METADISCOURSE MARKERS IN INDONESIAN STUDENTS' ARGUMENTATIVE ESSAYS AND DESCRIPTIVE ESSAYS

THESIS

Presented to

Maulana Malik Ibrahim State Islamic University, Malang
In Partial Fulfillment of the Requirements
For the Degree of Sarjana Sastra (S.S)

BY

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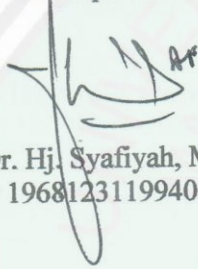MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

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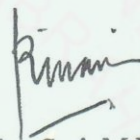
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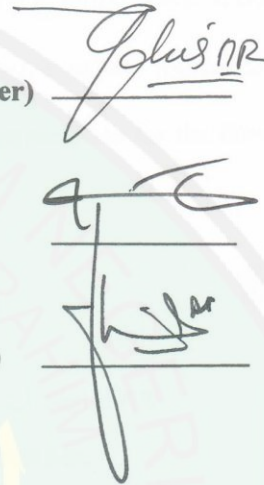Dr. Hj. Syafiyah, M.A
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STATEMENTS OF AUTHORSHIP

I declare that the thesis written to fulfill the requirement for the degree of *Sarjana Sastra* (S.S) in English Letters Department, Faculty of Humanities, Maulana Malik Ibrahim State Islamic University of Malang entitled **Metadiscourse Markers Used in Indonesian Students' Argumentative Essays and Descriptive Essays** is truly my original work. It does not contain any material previously written or published by other persons, except indicated in quotations and bibliographies. Due this fact, I am as the one who is responsible for the thesis if there is my objection or claim from others.

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MOTTO

"Take what you need; do not take what you want"

THESIS DEDICATION

This thesis dedicated to the strongest woman in my life, my beloved mother.

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Alhamdulillahirabbil'alamin, my deepest gratitude goes to Allah SWT, for all his blessing and mercies, with the result that I finally can finish this thesis entitled *"Metadiscourse Markers Used in Indonesian Students' Argumentative Essays and Descriptive Essays"*. His mercy and peace upon the prophet Muhammad SAW who has guided us from the darkness to the lightness of Islam. Through this occasion, I want to express any sincere thanks to:

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Finally, I realize that this thesis is still far from perfection. Hopefully, this work can give a valuable contribution to the field of research on linguistics.

Malang, 23 Mei 2018

Rohmah Nur Romadhonia

ABSTRACT

This study aims to describe how metadiscourse markers are used in argumentative essays and descriptive essays written by English students at Maulana Malik Ibrahim State Islamic University, Malang and to find out difference in the use of metadiscourse markers in those two different genres of essays.

Hyland's (2005) model of metadiscourse is used to analyze the data which obtained from argumentative writing project and descriptive writing project in form of mini magazine. Then, this study used qualitative descriptive method since the analysis of the data is framed of using words and the result of the study strongly describes the use of metadiscourse markers in the students' writing. Due to the fact that this study deals with something written academically and structurally which is related to discourse, Discourse Analysis will show how metadiscourse markers play important role in the texts.

The findings show that the words, phrase, or parts of sentences which are categorized as metadiscourse markers determine the way the student argue their idea in argumentative essays, and the way the students describe something in descriptive essays. It is identified by several cases. Firstly, it is identified through the way the students selected the appropriate use of metadiscourse markers in their writing. Secondly, it is identified from the way the students function the use of metadiscourse markers. In some cases, the students used the similar way in using metadiscourse markers which are categorized as one subcategory of metadiscourse markers. Thirdly, all markers used by the students are in line with the theory proposed by Hyland (2005). In addition, the difference of the use of metadiscourse markers in argumentative essays and descriptive essays was showed by amounts of the use of metadiscourse markers which in descriptive essays are not as many as in argumentative essays. In other words, the students seldom used metadiscourse markers in their descriptive writing. In addition, in argumentative essays the marker that often used by the students is evidential marker, while in descriptive essays the students often used transition marker.

From the above findings, to enhance this topic in a broader discussion, it is hoped that next researcher can study metadiscourse in different object. Besides that, the use of metadiscourse markers can also investigate in argumentative essays and descriptive essays which from the same author. In other words, one

student writes two different genres of essay. Therefore, this area can be investigated.

الملخّص

رمضانيا، رحمة نور. 2018. **مشير *Metadiscourse* في مقال جدالي و مقال وصفي ظلبة إندونيسيا** . البحث الجامعي. قسم الإنجليزية وأدبها، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

تحت الإشراف : الدكتورة شافية، الماجستير.

الكلمة الأساسية : مقال، مشير *Metadiscourse*، حجة، وصفي.

قصد هذا البحث ليصف كيف مشير *Metadiscourse* مستخدم في مقال جدالي و مقال وصفي كتبهما طلبة اللغة الإنجليزية في جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج و ليعرف اختلاف في استخدام مشير *Metadiscourse* في نوعين مقالين المختلفة.

شكل *Metadiscourse* هيلاند (2005) يستخدم لتحليل البيان من وظيفة كتابة جدالية و وظيفة كتابة وصفية على شكل مجلة الصغيرة. ثم، استخدم هذا البحث طريقة الكيفي الوصفي لأن تركيز تحليل البيان باستخدام كلمات و نتيجة البيانات تتصور أن مشير *Metadiscourse* استخدامه كثيرا من الطلبة. لأن حقيقة هذا البحث تتعلق بشيئ مكتوب أكاديميكيا و نظاميا متعلق بحديث، تحليل حديث سيدل على كيفية مشير *Metadiscourse* يملك دورا مهما في النص.

يدل نتائج البحث أن كلمات و الكلام أو شيئ من الكلام يدخل في نوع مشير *Metadiscourse* يعين طريقة طلبة يبلغ فكرتهم في مقال جدالي، و طريقة طلبة يصور الشيئ في مقال وصفي. هذا متعارف في مسائل. 1) متعرف عبر طريقة طلبة يختار استعمال مشير *Metadiscourse* اللائقة في نصوصهم. 2) متعرف عبر طريقة طلبة ينتفع استخدام مشير *Metadiscourse*. في مسائل، الطلبة يستخدمون طريقة متساوية في استعمال مشير *Metadiscourse* يدخل في أحد نوع مشير *Metadiscourse*. 3) كل مشير المستخدمة عند الطلبة موافق بنظرية عرضها هيلاند (2005). غبر ذلك، اختلاف استخدام مشير *Metadiscourse* في مقال جدالي و مقال وصفي مدلول بجملة استخدام و نوع مشير *Metadiscourse*، مشير *Metadiscourse* في مقال وصفي أقل من مقال جدالي. فإذا، الطلبة لا يستخدمون كثيرا مشير *Metadiscourse* في كتابة نصوصهم الوصفي. غير ذلك، في

مقال جدالي استخدم الطلبة كثيرا مشير و هو مشير بينة، مع أن استخدام الطلبة كثيرا في مقال وصفي مشير انتقالي.

من النتائج السابقة، لترقية هذا الموضوع في البحث الأوسع، رجاء من الباحثين الأخرى يتعلم *Metadiscourse* في أغراض المختلفة. غير ذلك، استخدام مشير *Metadiscourse* يستطيع أن يستكشف في مقال وصفي و مقال جدالي من كاتب واحد. فإذا كتب طالب مقالين نوعين المختلفة. لذلك، هذه الدائرة ممكن اكتشافه

ABSTRAK

Romadhonia, Rohmah Nur. 2018. *Penanda 'Metadiscourse' Dalam Esai Argumentatif dan Esai Deskriptif Mahasiswa Indonesia.* Skripsi. Jurusan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Syafiyah, M.A.

Kata Kunci: esai, Penanda *Metadiscourse*. Argumentasi. Deskripsi

Penelitian ini bertujuan untuk mendeskripsikan bagaimana penanda metadiscourse digunakan dalam esai argumentatif dan esai deskriptif yang ditulis oleh mahasiswa Bahasa Inggris di Universitas Islam Negeri Maulana Malik Ibrahim Malang dan untuk mengetahui perbedaan dalam penggunaan penanda metadiscourse dalam dua jenis esai yang berbeda tersebut.

Model metadiscourse oleh Hyland (2005) digunakan untuk menganalisis data yang diperoleh dari tugas penulisan argumentatif dan tugas penulisan deskriptif dalam bentuk majalah mini. Kemudian, penelitian ini menggunakan metode deskriptif kualitatif karena analisis data dibingkai menggunakan kata-kata dan hasil penelitian sangat menggambarkan penggunaan penanda metadiscourse dalam tulisan siswa. Karena fakta bahwa penelitian ini berkaitan dengan sesuatu yang ditulis secara akademis dan struktural yang terkait dengan wacana, Analisis Wacana akan menunjukkan bagaimana penanda metadiscourse memainkan peran penting dalam teks.

Temuan menunjukkan bahwa kata-kata, frasa, atau bagian dari kalimat yang dikategorikan sebagai penanda metadiscourse menentukan cara siswa menyampaikan ide mereka dalam esai argumentatif, dan cara siswa menggambarkan sesuatu dalam esai deskriptif. Ini diidentifikasi oleh beberapa kasus. Pertama, diidentifikasi melalui cara siswa memilih penggunaan yang tepat penanda metadiscourse dalam tulisan mereka. Kedua, diidentifikasi dari cara siswa memfungsikan penggunaan penanda metadiscourse. Dalam beberapa kasus, para siswa menggunakan cara yang sama dalam menggunakan penanda metadiscourse yang dikategorikan sebagai satu subkategori penanda metadiscourse. Ketiga, semua penanda yang digunakan oleh siswa sesuai dengan teori yang dikemukakan oleh Hyland (2005). Selain itu, perbedaan penggunaan penanda metadiscourse dalam esai argumentatif dan esai deskriptif ditunjukkan oleh jumlah penggunaan dan jenis penanda metadiscourse, penanda metadiscourse di esai deskriptif tidak sebanyak di esai argumentatif. Dengan kata lain, para siswa jarang menggunakan penanda metadiscourse dalam tulisan deskriptif mereka. Selain itu, dalam esai argumentatif penanda yang sering digunakan oleh siswa adalah penanda bukti, sementara dalam esai deskriptif siswa sering menggunakan penanda transisi.

Dari temuan di atas, untuk meningkatkan topik ini dalam diskusi yang lebih luas, diharapkan peneliti berikutnya dapat mempelajari metadiscourse dalam objek yang berbeda. Selain itu, penggunaan penanda metadiscourse juga dapat menyelidiki dalam esai argumentatif dan esai deskriptif yang dari penulis yang sama. Dengan kata lain, seorang siswa menulis dua jenis esai yang berbeda. Oleh karena itu, area ini bisa diselidiki

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter provides a general description of this study. It contains some significant things; research background, research problems, objectives of the study, significances of the study, scope and limitation, definition of the key terms, and research method.

1.1 Background of the Study

This study examines the differences in the use of metadiscourse markers in two different genres of functional texts; they are descriptive text and argumentative text. Metadiscourse is a general term such as words, phrase, or sentences used by writers to convey their idea and to engage their readers effectively through their writing. Furthermore, metadiscourse markers can be used to facilitate the writers and readers' communication in order to support the writers' position. However, in order to communicate successfully the writer then recognizes the bounds, forms and constrains and gets the things through them (Hyland, 2005).

Some scholars have their definition of metadiscourse. Kopple (1985) defines that metadiscourse is discourse that people use not to expand referential material but to help their readers connect, organize, interpret, evaluate, and develop attitudes toward the material. Then, according to Hyland (2005) metadiscourse enlarge that the goal of communication is not only giving information each other, and providing services, but also

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concerning the personalities, attitudes, and beliefs of the one who communicate. Further, metadiscourse markers express the pragmatic relationship between writer and reader (Beauvais, 1989). In sum, metadiscourse is any elements of text which help the authors and their peers to have relationship through text.

The concept of metadiscourse has developed significantly since it was coined by Zellig Harris in 1959. Some scholars, like Vande Kopple (1985), Crismore *et al* (1993), and Hyland (1998, 2005) propose some categorizations of metadiscourse. This study will focus on the model proposed by Hyland (2005) which comprises of two main categories of "interactive" and "interactional" since this model was the latest development model of metadiscourse. This model will show the way the writer manage his or her interpretation on what they are write about. The interactive features focus on the authors' awareness that is used to organize propositional information in ways that the peers should find the coherence (Hyland, 2005). There are five interactive features, they are; code glosses, endhopic markers, evidential, frame markers, and transition markers. Then, interactional features draw the peer into the discourse and give them chance to contribute to it and respond to it by alerting to the author's perspective on propositional information and orientation with respect to that peer (idem). This also has five features; attitude markers, self-mention, engagement markers, hedges, and boosters.

Metadiscourse has a very significant role in writing. Writing is called a social engagement within writers and readers since they can interact to each

other by conveying and understanding a message through texts. Metadiscourse also, help the writers to organize their structure of the text explicitly as metadiscourse is the term to organize sentences, paragraphs, and other textual feature. In addition, metadiscourse will support their message to be more understood by their readers.

Metadiscourse as stated above is largely used by the authors to engage their peers, especially in argumentative essay and descriptive essay. In academic, almost all students are required to create essays, either argumentative essay or descriptive essay. Thus, it is important for Indonesian students who learned English as their second language to understand about the use of metadiscourse markers in their essay writing.

By using metadiscourse markers correctly in their argumentative essays, it will ease them to support their position and perceive their readers and even themselves to accept their ideas. Moreover, through their descriptive essays, metadiscourse markers help them to convince their readers on what they are describe about. In short, metadiscourse markers is used to engage the readers through text and even it leads the writers' awareness of the readers since metadiscourse will help the reader understand the message of that text.

Some previous studies showed that metadiscourse in Indonesian argumentative essays and descriptive essays has been investigated yet. Gholami, Nejad, and Pour (2014) investigated metadiscourse markers misuses in EFL learners' argumentative essays. They investigated from TOEFL

proficiency test which the learners were provided with an argumentative topic to write a 250-word essay in 45 minutes. Moreover, Rustipa (2013) investigated the use of metadiscourse markers in 7 Indonesian EFL learners' persuasive writing. This research results revealed that the occurrences of textual marker types in EFL learners' Persuasive text are overall closely similar to standard proficient writing, while interpersonal marker types are different from standard proficient writing. Next, Ramadhan (2016) conducted his research under the title Metadiscourse in Indonesian Students' Argumentative Essays. The finding showed that the words, phrases, or part of sentences in argumentative essays indicated that metadiscourse markers determine the students' argumentations. Then, Andrusenko (2014) presented his study about metadiscourse features in Spanish and Arabic persuasive academic writing. This study investigated the similarities and the differences in the use of hedges in native Spanish and native Arabic linguistics research articles. Kawase (2014), then, investigated Metadiscourse in the introductions of PhD theses and research articles. The finding showed that the writer used metadiscourse in their article introductions.

After reviewing the existing literature, the researcher concluded that no one investigated the use of metadiscourse markers in Indonesian students' argumentative essays and descriptive essays. In academic context, argumentative essays and descriptive essays are two kinds of essay that often wrote by university students. The students were required to write those two kinds of essay in their learning process, especially in English Department at

Maulana Malik Ibrahim State Islamic University, Malang. It is proven by the course that must be taken by the students when they were in third semester and fourth semester. Therefore, in writing those two essays, the writers have to give an intention in using metadiscourse markers in order to help the reader easily understand their writing. Similarly, argumentative essay and descriptive essay are intended to engage the reader even in different ways. Argumentative essay is intended to engage the reader by the writer's argumentation, while descriptive essay is intended to engage the reader by a clear and vivid picture of the description. Thus the researcher is sure to present this study which focuses on the use of metadiscourse in argumentative essays and descriptive essays written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang.

1.2 Research Questions

Based on the background of the study above, the research questions are:

1. How are metadiscourse markers used in argumentative essays and descriptive essays written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang?

2. Is there any diference in the use of metadiscourse markers in argumantative essays and descriptive essays written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang?

1.3 Objectives of the Study

1. To describe how metadiscourse markers are used in argumentative essays and descriptive essays which are written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang

2. To find out difference in the use of metadiscourse markers in argumentative essays and descriptive essays which are written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang.

1.4 Significance of the Study

The findings of this research are expected to bring contribution both theoritically and practically. Theoritically, this study is expected to enrich and expand knowledge about metadiscourse markers in academic context, especially in writing. Practically, the researcher expects that the finding of this study can improve the knowledge about metadiscourse markers both for teacher and students. For the teachers and further researcher, this study will help them to be their empirical data or reference when they are teaching about the roles of metadiscourse markers in essay writing and when they are conducting a research in field of metadiscourse markers. Next, the students can also use this study to get more understanding about the significant role of metadiscourse markers for their academic writing, especially in argumentative essays and descriptive essays.

1.5 Scope and Limitation

This study focuses on investigating the differences in the use of metadiscourse markers in two different genre of essays, they are; argumentative essays and descriptive essays. This research only took 10 argumentative essays and 10 descriptive essays which of the essay has different title and different author. The essays were taken from one class which is project of Writing course in form of mini magazine. The researcher used the data from writing course project because the students had learned about argumentative essay and descriptive so they had already understood how to write argumentative well. Those essays are written by Indonesian students at English Department of Maulana Malik Ibrahim State Islamic University, Malang. The argumentative essays were written by the students in fourth semester, while the descriptive essays were written by the students in third semester.

In addition, the researcher used theory proposed by Hyland (2005) in analyzing the data. Metadiscourse markers according to Hyland (2005) have two categories they are; interactional metadiscorse and interactive metadiscourse. Thus, the researcher only analyzed the data which cover the criteria of metadiscourse markers proposed by Hyland (2005).

1.6 Definition of the Key Terms

In this study, there are several key terms to define:

1. Metadiscourse   : a term which describes a range of open class lexical items (words and expressions), each of which has a

relatively stable pragmatic role and whose main function is to enhance communicative efficiency.

2. Metadiscourse markers : features of metadiscourse which show that the writer is aware of the needs of the audience in order to communicate the semantic content.

3. Argumentation : a well-thought-out position on a debatable topic which is reasonable to persuade the reader that the writer position has merit

4. Argumentative essay : An essay that address evidence, facts, examples and expert opinion to persuade readers to accept a position.

5. Description : a word (s) to tell something looks, sounds, smells, tastes, or feels like.

6. Descriptive essay : An essay that uses details to give readers a clear, vivid picture of a person, place, or object.

7. Interactive metadiscourse : The features of metadiscourse which focus on the authors' awareness that uses to organize propositional information in ways that the peers should find the coherent.

8. Interactional metadiscourse : The features of metadiscourse which draw the peer into the discourse and give them chance to contribute to it and respond to it by alerting to the author's perspective on propositional information and orientation with respect to that peer.

1.7   Research Method

In this part, the researcher presents the research methods that are used in analyzing and researching this study. It consists of several items; research design, data and data source, research instrument, and data collection and data analysis.

7.1 **Research Design**

This study use qualitative method. This research is categorized as qualitative because the data typically collected in the participant's setting and the analysis of the data is framed of using words (Cresswell, 2013).

Moreover, this study is descriptive because it investigates the writers' awareness and comprehension in using metadiscourse through academic essay writing, especially argumentative essays and descriptive essays. Then, the result of the study strongly describes the use of metadiscourse markers between two different genres of essays; argumentative essays and descriptive essays

The data of this research will be analyzed using discourse analysis since this study deals with something written academically and structurally which is related to discourse. Moreover, the writers and the readers are as the part of discourse analysis. Linguistically, metadiscourse is sub-parts of discourse analysis. Thus, discourse analysis will show how metadiscourse plays an important role in texts.

7.2 **Data and Data Sources**

This research used argumentative essays from the project of Writing course in form of mini magazine which are written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang in fourth semester and descriptive essays also from project of Writing course in form of mini magazine which are written by Indonesian students at English Letters Department of Maulana Malik Ibrahim State Islamic University, Malang in third semester. The researcher used the data from Writing course project because the students had learned about argumentative essay and descriptive essays so they had already understood how to write argumentative essays and descriptive essay well. These data become the researcher's priority because those are the fresher and the closer data. The freshness and closeness of the chosen data made the researcher obtain the rich data to be observed. Furthermore, the data source was taken in form of mini magazine which is hard file. However, in order to keep the origin of the data, the researcher copied all the hard files data. In addition, the researcher omitted the identity of the authors.

7.3 **Research Instrument**

The main instrument in both data collection and data analysis is the researcher herself since there are no the other instrument involved in doing this research. The researcher has done processes in collecting and analyzing the data, for instance, collecting the data, grouping the essays, and identifying the metadiscourse markers, and so on.

7.4   **Data Collection**

In collecting the data, the researcher obtained the data from submitted project when they took writing course in form of mini magazine. The data identified in this study was any types of metadiscourse markers proposed by Hyland (2005) in two different genres of essay; argumentative essay and descriptive essay.

In addition, the researcher collected the data by collecting the writing project from some lecturers who teach writing course. It is because the data that was used by the researcher was in form of writing course project. After collecting the data, the researcher copied the essays in order to keep the origin of the data.

7.5   **Data Analysis**

In analyzing the data, the researcher took the following procedures. First, the researcher was grouping the essays whether the essays belong to argumentative essays or descriptive essays. Second, the researcher was reading the essays one by one carefully in order to identify and differentiate the metadiscourse markers. Third, the researcher was identifying and analyzing each essay used the theory proposed by Hyland (2005) which comprises of two main categories of metadiscourse markers; interactive and interactional. The datum which is used to organize propositional information in which the reader should find the coherence of the text belonged to interactive metadiscourse .Then, the datum which

showed that the writer involve and engage the reader on her or his text belonged to interactional metadiscourse. The researcher only took the potential and appropriate datum which is covered the criteria of interactive and interactional markers. The potential and appropriate data will be written in bold font style. At last, the researcher investigated the difference of those two essays; argumentative essays and descriptive essays in using metadiscourse markers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some theories which related to metadiscourse use in Indonesian students' argumentative essays and descriptive essays. To relate the topic and the analysis, this chapter will explain comprehensively and elaborately about metadiscourse in academic writing, especially argumentative and descriptive writing.

2.1 Metadiscourse

Metadiscourse is a widely used term in current discourse analysis and language education. Despite the importance of the term, it is often understood in different ways. Hereby, it will be discussed by providing a critical overview about metadiscourse have been proposed. The concept of metadiscourse has evolved significantly as it has coined first by Zellig Harris in 1959. Some of metadiscourse analysts, like Vande Kopple (1985), Crismore *et al* (1993), and Hyland (1998, 2005) propose some categorizations of metadiscourse. Generally, they classify it into two major categories based on Halliday an functional approach, namely textual and interpersonal function (Hyland, 2005).

- Textual function   : the use of language to organize the text itself, coherently relating what is said to the world and to readers

- Interpersonal function : the use of language to encode interaction, allowing us to engage with others, to take on roles and to express and understand evaluations and feeling.

To do this they have distinguished metadiscourse items from propositional matter, and then categorized the former as whether performing a textual function by organizing a coherent discourse, or performing an interpersonal function by conveying the writer's attitudes to the text.

The first concept was from Vande Kopple (1985). He argued that the function of metadiscourse was classified into two parts; textual metadiscourse and interpersonal metadiscourse. Textual metadiscourse helps the reader to understand the cohesion and the coherent of text itself (Hyland, 2005). Textual metadiscourse has four sub-parts, they are; text connectives, code glosses, validity markers, and narrators.

Interpersonal metadiscourse helps the readers to have their own understanding about the text by having their personal feeling and their intention from the writer (Hyland, 2005). Interpersonal also has some sub-parts. They are illocution markers, commentaries, and attitude markers.

The next concept was revised by Chrismore *et al.'s*. He argued that the function of metadiscourse markers is to connect the idea of the text. He did not agree with Kopple proposed, then, he made an improvement in dividing metadiscourse. Chrismore divided metadiscourse into two parts.

They are textual markers and interpretive markers, and interpersonal markers (Hyland, 2005).

Next, the major modification proposed by Hyland (2005) which contains two main categories; interactive and interactional. The interactive metadiscourse concerns the writer's awareness of his readers. While, interactional metadiscourse draw the reader into the discourse and give them an opportunity to contribute to it and respond to it by alerting them to the writer's perspective on propositional information and orientation and intention with respect to that reader (Hyland, 2005)

As previous studies have often adopted Hallidayan's concept, the concept proposed by Hylland consists merely of non-proportional contents. However, a number of metadiscourse concepts provide interactive and interpersonal functions.

As discussed before, there are two major categories of metadiscourse. In this study, especially, embodies the concept proposed by Hyland (2005). He divides metadiscourse into two categories; interactive and interpersonal which each of category consists of five features. Next, this following section will discuss about those two categories.

2.1.1 Interactive Metadiscourse

Interactive metadiscourse is one of the characteristics of metadiscourse which concerns the writer's awareness. It is about the way how the writer shares his or her idea to the reader. Interactive metadiscourse will guide the reader to understand the related texts and will

build relationship between the writer and the reader through text (Hyland, 2005).

Interactive metadiscourse provide five broad sub-categories. First, transition markers which help readers interpret pragmatic connections and structural relation in every step. In other words, it eases the readers to understand the statements in the text and to understand the logical connectives. The examples of addition markers are; *in addition, furthermore, moreover, further, next, etc.* Then for comparison markers like; *equally, similarly, correspondingly, likewise, etc.* Further, to tell the readers that a conclusion is being drawn it is using consequence markers like; *therefore, thus, in conclusion, etc.* Second, frame markers signal text boundaries or elements of schematic text structure. It, therefore, can be used to sequence parts of the text. For instance; *first, firstly, at the same time, next, etc.* It also can label text announce discourse goals explicitly; *my purpose is, it has several reasons, I argue that, etc.* And also it indicates topic shifts; *OK, well, right, etc.* Therefore, these markers provide framing information about elements of the discourse. Third, endophoric markers refer to the part of the text. It helps the reader in aiding the recovery of the writer's meanings. By guiding the readers through the discussion they help steer them to a preferred interpretation or reading of the discourse. For examples; *as discussed before, as mentioned before, as noted above, etc.* Fourth, evidential markers are 'metadiscourse representations of an idea from another sources' (Thomas and Hawes,

1994: 129). Evidentials distinguish who is responsible for a position and while this may contribute to a persuasive goal, it needs to be distinguished from the writer's stance towards the view, which is coded as an interpersonal feature. For instance, *according to (scholars or linguists) state that, based on X/Y opinion, X/Y believes that.* The last, code glosses supply additional information, by rephrasing, explaining, or elaborating what has been said or stated, to ensure the reader is able to recover the writer's intended meaning. The markers like; *in other words, for example, that is,etc.*

2.1.2 Interactional Metadiscourse

This features involve the reader collaboratively in the development of the text. The writer allows his or her reader respond to the unfolding text, so, the reader can get involved to the text. Interpersonal metadiscourse help the writer to lead the readers into his or her idea (Hyland, 2005)

It has five major subcategories. First, hedges are devices such as *possible, might and perhaps,* which indicate the writer's decision to recognize alternative voices and viewpoints. Hedges therefore imply that a statement is based on the writer's plausible reasoning rather than certain knowledge. These markers, for instance; *seem, may, etc*. Second, boosters are words which allow writers to close down alternatives, head off conflicting views and express their certainty in what they say. The words like; *clearly, obviously, and demonstrate*. Third, attitude markers indicate

the writer's affective, rather than epistemic, attitude to propositions. It is expressed by the use of subordination, comparatives, progressive particles, punctuation, text location, and so on. The markers such as; *agree, prefer, unfortunately, hopefully, etc.* Fourth, self-mention refers to the degree of explicit author presence in the text. Usually it is marked by first-person pronouns *(I and we)* and possessive adjective (*I, me, mine, our, ours).* Last, engagement markers are devices explicitly address readers, either tofocus their attention or include them as discourse participants. It words for example like; *note that, you may notice, consider that, have to, should, etc.*

*Table 3.*1 *An Interpersonal model of metadiscourse*

Category	Function	Examples
Interactive	**Help to guide the reader through the text**	**Resources**
Transitions	express relations between main clauses	in addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Fig; in section 2
Evidential	refer to information from other texts	according to X; Z states
Code glosses	elaborate prepositional meanings	namely; e.g.; such as; in other words
Interactional	**Involve the reader in the text**	**Resourcess**
Hedges	withhold commitment and open dialogue	might; perhaps; possible; about
Boosters	emphasize certainty or close dialogue	in fact; definitely; it is clear that

Attitude markers	express writer's attitude to proposition	unfortunately; I agree; surprisingly
Self mentions	explicit reference to author(s)	I; we; my; me; our
Engagement markers;	explicitly build relationship with reader consider	note; you can see that

2.2 Metadiscourse Markers in Argumentative Essay and Descriptive Essay

Argumentative essay is an essay that addresses evidence, facts, examples, and expert opinion to persuade readers to accept a position. In writing this essay, the writer persuades the reasonable well-though-out to the readers. Thus, metadiscourse will help the writer to strength their position and their belief on what they are argue.

While, descriptive essay is an essay that uses details information and explanation to give the reader a clear, vivid picture about what the writer describe about. In writing this essay, the writer organizes the sequence of the discussion, so the reader can easily understand the description in stage. Therefore, metadiscourse will help the readers to understand and get the precise picture on what the writers are describe about.

Argumentative essays are intended to persuade and argue with the reader. On the other hand, descriptive essay are intended to give rich, vivid, and specific language to engage the readers sense. However, metadiscourse plays significant role in writing those two essays. Similarly, argumentative essay and descriptive essay are intended to engage the

reader even in different ways. Argumentative essay is intended to engage the reader by the writer's argumentation, while descriptive essay is intended to engage the reader by a clear and vivid picture of the description. By using metadiscourse the writers can build relationship and engage their readers through their text. Furthermore, they both can interact to each other by convincing and understanding the texts. Thus, due to the importance of metadiscourse in writing, both metadiscourse and writing cannot be separated each other..

2.3   **Previous Studies**

A number of previous studies have been studied in different disciplines besides this present study with different research problem and of course with different object. In term of the use of metadiscourse in argumentative essays, Ramadhan (2016) analyzed metadiscourse used in Indonesian students' argumentative essays which he found that the words, phrases, or part of sentences which are indicated filling the criteria as metadiscourse markers determine the students argumentation towards their essay.

Pour and Nejad, Gholami, et.al (2014) conducted a study in investigating the misuses of metadiscourse markers by a group of university students' argumentative essays. The participants were regarded as intermediate ones scoring 400-550 in the proficiency test. The result of this study showed that the misuses of metadiscourse markers can be due

to overuse of these markers; logical connectives and person markers, punctuation, interlingua, and intralingua errors.

Concerning to ESL learners, Hyland (2004) has conducted a research the use of metadiscourse in second language postgraduate writing. The purpose of this study was to investigate how advanced ESL learners implemented metadiscourse in a high research. Hyland found that the advanced learners write as new members of professional group. Moreover, from the finding we can conclude that the ways the writers bring themselves deal with an argument and engage with the readers related to the norms in and expectations for professional community.

Next, Andrusenko (2014) conducted a study about metadiscourse use in persuasive academic writing. This study focused on comparing the use of hedges in linguistic research articles which were published using Spanish and Arabic. It investigated the similarities and differences in the use of metadiscourse markers, especially, hedges in Spanish and Arabic linguistics research articles.

Those four studies explore metadiscourse in different object of investigation and discussion. The first research investigated the function of metadiscourse markers in argumentative essays. The second research exposed the misuses of metadiscourse markers. Then, the third research, investigated the use of metadiscourse in second language postgraduate writing. Next, the last research focused on metadiscourse in persuasive academic writing.

After reviewing those previous studies, this study is quite different from the previous studies as mentioned above in some cases. Firstly, this study is focus on Indonesian students' essays. Secondly, it compares the use of metadiscourse between argumentative essays and descriptive essays. Thirdly, this study investigated the metadiscourse written by Indonesian students, especially students of Maulana Malik Ibrahim State Islamic University, Malang. Therefore, by those cases, the researcher fills the gap of the previous studies under the topic the use of metadiscourse markers. The object of this study is argumentative essays and descriptive essays written by Indonesian students. Moreover, by using the two categories of metadiscourse; interactive and interactional proposed by Hyland model (2005) this study can be investigated elaborately and comprehensively.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter comprised of the findings and discussion. The findings cover the presentation of the data and its analysis based on metadiscourse theory proposed by Hyland (2005). Then, the discussion comprises the description of the result of data analysis.

3.1 Findings

The findings will describe some things; how metadiscourse markers used in argumentative essays and how metadiscourse markers used in descriptive essays. As the matter of fact, argumentative essay and descriptive essay are totally different, in term of; definition, function, structure, and even transitional words. Then, this finding will also investigate the difference of those two genres of essays in the use of metadiscourse markers.

3.1.1 Metadiscourse Used in Argumentative Essays

This finding comprehensively covered the data which were originated from 10 essays of argumentative essays which each of the essays has different title and different author. The researcher analyzed the essays which consist of words, phrases, or part of sentences that cover the criteria as interactive and interactional metadiscourse markers proposed by Hyland (2005). The researcher reduced the data which has same function with the previous data analysis.

Then, the way of coding the data was provided based on the category and its sub-category of metadiscourse markers. Furthermore, in order to understand the chosen data, the researcher provided the context by giving the previous statement and the sequenced statement. The analysis of the chosen data was determined by metadiscourse markers. The chosen data was marked by bold font-style. Furthermore, the findings showed how metadiscourse markers used in argumentative essays which refer to the research question.

3.1.1 Metadiscourse in Argumentative Essays
3.1.1.1 Interactive Metadiscourse
3.1.1.1.1 Transition Markers

Essay 1.1

Legalizing guns is one of the debatable topics around the world. Pros **and** cons followed by this topic.

The above datum is categorized as transition markers in interactive metadiscourse. The function of transition markers is to give a conversion between one topic and other topic. The datum is categorized as addition markers in transition markers. It helps the reader to interpret pragmatic connection between steps in argument. The word **and** on the datum above adds elements to an argument. The word "and" in this essay was used by the writer to introduce the topic. In the beginning of the essay the writer used this sentence (datum 1.1) in order to tell the readers that the writer will discuss about Pros and cons of owning guns in the essay. Therefore, the writer used mark "and".

Essay 1.2

This quote be viral **because** we can imagine this, **you** are in a chamber by yourself with a psychopath who is armed with a gun and then you imagine that you are in a same chamber with a normal, mentality sane a person with a gun.

The word **because** is categorized as transition marker in interactive metadicourse markers. The writer used that word in order to give more extensions upon the terms. The writer used "because" followed by example that the reader can imagine. It is used by the writer in order to give strong argument to the previous statement. In the previous statement, the writer provided the readers with the viral quote about gun. Thus, the word "because" in this context helped to strength the writer's statement why the quote provided by the writer was the viral quote.

Essay 2.1

In other hand, married is a dream from every single person in the world if they think that enough to getting married. But in this case, early marriage is common all over the globe and has inflicted dangerous and devastating effects on young children who are compelled to tie the knot in most case.

The next datum above is categorized as transition marker in interactive metadiscourse. The writer used comparison marks argument as different. It helps the readers to interpret connection between steps in the writer argument. After giving the statement that early marriage has some negative sides, the writer also try to oppose the previous argument by using the transition marker.

Essay 2.2

In additional, they are not able to have power of having a good job to earn good money which could afford for their living.

The datum in 2.6 is categorized as transition marker in interactive metadiscourse. The function of transition marker is to give a conversion between

one topic and other topic. Transition marker which was used by the writer in this essay gives a direction shift the previous idea to the next idea. The previous discussion explained about the disadvantages of having early marriage. Then, the writer intended to give further information of related discussion; therefore the writer used transition marker to lead the readers to the further explanation.

Essay 3.1

Besides that, there are some kinds of tutorial video, which they can get some new sciences. It can also make them become creative and active children.

The phrase "besides that" in datum 3.5 is categorized as transition marker in interactive metadiscourse. The transition marker in this text exactly was used by the writer to compare and to contrast argument. The previous statement leaded the readers into the negative effects of watching video on Youtube, while in this text the writer tried to oppose the previous idea by providing the positive effects of watching video on Youtube. Therefore, the writer used transition marker "besides that".

Essay 4.1

With the devices, children gain access to powerful apps, including education tools for studying, chat apps for connecting with their friends, and the wealth of information on the web. **But,** they also are one step closer to distracting games, sexting apps, and social media apps where online bullies are on the prowl.

The word "but" in the datum above is categorized as transition marker in interactive metadiscourse. The transition marker in this text exactly was used by the writer to compare and to contrast argument. The previous statement provided the possitive effects of getting smartphone for children, while in this text the writer tried to oppose the previous idea by providing the negative effects of

getting smartphone for children. Therefore, the writer used transition marker "but" to compare the idea.

Essay 5.1

Therefore, I think it is really important and beneficial to learn martial arts since we were kids.

The word "therefore" indicates transition marker in interactive metadiscourse. The writer tried to order his or her idea by using this marker. After providing some statements about the beneficial of learning martial arts, the writer added his or her idea using "therefore". It is also indicated that the writer aimed to help the readers to interpret links between ideas. Moreover, the reader also can interpret the next argumentations that will be brought by the writer in this topic, since the sentence is as thesis statement

Essay 6.1

Eventually, some states abolished the death penalty all together.

The word "eventually" above is categorized as transition marker in interactive metadiscourse. After giving some statements that death penalty were no longer practiced, the writer, then, tried to add elements of his or her argument in this essay by using this addition word "eventually" as transition marker. Moreover, it helped the reader to interpret links between the writer argumentations.

Essay 7.1

Contrary, losing concentration in doing activity comes when they break-up.

The word "contrary" in the datum 7.5 above is categorized as transition marker. The writer marked the argument as different. After discussing about the positive sides of being in love, the writer, then, provided the contrary things between people being in love and people being break-up. The word "contrary" in the datum above helps the reader to interpret the idea of the writer arguments about the effect of break-up for life.

Essay 8.1

However, teachers remind convinced that their children will be okay in the school.

The word "however" on the datum above is categorized as transition marker in interactive metadiscourse markers. This marker used by the writer to add the element of his or her argument. The previous statements discussed about parents who were complain about full day school since they were afraid of their children if their children were not at their home. The word "however" in the essay is as the addition-transition marker which added the element of the argument which answered the anxiety of the parents about their children.

Essay 9.1

It says education first **because** the first time children receive education is in the family and said primarily because education in the family is the most memorable to life someone.

The datum 9.1 in interactive metadiscourse is categorized as transition marker. The writer, in this case, discussed about first education for children. Then, the writer tried to add probable reason for his or her argument about children's first education by using transition marker that is "because". This marker will help the readers to interpret the writer's thought in the discussion.

Essay 10.1

Gender is not the innate nature of human, **but** it can be formed after an individu be born.

The next datum in this essay used a word "but" which can be categorized as transition marker in interactive metadiscourse. The writer, in this section distinguished between men and women in social aspect, in other word is gender. The writer compared the definition of gender whether gender is innate nature or social construction after man or woman be born. Thus, the writer used "but" as comparison in this marker

Essay 10.2

Furthermore, women have the opportunities like the men to show their potency in a development.

The word "furthermore" in datum 10.6 is categorized as transition marker in interactive metadiscourse. The writer added the statement to an argument that women also have the same opportunity with the men in term of development of potency. The conjunction "furthermore" will help the readers to interpret links between ideas in an argumentation about gender equality.

3.1.1.1.2 Frame Markers

Essay 2.1

It is essentially a union of hearts and minds. Enhanced by the whatever forms of sexual intimacy both partners find agreeable but **there are numerous problem** a couple can face when marriage happens at an early stage for them.

The phrase on datum 2.1 above is categorized as frame marker in interactive metadiscourse. The writer explicitly used this phrase to announce the discourse goals. It signals the text elements of schematic structures. Furthermore,

since this phrase is a thesis statement, so the writer will bring the reader to the goal of this essay that is disadvantages of early marriage.

Essay 2.2

In this essay I am going to discuss and explain about the advantages and disadvantages of early marriage.

The part of sentences on the datum above is categorized as frame marker in interactive metadiscourse. By using frame marker in this essay, the writer aims to tell the reader about what she or will discuss about in his or her writing. Explicitly, the writer told the readers that the goal of this essay is to explain and to discuss about both positive sides and negative sides of early marriage.

Essay 3.1

In conclusion, each application has its own positive and negative sides. It is like Youtube. It has both negative and positive side. It would be better if we are not allowed them for watching videos on Youtube.

The datum 3.6 is categorized as frame marker in interactive metadiscourse. It signals the text boundaries of schematic text structure. The writer used phrase "in conclusion" in order to label that the text is on end stage. The frame marker here used by the writer to order his or her argument in this topic. Then, this marker leaded the reader into final argument of the writer that Youtube has both negative sides and positive sides for the children.

Essay 5.1

There are many reasons why learning martial arts is very beneficial for kids.

The next datum is categorized as frame marker in interactive metadiscourse. This sentence (datum 5.3) was the opening of second paragraph in

this essay. After giving thesis statement about the beneficial of learning martial arts, the writer, then, announced the goal of the essays in this paragraph by using this marker. The writer also tried to structure his or her argumentation in the text. So, this marker can help the reader to easily understand the argumentations that will be discussed by the writer in the essay.

Essay 6.1

In conclusion, the arguments put forward by people who support or are against the death penalty often reflect their deeper principles and beliefs.

Frame marker in interactive metadiscourse was used by the writer in datum 6.5. The writer used marker "in conclusion" in order to explicitly label that the essay was in stage of conclusion. After discussing about the death penalty in some paragraphs before, the writer, finally conclude his or her argumentation about death penalty. The conclusion of the essay showed that the death penalty is being debatable in the world.

Essay 7.1

I wonder how break-up can change people life **in three sides;** health, academic, and psychology.

The datum 7.2 is categorized as frame marker in interactive metadiscourse. The writer decided to use frame marker in his or her thesis statement. It used to order the writer's argumentation. Then, the writer used phrase "in three sides" in order to tell the reader about the goal of the essay. Frame marker which was used by the writer in this stage will lead the reader into the topic of the essay.

Therefore, the writer provided some examples of the problem caused by break-up that affect human life by using frame marker.

Essay 8.1

In conclusion, Muhajir Effendy wants students to make a good time and do some positive thing but there are some parents who disagree with full day school because they feel worried with their children but parents also cannot resist school rules.

In this section, the phrase "in conclusion" is categorized as frame marker in interactive metadiscourse. This section was the last paragraph of the essay. After arguing about full day school, the writer labeled the text with frame marker "in conclusion" which indicated that the essay is in end stage. This conclusion can be said that the writer arguments agreed with the full day school which was announced by Muhajjir Effendy as Minister Education of Indonesia.

Essay 10.1

In conclusion, there is no barrier for woman to be a leader.

Then, the datum 10.7 in this essay is categorized as farme marker in interactive metadiscourse. This marker tells the reader that a conclusion is being drawn. Some previous paragraphs in the essay were arguing about equality of women and men in social aspects. Therefore, in closing statement on the last paragraph of the essay, the writer stated that not only man who can be a leader, but also woman can be a leader. So, by this conclusion can be justified that the writer argumentation strongly stands for gender equality.

3.1.1.1.3 Endhophoric Markers

Essay 5.1

In conclusion, **we can see from the paragraphs before**. There are many benefits that children can get by learning martial arts.

The independent sentence in datum 5.7 above is categorized as endophoric marker in interactive metadiscourse. The writer used this marker to support his or her arguments by referring to the paragraphs which were have been discussed by the writer. This datum was in the last paragraph of the essay which means that the writer, once again, wanted to guide the reader to the conclusion of the essay through the discussions before.

Essay 7.1

As what already stated before that love makes people happy, so that while someone is in love, automatically, she/he will be spirit or having more enthusiasts to do many things, including learning process.

The next phrase in the datum 7.4 is categorized as endophoric marker in interactive metadiscourse. This marker gives signal to the reader that the text refers to the discussion before. The writer supported his or her argument by referring to the earlier discussion. This marker also leads the reader to remember argumentations of the writer in the earlier discussion in some earlier paragraphs.

3.1.1.1.4 Evidential Markers

Essay 1.1

According to world crime statistic, Japan has better statistic in crime case than America, 25% less. It is prove that country has no legalization of guns have possession of decreasing crime.

Datum 1.5 is categorized as evidential marker in interactive metadiscourse. An evidential marker was used to refer to the source of

information from other text. By using phrase "According to world crime statistic" the writer showed to the reader that her or his argument was supported by someone's authority. It contained supporting statements and evidence to strengthen the writer argumentations. By using another source from world crime statistic as evidential marker, the writer can have strong position in the point he or she discussed that is legalization of guns.

Essay 4.1

On average, children are getting their first smartphones around age 10, **according to the research film Influence Center**, down from 12 in 2012.

The next datum in 4.1 is categorized as evidential marker in interactive metadiscourse. This mark aimed to represent an idea from another source. By using the source from research film Influence Center, the writer guided the readers' interpretation of the subject that was being discussed by the writer. The marker also contributed to a persuasive goal. Therefore, the writer argument in this essay was supported by using this marker.

Essay 5.1

The scientist stated that the children who have this skill will be more aware to the environment.

The datum 5.6 is categorized as evidential marker in interactive metadiscourse. The writer tried to support his or her argument by presenting idea from another source that is "scientist". The previous ideas that stated by the writer were about the beneficial of learning martial arts for the children according to his or her opinion. Therefore, in order to persuade the reader about his or her idea, the writer used this evidential marker.

Essay 7.1

As research found that romantic rejection triggers changes in our brains that affect our health.

The phrase in the datum 7.3 is categorized as evidential marker in interactive metadiscourse. The previous argumentations told the reader that one of the problem caused by break-up is health; therefore in this section the writer tried to strengthen his or her argumentation by presenting an idea from another source. This marker will guide the reader interpretation of the subject which was discussed in the essay. Then, the phrase "as research found that" played an important role in supporting the writer argumentation in the essay.

Essay 8.1

The minister said that in the traditional hours students could learn on academic subjects such as math, science, and other learning subjects.

The datum 8.1 is categorized as evidential marker in interactive metadiscourse. This sentence was on the second paragraph of the essay. The first paragraph discussed arguments about full day school. The writer said in the previous paragraph that full day school is very useful for students; therefore, the writer used evidential marker in order to support his or her argument by representing another idea that is from Minister Education of Indonesia. It will help the writer to convince the readers about his or her argumentations.

Essay 9.1

Crow and Crow **say that** interest is related to the style of motion that encourages a person to deal with or deal objects, activities, experiences that are stimulated by the activity itself.

The phrase "say that" in the datum above can be categorized as evidential marker in interactive metadiscourse. In this section, the writer discussed about the interest of the children when they got education from the parents. The writer said that the parents helped their children to determine their interest education talent. Therefore, in order to support his or her argument, the writer used evidential marker which said by Crow and Crow. The writer also wanted to persuade the readers by using this marker.

3.1.1.1.5 Code Glosses

Essay 1.1

Pieces of example prove that police have not been done their job description in preventing civilizes. No reason to delay or deny this law. Society wants the best way of facing crime.

The phrase in datum 1.7 is categorized as code glosses marker in interactive metadiscourse. The phrase supplied additional information by explaining what the writer has been said. This phrase showed the readers about the consistent of the writer argumentation on the topic. After providing pieces of example about crimes caused by guns, the writer strengthened his or her position on the topic by using this marker. It also allowed the readers to conclude the writer position about legalization guns by using their knowledge base.

Essay 2.1

Immature couples make not get an adequate amount responsibility, often, both young people, **in other words** teenager husband and teenager wife have lack of life experience, and the way they think and act is kind of childish behavior.

The next datum is categorized as code glosses in interactive metadiscourse. The writer supply additional information about the negative side of early marriage by rephrasing the previous statement. The writer in previous statement explained about the negative sides of having early marriage. He or she convinces the reader by rephrasing the previous statement.

Essay 5.1

The motion of kicking, ducking, jumping, and others is often applied martial arts and other movements **such as** running gestures, sits up, puch up, walking also squat all that can train our muscles to become stronger deft, agile fast.

The next datum is categorized as code glosses in interactive metadiscourse. The writer in this section supplied additional information about the positive things of martial arts for the children health. The writer also said in the previous statement that martial arts can help the children to have less chronic problem of health. Then, the writer ensured the reader by providing examples of what the writer has been said in the previous statement. Therefore, the writer used this marker.

Essay 6.1

Death penalties are usually imposed on the perpetrators of serious criminal acts **such as** drug trafficking, premeditated murder and others.

The word "such as" in the datum 6.4 is categorized as code glosses marker in interactive metadiscourse. The writer supplied additional information by mentioning the example of serious criminal which will get death penalty as the punishment. By providing the examples the writer aimed to ensure the reader about the writer's intended meaning in this topic that was being discussed.

Essay 9.1

Learning is an activity to gain knowledge. **Various kinds of learning** can be done, either by reading, listening, seeing, and feeling.

The next datum in 9.2 is categorized as code glosses marker in interactive metadiscourse. The writer supplied additional information about learning that has been said in the previous sentence by using this marker. The writer also wanted to inform to the readers that learning itself has various kinds. According to the previous sentences, the writer said that the children first learn education from the parents before they learn education in the school. The learning that was meant by the writer were like; reading, listening, seeing, and feeling.

Essay 10.1

The figure of the mayor of Surabaya, Tri Rismaharani is **the exampl**e of a woman leader that has showed her democratic style of leadership.

The next is datum 10.5. This datum contains of phrase "the example" which in interactive metadiscourse is categorized as code glosses. The writer supplied information about woman leadership by giving example that is Tri Rismaharani. So, after argued about woman leadership in the previous paragraph in the essay, the writer tried to convince the readers about his or her argumentation by using this marker

3.1.1.2 Interactional Metadiscourse

3.1.1.2.1 Hedges

Essay 3.1

Don't let them to play gadget free. Especially for opening a site like Youtube. We have to control them. **Possibly,** we have to uninstall on the play store.

The word "possibly" on the datum above categorized as hedges in interactional metadiscourse. It indicated the writer's decision. This marker emphasized the subjectivity of the writer position. The word "possibly" leaded the reader into the writer own opinion rather than certain knowledge opinion. After stating the ideas about negative sides of watching video on Youtube; thus the writer used the word "possibly" as his or her own opinion to support the writer argument.

Essay 5.1

The police said there's no motive of this case, shows us how people can be rude to anyone. Imagine, only if SR could fight back, he **might** still alive now.

The word "might" in the datum 5.4 is categorized as hedges marker in interactional metadiscourse. The writer provided the example of the negative side when the children did not understand how to protect themselves in the previous sentences. In this case, a boy namely SR was died after his friends punched him over on his stomach and ribs. Then, the writer decided to give his or her own point of view to support the argumentations in this essay; therefore the writer used "might".

Essay 6.1

Given the prevalence of the death penalty in the modern world, it is fair to assume that there are **perhaps** justifications for it though there are plenty of people who categorically oppose it.

In this datum above the word "perhaps" is categorized as hedges marker in interactional metadiscourse. In this essay, the writer brought the topic about the prevalence of death penalty. The previous sentences in this essay provided some

countries that practiced death penalty. The subjectivity of the writer in this case was followed by some information that indicates the writer opinion about death penalty. Then, the use of this marker aimed to indicate the writer decision of his or her point of view.

3.1.1.2.2 Boosters

Essay 1.1

Both would be scary, but the situation **certainly** different. Both of them being could fire a bullet and you lay your forever.

The next datum is categorized as booster marker in interactional metadiscourse. The word "certainly" expresses the writer certainty in what he or she said. After giving the example about the danger of owning guns in different cases that are; a normal human who owns gun and a psychopath who owns gun, the writer tries to convince the reader on what he or she argued by using "certainly". Therefore, way the writer strengthens the argument plays important role in conveying commitment to the text content.

Essay 2.1

However, they are not forbearance sufficiency to live with one another forever because they don't have a kind of commitment to build a family. We could **obviously** say that couples getting married at young age frequently break up their relationship into divorce because of lacking of life experience and responsibilities for their family.

The next datum is categorized as booster in interactional metadiscourse. It expresses the writer certainty in what he or she wrote about. After giving opposition in the previous idea, the writer strengthens his or her idea

about disadvantages of early marriage by using the mark "obviously". Then, using this mark is the appropriate decision taken by the writer in conveying the negative sides of early marriage to the readers in this essay.

Essay 3.1

There are many sites on the internet that provide a wide range of videos. It is ranging from children until adult videos. **One of the famous and the most modern sites is Youtube**.

The sentence in the Datum above is categorized as booster marker in interactional metadiscourse. The writer convinced the reader by using the word "most". It means that Youtube is the one and only site which is famous and modern. This marker expresses the certainty of the writer on what she or he was going to discuss. The writer was also narrow the explanation which only focus on Youtube; therefore the writer used booster.

Essay 5.1

Then, the last, martial arts **exactly** gives good impact to our health.

The word "exactly" in the datum above is categorized as booster marker in interactional metadiscourse. This marker strongly showed the position of the writer in the essay. It also expressed the writer's certainty that learning martial arts is good for children. By using this marker, the writer conveyed the reader about his or her argumentations on this topic.

Essay 8.1

For those who agree with the existence of full day school **certainly** has some supportive reasons such as is effective in shaping character of students because students will be longer in school, and teachers can freely supervise and control the students' behavior.

The next datum in 8.1 is categorized as booster marker in interactional metadiscourse markers. The sentence on the datum above is in the beginning of the paragraph. The previous paragraph discussed argumentations of having full day school in both pro and cons. In this section, the writer used booster marker in order to show the readers about his or her certainty in what the writer was arguing.

Essay 10.1

Indeed, women and men have different gender, but their rights and obligations as a social creature are same.

Next, datum 10.1 is categorized as booster marker in interactional metadiscourse. This marker expresses the writer certainty on what he or she argued. After comparing gender between men and women in the previous sentences, the writer ensured his or her argumentation by using "indeed" as booster marker.

3.1.1.2.3 Attitude Markers

Essay 3.1

There are usually ads that are inappropriate to be watched by for children. It will be **better** if we don't introduce about that to children.

The next datum above is categorized as attitude marker in interactional metadiscourse. It indicates the writer affective. This attitude marker conveys an agreement by using comparative "better". It told the readers about the writer position, exactly the writer agreement in this text. The writer also provided the previous idea that supported the agreement of the writer before using this attitude marker.

3.1.1.2.4 Self Mention

Essay 1.1

"Guns cannot kill people, but people can kill people" is the dumbest quotes **we** heard in **our** life.

The next datum was categorized as self-mention in interactional metadiscourse. The words **we** and **our** refer to degree of presence of the author. It was measured by first-person **"we"** and by possessive adjective **"our".** According to Hyland (2005) the presence of the explicit author showed a contextually situated authorial identity. The writer used self-mention in order to show the readers about the way the writer stands in relation in the topic that has been discussed, that is gun. The used of self-mention in this context was used by the writer to ease the reader in understanding the text. The pronoun "we" in this text showed that the writer tried to build relationship with the readers through text.

Essay 2.1

Firtsly, the main reason why young people ought to think deeply before getting marriage at early age. **I** mean by this teenager's people who think marriage is the home which they dream to have, they think marriage is all about honeymoon without considering and consequences which they will surely go through.

The pronoun "I" on the datum 3.4 above is categorized as self-mention in interactional metadiscourse. The writer explicitly presents himself or herself by using "I". It aims to represent him or herself in this essay, so the reader can get more knowledge from the writer representation about early marriage through this essay.

Essay 5.1

"Men are strong protectors, and the real men were born to fight." That's what **my** teacher said to **me** a long time ago when **I** was younger.

Pronoun first person "my, me, and I" in the datum 5.1 is categorized as self-mention in interactional metadiscourse. The writer tried to present his or her own experience for the argumentation. In this case, the writer discussed about martial arts which indicates strength and protection. The writer consciously used self-mention marker in his or her essay. Then, by mentioning self-experience in the opening of this essay, the readers can know the position of the writer argumentations from the beginning when they were reading the essay.

Essay 8.1

Some articles that **I** have read there are also people who do not agree with the full day school because is nor accordance with the learning environment Indonesia.

The next datum that used pronouns is categorized as self-mention marker in interactional metadiscourse. After providing the agreement of full day school, the writer tried to refute his or her argument by presenting his or her opinion that was showed by using pronoun "I". The writer explicitly mentioned him or herself in the argumentation. Then, perhaps by representing the writer own experience the reader can easily interpret the argumentation of the writer.

Essay 9.1

Just like **me** when **I** get good grades, my parents always say "I'm proud of you boy".

The datum 9.4 used first-person pronoun and possessive adjective which categorized as self-mention marker in interactional metadiscourse. The previous sentences discussed about parents' motivation for their children in learning activity. The writer provided some examples which indicated parents' motivation.

Then, in this sentence (datum 9.4) the writer provided his or her experience when he or she got motivation from the parents. The personal experience used by the writer in order to supply additional argumentation in this topic. Therefore, the writer used pronoun "I" and possessive adjective 'me" which referred to himself or herself.

3.1.1.2.5 Engagement Markers

Essay 1.1

According to women violence, we can remember 'Eno' with her booming case in 2016. She was killed by 3 heathenish men that stab her woman vital organ by hoe till tearing her innards, it was very vicious. No one can prevent it even cops and police cause the incidental crime. Remember increasing crime in Indonesia year by year. This law **should** be deal if we want to avoid or prevent other crime as like Eno.

The word "should" on datum 1.6 above is categorized as engagement marker in interactional metadiscourse. It is used by the writer to pull the reader into the discourse at critical points. After providing the context by giving the example of the violence, the writer use obligation modal "should" in order to make the reader accepting the writer viewpoint on this topic. In these sentences (datum 1.6) the writer also tried to strengthen his or her argumentation about the negative things which will happen if the readers did not have gun in their arm by using "should".

Essay 2.1

For instance, they **should** stop to relying on their parents and bear the responsibility of managing their own affairs.

The word "should" on the datum above is categorized as engagement marker in interactional metadiscourse. In this case the writer provided

the advantages of early marriage. The previous idea told the readers that early marriage also give positive sides, one of them is; the couple can learn how to life in a new family. The writer guided the readers to particular interpretations by using the obligation modal "should".

Essay 3.1

They are watching it almost every day. So the parents become anxious if the children have addicted for watching videos on Youtube. Therefore, we **must** always accompany our children in playing, especially when the children play gadget outside of home.

The next datum is categorized as engagement marker in interactional metadiscourse. The word "must" used by the writer to pull the readers into the discourse at critical points. In addition, the writer adds "we" before the marker "must". It aims to include the readers as discourse participant in this topic. The writer position in this text was to engage the readers using obligation modal "must". Moreover, the writer stated his or her suggestion to the reader about how to monitor their children when the children were watching videos by using that modal.

Essay 4.1

In conclusion, the American Academy of Pediatrics notes that there is no "right" age to expose **your child** to screen or hand them their own cell phone.

The next datum is categorized as engagement marker in interactional metadiscourse. This marker explicitly addressed the readers to include them as discourse participants in this essay. The pronoun "your" indicated that the readers were the participants in this argument. Then, the writer allowed

the reader to be the participants in order to shape his or her argument on the topic which discussed about the right age to use cell phone for kids.

Essay 7.1

Briefly, break-up really brings many effects if we see from more sides again that we **should** pay attention more about it.

The modal "should" in the datum 7.6 above indicates engagement marker in interactional metadiscourse. The writer explicitly addressed the readers to focus on the attention about the effect of break up for human life. By using this marker, the writer also wanted to guide the readers into interpretation that human should pay attention on the effect of break-up.

Essay 9.1

Any way that is used to form a good child education parents **should** prefer the priority of their children.

The next datum in 9.5 in interactional metadiscourse is categorized as engagement marker. The datum 9.5 is in the last paragraph of the essay. The context of this paragraph is about the "factors of parents" in improving children education. One of the factors that were being discussed in the paragraph is; having good environment to form good education for the children. Then, the writer tried to guide the readers to particular interpretations by using "should" as engagement marker. The writer also tried to pull the readers as discourse participant.

Essay 10.1

The women are **considered** as the gentle creature and have its own attraction.

The word "considered" in the datum 10.1 above is categorized as engagement marker in interactional metadiscourse. The previous discussion stated that women are always being debated toward their leadership. Next, in this case the writer tried to get the readers' attention about women. The word "considered" in the datum 10.1 used by the writer to explicitly address the reader to the topic which argued by the writer.

3.1.2 Metadiscourse Used in Descriptive Essay

This finding comprehensively covered the data which were originated from 10 essays of descriptive essays which each of the essays has different title and different author. The researcher analyzed the essays which consist of words, phrases, or part of sentences that cover the criteria as interactive and interactional metadiscourse markers proposed by Hyland (2005). The researcher reduced the data which has same function with the previous data analysis.

Then, the way of coding the data was provided based on the category and its sub-category of metadiscourse markers. Furthermore, in order to understand the chosen data, the researcher provided the context by giving the previous statement and the sequenced statement. The analysis of the chosen data was determined by metadiscourse markers. The chosen data was marked by bold font-style. Furthermore, the findings showed how metadiscourse markers used in argumentative essays which refer to the research question.

3.1.2.1 Interactive Metadiscourse

3.1.2.1.1 Transition Markers

Essay 1.1

Fruit salad is easy to make **because** people can find the ingredients everywhere.

Transition marker in interactive metadiscourse is used in this datum (datum 1.4). It is showed by the word "because". The writer in the previous discussion was describing about fruit salad. The discussion is about what the things consist in fruit salad, what fruit salad for, and the way to make fruit salad. Next, after providing the discussions, the writer wanted to help the reader to interpret the description of fruit salad by using this transition marker.

Essay 2.1

The college students are candidates who are involved in a university institution, educated, **and** expected to become intellectual candidates.

"And" (datum 2.1) covers the criteria as addition in transition marker. It is because the word "and" in the above sentence was used by the writer to add element to a description of college student. Using that marker the writer actually wanted to tell to the reader explicitly about the definition of college student. In doing this, the writer helped the readers to interpret the ideas.

Essay 2.2

The college student which should be as agent of change, agent of control, **however**, in this facts, the current student has become hedonic, elite, and away from society.

"However" (datum 2.2) is categorized as comparison in transition marker due to the fact that it indicated comparison marks as different. Using this marker, the writer tried to compare the difference of current college student and college

student should be. This marker also showed the writer contrastive in describing college student.

Essay 3.1

Villagers are an inhabitant of village, a person who lives in a village, a small community in a rural area, and usually smaller than a town, **while** city dwellers are a person who lives in city a city, a resident or inhabitant of a city.

The word "while" in datum 3.1 covers the criteria as comparison in transition marker. In the provided context, the sentence which used "while" actually does not present the writer description of villager and city dweller. Yet, it was used by the writer to compare about two different kinds of people, which are villager and city dweller that will be drive the readers to the description of both two people in the next discussion.

Essay 3.2

About the taste is different, **because** seen from how to make and the material from the food.

The word "because" in datum 3.2 is categorized as transition marker. In this context, the writer has already provided the description of villager food and city dweller food. This marker used by the writer covered the function of adding information. It also told the reader that the discussion has been justified. Therefore, this marker was used.

Essay 4.1

Finally, my bedroom is a perfect place for me.

The marker "finally" (datum 4.3) is the form of transition marker in interactive metadiscourse. It is because this marker used by the writer to sequence

the idea. This marker also tells the reader that the discussion is in end stage. After providing descriptions of the bedroom in the previous discussion, the writer decided to end the essay by using "finally" as the marker.

Essay 5.1

Besides that, the mosque must have facilities for praying such as mukenah, sarong, and sajadah.

The marker "besides that" (datum 5.3) is the form of transition markers in interactive metadiscourse. It is because this marker was used to add the information of the good mosque that was being described by the writer. By expressing the idea using this marker, the writer was able to direct the readers to the description of the good mosque. Using this marker was an effective way to help the reader comprehend about what the writer was describing.

Essay 6.1

Furthermore, myth becomes the essential belief of society's in the form of trust, religion, and science.

"Furthermore" in datum 6.2 is categorized as transition marker in interactive metadiscourse. It is because that the word "furthermore" used by the writer to add ideas on what he or she was described. The writer discussed about myth in the previous sentences. Then, the writer tried to give additional description about myth to the readers by using this marker.

Essay 7.1

Technology makes people become lazy **because of** the interestment and easier uses, it makes people think instantly **because of** faster to do everything, and also technology makes people reduce social interaction directly **because of** simpler to communicate with others.

The phrase "because of" in the datum 7.3 is categorized as transition marker in interactive metadiscourse. It was used by the writer to support his or her subjectivity description about the effect of technology. This marker was used to add the writer idea in describing the technology in the previous sentences. Then, this marker also helped the readers to ensure the writer meaning.

Essay 9.1

He studied at modern Islamic Boarding School Darussalam Gontor, Ponorogo **but,** he did not finish it.

The word "but" in the sentence above (datum 9.1) covers the category of transition marker in interactive metadiscourse. The writer used this marker to add his or her explanation about the subject in the essay. By this explanation, the writer tried to describe the subject in the essay. In doing so, the writer used objective description about what the fact tells to the writer.

Essay 9.2

 Hence, when he was 27 years old, he chose to continue his education to Java Island.

"Hence" in datum 9.2 was categorized as transition marker I interactive metadiscourse. This marker used by the writer to provide additional information. In the context, the writer explain about the reason why Muhammad Kalend as someone who was being described in the essay move to Java island. The word "hence" helped the writer to mark the explanation.

Essay 10.1

Furthermore, modern heroes never close eyes on injustices.

The word "furthermore" in datum 10.1 covers the criteria of transition marker in interactive metadiscourse. The writer used this marker to add the description of modern heroes in the essay. This marker also expresses the relation of the previous idea between main clauses.

3.1.2.1.2 Frame Markers

Essay 1.1

> Nonetheless, fruit salad has **some special reasons** to be a healthy menu for daily life.

The phrase "some special reasons" in the datum 1.6 above can be categorized as frame marker in interactive metadiscourse. In this part, the writer provided the most important details of beneficial of fruit salad for health. The sentence in the datum above is the opening of the paragraph. The writer wanted to tell to the reader the most important details about the reason of fruit salad's beneficial for health. Therefore, the writer used this frame marker.

Essay 2.1

> Therefore, there are **several factors** that influence the changing life style of college student.

"Several factors" was used by the writer to signal text boundaries of schematic text structure. Therefore, this phrase fills the criteria as frame marker in interactive metadiscourse. The use of "several factors" in the sentence above led the writer to inform the most important details in the discussion. This marker also showed the subjective description of the writer on what the writer described.

Essay 4.1

> **The first** cupboard is brown and **the second** cupboard has different color on each row.

The phrase "the first" and "the second" in the datum 4.2 fills the criteria as frame marker in interactive metadiscourse. It is because the phrase was used to sequence parts of the text. In this context, the writer told the readers about the color description of the cupboard. The writer also tried to compare the two cupboards that was being discussed in this essay. Therefore, in order to make the description systematically, the writer used this frame marker.

Essay 7.1

> **Have you ever** felt lazy or difficult to move from your bed after waking up in the morning?

The way the writer introduced the discussion as showed in datum 7.1 covers the criteria of frame marker in interactive metadiscourse. The writer used the sentence above as the beginning of the third paragraph. The third paragraph in this essay was written by the writer to describe his or her daily activities. Then, the frame marker in form of question (datum 7.1) was used by the writer to explicitly address the readers about elements in the text.

Essay 8.1

> From several recognitions, here are **some important explanations** about the missing of Supriyadi.

A phrase that is in bold font style in the sentence above fills the criteria as frame marker in interactive metadiscourse. In this section, the writer tried to announce the goal of the description later. It is because the sentence above is as thesis statement in this descriptive essay. The writer was used this marker in order

to make his or her discussion easily understand by the reader. Moreover, this frame marker structured the writer's idea systematically.

Essay 10.1

Modern heroes can take many forms; teachers who spread knowledge to the student, leaders who govern people wisely, doctors who give aids to cure chronic disease, mothers who patiently look after their children, and many more.

A part of the sentence which is in bold style above fills the criteria as frame marker in interactive metadiscourse. It is because the writer used this marker to sequence his or her idea about the modern heroes which is as the topic in the essay. Then, in doing this, the writer wanted to announce to the writer about the goal of the essay. The essay will describe about modern heroes. So, using frame marker in this stage is the right decision which made by the writer.

3.1.2.1.4 Evidential Markers

Essay 1.1

Fruit salad that made from fresh fruit may have many nutrition. **According to Nutrition Facts of United State Department of Agricultural** , per 100 gram of fruit salad it's contained 50 calories.

The next datum 1.1 consists of phrase that is categorized as evidential marker in interactive metadiscourse. Hereby, the writer gave more important detail about nutrition in fruit salad. The evidential marker in this essay helps the writer to persuade through the description. The writer tried to give the objective description of the nutrition of fruit salad by using the source from "Nutrition Facts of United State Department of Agricultural".

Essay 6.1

According to Eisen, "Myth is the story that we tell to explain the nature of reality".

The phrase "according to" in datum 6.1 covers the criteria of evidential in interactive metadiscourse. It was used by the writer to define what was being discussed in the essay. In context, this essay was discussed about culture in Indonesia. Then, one of the cultures that were being discussed is myth. Using this marker, the writer can state objective description of myth. In doing this, the writer tried to convince the readers about what the writer was described in this topic.

3.1.2.1.5 Code Glosses

Essay 1.1

Besides that, salad has some kinds that really interesting to eat, **such as** fruit salad, green salad, dessert salad, bound salad, and other.

The phrase "such as" in the datum 1.3 is categorized as code glosses in interactive metadiscourse. The writer supplied additional information to the reader about kinds of Salad. By supplying the information about kinds of Salad, the writer wanted to enlarge the description of Salad itself. Since, the writer, in the previous sentences, described about Salad.

Essay 5.1

The criteria **are** comfortable place to pray, having restroom, and having enough parking lots.

The use of "are" in the datum 5.1 fills the criteria of code glosses in interactive metadiscourse. It was used to elaborate the criteria of the good mosque. After describing the good mosque in some previous paragraph, the writer tried to comprehend the reader about what has been described by using this code

glosses marker. By doing so, the writer successfully elaborate the things has been described in the essay.

Essay 6.1

For instance, the prohibition of using umbrella in closed room, sitting on the pillow, and pointing the finger at the grave.

The next datum (datum 6.3) fills the criteria of code glosses in interactive metadiscourse. It was used by the writer to supply additional information about the kinds of myth. The writer wanted to give a brief description of myth by providing the examples. Since it is a descriptive essay, the writer tried to convince the readers about what she or he was described; therefore the writer used this marker.

Essay 7.1

Technology has simplified access to many tools people in need **like** communication, knowledge, or just satisfy human in need.

The word "like" in datum 7.1 is categorized as code glosses marker in interactive metadiscourse. The writer tried to give additional information about the use of technology in human life by supplying its examples. Then, the examples that were provided by the writer were labeled by "like" mark. In this context, the writer aimed to describe about technology in human life. However, using this marker at the earlier paragraph is the appropriate way that was chosen by the writer to start his or her discussion before describing the technology itself.

Essay 10.1

Nevertheless wars are turning into different forms they attack people quietly, **for instance,** through cyber crime, hoax, and hedonism culture.

"For instance" in the sentence above is categorized as code glosses in interactive metadiscourse. It is used by the writer to supply additional information about the topic which was being discussed. By providing examples the readers can easily catch the comprehension of the text. In doing so, the writer can build relationship with the reader through text in term interpreting the topic.

3.1.2.2 Interactional Metadiscourse

3.1.2.2.1 Hedges

Essay 1

As salad is a common food that people often make, it is really **possible** for people to make it at home easily, just for snack or dessert or something else.

The next datum is datum 1.2. The word "possible" in the datum 1.2 is categorized as hedges marker in interactional metadiscourse. This marker indicates the writer decision to recognize his or her discussion in this descriptive essay. The previous discussion is about a briefly description of Salad. Then, the writer decided to use hedges marker to present his or her opinion about Salad.

3.1.2.2.3 Attitude Markers

Essay 1.1

As a society, I will **suggest** people to consume it regularly because it is really good for our health and it has no bad damage for ourselves.

The next datum (datum 1.7) is categorized as attitude marker in interactional metadiscourse. The writer after giving conclusion of the discussion in the essay tried to give his or her subjective description by using attitude marker

about what the writer observe. This marker also showed the writer advice's for the readers.

Essay 4.1

My bedroom is the place **the most** comfortable place for me.

"The most" (datum 4.1) is indicated as attitude marker. This marker indicates the writer affective and subjective. Using this marker, showed the readers that the writer convey his or her attitude or feeling in subjective description. In doing this, the writer expressed the comparative degree. It showed by the word "most" in the sentence above.

Essay 5.1

Mosque is an **important** place for moslem.

The word "important" in datum 5.1 covers the criteria of attitude marker in interactional metadiscourse. This marker used by the writer to convey his or her attitude or feeling on what the writer described. In term of context, the writer through this marker wanted to express the importance by his or her subjective description.

Essay 8.1

Unfortunately, it failed due to lack of ammunitions and members.

Adverb "unfortunately" in the datum 8.1 is categorized as attitude marker in interactional metadisourse. This marker showed the subjectivity description of the writer. In the context, this marker was used after the writer discussed about

PETA fight with Japan army. The, the writer used this adverb to show his or her feeling about what the writer observed.

Essay 8.1

All those explanations **successfully** revealed the mystery of Supriyadi after the rebellion in Blitar.

The word "successfully" in the sentence above was used by the writer in the last paragraph of the essay. This word is categorized as attitude marker in interactional metadiscourse. After providing the description about the losing of Supriyadi in some previous paragraphs, the writer, then used his or her attitude marker to convey the readers about what the writer has been described. The attitude which was showed by "successfully" covered the writer subjective description in this topic.

3.1.2.2.4 Self-Mention

Essay 1.1

Just like he says that salad is beneficial for people, **we** can guess that salad is also healthy.

The datum 1.1 can be categorized as self-mention marker in interactional metadiscourse. This essay described about the beneficial of fruit salad. The writer provided a quote from Gaffigan that fruit salad is beneficial for human health in the previous sentences. Then, the writer tried to involve the readers in this discussion by using pronoun "we". The writer also wanted to interact with the readers in the early paragraph of the essay; therefore the writer used pronoun "we".

Essay 6.1

> When **I** was kid, my mother always reminded **me** not to sit on the pillow to avoid the ulcer on my ass.

First-person pronoun was used by the writer in the sentence above. It is categorized as self-mention in interactional metadiscourse. Self-mention marker in the sentence above was showed by the use of "I" and "me". The writer in this context, tried to give his or her personal experience in order to explain the examples of believing myth in real life. Then, the subjective description was showed by the writer attitude in using self-mention marker.

3.1.2.2.5 Engagement Markers

> Essay 5.1
>
> There are some criteria of good mosque. First, the mosque **should** have broad size and good facilities for praying.

The word "should" in the datum 5.2 above fills the criteria of engagement marker. Using this marker, the writer explicitly addressed the readers on what the writer was being described. The use of obligation modal "should" in the sentence above, showed that the writer involved the readers to be a discourse participant. According to the writer, a good mosque has the facilities that have been stated by the writer in the sentence above, however, the writer used subjective description.

3.1.3 The Difference of the Use of Metadiscourse Markers in Argumentative Essays and Descriptive Essays

Generally, argumentative essay and descriptive essay are totally different. Argumentative essay aims to discuss a debatable issue that is, an issue which has two sides; pros and cons. Argumentative essays provides evidences, facts, examples, and expert opinions to persuade the reader to accept the writer position.

While, descriptive essay aims to tell what something looks, feels, smells, sounds, or feels like. Descriptive essay uses details information to give a clear explanation, a vivid picture of something that is being described, such as; person, place, or object.

Therefore, the use of metadiscourse markers in argumentative essays and descriptive essay are also different. In argumentative essays, the writers often used ten categories of metadiscourse markers in their essays. In the finding above showed that in argumentative essays the writers often used metadiscourse markers to support their argumentation. The structure of the essays was marked by metadiscourse markers. Moreover, both interactive metadiscourse and interpersonal metadiscourse were used in argumentative essays. Next, in argumentative essays the researcher found that the marker which often used by the writers is evidential marker and code glosses.

On the other hand, in descriptive essays the researcher found difficulty in investigating metadiscourse markers. It is because the writers seldom used metadiscourse markers in descriptive essay. The markers that often found in descriptive essays were only interactive metadiscourse. It showed that in descriptive essays the writer wanted to organize the way they describe something rather than the way the writer conducted interaction with the readers. In addition, the metadiscource markers that often used by the writer in descriptive essay were transition markers and frame markers.

Thus, metadiscourse markers were used in argumentative essays aimed to help the writer to easily persuade the readers about the writer position. While in descriptive essays, metadiscourse markers were used by the writer to organize the way the writer describe something.

3.2 Discussion

The above results show the use of metadiscourse markers both in argumentative essays and descriptive essays. However, the main point should be discussed is referring to the research questions. The findings show that words, phrases, or part of sentences which cover the criteria of metadiscourse determine the students' argumentation in argumentative essays. While, words, phrases, or part of sentences which fill the criteria of metadiscourse markers showed the way the students describe something in descriptive essays.

3.2.1 The Use of Metadiscourse Markers in Argumentative Essays and Descriptive Essays

In argumentative essays, the way of the writer used metadiscourse markers as certain markers played some roles. Some students used this marker in different words to express their certainty. The use of booster, for example are in datum 3.1.1.2.2. Even though, the students used booster in different words, the booster still played the same role in their argumentative essays that is as certainty marker.

Another findings also showed the way of the students as the writers strengthen their argumentation which supported by another source. This marker called by evidential markers. Almost the students give evidence from another

source in argumentative essays. It was showed in datum 3.1.1.1.4. This marker used by the writer to persuade the readers through the text since this marker was used to support the writers' argumentation.

Then, the finding also showed that metadiscourse markers were used by the writers to show their attitude. The attitude marker played some roles; to provide their experience, to pull the readers in to the discourse, and guide them to the particular

Next, metadiscourse markers also were used in descriptive essays. It played some role in the writers' description. Mostly, metadiscourse markers determine the writers' either objective descriptive or subjective descriptive. In descriptive essays, the writers often used transition markers to express relations between main clauses. It can be showed in datum 3.1.2.1.1 The markers help the readers to interpret the connection between steps in description.

Then, metadiscourse markers as frame markers also often used in descriptive essay. The markers used by the writer to sequences the discussion and to refers to the discourse acts. For examples; in datum 3.1.2.1.2. In descriptive essay, the sequences of the discussion is needed by the readers to comprehend the description easily.

However, the use of metadiscourse markers both in argumentative essays and descriptive essays were played some important roles. For the writers, metadiscourse markers help them to persuade and ensure the readers about what they discussed, both in argumentative essays and descriptive essays. While, for

the readers, metadiscourse markers help them to easily understand and interpret the writer's thought or the writer's meaning.

All the findings show that the use of metadiscourse markers in argumentative essays and descriptive essays functioned similarly as in line with the theory proposed by Hyland (2005). Although, there are some students misused metadiscourse in their writing. It is because that the difficulty of using metadiscourse markers appropriately is being a big problem almost English as Foreign Language (EFL) learners (Alipour, Jahangar, & Bemami, 2015). Therefore, when the writer used metadiscourse markers inefficient or inappropriate way, there will be an ambiguity meaning in the text, both argumentative essays and descriptive essays.

3.2.2 The Difference of the Use of Metadiscourse Markers in Argumentative Essays and Descriptive Essays

Moreover, the findings also answered the second research question. The findings showed the difference of the use of metadiscourse markers between argumentative essays and descriptive essays. The differences are in term of amounts of markers and the kinds of markers. In argumentative essays the writers often used metadiscourse markers in argumentative to support the arguments. It was showed by the use of evedintial markers and code glosses in argumentative essay. The writer often used those two sub-categories in metadiscourse to support their arguments and even to persuade the readers on what the writer believe. While in descriptive essays the writer often used transition markers and frame

markers, to sequence the description. Then, those two sub-categories help the readers to easily understand the description orderly and easily. Then, in argumentative essay any kinds of metadiscourse markers often found. On the other hand, in descriptive essay the kinds of metadiscourse markers that often used by the writer are only transition markers and frame markers.

It happened because naturally argumentative essays and descriptive essays are certainly different in some cases; definition, functions, structure, and transition. Argumentative essays provide evidences, facts, example, and expert opinions to persuade the readers to accept the writer position. It deals with the finding that in argumentative essays the writer often used evidential markers and code glosses. Besides that, descriptive essays provide details information to give a clear explanation, a vivid picture of something that is being described. Therefore, in descriptive essay, the writers used transition markers and frame markers to give a clear and vivid explanation and discussion. Nonetheless, the use of metadiscourse markers both in argumentative essay and descriptive essay should be a main intention of the writer in writing those essays since metadiscourse markers play important roles in their writing.

Furthermore, the researcher unearthed the different result with some previous studies that the researcher has discussed in the previous studies. Firstly, the research from Gholami, Nejad, and Pour (2014) investigated metadiscourse markers misuses in EFL learners' argumentative essays. The finding showed that metadiscourse markers is a topic that deserve attention in L2 learners, and the misused of metadiscourse markers in argumentative mostly caused by punctuation

errors. Second, the study from Rustipa (2013) investigated the use of metadiscourse markers in 7 Indonesian EFL learners' persuasive writing. The result of the study counted the average of the use of metadiscourse markers in 7 EFL learners' Persuasive text. This research only count the average use of metadiscourse markers either interpersonal or textual markers in 7 essays, therefore it has different result discussion with the researcher's study. Third, the research from Ramadhan (2016) was about metadiscourse in argumentative essays. It showed that metadiscourse help the students to write argumentative essays. It was different with the subject of this current study that metadiscourse was not only used in argumentative essays but also descriptive essays. Hence, it provided different result.

Thus, those three previous studies were different in term of finding with this current study. It was proven by the subject of the study and by the result of the study. The results of the study showed how metadiscourse markers used in argumentative essays and descriptive essay and the difference of the use of metadiscourse markers in argumentative essays and descriptive essays.

In conclusion, the researcher concluded some things. Fisrt, metadiscourse markers is not only used in argumentative essays as proposed by Hyland (2005) but metadiscourse markers also used in descriptive essays. It is proven by the findings which has described by the researcher in the previous discussion. Even though, ten categories of metadiscourse markers which proposed by Hyland (2005) were not fully applied in both argumentative essays and descriptive essays.

It is because there are some students misused of metadiscourse markers in their writing

Second, the differences of the use of metadiscourse markers in argumentative essays and descriptive essays were in term of amount, kind, and function. It is because argumentative essay and descriptive essay are totally different in some terms; definition, structure, transition, and even function.

Therefore, the theory of metadiscourse markers proposed by Hyland (2005) was not only determined the students' argumentations but also showed the way the students' described something. Thus, metadiscourse markers did not only used in argumentative essays, but used also in descriptive essays.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

This chapter contains general views of the study. It covers two things; conclusion and suggestions. Conclusions figured out how the researcher answered the research question in general. Suggestions provide some potential areas which can be investigated by further researcher related to this study.

4.1 Conclusion

This study found out how metadiscourse markers determine the students' argumentation and how metadiscourse showed the students' description either objective descriptive or subjective descriptive. According to the findings of the study the researcher provide some conclusions.

1. The students used metadiscourse markers to drive their argumentation in argumentative essays and the students used metadiscourse markers to show the way of the students describe something, either they used objective description or subjective description in descriptive essays. Thus, this study in line with the theory that metadiscourse certainly play important role in writing products, especially argumentative essay and descriptive essay.

2. The students used various categories of metadiscourse markers in both argumentative essays and descriptive essays, such as transition markers, frame markers, self-mention, and so on. Moreover, the findings also showed that the use of metadiscourse markers in argumentative essays and

descriptive essays was different in term of amounts and kinds of metadiscourse markers that was used by the students. In argumentative essays, the students often used metadiscourse markers, while in descriptive essays, the students seldom used metadiscourse markers. The markers that were often used by the writer in argumentative essay; evidential marker and code glosses. Besides that, in descriptive essays, the markers that were often used; transition markers and frame markers.

3. The used and the misused of metadiscourse markers impacts the reader comprehension of the content of the text. The used of metadiscourse help the readers easily comprehend the text, while the misused of metadiscourse will drive the readers into the ambiguity.

4.2 Suggestion

The limitation of this study is that the researcher took the essay which has different author. The argumentative essays were only from the students who were sitting in fourth semester, while the descriptive essays were only from the students who were sitting in third semester. Therefore, the researcher hoped that the further researcher conduct the research in another aspect. The next researcher might conduct the research with the same object that are argumentative essays and descriptive essays but with the one author. In other words, the argumentative essay and descriptive essay were written by one person. It is because, every person has own style of writing, so even the person wrote the different genres of essays, it is possible that the way the person used metadiscourse is same, in term of amount and function. Therefore, this gap will be interesting to observe.

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APPENDIX

Metadiscourse Markers in Argumentative Essays

Category 1: Interactive Metadiscourse

Sub-category 1: Transition Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. And 2. Because	1. In other hand 2. In additional	1. Besides that	1. But	1. Therefore	1. Eventually	1. Contrary	1. However	1. Because	1.But 2. Furthermore

Sub-category 2: Frame Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	1. There are numerous problem 2. In this essay I am going to discuss	1. In conclusion	-	1. There are many reasons	1. In conclusion	1. in three sides	1. In conclusion	-	1. In conclusion

and explain 3. In conclusi on									

Sub-category 3: Endhophoric Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	-	-	-	1. We can see from the paragraphs before	-	1. As what already stated before	-	-	-

Sub-category 4: Evidential Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1.According to world crime statistic	-	-	1. According to research film influence center	1. Scientiest stated that	-	1. As research found that	1. The minister said that	1. Crow and Crow say that	-

Sub-category 5: Code Glosses

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1.Pieces of example	1. In other words	-	-	1. Such as	1. Such as	-	-	1. Various kinds of leraning	1. the example

Category 2: Interactional Metadiscourse

Sub-category 1: Hedges

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	-	1. Possibly	-	1. Might	1. Perhaps	-	-	-	-

Sub-category 2: Boosters

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Certainly	1. Obviously	1. One of the famous and the most modern sites 2. Surely	-	1. Exactly	-	-	1.Certainly	-	1. Indeed

Sub-category 3: Attitude Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	-	1.Better	-	-	-	-	-	-	-

Sub-category 4: Self-mentions

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1.We and our 2.You	1. I	-	-	1. My, me, and I	-	-	1. I	1. I	-

Sub-category 5: Engagement Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Should	1. Should	1.Must	1. Your child	-	-	1. Should	-	1. Should	1. Considered 2. Should not

Metadiscourse Markers in Descriptive Essays

Category 1: Interactive Metadiscourse

Sub-category 1: Transition Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Because	1. And 2. However	1.While 2. Because	1. Finally	1. Besides that	1. Furthermore	1. Because of	-	1. But 2. Hence 3. Additionally	1.Furthermore

Sub-category 2: Frame Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Some special reasons	1. Several factors	-	1. The first 2. The second	-	-	1. Have you ever?	1. Some important explanations	-	1. Modern heroes can take many forms 2. These three brief discussions

Sub-category 3: Endhophoric Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10

-	-	-	-	-	-	-	-	-	-

Sub-category 4: Evidential Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. According to Nutrition Facts of United State Department of Agricultural	-	-	-	-	1. According to Eisen	-	-	-	-

Sub-category 5: Code Glosses

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Such as	-	-	-	1. are	1. For instance	1. Like	-	-	1. For instance

ICategory 2: Interactional Metadiscourse

Sub-category 1: Hedges

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Possible	-	-	-	-	-	-	-	-	-

Sub-category 2: Boosters

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	-	-	-	-	-	-	-	-	-

Sub-category 3: Attitude Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. Suggest	-	1.The most	-	1. Important	-	-	1. Unfortunately 2. Successfully	-	-

Sub-category 4: Self-mention

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
1. We	-	-	-	-	1. I, me	-	-	-	-

Sub-category 5: Engagement Markers

Essay 1	Essay 2	Essay 3	Essay 4	Essay 5	Essay 6	Essay 7	Essay 8	Essay 9	Essay 10
-	-	-	-	1. Should	-	-	-	-	-