#### CHAPTER I

### INTRODUCTION

This chapter discusses the area of the study that will be covered in some headings of background, Research Question, Objectives of the Study, Significance of the Study, Scope and Limitation of the Study, Definition of Key Terms.

### A. Research Background

Writing activities play a crucial role in students' learning process. They start writing from the early up to the late stage, e.g., writing paragraph, writing summary, research proposal, etc. Besides, as an important academic activity, writing imposes great challenge for writers, especially for novice student writers. The challenge is even higher when students write in English as a foreign language, as they not only have to appropriate themselves to the disciplinary discourse but also to do it in a language whose the rhetorical is quite different from their mother tongue. Therefore, Geiser and Studly cited by McNamara, et.al stated that for students, writing ability is among the best predictors for success in course work during their years of study.<sup>1</sup>

As Rao in Rutipa explained that EFL writing is useful in two respects, i.e., it encourages students' thinking, organizing ideas, developing their abilities to

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<sup>&</sup>lt;sup>1</sup> McNamara, D. S., Crossley, S. A., & McCarthy, P. M. "Linguistic Categories of Writing Quality". Written Communication, 27(1), 2010, 58.

summarize, analyze, and criticize. And it strengthens their learning and thinking.

<sup>2</sup> University students, in this case undergraduate students have a lot of projects regarding to writing activity as they are expected to develop their critical thinking through writing. To culminate the title degree based on their discipline, university students should to do research paper known as thesis which this activity dealing with writing.

Based on Writing Thesis Guidance Book year 2014 in English Teacher Education Department Sunan Ampel State Islamic University, there are three parts of thesis, they are beggining part involves thesis title, approval sheet, dedication sheet, acknowledgment, abstract, table of content, list of tables, list of graphics/pictures, list of appendices. Content part involves introduction, review of related literature, research method, result and discussion, conclusion and suggestion. Then, the last part includes references and appendices.<sup>3</sup>

Since tells the summary of the entire paper, abstract becomes crucial because readers always read it before reading the entire paper. It is not only the means to inform about the content of a research study, but also a vehicle for arousing the curiosity and interest of the reader. As Hyland in Al-Shujairi, et.al. argued that the abstract is generally also the readers' first encounter with text, and it is often the point at which they decide whether to continue and give the

<sup>&</sup>lt;sup>2</sup> Kathrina Rustipa. "Metadiscourse in Indonesian EFL Learners' Persuasive Texts: A Case Study at English Department, UNISBANK". *International Journal of English Linguistics*; Vol. 4, No. 1, 2014, 44 <sup>3</sup> Prof. Dr. H. Ali Mudlofir, M.Ag, et.al., Pedoman Teknik Penulisan Skripsi, (Surabaya:UIN Sunan Ampel Surabaya, 2014), 9-34.

accompanying article further attention or to ignore it.<sup>4</sup> According to Wallwork, first impression is very important because it will represent the whole of something<sup>5</sup>. In research paper case, first impression will be represented by abstract. Through abstract, reader can expect the quality of the research and decide whether the article is worth the reading or not.

Abstracts help readers who are going to read the whole article, by offering an overview of the research, thus saving their time. In cases where readers are uncertain from the title whether the paper contains material of interest to them, the abstract help them by informing them more precisely of what the article covers. Thus, the writer should be careful in the way they write the abstract and the appropriate linguistics categories need to be used.

Abstract involves metadiscourse which associates the appropriate use of linguistic realization.<sup>6</sup> It represents what the writer attempts to guide the reader's perception of a text. Because abstract function as "advertising means" to bring the attention the the reader to read the whole research paper, metadiscourse is needed to help writers organize their texts, and engange readers. It is the set of linguistic resources that every language has as part of the textual metafunction for linking one part of a text to another.

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<sup>&</sup>lt;sup>4</sup> Yasir Bdaiwi Jasim Al-Shujairi, et.al., "Role of Moves, Tenses, and Metadiscourse in the Abstract of an Acceptable Research Article", *Mediterranean Journal of Social Sciences*. Vol. 7 no. 2, March 2016, 379

<sup>&</sup>lt;sup>5</sup> Adrian Wallwork, *English for Writing Research Paper*, (London:Spriger, 2011), 177.

As Hyland and Tse pointed out three key priciples of metadiscourse, they are; Metadiscourse is distinct from propositional aspects of discourse; Metadiscourse refers to aspects of the text that embody writer-reader interactions; Metadiscourse refers only to relations which are internal to the discourse.<sup>7</sup>

Hyland also asserted the concept of metadiscourse is based on a view of writing (and speaking) as a social and communicative engagement, offering a means of understanding the ways we project ourselves into our texts to manage our communicative intentions. Metadiscourse itself is discourse about discourse or writing about writing. It is a discourse which has a writer-reader interaction in text. Metadiscourse is self-reflective linguistic expressions referring to the evolving text, to the writer, and to the imagined readers of that text.

Cheng in Shi and Han argued that all writing is motivated by the intention to persuade-to convince our readers to take certain actions, to adopt our world view, to agree with us and like us. <sup>10</sup> A writer wants a message to be understood and to be accepted. There is always more than one plausible interpretation for a given piece of data and readers always retain the option of rejecting the writer's message. Metadiscourse is one indication of a writer's response to the potential

<sup>&</sup>lt;sup>7</sup> Ken Hyland, Polly Tse, "Metadiscourse in Academic Writing", Applied Linguistic, 25(2), 2004, 159.

<sup>&</sup>lt;sup>8</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing.* (London:Continiuum, 2005), 14.

<sup>&</sup>lt;sup>9</sup> Ken Hyland, "Disciplinary interactions: metadiscourse in L2 postgraduate writing", *Journal of Second Language Writing* 13, 2004, 133.

<sup>&</sup>lt;sup>10</sup> Weixuan Shi & Jikun Han. "Research on Writing Samples from the Perspective of Metadiscourse". English Language Teaching, Vol. 7, No. 11, 2014, 152.

negatability of his claims, an intervention to engage the reader and anticipate possible objections or difficulties of interpretation. The use of metadiscourse shows the writer's "friendly" attitude to the reader and provides coherent and related ideas from one to another.

Due to diverse meanings of metadiscourse categories, there are several categories for these markers in the literature. The popular models are from Vande Kopple, Crismore and Hyland. In this research, metadiscourse model from Hyland is used as means for analyzing the metadiscourse categories in thesis abstracts. Hyland classified metadiscourse in two categories, they are interactive metadiscourse and interactional metadiscourse.

There are several previous study related to this study, The first is Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Departement by Lathifatul Fajriyah<sup>11</sup>. In this study, Fajriyah analyzed the move structure in 22 thesis abstracts of undergrduate students in English Teacher Education Department. She found out the rhetorical moves of thesis abstracts and differences moves among thesis abstracts of English Teacher Education Department.

Even her study and this study analyze the similar data, however, this study tries to examine difference aspect in thesis abstracts. Her study examines its

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<sup>&</sup>lt;sup>11</sup> Lathifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Departement"*, (Surabaya:UIN Sunan Ampel Surabaya, 2015).

rhetorical moves in abstracts, while this study examines its metadiscourse categories.

The second is study conducted by Mirshamsi and Allami entitled *Metadiscourse Markers in the Discussion/Conclusion Section of Persian and English Master's Theses*<sup>12</sup>. In Mirshami and Allami study, they observed about interactive and interactional metadiscourse markers used in discussion and conclusion sections of master' theses. They tried to find out the similarities and differences in the use of metadiscourse markers in three categories, they are native English speakers, native Persian speakers, and non-native English speakers. And the result showed that native English writers used more interactive and interactional metadiscourse markers than native Persian and EFL learners.

In sum, since it contains a brief of a research paper, abstract might be the first thing that readers seek before reading the whole paper. Therefore, writers have to notice the appropriate linguistics categories need to be used in order to persuade and convince readers to continue read the next section after abstract. In this case, writer should pay attention to metadiscourse categories which associates the appropriate use of linguistic realization. It is beneficial for writers knowing these categories as it is recognized as an essential means of facilitating communication. For one thing, it helps the writer produces the

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<sup>&</sup>lt;sup>12</sup> A.Mirshamsi, H.Allami, "Metadiscourse Markers in the Discussion/Conclusion Section of Persian and English Master's Theses", *The Journal of Teaching Language Skills (JTLS)* 5 (3), Fall 2013.

discourse. For another, it helps the reader understand the primary message and the author's attitude toward the content of the discourse.

Considering the reasons stated previously, the researcher tries to analyze the metadiscourse categories applied in undergraduate thesis abstracts of English Teacher Education Department students with certain topic, which is writing analysis using metadiscourse model from Hyland. Categories of metadiscourse which adopted from Hyland's metadiscourse model are used as the means to analysis thesis abstracts.

The researcher used Hyland' theory because it is seen as potentially useful as it effectively characterizes the need of writers to write a good academic argument since this study examines thesis abstracts which needs arguments to engage and convince the readers to continue reading the whole thesis. Besides, Hyland's model of metadiscourse is based on the research in academic discourse, which made the model more concrete and more influential. It helps to more clearly identify metadiscourse functions by eliminating formal categories and minimizing functional overlap. Because this study focuses on metadiscourse in written, the researcher decides to choose writing analysis as an abstract's topic.

Conducting a research about metadiscourse categories in thesis abstracts of English Teacher Education Department students, it can only be accomplished through document analysis to get to know what metadiscourse categories used by undergraduate students of Sunan Ampel State Islamic University.

### **B.** Research Question

Based on the background stated previously, this study is intended to questions:

- 1. What are the metadiscourse categories used in thesis abstracts at English

  Teacher Education Department of UIN Sunan Ampel Surabaya?
- 2. What are the metadiscourse categories that commonly appeared in thesis abstracts at English Teacher Education Department of UIN Sunan Ampel Surabaya?
- 3. What are possible causes of the metadiscourse categories that commonly appeared in thesis abstracts at English Teacher Education Department of UIN Sunan Ampel Surabaya?

# C. Objectives of the Research

Considering the statement of the problem questioned on this study, the aim of this study are:

- To analyze the metadiscourse categories applied in thesis abstract at English
   Teacher Education Department of UIN Sunan Ampel Surabaya.
- To identify the metadiscourse categories which are commonly appeared in thesis abstracts at English Teacher Education Department of UIN Sunan Ampel Surabaya.

3. To find out the possible causes of the metadiscourse categories which is commonly appeared in thesis abstracts at English Teacher Education Department of UIN Sunan Ampel Surabaya.

# D. Significance of the Research

This study attempts to give both theoritical and practical contribution:

### 1. Theoritically

- a. This study is intended to contribute research on analysis of metadiscourse in writing skill.
- b. The result of this research can be useful as the reference for next researcher who wants to conduct a research on the same or similar topic as in this research.

# 2. Practically

#### a. For Learners

This research shows the learners the use of metadiscourse, especially in writing skills. And how to write the appropriate abstracts for university students. In this case, undergraduate students.

#### b. For Teachers

This research can be reference for teachers to teach students about metadiscourse in writing which useful to convince, persuade and engage the readers, also help the writer to organize the text. In this case, thesis abstract.

### E. Scope and Limitation of the Research

This study only focuses on thesis abstracts written in English. The abstracts are written by English Teacher Education Department' students who were graduated in between 2014 and 2016 in UIN Sunan Ampel Surabaya. Thus, writing related to analysis is the topic chosen of thesis abstracts since this study analyzes metadiscourse in text which is similar to the topic. Specific study that is analyzed in this study is metadiscourse categories which appears in thesis abstracts. And the metadiscourse categories are adopted from Hyland's model of metadiscourse.

# F. Defintion of Key Terms

#### 1. Metadiscourse:

According to Hyland metadiscourse embodies the idea that communication is more than just the exchange of information, goods or services, but also involves the personalities, attitudes and assumptions of those who are communicating.<sup>13</sup> In this study, metadiscourse is the way writers use words or phrases to organize the texts and engage readers.

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<sup>&</sup>lt;sup>13</sup> Ken, Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continiuum., 2005), 3

# 2. Metadiscourse Categories:

The researcher uses Hyland's model of metadiscourse to define metadiscourse categories in this study. His model comprised of two main categories (Interactive and Interactional Metadiscourse) and five subcategories in each main category (Interactive: transitions, frame markers, endophoric markers, evidentials, and code glosses; Interactional: hedges, boosters, attitude markers, self-mentions, and engagement markers)<sup>14</sup>

#### 3. Abstract:

Abstract is the summary of a research article that is written in the beginning of an academic paper. Its main purpose is to help other researchers and readers make a decision in selecting the readings. <sup>15</sup> In this research, abstract defines as a brief or summary of thesis written by English Teacher Education Department' students of Sunan Ampel State Islamic University.

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<sup>&</sup>lt;sup>14</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing.* ......, 49.

<sup>&</sup>lt;sup>15</sup> Ali Mohammadi Darabad, "Move Analysis of Research Article Abstracts: A Cross-Disciplinary Study". *International Journal of Linguistic.* Vol 8, No 2, 2016. 127.