

As Hyland and Tse pointed out three key principles 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.⁷

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 Fajriyah¹¹. 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

¹¹ Lathifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Departement"*, (Surabaya:UIN Sunan Ampel Surabaya, 2015).

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's 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:

1. To analyze the metadiscourse categories applied in thesis abstract at English Teacher Education Department of UIN Sunan Ampel Surabaya.
2. 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 theoretical 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. Definition 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.¹³ In this study, metadiscourse is the way writers use words or phrases to organize the texts and engage readers.

¹³ Ken, Hyland. *Metadiscourse: Exploring interaction in writing*. (London: Continuum, 2005), 3

