



**RACISM IN ANNE FRANK'S *THE DIARY OF A YOUNG GIRL*:  
AN APPRAISAL ANALYSIS**

**THESIS**

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**ENGLISH DEPARTMENT  
FACULTY OF HUMANITIES  
JEMBER UNIVERSITY**

**2016**



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**THESIS**

Presented to the English Department, Faculty of Humanities, Jember University  
as one of the requirements for the Degree of  
Sarjana Sastra in English Studies

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## DEDICATION

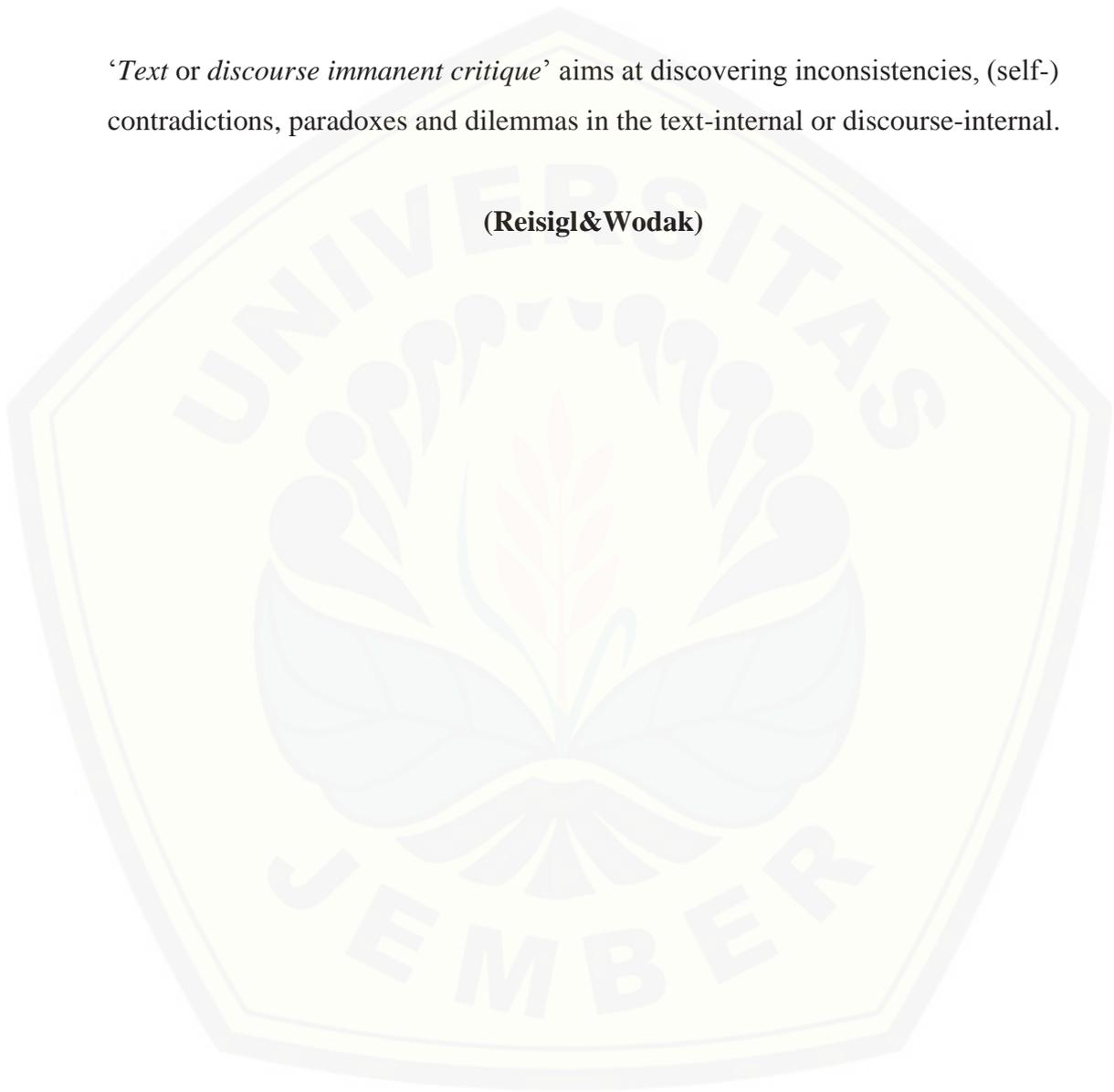
This thesis is dedicated to:

1. The strongest woman in my life, Tina Andrawati, and the very humble father, Adinata. Thank you for your never ending love and countless support, teaching me how to face life with smiles;
2. Anggi Wijaya Kusuma, for being the sweetest brother;
3. All siblings, for their loves;
4. Anne Frank, the girl who I mentally admire, for her spirit, and struggle;
5. My hilarious friends, Yuli Nurwadiyah, Dea Felycia, Gayuh Wahyu Utami, Siska Anggraeni, Rizki Fatmalia, Laily Nur Aini, Lia Purba, Rizky A. Sanjaya, Anwar Masduqi, and Muhammad Alfian Yazdad;
6. My Appraisal partner, Ismi Kuntum Zulaikha, Siti Fitriah, and Muhammad Hasbillah, for sharing in the same struggle;
7. My Alma Mater.

**MOTTO**

*‘Text or discourse immanent critique’* aims at discovering inconsistencies, (self-) contradictions, paradoxes and dilemmas in the text-internal or discourse-internal.

**(Reisigl&Wodak)**



**DECLARATION**

I hereby stated that the thesis entitled *Racism in Anne Frank's The Diary of A Young Girl: An Appraisal Analysis* is an original piece of writing. I certify that the analysis and the research of this thesis has never been submitted for any other degree or any publications.

I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, 05 October 2016

The Candidate,

Feny Anggeria

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## SUMMARY

Racism in Anne Frank's *The Diary of a Young Girl: An Appraisal Analysis*; Feny Anggeria, 120110101114; 2016; 52 pages; English Department, Faculty of Humanities, Jember University.

Writing a diary has been a common activity in society. Someone who writes a diary may try to express her ideas and feelings about what has already happened, and has given a change of thoughts and life. Appraisal analysis is performed in this thesis. The purpose of using Appraisal is to find out the relationship between the writer and reader's evaluation.

The selected data consists of 4 diary dates which are collected from Anne Frank's *The Diary of a Young Girl*. It is sampled on racism that is Saturday, 20 August 1942, Friday, 3 July 1942, Sunday, 5 July 1942, Friday, 9 October 1942. The data consist of qualitative data and are attested the implication of racial discrimination. Later, it focuses on examining evaluation in the language used by Frank.

Under the framework of Appraisal, the racist opinions from the diary text are classified and analyzed with the appraisal features: Attitude, Engagement, Graduation. In term of Attitude, racist opinion performs with judgemental statements. Through the judgements, attitudinal value in Frank's diary grows the immanent critics that are expressed by emotion. Engagement is founded to explore an authoritative voice from the writer. The diary is exceedingly to be too authoritative in the side of Jews. Besides, Frank uses many contradictions as the alternative proposition in order to close the dialogic view. The domain of Graduation considers the patern of Attitude and Engagement. The Graduation source tends to intensify the high graded racial statements which heighten the individual voice.

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## CHAPTER 1. INTRODUCTION

### 1.1 The Background of the Study

Writing a diary has been a common activity in society. A diary is usually defined as a record of someone's experience with the date reporting about the events. Someone who writes a diary may try to express her ideas and feelings about what has already happened, and has given a change of thoughts and life. It can be someone's companion to help remembering about the occurrence. Interestingly, most of the diary is written by woman. The phenomenon of this performer who tends to do writing is usually caused by an experience, even a secret, among her life.

Diary has certain point of difference as personal text. It is written for oneself by imagining others. Briefly, diaries are shaped by moments of inspiration while it plays on the satisfactions of monologue. To write a diary is basically not an academic writing. It does not need a rule, instead of any educated writing, until the emergence of freedom and flexibility is delivered naturally. This pleasure, towards the activity, intentionally brings the performer to the top level of unconditional writing which connects time and place as the story's nucleus. Moreover it will be a good choice, by turning back to the event where a story is described, to know what it is said before, and how exactly the occurrence of racism are attacked in such condition.

This research is objected to the writer of *The Diary of A Young Girl* whose name is Anne Frank. Frank herself was a subject who was discussed in her own diary. She was a German-Jewish girl who is famous as one of the victim in World War II. Besides, Frank was the most discussed person after Hitler's name. In Frank's biography, she was born in Frankfurt-Germany (1929-1945), while she spent most of her life in Amsterdam, Netherlands. She was born and raised as a German, then lost her citizenship in 1941. Thus, she decided to follow her father moving to Amsterdam-Netherlands. The Frank moved from Germany to

Netherlands when the provocative major group, NAZI (*Nationalsozialismus*), was doing its authoritative doctrine around European continents. Under Hitler's regime, all thing which was related to Jews were forbidden, such as separating Jews from public school into Jewish school, and prohibiting Jews to visit Christians.

In 1942 – 1944, Frank wrote a diary with a single purpose of expressing how life was for a Jew. In fact, Frank's diary which is known as Holocaust's text spreaded the phenomenon of humanism towards Jewish aggression and abolishment. Frank's diary was originally published as *Het Achterhuis* in Netherlands on June 25th 1947, 3 years after her death. The diary soon was translated into English in 1959 entitled *Anne Frank: The Diary of A Young Girl*. The diary says about much of gloomy atmosphere and brutal potrayal of anti-Jewish, such as more than a thousand of Jews were imprisoned in concentration camp, Jewish property and synagogues were destroyed, and the babies were killed violently. In addition, NAZI did not merely view the Jews as a religious community, but rather as belonging to other race, namely Semitic race, who tried to gain power at the expense of the Aryan race. Miles (1993: 28) states that they have turned the concept around and used it to construct an alternative, self-identity; they also use it as a basis for political resistance and to fight for more political autonomy, independence, and participation. This statement is directly pointed out to NAZI on behalf of growing up a dislike concept among the community.

In this analysis, language, in such a written text, is important to communicate and inform the sequence of event which has recorded in the past. Hence, language is a manifestation and interaction of social processes (Wodak&Ludwig, 1999: 12). Language also enables to express the thoughts, feelings, and ideas of a person. Through the language that is used by Frank, the purpose of her writing is not only understood as one of the representation of Jewish injustice, but it indicates that there is a captured phenomenon in her

language which relates her emotion in expressing language within an unwanted group.

In analyzing the diary, racism which is based on Reisigl&Wodak's perspective is significant. Hence, understanding racism also needs a language evaluation to find out the meaning of argumentation, and to seek out opinion from the writer's point of view. Shortly, giving argumentation or opinion is the same as making an evaluation. The language evaluation covers three main systems which are engagement, attitude, and graduation. Through this analysis, the extension of the features is directly linked with other sub-systems.

This research will perform appraisal theory. Appraisal is known well since Martin&White (2005) expand the work of SFL (Systemic Functional Linguistics) to the study of language evaluation. It is understood as a particular approach to exploring, describing and explaining the way language used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships (White 2001: 1). Interpersonal resources can be strategically deployed in discourse to shape interpersonal relations and identities in a variety of communicative contexts.

In addition, the research in CDA, especially racism, has been mostly discussed. Reisigl&Wodak (2001: 1) mention that:

“The starting point of a discourse-analytical approach to the complex phenomenon of racism is to realise that racism, as a social practice, and as an ideology, manifests itself discursively. On the one hand, racist opinions and beliefs are produced and reproduced by means of discourse; on the other hand, through discourse, discriminatory exclusionary practices are prepared, promulgated, and legitimised. In order to gain an insight into the social and historical structure and dynamics of racist (nationalist, ethnicist, sexist) prejudices that could be conceived as specific mental states composed of – normally negative, emotionally very loaded and rigid – generalising attitudes towards social groups (cf. Quasthoff 1987: 787), discourse analysts have to relate the discriminatory linguistic features to the social, political and historical contexts of the analysed ‘discursive events’ “.

As stated above, mental state is the core of explaining racism. While the writer's statement works strongly in racist opinion, the reader performs evaluation in such text. It, therefore, can be a new complex study since it uses appraisal theory as the way out.

## **1.2 Research Topic**

The topic of this research is the implementation of Appraisal analysis. Since appraisal theory has three main systems (attitude, engagement, graduation), Attitude is described as way of feeling, while Engagement is to establish a message under writer's perspective. Graduation is to give a degree, whether the text can be more intense or less intense, sharper or blurrer.

## **1.3 Research Problem**

The problem of this research is rooted from Anne Frank's diary. It is surprisingly legalized as manuscript which is placed in Amsterdam Museum and United States Holocaust Memorial Museum. As it becomes historical archieve, there is a secret of racism inside the diary. This reason gives some historians and language analysts a notion of opinion in her language evaluation.

## **1.4 Research Questions**

- a. How does language construct the practice of racism in Frank's diary?
- b. How does Anne Frank explain the evaluative language by using Appraisal system?

## **1.5 The Purposes**

- a. To understand how language constructs the practice of racism in Frank's diary.
- b. To know Frank's evaluative language by using Appraisal system.

## 1.6 The Research Significances

This thesis is significant for further analysis in Appraisal theory. By combining Appraisal and Racism in a research, it will be necessary to focus on the language evaluation used by Frank. Attitude which emphasizes the attitudinal class performs Frank's feelings, while Engagement explains the voice around opinions in Frank's perspective by looking at the implementation of language evaluation, and Graduation construes the grade of evaluation. In addition, the main reason of doing this research is that finding out the strong appraisal choice that shapes racism.

## CHAPTER 2. LITERATURE REVIEW

### 2.1 Previous Research

The first previous research using Appraisal is written by Page (2003). The topic of this research is about gender in women and men in childbirth narratives. This research uses appraisal framework developed by Martin & White. It analyzes the evaluation of language in the storytellings. The attitudinal appraisal is considered in relation to gender in two ways. First, the finding of this research suggests that women and men have subtly differing story-telling styles as indicated by the proportion of affect, appreciation, and judgement which is found in their narratives. Women's narrative are seen more personalized and exhibiting a higher degree of potential interpersonal involvement. Men's narrative are flexible in social interaction. Second, gender is important in understanding the speaker's self characterization as expressed through judgement. This analysis employs statistical data which indicates women's narratives using a higher proportion of appraisal than men. In a comparison, women uses types of affect more frequently than the men, while the men presents more appreciation than the women. Hence, the analysis of appraisal in this research supports current trends in the study of language and gender.

The second previous research analyzes racist discourse using Appraisal theory. This research is written by Mouka *et al.* (2015). It focuses racist discourse in films. It explains the analysis of register shift (subtitles) in racism which is usually used, rather than in films with racist utterances. The aims of this analysis is to examine racist discourse from a translation perspective, and traits on the basis of lexicogrammatical evidence. The methodological approach is placed in the framework of Descriptive Translation Studies, Critical Discourse Analysis, and relying on Appraisal Theory. The use of Appraisal System is to provide and analyze a taxonomy of the racism which is related to utterances. The result proves

that stereotyped views, prejudices, racist attitudes, and emotions triggered by racism which is coded by using annotation scheme in Appraisal.

These two researches give many contributions to this project mainly in the design of the research. It introduces racist identification through racism practices in a diary, and Appraisal analysis to discover the language evaluation that is used by Frank. Moreover, the representation of racism can be determined from Frank's opinion towards German and Jews. By analyzing the language expression in both races, the opinion will help to find the most evaluative language in Frank's diary.

## **2.2 Critical Discourse Analysis: Discourse-Historical Approach**

Critical Discourse Analysis (CDA) is concerned in particular with systems of power (control, dominance, inequality). As Reisigl&Wodak (2001: 268) stated Critical Discourse Analysis to the study of discursive discrimination are the broadly immanent reconstruction and description. It means that discourse can be critically understood and explained as the shape of what discrimination appears, constructs, and reconstructs through society. CDA has to attempt to interpret the linguistic data within their sociopolitical context, thus uncovering the persuasive, propagandist, populist, 'manipulative' function of the discursive practices inquestion (Reisig&Wodak, 2001). What it is mentioned above is meaningful that the approach of CDA can be taken from other fields of knowledge beyond the purely linguistic discipline.

Since the discourse historical perspective is mainly used in this research, the work in CDA is much movable and explanatory. In this analysis, historical background provides the discursive construction of national sameness and the discursive construction of difference, which leads to political and social exclusion of specific outgroups. The election of historical background is necessary because the situational context leads the biggest tragedy in World War II called Holocaust.

On the basis of history, besides, discourse about nations and national identities is discussed. It relies on at least four types of discursive macro-strategies: constructive strategies (aiming at the construction of national identities),

preservative or justificatory strategies (aiming at the conservation and reproduction of national identities or narratives of identity), transformative strategies (aiming at the change of national identities), and destructive strategies (aiming at the dismantling of national identities) (Reisigl & Wodak, 1999).

## 2.3 Racism and Racist Discourse

Lately, the work of CDA is seen as a competitive research in building a new discourse, mainly racist discourse. Racist discourse has been discussed all among nations. To analyze a racist discourse, it is necessary to have an insight about racism with good understanding. Racial issue is not only physically different, but it is genetic, biological, and cultural problems. Racism is the stigmatizing headword and political fighting word, is on almost everyone's lips today, probably because its meaning has become extraordinarily expanded and evasive (Reisigl & Wodak, 1999: 178).

Although there are other racisms elsewhere in the world, the most prevalent and devastating form of racism has historically been European racism against non-European people. It also describes minorities and immigrants which tend to use passive instead of active voice.

Giddens (2009) cited in Mouka. *et al* (2015: 3):

“Racism subsumes everyday practices and behaviours, both verbal and non-verbal, stereotyping, discriminatory practices, institutional systemic policies, or even acts of racial segregation and genocides”.

According to Memmi (1992: 103) in Reisigl & Wodak (2001) racism refers to the generalized and absolute evaluation of real or fictitious differences that is advantageous to the ‘accuser’ and detrimental to his or her victim. This overview leads discriminatory opinion into racial argumentation which is mostly negative judgment.

In discourse research, language in text and talk is a significant study. Some of them have to do by broad discussion to expand the text worth analyzing. As far as this is concerned, the study of Critical Discourse Analysis tends to describe anti-racist discursive practices, and perception in the perspective of Frank's diary.

The relationship between Critical Discourse Analysis and racism is rooted to linguistic features, i.e. social, political, and historical contexts. These elements contribute a comprehensive answer, that to cover the whole entities, the concept of race and racism needs to be analyzed by the moving occurrences, or discursive events. In linguistic point of view, Reisigl & Wodak (2001: 4) strengthen that the idea of race becomes closely incorporated into political-historical literature and is conceptually transferred to the terminology of human history. Race is a social construction (Reisigl & Wodak, 2001: 2). This concept has been widely interpreted as the tool in legitimizing ideology to oppress specific group. Minority and majority group can potentially lead a discursive practices. On the other hand, racist discourse can be seen as a racial struggle to defend one towards sentimental group.

In CDA, context plays a significant role to control the discourse understanding. Context is able to establish the condition where situation is happened. It consists of the choice of time and place as the discourse foundation. Based on Frank's diary, it is basically written from 1942 to 1944. In that year, Holocaust is the biggest tragedy on 20th century. The expansion of Hitler's ideology which ignores Jews to live in German, and other European continents, is supported by NAZI because Jews do not belong to any country. As it explored a humankind perspective in society, it instead made a contrariness about humanity between German and Jews. The event, Holocaust, was socially related to NAZI's year as the mark of superior group on making a course for German. Frank's diary and NAZI are thus each other examine racism.

Some reasons, related to the context, answers why Jews are not wanted by German. The Jews often are viewed as rich, intellectual, and as having worldwide connections (Reisigl&Wodak,1999). Historically, Jews have a lot of to do in

improving racism. The history can be seen from religious side which comes before World War I. Jews are hated because they kills Jesus Christ. They are the world's most fervent advocates of this messianic global empire (Herve, 2014: 9). This view originally becomes the root of hate towards Jews. In political view, Jews are hated because German does not admit them as its part of nationality. Perry&Schweitzer (2014: 5) states that Jews as an Alien and dangerous race threatening the survival of the nation. Stigmatig word from describing others, politically speaking, has been expanded in the analysis of German-Jewish study which is specifically pointed out a certain race (Semit). The community, related to human history, has become an attractive critical subject before and during World War II. In social context, Jews are hated because they are seen as an inferior race. Many said that Jews are perfectly well-integrated race. This view leads the rejection towards Jew in social condition.

## **2.4 Systemic Functional Linguistics (SFL)**

Systemic Functional Linguistics (SFL) is an approach to language developed mainly by Halliday. It is a theory of language that centered in the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as the central point to see meaning in such text. Halliday (2004) states that languages are organized in 3 kinds of meaning (metafunction). They are ideational meaning, interpersonal meaning, and textual meaning. Ideational meaning deals with the experience, interpersonal meaning tries to explain the action of each other's player, and textual meaning performs the relevance between two other meaning.

Interpersonal meaning is the foundation of modeling appraisal analysis. The work in interpersonal meaning begins to develop a more lexically-based perspective, triggered in the first instance by the need for a richer understanding of interpersonal meaning in monologic texts (Martin&White, 2005: 8). The type of text considers affect in narratives, and gives an evaluation in literary criticism,

and history discourse. Therefore, it can be proved that Frank's diary is a monologue text which involves historical knowledge as the parameter.

## 2.5 Appraisal Theory

Appraisal is the language of evaluation. It is one of the major discourse which establishes interpersonal meaning. As far as appraisal is concerned, feelings are the most expressive language in evaluation. Appraisal can be a vary effective tool to deconstruct corporate messages and shed light on interpersonal processes that occupy a central position in the CDA (Fuoli, 2014: 1). Ellsworth claims that,

Appraisal theorists believe that thought and emotion are largely inseparable, that emotions arise from the organism's perception of environmental changes that are relevant for its well being (2013: 125).

As appraisal is applied, language and emotion arise the writer's evaluation. The purpose of writer's positioning is to reveal the writer-reader relation in such a text. The writer tries to encode what they present as their own attitudes, while the readers supply their own assesments. On the other hand, the attitudinal evaluations are used to emerge the expression of writer's status or authority as construed by text (Martin, 2005: 2). The model of evaluation has three main systems (attitude, engagement, graduation). Attitude is divided into three regions of feeling, 'affect', 'judgement' and 'appreciation. Affect deals with resources for construing emotional reactions. Judgement is concerned with resources for assessing behaviour. Appreciation looks at resources for construing the value of things (Martin&White, 2005: 35-36).

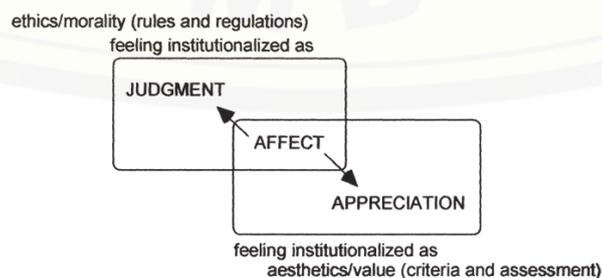


Figure 1. *Appraisal Resources (Martin, 2000: 147)*

### 2.5.1 Attitude

Attitude is known as ways of feeling. The speaker or writer maps feelings as the emotion to describe emotional ethics. The subcategories in this system are affect which is understood as relating to the speaker’s emotional response, judgement as moral evaluation of behavior, and finally, appreciation is their aesthetic opinions of entities of processes (Page, 2003: 213). As Martin points out, these categories are interrelated in that at a general level, ‘all encode feeling’ (2000: 147).

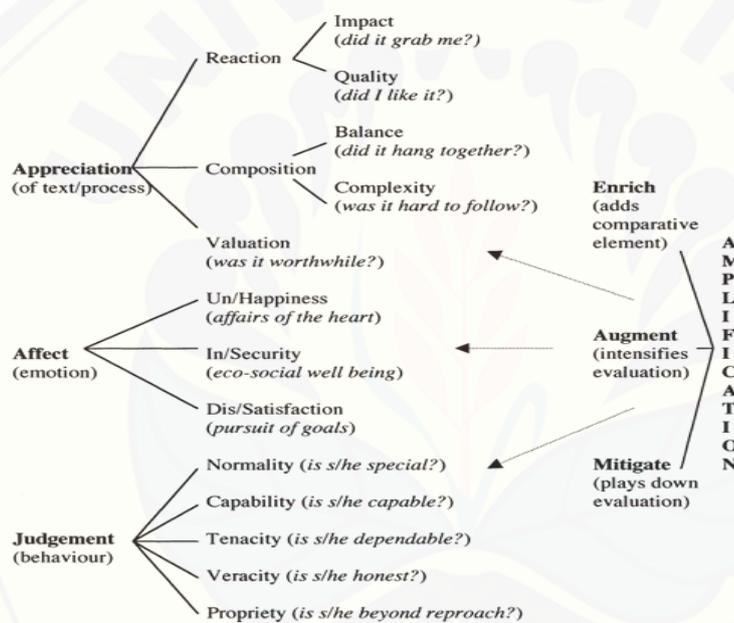


Figure 2. Attitudinal Appraisal (summarized from Martin, 2000; Eggins and Slade 1997)

Affect deals with emotion, such as anger, fear, happiness, etc. Affect is divided into 3 sub-divisions. They are un/happiness, in/security, dis/satisfaction. Un/happiness is the first to come to mind when it goes to emotion, and involves sad or happy. Affect has two impacts, those are negative and positive affect. Insecurity is to cover the feeling of peace and anxiety (Martin&White, 2005: 49), such as confident or anxious. Dis/satisfaction tries to reach the feeling of achievement and frustration in relation to the activities.

Judgement is meaning construing our attitudes to people and the way they behave (Martin&White, 2005: 52) It deals with social esteem and social sanction. Judgement of esteem is seen from the normality, capability, and tenacity. The words are lucky, humorous, brave, etc. The other one, judgement of sanction, is to do with veracity, and property, especially represented in words honest, sensitive, humble, etc.

Appreciation is meaning construing on the evaluation of things. This last sub system in attitudinal appraisal gives composition and value in a certain text. Types of appreciation are reaction, composition, and valuation. Reaction is related to affection, such as engaging, dramatic, captivating, etc. Composition is related to perception, such as balanced, logical, unified, etc. Valuation deals with the cognition, expressively performed by words deep, creative, genuine, etc.

## **2.5.2 Engagement**

Engagement is concerned with the respect to potential responses towards the value position. This another system of appraisal deals with voices around opinions in discourse (Martin & White, 2005: 35). In engagement, locating the various engagement meanings is necessary. The meanings has four classifications such disclaim, proclaim, entertain, and attribute. Disclaim is the way rejecting some contrary position. It explains deny as negation, and counter as expectation. For example, *You don't need to give up potatoes to lose weight*, and *Although he ate potatoes most days he still lost weight* (Martin&White, 2005: 97). Proclaim deals with representing the proposition as highly warrantable, such concur (*naturally, obviously, of course*), pronounce (*there can be no doubt that, I contend*), endorse (*A has shown, A has demonstrated that*). Entertain is the way of presenting the proposition in the contingent, individual subjectivity, and authorial voice, for example *it seems, I hear, in my view, I suspect that, I believe, etc.* Attribute is the way of representing subjectivity to an external voice, such as *X said, X believes, according to X, etc.*

There are two subsystems of engagement regarded as *monoglossia* and *heteroglossia*. *Monoglossia* is defined as the statements of facts and bare assertions that close any possibility of dialogical potentials or it is only a single voice. *Heteroglossia* is usually called the expansion and contraction. The explanation can be viewed in figure 3 below.

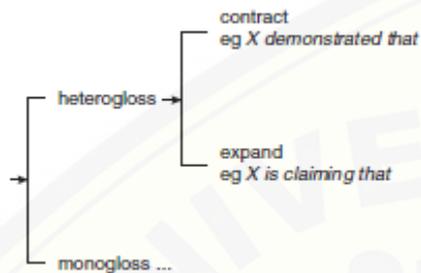


Figure 3. Engagement: contract and expand (Martin & White, 2005: 104).

### 2.5.3 Graduation

Graduation focuses on the grade of evaluation. This last system of appraisal attends to grading phenomena whereby feelings are amplified and categories blurred (Martin & White, 2005: 35). In a broad sense, graduation is a central work to appraisal system. It relates attitude and engagement as the domain of graduation which can be scaled by the meaning. Moreover, graduation is divided into two major types, as focus and force.

Focus applies an experimental perspective which is not scalable. In this case, graduation operates to reconstrue the more or less combination of sufficient and necessary conditions. In example (Martin & White, 2005: 137), *I'm feeling kind of upset* and *I'm feeling upset, sort of*. Those two sentences are comparative matter of degree. The degree of under focus can be up-scale or 'sharpen' such *real father, true friend*. Down-scale or 'soften' is recognized as *I'm feeling kind of upset, they sort of play jazz*.

Force covers assessments as to degree of intensity and as to amount. Assessments of degree of intensity can operate over qualities (*e.g. slightly foolish, extremely foolish: it stopped somewhat abruptly, it stopped very abruptly*), over

processes (e.g. *this slightly hindered us, this greatly hindered us*), or over the verbal modalities of likelihood, usuality, inclination and obligation (e.g. *it's just possible that, it's very possible that*) (Martin & White, 2005: 140). This term performs 'intensification' as scaling of qualities and processes. However, the assessments of amount apply is connected to entities, rather than to qualities and processes. It is known as 'quantification'. It provides for the imprecise measuring of number (e.g. *few miles, many miles*) and imprecise measuring of the presence or mass of entities according to such features as their size, weight, distribution or proximity (e.g. *small amount, large amount: nearby mountain, distant mountain*).

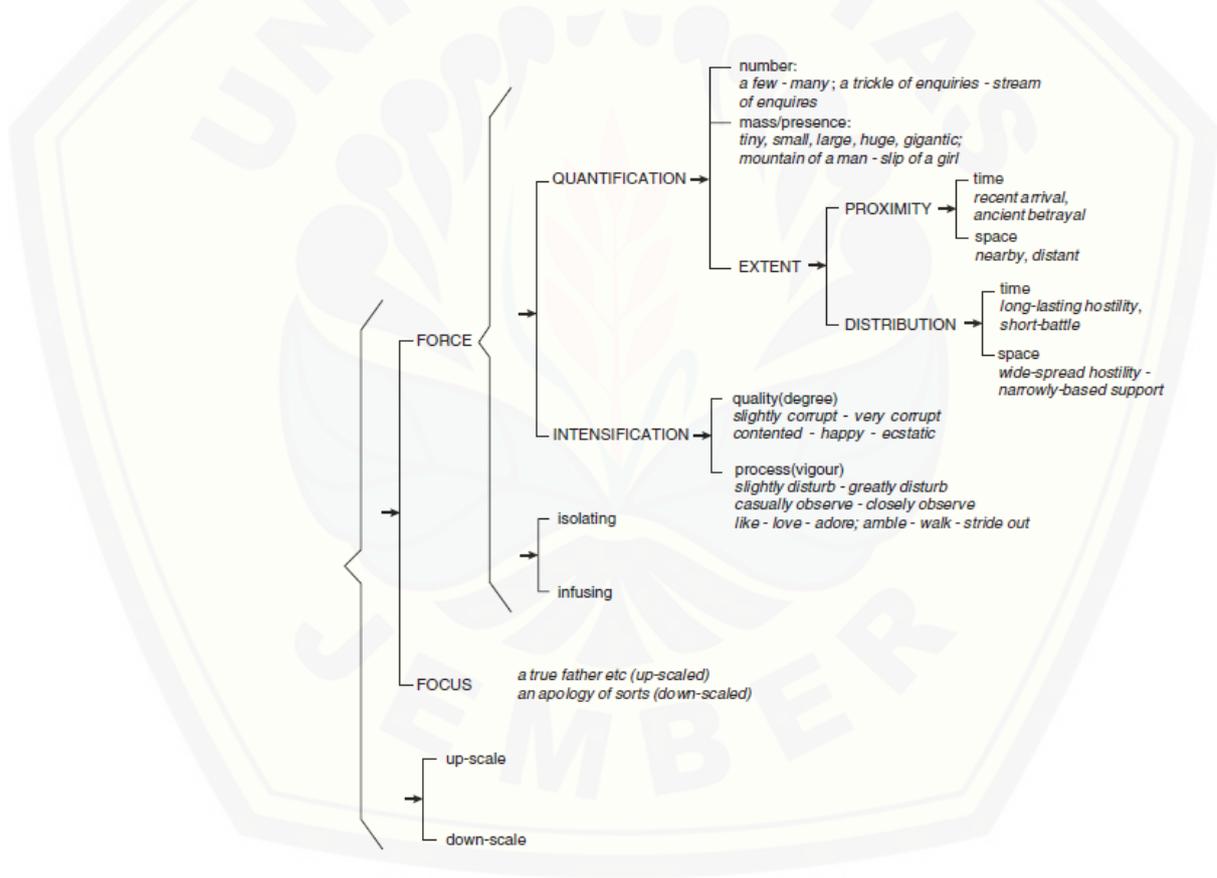


Figure 4. System network for graduation: force and focus (Martin & White, 2005:154).

## CHAPTER 3. RESEARCH METHODS

### 3.1 Research Type

Qualitative research is used in this thesis. Denzin (2000) defines that qualitative research is as multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. It is stated that qualitative research is inclined in interpretation (Mackey&Gas, 2005: 2). The use of qualitative method provides the validation of the data analyzed. Besides, the choice of this research type is necessary in giving the deeper insight to Racism in Anne Frank's diary and linguistic system in order to interpret the result of those data examined.

### 3.2 Type of Data

In this research, qualitative data are applied. Qualitative data (Nawawi, 1998: 85) are stated in the form of words, sentences, texts and written materials. The data analyzed in this study are in the form of written texts such diary text or document entitled 'Anne Frank: The Diary of A Young Girl'. The researcher's identity, values and beliefs play a role in the production and analysis of qualitative data and therefore researchers should come clean about the way their research agenda has been shaped by personal experiences and social backgrounds (Denscombe, 2003: 269).

### 3.3 Research Strategy

The research strategy used is the phenomenological research. It is primarily an attempt to understand empirical matters from the perspectives of those being studied. Phenomenology is concerned, first and foremost, with human experience (Denscombe, 2003: 97), such as individual's views and personal experience. Phenomenology is particularly interested in how social life is constructed by those who participate in it, and it makes people as creative interpreters of events who, through their actions and interpretations, literally make sense of their worlds (Denscombe, 2003: 99).

### 3.4 Data Collection

The technique of data collection is based on documentary method. Payne&Payne (2004) enlightens that:

“The documentary method is the techniques used to categorise, investigate, interpret, and identify the limitations of physical sources, most commonly written documents whether in the private or public domain”.

The collected texts are used as primary documents. This main data that are analyzed are based on Anne Frank’s personal diary, namely *Anne Frank: The Diary of A Young Girl*. The data of the research are collected using purposive random sampling. Purposive random sampling is a sample that is ‘hand picked’ for the research (Denscombe, 2003: 15). The reason of doing purposive random sampling is to know the specific phenomena, people, and event, and deliberately select particular ones because they are seen as instances that are likely to produce the most valuable data. The data consists of 4 selected diary texts which are classified as the argumentative opinion, also based on one of the victim of Holocaust. The selection of the chosen data is done by looking at the racial utterances that occur in the sentences in a range of paragraph. From this purposive random sampling, racism occurs as the focus of the study.

### 3.5 Data Processing

This research concerns only on racism in Frank’s opinion. Thus, the analysis is composed in some ways. Reading the diary from the beginning to the end of the text is the first step. Second, as the form of data is diary script, choosing some dates report are important. This step is considered because not all dates report have the same purpose and events. After finding racial tendencies in some chosen dates, the chosen data will significantly be focused on the selected theory.

## 3.6 Data Analysis

Descriptive method is used to analyze the data collected in this research. According to McMillan (1992: 12), descriptive method can be considered as the procedures to solve problems of the research by using current facts and phenomena. As a source of documentary data, diaries are written by people whose thoughts and behaviour the researcher wishes to study. According to Denscombe (2003: 216), there are 3 crucial elements in analyzing a diary: factual data, significant incidents, and personal interpretation. These components emerge in Franks' diary as the valuable data. In analyzing the diary, appraisal analysis is useful, especially in making evaluation in language phenomena. The ways of analyzing the data will be explained below:

1. The chosen data will be collected together based on each chosen dates.
2. Analyzing each text by using interpersonal meaning to provide situational contexts that consist of field, tenor, and mode. Field is to search what is happening with the text, tenor is to do with who is the doer of the text, and mode refers to what the text talks about.
3. Then, Appraisal theory will be implemented.
4. Labelling the racial sentences by using Appraisal theory.
5. To prove racial discrimination, this analysis situates the appraisal theory from the assessment of the writer into the reader's valuation.

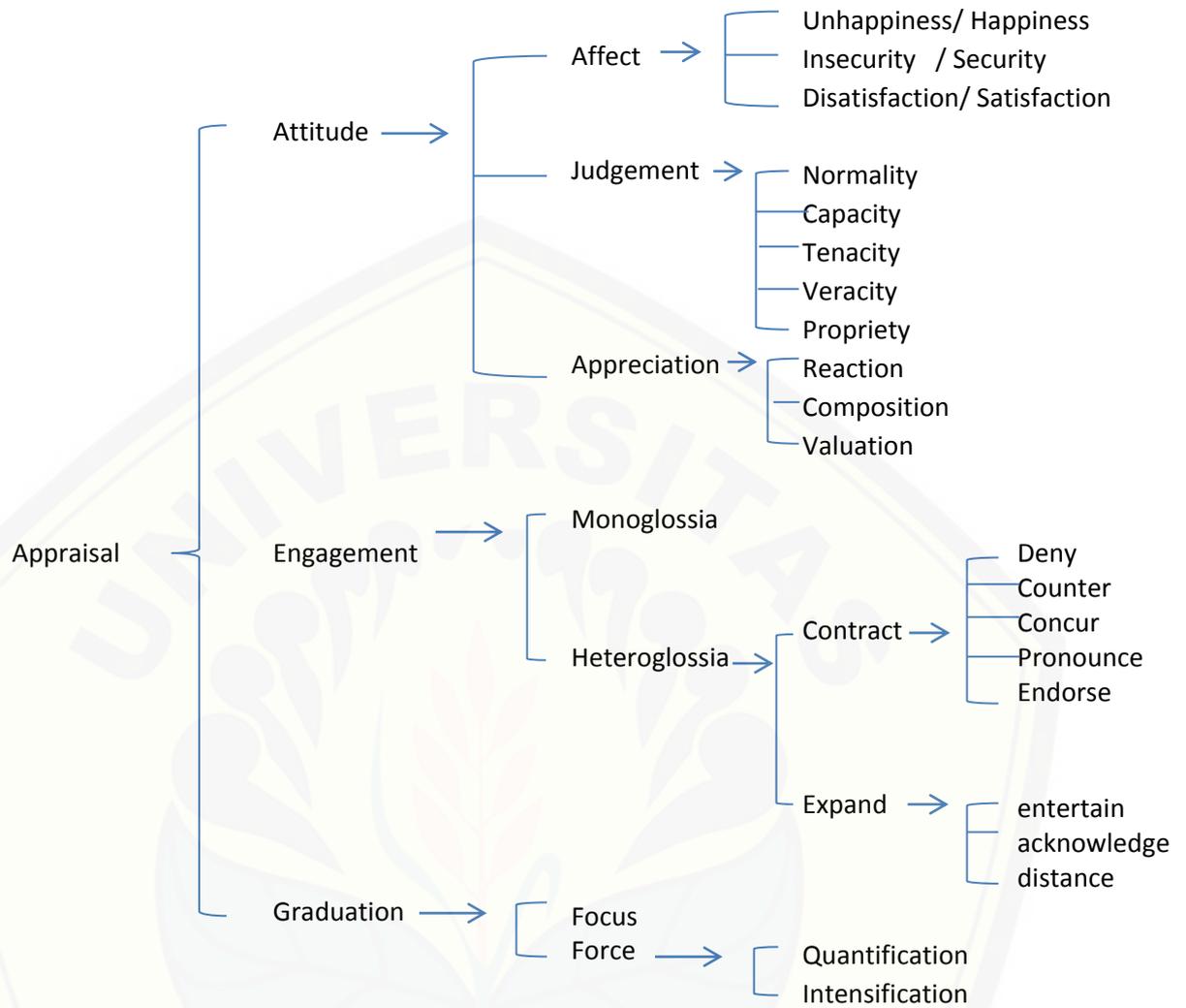
The examples of analysis:

### **Friday, 3 July, 1942**

Field: a sanctions of going out up to 8 o'clock

Tenor: Anne Frank and her father

Mode: combination of spoken and written: emphasizing her language by giving a promise.



The apprasial analysis in line 5-8

Daddy was **very cross** [.....] and thought it was **very wrong** [.....] of me because it is **dangerous** [.....] for Jews to be out after eight o'clock, and **I had to** [.....] promise to be in ten to eight in future.

After finding the result in Frank's evaluative language, this research will be improved by relating discourse context and the social practice into the linguistics perspective. This part is necessary, especially helping the reader to get closer to what matters in writer's evaluation.

## CHAPTER 4. RESULT AND DISCUSSION

This chapter provides the result from the analysis of appraisal on selected sentences which is followed by discussion. The discussion is divided into three subchapters. The first subchapter confirms the result of data processing. This analysis presents the final data after being sorted based on the emergence of sentences expressing racism. The second is data analysis. It explains Frank's language evaluation in her diary through argumentation and opinion towards Jews and Germans. Finally, the last subchapter provides the discussion of the result of data analysis. All the theories comprising Critical Discourse Analysis (CDA) focuses on Racism, and Appraisal theory along with historical, political, and social context are applied in order to discover and gain the final conclusion of the overall analysis.

### 4.1 Result of Appraisal Analysis

The overall analysis of Appraisal in four chosen dates concludes that judgement is the most applied categories in Frank's diary. Considering the external voice, Frank uses counter to give her contrariness to build the meaning expectation in her argumentation by measuring racial implication between Jews and German. Later, graduation gives a strong impact in her argumentation through raising high quantity, and intensity to establish the deep constructed meaning in Frank's diary.

#### 4.1.1 Attitude Analysis

Attitude is the most crucial element in establishing such feeling, or emotion. The choice of arguing the statements with judgement elaborates Frank's feeling towards the behavior of target object, Germans and Jews who is positioned as the core in this discussion. Many judgemental statements show that Frank's feeling is dominantly against with NAZI's rule. On the other hand, the most common argumentation is derived by using affect which refers the negative

attitude, also negative appreciation to conclude what Frank looks, and feel in her society.

Table 1. The result of Attitudinal System

Attitude's sources	Saturday,20 August 1942	Friday,3 July 1942	Sunday,5 July, 1942	Friday,9 October,1942	Total
Affect	1	1	1	1	4
Judgment	13	1	1	3	18
Appreciation	1	1	1	3	6

As explained above, the attitudinal system in which the selected sentences are considered is correctly linked with Frank's feelings, behaviours, and emotions. The first attitude sources, furthermore, which is used in these chosen diary dates are judgement. The number of judgemental statements is taken with repetition in order to criticize someone's behaviour, or action. In short, giving a real or factual description of all matters can be such judgment while writing a diary. This is so called because a diary has no boundary to express someone's thought, and feeling.

The second attitude source is appreciation. The number of appreciation source can be concluded that there is a negative insight between Jews and Germans which explains Frank's emotion, and its complexity in the diary text. Appreciation appears because there is a natural phenomena to what such things are worth. As with affect and judgement, the text can recognize positive and negative evaluations (Martin&White, 2005: 56). It also can be easier to determine such opinion by looking at the composition, and value of the construed meaning. These three elements of attitudinal system are all explained with mostly a negative feeling. This indicates that every sentence in Frank's diary contains a gloomy atmosphere, personally and mentally irritated with sorrow.

The last attitude source is affect. It performs Frank's attitude that is related to her feeling about the situation in which she may encounter. Affect comprises with three elements: affect as quality, affect as process, and affect as comment

(Martin&White, 2005: 46). The purpose of persuing affect helps the reader to closely assumes the generalised relevance towards the emotion of the writer. In addition, the growth of feelings are construed by the culture as positive (good vibes that are enjoyable to experienc), or negative (bad vibes that are better avided).

#### 4.1.2 Engagement Analysis

The engagement analysis shows Frank's diary which is directed to dialogic perspective. It leads the reader to attend to the nature of the relationship which the speaker or writer is presented as entering into with prior utterances in the same sphere (Martin&White, 2005: 93). The dialogic perspective perfoms heteroglossia with shared belief or value. It also leads Frank using a counter source. This category of engagement, in a various ways, construes concession and expectation from rejecting the position of the textual voice (*but, although, and, perhaps, etc.*).

The second engagement source is deny. In such text, deny mainly adds a negation and rejection. It is followed by pronounce, aknowledgement, and distance in a very small scale. Denial statements can be a part of the writer's rejection because categorising utterances through engagement source is to disclaim the characterisation of the object which is mentioned in a text.

Furthermore, entertain is applied to build a heteroglossic backdrop of alternative viewpoints, and anticipated responses. It thereby invokes the dialogic alternatives to present prosition in Frank's subjectivity, or her authorial voices (*I believe, I know, I suspect, in my view, I hear, etc*). The use of entertain is widely crucial because it covers Frank's point of view, and it usually causes an experience that she encounters during her writing.

As indicated, a number of potential dialogic perspective in the engagement source is explained below:

Table 2. The result of Engagement Analysis

Engagement sources	Saturday,20 August, 1942	Friday,3 July,1942	Sunday,5 July,1942	Friday,9 October, 1942	Overall
Deny	-	-	3	1	4
Counter	-	-	2	4	6
Affirm	-	-	-	-	-
Concede	-	-	-	-	-
Pronounce	-	-	-	1	1
Endorse	-	-	-	-	-
Entertain	1	1	1	-	3
Acknowledgment	1	-	-	-	1
Distance	-	-	-	-	-

From the result above, the goal of reaching Frank's evaluative language is reached. In her diary, Frank is interested in giving her personal voice or her opinion rather than external voice. The personal voice is used in order to give a factual information which is based on her experience, and a real occurrence that lead her writing a diary. In addition, Frank explicitly constructs her argumentation by one self because the source of her opinion is only viewed by herself or individual subjectivity. Through her own contiguity, Frank mostly take a side of her opinions related to the group which she belongs. It later positions a contrary meaning that she establishes to reject the opposite.

#### 4.1.3 Graduation Analysis

Graduation is also to do with meaning, mainly improving the level of high meaning, or vice versa. In graduation analysis, the first point to understand the meaning is to consider the term 'interplay'. It is significant with the purpose of shaping the quality, and quantity of the meaning. In Frank's diary, interplay is considered because its purpose is to rise the meaning into up or down scale. It can emphasize how strong Frank's opinion, and how gradable the meaning are built.

The up-scaling meaning measures the two sources of graduation in order to maximize the resulted meaning from the writer.

As described above, this table shows Frank's conclusion in a high gradable level:

Table 3. The result of Graduation Analysis

<b>Graduation Source</b>	<b>Saturday,20 August 1942</b>	<b>Friday,3 July 1942</b>	<b>Sunday,5 July, 1942</b>	<b>Friday,9 October, 1942</b>	<b>Overall</b>
<b>Intensification</b>					
Low	-	-	-	-	-
Median	-	-	-	-	-
High	2	1	3	1	7
<b>Quantification</b>					
Low	-	-	-	-	-
Median	-	-	-	-	-
High	-	-	-	-	-
<b>Soften</b>					
Low	-	-	-	-	-
Median	-	-	-	-	-
High	-	-	-	-	-
<b>Sharpen</b>					
Low	-	-	-	-	-
Median	-	-	-	-	-
High	1	-	1	1	3

The table shows that the implementation of graduation between quantification, and intensification bring the final result. The high degree of them counts a number of attitudinal meanings, and engagement values. To emphasize her feeling, Frank uses a number of intensification in order to gain a depth look to the degree of the meaning. The high intensity improves the deepest meaning of the argumentation. In her diary, meaning expresses with a classes of isoalting, and infusing. Graduation is also a bridge to establish meaning when feeling is described, and clarify the opinion which is based on personal or external voice.

Many improvements in Frank's diary, at the level of high graduation, will sharpen the meaning stronger rather than one single commentary.

## **4.2 The Discussion of Appraisal Analysis in Frank's The Diary of A Young Girl**

In this section, the analysis focuses on the text which proves racial discrimination between Jews and Germans. The selected diary consists of four chosen dates which is aimed to be analyzed in order to prove racism in Frank's diary. Those which are selected are Saturday, 20 June 1942, Friday, 3 July 1942, Sunday, 5 July 1942, Friday, 9 October 1942. The reason of choosing the dates, with the same year, is because the event is more factual, and interpretable with all consideration through the Gestapo of the World War II.

In addition, before working with the texts, this analysis implements Systemic Functional Linguistics (SFL) to emerge the situational context. In order to gain the contextual pillar, meaning is established by using the interpersonal meaning which includes field, tenor, and mode. These three elements are suitable to emerge the historical context in such text. Through the historical perspective, the analyzed data is more accurate on behalf occurring a racial action between Jews and Germans. Later, the appraisal tabel is described to show how the system of meaning is made by the writer through the point of view of the reader.

### **4.2.1 The Discussion of Racism on Saturday, 20 June 1942**

It starts on Saturday, 20 June 1942. This diary is basically happened a few days after Frank begins writing some stories she tells. The relationship between Frank, Jews, and Germans is firstly captured in this date. The text describes Hitler's anti Jewish laws which are submissively intended with the coming of a Barbarosa operation. This operation leads the German military to keep an eye on Jew's activity. To explain what is actually experienced by Frank in that day, the contextual understanding is necessary.

Field: Expressing worry to her life condition, obeying the Hitler's anti-Jewish laws.

Tenor: Jews and NAZI.

Mode: Written to herself, alternately a monologue, describing any restrictions or prohibitive action.

The help of those three headings reveals the social context in a diary text. The field shows what is happening with the text towards the event that is told on Saturday, 20 June 1942. The occurrence leads her worry to perform Hitler's law as the essential component. Although Jew's life seems hard, by obeying the rules, life can be saved. This chance is not a way out for Frank for getting a life saver. Even though, there is a much contradiction between Jews, and Germans, Franks chooses to stay a life in a hidden place, and become a young free Jewish girl in her own secret place.

The participants take a part in the text. The nature of the participants includes their status, and roles in a society. The status of Jews can be a question since they do not belong to, or even in German country. On the other hand, the spread of Jews is hugely contained in European continents. This problem is enacted by the NAZI to discard the Jews in the terms and conditions. This is so called because the motif of the organisation is to weaken the group, and expel them without a kindness.

The mode refers to what part of language is used by Frank. The text functions to explain a monologue description in her diary. Monologue is chosen because every diary is based on personal opinion. Frank, here, builds her voice to report the relevant activity which is not proper, equitable, and fair to the Jews. Besides, her factual writing is also the whole of the relevant discrimination action that she experiences, and feels.

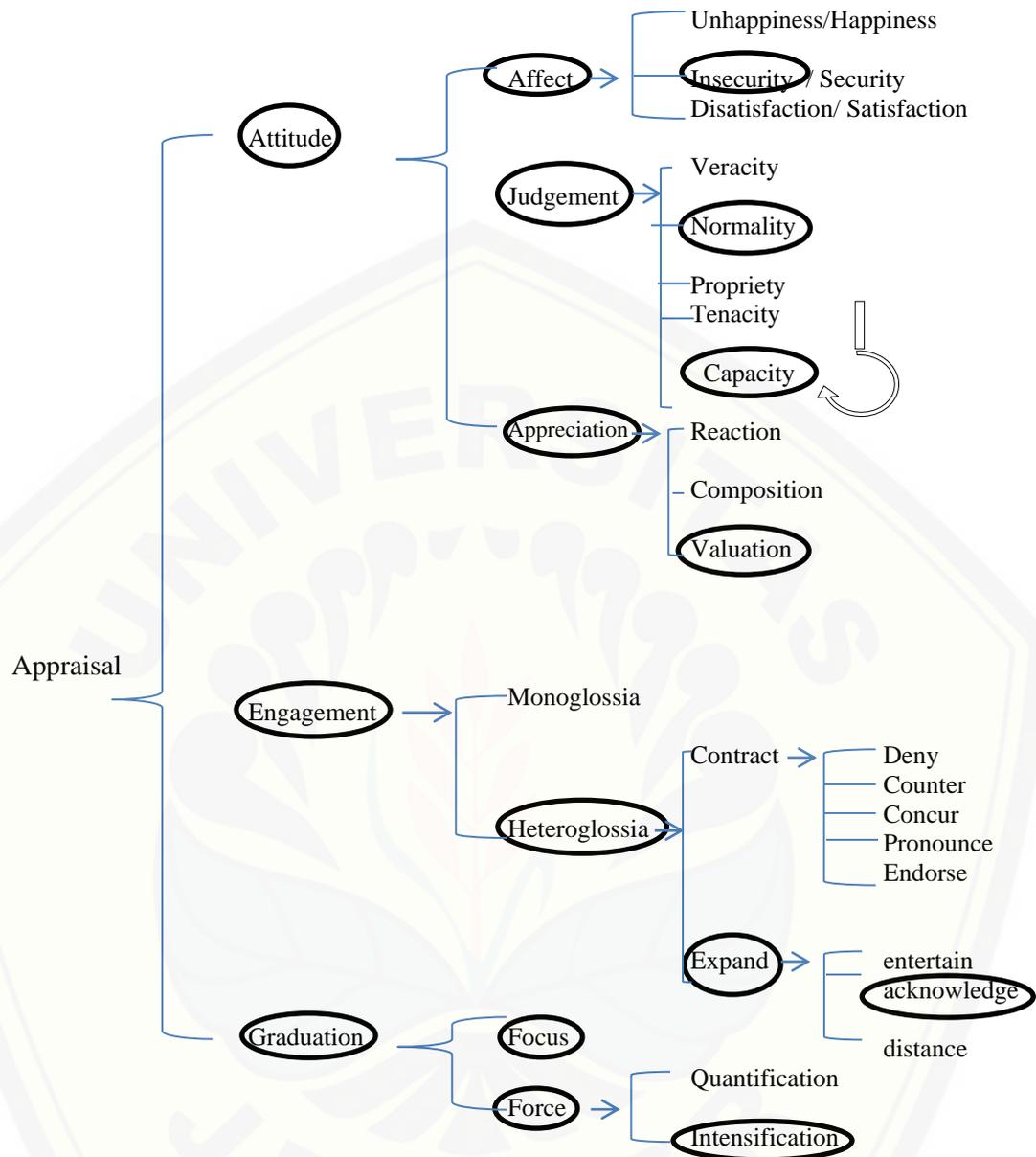


Figure 1. Racism in Appraisal on Saturday, 20 June 1942

The analysis of Appraisal in line 50-51

The rest of our family, however, felt the full impact of Hitler’s anti-Jewish laws, so [-appreciation: valuation] life was filled with anxiety [-affect: (insecurity)], [-judgement: (normality)].

In this statement, Frank derives her ideas of Germans by reflecting Hitler's anti-Jewish laws into her life condition. What is said by Frank probably means as the laws stand for German under Hitler's regime, her family member will not be forever safely lived. Since it is entirely played under Hitler, and NAZI's rules, the Jew's right covers the perspective of living in hesitancy. Furthermore, Frank explains her statement by using a deep-thoughtful meaning to explain her feeling. She performs two attitudinal systems in a form of interplay whose meaning can totally convinced the reader. Instead of giving an argumentation, Frank's attitude lays on her feeling towards the behaviour of the object that she points out to be discussed as the object of contrary. To cover the feeling, Frank situates her life through insecurity. Then, she puts her emotion into her social life which makes her behaviour strongly expands the negative judgement to Hitler as the core of the matters are started.

The analysis of Appraisal in line 54-57

After May 1940 **good times** [focus] **rapidly** [force: intensification] fled: first the war, then the capitulation, followed by the arrival of the Germans, which is when the sufferings of us Jews **really** [force: intensification] began.

In this analysis, Frank puts her focus on the setting of the data. It applies the category of graduation that reconstrues an experimental perspective. *Good times* involves improvisation of a certain occurrence. Under focus, it is possible to find a sharp meaning after the year 1940. This degree of the meaning leads Frank's opinion to deliver her personal sense of the happened event which dominantly emerges an upset atmosphere, and sufferings. Moreover, in the above sentence, the start of Jewish's affliction is purposed in the time of the German's arrival. In behind, the sense of her writing is delivered ambitiously because it has a strong chosen word forming in order to emerge the degree of intensifying the sentence. Both *rapidly*, and *really* are aimed to give a loud voice that the pain of Jews is occurred after the year mentioned.

The analysis of Appraisal in line 58-70

Jews **must wear** [t, -capacity] a yellow star, Jews **must hand** [t, -capacity] in their bicycles, Jews are banned from trams and **are forbidden** [t, -capacity] to drive. Jews are **only allowed to do their shopping between three and five o'clock and then only in shops which bear the placard "Jewish shop"** [-judgement: (capacity)]. Jews **must be indoors by eight o'clock** [t, -capacity] and **cannot even sit in their own gardens after that hour** [-judgement: capacity]. Jews **are forbidden to visit theaters, cinemas, and other places of entertainment** [-judgement: capacity]. Jews **may not take part in public sports** [-judgement: capacity]. Swimming baths, tennis courts, hockey fields, and other sport grounds **are all prohibited** [-judgement: (capacity)] to them. Jews **may not** visit Christians [-judgement: (capacity)]. Jews **must go** [t, -capacity] to Jewish schools, and **many more** [force: quantification] restrictions of a similar kind.

The sentences above slightly prove racial tendency in Frank's diary. Frank tries to deliver her opinion using her feeling through the form of attitudinal system which is judgement as the goal of her defence to Jews. In addition, the use of attitudinal system occurs negative meanings which points Germans as the other group whose laws inflict the Jews. The legacy of the rules minimizes Jew's right for doing the activities in society. It also can lead the abnormal situation in everyday's life of Jews.

The choice of judgement of capacity and normality performs a shape of dislike that encounters Frank's attitude to Germans, at that time, who authorizes European continent. Besides, Frank's diary gives many repetitious stances by following her judgement. The use of its repetitions or recursive judgement wins out a straight argumentation to the object that is discussed. To stress the pressure of how life's condition in 1942, the first year of Second World War II, Frank sees something unnatural was happening and attacking Jews's life. Frank's judgement also tries to cover the representation of modal auxiliary in which the meaning is able to trigger other judgemental situation in the same volume. The most

repetitious statements are found as judgement of capacity. As 'must' has a strong volume in modality, its position also has such tendency in resulting other meanings by the verb occurrence as the counterpart, such 'must wear, 'must hand', 'must go', 'may not visit'. These examples, in realisation, implicitly connects to the negative sense or negative meaning, eventhough the text performs a positive grammaticalised structure. '*Jews must hand in their bicycles*', for example, on the other way, is meant that Jews is not allowed or is not permitted to go anywhere by other vehicles that are not specifically as their stuff, except their owned bicycles. Besides, '*Jews may not visit Christians*', it is meaningful that Jews must be far away from Christians, or Jews are not allowed to visit Christians.

The analysis of Appraisal in line 72-75

**Jopie used to say [expand: acknowledge]** to me, "You're scared to do anything, because it **may be forbidden [expand: entertain]**." Our freedom was **strictly [force: intensification]** limited.

This sentence is indicated racial treatment on other Frank's member. As written above, the sentence provides quotations from Jopie. Frank explains Jopie's idea about what is stated by Frank before. It means that the dialogic expansion takes a position in Frank's diary. The use dialogic expansion is to reach authorial voice through external voice. It, then, strenghten more by making an up scale grading to explain Frank's freedom on the side of Jews.

#### 4.2.2 The Discussion of Racism on Friday, 3 July 1942

Frank, in the second analysis, once again positions insecurity to be objected to describe. She delivers her conversation between her and her father which is mostly about worrying themshelves. The explanation of situational context is explained below :

Field: a sanctions of going out up to 8 o'clock

Tenor: Anne Frank and her father

Mode: combination of spoken and written: emphasizing her language by giving a promise.

In this contextual analysis, the field can be the system of dominant group which basically draws a sanction. This sanction institutionalizes the system of society. Tenor holds the authority of the writer. Frank's authority in her diary reveals the relation among her father. It is found that she and her father are in the same sense. They are both identically a Jew, and share the same behavioural consciousness. The mode is to do with the combination of both spoken and written text. In order to give an agreement towards her father, the sentence shapes a spoken form that engages Frank and her father in such dialog situation, while the written form occurs after she agrees her father into the form of a written text.

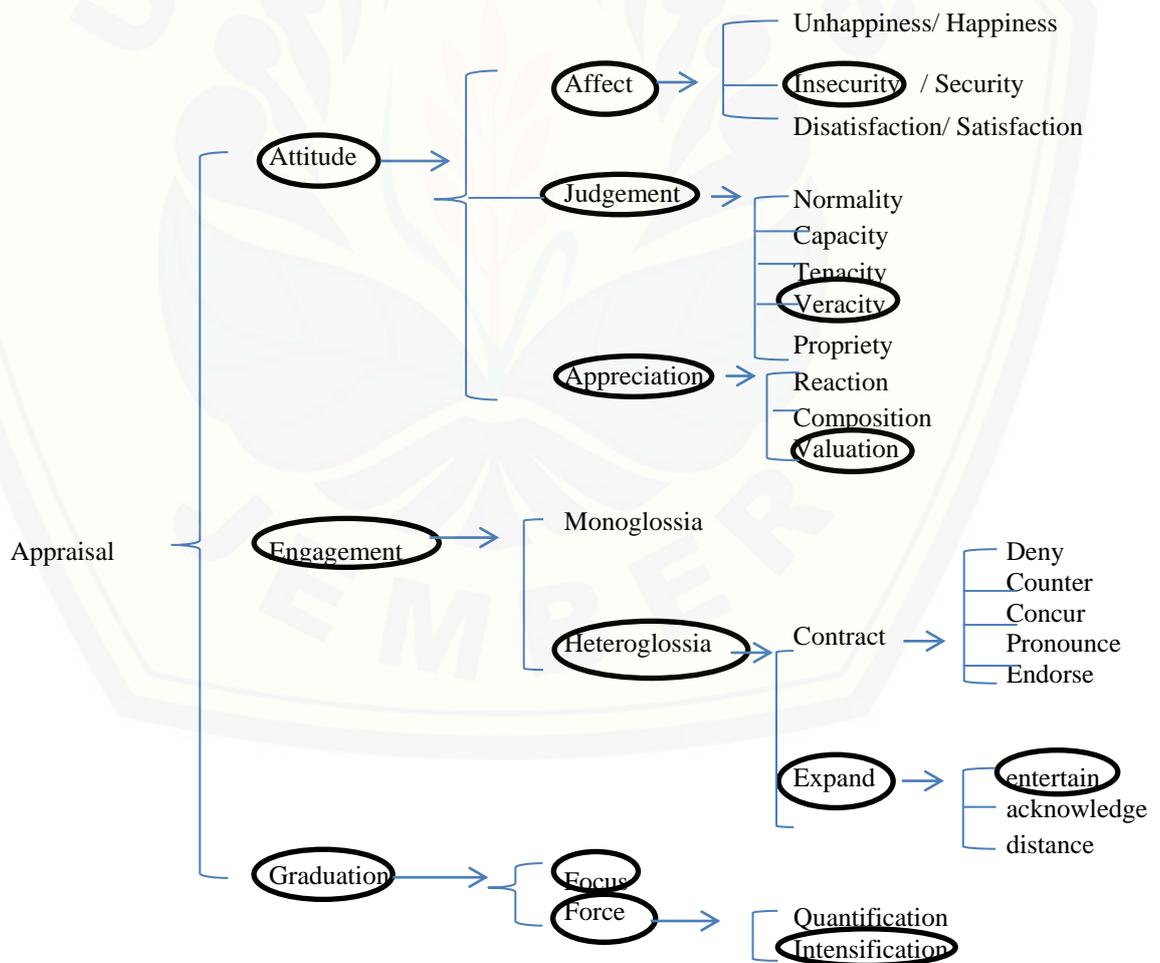


Figure 2. Racism in Appraisal on Friday, 3 July 1942

The apprasial analysis in line 5-8

Daddy was **very cross** [force: intensification] and **thought it was very wrong of me** [-judgement: (veracity)], [-appreciation: (valuation)] because it is **dangerous** [-affect: (insecurity)] for Jews to be out after eight o'clock, and **I had to** [expand: entertain] **promise to be in ten to eight in future** [Focus].

In this part, Anne Frank tries to give her evaluation to what her father encodes meaning in a certain purpose. First, Frank uses the gradable meaning of the focus evaluating her father through the feeling that encounters her emotional perspective. She puts '*very cross*' and '*very wrong*' to emphasize the intensity of her father towards her. The emergence of both '*very*' has the same evaluative meaning in which the purpose is to summarize the idea of the speaker implying meaning. We employ the term 'intensification' to refer to this scaling of qualities and processes (Martin&White, 2005: 140). Here, the use of intensification is to perform the down-scaling in order to isolating such opinion.

Second, through the down-scale meaning, later on, the following sentence appears in a set of attitudinal categories which combines the honesty of the sentence, and her valuation by the negative attitude. *Very wrong*, on the other side, expands her meaning to be a judgemental statement which presents self-attitude. Appreciation, instead of judgement, discovers meaning as a final valuation in which the source of attitude describes her action that goes to be sanctioned and punished. Affect is concerned with registering negative feelings, Frank also proves insecurity through the word '*dangerous*'. In addition, the play of insecurity covers an anxiety in relation to the environments. This situation is happened because Frank stereotypically experiences a racial pressure from her surroundings.

Third, or the last appraisal system that is used, is engagement. Frank explicitly presents dialogic positions and voices. She demonstrates her individual subjectivity by the occurrence of high modal auxiliarity. The purpose of using modal '*had to*' is to engage the authorial voice that sends a possible position. Here, the racial treatment implicitly explains in this diary. It, furthermore, leads

social practices that happens in Frank's member. The regulations of Nazi to Jews slightly appears as one social condition. Frank tries to emerge the situation which is no longer safe after 8 o'clock. Because up to the time, Frank may be found by other Germans or soldiers. Later, it can be dangerous for Frank if one of their member is caught up. The practice of racism, under NAZI movement, is handed as a master group, while the Jews is the minority. Since, this discrimination expands, the quality of human right is very limited. NAZI, on the other side, once again wants to lower Jews, and build his authority in Germany.

### **4.2.3 The Discussion of Racism on Sunday, 5 July, 1942**

This third analysis explains a distinguishable separation at educational circle. While the Germans gain a normal education in public school, the Jews have to be separated to other school which accepts for only Jewish children. This rule is a part of NAZI's laws in order to pressure Jew's descendants, or community for getting an isolation, discrimination, and difference.

Field: Jews must be educationally separated from the Germans

Tenor: Anne Frank, the Germans

Mode: Written text, the Jews against the German.

The third text is suspected to be the crucial part in analyzing the context. The field shows that the issue of racism is built by the NAZI whose mission tends to legalize the educational rights to Germans. The truth, in other way, oppresses the Jews, while the opposite group widely takes its authority to control the weaken one. The subjects who take a part in this analysis are Frank, and the Germans. The representation of the two groups prove that the gloomy atmosphere does not only embraces the situation, but it also connects with the surrounded people. Mode creates a written monologue when it retells in a particular text. The mode expresses Frank's idea about her integrity to refuse the Germans. Writing a monologue text can reach a thoughtful understanding from the writer's perspective. Nevertheless, the situation and the participants can not be far away to construct

the mode. Besides, the contradiction of becoming a certain minority group does not have an impact in the circle of education. Jews are moved to Jewish school, while the Germans are legal in every places.

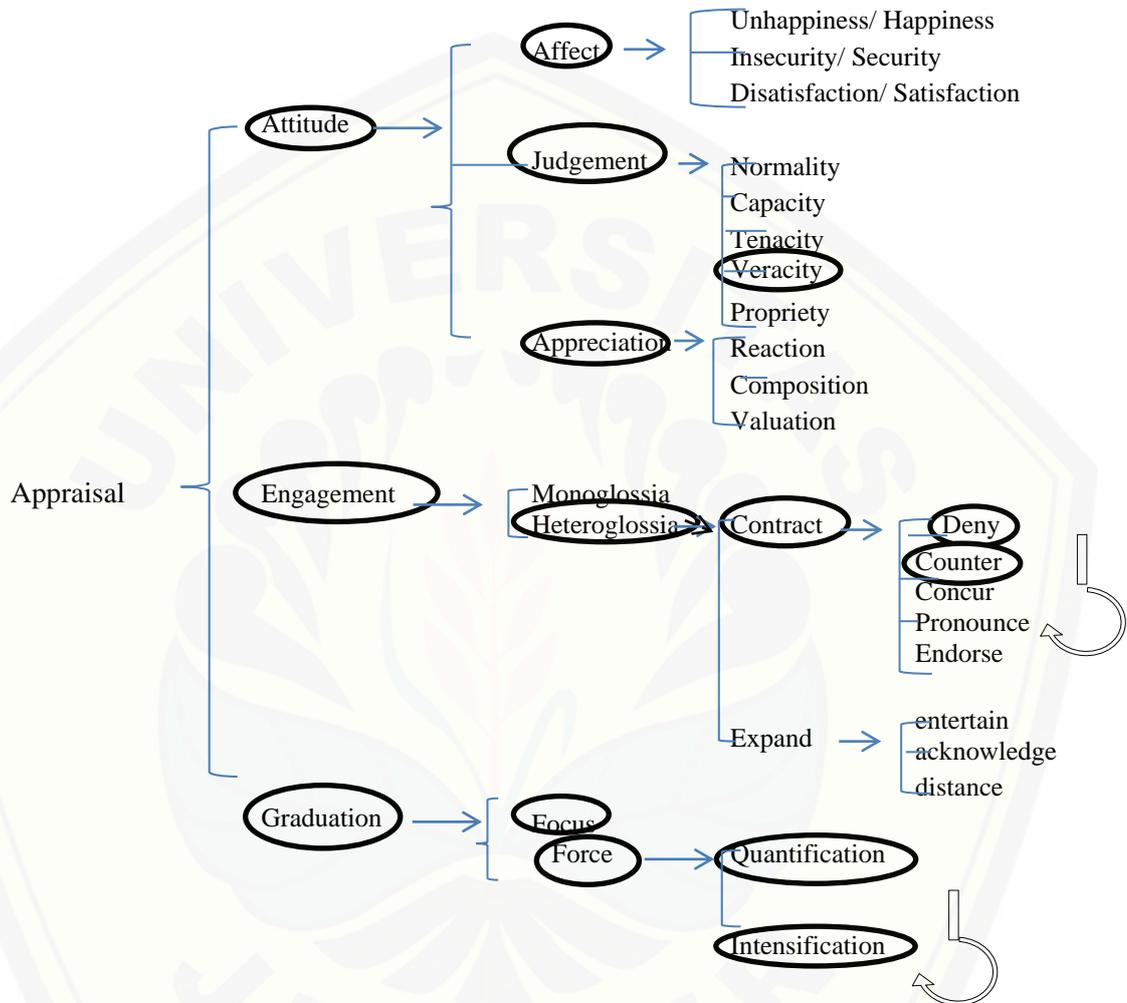


Figure 3. Racism in Appraisal on Sunday, 5 July 1942

The analysis of appraisal in line 9-12

**I am just the opposite** [-judgement: veracity]. I don't [contract: deny] want to be a bad pupil; I should **really** [force: intensification] have stayed in the seventh form in the Montessori School, **but** [contract: counter] was accepted for the Jewish Secondary.

The third text explains how Jews are portrayed at educational circle. Frank purposely claims herself that she is the opposite towards the Germans. In addition, all Jewish children in general school must be moved to Jewish school. This discrimination can trigger inequality in human being which is shaped in early age by the rule of the master group. Besides, the motive of NAZI separating schools between Jews and Germans is one of a product of manipulation. To speak about 'manipulation', and this is related to the issue just mentioned, could imply reductionist, hardly provable causal assumptions about the effects of language use, about a simple and direct relationship between discursive and other forms of social practices (Reisigl&Wodak, 2001: 34). In social practice, *I am just the opposite* indicates a negative judgement that includes veracity. The use of veracity is declared because Frank, in experience, wants to bring her honesty into the real situation that she has encountered. Later, the denial expression performs strongly in some part of her writing. This expression of denial structure is used in order to reject statement or opinion regarding the related topic. This rejection, in this part, is expressed through the word *don't*, while *but* to enhance the refusal statement.

The analysis of appraisal in line 26-28

We **don't** [contract: deny] want our belongings to be seized by the Germans, **but** [contract: counter] we **certainly** [force: intensification] **don't** [contract: deny] **want to fall into their clutches ourselves.**

In this sentence, the denial structure appears as the extension of contrary such in the previous statements. This statement gives a clear confession of Frank's rejection. Frank tries to give her defence to Jews through negation. This negation is used to imply meaning in order to stop comparing the both groups. Here, *don't*, in textual voice positions, has odds motive. It, in other way, explodes some contrary position in finding a powerful meaning. This powerful meaning shapely indicate a power of her language that follows the internal voice rather than external voice. Through the internal voice, her argumentation can be stronger because it is based on her personal source from her opinion. Besides, Frank also

experiences all the sentence mentions which is later sumup that she is extremely against the Germans.

The analysis above works with an interplay. Interplay is occurred when feeling, behaviour, external, and internal voice needs to enhance the quality of its meaning, so the sentence can be critically performed a factual information. As it is described, Frank follows her aggrement to be in a certain rejecting the dominant group by intensifying the meaning through making a quality of the language sense in the statement.

The analysis of appraisal in line 35-36

**Oh, may the fulfillment of these somber words remain far distant yet!**  
**[force: quantification]**

The sentence above, *Oh, may the fulfillment of these somber words remain far distant yet!* has a down-scale meaning. Frank positions herself to be the one who experiences the words. It can be proved by the occurance of '*remain far disant yet*' which accumulates a huge disappointment of the subject. It also performs quantification in metaphor which furthermore locates an isolated meaning to the subjectivity.

#### **4.2.4 The Discussion of Racism on Friday, 9 October 1942**

The last analysis comes from the date on Friday, 9 October, 1942. Briefly, what is discussed by Frank is mainly about how the Germans attacks her members as warm, and as arrogantly. This motive leads the contextual background to the level of interpersonal meaning which is explained below:

Field: NAZI strikes Jews brutally

Tenor: Anne Frank, the Germans, Hitler

Mode: monolgue text: Frank judges Hitler for taking away Jew's nationality

The representation of field shows that NAZI makes an attack to Jewish community. This occurrence leads her diary to illustrate the situation of a life struggle. Her story brings a certain explanation of a brutal attitude which is owned by NAZI. Suspecting the NAZI as the German race becomes her central discussion for making a basic relationship between the Germans, and NAZI.

Tenor is dealt with a person behind her diary. Frank points out Hitler as a brutal maker among the two races. Living with anxiety, Frank describes that she totally hate the Hitler's regime, also the Germans who follow his leadership that shapes an unstoppable dissatisfaction. Judging the Hitler's regime draws her writing in the form of monologue text. Most of a dislike towards the Germans is expanded as her disappointment that she keeps during her behind.

A written monologue is still considered to use in this diary. A nationality can be a major theme in the written text. The way to express the language used by Frank purposively discusses the identity of Jews. Related to the event, the analysis takes a look to the historical background of a nation in German. The spread of Jews in European continent becomes a central idea of Hitler's antipathy. Through this antipathy, Frank personally sends her judgemental opinion into her writing.

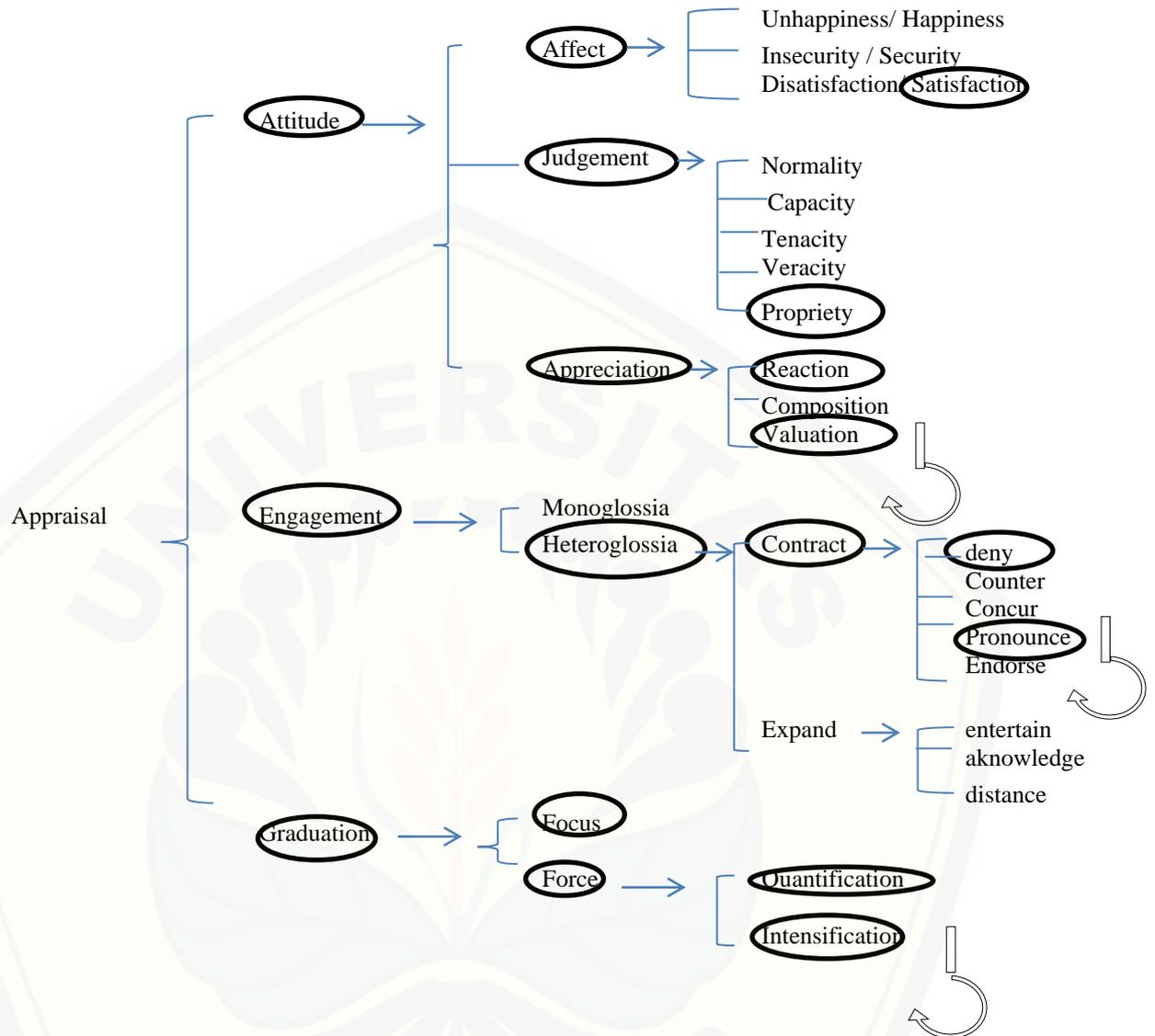


Figure 4. Racism in Appraisal on Friday, 9 October 1942

The analysis of appraisal in sentence in line 3-5

These people are treated by the Gestapo **without a shred of decency treated, being loaded into cattle** [-judgement: propriety] trucks and sent to Westerbork, the **big** [force: quantification] Jewish camp in Drente.

This part directs the behavioural perspective which is owned by the Germans to the life of Jews. Frank's statement is started on the day of Friday, 9 October, 1942 as the last data. Frank tells that the Germans, especially the military side, treats Jews improperly. She, then, emphasizes her argumentations by construing attitudes to the military group whose unusual behaviours are

uncouthness. Her statements can be one of the judgement of sanction which has to do with propriety “(how ethical someone is)” (Martin&White, 2010: 52). The quantity of increasing the meaning is to do with the location of Jewish camp. It is discribed as the big camp for Jews to live in a separation. This can be indicated that NAZI wants the Jews socially to be hidden in society.

The analysis of Appraisal line 5-8

Westerbock sounds **terrible** [-affect: **disatisfaction**], [-judgement: **propriety**]: only one washing cubicle for a hundred people and **not** [**contract: deny**] nearly **enough** [**force: intensification**] lavatories.

Many appraisal categories are used in this sentence. It can be realized that the more they are applied, the more strengthenous opinion is occured. Frank’s feeling in this sentence shows the persuit of goal of the moving to Westerbock. The Jews live in an alienation, rather than an isolation. The captured place that is mentioned does not seem to be a proper place. Besides, it develops the degree of quantification to explain how much head of people is located there. Secondly, Frank tries to take sides to Jews by giving an actual denial position to the Germans. Frank explains that there is only a small lavatories in the camp which means it is not enough for people using it. This racial treatment is argued by using the degree of intensification. It increases the gradibility of engagement value at the position of denial statement.

The analysis of appraisal in sentence in line 47

**Nice people, the Germans!** [-t: **valuation**].

In this part, Frank clearly is in Jew’s side. She enlightens her statements in her diary through negative critics to the Germans. She demonstrates her opinions mostly with valuation language to the Germans. It is rooted on her language as an appreciation which is negative statement. *Nice people, the Germans!* is Frank’s representative outlook to result what she may describe the opposite group. The sentence occurs an implicit meaning which means other meaning is able to summarize the goal of the writer rather than the original sentence. *Nice people* has

nothing to do with the positive aim concluding the attitude of the Germans, but it deeply shapes a negative stance to label Germans as the people who can not treat the Jews well. This implicit meaning is used to give a reader into a choice whether it has been done by the Germans is categorized as good or bad.

The analysis of Appraisal line 47-48

**To think that I was one once one of them too! [-appreciation: reaction]**

This valuation is soon followed with Frank's reaction in the next statement. Eventhough it is pointed the Germans, Frank always positions herself as the individual who defend the Jews. As it describes in the sentence, Frank tries to announce her idea by drawing a bad figure of being the Germans. This reaction transforms language to her reaction as explained which, here, the meaning of the sentence, "*To think that I was one once one of them too!*", can be meant "I will not even be once the German!". It also declares her feeling towards the Germans in which it sums up that becoming a German is a fool thing, or a trouble choice even.

The Analysis of Appraisal line 48-49

**No, Hitler took away our nationality long ago [-judgement: capacity].**

To give a strength in her opinion, Frank judges the Germans by representing Hitler as the part of the opposite group. The use of judgement of capacity is to give a pressure towards Hitler as the doer who takes away Jews's nationality to a freedom. It also purposively criticizes Hitler's behavior in matter of treating Jews by minimizing the Jewish rights politically, and nationally

The Analysis of Appraisal line 49-50

**In fact [contract: pronounce], Germans and Jews are the greatest enemies in the world [-appreciation: valuation]**

Pronounce, in other side, gives an amount to adjunct in this sentence. Making emphasis by pointing Hitler as the subject of all matters is always the point. Frank tries to give a factual information which is based on her experiment

at the beginning of her statement. Later, she actually delivers a crucial perspective between the German, and Jews. Frank agrees that both of them are the greatest enemies in the world. This opinion transforms an equal point of view that even if it is called Germans or Jews, it still becomes enemies. This statement can potentially trigger her disappointment in which she regrets herself to be two of them.

#### **4.2.5 The Analysis of the Racism**

During the World War II, NAZI under Hitler's authority becomes a phenomenal political group in leading Germans. His domination in politics commands his soldiers acting in military, and spreads his might to other governmental aspects, including politics, education, economy, and society. In his authority, all people in the subjugated territory must obey every rule that he creates to be mostly pleasant for German, and hostile to Jews, for example making a high intention of separating the Germans and the Jews. This purpose is widely known as the main reason for vanishing Jews with many reasons, and making the German as the only race who owns everything legally.

The relation between racism and appraisal gives such a new understanding in linguistics view. A race theory works a more through critical appraisal of the idea of 'race' in Europe. However, one of the most interesting points in this approach is the theoretical elaboration macro and micro dimensions of racism.

Racism between Jews and Germans is the topic in this research. Germans are the dominant race, while Jews are the opposite. Racism, on the one hand, has been used as a legitimating ideological tool to suppress and exploit specific social groups and to deny them access to material and cultural resources, work, welfare services, housing, political rights, etc (Wodak&Reisigl, 1999: 176). The reason of considering the topic is because racial discrimination in Europe is the biggest event that happened in human history. It also engages two dominant races in European continents in which their quarrel always arrives at the hand of the Germans.

The data that is used in this research is 'The Diary of A Young Girl' which is written by Anne Frank. In this case, Anne Frank is one of the minor group who tries to give her opinion to Hitler's authority during the World War II. The opinion is founded in the form of diary which aims to express her feelings and emotions by recalling the Gestapo in 1942.

The result in this research explains four dates which proves racial discrimination. The first chosen date discusses Hitler-anti Jewish laws that starts to prison Jews's life. Frank claims that through the laws of NAZI, all Jew's right is minimized. Frank dominantly judges the Germans as well explaining situations which make Jews's activity are cut and separated from the Germans. This racial treatment comes from the Germans whose motive separating Jews is rooted to NAZI. Frank also proves that this separation is happened in school, cinemas, and other public places in all European continent.

Racism in the second chosen date is shaped through counter. The external voice that is quoted by Frank comes from her father. The counter is expressed because it construes the solidarity between Frank and her father as the victim of NAZI's brutality. Besides, the reason of following her father's quotation is taking a certainty to relatives is better rather than believing to the Germans.

The third chosen dates expresses deny as the way appraisal occurs. The use of deny is to do any rejections of what it says. Frank claims that everything related to Jews is not supposed to compare with the Germans. Through this comparison, Frank intensively agrees at the side of Jews rather than the opposite group.

The last chosen date explains negative appreciation to the Germans, especially Hitler, leader of NAZI. The pattern of appraisal is mostly negative that describes the behaviour of Hitler who takes away Jew's right and nationality. This negative outlook from Frank brings her idea to the Germans through the language use that she writes in her diary.

In this diary, Frank follows Reisigl&Wodak's justificatory strategy. The aim of justificatory strategy is to reproduce narratives of identity. As what it describes in the first chosen date, the Jew's identity is paralyzed by NAZI. It weakens Jew's activities for the purpose of minimizing the group's rights. This strategy spontaneously gives a claim about what is written by Frank is a set of unacceptable voice which must be followed in forcefulness.

The justificatory strategy is founded almost in all the chosen dates. Frank states that all Jews do not want to be compared by German's things. The reason of giving such distinct statements is to defend the Jew's pride, and maintain its nationality, so that the Germans do not easily underestimate the minority group. In addition, based on the Frank's idea, the motive of NAZI separating the Jews school to public school is because it wants to make up the existence of Jews is powerless in everyday's life. As Jew is known as a well-integrated race, NAZI, under Hitler authorization, struggles to exterminate Jews from proper school. By separating Jews, the master group is able to control the educational system which is legalized only for the Germans. On the other side, Jews have no vigours to let themshelves winning out their rights. It can be one of the manipulation which is shaped by NAZI to use education as its device to control the Jews.

## CHAPTER 5. CONCLUSION

After doing the investigation in *Anne Frank: The Diary of A Young Girl*, the goal of this research in the previous questions is reached. This chapter will sum up the construction of racism in Frank's diary and her evaluative language that is used to appraise racism. In the first research question, the practice of racism emerges a racist opinion that is conventionally legitimated by enlarging and generalising attitudes towards the social groups. Opinion, through discourse discriminatory, constructs the racial issue in Frank's diary. Besides, the historical point view can be a major investigation when analyzing racism in the field of linguistics. Language, under historical perspective, can also be a weapon to appraise judgmental statements.

The second question, the evaluative language is declared as the ethical concern towards the the writer's point of view, and the reader's assessment. In Frank's diary, the number of attitude is dominantly utilized with the judgement of negative valuation. The negative response is conceptualized to take the stance of the writer in judging the behaviour of the Germans in opposition to Jew's capability and capacity. This judgmental opinions do not come from Frank's interpretation, but it is rather spreaded out by the NAZI with the purpose of stereotyping the typical racial differences in Jewish community. In addition, the occurrence of appreciation is explored in a small amount. Eventhough, the little appreciative language shares the same negative valuation to the opposite group, NAZI, it is still important to the reader to consolidate the aim of the writer. The distribution of affect appears as the registering value of emotions which are mostly valuated with negative feelings, such as unhappiness, dissatisfaction, and insecurity.

The second prominent evaluation which considers to brace Frank's opinion is the mark of engagement which is deliberately used to enhance the individual voice. Frank appraises the Germans as an opponent object whose

authority leads her voice louder to Jews. In managing the authorial voice, counter is to do with her argumentation. Deny, in other way, is able to guide the reader evaluating her controvertible opinion which is proposed to raise her rejection towards the dictatorial regime of NAZI.

The last measurable meaning explains the alternative assessment to value thing which is purposed to give a mode of grading meaning. The number of graduation focuses on quantification as well as intensification in the same gradability. This equal performance results that both negative attitude, and negative engagement execute the language evaluation into a high intensity of Frank's feeling. In addition, it is also realized that intensification of discrimination is proven, while the quantification amplifies a strong meaning in a certain amount.

Conclusively, after doing an investigation of writer-reader's evaluation and racism in this study, it is expected to give contributions to a better understanding in the relation of language evaluation in a diary text. It is also hoped that this issue supports further analysis especially in the development of appraisal in the main study of Critical Discourse Analysis.

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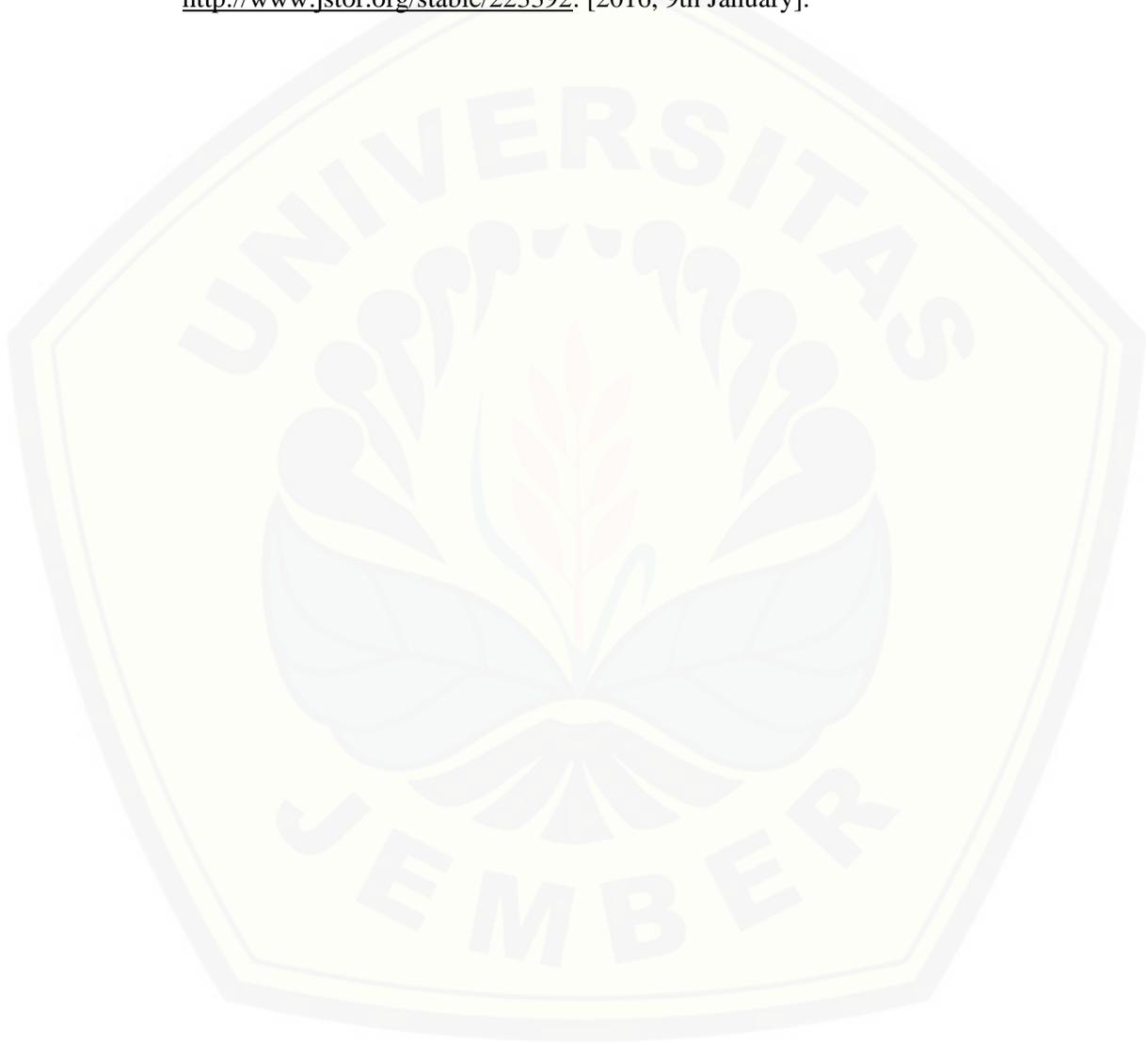
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## Appendix 1: Text 1

**Saturday, 20 June, 1942**

I haven't written for few days, because I wanted first of all to think about my diary. It's an odd idea for someone like me to keep a diary, not only because I have never done so before, but because it seems to me that neither I-nor for thatmatter anyone else- will be interested in the unbosomings of a thirtheem-year-old schoolgirl. Still, what does that matter? I want to bring out all kinds of things that lie buried deep in my heart.

There is a saying that "paper is more patient than man"; it came back to me on one of my slightly melancholy days, while I sat chin in hand, feeling too bored and limp even to make up my mind whether to go out or stay at home. Yes, there is no doubt that paper is patient and as I don't intend to show this cardboard-covered notebook, bearing the proud name of "diary," to anyone, unless I find a real friend, boy or girl, probably nobody cares. And now I come to the root of the matter, the reason for my starting a diary: it is that I have no such real friend.

Let me put it more clearly, since no one will believe that a girl of thirteen feels herself quite alone in the world, nor is it so. I have darling parents and a sister of sixteen. I know about thirty people whom one might call friends-I have strings of boy friends, anxious to catch a glimpse of me and who, failing that, peep at me through mirrors in class. I have relations, aunts and uncles who are darlings too, a good home, no-I don't seem to lack anything. But it's the same with all my friends, just fun and joking, nothing more. I can never bring myslef to talk of anything outside the common round. We don't seem to be able to get any closer, that is the root of the trouble. Perhaps I lack confidence, but anyway, there is, a stubborn fact and I don't seem to be able to do anything about it.

Hence, this diary. In order to enhance in my mind's eye the picture of the friend for whom I have waited so long, I don't want to set down a series of bald facts in a diary like most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty. No one will grasp what I'm talking about if I begin my letters to Kitty just out of the blue, so, albeit unwillingly, I will start by sketching in brief the story of my life.

My father was thirty-six when he married my mother, who was then twenty-five. My sister Morgot was born in 1926 in Frankfort-on-Main, I followed on June 12, 1929, and, as we are Jewish, we emigrated to Holland in 1933, where my father was appointed Managing Director of Travies N.V. This firm is in close relationship with the firm of Kolen & Co. In the same building, of which my father is a partner.

The rest of our family, however, felt the full impact of Hitler's anti-Jewish laws, so life was filled with anxiety. In 1938 after the pogroms, my two uncles (my mother's brothers) escaped to the U.S.A. My old grandmother came to us, she was then seventy-three. After May 1940 good times rapidly fled: first the war, then the capitulation, followed by the arrival of the Germans, which is when the sufferings of us Jews really began. Anti-Jewish decrees followed each other in quick succession. Jews must wear a yellow star, Jews must hand in their bicycles, Jews are banned from trams and are forbidden to drive. Jews are only allowed to do their shopping between three and five o'clock and then only in shops which bear the placard "Jewish shop". Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour. Jews are forbidden to visit theaters, cinemas, and other places of entertainment. Jews may not take part in public sports. Swimming baths, tennis courts, hockey fields, and other sport grounds are all prohibited to them. Jews may not visit Christians. Jews must go to Jewish schools, and many more restrictions of a similar kind.

So we could not do this and were forbidden to do that. But life went on in spite of it all. Jopie used to say to me, "You're scared to do anything, because it may be forbidden". Our freedom was strictly limited. Yet things were still bearable.

Granny died in January 1942; no one will ever know how much she is present in my thoughts and how much I love her still.

In 1934 I went to school at the Montessori Kindergarten and continued there, It was at the end of the school year, I was in from 6B, when I had to say good-by to Mrs. K. We both wept, it was very sad. In 1941 I went, with my sister Margot, to the Jewish Secondary School, she into the fourth form and I into the first.

**Appendix 2: Text 2**

**Friday, 3 July, 1942**

Dear Kitty,

Harry visited us yesterday to meet my parents. I had bought a cream cake, sweet, tea, and fancy biscuits, quite a spread, but neither Harry nor I felt like sitting stiffly side by side indefinitely, so we went for a walk, and it was already ten past eight when he brought me home. Daddy was very cross and thought it was very wrong of me because it is dangerous for Jews to be out after eight o'clock, and I had to [expand: entertain] promise to be in ten to eight in future.

Tomorrow I've been invited to his house. My girl friend Jopie teases me the whole time about Harry. I'm honestly not in love, oh no, I can surely have boy friends-no one thinks anything of that-one boy friend, or beau, as Mother calls him, seems to be quite different.

Harry went to see Eva one evening and she told me that she asked him. "Who do you like best, Fanny or Anne?" He said, "It's nothing to do with you!" But when he left (they hadn't chatted together anymore the whole evening), "Now listen, it's Anne, so long, and don't tell a soul." And like a flash he was gone.

It's easy to see that Harry is in love with me, rather fun for a change. Morgot would say, "Harry is a decent lad." I agree, but he is more than that. Mummy is full of praise: a good-looking boy, a well-behaved, nice boy. I'm glad that the whole family approve of him. He likes them too, but he thinks my girl friends are very childish, and he's quite right.

Yours, Anne

**Appendix 3: Text 3**

**Sunday morning, 5 July, 1942**

Dear Kitty,

Our examination results were announced in the Jewish Theatre last Friday. I couldn't have hoped for better. My report is not at all bad, I had one *vix satis*, a five for algebra, two sixes, and the rest were all sevens or eights. They were certainly pleased at home, although over the question of marks my parents are quite different from most. They don't care a bit whether my reports are good or bad as long as I'm well and happy, and not too checky: then the rest will come by itself. I am just the opposite. I don't want to be a bad pupil; I should really have stayed in the seventh form in the Montessorri School, but was accepted for the Jewish Secondary. When all the Jewish children had to go to Jewish school, the headmaster took Lies and me conditionally a bit of persuasion. He relied on us to do our best and I don't want to let him down. My sister Morgot has her report too, brilliant as usual. She, would move up with *cum laude* if that existed at school, she is so brainy. Daddy has been at home a lot lately, as there is nothing for him to do at business; it must be rotten to feel so superfluous. Mr. Koophuis has taken over Travies and Mr. Kraler the firm Kolen & Co. When we walked across our little square together a few days ago, Daddy began to talk of us going into hiding. I asked him why on earth he was beginning to talk of that already. "Yes, Anne," he said, "you know that we have been taking food, clothes, furniture to other people for more than a year now. We don't want our belongings to be seized by the Germans, but we certainly don't want to fall into their clutches ourselves. So we shall disappear of our own accord and not wait until they come and fetch us."

"But, Daddy, when would it be?" He spoke so seriously that I grew very anxious.

"Don't you worry about it, we shall arrange everything. Make the most of your carefree young life while you can." That was all. Oh, may the fulfillment of these somber words remain far distant yet!

Yours, Anne

**Appendix 4: Text 4**

**Friday, 9 October, 1942**

Dear Kitty,

I've only got dismal and depressing news for you today. Our many Jewish friends are being taken away by the dozen. These people are treated by the Gestapo without a shred of decency treated, being loaded into cattle trucks and sent to Westerbork, the big Jewish camp in Drente. Westerbork sounds terrible: only one washing cubicle for a hundred people and not nearly enough lavatories. There is no separate accomodation. Men, women, and children all sleep together. One hears of frightful immorality because of this; and a lot of the women, and even girls, who stay there anylength of time are expecting babies.

It is impossible to escape, most of the people in the camp are branded as inmates by their shaven heads and many also by their Jewish apperance.

If it is as bad as this in Holland whatever will it be like in the distant and barbarous regions they are sent to? We assume that most of them are murdered. The English radio speaks of their gassed.

Perhaps that is the quickest way to die. I feel terribly upset. I couldn't tear myself away while Miep told these dreadful stories, and she herself was equally wound up for that matter. Just recently for instance, a poor old crippled Jews was sitting on her doorstep, she had been told to wait there by the Gestapo, who had gone to fetch a car to take her away. The poor old thing was terrified by the guns that were shooting at English planes overhead and by the glaring beams of the searchlights. But Miep didn't dare take her in, no one would undergo such a risk. The German strike without the slightest mercy. Eli too is very quiet: her boy friend has got to go to Germany. She is afraid that the airmen who fly over our homes will drop their bombs, often weighing a million kilos, on Dirk's head. Jokes such as "he's not likely to get a million" and "it only takes one bomb" are in rather bad taste. Dirk is certainly not the only one who has to go: trainloads of boys leave daily. If they stop at a small station en route, sometimes some of them manage to get out unnoticed and escape; perhaps a few manage it. This, however, is not he end of my bad news. Have you ever heard of hostages? That's the latest thing in penalties for sabotage. Can you imagine anything so dreadful?

Prominent citizens -innocent people- are thrown into prison to await their fate. If the saboteur can't be traced, the Gestapo simply put about five hostages against the wall. Announcements of their deaths appear in the papper frequently. These outrages are described as "fatal accidents". Nice people, the Germans! To think that I was one once one of them too! No, Hitler took away our nationality long ago. In fact, Germans and Jews are the greatest enemies in the world.

Yours, Anne