METADISCOURSE ANALYSIS ON HAMILTON WRIGHT MABIE'S FAIRY TALES

THESIS

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THESIS

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2020

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Malang, 21 October 2020

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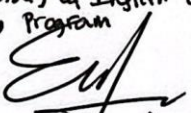
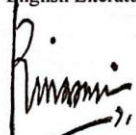Malang, 21 October 2020

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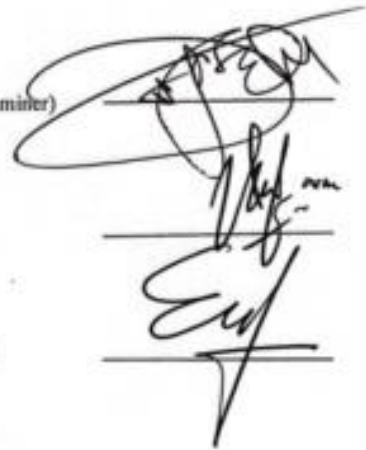
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MOTTO

God does not look in such form and possessions of you, but He sees the heart and your deeds.

DEDICATION

This thesis is dedicated to my beloved parents and my beloved brothers.

My life is so blessed to have some pretty amazing people who stood right by
my side through it all.

Thank you from the bottom of my heart. I am extremely grateful.

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In the name of Allah, the merciful and the mighty, *Alhamdulillahirabbil'alamin*, by the blessing and guidance of Allah, so I could successfully be in this achievement. His mercy and peace upon the prophet Muhammad SAW who has guided us from the darkness to the lightness of *Islam wal Iman*.

Thanks to Allah's help, finally the writing of the thesis entitled **"Metadiscourse Analysis on Hamilton Wright's Fairy Tales"** can be completed well to obtain a degree of Sarjana Sastra (S.S.) at the State Islamic University of Maulana Malik Ibrahim Malang.

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My dearest friends Ayu Nurhakiki, Elsa Amalia Maghfiroh, Khulud Ghufron Hasan, Sabella Firdausil Ilahiyah, and Ihshania Yulita Natory, never stop motivating seeking knowledge. Hopefully, we will always be able to remind each other of anything for the common good. All my friends in the Department of English Literature generation of 2016 that I cannot mention one by one.

Finally, I realize it is my maximum effort in conducting this thesis and still imperfect. Hopefully, this work can be useful for the readers to deepen their understanding of metadiscourse markers. Suggestions, corrections, and critics are welcome for making this thesis better.

Malang, 21 October 2020

Tri Risma Nur Ilfi Hidayah

ABSTRACT

Hidayah, Tri Risma Nur Ilfi (2020) Metadiscourse Analysis on Hamilton Wright's Fairy Tales. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Masrokhin, M.A.

Keywords: Metadiscourse, Fiction, Fairy Tales, Interactive Metadiscourse, Interactional Metadiscourse

This study aims to identify the types of metadiscourse markers used in non-academic works in the form of fiction, especially fairy tales written by Mabie (2011) in his book "A Collection of Classic Fairy Tales" and to determine variations of metadiscourse markers in the form of words or phrases that are different from general or rarely used but have the same meaning as a metadiscourse function.

Metadiscourse theory by Hyland (2005) was used to analyze data obtained from a collection of fairy tales written by Mabie (2011). Then, the qualitative descriptive method is used in this study because the data analysis is in the form of an explanation about the function of metadiscourse markers found and used in fairy tales. As this research is concerned with something written structurally as a chart showing the relationship between the text, writer, and reader, then the discourse analysis approach is used to show how the metadiscourse markers can be an important role in the text.

Research findings indicate that not all types of metadiscourse markers are used in fiction especially in the form of fairy tales because they have different functions, structures, and language from academic writing. The results showed there are 46 markers metadiscourse as data that consists of; 31 data as interactive metadiscourse with 14 transition marker data, 12 as frame markers, and 5 as code glasses. Then, 15 data are in the form of interactional metadiscourse with 5 data as hedges, 2 data as boosters, 2 data as attitude markers, 5 data in the form of self-mention, and 1 data in the form of engagement marker. In addition, 4 data in the form of a new variation of the metadiscourse markers were found included in the interactive metadiscourse, which consists of; 3 data as transition markers and 1 data as the framework. Then, the author mostly uses the metadiscourse marker in the form of interactive metadiscourse in convincing the reader and making it easier for the reader to understand the story. There are not many new variations of the metadiscourse markers used in the writing of fairy tales because the author uses metadiscourse markers as general.

From the findings above, it is hoped that the next researchers can analyze the topic of metadiscourse with another title of Hamilton Wright Mabie's work, poet, or speech to increase and expand the discussion on the topic of metadiscourse markers. In addition, the use of metadiscourse markers can also be analyzed in other non-academic works in the form of poetry or speech. Therefore, this area can be an interesting discussion to be researched more broadly.

ABSTRAK

Hidayah, Tri Risma Nur Ilfi (2020) Analisis Metadiscourse pada Karya Fiksi Hamilton Wright: Dongeng. Jurusan Satra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Masrokhin, M.A.

Key words: Metadiscourse, Fiksi, Dongeng, Metadiscourse Interaktif, Interactional Metadiscourse

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Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis penanda metadiscourse yang digunakan dalam karya non-akademik berupa fiksi ilmiah yang ditulis oleh Mabie (2011) dalam bukunya "A Collection of Classic Fairy Tales" dan untuk mengetahui variasi dari penanda metadiscourse berupa kata atau frasa yang berbeda daripada umumnya atau jarang digunakan, tetapi memiliki arti yang sama sebagai fungsi penanda metadiscourse.

Teori metadiscourse oleh Hyland (2005) digunakan untuk menganalisis data yang diperoleh dari kumpulan dongeng yang ditulis oleh Mabie (2011). Kemudian metode deskriptif kualitatif digunakan dalam penelitian ini karena analisis data berupa penjelasan mengenai fungsi dari metadiscourse markers yang ditemukan serta digunakan dalam dongeng. Sebagaimana penelitian ini berkaitan dengan sesuatu yang ditulis secara struktural sebagai sebuah gambaran yang menunjukkan adanya keterkaitan antara teks dengan penulis dan pembaca, pendekatan discourse analisis digunakan untuk menunjukkan bagaimana penanda metadiscourse dapat menjadi peran penting dalam teks.

Temuan penelitian menunjukkan bahwa tidak semua jenis penanda metadiscourse yang digunakan dalam fiksi khususnya berupa dongeng, dikarenakan memiliki fungsi, struktur serta bahasa yang bebeda dengan karya tulis akademik. Hasil penelitian menunjukkan ada 46 penanda metadiscourse sebagai data yang terdiri dari; 31 data berupa interactive metadiscourse dengan 14 data transition marker, 12 data frame markers, dan 5 sebagai code glasses. Kemudian 15 data berupa interactional metadiscourse dengan 5 data hedges, 2 data sebagai boosters, 2 data attitude markers, 5 data berupa self-mention dan 1 data berupa engagement marker. Selain itu, 4 data hasil penelitian berupa variasi baru dari penanda metadiscourse marker yang ditemukan termasuk dalam interactive metadiscourse, yaitu terdiri dari; 3 data sebagai transition markers dan 1 data sebagai frame work. Kemudian penulis lebih banyak menggunakan penanda metadiscourse berupa interactive metadiscourse dalam meyakinkan pembacanya dan mempermudah pembaca dalam memahami ceritanya.

Dari temuan diatas, diharapkan peneliti berikutnya dapat menganalisis mengenai topik metadiscourse dengan judul buku dongeng yang berbeda karya Hamilton Wright Mabie untuk meningkatkan serta memperluas diskusi mengenai topik penanda metadiscourse. Selain itu, penggunaan penanda metadiscourse juga dapat dianalisis dalam karya tulis non-akademik lainnya berupa puisi atau pidato. Oleh karena itu, area ini dapat menjadi pembahasan yang menarik untuk diteliti lebih luas lagi.

مستخلص البحث

هدایة، نري ربیعما نور إلٰهي)2020(تحلیل میتادیسكورس)Metadiscourse(في محاولة غیر الدراسي بالشكل الخیال:

الؤصة. قسم الألدب الإنجلیزي، كلیة العلوم الإنسانیة، جامعة موالنا مالك إبراهیم الإسلامیة الحكومیة ماالنج. المشرف: مسرخون

الماجستیر.

الكلمات المفتاح : میتادیسكورس)Metadiscourse(، الخیال، الؤصة، میتادیسكورس التفاعلي)Interaktif Metadiscourse(،

میتادیسكورس التفاعلي)Interactional Metadiscourse(.

یهدف هذا البحث لهویة أجناس عالمة میتادیسكورس الذي یستخدم في محاولة غیر الدراسي خیال علمیا الذي یؤلف مابي)2011)Mabie في كتابه " A Collection of Classic Fairy Tales " ولمعرفة ألوان عالمة میتادیسكورس كلمة أو

عبارة مختلفة عموما أو فلوال في استخدام. بل، تملك المعنى متساویا وظیفة عالمة میتادیسكورس.

یستخدم نظریة میتادیسكورس عن هیالند)Hyland(2005 لتحلیل البیانات التي تنال من نصص التي یؤلف مابي)2011.)Mabie ثم یستخدم طریقة الوصفیة النوعیة في هذا البحث لأن تحلیل البیانات تبین عن الوظائف من میتادیسكورس العالمة الذي یكتشف ویستخدم في الؤصة. كما هذا البحث، یربط عن الأشیاء الذي یؤلف میكانیا تصویرا الذي یدل وجود الرباط بین المضمون

بالمؤلف والقارء، یستخدم نهج دیسكورس التحلیل لیدل كیف عالمة میتادیسكورس یستطیع ان تصبح الدور المهم في المضمون.

یدل إكتشاف البحث أن لیس كل أجناس عالمة میتادیسكورس الذي یستخدم في الخیال خاصة في الؤصة، لأن تملك الوظیفة، الهیكلیة، واللغة المختلفة بالكتابة الدراسیة. تدل حصیلة البحث أن موجود 46 عالمات میتادیسكورس بیاناتا التي تتكون من : 31 بیانات میتادیسكورس التفاعلي)Metadiscourse(Interaktif ب 14 بیانات عالمات الانتقال)transition(marker، 12 بیانات عالمات الإطار، و 5 نظارات كود. ثم 15 بیانات میتادیسكورس التفاعلي)Interactional(Metadiscourse ب 5 بیانات تحوطات، 2 بیانات داعم، 2 بیانات عالمة الموئف، 5 بیانات ذكر الذات، و 1 بیانات عالمة الانشغال. سوى ذلك، 4 البیانات من حصیلة البحث هي الألوان الجدیدة من عالمة میتادیسكورس الذي تكتشف ان تنضمن إلى میتادیسكورس التفاعلي)Interaktif Metadiscourse(، هي تتكون من: 3 بیانات عالمة الانتقال و 1 بیانات إطار العمل. ثم، مؤلف أكثر استخدام عالمة میتادیسكورس میتادیسكورس تفاعلیا في تأكید القارئ ویسهل القارئ في فهم نصه. لیس كثیر الألوان الجدیدة من عالمة

میتادیسكورس من عالمة میتادیسكورس الذي یستخدم في كتابة الؤصة لأن المؤلف استخدم عالمة میتادیسكورس كما عموما .

من ذالك الإكتشاف، یرجى الباحث التالي یستطیع ان یحلل عن موضوع میتادیسكورس بالأغراض المختلف الرباع ویوسع المشاورة عن موضوع عالمة میتادیسكورس. سوى ذالك، استخدام عالمة میتادیسكورس یستخدم ان یحلل في الكتابة غیر الدراسیة

أیضا مثل الشاعر أو الخطابة. بسبب ذالك، یستطیع ان تصبح هذه البنیة بحثا إجذابا للتحلیل الأوسع.

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CHAPTER I

INTRODUCTION

This section contains several points are the research background, research questions, research objectives, research significance, scope and limitations, definitions of key terms, and research methods.

A. Background of the study

Metadiscourse is a word or phrase that is usually used as a preface to clarify and comment on something in a sentence. Metadiscourse is used in the form of spoken text or written text, which can make the reader aware of the relevant information and be interpreted (Hyland, 2010). As explained by (Hyland, 2005) the writer must recognize the parts of his writing such as the content, form, and even completion so that communication with the reader is successful. Therefore, the concern is not only about the language used to convey information by facts, but also the language that is able to convey information to readers through the organization of the text.

In the opinion of experts about the concept, metadiscourse has various meanings such as (Lautamatti, (1978), Meyer (1975)) which says metadiscourse is non-topical linguistic material, in which metadiscourse is a key in understanding the whole discourse but is not relevant to the development of topics discourse. K Vande was saying that the definition of metadiscourse linguistic materials indicates the

author by not adding propositional information. The obscurity of understanding 'proposition' is often ignored, while the 'proposition' generally becomes a reference of information about external reality that contains actors, thoughts, and world conditions outside the text. The intent of propositional, as stated by Halliday (1994) is something that can be rejected, confirmed, doubted, debated, angry, regretted, and so on. While, according to Crismore (1983) metadiscourse is linguistic material in the text in the form of oral or written which aims to help the listener or reader in organizing, interpreting, and evaluating information by not adding anything to the propositional content. Then, according to Crismore (1993: 40), metadiscourse is linguistic material in the text in the form of oral or written which aims to help the listener or reader in organizing, interpreting, and evaluating information by not adding anything to the propositional content.

This research focuses on metadiscourse in Mabie's Fairytale based on the concept put forward by Hyland. Hyland (2005) says that the metadiscourse marker used by the writer serves as a tool to convey the interactional meaning of the text. He classifies metadiscourse into two, they are interactive and interactional metadiscourse. Interactive metadiscourse by Hyland (2005) is about how the writer uses his awareness to organize information to meet coherence. There are parts of interactive metadiscourse; transition markers, code glosses, endophoric markers, evidential, and frame markers. An example of

interactive metadiscourse is the use of the words: in addition, finally, according to, such as and others. Then, interactional metadiscourse by Hyland (2005) is how writers can make readers interact as they understand and respond to what is written. It also has some parts, they are; boosters, hedges, self-mention, attitude markers, and engagement markers.

Interactional metadiscourse has some examples that are the use of words such as might, perhaps, in fact, unfortunately, and consider and so on. Metadiscourse acts as an important link between text and context to make reader expectations as interaction and engagement between writer. Hyland (2005) has many cases where readers have a little difficulty in knowing the text code encountered, often due to being among the writer's intended recipients. It can be concluded that metadiscourse is divided into two classifications which are interactive and interactional metadiscourse that use a significant role between reader and reader to connect between text and context.

As for several studies that discuss metadiscourse including Aimah, Mulyadi & Ifadah (2019) discuss the metadiscourse markers used by Unimus EFL learners in writing the introduction section of the final project. The study uses the theory of Hyland (2015) about interactive metadiscourse and interactional metadiscourse for the research. The research focuses on the final project writing, from the students writing by analyzing what kind of metadiscourse are used and what metadiscourse markers are frequently used in the introduction

section of the final project of Unimus Learners. Kim (2017) discusses the use of metadiscourse in persuasive essays by elementary students who have a different background that is between rural and urban communities. The data was taken from students from South Korea with students from the US. The study uses the metadiscourse theory by Hyland (2004) about differences in metadiscourse used by country.

Mina, Biria (2017) discuss the use of metadiscourse markers on English research article that contains social and medical science. They said that "Meta-discourse has been an object of research since the 1990s, and due to its importance, a considerable amount of literature has been published on the role of meta-discourse in academic writing and research articles" Meta-discourse has already been established as "one of the essential elements of pragmatically effective academic written communication" (Yuksel, & Kavanoz, 2018: 105) Discuss the use of metadiscourse markers in the English research article. The research analyzes and compares the type and frequency of metadiscourse on medical vs social science research articles. The other study is Pasaribu (2017) discussing gender differences and the use of metadiscourse markers in writing essays shows that there are no differences between men and women in using metadiscourse markers. Then the results of the study show that they are both more likely to use interactive markers than interaction markers because the results show that they use more transition markers in their text.

Several previous studies have been carried out using objects in the form of essays and academic works. There have been a lot of previous research which always use research material in the form of academic works, then this research discusses the metadiscourse with new and different research object that is the research on non-academic works or in the form of fiction especially in fairy tales which has never been done before.

In this case, non-academic works are used as research data in the form of fiction, especially in the form of fairy tales. As fairy tales which also included as a paper that has its message for the readers, then the message also needs to be conveyed properly. In addition, to make it easier in organizing the texts, metadiscourse can also be used to help the reader in deciphering or decoding the message (Dafouz-Milne, 2008) so this research is deemed necessary to be investigated. In this study, the data will be taken through several stories to enrich the data to be analyzed. Some of these tales are taken from a book written by Mabie "a collection of classic fairy tales" published digitally in 2011. Different from academic papers in general, non-academic works in the form of fiction are written works that are not bound or have restrictions on the language used, so fiction is chosen as an object because researchers want to examine whether there are new variants or other forms of metadiscourse used as markers. This study will be used the Hyland theory about metadiscourse to identify them.

This research differs in several respects from the previous studies. First, this research does not focus on academic writing, but it focuses on non-academic works especially in fiction, in the form of fairy tales. Considering that metadiscourse facilitates the relationship between writer and reader, and represents a way for the author to structure text according to his/her convictions and interpretation of the ideational message, it should be more or less important in interaction processes of different nature. Since there are many genres of literary works that have different disciplinary communities and relate to different kinds of audiences. Subsequently, Hempel and Degand (2008) say that fiction shows more freedom in its generic structure.

Second, the researcher analyzes the variation form of metadiscourse markers are used. Metadiscourse variation here is intended as a marker in the form of words or phrases that are different from general but have the same meaning as a metadiscourse function. Therefore, the researcher fills in the intentions of some previous studies on the topic of using metadiscourse markers. This research object is a work of fiction in the form of some fairy tales. In addition, to using two categories of metadiscourse which are interactive and interactional metadiscourse proposed by Hyland (2005) this research can be studied comprehensively.

B. Research question

Based on the background of the study explained above, the research question is that what types of metadiscourse are used in Hamilton Wright's fairy tales based on Hyland's theory?

C. Objective of the study

Based on the problem of the study above, the purpose of this study is to identify the types of metadiscourse used in Hamilton Wright's fairy tales based on Hyland's theory.

D. Significance of the study

The findings of this study are expected to contribute both theoretically and practically. Theoretically, this research may explain of metadiscourse research conducted on non-academic works in the form of fiction, especially in the form of fairy tales as research objects, is expected that the research results will be able to provide new and fresh information regarding the use of metadiscourse based on as described by Hyland (2005). As previous studies have used many academic works as objects, research on non-academic works has never been done.

Practically, this research is also expected to be able to contribute more to the teaching of the metadiscourse field and to be new knowledge for students of State Islamic University of Maulana Malik Ibrahim Malang regarding new variations of metadiscourse. In addition, this research is expected to be able to contribute to further researchers who are also interested in researching the metadiscourse to obtain and develop richer or broader information.

E. Scope of limitation

This research focuses on types of metadiscourse that are used in non-academic works in the form of fiction, especially in the form of fairy tales. Whereas, the limitation of this research is Hamilton Wright's fairy tales. In this case, some of the features of the metadiscourse that appear will be used for data analysis. Data in the form of metadiscourse types and new variant data found adjusted based on the type and function of the metadiscourse through Hyland's theory. Then the data is classified, so the data can solve the problems examined in this study.

F. Definition of key terms

1. **Metadiscourse:** the term for a word or phrase that explicitly has the function of arranging the discourse

between the writer and communicative reader (Hyland, 2010).

2. **Metadiscourse Markers:** metadiscourse markers are part of metadiscourse as a structure that becomes communication facilities between the writer and the reader (Hyland, 2005).

3. **Fiction:** is a narrative that is both imaginative and contains non-scientific information and not based on reality (Abram, 2008).

4. **Fairy tale:** a fairy tale is a fiction or fantasy story that is often addressed to children with amazing characters usually accompanied by moral messages in them (Sayer et al., 2018).

5. **Interactive metadiscourse:** feature of metadiscourse that contains explicit information in order to build the interpretation that makes what was written by the author coherent (Hyland, 2005).

6. **Interactional metadiscourse:** feature of metadiscourse that can display the author's personality through the text and can relate to arguments and readers who marked attitude, expression, and involvement of the reader (Hyland, 2005).

G. Previous study

Several previous studies have been carried out by researchers who studied

the metadiscourse proposed by Hyland. Those studies are:

One of them is Hempel and Degan (2008) that discuss an analysis of discourse structuring devices in written texts. It discusses typologies of metadiscourse (Hyland, 1998; Hyland and Tse, 2004) and establishes a categorization of organizational metadiscourse markers, i.e. linguistic items that signpost the discourse organization on the metadiscourse level. Their results showed that temporal sequences are less structured than spatial or numerical sequences. Moreover, genre can be a decisive factor concerning the choice of structuring devices: academic writing proved to be the genre the most structured by sequencers, fiction was the genre the least structured by these items. Journalese can be situated in between academic writing and fiction.

Second, Ayu (2015) discusses interpersonal metadiscourse in two lyrics of Lily Allen's song. The data of her research is Everything's Just Wonderful dan He Wasn't There lyrics. The results showed that there were five forms of interpersonal metadiscourse in two Lily Allen song lyrics, namely hedges, certainty markers, attributors, attitude markers, and commentaries. The five forms of interpersonal metadiscourse were found to have different functions. First, hedges function to find out the listener's opinion. Second, certainty markers serve to show the belief of the lyricist. Third,

attributors function to show sources of information. Fourth, attitude markers serve to show the attitude of the lyricist. Fifth, commentaries function to establish solidarity with readers.

Third, Kim (2017) discusses metadiscourse in persuasive essays by elementary students who have written with the difference in original background, which is South Korea and the US. Kim analyzed metadiscourse persuasive essays in grades fourth-grade level that is rural and urban communities. Persuasive essays are written using their native language that is Korean and the US. In his research, Kim used the thought or theory of Hyland (2005) concerning metadiscourse resulting in data that indicate a difference in the use of metadiscourse by the state. In the interactive metadiscourse category students from South Korea use more sentence-level transitions such as frame markers and endophoric markers compared to students from the US. Then, in the interactional metadiscourse category students from the US more use hedges, self-mention, boosters, and engagement markers in their essays.

Fourth, Suhono (2018) examined metadiscourse on second language learners in the International Program School of Muhammadiyah University of Surakarta. In his research on the different uses of this metadiscourse influenced by gender between men and women and in the factors that influence it. The results of the study show interactive methods in the form of endophoric, frame markers,

transition markers, code glosses, and evidendionals. While interactional metadiscourse includes attitude markers, edges, boosters, self-mentions, and engagement markers. Then the results of the study suggest that women use more of the transition marker because of their residents who are in boarding school.

Fifth, Aimah, Mulyadi, and Ifadah 'Metadiscourse Markers written in the Introduction to the Final section of the Project of Unimus EFL Learners' which examined the types of metadiscourse used by Unimus EFL Learners in the final project writing. The results of the study showed that metadiscourse markers used by students diverse as the Interactive metadiscourse in the form of transitions, endophoric, frame markers, code glosses, and evidential. While in interactional metadiscourse such as hedges, attitude markers, boosters, self-mentions, and engagement markers. In addition, the results of the study also showed that students used interactive metadiscourse more often than interactional metadiscourse.

Sixth, Pasaribu examines the 'Gender Differences and the Use of Metadiscourse Markers in Writing Essays' aimed at investigating the metadiscourse used by men and women in written academic essays. This research is based on using theory from Hyland (2005). The results show that interactive metadiscourse is more widely used by men or women compared to the use of interactive metadiscourse.

This is caused by the frequent use of transition markers to direct the reader through the text. Then the results of the study also showed that interactional metadiscourse is widely used in men. Whereas female students use more than all types of interactional methods except self-mentions.

The latter, Ghaemi, and Sabadoust have done extensive research is there any variation in interactional interactive metadiscourse with the ISI and non-ISI Articles written by Iranian authors in the field of Applied Linguistics. No different from the previous, this study uses the theory metadiscourse by Hyland (2005). The results of the study suggest that there are similarities in the use and distribution of metadiscourse. In addition, the difference seen in the results of research is the use of interactional metadiscourse on ISI and non-ISI articles.

H. Research method

This section will explain the research methods used to collect the data and analyze the data. Which includes a few things; research design, the data and the data source, research instrument, data collection, and data analysis.

1. Research Design

The qualitative method is a method used in this study. The study

uses qualitative methods because the data generated are in the form of descriptive explanations rather than numbers. The research data are descriptive because the researcher conducted research on the types of metadiscourse that exist in fictional works, especially in the form of fairy tales by explaining their functions, as well as explaining the existence of metadiscourse variations used in some of these tales. The data generated is the result of analysis through the theory of metadiscourse by Hyland (2005) which is used to solve the problems discussed in this study.

Besides using a qualitative descriptive method as the research method, this research was analyzed using discourse analysis. Which discourse analysis is material or learning that discusses something that is written academically and structurally. Metadiscourse itself is a sub-chapter of discourse analysis in the field of linguistics. As well as metadiscourse is one of the important parts of a text.

2.   Research Object

In this research, there are 24 fairies tales with different titles to be analyzed from books written by Mabie in 2011. The titles of fairy tales as the data are One Eye, Two Eyes, Three Eyes, The Magic Mirror, The Enchanted Stag, Hansel and Grethel, The Story of Aladdin, Ali Baba and the Forty Thieves, The Second Voyage of Sindbad the Sailor, The White Cat, The Golden Goose, The Twelve Brothers, The

Fair One with The Golden Locks, The Thumb, Blue Beard, Cinderella, Puss in Boots, Sleeping Beauty, Jack and the Bean-Stalk, Jack the Giant Killer, Little Red Riding Hood, and The Three Bears.

3.   Data Collection

In collecting the data, the researcher took and collected data through a book on fairy tales written by Mabie which was the electronic version published in 2011 by Andrews UK Limited (www.andrewsuk.com). The book as the source of the data is taken through the download process from one of the websites (https://libgen.is/search.php) that provide various books online. Then the researcher analyzed the metadiscourse contained in the book. Data taken for analysis are not only through a fairy tale but some fairy tales, it contains about 24 fairy tales which is done to enrich the data and expand new knowledge.

4.   Data Analysis

In analyzing the data, the researcher goes through several stages. First, the researcher read the contents of a fairy tale or a whole data source. Then the researcher marks some sentences from the fairies tale as data that indicate metadiscourse which shows awareness between the writer and the reader according to Hyland's theory of metadiscourse. After the data are collected, the researcher concludes

the function of each data by knowing the translation or meaning of the metadiscourse sign by its location and structure in the sentence. Second, the researcher classified the metadiscourse types according to their respective functions. Whether the data is included in interactive metadiscourse or interactional metadiscourse. In the classification stage, the researcher classifies metadiscourse types in general, by Hyland's theory first through the meaning of words and sentences as data. Then after the researcher classified the type of metadiscourse that appears in the data source using Hyland theory as well and their functions. After that, the researcher classify all data collected into the metadata type, namely interactional metadiscourse and interactive metadiscourse. Lastly, the researcher draws a conclusion and suggestion. The conclusion is obtained from interpreting the results of the data based on Hyland's theory and the suggestions are made for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theories related to the topic being investigated, which is about the use of metadiscourse in non-academic works in the form of fiction, especially in fairy tales. Therefore, to associate several theories on the topic and analysis, this chapter will explain further the metadiscourse.

A. Metadiscourse

Metadiscourse becomes a term that is often used in discourse analysis with various understandings. Zellig Harris is the originator of the concept of metadiscourse in 1959. Over time the idea of the metadiscourse has developed significantly through several figures. Therefore, various notions of metadiscourse have been put forward and understood in different ways. Several figures have a concept or theory along with their understanding of metadiscourse, such as Vande Kopple (1985), Crismore (1993), and Hyland (1998, 2005). The figures generally classify the metadiscourse based on Halliday's functional approach, namely, into two main categories in the form of textual and interpersonal functions (Hyland, 2005).

According to Halliday, a textual function uses language to organize the text itself, coherently connecting what is said to the world

and the reader. In contrast, the interpersonal purpose is the use of language to encode interaction, engage with others, take on roles, and express and understand evaluations and feelings. Therefore propositionally, the metadiscourse is distinguished and then categorized as a textual function by organizing a coherent discourse or interpersonal function by conveying the author's attitude towards the text.

The first, concept or theory was advanced by Vande Kopple (1985). Vande Kopple defines metadiscourse as one of the linguistic materials that can indicate an author's presence without adding propositional information in his sentence. Metadiscourse marker based on Vande Kopple (1985) consists of seven categories, which are then divided into two; they are textual metadiscourse and interpersonal types. Textual metadiscourse based on Vande Kopple consists of several sub-categories such as text connections, which are used to help show how parts of a text are connected, code glasses used to help readers to group the writer's intended meaning. Validity markers are used to express the writer's commitment to the probability or truth of a statement and narrators are used to inform readers of the source of information presented, who said or who wrote something. While the interpersonal metadiscourse consists of illusionary markers which used to make explicit the discourse act the writer is performing at specific points, attitude marker is used to express the writer's attitudes to the

propositional material which presents and commentaries which is used to address readers directly, drawing them into an implicit dialogue by commenting on the reader's probable mood or the possible reaction to the text.

Metadiscourse categories proposed by Vande Kopple (1985) had been widely used by some the authors such as Crismore and Farnsworth (1989, 1990), Cheng and Steffensen (1996), Intara and Steffensen (1995). However, over time the concept of Vande Kopple metadiscourse work is considered to have some different ideas. Therefore, the metadiscourse proposed by Vande Kopple (1985) necessary to be revised. Crismore and Hyland (2005) have been recognized, collapsed, and separated metadiscourse categories offered by Vande Kopple, making their revision is the most substantial revision.

The other concept regarding metadiscourse proposed by Crismore (1993) defines metadiscourse as linguistic material in a written or oral text that is used to help interpret and evaluate the information provided to the listener or reader adding anything to the propositional content. The metadiscourse category by Crismore consists of two parts, namely textual metadiscourse and interpersonal metadiscourse, each of which has sub-categories. The textual metadiscourse by Crismore is divided into two; textual marker and

interpretive marker. Textual marker consists of logical connectives that serve to show connections between the ideas; the sequences indicate the ordering of material, then remind earlier text, which refers to the content, and tropicalized which serves to indicate a topic shift. Then the second part of textual metadiscourse by Crismore is interpretive markers, consisting of glasses code that helps explain the text material, and illocution markers serve as a name the act performed, and announce the upcoming announcements roommates material. Subsequently, Crismore categorizes the interpersonal metadiscourse which consists of hedges that function to show uncertainty to the truth of an assertion, certainly markers which express full commitment to the statement, then attributes which function to provide source or support of information, attitude markers which display writer's effective values, the last is a commentary which builds a relationship with the reader.

Metadiscourse's basic theory used in the study is metadiscourse proposed by Hyland (2005). The metadiscourse category by Hyland (2005) is divided into two; interactive and interactional metadiscourse. Interactive metadiscourse and interactional metadiscourse, according to Hyland (2005), consists of several sub-categories. Interactive metadiscourse is about an author's awareness of his readers. While the interactional metadiscourse is how to engage the reader into the discourse then allows the reader to contribute and respond through

propositional information, orientation, and intention concerning that reader from the perspective of the writer (Hyland, 2005).

From a brief explanation of the previous concept proposed by Halliday, Hyland has a theory that only consists of non-propositional content that provides interactive and interpersonal functions. This study uses the concept proposed by Hyland (2005), which makes metadiscourse into two significant categories: interactive and interpersonal metadiscourse, that each type has five features. Then, two classes and sub-categories will be explained in the section below.

1. Interactive Metadiscourse

Interactive metadiscourse is a kind of metadiscourse that focuses on the writer's awareness of his audience as participants. Through interactive metadiscourse, writers can share knowledge, ideas, and expectations or discourse with the reader by using text. It can build reader interpretation of the writers' purpose through the limits established by the text, so there is a relationship between the reader with the writer (Hyland, 2005).

As has been discussed, the features of the interactive metadiscourse are used as organizers of propositional information that can be convincing and coherent (Hyland, 2005). There are five sub-categories of interactive metadiscourse:

a. **Transition markers,** help readers interpret ideas through pragmatics and structural connections to make it easier for readers to understand texts and understand logical connections.

For examples of addition marks; such as and, moreover, in addition, next, furthermore, by the way, etc.

For examples of comparison mark; in the same way, similarly, equally, likewise, correspondingly, etc. Then, for different such as, however, on the other hand, but, in contrast, etc.

For examples of consequence marks which tell about conclusion such as, in conclusion, therefore, consequently, etc.

b. **Frame markers,** serve to mark the boundaries of the text or schematic text structure elements so that they can sort, predict, and make clear discourse for the reader or listener.

For an example of the marker which is used as a sequence of texts; firstly, next, then, at the same time, etc. The other examples of marks that explicitly label the stages of the text such as; in sum, to summarize, etc. Then the marks which announce discourse goals like I argue that, I hope to persuade, my purpose is, etc. These marks also can indicate topic shifts such as; right, OK, well, etc. All of the markers above provide framing information about elements of the discourse.

c. **Endhopohoric markers** help the readers in aiding the recovery of the writer's meaning. By guiding and assisting the readers in

interpreting or reading discourse through their discussions. For example, as mentioned before, as discussed before, as noted above, etc.

d. **Evidentials markers** are 'metalinguistics representations of an idea from another sources' (Thomas and Hawes, 1994: 129), which directs the reader's interpretation and establishes an authorial command of the subject. Differentiate who is responsible for a position and can be used as a contribution to persuasive purposes, it needs to be distinguished through the writer's attitude to views, or coded as interpersonal features. For example, he or she believes that, based on her or his opinion, according to, etc.

e. **Code glasses** are used to provide additional information by repeating, describing, and even explaining what has been said with the hope of making sure readers understand what is meant by the writer. The markers such as; that are, in other words, for example, etc.

2. Interactional Metadiscourse

Interactional metadiscourse involves the reader's contribution to the discourse while showing how the author's perspective on the reader as well as propositional information guiding them to interpretations. It is also used to indicate a socially determined by

others not only on the author's (Hyland, 2005).

Interactional metadiscourse has five sub-categories, they are;

a. **Hedges,** a device that shows the author's decision to recognize the point of view and alternative voices such as possible, might, perhaps. Hedges emphasizes subjectivity by presenting more information in the form of opinions than facts. Therefore hedges imply statements based on the author's reasons that make sense rather than based on knowledge. For example; may, seem, etc.

b. **Boosters,** express the writer's certainty about what they say and prevent other views that conflict with closing alternatives. It emphasizes confidence and builds solidarity with the audience in taking a position against the other voices with the words such as; demonstrate, clearly, obviously, etc.

c. **Attitude markers,** show the author's practical attitude towards the proportion of the epistemic perspective using comparative, subordination, text location, punctuation, progressive particles, and so on. For example, the marks are; hopefully, unfortunately, prefer, agree, etc.

d. **Self-mention** refers to the author's attendance level, which is indicated explicitly by using first-person pronouns and possessive adjectives (I, we, me, mine, our, ours). The presence or absence of explicit signs by the author is a way to adopt a

particular stance and a contextually situated authorial identity (Hyland, 2001).

e. **Engagement markers**, markers are devices that explicitly address readers, include them as participants in the discourse, or focus their attention on the writer. For example, consider that, should have to, you may notice, etc.

Table 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	refer to information in other parts of the text	noted above; see Fig; in section2
Evidentials	refer to information from other texts	according to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as; in other words
Interactional	**Involve the reader in the text**	**Resources**
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

B. Metadiscourse Markers in the form of fiction: Fairy Tales

Fiction is an imaginary work whose contents are fictional, imaginary, something that does not exist and does not occur so that it is not necessary to look for the truth in the real world. (Warsiman, 2013) As an imaginary work that offers a variety of human and humanitarian problems, life, then fiction writers can live life by dialogue, then presented again through fiction writing in accordance with their views about life. (Warsiman, 2013). According to Altenbernd and Lewis (1966) as imaginary works are imaginative, but fiction contains the truth that is plausible or rational. Therefore in writing fiction works, the writer presents writing that makes the reader accept that it makes sense. Thus the use of metadiscourse will significantly assist the writer in describing the story clearly and easily understood by the reader.

Then, there are several types of writings included in fiction, one of them is fairy tale which will be explained below.

C. Fairy tales

Fairy tales are fictional stories or stories that do not occur in life, so fairy tales are written to entertain the reader but contain moral teachings sensible life (Kamisa, 1997). A fairy tale contains some parts the same as other stories, such as the storyline, characterizations, and characters. Still, it emphasizes the content or events and moral messages conveyed through the story.

Characteristics of the delivery of fairy tales that have been located in the character make the potential of the narrative that is conveyed back by the storyteller or writer as well as in its origin visible. Fairy tales better maintain their integrity as a transmission of information, knowledge, emotions, feelings, and visions. Generally, the writer uses fairy tales to express symbols and wisdom with the aim that readers easily understand. (Barsotti, 2015).

Therefore, in writing fiction in the form of a fairy tale, the author's use of metadiscourse can help build relationships between the writer and the reader through the text. The use of metadiscourse in fairy tales is suitable for use because the story has a plot and goes hand in hand with one of the goals of writing a story that is to convey a moral message contained plausibly. Then the writer and the reader can

interact indirectly through the text to understand and convince the story. Accordingly, the importance of using metadiscourse with fiction writing in the form of the fairy tale cannot be separated from each other.

In this study, there are several stories with different titles used as research objects to collect data to get accurate and comprehensive data. The fairy tales as the data will be mentioned and explained below:

1. One Eye, Two Eyes, Three Eyes

   The story is a kind of anomaly fairy tale, which tells about the one-eyed child as the first child, two-eyed as the second child, and three-eyed as the third child. Who is the second child as the role of the protagonist between the first child and third child.

2. The Magic Mirror

   This story is a fairy tale about the mirror as a mystical object that is displayed in the story of Snow White. The mirror used by the queen and also one of the causes of killing Snow White.

3. The Enchanted Stag

   This story tells about two small children, a boy, and a girl, driven out by Evil Stepmother. Then they turn into deer in the forest, which is good that can restore the curse. So they change again as normal humans when they grow up.

4. Hansel and Grethel

   Hansel and Grethel are small children who are lost in the forest and fall into the hands of wizards who live at homemade gingerbread, cakes, candy, and so on. The witch intended to fatten them up but ended up being killed by them. Then, the children took all the treasure of the witch and returned home.

5. The Story of Aladdin

   Contains a story about a man named Aladdin who is rich and powerful because of the help of jinn. Then, Aladdin married the daughter of the sultan and built a very magnificent palace with the help of jinn.

6. Ali Baba and the Forty Thieves

   A poor woodcutter named Alibaba was able to discover the secret of the den of thieves. Alibaba tried to kill the thieves but was thwarted by Alibaba's loyal slave girls. Then, the girl married Alibaba's son, and Alibaba keeps the treasure secret.

7. The Second Voyage of Sindbad the Sailor

   Tells about a sailor and hero named Sindbad who make the voyage across the seas east of Africa and south Asia. Sindbad has a fantastic adventure in the magical realm so he can meet monsters and witness supernatural phenomena.

8. The White Cat

   This fairy tale tells the story of a princess trapped in a tower

due to her mother's demands. Then the princess was challenged to marry the king who then made herself turn into a cat in the palace until she found the same man as the king.

9. The Golden Goose

    It is a protagonist-themed story that tells young men who are different from their siblings. He was able to demonstrate the magical powers for good. Then, he was shown where the goose and the golden fleece in return for his kindness and end up making the man into a king.

10. The Twelve Brothers

    Tells of a king who had twelve sons, but wanted to kill them if his third child became a girl. Then, they meet Benjamin and they plan to stop revenge on the girls. The siblings end up living in harmony.

11. The Fair One with The Golden Locks

    Tells the story of a beautiful royal princess who likes a servant named Avenant. Avenant is a servant of a prince sent to seduce a princess to marry a prince. However, eventually, Avenant married a princess and turned into a king.

12. The Thumb

    This is the famous fairy tale that tells of a man who has a body as small as a thumb named Tom Thumb. He kept doing good and brave through many crimes to him. Until one day his

kindness rewarded with the gold as much as he wanted by a king named King Arthur, and Tom Thumb be created as the smallest knight by the king.

13. Blue Beard

Bluebeard is the meaning of a man who marries a woman but also kill the woman one by one. Then, the way to kills or seduce up and to leave the woman is described by the word "Bluebearding".

14. Cinderella

As many people know, Cinderella is a story that tells a beautiful young woman who is poor. However, at the end of his life story turned into someone who has extraordinary wealth.

15. Puss in Boots

It is about a cat who is good at using tricks to get strength, wealth, and get a princess to marry his poor master.

16. Sleeping Beauty

This story is a classic fairy tale that tells the story of a princess who was cursed by an evil fairy to sleep for hundred years. Then, only a handsome prince can help her from the curse that made the princess wake up from her long sleep.

17. Jack and the Bean-Stalk

This story tells about the life of a man named Jack who then gets 5 magic beans offered by someone. Someone said that the

magic bean would grow to the sky. The real thing happened to Jack and the magic beans that grow right up to the sky.

18. Jack the Giant Killer

It tells about a young man who can kill some evil giants during the reign of King Arthur. This fairy tale is characterized by violence and blood.

19. Little Red Riding Hood

Little Red Riding Hood's fairy tale tells about a girl and a big bad wolf. This fairy tale illustrates the story of an endless battle between evil and good. It tells of hope, greed, second chance, and responsibility.

20. The Three Bears

This story tells of three female bears with an older woman who has a bad attitude. They live together in a house in the forest. Then, ended with the state of an old woman who woke up from her sleep then jumped out of the window, then he was never seen again.

21. The Princess and the Pea

This story tells about a young woman who tested her sensitivity by using beans that are placed under the bed. If she can't sleep just because there are nuts in her bed, then she is proven that she is a princess.

22. The Ugly Duckling

This story begins with a goose hatched in a duck's nest. As a result of different types, the goose begins to be humiliated and misused. The goose becomes insecure and makes the goose think that it is worthless. Then, the goose leaves the duck.

23. The Light Princess

The light princess is about the story of a princess who suffered because she was unable to set her feet on the ground. However, in the end, the princess found a true love that could bring her down to earth.

24. Beauty and the Beast

The story tells of a beautiful girl who fell in love with a monstrous beast.

D. Previous Study

Several previous studies have examined the same materials, but using the object and scope of the issues are different. In the discussion of metadiscourse, many researchers use academic works as research objects. Kim (2017) analyzed the use of metadiscourse in persuasive essays written by fourth-graders who have different origins, from South Korea and the U.S. The research aims to find out significant differences in the use of metadiscourse among students. Students are

required to write a persuasive essay containing how they respond to a story that has never been known before. Then, the researcher found that the results of the South Korean students use more interactive metadiscourse, while U.S. students more use interactional metadiscourse.

Aimah, Mulyadi, & Ifadah (2019) research the use of metadiscourses in the introduction section of the final project written by the English Department of Universitas Muhamadiyah Semarang (Unimus) EFL who graduated in 2017. Researchers in the study used qualitative and quantitative methods for collecting data. The theory used in the collection of research data is the theory of metadiscourse in writing by Hyland (2005). The results of the study said that the students are using interactive metadiscourse.

The other research by Mina, Biria (2017) conducted research in the discussion section. Slightly different from previous research, the object of research studies using social and medical articles. The aim is to identify the use of metadiscourse in English articles using the Hyland theory. The results of the study indicate that interactive metadiscourse is widely used in social science articles, and medical science articles use interactional metadiction courses more.

Next, Pasaribu (2017) conducted a research on a writing essay. However, different from the previous studies mentioned above, this researcher determines the author's genre. The purpose of the study

analyzed the use of metadiscourse markers in academic essays written by men and women. Hyland method (2005) regarding the use of metadiscourse researchers, so that this study showed the results were men and women more using interactive metadiscourse. However. Female students are more use interactional metadiscourse.

Then, research on the metadiscourse of students' international school programs based on gender was conducted by Suhono (2018). Using the theory proposed by Hyland (2005) concerning metadiscourse in student writing, this study aims to analyze further the use of metadiscourse in second language learners of the School of International Program Muhammadiyah University of Surakarta. Content or document from a different student gender became the focus of this study. Therefore, the research shows that the transition marker in the form of metadiscourse is the most frequently appear or is often used by female students because these female students study outside the classroom, such as boarding schools.

Several previous studies that discuss the metadiscourse above have been explained briefly. Metadiscourse exploration is carried out on different research objects and problems. The first examines the significant differences in the use of metadiscourse in persuasive essays written by students with different origins. The second study examines the use of metadiscourse in writing introductions of final projects by

university-level students. The third identifies metadiscourse use on social and medical articles. The fourth study discusses the use of metadiscourse in writing essays by students of different gender between men and women. The fifth study discusses the use of metadiscourse in writing by students of different gender in second language learners.

After reviewing several previous studies, this research differs in several respects from the previous studies mentioned above. First, this study does not focus on academic writing as before. Therefore, non-academic works become the object of research to be examined, especially in fiction, in the form of a fairy tale. Second, the researcher analyzed the variation form of metadiscourse markers are used. Metadiscourse variation here is intended as a marker in the form of words or phrases that are different from general but have the same meaning as a metadiscourse function. Therefore researchers fill in the intentions of some previous studies on the topic of using metadiscourse markers. This research object is a work of fiction in the form of some fairy tales. In addition, this study uses two categories of metadiscourse that are interactive and interactional metadiscourse proposed by Hyland (2005) this research can be studied comprehensively.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. The findings include the presentation of the data and its analysis based on the theory metadiscourse proposed by Hyland (2005). Then, the discussion contains a description of the results of the data analysis.

A. Findings

These findings contain the types of metadiscourse markers used in fairy tales and provide a brief description of the functions of the metadiscourse markers used. This is because fairy tales have several differences from academic works in the transition of words, structures, and functions.

These findings comprehensively include data sourced from books written by Mabie in 2011. The book consists of 24 fairy tales with different titles. Researchers analyzed in the form of words or phrases which can be categorized as interactional and interactive metadiscourse markers based on their criteria and functions. In these findings, the researcher found 46 data consisting of; 31 data in the form of interactive metadiscourse with 14 transition marker data, 12 data frame markers, and 5 code glasses. Then 15 data were in the form of interactional metadiscourse with 5 data hedges, 2 boosters, 2

attitude markers, 5 data as self-mention, and 1 of engagement marker. In addition, 4 data findings in the form of new variation of metadiscourse markers that were found were included in interactive metadiscourse, but consisted of; 3 transition markers and 1 framework.

However, some data were not included due to data reduction. The authors do this data reduction carefully on markers that have the same form and function as the listed data. Then, the way of encoding data included in categories and subcategories as a marker metadiscourse. Next, to make it easier to understand the selected data, the researcher included the preceding and following statements in sequence. The analyzed data were selected and determined based on the presence of metadiscourse markers contained in the statement. Then the researcher gives a sign using bold and italic font-style to the data. The findings of these data indicate the use of metadiscourse markers in fairy tales which also refer to research questions.

1. **Metadiscourse Markers Are Used in the Fairy Tales a. Interactive Metadiscourse**

   1) **Transition Markers**

   Fairy tale 1.1. One Eye, Two Eyes, Three Eyes

   So when little Two Eyes started with her goat, Three Eyes followed, and said, "I am going with you today, to see if the

goats are probably fed and watched. ***But*** Two Eyes knew her thoughts; so she led the goat through the long grass to tire Three Eyes, and at last, she said. "Let us sit down here and rest, and I will sing to you, Three Eyes."

Data in the form of the word 'but' above is included in the interactive metadiscourse as a transition marker, specifically it is the kind of comparison in transition marker. This marker is used to show the existence of two different and opposite ideas in a short quote from a fairy tale above. In the fragment above indicate differences and opposing thoughts between the two, so that the use of transitional markers in the form of comparisons with the word 'but' structurally can help readers easily understand the storyline.

Fairy tale 2.1. The Second Voyage of Sindbad the Sailor

Thus Sindbad ended the relation of the second voyage, give Hindband another hundred sequins, and invited him to come the next day to hear the account of the third.

The word 'thus' above is included as a consequence in transition marker which is a kind of interactive metadiscourse. Transition markers are often used to assist readers in interpreting pragmatically. Therefore, the use of the word 'thus' aims to show the reader a conclusion that is being drawn or justified. As in the above sentence, the word 'so' is used indicates that the character in the end decided a

matter that will be done later.

Fairy tale 3.1. The Magic Mirror

First, they lighted seven little lamps, **and** as soon as the room was full of light they saw that someone had been there, for everything did not stand in the order in which they had people began to talk about her, and say that she would be more lovely even than the queen herself.

The data in Fairy Tale 3.1 entitled The Magic Mirror above is an interactive metadiscourse marker which is included as a transition marker. Specifically includes the addition types on the transition marker. The transitional words 'and' are used to indicate the presence of an additive relationship in the sentence. Moreover, the reader can interpret that in the sentence the word 'and' which is an additional element of an idea or main idea. As seen in the sentence above (Fairy Tale 3.1) as data that uses the word 'and' to show that a character does not only do one thing, but there are other additional things that are also done at the same time.

Fairy tale 3.1.2. The Magic Mirror

After the wicked queen had proved, as the thought, that Snow-white was dead, she felt quite satisfied there is no one in the world now likely become so beautiful as herself, **so** she stepped up to her mirror.

The word 'so' above included in consequence of transition marker which are part of interactive metadiscourse. In which used to inform the reader of a conclusion that is being drawn in a sentence using the word 'so'. In the sentence in the form of the data above describes the function of the word 'so', that is, the character ultimately decides to act on something after feeling that it has been achieved.

Fairy tale 4.1. The Story of Aladdin

As soon as he was out of sight of the two places, he hastened down the least-frequented streets; and having no more occasion for his lamps or basket, set all down in a spot where nobody saw him; *then* going down another street or two, he walked till he came to one of the city gates and pursuing his way through the suburbs, which were very extensive.

The data in Fairy Tale 4.1 entitled 'The Story of Aladdin' above uses an addition marker in transition marker which is a kind of interactive metadiscourse in the form of the word 'then'. The use of these word in the sentence shows to convey an addition or a continuation of another idea after the previous main idea. Shown in a piece of the fairy tale sentence above which tells about what the character does after doing other things before.

Fairy tale 5.1. The Light Princess

Next he came upon signs of human neighbourhood; buy but this time it was getting late, and there was nobody in the fields to direct him.

The word 'next' above indicates that the writer wants to convey an idea or ideas in the form of steps in a fairy tale. The word 'next' is used above as an addition in transition marker categorized in interactive metadiscourse. Therefore, with the word 'next' the reader can find out the additive relationship in the sentence. The continuation of the fairy tale which begins with the word 'next' above is enough to show how one of the part of metadiscourse markers functions. The word 'next' in this data is another word that is used as a marker for a continuation or another idea.

Fairy tale 6.1. The Light Princess

When the moon came, she brought them fresh pleasure. Everything looked strangeand new in her light, with an old, withered, *yet* unfading newness.

Transition marker which is included in interactive metadiscourse, courtesy in the data above is in the form of the word 'yet'. The word is used to make the reader aware of a comparison in the form of differences in arguments or differences in ideas. The word 'yet' has a function that is not really different from other comparison marker, as in sentence above. The sentence describes several characteristics of a thing, and there is one different characteristic marked by the word 'yet' to signify it.

Fairy tale 7.1. Tom Thumb

While all these were debating upon the affair, the miller (for they were very tedious) happened to yawn, and Tom, taking the opportunity, made another jump, and alighted on his feet in the middle of the table.

'While' is a word that is included in the interactive metadiscourse as a transition marker. Data in the form of the word 'while' is used to inform the reader about the existence of a comparison with different ideas or ideas. The data above shows that the word 'while' in the sentence makes the reader understand that the statement after the 'while' marker is another idea that is contrary to the previous statement.

Fairy tale 8.1. The Enchanted Stag

No sooner, ***however***, was she reduce to ashes than the charm which held the queen's brother in the form of stag was broken; he recovered his own natural shape, and appeared before them a tall, handsome young man.

Interactive metadiscourse as a transition marker which is the data on fairy tale 8.1 in 'The enchanted stag' is in the form of the word 'however'. As for some of the functions of the word, among others, may indicate that the sentences delivered in a fairy tale tells the reader

the existence of a conclusion that is being delivered. In other hand, the word 'however' in a sentence also shows a denial to something. If the data above, the word 'however' is more visible as a rebuttal made by a character of thing.

Fairy tale 9.1. Tom Thumb

This make the queen angry, *because* she had not a new coach too.

The bold word above 'because' is the data which is included in interactive metadiscourse as a transition marker. The word 'because' specifically used as comparison in transition marker but not in a different or opposite way. The word indicates the same or related ideas between one statement and another. Then the sentence as the data above becomes a contrast between the initial statement and the statement after it by using a marker in the form of the word 'because'.

Fairy tale 10.1. The Story of Aladdin

Aladdin's mother desired him to sit down in the same place, but he declined. "No", said he, "I shall not do that; but give me leave to sit opposite to it, that *although* I see not the master of a family so dear to me, I may at least behold the place where he used to sit."

The bold word 'although' above was included as a comparison in the transition marker on interactive metadiccourse. In the comparison are the two division of functions, namely comparison to something similar

and opposite that is something different. The word 'although' as the data above is included in the comparison used for something different. The metadiscourse marker 'although' is used to indicate a contrasting element which also contains discourse in it. It can help lead the reader to interpret a thing or an idea.

Fairy tale 11.1. Blue Beard

No one ***even though*** of going to bed, and the night were passed in merry-makings of all kinds.

'Even though' is a data which included in interactive metadiscourse as a consequence on the transition markers. The word serves to indicate to the reader the presence of an idea that is being denied. The word 'even though' is adverbally able to help the reader interpret a thing or idea such as the author's thoughts and also a discourse that is being discussed in it.

Fairy tale 12.1. The Fair One with the Golden Locks

Nevertheless, he has not ceased to persecute me, and has put an infinite number of my subjects to the sword: therefore, before all other things you must fight him, and bring me his head.

The data in the form of the word 'nevertheless' above are included in interactive metadiscourse as a transition marker, especially the type of comparison on transition markers. Transition markers in the

form of comparisons with the word 'nevertheless' structurally can help readers understand the storyline easily. This marker is used to indicate the existence of two different and opposing ideas in the short quote from the fairy tale above. The section above shows the differences and opposing thoughts between the two, so the choice of the word 'nevertheless' is very helpful for the reader.

Fairy tale 13.1. The Golden Goose

After a while they came to a city in which reigned a king who had a daughter of such a melancholy disposition that no one could make her laugh; therefore he issued a decree that whoever would make the princess laugh should have her in marriage.

'after a while' is a phrase which is also another form of the word and, then, after that. The phrase is data that is included in the interactive metadiscourse, as an addition to the transition marker. There is no differences from the use of addition markers in general, the phrase 'after a while' also serves to show the presence of additional elements or ideas that are conveyed to support the storyline. 'after a while' also shows the existence of a pragmatic relationship between the continuation of one sentence to another in the story line.

2) Frame Markers

Fairy tale 2.1. Jack and the Bean-Stalk

First, they entered a fine large hall, magnificently furnished; they then passed through several spacious rooms, all in the same style or grandeur; but they appeared to be quite forsaken and desolate.

The bold word 'first' above is the data that is included in interactive metadiscourse as a frame marker. This gives the boundary markers in the text so that the text becomes coherent. In addition serves to sort the text, the word 'first' also make the reader become clearer in understanding the flow of the spoken text.

Therefore, this marker can provide framing information.

Fairy tale 2.2. The Fair One with the Golden Locks

At length they arrived at the king's chief city, who understanding that the Fair One with Locks of Gold was arrived, he went forth to meet her, and made her the richest presents in the world.

Interactive metadiscourse in the form of a frame marker which becomes the data above is the word 'at length'. Bold word which is the data label the stages in the text explicitly. The function of the word 'at length' is the same as other words, among others; at last, shortly and the like. Besides being used to sort text, frame markers can also make

it easier for readers to understand the flow of text. So that the topics presented in the text can be understood properly.

Fairy tale 2.3. The Fair One with the Golden Locks

This water which was in the king's cabinet, was a certain water which he made use of to poison the great lords and princes of his court when they were convicted of any great crime; ***to which purpose*** instead of cutting off their heads, or hanging them, he caused their faces to be rubbed with this water, which cast them into so profound a sleep that they never waked again.

The 'to which purpose' as a frame marker which is included in the interactive metadiscourse, courtesy of data. In this data frame marker, it not only functions to sort text as before, but the word 'to which purpose' serves to convey a purpose in the text. In this function there are several other words which also have the same function, among others; I hope, there is a reason why and such. In this case the frame marker provides framing information on the text.

Fairy tale 2.4. Jack the Giant Killer

At last, Jack ordered a cart rope to be brought to him. He then drew it over his two heads, and by the help of a team of horses, dragged him to the edge of he moat, where he cut off the monster's heads; and before he either eator drank, he sent them both to the court of King Arthur.

Interactive metadiscourse in the form of a frame marker which is used as the data above is the word 'at last'. Frame marker has multiple functions such as markers to sort the text, signaling limits, and changing the discourse becomes clear. Then, in the word 'at last' the marker functions as a text boundary so that it is used to sort the text being conveyed. Frame markers like the data above often act as additive relations that are more explicit. It makes the text easier to understand.

Fairy tale 2.5. Tom Thumb

This made the queen angry, because she had not a new coach too. **Therefore** resolving to ruin Tom, she complained to the king that he had behaved very insolently to her.

In fairy tale 2.5 entitled Tom Thumb, there is the word 'therefore' which is a frame marker in interactive metadiscourse. Not only serves as a marker that is used to sort a text, frame marker can also be used as a marker for the purpose. Data 'therefore' above including the markers that perform these functions, which indicate a purpose of the text. Then the frame marker indirectly provides framing information to the reader.

Fairy tale 2.6. The White Cat

Accordingly he ate heartily of such as he recommended. When supper was over, the prince perceived that the white cat had a portrait set in gold hanging to one of her feet.

'Accordingly' is a data that is included in interactive metadiscourse as a frame marker. Together with previous data, the word 'accordingly' is a form of another word that also have the same functionality as the word 'therefore' above that of demonstrating a purpose of the text. While still making the main function of using these markers is to make it easier for readers to understand the content of the text.

Fairy tale 2.7. The Story of Aladdin

At the instant, that the genic had set down the couch with the bride and bridegroom in their own chamber, the sultan came to the door to offer his good wishes to his daughter.

The bold word 'at the instant' above is a frame marker in interactive metadiscourse. The data is an element of the structure of a text that serves to label the stages on the text explicitly. Other words that have similar functionality such as data that is like; to summarize, in short, and so on. In this case, the use of frame markers can help the author or person conveying information to explain the purpose of the text. Fairy tale 2.8. Hansel and Grethel

From this moment all his care and sorrow was at an end, and the father lived in happiness with his children till his death.

In fairy tale 2.8 above, there is data in the form of a phrase 'from this moment' which is a frame marker in interactive metadiscourse. These data have the same functional understanding as words; in short, to summarize and other, which is to explicitly label the boundaries of a text. A given framing information such as the word 'from this moment' in the text can help the reader to understand the text more easily.

Fairy tale 2.9. The Story of Aladdin

In short, they used all the jewels the sultan had, and borrowed of the vizier, but yet the work was not half done.

The data included in interactive metadiscourse as a frame marker in fairy tale 2.9 is the word 'in short'. Frame markers are used to signal boundaries or schematic text structure elements. The bold word is used as a marker indicating an explicitly indicated text stage label. So that its use in text can help readers to understand more clearly the text conveyed by the author.

Fairy tale 2.10. The Golden Goose

In a few minutes the clerk met them, and when he saw the parson running after the girls, he wondered greatly, and cried out, "Halloa, master parson, where are you running in such haste? Have you forgotten that there is a christening to-day?" and as the procession did not stop, he ran after it, and seized the parson's gown.

The phrase 'in a few minutes' above is interactive metadiscourse data as a frame marker. These markers impose constraints on text or schematic text structure elements. In addition, the phrase 'in a few minutes' also serves as an additive relationship more explicit. Other words that also have a similar function to 'in a few minutes' such as; first, at the same time and another. Apart from showing the order of the text, this frame marker data also helps the text to be clearer.

Fairy tale 2.11. Tom Thumb

In this condition, he was carried home, when a bed of down was made for him in a little ivory cabinet.

In the data of fairy tale 2.11, 'in this condition' is a phrase that is included in interactive metadiscourse as a frame marker. Phrase like the data above is often used as additive relations which are indicated explicitly in the text. Besides helping readers to understand the text more easily and clearly, the phrase 'in this condition' is also included as a marker that provides framing information.

Fairy tale 2.12. One Eye, Two Eyes, Three Eyes

Presently the wise woman stood again before her, and said, "Little Two Eyes," why do you weep?"

The bold word 'presently' above is the data from interactive metadiscourse as a frame marker. The word is also included as a marker that provides framing information on the text. In addition, the words 'presently' has a similar function with some other words like; at the same time, next and so on. The use of these marker makes the text to be more coherent, and often serves as an additive relation to the text shown explicitly.

3) Code Glasses

Fairy tale 3.1. The Light Princess

The root of this preference no doubt, although the princess did not recognize it as such, was, that the moment she got into it, she recovered the natural right of which she had been so wickedly deprived – *namely*, gravity.

The bold word 'namely' above is included in interactive metadiscourse as code glasses. The word serves as a sign that provides information in the form of an explanation to the reader. As can be seen in the sentence as the data above, the use of the word 'namely' clearly shows that the author provides information in the form of the mention of knowledge for the reader. In this sentence, there are several functions in the type of code glasses, but only one which is contained in the word

'namely', that is to provide an explanation only.

Fairy tale 3.2. Puss in Boots

Though the cat's master did not much depend upon these promises, yet, as he had often observed the cunning tricks puss used to catch the rats and mice, **such as** hanging upon his hind legs, and hiding in the meal to make believe that he was dead, he did not entirely despair of his being of some use to him in his unhappy condition.

The form of the marker as code glasses which is included in the interactive metadiscourse above lies in the word 'such as'. The aim of this type of marker to outline what has been described previously, so that the reader can interpret the author's intended meaning. This function can be seen in the word 'such as' in the data above where after the word 'such as' there is an explanation in the form of a description of the previous statement. So, with the use of the marker can be easier to understand the intent of the information presented.

Fairy tale 3.3. Jack and the Bean-Stalk

Jack heard him accost her in a voice **like** thunder, saying: "Wife, I smell fresh meat." "Oh! My dear," replied she, "it is nothing, but the people in the dungeon."

The word 'like' above is included in the interactive metadiscourse as code glassed marker. The use of the word intends to

provide a more detailed explanation to the reader with a reflection of the knowledge that has been described in the previous sentence. The word 'like' in the data also indicates a reflection of the previous statement displayed in the sentence. In its use, the writer is also able to recover the meaning referred to in the statement in the sentence so that the reader can more easily understand the text.

Fairy tale 3.4. The Story of Aladdin

Aladdin descended the steps, and opening the door, found the three halls *just as*, the African magician had described.

In a bold word 'just as' as a code glasses included in the interactive metadiscourse marker. The word is used to assist the reader in restoring meaning intended by the author. The use of the word in the data serves to explain a reflection of a thing that exists in a previous statement. Indirectly with the word 'just as' the writer can restore the intended meaning to the reader.

Fairy tale 3.5. Puss in Boots

Soon after the cat laid himself down in the same manner in a field of corn, and had as much good fortune *as* before; for two fine partridges got into his bag, which he immediately killed and carried to the place: the king received them *as* he had done the rabbit, and ordered his servants to give the messenger something to drink.

The bold word 'as' above is the data as code glasses in the interactive metadiscourse marker type. The author uses the word to describe what has been previously informed so that the reader can understand what is meant. The word 'as' in the data sentence above helps the author to explain the situation that previously happened. So that the previous statement can be understood by the reader as a reflection of the past situation.

b. Interactional Metadiscourse

1) Hedges

Fairy tale 1.1. Hansel and Grethel

Then she laid hold of Hansel with her rough hand, dragged him out of bed, and led him to a little cage which had a lattice-door, and shut him in; he *might* scream as much as he would, but it was all useless.

The bold word 'might' above is included in the interactional metadiscourse type as hedges. The word indicates the existence of information conveyed as an opinion, because the statement conveyed does not include certain knowledge. In the data above the word 'might' describes one point of view according to the character or author. But in this sentence 'might' can influence the reader so that they can have the same thoughts or point of view as the character or writer.

Fairy tale 1.2. Jack the Giant Killer

His eyes looked like flames of fire, his face was grim and ugly, and his cheeks *seemed* like two flitches of bacon; the bristles of his beard *seemed* to be thick rods of iron wire; and his long locks of hair hung down upon his broad shoulders like curling snakes.

The type of hedges in the interactional metadiscourse marker above is the word 'seemed'. Through the word, it can be seen that the word 'seemed' shows a point of view that makes certain statements have an analogous equation. One of the functions of hedges markers that can be seen in the data is the use of hedges markers to imply statements that are based on reasoning or make sense, so that readers can still believe and understand the sentence. It helps readers to more easily understand the flow of the story.

Fairy tale 1.3. The Light Princess

Now if you would just swim there wuth me very quietly, and when we are all but under the balcony, give me such as push-up you call it – as you did a little while ago, I should be able to catch hold of the balcony, and get in at the window; and then they *may* look for me till tomorrow morning.

The data in fairy tale 4.1 entitled the light princess is in the form of the word 'may', this word is included in the interactional metadiscourse as hedges. The word 'may' in the scope of hedges denotes an information or

opinion statement that can be negotiated within reason. The use of the word 'may' in the data indicates that the statement conveyed may or may not occur. It is presented in the form of a character's opinion so that the statement in the sentence above can also be said to contain the subjectivity of the character in the story.

> Fairy tale 1.4. Beauty and the Beast
>
> Her father then said, ***perhaps*** the beast choose for her to keep them all for herself; and as soon as he had said this; they saw the chest standing again in the same place.

The word 'perhaps' above refers to hedges in the interactional metadiscourse marker. The use of the word 'perhaps' functions as a sign of an opinion which is stated in the sentence, where the statement can still be considered from the other side. As shown in the data above, that the word 'perhaps' contains the subjectivity of a character, because what is mentioned in the sentence is the point of view of one character. In the other hand, what is conveyed can be the same as his thought, or it can even be contrary to it.

> Fairy tale 1.5 Beauty and the Beast
>
> He said nothing ***about*** his riches to his eldest daughters, for he knew very well it would at once make them want to return to town; but he told Beauty his secret, and she then said, that while he was away, two gentlemen had been on a visit to their cottage, who had fallen in love with her two sisters.

The word included in the interactional metadiscourse as hedges in the form of 'about' is the data in fairy tale 1.5 entitled Beauty and the Beast. The words describe the existence of an information delivered on a matter. In this data, it shows another function of using hedges, namely to recognize an idea or point of view and to show a level of trust that is wise to relate to the stories told in fairy tales.

2)   Booster

Fairy tale 2.1. The Light Princess

In fact, she was a witch; and when she bewitched anybody, he very soon had enough of it; for she beat all the wicked fairies in wickedness, and all the clever ones in cleverness.

The bold word 'in fact' above is included in the interactional metadiscourse as a booster. The use of the word serves to avoid conflicting views so that the word shows certainty of certain statements. The author uses the word 'in fact' as a sign that there is an emphasis on an information or statement. In the data above, the word 'in fact' describes the function of this booster marker. The word indicates to the reader that the statements made is not an opinion, but the sentence indicates a certainty or truth so that readers do not have any thoughts or views other than what has been delivered.

Fairy tale 2.2. Blue Beard

So great, ***indeed*** was her desire to do this, that, without once thinking how rude it would be to leave her guests, she slipped away down a private staircase that led to this forbidden closet, and in such as hurry, that she was two or three times in danger of falling down stairs and breaking her neck.

In the sentence above the bold word 'indeed' is a data. The word is an interactional metadiscourse marker as a booster. The emphasis in the word 'indeed' can make a statement clearer and more definite. It narrows the difference in views on information or a written statement. As can be seen in the data sentence above, emphasizing the word 'indeed' can mark the topic's engagement and audience solidarity. The purpose of this is to close the possibilities for the diversity of thoughts that occur. Thus making the reader and character or writer one thought.

3) Attitude Markers

Fairy tales 3.1. The Magic Mirror

Fortunately, evening soon arrived, and the seven dwarfs returned home. When they saw Snow-white lying dead on the ground, they knew at once that the stepmother had been there again; but on seeing the poisoned comb in her hair they pulled it out quickly, and Snow-white very soon came to herself, and related all that had passed.

The bold word 'Fortunately' above is the interactional metadiscourse marker as the attitude marker. The use of the word is not used to comment on a matter or a statement, but the markers convey surprise or unexpected information. As can be seen in the sentence data above, the use of the word 'fortunately' is a description of the affective attitude of the character or writer. The attitudes expressed in this data are in the form of adjectives that indicate an expression that describes a logical or extraordinary situation.

Fairy tales 3.2. Cinderella

Unfortunately, however, the lady he chanced to fix upon was the proudest and most haughty woman ever known; she was always out of humour with everyone; nobody could please her, and she returned the civilities of those about her with the most affronting disdain.

In Fairy Tale 3.2 entitled Cinderella, there is a thick word 'unfortunately' which is an interactional metadiccourse category as an attitude marker. The word indicates the attitude of the author lamented a case or a situation. The attitude expressed by the use of the word 'unfortunately' above which is a form of explicit metadiscourselly by adverbs. The situation that occurs in the fairy tale above shows that there is a discrepancy faced by the character so that it makes him feel a little surprised by the reality. It is expressed explicitly by using the word 'unfortunately'.

4)   Self-mentions

Fairy tale 4.1. The Enchanted Stag

> He did not run away, but stayed close to her; and at last she said, "Stand srill, dear fawn; don't fear, *I* must take care of you, but *I* will never leave you."

The use of the word in bold letters above the 'I' is included in the category of interactional metadiscourse as self-mention. Pronoun 'I' refers to the presence of the author as one of the characters, or the reader may be positioned as one of the characters in a story written. Besides that, the use of the pronoun 'I' can explicitly influence the reader, so that it can make the reader position themselves in the story and make it appear as if the reader is a character in the fairy tale.

Fairy tale 4.2. The White Cat

> The prince arrived first at the place of rendezvous, and was soon joined by his brothers; they mutually embraced, and began to give an account of their success; when the youngest showed them only a little mongrel cur, telling them he thought it could not fail to please the king from its extraordinary beauty, the bothers trod on each other's toes under the table; as much as you say, *we* have not much to fear from this sorry looking animal.

The bold word 'we' is an interactional metadiscorse marker as a self-mention which describes the participation of the author's role in the story being told. Then not only himself, but by engaging its readers to participate, it shows explicitly through the pronoun 'we'. Then, the

marker function can be seen in a sentence fragment from a fairy tale above. There is no mention of the author's presence in the sentence, but the word 'we' is enough to make the reader understand that he is not the only one who is in the position in the story.

Fairy tale 4.3. Ali Baba and the Forthy Thieves

"I am surprised at you; you pretend to be miserably poor, and yet you measure gold. *My* wife found this at the bottom of the measure you borrowed yesterday."

Possessive adjective indicated by the word 'my' in the sentence above as data is an interactional metadiscourse marker as a self-mention. The use of 'my' shows a form of representation of the author or one of the characters in the story. As in the word 'my' in the data, the information contained in the sentence can represent a reader strongly in the story being told.

Fairy tale 4.4. The Second Voyage Of Sindbad the Sailor

I upbraided myself a hundred times for not being content with the produce of my first voyage that might have sufficed *me* all my life.

The first person pronoun 'me' is categorized as self-mention in the interactional metadiscourse marker. The author cannot avoid the involvement of themselves or they stand in relation with the pronoun used. This can make the relationship between the reader and the

character in the story or the writer on one frequency, namely positioning their presence in the fairy tale. Thus making the reader as if he were facing conditions that were described in the storyline.

Fairy tale 4.5. The Story of Aladdin

"Alas! Child" said she, "I have not a bit of bread to give you; you ate up all the previsions I had in the house yesterday; but I have a little cotton which I have spun; I will go and sell it, and buy bread and something for *our* dinner."

The bold word 'our' is an explicit description of the presence or role of a writer in the story. The word 'our' is included in the interactional metadiscourse marker as a self-mention. Whether or not the author explicitly reference mark indicates that there are enough identity of the author indicated contextually. Then, the use of the word 'our' in the data, the reader is indirectly invited to include himself in the story. So the readers can also understand how the storyline is conveyed easily because it is made as if it is in the same position as the characters in it.

5)   Engagement Markers

Fairy tale 5.1. Sleeping Beauty

The youngest, for her gift, decreed that she *should* be the most beautiful person in the world; the next that she *should* have the mind of an angel; the third that she *should* be perfectly graceful; the fourth that she *should* dance admirably well; the fifth that she *should* sing like a nightingale; the sixth that she

should play charmingly upon every musical instrument.

The bold word 'should' above is categorized as the interactional metadiccourse marker as an engagement marker. The use of the word is communicatively provide orientation to the reader, so that the reader can reinterpret or reject viewpoints displayed performance a statement. Academically, the use of engagement markers involves a balance between data and readers. But based on the above data, the use of the word 'should' indicates that the reader is included in the focus of the statement. Rhetorically the reader is positioned in the statement so as to guide the reader's interpretation.

2. **New Variation of Metadiscourse Markers Are Used in the Fairy Tales a. Interactive Metadiscourse**

   1) **Transition Marker**

Fairy tale 1.1. The Story of Aladdin

In the meantime, the jewelers and goldsmiths repaired to the palace, and were introduced into the sultan's presence; where the chief jeweler presented the precious stones which he had brought back.

The phrase 'in the Meantime' above is one form of interactive metadiscourse as a comparison to the transition marker. The phrase has the same function with some words which are also included in

comparisons in interactive metadiscourse such as; but, however, on the contrary, etc. comparison can be used to mark a similar idea and also a different idea. 'In the Meantime "was included in the phrase that serves to indicate a difference in the ideas suggested.

Fairy tale 1.2. Cinderella

> ***In the meanwhile***, the prince had inquired of all his guard at the place gates, if they had not seen a magnificent princess pass out, and which way she went? The guards replied, that no princess that no princess had passed the gates; and that they had not seen a creature but a little ragged girl, who looked more like a beggar than a princess.

The phrase that is written in bold above is the data from interactive metadiscourse, which is included as a comparison on the transition marker. 'in the meanwhile' is a phrase used for a comparison of the different ideas. This really helps make it easier for readers to interpret the storyline shown by the author. As in the example quote above, the phrase 'in the meanwhile' becomes a phrase that differentiates the sentence after it from the previous sentence. Clearly the use of the phrase shows two opposing ideas.

Fairy tale 1.3. Ali Baba and the Forty Thieves

> To this end, when she had finished what she had to do in the kitchen, she helped Abdalla to carry up the dishes; and looking at Cogia Houssain, knew him at first sight, ***notwithstanding*** his disguise, to be the captain of the robbers, and examining him very carefully, perceived that he had a dagger under his garment.

The bold word above 'Notwithstanding' is the data that is included in the interactive metadiscourse as a comparison or a word that is used for a different idea on the transition markers. The existence of the transitional marker word helps clarify the meaning of the sentence, as well as clarifies the differences so that we can understand the understanding of the storyline that is conveyed. It makes the role of using metadiscourse important in the story.

2)   Frame Markers

Fairy tale 2.1. Tom Thumb

Shortly afterwards, Tom's mother was making a better pudding, and that he might see how she mixed it, he climbed in the edge of the bowl; but his foot happening of sliphe fell over head and ears into the batter,and his mother not observing him, stirred him into the pudding, and popped him into the pot to boil.

Bold word 'shortly afterwards' is the data above which is included in interactive metadiscourse as a frame marker. The data is used to indicate the order of parts of the text or to sort story ideas internally. The word 'shortly afterwards' makes it easier to understand the storyline being conveyed so that it becomes more sequential and organized.

B. Discussion

Generally, metadiscourse markers play an important role in a written work, including fiction in the form of fairy tales. Even if a fairy tale is a form of literary work that tells a fictional event or an event that does not happen in real life (Rusyanti, 2013). Metadiscourse acts to facilitate the relationship between writer and reader and represents a way for the author to structure text according to his/her convictions and interpretation of the ideational message, it should be more or less important in interaction processes of different nature. Hempel and Degand (2008) say that fiction shows more freedom in its generic structure. The 50 results of the findings above have shown what types of metadiscourse markers are used in fiction writing works in the form of fairy tales.

The researcher has classified the data according to the types of metadiscourse markers to make it easier to analyze. Thus, the results of the data is clearly defined below;

This study found several metadiscourse markers which are included in interactive metadiscourse as transition markers, frame markers, and also code glasses. The findings were using the transition marker at point 3.1.1.1.1. are a form of word or phrase that is commonly used in written works such as the word but, and, the, while, and so on. Several uses of the word indicate conjunction that is adverbial able to assist the reader in interpreting thoughts and also

expressing the relationship between discourses.

Then, in this study were included in the frame marker is shown in point 3.1.1.1.2. in the form of words or phrases such as at last, at length, and so on. The existing data are also a form often encountered and used in writing. Which words are included in the frame marker in the data capable of signaling the limit text or text structure so that can sort the text. Furthermore, there are types of code glasses found in the data as indicating the function that the marker is used to provide additional information by decoding or repeating. This is in order to make it easy for the reader to recover the meaning conveyed as in point 3.1.1.1.3. The word or phrase used is in the form of such as, namely, as and so on.

In the interactive metadiscourse marker by Hyland (2005), several subtypes were not found by the researcher, such as endophoric markers and evidential. The absence of these subtypes is because they are not used in writing written works in the form of fairy tales. Therefore, because fairy tales are different fiction from academic works, the types of metadiscourse markers used are also different. The absence of the use of these two types of interactive metadiscourse markers is able to indicate that a fiction written work in the form of a fairy tale does not contain information that refers to other information.

Afterward, the other findings are in the form of interactional metadiscourse by Hyland (2005) which has subtypes consisting of;

hedges, booster, attitude marker, self-mention, and engagement marker. at point 3.1.1.2.1. the type of marker is hedges using the word might, seem, perhaps, may and others. The words hedges are used to indicate the existence of information in the form of opinions so that the information conveyed does not only come from one point of view.

The other data is in the form of a booster marker as in point 3.1.1.2.2. namely the word in fact and indeed. In this research, fairy tales do not use booster markers much in writing because the function of the booster itself is a sign that shows certainty. Whereas fairy tales are fictional stories that are not real. Other than that, in the data 3.1.1.2.3. The subtype of the interactional metadiscourse marker is the attitude marker. The marker is used to indicate an attitude that can convey a surprise approval or sentence adverb. The findings are unfortunately and fortunately which are also often used in general.

In addition, another subtype of interactive metadiscourse that the researcher has discovered is self-mention. Metadiscourse of this type is a marker used in text with the frequency of the first pronoun and possessive adjective. Some words were found based on the data in point 3.1.1.2.4. above like me, my, our, we, and I. Next, data on point 3.1.1.2.5. in the form of a type of metadiscourse called engagement markers. This marker is used to focus the reader's attention on the content of the text or include the reader as participants in the discourse. In this study, the researcher only found the word 'should'.

The other finding of this research is the new variation of the metadiscourse marker. It means the words or phrases that are different than usual, but still with the function of metadiscourse markers in accordance with the theory of Hyland (2005). The findings show that several words can be considered as the new variation of metadiscourse marker as described. However, in the data source which consists of 24 different fairy tale titles, the new variation of metadiscourse markers found only 4, those are included in the interactive metadiscourse types, in the form of transition markers and frameworks.

Data on point 3.1.2.1.1. include in the subtype of interactive metadiscourse as a transition marker. Not many words or phrases are found as data, such as in the meantime, in the meanwhile, and notwithstanding. Some of these words still have a function as transition markers as suggested by Hyland (2005). Then the other subtype which is included in interactive metadiscourse as data is frame markers. At point 3.1.2.1.2, the word 'shortly afterward' also has the same function as frame markers in general, but the word 'shortly afterward' is a word that is rarely encountered or used in a written work.

Based on a previous study done by Ayu under titled Analysis on Interpersonal Metadiscourse in Lily Allen's lyrics song that showed five forms of interpersonal metadiscourse in two Lily Allen song lyrics, namely hedges, certainty markers, attributors, attitude markers, and commentaries. Both Ayus's study and this research have similar in

form of the type of the research object which is non-academic works and focuses on fiction works. However, this research found more types of metadiscourse which are hedges, boosters, attitude markers, self-mentions, engagement markers, transition markers, and frame markers.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter provides conclusions and suggestions. The conclusion contains an overview of the research questions discussed in the previous section. Suggestions provide an area of recommendations that can be carried out or investigated further by future researchers with the same topic and are related to this study.

A. Conclusion

This study aims to find out several things about metadiscourse markers on non-academic works especially in fiction by using the theory put forward by Hyland (2005). The results showed the type of metadiscourse markers used as well as new verifications of metadiscourse markers on fiction in the form of fairy tales. From 24 different fairy tale titles in the book "A Collection of Classic Fairy Tales" by Mabie (2011), the researcher found 50 data regarding several types of metadiscourse used. Which consists of 31 interactive methods in the form of 14 transition markers, 12 frame markers, 5 code glasses, and 15 interactional metadiscourse in the form of 5 hedges, 2 boosters, 2 attitude markers, 5 self-mentions, 1 engagement marker. Whereas, the new variation of metadiscourse that exists in fiction is only 4 data include as interactive metadiscourse which consists of 3 transition markers and 1 frame marker.

From the results of the above research, the researcher also briefly explains the function of each metadiscourse marker based on the theory of Hyland (2005). Of all the data presented, not all types of metadiscourse are used because non-academic works in the form of fiction especially fairy tales have a different function, structure, and language from academic works. In addition, in this study, the type of metadiscourse marker that is widely used by the author is interactive metadiscourse. An interactive metadiscourse marker is able to assist the writer in arranging the information conveyed in a propositional manner so that the story written is coherent and convincing to the reader. Then, it makes the readers more easily understand and follow the storyline which delivered.

B. Suggestion

This study only focuses on the type of metadiscourse markers are used in non-academic works in the form of fiction especially fairy tales. Fairy tales with different titles used as data sources were written by one author in a book "A Collection of Classic Fairy Tales" by Mabie (2011). Future researchers may also be able to research metadiscourse markers using different objects such as another Mabie's work, poetry, or speech. Thus further researchers can also combine the metadiscourse theory by Hyland (2005) with other theories. The researcher hopes that this study will be able to provide new ideas and contributions to future researchers so that they are able to make

research with other rare topics and interesting to observe.

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