretations. In this utterance, Drew does not present his observation as an unquestionable fact; instead, the use of “assuming” frames the statement as only one possible interpretation of the situation, thereby leaving room for negotiation with other viewpoints.

The use of the word “**assuming**” which is included in the category of dialogic expansion (entertain) builds interpersonal meaning in the form of dialogical openness that strengthens the interpersonal relationship between Drew and the audience through mutual interpretive engagement. This is built through the way of conveying observations about the relationship between mother and child in the Hadzabe tribe as a personal conjecture, not as an absolute fact. Thus, Drew does not impose a single meaning, but invites the audience to consider the possibility of other interpretations, so as to create a more inclusive and dialogical interpersonal relationship.

Datum 59:

“Maybe that’s something we could all learn from”

This phrase appears as Drew is about to conclude his video after living and spending time with the Hadzabe people of Tanzania. The word “**may be**” falls under the category of dialogic expansion, specifically in subcategory of entertain because it used modality into the proposition and presents the evaluation after living and spending time with the Hadzabe people of Tanzania as a possibility rather than a definitive claim. Entertain resources expand dialogic space by acknowledging that alternative viewpoints or interpretations may exist. In this utterance, Drew does not impose his evaluation as an unquestionable truth; instead, the use of “maybe” frames the statement as tentative and open to negotiation with other perspectives.

The use of the word “**maybe**” which is included in the category of dialogic expansion (entertain) builds interpersonal meaning in the form of dialogical openness that strengthens the interpersonal relationship between Drew and the audience through mutual interpretive engagement. This is built through the way of conveying lessons from the experience of the Hadzabe tribe as a possible interpretation, not as an absolute conclusion. Thus, Drew opens up space for the audience to accept, consider, or even reject the meaning he offers, thus creating more dialogical interpersonal relationships and involving the audience's interpretive participation.

Heterogloss is used by Drew to position his voice not as the only voice, it opens up a dialogical space for other voices to build closeness with the audience, so that the audience is involved in the process of interpreting meaning. Then, to

strengthen or weaken the intensity and categories in his assessment, Drew used the following graduation system.

c. Graduation

Table 4. 4Findings of Graduation

No	Graduation's Category	Frequency	percentage
1	Force	32	96.97%
2	Focus	1	3.03%
Total		33	100%

Graduation refers to the level of evaluation, indicating how strong or weak the emotions expressed by a vlogger are. This graduation category is divided into two main categories: force and focus.

1) Force

Force is a category that determines how strong or weak an evaluation or stance expressed by the speaker is. Force is divided into two parts: intensification, which relates to increasing or decreasing the intensity of qualities and processes, and quantification, which determines quantity or scope.

Datum 3:

*“This is the **absolute** best cup of coffee”*

This expression came up when Drew tried drinking coffee at a coffee shop in Eritrea. The use of the phrase “**the absolute best**” particularly the word “**absolute**” falls under the category of force, specifically in subcategory of Intensification, because the word “absolute” it scales up the degree of “best” assigned to the coffee. Intensification resources scale the strength of attitudes and

emotional evaluations within the evaluation about coffee at a coffee shop in Eritrea. In this utterance, the superlative form “best” already positions the coffee at the highest point on the evaluative scale, while the modifier “absolute” further amplifies the strength of the assessment. As a result, the clause constructs the coffee not simply as good or enjoyable, but as exceptionally superior in quality.

The use of the word "*absolute*" which is included in the category of force (intensification) in the expression builds an interpersonal meaning in the form of Drew's evaluative attitude that is very strong and convincing to the audience of the positive experience he conveys. In this way, Drew invites the audience to feel the same intensity of appreciation, so that closer interpersonal relationships are created through the equalization of an evaluative attitude to the experiences he shares.

Datum 5:

"I really enjoy the spiritual moment here"

This expression came up when Drew was witnessed people in Eritrea engaging in religious practices. The word “**really**” falls under the category of force, specifically in subcategory of Intensification because it amplifies the degree of positive affect expressed through the mental process “enjoy.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the spiritual moment in religious practice in Eritrea. In this utterance, the use of “really” increases the intensity of Drew’s emotional response toward the spiritual atmosphere he witnessed, presenting the experience as strongly meaningful and emotionally engaging rather than merely enjoyable.

The use of the word *"really"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive and intense evaluative attitude to the audience towards the spiritual experiences he conveys. In this way, Drew affirms the intensity of his involvement in the spiritual experience while also directing the audience to accept that the moment he experiences has a strong emotional value.

Datum 6:

*"It's something **very** unique"*

This expression arose when Drew observed people in Eritrea wearing white garments that covered their bodies during religious practices. The word *"very"* falls under the category of force, specifically in subcategory of intensification because it scales up the degree of evaluation associated with the quality "unique." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the religious practice that do by people in Eritrea by wearing white garments that covered their bodies. In this utterance, the adjective "unique" already conveys a distinctive evaluation of the phenomenon, while the modifier "very" further amplifies the force of that assessment. As a result, the phenomenon is presented as highly distinctive and remarkable from Drew's perspective.

The use of the word *"very"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience of the cultural phenomenon he conveys. In this way, Drew affirms the intensity of his judgment

while directing the audience to see the phenomenon as a valuable experience and different from the common.

Datum 7:

*“Eritrea is **truly** stuck in the past”*

This expression came up after Drew had seen and experienced several things happening in Eritrea, such as the slow internet connection, the fact that all payments are made in cash, and so on. The word “**truly**” falls under the category of force, specifically in subcategory of Intensification because because it amplifies the strength of the negative evaluation expressed in the phrase “stuck in the past.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about several things happening in Eritrea, such as the slow internet connection, the fact that all payments are made in cash, and so on. In this utterance, the expression “stuck in the past” already conveys a strong judgment about Eritrea’s level of modernization, while the modifier “truly” further reinforces the certainty and intensity of that assessment. As a result, the clause presents the condition of Eritrea as strongly outdated and disconnected from modern development.

The use of the word “**truly**” which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very firm and convincing to the audience about the condition of Eritrea that he **conveys**. In this way, Drew affirms the intensity of his assessment of the condition of Eritrea while leading the audience to accept this view as a powerful picture of the country's backwardness.

Datum 10:

*“This is one of the **coolest** experiences I’ve had”*

This phrase came up when Drew stopped by a local community in the town of Keren, Eritrea, to drink coffee. Drew observed how coffee was made there. The suffix **-est** in the word “coolest” falls under the category of force, specifically in subcategory of Intensification because it is used to heighten the intensity of the experience that Drew’s feel. Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the experience when Drew stopped by a local community in the town of Keren, Eritrea, to drink coffee. In this utterance, the adjective “cool” expresses a positive appreciation of the experience, while the superlative form “coolest” positions the experience highest the evaluative scale.

The use of the superlative form "**coolest**" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very positive and convincing to the audience of the experience he conveys. In this way, Drew affirms the intensity of his judgment while also leading the audience to accept that the experience has a very special and memorable value.

Datum 13:

*“Keren, it’s like the real deal. It’s **really** traditional, **really** authentic, and **really** freaking awesome.”*

This expression came up when Drew began exploring the city of Keren in Eritrea. The word “**really**” falls under the category of force, specifically in

subcategory of intensification because it amplifies the degree of positive evaluation attached to the qualities “traditional,” “authentic,” and “awesome.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the city of Keren in Eritrea. In this utterance, Drew repeatedly intensifies his appreciation of Keren by strengthening multiple evaluative attributes. The additional intensifier “freaking” further heightens the emotional force of the expression “awesome,” creating a stronger sense of enthusiasm and admiration.

The use of the word ***really*** which is used in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very enthusiastic and convincing to the audience of positive experiences in the Cool City. In this way, Drew affirms the intensity of his appreciation while directing the audience to share their admiration for the experience.

Datum 14:

*“Everyone’s **really** friendly”*

This expression appeared when Drew visited one of the camel markets in Eritrea. He met many people there. The word **“really”** falls under the category of force, specifically in subcategory of intensification because it strongly amplifies the degree of the positive evaluation expressed by the adjective “friendly.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the people’s behaviour that Drew’s met in the camel market in Eritrea. In this utterance, the adjective “friendly” already conveys a

positive judgment of the people Drew encountered, while the modifier “really” further strengthens the intensity of that evaluation.

The use of the word ***"really"*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive and convincing evaluative attitude to the audience about the character of the people he meets at the camel market. In this way, Drew affirms the intensity of his appreciation for the friendliness of the community while directing the audience to accept the image as a powerful and enjoyable experience.

Datum 15:

*"It is **so incredibly** dusty here"*

This expression came up when Drew began walking around the camel market, he could feel the poor air quality there. The phrase ***"so incredibly"*** falls into the category of force, specifically in subcategory of intensification because it strongly amplifies the degree of the negative quality expressed by the adjective “dusty.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the poor air quality around the camel market. In this utterance, the intensifier “so” increases the degree of the evaluation, while “incredibly” further reinforces the intensity of the condition being described.

The use of the phrase ***"so incredibly"*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's negative evaluative attitude and convincing the audience about environmental conditions in the camel market. In this way, Drew affirms the

intensity of his evaluation while directing the audience to accept the image of the experience as a strong and clearly uncomfortable condition.

Datum 16:

*"Peanuts are **really, really** good"*

This expression came up when Drew bought and ate some peanuts sold near the camel market he visited in Eritrea. The word "**really**" falls into the category of force, specifically in subcategory of intensification because it scales up the degree of positive evaluation associated with the quality "good." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about some peanuts sold near the camel market. In this utterance, the repetition of "really" further amplifies the evaluative force of the adjective "good," creating a heightened sense of enthusiasm toward the taste of the peanuts.

The use of the repetition of the word "***really, really***" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very positive towards the experience of food taste that he conveys to the audience. In this way, Drew affirms the intensity of his appreciation while directing the audience to feel the same positive impression of the experience.

Datum 18:

*"It's **really** gross, but I'll never tell her that"*

This expression came up when Drew was offered and asked to try a beer-like fermented drink at a wedding reception in Eritrea. The word "**really**" falls into the category of force, specifically in subcategory of intensification because it

amplifies the degree of negative evaluation expressed through the adjective “gross.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about a beer-like fermented drink at a wedding reception in Eritrea. In this utterance, the adjective “gross” already conveys a strong negative reaction toward the taste of the drink, while the modifier “really” further heightens the intensity of that reaction.

The use of the word ***“really”*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's negative but still controlled evaluative attitude to the audience towards the experience of the taste of the drink that he conveys. In this way, Drew affirms the intensity of his judgment while showing his subjective involvement, while still maintaining a social impression by stating that he will not reveal it to others.

Datum 21:

*“I **really** believe that life’s greatest moments happen when you just go some places”*

This phrase appears when Drew shares a quote to wrap up his vlog. The word **“really”** falls under the category of force, specifically in subcategory of intensification because it amplifies the strength of commitment expressed through the mental process “believe.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the moments that he encounters during his travel. In this utterance, the verb “believe” already signals Drew’s personal stance toward the proposition, while the modifier “really” further strengthens the certainty of that stance.

The use of the word *"really"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening attitudes and convincing the audience of the view of life that it conveys. In this way, Drew affirms his commitment to the message conveyed while directing the audience to accept the reflection as a meaningful and valuable view.

Datum 26:

"A lot of barbed wire fences"

This phrase appears when Drew is in the car and looks at the surroundings along the road. He sees a lot of barbed wire along the side. The word **"a lot of"** falls under the category of force, specifically in subcategory of quantification because it scales the amount and extent of the barbed wire fences being observed. Quantification resources adjust evaluations through quantity of barbed wire along the side rather than through emotional intensity. In this utterance, the large quantity implied by "a lot of" contributes to the representation of the environment as heavily secured and visually dominated by security barriers.

The use of the phrase *"a lot of"* which is included in the category of force (quantification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which emphasizes a strong impression of the environmental conditions he observes that is conveyed to the audience. In this way, Drew directs the audience to understand the intensity of environmental conditions that are full of safety barriers.

Datum 28:

*“The water is **literally** green”*

This expression came up when Drew saw the beauty of the beach in Mogadishu, Somalia, from the boat he was riding on. The word “**literally**” falls into the category of force, specifically in subcategory of intensification because Drew used it to emphasize the intensity of his assessment of the water’s quality. Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the beauty of the beach in Mogadishu, Somalia. In this context, Drew wanted to show that the seawater he saw was truly green because it was so clear and clean.

The use of the word “**literally**” which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude that convinces and affirms to the audience the visual experience he conveys. In this way, Drew affirms the intensity of his perception while directing the audience to accept the experience as something powerful and convincing.

Datum 33:

*“**Very** good camel, **really** tasty”*

This expression came up when Drew was eating camel meat at a restaurant in Mogadishu, Somalia. The words “**very**” and “**really**” fall under the category of force, specifically in subcategory of intensification because they amplify the degree of positive evaluation associated with the qualities “good” and “tasty.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about camel meat at a restaurant. In this utterance, the

modifier “very” strengthens the positive assessment of the camel meat as “good,” while “really” further intensifies the evaluation “tasty.” The use of multiple intensifiers within the same clause increases the overall evaluative force of the expression, constructing the food as highly enjoyable and satisfying from Drew’s perspective.

The use of the words *“very”* and *“really”* which are included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very positive and convincing to the audience of the food taste experience that he conveys. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept that the experience is really fun.

Datum 34:

*“This is one of the **most** beautiful mosques”*

This expression came up when Drew visited a mosque in Mogadishu, Somalia. He looked at and observed the various ornaments inside. The word **“most”** falls under the category of force, specifically in subcategory of intensification because it scales up the degree of positive evaluation through superlative grading. Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the ornaments in a mosque in Mogadishu. In this utterance, the adjective “beautiful” expresses a positive appreciation of the mosque, while the superlative form “most beautiful” positions it near the highest point on the evaluative scale.

The use of the word *"most"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude that is very positive and convincing to the audience towards the object he evaluates. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept the assessment as a strong and prominent evaluation.

Datum 35:

*"She's **very** sweet"*

This expression was used by Drew when he met a woman named Ramla on the street. The word *"very"* falls under the category of force, specifically in subcategory of intensification because it amplifies the degree of positive evaluation associated with the quality of "sweet." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about Ramla's behaviour, a woman that Drew's met on the street. In this utterance, the adjective "sweet" already conveys a positive judgment regarding the woman's personality and manner, while the modifier "very" further strengthens the intensity of that evaluation.

The use of the word *"very"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive and convincing evaluative attitude to the audience about the character of the person he meets. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept the image as a strong and pleasant impression.

Datum 37:

*“The shop is **really** interesting”*

This expression came up when he visited a local market in Mogadishu, Somalia. The word “**really**” falls into the category of force, specifically in subcategory of intensification because it amplifies the degree of positive evaluation associated with the quality “interesting.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about a local market in Mogadishu. In this utterance, the adjective “interesting” already expresses a positive appreciation of the shop, while the modifier “really” further strengthens the intensity of that evaluation.

The use of the word “**really**” which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive and convincing evaluative attitude towards his experience of visiting the local market that he conveys to the audience. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept the experience as something interesting.

Datum 38:

*“He’s offering to everyone on the road; he’s a **very** nice guy.”*

This expression came up when Drew saw a man who was accompanying him around the local market offering and sharing his food with people nearby. The word “**very**” falls into the category of force, specifically in subcategory of intensification because it amplifies the degree of positive evaluation associated with the quality “nice.” Intensification resources scale the strength of attitudes and

emotional evaluations within the evaluation about a man who sharing his food with people nearby. In this utterance, the adjective “nice” already conveys a positive judgment regarding the man’s social behavior and generosity, while the modifier “very” further strengthens the intensity of that evaluation.

The use of the word ***“very”*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience about the behavior of the people he meets. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept the image as a prominent and meaningful form of kindness.

Datum 39:

*“Mogadishu is **so** freaking crazy”*

This expression came up after Drew had toured and explored Mogadishu, Somalia. He saw Mogadishu as an amazing, rough, dirty, and historic city. The word **“so”** falls into the category of force, specifically into subcategory of intensification because they amplify the degree of evaluation associated with the adjective “crazy.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about Mogadishu as an amazing, rough, dirty, and historic city. In this utterance, the adjective “crazy” already conveys a strong and emotionally charged evaluation of the city, while the intensifiers “so” and “freaking” further heighten the force of that assessment.

The use of the word ***“so”*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's

very strong and expressive evaluative attitude to the audience towards the experience in Mogadishu. In this way, Drew affirms the intensity of his experience while directing the audience to feel the strong impression he has on the city.

Datum 40:

*“You’re walking on a **super** dirty street”*

This expression came to mind as Drew drove through the streets of Mogadishu, Somalia. He saw that the streets he was driving on were littered with piles of trash. The word “**super**” falls under the category of force, specifically in subcategory of intensification because it amplifies the degree of negative evaluation associated with the adjective “dirty.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the streets that Drew was driving on were littered with piles of trash. In this utterance, the adjective “dirty” already conveys a negative assessment of the street condition, while the modifier “super” further heightens the intensity of that evaluation.

The use of the word “**super**” builds interpersonal meaning in the form of strengthening Drew's negative evaluative attitude and convincing the audience about the environmental conditions he conveys. In this way, Drew affirms the intensity of his judgment while also directing the audience to accept the image as a powerful and clearly uncomfortable experience.

Datum 41:

*“You’re staying in a **really** nice hotel”*

This expression came up when Drew was observing the hotel where he was staying in Mogadishu, Somalia. The word “**really**” falls into the category of force,

specifically in subcategory of intensification because it amplifies the degree of positive evaluation associated with the quality “nice.” Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the hotel where he was staying in Mogadishu. In this utterance, the adjective “nice” already conveys a favorable appreciation of the hotel, while the modifier “really” further strengthens the intensity of that evaluation.

The use of the word ***"really"*** which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience of the quality of the hotel he conveys. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept the image as a fun and high-quality experience.

Datum 42:

"Some are really hostile and don't like cameras"

This expression came up when Drew visited a market in Mogadishu, Somalia. The word **"some"** falls under the category of force, specifically in subcategory of quantification because it is used to indicate quantity of people in a market that Drew visited, While the word **"really"** falls under the subcategory of intensification because it amplifies the degree of negative evaluation associated with the adjective “hostile.” The adjective “hostile” already conveys a negative judgment regarding people’s attitudes toward cameras, while the modifier “really” further strengthens the intensity of that evaluation.

The use of the words ***"some"*** and ***"really"*** builds interpersonal meaning in the form of strengthening Drew's evaluative attitude and convincing the audience

of the social conditions he observes in the Mogadishu market. In this way, Drew asserts that only some people are unfriendly, but the intensity of the assessment of the group is still highlighted, so that the audience is directed to understand the situation in a more measurable way but remain evaluatively strong.

Datum 43:

*"I'm **really** glad that I came back here to check it out"*

This expression comes up when Drew recalls that he had visited Mogadishu before and is now able to return to the city. The word "**really**" falls into the category of force, specifically in subcategory of intensification because it amplifies the degree of positive affect expressed through the adjective "glad. Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the experience of revisiting Mogadishu. In this utterance, the adjective "glad" already conveys a positive emotional response toward returning to Mogadishu, while the modifier "really" further strengthens the intensity and sincerity of that feeling.

The use of the word "**really**" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience of the emotional experiences he conveys. In this way, Drew affirms the intensity of his emotions while directing the audience to understand that the experience has a very positive meaning for him.

Datum 44:

*"It was **very** precious"*

This expression came to mind when Drew witnessed a Hadzabe mother leading her child back to the hut where they lived. The word "**very**" falls under the category of force, specifically in subcategory of intensification as it scales up the degree of positive evaluation assigned to the quality "precious." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the moments when a Hadzabe mother leading her child back to the hut where they lived. In this utterance, the adjective "precious" already carries a high-value Appreciation, positioning the moment as something rare and deeply meaningful. While the modifier "very" further elevates that evaluation toward the upper end of the cline, presenting the scene not merely as touching but as exceptionally significant.

The use of the word "**very**" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very positive and convincing to the audience of the moment he conveys. In this way, Drew affirmed the intensity of his appreciation while directing the audience to participate in interpreting the moment as a very valuable experience.

Datum 46:

*"I actually think that's **really** cool"*

This remark came up when Drew observed the Hadzabe tribe in Tanzania from their eating habits to their communal way of life, and the fact that they live

without a tribal chief, among other things. The word “**really**” falls under the category of force, specifically in subcategory of intensification as it scales up the degree of positive evaluation assigned to the quality "cool." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the eating habits to their communal way of life by Hadzabe Tribe. In this utterance, the adjective "cool" already expresses a positive Appreciation of the Hadzabe's way of life, while the modifier "really" further amplifies that evaluation, presenting their lifestyle as genuinely remarkable rather than merely interesting.

The use of the word "**really**" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience about the way of life of the Hadzabe tribe that he conveys. In this way, Drew affirms the intensity of his judgment while directing the audience to see the life as something unique and impressive.

Datum 48:

*“It sounds like a **very** simple and not **very** stressful life”*

This expression came up when Drew was talking with a member of the Hadzabe tribe about their generally simple and laid-back lifestyle. The word “**very**” falls into the category of force, specifically in subcategory of intensification as it scales up the degree of evaluation assigned to the qualities "simple" and "stressful." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the Hadzabe Tribe's lifestyle. In this utterance, "very"

appears twice with contrasting functions: the first instance amplifies the positive quality "simple," positioning the Hadzabe lifestyle at a notably high degree of simplicity, while the second instance intensifies the negated quality "not very stressful," which effectively softens the degree of stress attributed to their way of life.

The use of the word *"very"* which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive and convincing evaluative attitude to the audience about the Hadzabe lifestyle that he conveys. In this way, Drew affirms his evaluation consistently while directing the audience to accept the image that the lifestyle is calmer and less stressful.

Datum 49:

*"That was **insanely** talented"*

This expression came up while Drew was sitting and relaxing with members of the Hadzabe tribe and watching one of them sing. The word **"insanely"** falls into the category of force, specifically in subcategory of intensification because it heightens the level of positive evaluation assigned to the trait "talented." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the sounds of Hadzabe people when singing. In this utterance, "talented" already positions the performer positively in terms of ability, while "insanely" amplifies that assessment and portrays the Hadzabe singer as an exceptionally talented figure.

The use of the word "*insanely*" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude which is very positive and convincing the audience of the singing ability of a person from the Hadzabe tribe. In this way, Drew emphasized the intensity of his appreciation while directing the audience to see the performance as something very special.

Datum 51:

"That's really good"

This remark was made as Drew tasted the grilled game meat given to him by the Hadzabe tribe. The word "**really**" falls under the category of force, specifically in subcategory as it scales up the degree of positive evaluation assigned to the quality "good." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the grilled game meat given by the Hadzabe tribe. In this utterance, the adjective "good" already expresses a positive Appreciation of the food's taste, while the modifier "really" further amplifies that evaluation, presenting the meat as notably more than just acceptable or enjoyable, positioning it as genuinely impressive from Drew's perspective.

The use of the word "*really*" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's positive evaluative attitude and convincing the audience of the taste of the food he feels. In this way, Drew affirms the intensity of his appreciation while directing the audience to accept that the experience has a high quality of taste.

Datum 54:

*"I'm **so** exhausted right now"*

This expression came up when Drew had been following the Hadzabe tribe on a hunt for quite some time, he felt extremely exhausted because the Hadzabe walked so fast. The word "**so**" falls into the category of force, specifically in subcategory of intensification as it scales up the degree of negative Affect expressed through the quality "exhausted." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the Drew's felt when following the Hadzabe tribe on a hunt for quite some time. In this utterance, "exhausted" already conveys a strong sense of physical depletion, while the intensifier "so" pushes that evaluation further up the cline, presenting Drew's fatigue as overwhelming rather than merely tiring.

The use of the word "**so**" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's negative evaluative attitude and convincing the audience of his physical condition at that time. In this way, Drew affirms the intensity of his experience while directing the audience to feel how extreme the exhaustion he is experiencing.

Datum 56:

*"It's **really** a special thing to witness"*

This remark came as Drew watched the Hadzabe people eating the meat from their hunt together. They seemed harmonious and happy. The word "**really**" falls into the category of force, specifically in subcategory of intensification because it scales up the degree of positive evaluation assigned to the quality

"special." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the moments of Hadzabe people eating the meat from their hunt together. In this utterance, "special" already positions the moment as an uncommon and meaningful experience, while "really" further elevates that evaluation, constructing what Drew witnessed as genuinely extraordinary rather than merely noteworthy.

The use of the word *"really"*, which is included in the category of force (intensification), builds interpersonal meaning in the form of strengthening Drew's positive and convincing evaluative attitude to the audience about the moment of togetherness of the Hadzabe tribe that he conveyed. In this way, Drew affirms the intensity of his appreciation while directing the audience to see the moment as a very special experience.

Datum 57:

"It's pretty gamey"

This expression came up when Drew tried a bite of the baboon meat they had hunted for the first time with the Hadzabe tribe. The word **"pretty"** falls into the category of force, specifically in subcategory of intensification because it moderates the level of negative evaluation assigned to the "gamey" quality. However, unlike intensifiers such as "very" or "so," which push evaluations toward the upper end of the scale, "pretty" functions as a moderating intensifier, softening the evaluation rather than strengthening it, thereby positioning the taste as something that feels strong but not overly dominant. Intensification can operate in both directions along the evaluative scale, either increasing or decreasing the level

of evaluation. This moderated level is used by Drew to acknowledge an unfamiliar taste without expressing strong disgust.

The use of the word *"pretty"* which is included in the category of force (intensification) builds interpersonal meaning in the form of Drew's evaluative attitude that is more careful and controlled to the audience towards the experience of taste that he conveys. In this way, Drew asserts his subjective involvement without sounding excessive, while at the same time inviting the audience to understand the experience as something foreign but not entirely unpleasant.

Datum 60:

*"I'm feeling a **deep** sense of gratitude for this experience"*

Drew used that expression as he was about to wrap up his vlog. He felt incredibly grateful for the experience of spending three days with the Hadzabe tribe. The word **"deep"** falls under the category of force, specifically in subcategory of intensification as it scales up the degree of positive Affect expressed through "gratitude." Intensification resources scale the strength of attitudes and emotional evaluations within the evaluation about the Drew's feeling for the experience of spending three days with the Hadzabe tribe. In this utterance, "gratitude" already conveys a positive emotional response toward the experience, while the modifier "deep" elevates that evaluation toward the upper end of the cline, presenting Drew's feeling not as a fleeting or surface-level appreciation but as something profoundly and sincerely felt. The use of Graduation: Force through intensification functions to strengthen Drew's positive affective evaluation of his experience with the Hadzabe tribe. By using the modifier *deep*, Drew amplifies the degree of *gratitude*,

presenting his emotional response as profound, sincere, and long-lasting rather than superficial or momentary.

The use of the word "*deep*" which is included in the category of force (intensification) builds interpersonal meaning in the form of strengthening Drew's evaluative attitude and convincing the audience of the emotional experience he feels. In this way, Drew affirms the intensity of his affection while also directing the audience to understand that the experience with the Hadzabe tribe has a very memorable and personal meaning for him.

All forms of force that appeared were used by Drew to increase and reinforce the intensity of the assessment which is used to strengthen the emotional involvement of the audience, making the experience he tells feel more alive, powerful, and as if it can be felt directly by the audience. As for strengthening the category, Drew uses the following focus categories.

2) Focus

Focus is a category that determines how clearly something fits into a specific category.

Datum 58:

"True proper hunter-gatherer tribe"

This expression came up when Drew observed members of the Hadzabe tribe cooking and eating the meat they had hunted. The word "**True**" falls under the category of focus, specifically in subcategory of sharpening as it sharpens the precision of the categorization applied to the Hadzabe tribe. Sharpening resources

function to bring an entity more fully into the center of a category, reinforcing its authenticity and legitimacy as a representative of that category. In this utterance, the noun phrase "hunter-gatherer tribe" already assigns the Hadzabe to a specific social category, while "true" reinforced further by the modifier "proper" pushes that categorization toward its prototypical core, presenting the Hadzabe not merely as a tribe resembling hunter-gatherers but as the most authentic embodiment of one.

The use of the word *"true"* which falls into the focus (sharpening) category builds interpersonal meaning in the form of strengthening Drew's authority in directing the way audiences view Hadzabe as the most authentic representation of the hunter-gatherer category. In this way, Drew positions himself as an interpreter who guides the audience's interpretation, while inviting them to accept the framing as the most valid description of Hadzabe.

2. The Appraisal Resources function to Construct Interpersonal Meaning in Drew Binsky's YouTube Travel Vlogs.

Based on the above analysis, the appraisal resources used by Drew Binsky serve to build interpersonal meaning in his travel vlogs to several East African countries, including Eritrea, Tanzania and Somalia. The resources of appraisal used by Drew Binsky work together as a close system to construct interpersonal meanings that can shape the audience's perception of different countries in East Africa.

Attitude builds interpersonal meaning in the form of emotional closeness and the same evaluative attitude between Drew and the audience towards the travel

experience he presents. The audience not only receives information, but is invited to feel, judge, and appreciate the world presented through Drew's perspective. It is built through three main subsystems. Affect invites the audience into the realm of emotions, so that emotional alignment is created to the travel experience. Judgement directs the way the audience assesses the people shown, so that a common view of their character, behavior, and abilities is formed (moral/social alignment). While Appreciation shapes the way audiences perceive places, objects, and experiences, so that travel experiences are perceived as something interesting, beautiful, unique, or uncomfortable (evaluative alignment).

Engagement builds interpersonal meaning in the form of a dialogical relationship between Drew and the audience that moves between interpretive closeness and meaning direction. This means that the audience is not always positioned passively, but is sometimes invited to interpret, and sometimes directed to accept Drew's point of view as the main reference in understanding the experience shown. It is built through two main strategies. Heterogloss opens up a dialogical space by presenting the possibility of other perspectives, so that the audience feels involved in the process of interpretation and creates closeness through the openness of meaning. In contrast, monogloss closes the dialogue space by presenting judgment as something assertive and undebated, so that Drew serves as an authoritative voice that directs the audience to one particular interpretation.

Graduation builds interpersonal meaning in the form of strengthening the emotional and persuasive closeness between Drew and the audience, where the audience is made to feel close to Drew's experience, but also directed to accept

Drew's framing and interpretation as the most valid way of looking at what he sees and experiences. It is built through two main subsystems. Force strengthens the emotional engagement of the audience. Meanwhile, Focus strengthens its authority in directing how things should be understood or categorized by the audience.

Overall, Drew does not simply describe these places, but actively positions his audience to view and appreciate destinations in several East African countries through his own evaluative lens as interesting destinations worth visiting.

B. Discussion

This section will further discuss the results of the analysis of the evaluative language used by Drew Binsky, a travel vlogger, in his videos while visiting several countries in East Africa, including Eritrea, Tanzania, and Somalia. This section also compares these findings with those of related studies in previous research.

Based on the above analysis, the dominance of attitude, especially appreciation, shows that evaluative language in Drew Binsky's vlog serves to build a strong interpersonal meaning between the vlogger, the object being evaluated, and the audience. This pattern is in accordance with the character of travel vlogs as a personal experience discourse that not only conveys information, but also directs the audience to feel and assess the place, atmosphere, food, and travel experience through the perspective of a vlogger. Thus, Domination of appreciation not only marks that Drew judges the things around him a lot, but also shows that he positions himself as an active observer, of an experience or something that he experiences firsthand. This makes the travel vlog evaluative, subjective, and persuasive, because

the audience not only accepts the description, but is also directed to share the judgmental attitude built by Drew.

Meanwhile, the heterogloss dominance in engagement suggests that Drew Binsky not only displays personal opinions in private, but also manages a dialogical relationship with possible voices, views, or other responses. This shows that the evaluation presented does not stand alone as a single claim, but rather is placed within a wider dialogue space. By opening up space for other perspectives, Drew builds a more dynamic interpersonal meaning, as the audience is invited to understand that his judgment is related to different contexts, experiences, and possible interpretations. This strategy makes vlogs feel more lively and more communicative.

Graduation also supports the formation of interpersonal meaning by strengthening the intensity of the evaluation delivered. Reinforcing words such as *really*, *very*, or superlative forms make Drew's judgment feel more assertive and more emotional, making the interpersonal effect stronger. Thus, attitude presents the content of the assessment, graduation strengthens the weight of the assessment, and engagement, especially heterogloss, shows that the assessment is negotiated in a dialogical space. These three systems work together to build an interpersonal meaning that makes Drew Binsky's travel vlog not only informative, but also evaluative, persuasive, and dialogical.

In addition, some of the evaluations found in the data show a tendency to highlight differences between local culture and standards that are closer to Western

perspectives. For example, the use of phrases such as "traditional," "authentic," or "stuck in the past" indicates how a place or culture is represented through an evaluation process. In the perspective of Orientalism, this kind of representation can contribute to the formation of an image of non-Western societies as different, unique, or even less modern than Western societies. Although the evaluation was delivered based on Drew's personal experience as a travel vlogger, it still has the potential to influence the way the audience understands and interprets the African countries featured in the video.

The findings of this study show that the use of appraisal resources in Drew Binsky's vlog is in line with several previous studies such as Sujatna & Kuswoyo (2023), Krishnan et al. (2024), Sun et al. (2025), and Zein et al. (2024) which also found the dominance of attitude, especially appreciation. This similarity occurs because these studies both show that in various types of discourse such as reviews, interviews, news, and speeches, appraisals are used to provide an assessment of objects, events, or experiences. This means that attitude is indeed the main part of delivering an evaluation because it is most directly used to show attitude. However, although both found the dominance of attitude, these studies differed from this study because they only focused on attitude without discussing engagement and graduation in full. This shows that previous research still looked at appraisals separately, while this study shows that in travel vlogs, interpersonal meaning is not only built by attitude, but also works together with engagement and graduation as a whole system.

Then, the findings of this study show that graduation is dominated by force, and this is in line with the research of Istianah & Suhandono (2022) who also found that intensification is used to strengthen evaluation in the context of tourism. This similarity occurs because both studies are in the field of tourism, so the language used aims to make the destination look more attractive and give a positive impression. However, this study is different because Istianah & Suhandono (2022) only analyzed written website text, while this study used verbal, visual, and direct experience vlogs. This difference makes the force in this study not only serve to strengthen the description, but also to create emotional closeness and make the audience feel the experience of the journey.

Furthermore, the findings of this study show that engagement is dominated by heterogloss, and this is in line with the research of Hutasuhut et al. (2023) who also found that engagement, especially heterogloss, is used to manage various perspectives in a text. This similarity occurs because both studies show that heterogloss serves to regulate the relationship between the speaker or author and the audience. However, the difference lies in the type of text being analyzed. In the study of Hutasuhut et al. (2023), engagement is used in argumentative texts to build and negotiate opinions, while in this study, engagement is used in travel vlogs to give interpretation space to the audience, but still directs them to one particular point of view.

On the other hand, the difference between the results of this study and the previous study was strongly influenced by differences in genre and communicative goals, which had a direct impact on how appraisal resources were used. Poucke's

research (2023) shows the dominance of affect in TikTok videos because the purpose of communication is to build persuasion through strong emotional expression. Meanwhile, Refinaldi (2024), Trnavac & Pöldvere (2024), and Asad et al. (2021) found the dominance of judgment in news discourse and cyber-activism because the focus is on assessing the behavior, morality, and credibility of certain parties to build ideological attitudes.

Overall, this study has similarities with previous studies in terms of the dominance of appraisal resources, especially attitude (appreciation), graduation (force), and engagement (heterogloss) which are both used to build evaluations of objects, experiences, or phenomena in various types of discourse. This similarity shows that appraisals generally function as the main tool in delivering appraisals in various contexts, both tourism, education, media, and politics. However, this study also shows an important difference, namely that in Drew Binsky's travel vlog, the three appraisal systems are not used separately as in previous studies, but rather work in an integrated manner to build a more immersive and experiential interpersonal meaning. This difference is influenced by the genre and communicative goals of vlogs that focus on experience and storytelling, rather than argumentation, news reporting, or ideological conflict. Thus, this study confirms that the use of appraisal resources is strongly influenced by the context of the genre, and in travel vlogs, appraisals serve not only to evaluate, but also to build emotional closeness and the audience's experience to the world represented.

CHAPTER V

CONCLUSION & SUGGESTION

The conclusion section contains a discussion of the results of the research conducted by the researcher. Subsequently, the recommendations section contains suggestions regarding research areas with potential for further investigation using the theory of evaluation.

A. Conclusion

In this study, the researcher focuses on three travel vlogs from the YouTube account @drebinsky, which feature travel videos from several countries in East Africa, including Eritrea, Tanzania, and Somalia. This study employs three systems from appraisal theory to identify the types of evaluations used by a travel vlogger and to understand how Drew utilizes these three systems to represent a country and its local communities. The findings of this study indicate that Drew, as a travel vlogger, employs not only positive but also negative evaluations when representing his experiences in the countries he visits.

As a travel vlogger, Drew doesn't just build a positive image of the countries he visits to attract viewers. He also shares honest, unfiltered critiques of his experiences while visiting several East African countries, including Eritrea, Tanzania, and Somalia. Drew conveys the message that the East African countries, including Eritrea, Tanzania, and Somalia are both challenging and captivating. However, Drew aims to demonstrate that the cities and extreme locations in Eritrea,

Tanzania, and Somalia are worth visiting because, despite the challenges, they offer unforgettable experiences.

This study supports several previous studies, particularly those in the context of spoken discourse, which indicate the dominance of the appreciation category. As a travel vlogger, Drew tends to focus on evaluating the places, food, and culture of the countries he visits. The evaluations he presents are further supported by the use of gradation to emphasize the intensity of his assessments. In terms of engagement, Drew's speech tends to be heterogloss because of the dialogical nature of travel vlogs and based on personal experience. He opens up space for the audience to consider, accept, question, or even disagree with his views.

B. Suggestion

In light of these findings, the researcher offers several suggestions for future research. First, future researchers could analyze the appraisal system that appears in Drew Binsky's other videos, such as those documenting his travels to other countries at different times, to see whether the language style used by Drew remains consistent or varies. Second, future researchers can analyze the appraisal system that may appear in the comment section or be used by other speakers besides Drew who appear in the video. Third, future researchers can combine appraisal theory with other theories, such as multimodal theory, to examine visual or audio aspects that may support the use of appraisal language in verbal form.

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CURICULUM VITAE



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APPENDICES

A. Appraisal Analysis of Drew Binsky's Youtube Travel Vlogs

1. List of Appraisal resources in the video entitled “Entering the Strangest country in the World”

Table 5 I Appendix

Travel vlog		“Entering the Strangest country in the World”							
No	Vlogger	Utterances	Attitude			Enggagement		Graduation	
			Af	Ju	Ap	Mono	Hete	Fr	Fc
1	Drew Binsky 0:15	Perhaps the weirdest country I've ever visited					✓		
2	Drew Binsky 0:40	This is officially the slowest visa process in the world			✓		✓		
3	Drew Binsky 1:34	This is the absolute best cup of coffee			✓			✓	
4	Drew Binsky 1:37	The perfect macchiato			✓				
5	Drew Binsky 2:22	I really enjoy the spiritual moment here	✓					✓	
6	Drew Binsky 2:51	It's something very unique			✓			✓	
7	Drew Binsky 3:37	Eritrea is truly stuck in the past			✓	✓		✓	
8	Drew Binsky 3:53	I'm excited to explore more of Asmara	✓						
9	Drew Binsky 4:09	This is such a cool place			✓				
10	Drew Binsky 11:45	This is one of the coolest experiences I've had			✓			✓	
11	Drew Binsky 13:23	I'm lucky that my guide from Young Pioneer Tourist is able to get me access	✓						

12	Drew Binsky 13:35	Asmara is a bigger city. It's more commercial, there's more embassies, more foreign influence			✓				
13	Drew Binsky 13:40	Keren, it is like the real deal. It's really traditional, really authentic, and really freaking awesome			✓			✓	
14	Drew Binsky 14:31	everyone's really friendly		✓				✓	
15	Drew Binsky 15:17	It is so incredibly dusty here			✓			✓	
16	Drew Binsky 16:10	Peanuts are really, really good			✓			✓	
17	Drew Binsky 18:09	What Abdul is saying is all these are like fermented beer					✓		
18	Drew Binsky 18:44	It's really gross, but I will never tell her that			✓			✓	
19	Drew Binsky 20:31	You're smart man!		✓					
20	Drew Binsky 21:20	It's such a special experience in the country side of Eritrea			✓				
21	Drew Binsky 21:38	I really believe that life's greatest moments happen when you just go some places					✓	✓	
22	Drew Binsky 22:21	I mean they drink, but they just hang out					✓		
23	Drew Binsky 23:03	I love what they're chanting and everyone's having a good time	✓						
24	Drew Binsky 23:41	The people here are kind		✓					

2. List of Appraisal resources in the video entitled “Entering the World’s Most Dangerous City”

Travel vlog		“Entering the World’s Most Dangerous City”							
No	Vlogger	Utterances	Attitude			Enggagement		Graduation	
			Af	Ju	Ap	Mono	Hete	Fr	Fc
25	Drew Binsky 1:21	everyone staring at me, probably wondering what a tourist is doing here					✓		
26	Drew Binsky 1:39	A lot of barbed wire fences						✓	
27	Drew Binsky 5:46	I'm happy that you joined the boat, bro	✓						
28	Drew Binsky 6:00	the water is literally green			✓			✓	
29	Drew Binsky 6:07	I'm speechless	✓						
30	Drew Binsky 7:19	He says he likes Trump because he respects Islam?					✓		
31	Drew Binsky 8:42	The situation has not gotten better				✓			
32	Drew Binsky 11:47	It's like soft meat			✓				
33	Drew Binsky 11:55	Very good camel, really tasty			✓			✓	
34	Drew Binsky 13:46	This is one of the most beautiful Mosque			✓			✓	
35	Drew Binsky 16:46	She's very sweet		✓				✓	
36	Drew Binsky 16:47	she speaks perfect English because she grew up in Minnesota		✓					
37	Drew Binsky 18:10	the shop is really interesting			✓			✓	
38	Drew Binsky 18:30	He's offering to everyone on the road, very nice guy		✓				✓	
39	Drew Binsky 20:37	Mogadishu is so freaking crazy			✓	✓		✓	

40	Drew Binsky 22:31	you're walking on a super dirty street			✓			✓	
41	Drew Binsky 22:35	You're staying in a really nice hotel			✓			✓	
42	Drew Binsky 24:58	Some are really hostile and don't like camera		✓				✓	
43	Drew Binsky 27:33	I'm really glad that I came back here to check it out	✓					✓	

3. List of Appraisal Resources in the video entitled "I Spent 3 Days with World's Last Hunter-Gatherer Tribe"

Travel vlog		"I Spent 3 Days with World's Last Hunter-Gatherer Tribe"							
No	Vlogger	Utterances	Attitude			Enggagement		Graduation	
			Af	Ju	Ap	Mono	Hete	Fr	Fc
44	Drew Binsky 3:34	It was very precious			✓			✓	
45	Drew Binsky 3:35	I'm assuming when they go to sleep in their huts, they're together					✓		
46	Drew Binsky 3:45	I actually think that's really cool			✓	✓		✓	
47	Drew Binsky 7:48	I'm amazed by his presentation	✓						
48	Drew Binsky 10:31	It sounds like a very simple and not a very stressful life			✓			✓	
49	Drew Binsky 11.24	That was insanely talented		✓				✓	
50	Drew Binsky 13:22	The beautiful sunset			✓				
51	Drew Binsky 14:20	That's really good			✓			✓	
52	Drew Binsky 15:09	The sleeping arrangements are rough			✓	✓			
53	Drew Binsky 21:26	I am struggling	✓						
54	Drew Binsky 24:12	I'm so exhausted right now	✓					✓	

55	Drew Binsky 27:44	This is hilarious			✓	✓			
56	Drew Binsky 28:19	It's really a special thing to witness			✓			✓	
57	Drew Binsky 30:02	It,s pretty gamey			✓			✓	
58	Drew Binsky 32:00	True proper hunter-gatherer tribe							✓
59	Drew Binsky 34:44	May be that's something we could all learn from					✓		
60	Drew Binsky 34:49	I'm feeling a deep sense of gratitude for this experience	✓					✓ ^⑩	