

**METADISCOURSE IN INDONESIAN STUDENTS' ARGUMENTATIVE
ESSAYS**

THESIS

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2016

METADISCOURSE IN INDONESIAN STUDENTS' ARGUMENTATIVE ESSAYS

THESIS

Presented to
Maulana Malik Ibrahim State Islamic University, Malang
in Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra (S.S)

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2016

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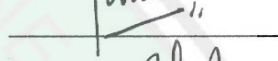
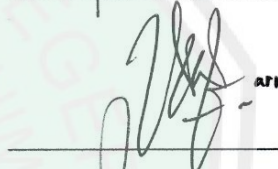
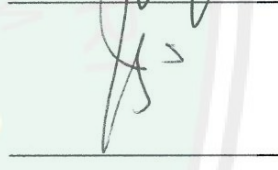
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MOTTO

“Always Move Forward, Look Back, But Never Step Back!”



THESIS DEDICATION

This thesis is dedicated to my beloved parents.



ACKNOWLEDGMENT

I have been through a hard fight during writing this thesis. It taught me about struggle, prayer, spirit, patience, confidence, responsibility, efficiency, deadline, late, luck, trouble, dream, passion, and sort of things. The struggle would not be illuminatively possible without supports, motivations, sincere favors, and constructive ideas from the contributing parties.

I would like to deliver my sincerest praise and thanks to Allah, the only God in the universe. I believe that He is the controller and great giver of my life that I could successfully be in this achievement point currently. It is my honor to be able to include *sholawat* and *salam* to my idol, Prophet Muhammad SAW, from whom I love and choose Islam for my whole life religion.

My sincere thank goes to my patient and inspiring thesis advisor, Ibu Meinarni Susilowati, who patiently read, revised, advised, and inspired me during writing this thesis, and my academic supervisor, Dra. Syafiyah, M.A. for having a maximum guidance since I first came to this university. You are all my parents in my academic exposure. Great thank is also granted to my beloved family who have always helped and supported me in every chance they had. Gratitude is also delivered to the whole lecturers, Dean, the Head of Department, and BAK officers who helped and taught me many things during my study.

I also never forget to say thanks a lot to my best friends, AFEIFU (Ami, Fahrul, Erna, Nurul Iman, suci), my families in Advanced Debate Community (ADC), my fabulous partners in Himpunan Mahasiswa Bima (HMB) UIN

MALANG, and other friends that I could not mention individually. You have been my inspiration during my educational and personal adventure in my life. I cannot stand to show you my “real ME” later on when I hold my dream. I will never forget the history we have made. Thank you for being parts of my life.

Finally, it is my maximum effort in conducting this research and I know it is still imperfect. Therefore, any constructive critics and advice are gratefully welcomed. I really hope it can have a high contributing role in linguistic research development.

Malang, June 22nd, 2016

Fitrah Ramadhan

ABSTRACT

Ramadhan, Fitrah. 2016. *Metadiscourse in Indonesian Students' Argumentative Essays*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang.
Advisor: Dr. Meinarni Susilowati, M.Ed.

Keywords: Essays, Metadiscourse Markers, Students' Argumentations.

This study is aimed at identifying the use of metadiscourse markers in determining the students' argumentations in the essay written by English students from Maulana Malik Ibrahim State Islamic University, Malang. This topic is chosen based on the idea that writing an argumentative essay is the process of arguing and convincing the readers. To do so, a writer needs to engage the readers by writing it in a very systematic way in order to make the readers comprehend and believe in what they are stating. Therefore, metadiscourse is seen as an important part in writing to increase the cohesion of the text as it makes the relationships between sentences, paragraphs, and other linguistic units become more explicit. Furthermore, metadiscourse can make the essay more likely that the messages or the arguments will be easily understood by the readers.

Hyland's (2004) model of metadiscourse is used to analyze the data obtained from Writing III students' final projects which are in the form of an argumentative essay. Then, qualitative method is employed in this study since the intended result is a rich description of metadiscourse use phenomenon in determining the students' argumentations. As this study deals with the language written structurally as an image which explains the relation among the text, writers and readers, Discourse Analysis approach here is brought up to see how the words' play figures out the objectives set out by this study.

The findings show that the words, phrases, or part of sentences which are indicated filling the criteria as metadiscourse makers determine the students argumentations in their essay. It is identified through several cases. First, selecting the appropriate use of metadiscourse markers significantly influences the weight of the students' argumentations. Second, the students are difficult in differentiating between facts and ideas. It is found that most students function the markers which are categorized in one subcategory of metadiscourse in similar way. Third, all markers used by each writer are similar to the theory proposed by Hyland (2004). It is caused by three aspects; linguistics dimensions which tends to be structured similarly, language mastery background of the students which determine the effective use of metadiscourse markers, and syntactical aspects which significantly influence the semantic role in certain markers.

From the above findings, to enhance this topic in a broader discussion, it is hoped that further researchers can study metadiscourse in oral aspects (i.e.,debate,

speech, job interview, etc). Besides, the use of metadiscourse markers in descriptive text seems to be different compared to argumentative essay written by L2 learners .Therefore, this area can be interesting to investigate.



ABSTRAK

Ramadhan, Fitrah. 2016. '*Metadiscourse*' dalam *Esai Argumentative Mahasiswa di Indonesia*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Meinarni Susilowati, M.Ed.

Kata Kunci: *Esai, Penanda Metadiscourse, Argumentasi Mahasiswa*

Penelitian ini bertujuan untuk mengidentifikasi penggunaan penanda *metadiscourse* yang menentukan argumen-argumen dalam esai yang ditulis oleh mahasiswa bahasa Inggris dari Universitas Islam Negeri Maulana Malik Ibrahim Malang. Topik ini dipilih berdasarkan pemikiran bahwa menulis sebuah esai argumentatif merupakan proses berargumentasi dan meyakinkan para pembaca. Untuk melakukan hal demikian, seorang penulis pasti menguraikannya dengan cara yang sangat sistematis agar para pembacanya dapat memahami dan mempercayai apa yang sedang mereka katakan. Oleh karena itu, *metadiscourse* dilihat sebagai sebuah bagian yang penting dalam penulisan untuk meningkatkan koherensi atau kohesi dari teks tersebut. Hal ini tentunya dapat membuat hubungan antara kalimat, paragraf, dan unit-unit linguistik lainnya menjadi lebih jelas. Disamping itu, *metadiscourse* dapat membuat pesan ataupun argumen yang disampaikan akan sangat mudah dipahami oleh para pembaca.

Model *metadiscourse* dari Hyland (2004) digunakan untuk menganalisis data yang diambil dari tugas akhir mahasiswa di kelas *Writing III* yang sudah dalam bentuk esai argumentatif. Kemudian, metode kualitatif dipakai dalam penelitian ini dikarenakan hasil yang diinginkan adalah penjelasan yang kaya dari fenomena penggunaan *metadiscourse* dalam menentukan argumen mahasiswa. Sebagaimana penelitian ini berkaitan dengan bahasa yang ditulis secara struktural sebagai sebuah gambaran yang menjelaskan keterkaitan antara teks, penulis dan pembaca, pendekatan *discourse analysis* digunakan untuk melihat bagaimana peranan kata-kata menjelaskan sasaran yang diajukan dalam penelitian ini.

Temuan dari penelitian ini menunjukkan bahwa kata, frasa, atau bagian dari kalimat yang memenuhi kriteria sebagai penanda *metadiscourse* menentukan argumen-argumen para mahasiswa dalam esai mereka. Hal tersebut dapat diidentifikasi melalui beberapa hal. Pertama, pemilihan penggunaan penanda *metadiscourse* yang sesuai sangat mempengaruhi bobot argumen para penulis. Kedua, para penulis sangat kesulitan untuk membedakan antara fakta dan ide. Oleh sebab itu, banyak mahasiswa yang memfungsikan penanda-penanda yang dikategorikan dalam satu sub-kategori *metadiscourse* dengan cara yang sama. Ketiga, semua penanda yang digunakan oleh masing-masing penulis selaras dengan teori yang diajukan oleh Hyland (2004). Hal ini disebabkan oleh tiga aspek; dimensi linguistik yang cenderung terstruktur dengan pola yang serupa, latar belakang penguasaan bahasa dari tiap penulis yang menentukan efektivitas penggunaan

metadiscourse, dan aspek sintaktikal yang secara signifikan mempengaruhi peranan semantik di penanda-penanda tertentu.

Dari temuan-temuan di atas, untuk memperluas topik ini ke dalam sebuah kajian yang lebih luas, diharapkan kepada peneliti selanjutnya agar dapat menyentuh *metadiscourse* di aspek lainnya seperti lisan (contohnya debat, pidato, interview kerja, dsb). Selain itu, penggunaan *metadiscourse* dalam teks deskripsi terlihat cukup berbeda dibandingkan teks argumentatif yang ditulis oleh pembelajar bahasa Inggris sebagai bahasa kedua (L2 learners). Oleh karena itu, area ini akan cukup menarik untuk di teliti.



ملخص

رمضان، فطرة. ٢٠١٦. ميتاديسكورسي في المقال الجدلي للطلاب في إندونيسيا. بحث جامعي. قسم اللغة الإنجليزية وأدبها. كلية العلوم الإنسانية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق. المشرفة: الدكتور مينارني سوسيلوواتي.

الكلمات الرئيسية: المقال، ميزات ميتاديسكورسي، حجة الطلاب

يهدف هذا البحث إلى التعرف على استخدام ميزات ميتاديسكورسي التي تحدد الحجج في المقالات التي كتبها الطالب في اللغة الإنجليزية جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق. هذا الموضوع تم اختيارها استناداً إلى الفكرة القائلة بأن كتابة المقالات الحجية اي جدلية هي عملية جدلية وإقناع القارئ. للقيام بذلك، الكاتب بالتأكيد حللها بطريقة منتظمة للغاية حيث أنه يمكن فهم القراء ويؤمنون بما يقولون. ولذلك، يعتبر ميتاديسكورسي شيئاً هاماً في الكتابة لزيادة اتساق النص. وهذا التأكيد قادرة على إجراء اتصالات بين الكلم وال فقرات ثم الوحدات اللغوية أخرى أصبحت أكثر وضوحاً. وبالإضافة إلى ذلك، يمكن ميتاديسكورسي إنشاء الرسالة أو الحجج التي يتم تسليمها بسهولة جداً عند القراءة.

نموذج ميتاديسكورسي هايلاند (٢٠٠٤) استخدمت لتحليل البيانات المأخوذة من المشروع النهائي (المشاريع النهائية) الطالب في صف الكتابة الثالث التي في شكل مقالته الجدلية. ثم المنهج الكيفي مستخدم في هذا البحث نظراً للنتائج التي تريد تفسيراً غنياً لظاهرة استخدام ميتاديسكورسي في تحديد حجة الطالب. كما أن البحوث اللغوية المكتوبة بنيويًا وصفت ليوضح العلاقة بين النص والكاتب ثم القارئ إن النهج لتحليل الخطاب يستخدم لنرى كيف دور الألفاظ تشرح الهدف (موضوعية) المقترحة في هذا البحث.

أما النتائج المستخلصة من هذا البحث تشير إلى أن الألفاظ أو العبارة أو الأجزاء من الجمل التي تفي بالمعايير كميزات ميتاديسكورسي تحديد حجة الطلاب في مقال ما. يمكن التعرف عليه من

خلال عدد قليل من الحالات. أولاً، اختيار استخدام ميزات ميتاديسكورسي في تأثير الترجيح الطلاب بشكل كبير. ثانياً، أن الطلاب صعبة جداً للتمييز بين الوقائع والأفكار. ولذلك، عديد من الطلبة تصنف الميزات في الفئة الفرعية الواحدة في ميتاديسكورسي بنفس الطريقة. ثالثاً، كافة الميزات التي يستخدمها كل الكاتب وفقاً لنظرية هايلاندر (٢٠٠٤). وهذا بسبب الجوانب الثلاثة؛ الجانب اللغوي الذي منظم بنفس النمط، والخلفية لإتقان اللغة لكل طالب تحدد فعالية استخدام ميتاديسكورسي، والجانب النحوي يؤثر تأثيراً كبيراً على دور دلالات في ميزات معينة.

استناداً إلى الاستنتاجات المذكورة لتوسيع نطاق هذا الموضوع إلى دراسة أوسع نطاقاً، يرجى للباحثين في القدام أن يبحث ميتاديسكورسي في الجوانب الأخرى مثل اللسان (مثلاً، مناظرة، الخطبة، والمقابلات، إلخ). وبالإضافة إلى ذلك، استخدام ميتاديسكورسي في أوصاف النص تبدو مختلفة تماماً عن النص الحججي المكتوب بالمعلمي اللغة الإنجليزية كلغة الثانية. ولذلك، هذا المجال سوف يكون مثيراً للاهتمام للتحقيق.

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CHAPTER I

INTRODUCTION

This introductory chapter provides a general description of how the research will be brought. It covers the followings: research topic, research question, significance of of the study, definition of the key terms, and research method.

1.1 Background of the Study

This study examines the use of metadiscourse in Indonesian students' argumentative essays. Metadiscourse itself is the word, part of sentences, or expressions that connect the writer to the readers. It simply means how the writer can communicate with the readers through his or her writing. Metadiscourse markers help the readers organize, interpret, and evaluate the information in a text. In addition, metadiscourse helps writers organize the discourse in a way that improves the relation of a text by making the relationships between different parts of the text. In short, metadiscourse is recognized as an important means of facilitating communication, supporting a writer's position and building a relationship with an audience (Hyland, 1997).

Several definitions of metadiscourse have arisen among the scholars. Kopple (1985), who proposed the first model of metadiscourse, states that metadiscourse is the linguistics element which does not add propositional content, but rather signals the presence of the author in the text. Hyland (2004) views metadiscourse as "self-

reflective linguistics expressions referring to the evolving text, to the writer, and to the imagined reader of the text". Swales in Hyland (1997) links metadiscourse as those aspects of the text which explicitly refer to the organization of the discourse or the writer's stance towards either its content or the reader. In short, metadiscourse is any element of a text which explicitly organizes the contents, engages the readers and signals the writers' attitude.

The concept of metadiscourse markers used in the current study is based on Hyland's (2005) model. This model of metadiscourse sees two dimensions of interactions: interactive and interactional. The interactive dimension focuses on the writers' awareness of audience and the elements required to adjust for probable knowledge, interest, rhetorical expectations, and comprehension abilities (Hyland, 2005). These dimensions allow the writer to manage the information to explicitly build his or her preferred interpretation. They work on the area which organizes the text to predict and anticipate readers' knowledge. It is further stated that there are five general subcategories of interactive dimension: transitional markers, frame markers, endophoric markers, evidential, and code glosses. Interactional metadiscourse markers concern on underlining how the writers conduct interaction by intruding and commenting on their message. In other words, this dimension is often classified as the 'voice' or personality of the writer. There are five subcategories for interactional dimensions: hedges, emphatics, attitude markers, person markers and relational markers.

Metadiscourse plays a very significant role in writing. Intaraprawat and Steffensen (1995) stated that metadiscourse allows writers to address their audiences and engage them in a developing dialogue. They add that metadiscourse also enables the writers to explicitly mark the structure of the text, which increases the cohesion of a text as it makes the relationships between sentences, paragraphs, and other textual units become more explicit. Furthermore, when the writer fully understands the meaning and the role of metadiscourse markers, the clarity of their writing will increase. Metadiscourse, thus, makes the essay or their product more likely that the message will be more understood.

Metadiscourse is largely used by writers to communicate and interact with the readers, particularly in argumentative essays. Almost all disciplines require the students to face and do argumentative writing. Therefore, it is important for everyone, especially Indonesian students as EFL learners, to have such knowledge to use metadiscourse appropriately in order to produce a good written product which is able to interact the readers effectively. By using metadiscourse accurately in writing, it will help the writer to reveal the intended message of his or her writing content more efficiently to the readers, even in their argumentations. In a broader description, metadiscourse in argumentative essays provides an image on how independent the students as the academic writers (Burneikate, 2008) how they perceive their audience and themselves, how they convince and persuade the experts members of the discourse community to accept their ideas. Hyland (2005) stated that, in academic

context, metadiscourse shows the ways writers project themselves into their argumentations in order to control their interactive intentions and signal their perspectives and commitments. Argumentative essays rely very much on the argumentations of the writer as its major elements. However, to bring out those argumentations, metadiscourse plays significant roles to make the writers' ideas could be efficiently conveyed as intended. In other words, metadiscourse is used by the writer to direct the reader through the text and to show his or her stance. For example, metadiscourse can link positions and arguments, creating logical explanations when there is no absolute proof which cannot be provided (Sanford, 1987). Metadiscourse, therefore, in the context of academic writing especially argumentative writing, will lead the writers' awareness of the reader and his or her need for elaborating, clarifying, arguing, guiding and interacting.

However, to my knowledge, the use of metadiscourse in Indonesian students' argumentative essays has not so much been investigated. Intaraprawat and Steffensen (1995) analyzes the use of metadiscourse in good and poor ESL essays. Under their study on L2 learners, they identified two variables, quality of essays and levels of metadiscourse use. In addition, Jahangar, et. al. (2015) work on the comparison among three varieties of argumentative essays by university students: native speakers, Iranian EFL learners and native Persian. They find that there are marked differences in the approach that Iranian students and native English speakers take regarding the use of the elements. In term of the use of metadiscourse in argumentative essays,

Anwardeen, et al. (2013) conduct a study toward Malaysian students which use English as second language. They investigate the distribution of metadiscourse, and whether or not the students could use the metadiscourse markers as accurate as possible. This distribution shows that Malaysian college students used more textual discourse rather than interpersonal discourse.

By reviewing the existing literature, it is found that studies on metadiscourse in the “argumentative essays” using qualitative research are low. The researches conducted in L2 learners are mostly concerned on the use metadiscourse which assumes that the high number of metadiscourse use increases the quality of the students writing. Besides, this study is conducted in Indonesian students which use English as foreign language. Therefore, this current research fills the gap on the research under the linguistics feature called metadiscourse, and therefore, to enhance the discussion, the researcher is signified to figure out how the two main categories of Hyland’s model of metadiscourse, “interactive” and “interactional”, determine the students argumentations.

1.2 Research Question

To fill the gap, the researcher proposes a research question: How do metadiscourse markers determine the students argumentations?

1.3 Significance of the Study

The findings are strongly expected to bring significant contributions for both theoretical and practical matters. Theoretically, this study is expected to contribute on developing the theory of metadiscourse within academic context, writing in particular. Practically, this study can contribute for teaching academic literacy including argumentative essays. It enables the students to learn how to use metadiscourse in appropriate way, such as how to structure and manage their text, how to engage with the readers, and how to evaluate their own writing. Then, for the lecturers and further researchers, this research might also help them to be their liable empirical data when they are teaching and conducting a research on argumentative essays, regarding the roles of metadiscourse markers in academic writing.

1.4 Scope and Limitation

The focus of this research is to investigate how metadiscourse markers determine the students argumentations. Meanwhile, since the argumentations can be found in both oral (i.e.,debate) and written products, due to the limitation, the research only takes the argumentations which are produced through academic writing in order to limit the are of this study.

1.5 Definition of the Key Terms

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

1. **Metadiscourse:** the words, part of sentences, or expressions which explicitly mark the structure of the text.

2. **Metadiscourse markers:** elements of metadiscourse which facilitate the organizations and the structure of the text.
3. **Argumentation:** a reason (s) why the students support or opposed an idea or suggestion, or the process of explaining them.
4. **Argumentative essay:** An essay that allows writers to express their opinion on a topic and support that opinion with logic and strong evidence.
5. **Interactive metadiscourse:** the elements of metadiscourse which allow the writer to manage the information to explicitly build his or her preferred interpretation.
6. **Interactional metadiscourse:** the elements of metadiscourse which focus on the writer efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments, and audience, marking the degree of intimacy, the expression of attitude, the communication of commitments, the extent of reader involvement.

1.6 Research Method

This part shows how the researcher treated the data. It covers the following sub-parts: research design, research instrument, data and data source, data collection and data analysis.

1.6.1 Research Design

Qualitative method is employed in this study. This research is categorized as qualitative because the intended result is rich description of metadiscourse features which indicate and determine the students' arguments in their argumentative essays.

Moreover, qualitative research is generally exploratory research which is used to gain an understanding of concerned opinions, reasons, and ideas of the researcher in observing and explaining the directed data. This study does not verify the theory, but uses the theory to understand the phenomena of metadiscourse use which determine the students arguments.

This study is the descriptive because it is developed through the writer's thoughts and comprehension toward academic argumentative essays. Besides, this study describes the role of metadiscourse in argumentative writing, how every marker of metadiscourse designates the students arguments which clearly appear in the text.

Then, the discourse analysis approach is also used to collect and analyze the set of selected text, to achieve the objectives set out by this thesis. The rationale is that this thesis deals with the language which is written structurally as an image explaining the relation among the discourse, the writers and the readers as the nature of discourse analysis. That is, linguistically, discourse analysis here, is brought up to see how the words' play in a language figures out its coherent function with the writers. Besides, metadiscourse also refers to the aspects of a text which explicitly organize the discourse as the propositional contents.

1.6.2 Research Instrument

The main instrument in data collection and data analysis is the researcher himself because there are no other instruments involved in conducting this study. Some processes were done in either collecting or analyzing the data, such as recording the source, reading, grouping the metadiscourse marker, and so forth.

1.6.3 Data and Data Source

The data were taken from the argumentative essays of the English students in writing III class in semester V at Maulana Malik Ibrahim State Islamic University, Malang which were not given the feedback by the lecturer for the revision. In writing III in English department, the students had to completely learn about argumentative essays, and were required to produce a written product of argumentative essay for their final examination. Besides, these data became the researcher's priority because those were the fresher and the closer data which made the researcher feasible in obtaining the rich data. The data source was the assignments of the students which was in the form of hard files. In order to keep their original papers, the researcher decided to copy all the hard files to be the data. Any example was taken from the source by omitting the writers' names or any element which could reveal the identity.

1.6.4 Data Collection & Data Analysis

The researcher obtained the data which were from the submitted papers of the students' final project when they took Writing III class. This involved 14 students' essays. The data identified in this study, therefore, was any type of metadiscourse marker which indicated or designated the students' argumentations in their argumentative essays. Several stages had been done by the researcher as follows; first step was recording the data through reading. Reading was done carefully to identify the potential data in the form of markers. This step was used to identify and differentiate types of metadiscourse.

Secondly, the data which had been classified were grouped into any criteria whether they belong to interactive metadiscourse or interactional metadiscourse. Any datum which fulfilled the criteria that the markers were used to address strategies of organizing the discourse belonged to interactive metadiscourse. While the data which covered the criteria that the markers were used to involve or engage the reader in the text belonged to interactional metadiscourse. Then, the potential data were written in italic font style. The researcher provided the context by adding or giving the previous and the subsequent statements of the writer which contained the potential data. This stage was used to see which markers contributed more in determining the students' argumentations. By looking at the nature and the function of both categories, how the classified metadiscourse markers determined the students' argumentations could appear. Besides, using qualitative analysis examined how metadiscourse items were used for different purposes and effects (i.e., to determine their argumentations) to consider potential reasons for the variations.

BAB II

REVIEW OF RELATED LITERATURE

This chapter reviews studies to the topic under investigation which is about metadiscourse use in Indonesian students' argumentative essays. Therefore, several discussions about metadiscourse will be explained further in this chapter, how metadiscourse is related to academic writing, particularly argumentative writing.

2.1. Metadiscourse

Metadiscourse is basically an open category which can be realized in various ways. A variety of taxonomies of metadiscourse have been proposed. The first model was proposed by Kopple (1985) which introduce two major categories of metadiscourse, namely "textual" and "interpersonal". "Textual metadiscourse" includes four sub-categories, such as text connectives, code glosses, illocutionary markers, and narrators. "interpersonal metadiscourse" includes three sub-categories, such as validity markers, attitude markers, and comentaries. Due to several issues with the categories, such as a marker which is considered functionally overlap other marker (Khajavy & Pooresfahani, 2012), this model has been revised by other scholars.

The first revised model was introduced by Crismore et al. (in Khajavy (2012)). They led to a new taxonomy by modifying, collapsing, and combining some categories of earlier Kopple's (1985) models. Then, second major modification came from Hyland (2005) which contains two main categories, interactive and interactional. The interactive part of metadiscourse concerns the writer's awareness of

his receiver or audience. The interactional part, on the other hand, concerns the writer's attempts to make his views explicit, and to involve reader by predicting his objections and responses to the text (Hyland, 2005).

A text is composed in two parts: propositional content and metadiscourse feature. Propositional content is the substantial content of the text itself, while metadiscourse features are those component of a text which make the organization of the text explicit, provide information about the writer's attitude toward the text content, and engage the reader in the interaction (Intaraprawat & Steffensen, 1995). Previous studies have often signified metadiscourse related to the three communication roles of language identified by Hallidayan systemic functional grammar (e.g., Halliday in Kawase (2015)). Hyland (2005) explains in the following terms:

- The ideational function: the use of language to represent experience and ideas. This function deals with the proportional content.
- The interactive function (textual function): the use of language to organize the text itself, coherently relating what is said to the world and to the readers.
- The interactional function (Interpersonal function): the use of language to interact with others and to express and understand evaluations and feelings.

It means that Hyland marks metadiscourse consists merely of non-proportional contents. However, it seems that most of metadiscourse theorists (e.g., Crismore et al., 1993; Hyland, 2000; Hyland and Tse, 2004; Kopple, 1985, as

cited in Kawase, 2015) have adopted the concept that metadiscourse does not provide an ideational function, but interactive and interactional functions.

As mentioned before, there are two major categories for metadiscourse. One of the taxonomies embodied in this study is the one which is proposed by Hyland (2004). He establishes a taxonomy which differentiate between ten subcategories of metadiscourse; five of which fit in the interactive metadiscourse, and five others belong to interactional metadiscourse. Then, in the following section, both two categories and the subcategories will be explained.

2.1.1 Interactive Metadiscourse

One of the categories of metadiscourse which associates to the textuality is interactive metadiscourse. Interactive metadiscourse refers to the elements of metadiscourse which allow the writer to manage the information to explicitly build his or her preferred interpretation. According to Hyland (1998),

Textual metadiscourse refers to devices which allow the recovery of the writer's intention by explicitly establishing preferred interpretations of propositional meanings. Devices in this category therefore help form a convincing and coherent text by relating individual propositions to each other and to readers. However, while those items are often considered essential to readability, their use calls attention to the speech act itself and their form depends on the writer's assesment of what needs to be made clear in order to achieve particular goals with a given audience. Textual metadiscourse can therefore represent the degree to which the writer wishes to intrude into the text restrict the reader's selection of alternative interpretations (Hyland, 1998a, p.7).

Interactive metadiscourse provides five mayor functions which are clearly described based on Hyland's (1998) descriptions. The markers are as follows; firstly,

Logical Connectives are used to express pragmatic and structural relation between sentences. So, without using proper logical connectives, the text becomes ambiguous and transitions between statements will be difficult to be understood. Some examples of logical connectives are *in addition, because, but, and, however*. Secondly, Frame Markers refer to the text steps or stages and sequences, such as *firstly, finally, then, one thing*. These markers also help to signify the topic changes. Thirdly, Endophoric Markers are reminders of previously noticed or discussed information or refer to the information in other of the text, such as *see Fig.1, as noted above, as mentioned before*. Fourthly, Evidential markers signify the source of proportional information which arises from out of the current text. Usually, writers use these markers to support their statements in the subject matter or proportional content they writing. For intance *according to X, Y states that*. Lastly, Code Gloses refer to additional information provided by the reader as a way of ensuring that he can catch the meanings of proportional material as intended to be conveyed by the writer, such as *in other words, namely, such as*.

2.1.2 Interactional Metadiscourse

What is being concerned from the term interactional or interpersonal is the relevance between the participants in the discourse (Nasiri, 2013). As the purpose of the study, it is related to the relationship between writer and reader. Through this kind of interrelation, writer is able to choose to present emphatic or disguised voice toward the proportional information. In other words, these interactional functions assist the

writer to drive the reader into the text and make it more interactional. Nasiri (2013) says that not only these functions can be in the hands of the writer but also they give the reader clues about the writer's commitments toward the proposition and assist him to understand the text well. Hyland (1999) prioritizes the functions of interactional metadiscourse and states that "interpersonal metadiscourse allows writers to express a perspective toward their propositional information and their readers. It is essentially an evaluative form of discourse and expresses the writer's individually defined, but disciplinary circumscribed persona".

Based on Hyland's (1998) model, interactional metadiscourse contains five subcategories which are described as follows; Firstly, hedge is simply defined as the writer's lack of full commitment to the statements and are used by the writers to give some spaces for the readers. So, here, the writer is softening his or her statements in order for the readers to have interpretations toward the writers statements. The claims of the writers such as *may, seem*. Secondly, emphatics designates the writer's confidence in the truth of the propositions, such as *in fact, definitely*. Thirdly, attitude markers represent the writer's evaluation of the propositional information, employing surprise, agreement, importance and so on such as *unfortunately, surprisingly*. Fourthly, engagement markers clearly refer to the relationship with the reader, it directly addresses to the reader and includes the reader into the text. For instance, *note that, frankly, you can see*. Lastly, person markers explicitly mark the presence of the author in the text such as *I, we, my, our*. Commonly, academic writers do not use the pronoun *I*, but they often choose the pronoun *we*.

Table 1. Taxonomy of metadiscourse in academic texts

Category	Fuction	Examples
Interactive Metadiscourse		
Logical Connectives	Express semantic relation between main clauses	In addition, but, therefore, thus, and
Frame Markers	Explicitly refer to the text stages	Finally, to repeat, our aim, here, we try
Endophoric Markers	Refer to the information in other part of the text	Noted above, see Fig 1, table 2, below
Evidential Markers	Refer to source of information from other texts	According to X/Y, 1990 / Z states
Code Glosses	Help reader grasp meanings of ideational material	Namely, e.g., in other words, such as
Interactional Metadiscourse		
Hedges	Withhold writer's full commitment to statements	Might, perhaps, it is possible
Emphatics	Emphasize force of writer's certainty in message	In fact, definitely, it is clear, obvious
Attitude Markers	Express writer's attitude to propositional content	Surprisingly, I agree, X claims
Relational Markers	Explicitly refer to / build relationship with the reader	Frankly, note that, you can see
Person markers	Explicitly reference to author(s)	I, we, my, mine, our.

Source: Adopted from Hyland (1998)

2.2 Metadiscourse in Writing

The role of metadiscourse markers in academic context, particularly writing, is important. The writing experts will use metadiscourse markers as efficient as possible

in their product, even though they do not know about the theory of metadiscourse.

Therefore, the use of metadiscourse cannot be separated from writing.

Writing is a social and communicative interaction between reader and writer whereas metadiscourse is the key element that writers use to interact with their audience. Metadiscourse contributes to the art of persuasion or rethoric by the following: Firstly, it promotes logical appeals when it explicitly links ideas and arguments. Secondly, it implies credibility of the writer's authority and competence. Thirdly, it signals respect by acknowledging the reader's viewpoint (Hyland, 2005). Persuasive writing is closely related to argumentative essays, even we say it is just the same, because an argumentative essay also contains persuasion within the convincing part. However, it is not easy to write an argumentative writing. Hyland (1998) states that argumentative essay is one of the common genres that tertiary level students have to produce. This is because argumentative writing is considered as the core of many disciplines, where all the students are able to produce one of this type writing sooner or later. Kuteva in anwardeen, et al (2013) states that this is primarily a social practice that requires the writer to catch the reader's expectations of how ideas are accomodated, as well as a mastery of the linguistics features are used to convey meaning. This figures out that the interaction between the writer and readers in argumentative essay is crucially important. To get there, certainly, it is a must for the writers to have such ability or skills in using metadiscourse since it is regarded as one of the interaction ways implemented in writing. However, the effective use of metadiscourse devices to

reach a rhetorical purpose still relies very much on the knowledge of the writers; whether he or she understands the social norms (Hyland, 1998), so that the writers can choose which type of metadiscourse should be used to convey certain types of messages.

2.3 Previous Studies

Most studies have focused on either different disciplines rather than what are concerned in this present research, different object like in Intaraprawat and Steffensen (1995) analyzed the type of metadiscourse in good and poor ESL essays. The findings lead us to conclude that metadiscourse is a facet of written text that varies with the overall quality of essays. Under their study on L2 learners, they identified two variables, quality of essays and levels of metadiscourse use. Separated from Intaraprawat and Steffensen, Jahangar, et. al. (2015) worked on the comparison among three varieties of argumentative essays by university students: Native speakers, Iranian EFL learners and native Persian. They found that there were marked differences in the approach that Iranian students and native English speakers took regarding the use of the elements.

In term of the use of metadiscourse in argumentative essays, Anwardeen, et al. (2013) conducted a study toward Malaysian students which use English as second language. They observed the distribution of metadiscourse, and whether or not the students could use the metadiscourse markers as accurate as possible. This ditribution

showed that Malaysian college students used more textual discourse rather than interpersonal discourse.

Rustipa (2014) conducted a study portraying metadiscourse in Indonesian EFL learners' persuasive text. This study took the samples in English department at UNISBANK. This was a descriptive study and used quantitative method to support a qualitative analysis. The result showed that the occurrence of textual markers in each persuasive text written by EFL learners was overall similar to those considered as standard proficient writing (extracted from BAWE corpus), while those of interpersonal markers were different from standard proficient writing. In addition, this study provided some explanations how certain metadiscourse markers were operated effectively and some markers were intensively used by several students.

Besides, a research on ESL learners was conducted by Hyland (2004) concerning on the use of metadiscourse in L2 postgraduate writing. This research studied how advanced ESL learners implemented metadiscourse in a high research genre. By using the corpus of 240 doctoral and masters dissertations written by Hong Kong students, the research examined the purposes of metadiscourse generally and its contributions in those products. Hyland (2004) found that the advanced students write as new members of professional group. However, he identified how the writers frequently overlooked using the markers in academic writing as their classes for second language students. Then, the intimacy between discourse practices and social organisation trigger a big influence on how the way writers typically argue and

engage with the audience. Therefore, the ways that the writers bring themselves, deal with an argument, and engage with the readers are identically related to the norms and expectations of particular cultural, especially professional communities.

The current research is quite different with the previous studies in some cases. The first one is a research which was conducted under English as Second Language (ESL) learners and concerned more on the quality of the essay. The second is a study which compared the use of metadiscourse in three different varieties of argumentative essay. The third research concerned on metadiscourse in the argumentative essay written by ESL (L2) learners. The fourth study observed about metadiscourse in EFL learners' persuasive text. The last is a research that studied about how the academic and social background of the writers influence the way they argue and engage the audience. Therefore, the researcher fills out the empty space from the previous studies by concerning on the use of metadiscourse in argumentative essay written by English as foreign language (EFL) learners. Using the model of metadiscourse proposed by Hyland (2004), this study can be investigated comprehensively. For example how certain markers influenced or played the role in strengthening the arguments of the students. Therefore, two categories of metadiscourse from Hyland (2004), interactive and interactional, were brought up in figuring out this research in very detail.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter includes the findings and discussion. The findings covers the presentation of the data and its analysis based on metadiscourse theory proposed by Hyland (2004). Then, discussion comprises the description of the result of data analysis.

3.1 Findings

The analysis of metadiscourse marker use was conducted using written language products categorized as argumentative essay. The subjects were the English students setting on Writing III. The students were in semester V at Maulana Malik Ibrahim State Islamic University, Malang. Those written products were the original works of the students which had not been revised by the students, although the feedbacks had been there for the revision. A total of 14 essays from the final project data were collected taken only from one class.

This research finding comprehensively covered 35 data which were originated from the 13 essays. The data derived were words, phrases or part of sentences which fill the criteria as interactive and intearctional metadiscourse markers and they determined the students' arguments. There were some data which were not included by the writer due to data reduction. The data reduction was carefully done by the writer toward the data or markers which were identified having the same function as the included data.

Then, The form of coding the data was provided as datum 1.1, datum 1.2, datum 1.3 and so forth which had been extracted from each essay. To understand the use of data, the researcher provided the context, i.e.,the previous and the sequenced statements. Then, the analysis of the chosen data was given after providing the arguments which were determined by the metadiscourse markers.

Essay I: Creativity Proportion in Indonesian Education

This essay contains 11 extracted data.

Datum 1.1

Have we outed from the box? That question is exactly addressed to young Indonesian generations. In order to face the recent condition in which creativity is needed to survive in global competition, the young generation of Indonesia are expected to be creative, as creative is basically used to raise a better outcome.

The above datum is categorized as engagement marker in interactional metadiscourse. It is obvious that engagement markers showed different ways that writers could engage audience with his or her arguments by making a connection using progressive acknowledgment. It was a direct engagement with the readers. Datum 1.1 showed that the writer gave a direct question using engagement marker *we* which referred to all people reading his or her writing, including the writer himself. This was a proper way to involve the reader attractively because it intentionally attracted the readers. By doing this, the writer gave the signals as his or her earlier experiences with specific texts to the referred readers. The sentence which was all at

once being an engagement marker was actually not the argumentation, but it was functioned to attract the readers' intention and as a conveyor which led to the writer's arguments.

Datum 1.2

Concerning about the educational system in Indonesia, Indonesia has a system that is almost similar to other countries. *Robinson (2002) explained that* the hierarchy of educational system in almost all states places creativity skill development at the lowest level than the development of other skills such as science, language, and humanity.

Datum 1.2 is categorized as evidential marker in interactive metadiscourse.

An evidential marker was used to refer to the source of information of other text. By using that marker, the writer signaled that his argumentation was being supported by someone's authority. In line with its function in writing, particularly argumentative essay, evidential marker was used by providing one or more other information which were functioned to support the writers' argumentations. In other words, it contained supporting statements and evidence to strengthen, clarify and affirm the writers' own argumentations. By referring explicitly the supporting sentence using evidential marker, the writer could have strong position in the point he or she was bringing.

Datum 1.3

Being in this condition, an individual tends to be conservative, critical, radical, and dangerous. Thereby, if the Minister of Education believe those conditions as their reasons, *it seems possible* that the development of creativity skill is placed in the lowest in the hierarchy of educational system.

Datum 1.3, *it seems possible*, is characterized as hedging marker. The use of that hedge showed that the datum was functioned as an escape way for the writers to avoid confessing to ongoing information fully. *It seems possible* was used by the writer to only give his or her assumption and it showed that the writer was lack of confidence. By assuming using that marker, the writer was actually giving a chance to the reader to also think that the possibility he or she was giving could happen. Besides, the sentence using marker *it seems possible* was the supporting arguments. However, the writer cannot strongly stand on his or her arguments while he or she was providing uncertain fact using that marker in the supporting argument.

Datum 1.4

Thereby, if the Minister of Education believe those conditions as their reasons, it seems possible that the development of creativity skill is placed in the lowest in the hierarchy of educational system. *But on the other hand*, if the Ministry of Education still stand on that reason, accordingly, an Indonesian young creative generation will not be able to lead Indonesia to gain a better future.

But on the other hand (datum 1.4), categorized as logical connectives in interactive metadiscourse, is a phrase which usually indicates the clash of two or more different ideas. On the two sentences above, the writer had successfully separated two contrastive interactions using that marker. However, the writer was actually using two logical connectives (*But* and *on the other hand*) which had same function as to show contrastive at the same time. It then led to a redundancy in using metadiscourse. The writer needed to choose and use one of them. As the researcher identification, the appropriate one is using *on the other hand*. It is because the writer

was actually comparing his or her two opposite assumptions of figuring out the situation. By doing so, the writer gave consideration to the readers by providing those negative assumptions in order to strengthen the previous propositional content.

Datum 1.5

Sumardjo (2000) stated that “creativity is a condition, attitude or mental situation in a particular way which is unstructured and too abstract to be described. *In other words*, creativity is an individual mental activity which is as a result of freedom of thought and it consequently drives an individual into incoherent situation. Being in this condition, an individual tends to be conservative, critical radical, and dangerous.

Datum 1.5 is *in other words*. It is an element of metadiscourse categorized as code glosses in interactive metadiscourse. Code glosses itself helped the reader to grasp the meaning of ideational material or propositional content of the text. On the above example, the writer, using *in other words*, tried to make the messages he was conveying become clearer by explicitly clarifying the previous statements which were from someone’s authority. So that, the readers can catch the meaning easily on what the writer stated. *In other words*, in that sentence, was used to point out, clarify and affirm the writer’s previous arguments which then emphasized his or her argumentations.

Datum 1.6

Nobody has an idea what the world is going to look like in next years, *and yet* it is the job of education to help the young generation to understand what is the world going to be.

And yet (datum 1.6) is categorized as logical connectives in interactive metadiscourse. Unfortunately, the writer used the marker in inefficiently. He or she used two metadiscourse markers (*and* and *yet*) at the same time. Even though both markers were logical connectives, each of them had different function. *And* is used to join two words, phrases, parts of sentences or related statements together. While *yet* is used to add different statement which seemed surprising due to what the writer had just said. Therefore, the appropriate marker to be used in that sentence should be *yet* since the context showed that the writer was trying to bridge two different ideas.

Datum 1.7

When politics and powers approach to educational policies and practices, it leads to inconsistent policies which confuse the doer of educational policies, i.e. the students. *Moreover*, the approach of politics and powers to the educational system is intended for self or group benefits. It consequently influences the system and also infrastructure of educational activity (Austin, 2014, Jakarta post).

Moreover (datum 1.7) is categorized as logical connectives in interactive metadiscourse since this marker filled the criteria in which it was used to add information. On that sentence, the marker *moreover* was used by the writer to express new information which still had relation to his or her previous statement. It means, the writer used that marker to add information which was functioned as supporting argumentation for the previous statement. By doing so, the writer's argumentation can be built up well and he or she can strongly stand on the argumentation.

Datum 1.8

In essence, what has become the purpose of this country that “untuk memajukan kesejahteraan umum, mencerdaskan kehidupan bangsa” (Undang-Undang Dasar [UUD] 1945, 1. 13) remains to all Indonesian that the responsibility to do so is not only for the government, but also every people of Indonesia has each part to complete that purpose.

In essence (datum 1.8) is categorized as logical connectives in interactive metadiscourse since it filled the criteria as a marker which can demonstrate consequence relation by justifying a conclusion. Datum 1.8, *in essence*, was the other form of how people provide a conclusion in the final part for what they have just said, such as *in conclusion*, *to conclude*, *to sum up*, etc. Therefore, as in the above statement, the writer used this kind of marker actually to link back his or her significance argumentations in the previous part for the sake of emphasizing and reminding it to the readers about what he or she had stated. By doing so, the writer was able to attract the readers’ intention to strongly believe in his or her argumentations.

Datum 1.9

This situation is really new, and all people are going to need fresh ingenuity, imagination, and creativity to confront these problems. *At the same time*, now all people are living in times of massive unpredictability. Nobody has an idea what the world is going to look like in a next year, and yet it is the job of education to help the young generation to understand what is the world going to be.

At the same time (datum 1.9) is a phrase which is categorized as a frame marker in interactive metadiscourse, because it packed the criteria of frame marker which was functioned to arrange argumentations and sequence parts of the text. On

that sentence, the writer functioned marker *at the same time* to figure out another situation which was happening referring to the same time in the present. By using this metadiscourse element, the writer can surprisingly give another logical view which can support his or her previous argumentations to catch readers' trust in temporal statements.

Datum 1.10

The less of creativity that is contained in the hierarchy of the Indonesian educational system which is caused by misconception of creativity through all people, and also the approach of politics and powers that is intended to self-benefits, these can be handled by a well reconstructing the hierarchy of educational system and a wise response of government which is especially to take care the corrupted system chiefly the educational system. *In the final analysis*, the most essential is an awareness of a necessity to be creative is needed to be instilled into each individual of Indonesian.

In the final analysis (datum 1.10) is included in frame marker in interactive metadiscourse since it fulfilled the criteria to explicitly mark the stage of the text. The writer, using that marker, intended to signal his closing or final statement as well as he or she wanted to mark the last important point of his argumentations in order to achieve a good point in closing statement.

Datum 1.11

The less of creativity that is contained in the hierarchy of the Indonesian educational system which is caused by misconception of creativity through all people, *and* also the approach of politics and powers that is intended to self-benefits, these can be handled by a well reconstructing the hierarchy of educational system and a wise respond of government which is especially to take care the corrupted system chiefly the educational system.

The word *and* (datum 1.11) was used to add the element of the writer's arguments or propositional content in the text and it completed the link between ideas. Therefore, *and* is categorized as a logical connective in interactive metadiscourse. By using *and* in the above sentence, the writer can provide his or her two related arguments, then join the arguments together which can support each other. *And* was an effective word chosen by the writer in the above sentences to build argumentations which can support each other. If the writer can use this marker effectively, she or he can link and arrange his arguments point by point which then make the reader follow the writer's ideas without getting confused.

Essay II: The Loss of Javanese Culture's Gate

There are 8 data extracted from this essay.

Datum 2.1

In fact, the loss of a language means the loss of identity and culture, because as Hodidjah stated that language and culture is a system that is inherent in human beings (n.d). *Therefore*, language and culture cannot be separated as language itself is a part of culture which contains the values in which the society live.

Therefore (datum 2.1) is a part of logical connective in interactive metadiscourse since it can join and complete the point of arguments of the writer. *Therefore* in that sentence basically had same function as *in essence*, *in conclusion*, *to sum up*, etc., Which were used to demonstrate the consequence relation in justifying the conclusion. The above sentence showed that the writer applied *therefore* with the aim that he or she intended to conclude the point of arguments he or she had

delivered in a short line or every paragraph. Thus, using this marker enabled the writer to attract the readers' intention and put their trust back to the previous arguments.

Datum 2.2

In line with this, Purwoko (2011) also stated that *Krama* is actually not a language of communication, but it is also an expressive language. It reflects glorious values and respecting others'. *As a matter of fact*, Javanese *Krama* are not effectively being passed on to the next generations, consequently those values will be declining as well.

As a matter of fact (datum 2) fills the criteria of emphatics in interactional metadiscourse because it was functioned to emphasize the force of the writer's certainty. In that sentence, datum 2.2 was used by the writer to give a view to the readers about the recent situation by providing a fact which was being stressed. By using this marker, the writer spoke forcefully in supporting the previous information or alternative views presented to ensure the readers about the truth of the proposition under his confidence. Besides, in the context of the above sentence, the writer used that marker to implicitly suggest the reader to draw the same conclusion of the fact being argued by the writer. Thus, by doing so, the writer had strengthened his or her position in this point of argumentation.

Datum 2.3

In Javanese society today, Purwoko (2011) stated that parents prefer to select either Javanese language or Bahasa Indonesia to be transmitted first to the children. *Unfortunately*, the parents who aware

to transmit Javanese to their children seem to be decreased by the time being. This indicates that parents do not realize about one of their roles in term of transmitting *Krama* to their children in which actually it unconsciously lets the children to not learn about the cultural values contained inside of the *Krama*.

Datum 2.3, *unfortunately*, shows that the writer was giving his or her significant need to give such interpretation individually, therefore, it is included as an attitude marker in interactional metadiscourse. In the above sentence, the writer used *unfortunately* as a conveyor to say that something, according to him or her, was disappointing or had bad effect. By using that attitude marker, the writer had successfully told that he or she regretted about the low number of parents who transmitted Javanese *Krama* to their children. Therefore, the writer's argumentation, which was regretting the situation and described by the cited statement, became his or her minor argumentation on that point. In other words, the sentence using *unfortunately* was a form of regression which lead to the next statement as a major argumentation or as a conclusion of a viewpoint of writer's interpretation individually.

Datum 2.4

This case is pretty similar to the case of one of the languages in Africa, *Yoruba* language, which is also at the risk of extinction gradually. *Based on Balogun's (2013) collected data*, the results show that many of these students found it extremely difficult to express themselves freely in *Youruba* language and at the same time, they were unable to provide meanings for selected *Yoruba* proverbs, words and expressions.

Based on Balogun's (2013) collected data (datum 2.4) is an evidential marker in interactive metadiscourse which was used to refer to the source of information. In strengthening his or her arguments, the writer tried to provide an empirical datum which was used to support his or her arguments. In other words, the writer used this marker to support his or her arguments in the subject matter which was being discussed on that point. Therefore, using this marker became one of the best alternatives chosen by the writer in making his or her arguments became stronger.

Datum 2.5

In conclusion, it *obviously* becomes urgent to preserve *Krama* speech style from extinction regarding this language is the main part of Javanese culture which can control and influence the behavior of its native speaker. *Krama* is like the key for entering the gate of Javanese culture.

The marker *obviously* (datum 2.5) is categorized as emphatics in interactional metadiscourse which deals with emphasizing the writer's certainty. In that sentence, the use of *obviously* showed that the writer strongly affirmed his or her argumentations in conclusion part. By using this emphatic device, he or she was showing his power in making claims that it is indeed urgent to preserve *Krama* speech style from extinction after all previous argumentations and evidences he gave before. By speaking forcefully about the result using that marker, he convinced the reader about his argumentation which then made the reader or the audience believe in his argumentations.

Datum 2.6

This comparison has *clearly* shown that those either *Krama* language or *Youruba* language are in the same case in term of threatened to death by taking a conclusion that those languages are not effectively being passed on to the next generations.

The same case happens to datum 2.6 on how emphatic as metadiscourse marker '*clearly*' used. The writer spoke forcefully to emphasize and clarify his or her previous argumentations which talked about the comparison between the two languages. Besides, using marker '*clearly*', the writer showed that what he or she was saying was a certainty. But, it forced the reader to believe on his or her statements that *Krama* language is in the same condition as *Yoruba* language. Both languages were threatened to become extinct. In that sentence, the writer was clearly steering the reader to draw the same important conclusion. Thus, by doing so, the writer was able to ensure the readers about his arguments.

Datum 2.7

Maintaining *Krama* from extinction is the only way to preserve Javanese cultures, *because* language itself is the medium of culture, while its native speakers have a core duty to preserve *Krama* from extinction.

Datum 2.7, *because*, is categorized as a logical connectives in interactive metadiscourse since it signaled causative between the witer's ideas. Basically, the word '*because*' is used to provide reasons of the previous statements. It is clear that in the above sentence, the word '*because*' was used by the writer to help the readers interpret the pragmatic connection of the writer's argument. He or she linked the ideas or arguments of his own by using '*because*' to drive the readers' understanding and avoid the ambigosity in giving the reasons for his or her arguments.

Datum 2.8

Although the government of central Java had made a policy in curriculum 2005 which stated that Javanese should be taught as a subject at all schools 2 hours in a week, however, *firstly* the allocated time which should be reconsidered by policy maker regarding many competence in reading and writing of Javanese materials that should be mastered well by the students, *secondly* almost all of the Javanese language teachers do not have a correlation background with the subject taught (Javanese *Krama*) (sugiharto, 2013). Besides, *thirdly* the renewal of curriculum 2013 which even makes Javanese language learning is spread and mixed into another subjects.

The markers *firstly*, *secondly*, *thirdly* is categorized as frame markers in interactive metadiscourse as those markers were used to explicitly refer to the stage of the text. In that sentence, The arguments were separated efficiently, yet they still supported each other. Those other three arguments, which organized well using those markers, were actually the supporting statements of the writer's earlier statements. In doing so, datum 8 was used by the writer to arrange his or her arguments point by point in order to have more supporting statements which effectively explained.

Essay 3: Boosting Student's Interest Learning English Through Literature

This essay extracted 4 data.

Datum 3.1

They claim that it demands 'the students to have a greater effort to construe literary work, like poetry, since the meaning is implicitly disentangled (Khatib, Derakhshan, Rezaei, 2011:2014). The students may have various interpretation. *Consequently*, it can lead the students to have a little interest and feel uncomfortable toward learning English.

Consequently (datum 3.1) covers the criteria as an attitude marker in interactional metadiscourse. It is because the word *consequently* in the above sentence was used to convey the writer's influence on the information. Using that marker the writer actually reminded the readers in implicit way in the next statement about the results of information that he or she presented before. In doing this, the writer showed his or her attitude in evaluating the propositional content to indicate its effects or outcomes.

Datum 3.2

In the end of the class, the teacher gives the feedback about all oponents of English, either grammar or pronunciation and play the recording to know how the correct pronunciation and the real accent of English are. These activities are strategies to boost the students' interest in learning English. *Hopefully*, they are engaged and involved in the classroom activity as a result of teaching.

Hopefully (datum 3.2) is included as attitude markers in interactional metadiscourse since it was used to engage the readers and make them feel the presence of the author. Basically, this word is commonly used to say what would like to happen according to the writer's viewpoint. Using this marker, the writer could express his or her attitude in influencing the readers to believe what he or she had said before. It means that in that sentence, *hopefully* was used by the writer to provide the next related view as the result of his or her previous informations. Thus, the influence of the writers who expressed the information using that marker might strengthen his or her previous statement due to a temporal judgement or evaluation he or she stated using *hopefully*.

Datum 3.3

The failure of teacher in delivering the materials is proven when they cannot make the classroom alive. *Hismanoglu claims*, 'there is a lack of preparation in the area of literature teaching in classroom' (2005:65). Their teaching method is assumed as uneffective way because the students are not involved in learnig process.

Hismanoglu claims (datum 3.3) is categorized as an attitude marker in interactional metadiscourse because it indicated the writer's attitude in supporting his or her argument. Using this marker, the writer employed someone's claim to express that his or her argument had a supporting statement coming from someone else which had been a fact. By adding others' claim as a supporting information, the arguments of the writer became stronger.

Datum 3.4

The difficulty of using literature in learning English starts from the aims of teaching. Teaching English focus not only on the goal of a particular skill, but the goal of four basic skills; reading, writing, speaking and listening. *In this case*, teaching English through literature offers a various method in classroom activities. How the classroom will be interesting and lively is obtained through the attractive teaching method.

In this case (datum 3.4) is categorized as a code gloss in interactive metadiscourse. It is due the writer used this marker to assist the reader catch the point that the writer gave. In the above context, it is clear that the writer applied the marker *in this case* when he or she intended to clarify the previous points specifically. In doing so, with a new expansion delivered using *in this case*, the writer might proportionally think that he or she had succesfully made a clearer point which can be understood well by his or her audinces. Certainly, this interactive way was done by the writer when he or she did not only assume that the previous point would be difficult to be understood, but also to strenghten his or her stand in this point.

Essay 4: Bahasa Promotes Indonesian Local Language towards Endangerment

In this essay, there were 3 data found which was indicated as metadiscourse markers.

Datum 4.1

Now, the common problem of language endangerment comes befalling those local languages. The common issue on that is usually by the reason of English as the global language which takes more roles in every part of the world and erodes the existence if local and indigenous languages. *However*, the discussion is no longer about the

destruction caused by English but more crucial, by the country's own national language, Bahasa Indonesia. *Unwittingly, the widespread use of it kills of the local languages in various parts of Indonesia.*

However (datum 4.1) was used by the writer to signal a contrastive idea he or she provided. Therefore, this word fills the criteria as a logical connective in interactive metadiscourse. The use of *however* in the sentence above led the writer to easily reverse the information from the ideas. In the provided context, the sentence which used *however* was actually not a point of argument of the writer. Yet, it was functioned as a point of information which then drove to next propositional content as the writer's argument. Even though it was only the conveyor, but the statement (as linguistics surrounding) which showed the writers' believe with no doubt to state it influenced very much in determining the arguments.

Datum 4.2

Plenty of Papuans do not pass their indigenous languages to their descendants anymore. They shift onto Bahasa Indonesia in transferring first language. *For example*, the Tobati tribe, there are only six people who can speak Tobati fluently, and they are all over sixty years old, while the youth and children speak Bahasa.

For example (datum 4.2) is indicated as a code gloss in interactive metadiscourse since this type of word was used to give additional information. in the above sentence, the writer used *for example* was to provide examples of his or her previous ideas with the aim which was to support the arguments. In doing so, the writer ensured that the reader can catch the meaning of the arguments he or she

conveyed. By giving exemplification as the supporting arguments, the writer had made sure that he or she was strongly standing under his or her arguments.

Datum 4.3

All those long periods grant them a considerable influence in applying Bahasa and being indifferent to their own local languages. Communication, recently, happens through Bahasa in most places even though within intra-race. *That condition* eventually makes them be a passive native speakers in their own local languages. They probably figure out what is spoken in those languages but feel awkward to speak.

Datum 4.3, *that condition*, is categorized as an endophoric marker since it was used to point out information from other part of the text. Specifically, in the above sentence, that metadiscourse marker was used by the writer himself to evaluate and judge his previous statements which were in the form of general picture about the referred situation. By stressing and stating clearly ‘condition’, the writer wanted to guide the readers’ understanding that what he or she explained before was indeed a situation or condition that he or she had seen or known. In short, the writer had packaged everything he stated before by referring directly using *that condition* to point it out. By doing so, the reader could easily understand what was explained by the writer.

Essay 5: The Fake of Indonesian Formal Language Through Alay Phenomenon

There was only 1 datum found in this essay due to data reduction.

Datum 5.1

As a matter of fact, Senior High School students are obliged to speak formally to the teacher. Yet, slang language is also used by the teacher to build a closer relationship with their students. *Besides*, it is a good way to have a good relationship with the student, it shall not make the student have a good skill to use Indonesian formal language.

The marker *besides* (datum 5.1) is the form of a logical connective in interactive metadiscourse. It is because this marker was used to add the information to support the idea of the writer. In the above case, the word *besides* was used by the writer to express additional information in building a good stand to be followed by the readers. By expressing the idea using this marker, the writer was able to direct the reader to the next enhanced argument which can support his or her stand. Besides, using this marker was an effective way to help the readers comprehend about what the writer said. That is how interactive metadiscourse works in a discourse.

Essay 6: Globalization and Language Endangerment: “The Existence of Jawa Krama Ingil as a Minority Language in Era Globalization”.

The researcher identified 4 data in this essay.

Datum 6.1

According to Xiulan, says that “the technological, social, and economic trends of globalization seem to contribute towards the endangerment of languages (2007).” *It is absolutely right that those aspect of modern devices can*

destroy local languages as long as the people cannot wisely use it in its *use*. In contrast, if people know more about about how to take advantage of globalization itself they will probably use it for increasing and retaining the Java Krama Ingil Sungko by using those kind of things.

It is absolutely right that (datum 6.1) is a type of attitude marker in interactional metadiscourse since it showed the writer's attitude toward the propositional content. This marker was actually used by the writer to provide a refutation in the form of a truth condition. The sentence using the marker *it is absolutely right that* was not the writer's argument, but it was only a justification for today's situation before coming to the writer's next argument as a rebuttle. The writer used this marker to express his or her approval for others' claims which then drove to his own arguments.

Datum 6.2

It can make the proportional use of Indonesian language endangered because the young learners may use English proudly and frequently. *Even if* they also use Indonesian language frequently *but* it is still incorrectly.

The use of *even if* (datum 6.2) fills the criteria of emphatics which is a part of interactional metadiscourse since it was used to force the writer's sureness toward the statement he or she made. The writer actually wanted to make a small refutation to stress his or her stand. It was shown in the provided context when the writer came up first with a general truth which was being a contrast point of view, then he or she directly rebutted it using a marker *but* to deliver another today's condition which supported his or her stand. By doing so, the writer successfully emphasized the

negation point toward the contrast idea. However, as the researcher assesment, datum 6.2 was used inappropriately by the wirtter since *even if* is usually used to provide a common assumption that might happen in the future. So, *even though* could be more appropriate to be functioned in delivering the above refutation as the writers' intention.

Datum 6.3

Even though a country has more than one languages but the attendance of English still has a distinct place in daily life. Nowadays, English is *not only* a global language *but also* as a lingua franca most of whom use it a mean of communication to interact with people from different cultural background. According to Matin "A global language acts as a lingua franca, a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis" (2011). For instance, when people have a business dealing with people from another country, they will speak English spontaneously without thinking to use another language. In academic context, the existence of English is used as compulsory subject which makes students accustomed to use it. This phenomenon also happens in Indonesia which the learners are rather emphasize to be expert in English language than national language, Indonesian. However, the use of global language for learners is dangerous because the students are interested to speak English than their own language.

Datum 6.3, *not only...,but also..* is included as logical connectives in interactive metadiscourse because this datum was used to show the affinity between ideas. The datum contained two separate parts which cannot be separated. The speakers of English always use those words together. The above context shows that by using datum 6.3, the writer tried to reveal that two related things (standing as the propositional content) were true or happened. He or she intended to say that English is growing to be both global language and as lingua franca in many places around the

world. However, the sentence using *not only...but also..* was not the writer's argument instead of only being a conveyer which led to the arguments in the next sentences.

Datum 6.4

Srivastava (1984) provided a new approach towards defining minority-majority languages based on two principles, "quantum" and "power" as shown in the diagram.

	Power	
Quantum+	(a) Majority	(b) Janta
-	(c) Elite	(d) minority

According to this view, a language can be of four types: (a) powerful as well as majority (e.g. Marathi in Maharashtra State); (b) powerless majority (e.g. Kashmiri in Jammu and Kashmir); (c) minority but powerful (English in all states); (d) minority and powerless (tribal language in all states). In this case, *krama ingil* is related to point d, minority and powerless. It is because of its people do not really care about the existence of the language

Datum 6.4, *according to this view*, was used by the writer to drive the information of the other part of the text. Therefore, it is included as endophoric marker in inetractive metadiscourse. By using datum 6.4 as the deliverer, the writer intended to explain the viewpoint of the previous source that he or she was quoting. The writer tried to develop the points which were previously seemed unclear enough to be understood. Actually, the use of this marker was not really significant for the argumentation, instead of just giving indirect influence toward the arguments which

were put in the next sentence “*In this case, krama ingil is related to point d, minority and powerless. It is because of its people do not really care about the existence of the language*”.

Essay 7: English Must Be Prioritized than Local Languages

There were 4 data recorded in this essay.

Datum 7.1

Yet, their parents did not know the children’s knowledge of national language subject. It means that their parents also focus on English subject to their children. *It seems that* Indonesian language only as an additional language at school because that language is only taught at school. This condition can obstruct the development of Indonesian language use for young learners.

Datum 7.1, *it seems that*, was used by the writer to only give his or her assumption and show that the writer was lack of commitment, therefore it is included as a hedging marker in interactional metadiscourse. The use of hedging device *it seems that* showed that this datum had a function as an escape way for the writers to avoid confessing to ongoing information fully. For example, by assuming using **that** marker, the writer was actually giving a chance to the reader and also asked them to think whether or not Indonesian language is only as an additional language at school just because that language is only taught at school. Besides, the sentence which used marker *it seems that* was the supporting arguments. However, the writer cannot

strongly stand on his or her arguments while he or she was providing uncertain fact using that marker in the supporting argument.

Datum 7.2

The fact that the young learners prefer to expert in English language *may* degradation the proportional use of Indonesian language as a national language. If the phenomenon cannot be defeated, Indonesia *may* lose their identity in the future. It will happen if the young generations ignore and do not want to safe their language by learning it seriously.

In datum 7.2, the writer used hedging marker *may* which indicates that he or she was expressing statement for a possibility. Possibility that Indonesia *may* lose their identity in the future if the phenomenon cannot be defeated. By using that marker, the writer tried to steer the reader in considering the possibility of negative conclusions about recent information. That was without giving complete commitment to his or her arguments which then made the readers doubted on that point of argumentation at the end. It is because the writer was actually giving low weight for his arguments.

Datum 7.3

It is impossible to use each language in one area as AFTA is held in Indonesia now. Using English makes communication easier between a country with others. *Actually*, it is important to make other country to learn Indonesian language as alternative, because English is a foreign language for some countries. However, preparing good English first is better than making new rule to compulsory each country which comes to Indonesia.

Datum 7.3, *actually*, is categorized as an attitude marker in interactional metadiscourse since it represented the writers attitude toward the students' own statement. In the above sentence, the writer operated *actually* to figure out that he or she showed his or her regret in responding the previous statement. It means that *actually* in that sentence was used by writer to show a general expectation which was in some ways surprisingly opposite to the previous statements, or even to the whole major stand of the writer in the essay. In accademic writing, it is called as a refutation, the statements which should be rebuttled. By doing so, the writer tried to show his or her power as any opposite viewpoint was countered.

Datum 7.4

Some universities in Indonesia do not give similar requirement. So, the important role of English has not been felt for the student who wants to continue their study in country. *However*, it might be possible for some years later that some universities in Indonesia will make the same requirement and it must be prepare from now on.

Datum 7.4, *however*, is a logical connective which was used to convey contrastive ideas in the essay. Therefore, it covers the criteria of interactive metadiscourse. In the above sentence, the use of this logical connective was quite different influenced by the linguistics surrounding which was in the form of hedge "it might be possible". From the provided context, it seems that the writer actually tried to rebuttle and counter the today's fact that was signaled using *however*. He or she provided a refutation which might counter that fact. But, the opposed statement, which was being the writer's stand, was actually weak caused by the use of hedge. In

fact, hedging markers are used by most writers to show the low level of certainty (i.e., assumption). Indeed, *however* was successfully used by the writer to show the contrast idea between the today's fact and the writer's assumption. But, the linguistics unit, in the form of hedge, had brought the argument to be weaker. The important thing is that, using this marker, the writer tried to force a contrastive argument which was actually from his or her own assumption.

Essay 8: Mastering English Language through English Culture

This essay also contained single extracted datum.

Datum 8.1

Sometime the major requirement is TOEFL or IELTS score and having good skill in speaking. For instance; a bank laborer has to possess good English skill in speaking when they want to get high position in the form. *Undoubtedly*, most people either young or old have the same motivation to learn English. Getting good carrier is only one reason for them.

Datum 8.1, *undoubtedly*, fills the criteria as an attitude marker since it indicated the writer's viewpoint to the ideational information. This marker was used by the writer to emphasize that his or her argument was a truth, even though the writer did not add any supporting argument from other sources (i.e., research) which can strengthen more his stance. By expressing that way, the writer spoke with full of commitment in justifying his or her arguments.

Essay 9: Existence of Tradisional Language (Local Language) Threatened

The researcher also only identified one datum which played the role as metadiscourse marker in this essay.

Datum 9.1

In contrast, if they use international language (English), that would increase their social level in society. *I* disagree with this perception because it is not relevant. Husni Mubarak said that what is the problem if we nevermore use traditional language?

Datum 9.1, *I*, is categorized as a person marker in interactional metadiscourse because it covers the criteria in showing the presence of the writer in the text.

Through this kind of marker, the writer could set up his or her personal authorial appropriately. If we look at the context of the above essay, the writer tried to keep an influential intensity and involvement with the readers which can be a strategy to begin the relationship between writer and readers. Therefore, when he or she used *I* on that sentence, the writer could individualize his or her authorial identities. By doing so, the writer took full responsibility of what he or she was saying.

Essay 10: Politeness in Language Usage

In this essay, there were 2 markers as its roles in determining the arguments of the students

Datum 10.1

The interpretation such utterances depends on their relationship between the speakers, the closer relationship is the less confusing the

utterance is perceived to be (Hirscova, Ibid 2006 : 175). *The statement tells us that* the utterance in language *use* is depend on the relationship between the speakers. What kind of strategies we should use in conversation depends on *our* partner? From those kind of strategies, *we* can conclude that politeness in language is really important especially in Indonesian language.

Datum 10.1 in essay 10 is in different form from datum 1.1 in essay 1 as they were included in engagement markers in interactional metadiscourse. If datum 1.1 in essay 1 was in the form of a question which all of the words were a set of engagement marker, datum 10.1 in essay 10 only took pronoun *we*, *our* and a form of directive *The statement tells us that* that explicitly addressed the readers. The writer, used second person pronoun, was either selectively focusing his or her attention or by involving them as participants in the text. By employing an argument using those markers, the writer was actually asking the readers to have a same-way thinking in interpreting the text. Therefore, this kind of evaluation was a good help for the writer in making his or her reasoning line become more similar to the reader to get agreement.

Datum 10.2

According to Joko Narkamto, 2001 language in a one side is influence by the culture of society. This is also the real evidence that language is related to culture. *We can know from* the word “influence” there is a cultural aspects inside. It same with the politeness in language, there are more cultural aspect such as behaviour and habituation.

Datum 10.2, *we can know from*, is categorized as an attitude marker in interactional metadisocurse since the writer used those words to express his or her attitude toward the ideational information. The writer actually wanted to underline the

word “influence” by re-stating it using an element of metadiscourse. The intention was to stress the chosen subject or word which he or she thought as an important point. Choosing this marker was a very good point to be done when a writer wanted to build his or her arguments. It is because this type of marker included both stressing the point to bring an argumentation and engaging the readers in order to build a relationship with the readers. By doing so, the writer might have the reader to also agree and stand on his or her side. Therefore, the idea of an argumentative writing which was convincing the readers could be easily achieved.

Essay 11 Learning Everywhere

The researcher took 2 potential data in this essay.

Datum 11.1

Come to the next, learning process also need some supporters aspects to support us when the process is started. There are many aspects to support the learning process. Some of them are from our self like, curiosity and spirit.

Datum 11.1, *come to the next*, is a type of frame marker in interactive metadiscourse because it comprised the criteria as this marker was used to express the sequence stages in the text. In the context of the above sentence, it is obvious that the writer applied the marker to indicate his or her arguments shift. It means that using this marker enabled the writer to direct the readers to the next stages of his or her point of arguments. By doing this, the reader could get such a good comprehension about the message employed in the text without feeling surprised due to the topic

shift. So, the separation among the paragraphs or even the next argumentations was clearly marked.

Datum 11.2

Kids who are home educated get the same chances at careers and life even though many have never set foot in a classroom in their lives. *Probably*, kids with home educated would be more success than the kids who are attending to the school every day. For example, Richard Branson who becomes inspirations for many people because of his successful life and become one of the richest men in the world.

Datum 11.2, *probably*, is categorized as a hedge in interactional metadiscourse since it was functioned to show possibility which had not been the fact yet. Therefore, hedging marker used in that sentence enabled the writer to decrease the responsibility he or she might face when expressing the arguments. *Probably* had been an alternative voice for the writer in giving possibility to support his or her arguments. Yet, of course, it was not able to support the writer's previous statement strongly, even though after that he or she was trying to provide an example of a successful man which was also home educated. The writer only generalized a fact which may support his possible idea and it could not strengthen the argumentation being supported.

Essay 12: Rising Intercultural Competence: Indonesia Traditional Games for EFL teaching

This essay comprised one datum.

Datum 12.1

To understand the importance of cultural study in English language study we have to know how culture actually demonstrates in English study to count the cultural roles in language learning. *It is necessary* to express the function of culture in the components of English language learning, such as listening, speaking, reading, and writing. In the English study if the students lack of knowledge of necessary background knowledge of the language they will face hard time to understand what the speaker says.

The first datum, *it is necessary*, was functioned to point out the argumentation which was being emphasized by the writer, therefore it is categorized as an attitude marker in interactional metadiscourse. The writer explicitly asked the reader to also note that what they needed to do should be just like what the writer had emphasized. Using that marker, the writer told the readers to believe that something he or she stated as a necessary was seemingly important. In other words, the writer spoke with a little bit force to the readers to also say that it was indeed a necessary. Therefore, he or she had a power to engage and convince the reader through his or her argumentation using the marker *it is necessary* which then made the writer had a strong supporting argument.

Essay 13: English vs Nationalism: The Urgency among Elementary Students

There were 4 data taken from this essay.

Datum 13.1

However, learning foreign language should merge with cultural skill since the student is supposed to be intercultural communicators and have to embrace

their native culture even they learn about the target language. *It is much more important* to involve native culture of students toward their successful of rising intercultural meaning. Moreover, this involvement will benefit EFL student to compare their native culture with other cultures.

It is much more important (datum 13.1) is indicated as an attitude marker in interactive metadiscourse as it marked the writers' influential, viewpoint and attitude towards propositional content. Using attitude markers, the writers could be able to convey their personal feelings such as surprise, agreement, importance, obligation, frustration, and so on. Based on the above context, this marker was used by the writer to give his or her interpretation individually. In the sentence using attitude marker, the writer tried to emphasize his or her argumentation as a supporting argument by taking place to say that involving native culture of students toward their successful of rising intercultural meaning is important to do. By doing so, the writer reinforced his or her previous argumentation which then made his major argumentation becomes stronger.

Datum 13.2

Learning foreign language will make student to be smarter. Indonesian people must remember the phenomenon happened in this country recently, where there is a smart child comes from Ambon named Gayatri who was mastering 14 languages (detikNews/23/10/2014). Everyone in this country will be proud when they have a chance of having a child like her. *Looking at that phenomenon, we can realize that* learning more than one language is not a problem for children. It is the way which is going to teach the elementary students to be the smart children instead.

Datum 13.2, *Looking at that phenomenon, we can realize that*, is categorized as a relational marker in interactional metadiscourse. It is because the datum was used to build relationship with the reader. By doing so, the use of the chosen pronoun "we"

was used by the writer to explicitly involve the reader into the discussion. That was actually a strategy used by the writer to make an interactive discussion inside his or her product in certain point. Then, by saying *looking at the phenomenon*, the writer intended to refer to the previous point of information he brought before coming to next statement as the major argument. Then, the writer immediately came up with the argument by forcing his or her idea using “we” in order to take the reader into the same position with the writer himself. Furthermore, when they had the same-way thinking with the writer, it means that the writer had surely succeeded to convince the reader about what he or she was saying at this point.

Datum 13.3

The following discussion will be about the class activity. Initially, providing the subject about local culture will be the first step before the traditional game is applied. It can be inform of asking question about culture or telling the history of local culture. It helps student to picture about culture specifically before leaning language using the games.

The following discussion will be about was used by the writer to mark or sign the stage of the text. Therefore, this datum13.3 is included as a frame marker in interactive metadiscourse. With the intention of making the readers easily understood the ideas, the writer gave a clear mark which can make the readers contextually aware of the movement of his or her idea from one to another. However, the above context shows that the sentence where datum 13.3 used were actually not the argumentation. Yet, it was only a conveyor before going to the argumentation in the next sentences.

The use of this marker is sometimes very needed, i.e., when we have discussed one topic or idea too much. So, the split or the section among the ideas can clearly appear.

Datum 13.4

Many teachers introduce language by only edifying the target language culture, but disintegrating the native culture. This fact builds students' unawareness about their original culture; instead they prefer to adapt the target language culture into their life style rather than to embrace their own native culture. *Concerning about this case*, the core of teaching language has to convey the source language culture, because students will be more recognizable to the local culture related to their background knowledge.

Concerning about this case (datum 13.4) clearly indicated how the writer behaved toward the ideational information he or she gave. Thus, this datum is taken as an attitude marker in interactional metadiscourse. In this discussion part, the writer explicitly wanted to emphasize the argumentation specifically using that marker. He or she showed his or her next response which still had a correlation with the previous statements. Certainly, those statements stood together and strengthen one to another. In other words, it can be seen that the writer successfully applied this marker between the argumentations he or she brought to emphasize certain point of discussions in the essay.

Essay 14: English Endangers the Young Learners' Proportional Use of Indonesian as National Language

The researcher took one datum in this last essay.

Datum 14.1

While normally children are dreaming to have a job such as a teacher, doctor or policeman, they are who learning English will have a dream like becoming a translator, guide, ambassador and others. *At least*, students learning English will have more broad-knowledge than they do not.

Datum 14.1, *at least*, is categorized as an emphatic since it covered the criteria to emphasize force of the writer's certainty in the propositional content. In the above context, the writer tried to give a minimum weight or certainty toward his argument by conveying it using the marker *at least*. Certainly, the marker clearly determined that the argument of the writer in the above point was not really strong since it was used only for expressing his or her supporting argument.

3.2 Discussion

The above results show some interesting views about metadiscourse use to be briefly explained. Yet, the major thing which should be firstly discussed is referring to the research question. The findings show that the words, phrases, or part of sentences which were indicated filling the criteria as metadiscourse markers determined the students' arguments in their written product. This could be proven through identifying the influence of the variation use of metadiscourse markers which was very significant. In other words, selecting the appropriate use of metadiscourse markers played important role in giving weight for the writer's arguments. For example, the application of *it seems possible* (datum 1.4), *may* (datum 7.2), and *probably* (datum 11.2) which represented the writers' doubt on what they say. This is

because any markers chosen by the writer to be put in the arguments had its own roles. For example, when the writer came with the assumptions or their own opinion, they tended to use hedging markers in the form of modals. Besides, the use of metadiscourse makers figured out the attitude of the writers in judging and evaluating the arguments, either from other people's authority as the supporting statements or the writers' own idea.

The use of certain metadiscourse has several functions, such as to strengthen, affirm, clarify, and make the point of arguments of the writer become clearer. Therefore, those actions are important to be done in writing an argumentative essay by using metadiscourse markers to express the writers' idea. On the other hand, some metadiscourse markers used by the writers did not really give significance influences in determining the arguments. For example, in datum 1.1, the use of a question which was actually not the writer's argument. This is because those markers were not directly used by the writers to express their arguments. Yet, they were mostly functioned as a conveyor before going to the points of arguments. However, all markers in findings were potential enough in determining the direction of the writers' arguments.

As this research concerns on the argumentations, the discussion needs to come up with every important aspect in writing an argumentative essay. One of them is referring to other texts to strengthen the writers' own ideas. This is the way how an argumentative writer provides the evidence to justify and support the assertion or

even claims in their own assignments. It can be seen from the use of datum 3.3 and datum 2.4 which were successfully operated by each of the writer. Those data were used as the parameter for more academic results. So, putting the relevant ideas of others and functioning it appropriately could bring a credit point for the arguments presented. Therefore, in academic context, the degree of argument using referencing system is higher, rather than just writing which completely put only their own ideas with no any support.

Another findings show that the results give the image that the use of certain markers which were included in one sub-category of metadiscourse played same roles. In other words, some students operated one type of metadiscourse which was functioned similarly in their writing. For example, the use of hedging markers which tended to be placed and functioned to express the supporting arguments (i.e., datum 1.3, datum 7.1 & datum 7.2), although there were actually some experts of writing who use hedging markers to express their major arguments. This could mean that the students, as the writers, were difficult in differentiating the significance meaning of facts and ideas. So that, it made them feel uncertain in using hedges to express his or her ideas as their major arguments.

Then, the findings also show that almost all metadiscourse markers used by each writer were functioned similarly as in line with the theory proposed by Hyland (2004). Even though there were some writers who used it for different function. For example, the marker *in this case* (datum 3.4) which was used as an endophoric

marker and *concerning to this case* (datum 13.4) that was functioned as an attituded marker. Even though those data were selected to show something which was being referred to. It has a big possibility that this case is caused by several aspects, such as the structure of linguistics surrounding (context), syntactical aspects and language mastery background.

In the point of linguistic surrounding influence, metadiscourse markers were not functioned independently for a direct argument. There must be an inclusion and a bounded structure of the context which then made the writers use that markers to be functioned similarly as stated in the theory. It is proven through the example of the attitude markers used in the provided context as in datum 2.3, datum 3.1, and datum 3.2. Although these three data showed different attitude of each writer due to different topics, in those findings, the writers directly revealed their viewpoints which were expressed using attitude markers. It was done after providing a related fact as the linguistic surrounding either from other people or the writer him/herself. This indicates that certain types of metadiscourse were operated similarly in the same structure of linguistic dimension. So that, the writers functioned the markers similarly to determine and evaluate their arguments, although using the variation of diction.

In the point of language mastery background, as the subject used in this research, Indonesian students which use English as foreign language, influence significantly in inadequacy of the language use, particularly metadiscourse markers. The difficulty in using metadiscourse markers appropriately is being a big problem of

almost all learners of English as Foreign Language (EFL) (Alipour, Jahangar, & Bemami, 2015). This case happens because some metadiscourse markers have such variation of literal meaning and each has its own functions as well. Therefore, when the writers use the markers in inappropriate and inefficient way, there will be an ambiguity among their arguments appear clearly in the text. For example, in datum 1.6, the writer used metadiscourse ineffectively by using two markers which had different function in the same time. Moreover, almost all potential data found were the familiar markers that most EFL learners use in academic writing. This is what the researcher means the inadequacy of English mastery might cause the use of marker in similar way.

Finally, the different use of datum 3.4 and datum 13.4 had obviously brought us into the point of the significant influence coming from syntactical aspect. Although these both data have a same major function which was to point out something referred, different syntactical made them functioned differently. The clear difference is in the use of *in (this case)* and *according to (this case)*, while the rest, '*this case*', could be just the same. Comparing to the implementation of *according to*, using preposition *in* is actually a matter of grammatical functor which only determined the semantic roles. As a matter of fact, if this case is seen in a wider aspect, it is found that the use of *according to this case* had its own metafunction in functional grammar. It is included to have an interpersonal meaning which shows the writer or the speaker's attitude toward a subject. The subject in this case was the

propositional content or the ideational information. Besides, the use of *according to this case* in functional grammar point of view was in line with its function as an attitude marker in metadiscourse.

CHAPTER IV

CONCLUSION AND SUGGESTIONS

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

4.1 Conclusion

This study was to find out how metadiscourse markers determine the students' argumentations. Based on the findings of this study, the researcher came at the following conclusions. First, the students used metadiscourse in various ways to employ or drive their argumentations. Thus, this study was in line with the theory that metadiscourse markers play significant roles in determining the students' argumentation in their text. Second, it showed that the absence and the presence metadiscourse markers impacts to the comprehension of the propositional content for the readers. In other words, the presence of metadiscourse markers used to express the arguments could increase the clarity of what the writers want to say, so that the

readers could understand the text easily. Third, the inappropriate and the ineffective use of metadiscourse could affect to the ambiguity of the propositional content as the linguistic surrounding. This shows that the use metadiscourse markers affect the quality of the students' argumentations when they convey it.

4.2 Suggestions

Due to some limitations of this study, it is hoped for the next researcher to conduct the research on several aspects. Firstly, the next researchers might observe the patterns of metadiscourse markers in oral aspects, such as debate training or competition, speech, job interview, and other types of spoken part. It is because the point of informing, explaining, arguing and convincing are not really systematically conveyed and marked using metadiscourse as the statements are still successfully employed. Therefore, how far the roles of metadiscourse on those spoken actions will be interesting to observe.

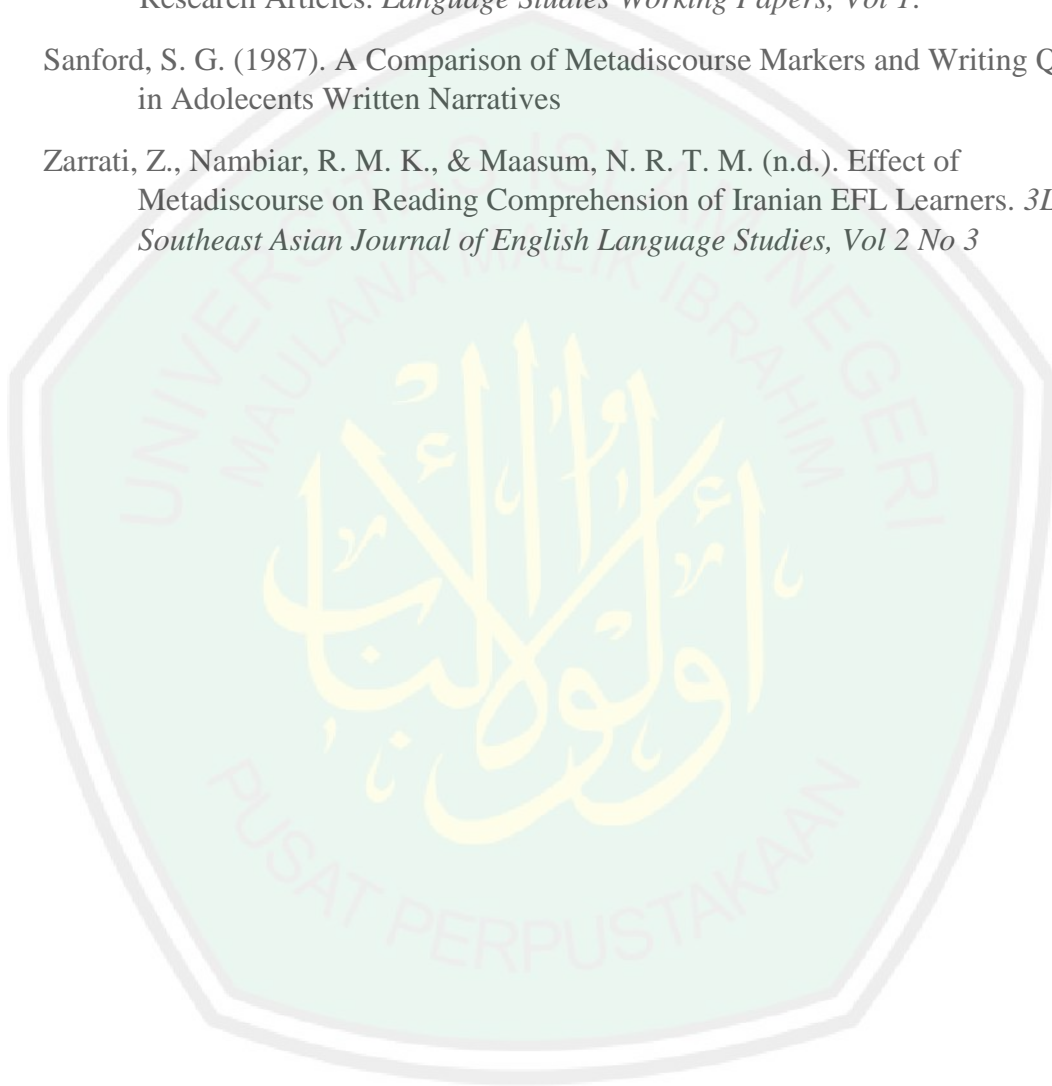
Second, several experts have mostly conducted the research of the metadiscourse markers use on argumentative and narrative. Therefore, further researchers who want to conduct a research on this area can observe the use of metadiscourse in the descriptive one. It is because the pattern of descriptive essay is totally different from the pattern of argumentative essay. Besides, the next researchers can compare how the different use of metadiscourse markers in Indonesian context.

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APPENDIX