CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports about the research findings and discussion of the analysis of metadiscourse categories in thesis abstracts. It is intended to answer the problems of the study. The findings are based on the data which were taken from thesis abstracts and interview. Then, the discussions are based on the result of the data analysis.

A. Research Finding

This research analyzed the metadiscourse categories in thesis abstracts of English Teacher Education Department Students. It also analyzed the metadiscourse categories that frequently appeared in thesis abstracts and its possible cause of frequently appears.

Document analysis and interview were utilized to investigate the research questions. The data was gained from English Teacher Education Department Students' Thesis Abstract year 2014-2016, with certain topic. It was collected from the digital library of UIN Sunan Ampel Surabaya (www.digilib.uinsby.ac.id). The topic of thesis abstracts taken was only about writing analysis. Thus, this study analyzed 9 thesis abstracts. The results of the findings are classified based on the research questions of the study.

1. The Metadiscourse Categories Used in English Teacher Education Department Students' Thesis Abstracts

To answer the first research question about the metadiscourse categories used in English Teacher Education Department Students' thesis abstracts, the data had been collected through examining graduated students' thesis abstracts. These data were examined using Hyland's metadiscourse model which is divided into two main categories, they are interactive metadiscourse and interactional metadiscourse. Based on the findings, there were 114 items of metadiscourse in 9 thesis abstracts examined, consisting of 60 interactive categories and 54 interactional categories. The details on metadiscourse use are presented in Table 4.1.

Table 4.1 Metadiscourse Use

No Metadiscourse Abstracts Documents					Total						
140	Categories		Abstracts bocaments					Total			
		Α	В	С	D	Е	F	G	Н	ı	
	Interactive	4	6	10	8	10	5	7	4	5	60
1.	Transitions	2	4	8	2	3	3	5	1	1	29
2.	Frame Markers	1	1	1	1	6	1	2	2	1	16
3.	Endophoric		-	-	-	-	-	-	-	-	
3.	Markers	•									-
4.	Evidentioals	-	1	-	-	-	-	-	-	-	1
5.	Code Glosses	2	-	1	5	1	1	-	1	3	14
	Interactional	5	6	5	9	8	5	3	5	8	54
6.	Hedges	-	2	1	1	5	2	-	2	2	15
7.	Boosters	2	1	1	-	1	1	-	-	-	6
8.	Attitude		-	-	1	1	2	-	-	-	4
٥.	Markers	1									4
9.	Self-mentions	3	3	3	6	1	-	3	3	6	28
10.	Engangement		-	-	1	-	-	-	-	-	1
10.	Markers	•									1
	Total	9	12	15	17	18	10	10	9	13	114

As seen in table 4.1, there were 9 thesis abstracts which were coded by alphabetical A to I. As a result, there were four sub-categories of interactive metadiscourse and five sub-categories of interactional metadiscourse. It means a metadiscourse category did not appeared in examined thesis abstracts. The further explanation will be discussed below.

a. Interactive Metadiscourse

Interactive metadiscourse allow the writer to help the reader to correctly interpret the text by managing information flow. There are five sub-categories of metadiscourse categories. However, in this study, the researcher found four sub-categories of interactive metadiscourse employed in thesis abstracts, they are transitions, frame markers, evidentials and code glosses. Unfortunately, there was not any use of endophoric markers in thesis abstracts.

1) Transition Markers

The first category is transition. Transition is logical connectors that express semantic relation between main clauses or sentences. In this category, the researcher found 29 transitions applied in total 114 metadiscourse in thesis abstracts. All students used transitions in their thesis abstracts. Below are some remarks appeared of transition markers.

Table 4.2 Transitions Markers

No.	Remarks	Total
1	Because	9
2	Since	3
3	Moreover	2
4	Thus	2
5	However	2
6	Therefore	2
7	and	2
8	Furthermore	1
9	So	1
10	Hence	1
11	On the other hand	1
12	Meanwhile	1
13	Not Only But Also	1
14	Still	1
	Total Total	29

2) Frame Markers

Next category is frame markers. The total frame markers used in thesis abstracts is 16 items. All of students are known used this category. The higher number used is 6 items of frame markers applied in a thesis abstract. Here are the analysis results of frame markers.

Table 4.3 Frame Markers

No.	Remarks	Total
1	Focus on/focused	1
	on/focuses on	4
2	Aim to	3
3	In this case	2
4	Intents to	2
5	The objective of the study	1
6	Attempts to	1
7	Firstly	1

8	Then	1
9	Goal	1
	Total	16

3) Evidential

Evidential refer to information from other, such as citation or referencing. In the examined thesis abstracts, evidential only appeared one time. It was applied by Student B. Here is the evidential which appeared in student B thesis abstract,

Table 4.4 Evidential

No.	Remarks	Total
1	According to	1
	Total	1

4) Code Glosses

Code glosses supplies additional information, by rephrasing, explaining or elaborating what has been said. There are 7 students who applied code glosses in their thesis abstracts. And the total code glosses used is 13 items. Code glosses applied in thesis abstracts are shown below.

Table 4.5 Code Glosses

No.	Remarks	Total
1	They are/they were	5
2	Parentheses ()	3
3	It means	2
4	Such as	3
5	Namely	1
	Total	14

Code glosses offer valuable resources in order to clarify the presumably ambiguous terms and concepts briefly and extensively through defining, reformulating and exemplifying. It can be also noted by using parentheses to explain the terms.

b. Interactional Metadiscourse

There are 54 interactional items out of 114 items of metadiscourse, which means lower than interactive metadiscorse that get 60 items out of 114 metadiscourse items. In contracts with interactive metadiscourse, the thesis abstracts applied all interactive metadiscourse.

1) Hedges

Hedges allow the writer to present information as an opinion or plausible reasoning rather than fact. From 114 metadiscourse found, there are 15 hedges found in thesis abstracts. It is the second highest metadiscourse appeared in interactional metadiscourse.

Table 4.6 Hedges

No.	Remarks	Total
1	Most	3
2	It could/can	3
3	Indicates	2
4	Concluded/	2
5	They would/it would be	2
	better	2

6	It is expected	1
7	Almost	1
8	Mostly	1
	Total	15

2) Boosters

The next category analyzed is boosters. Boosters express certainty instead of doubt. There are only 6 boosters found in thesis abstracts.

Table 4.7 Boosters

No.	Remarks	Total
1	Shows/showed	3
2	Reveal	1
3	In fact	1
4	There is no doubt	1
	Total	6

3) Attitude Markers

In this category, there are 4 categories in total 114 metadiscourse categories appeared in thesis abstract.

Table 4.8 Attitude Marker

No.	Remarks	Total
1	Directly	1
2	Unfortunately	1
3	Consequently	1
4	Appropriately	1
	Total	4

4) Self-mentions

Self-mention refers to explicit reference to author(s). The researcher found 28 self-mentions in thesis abstracts. It is dominantly used *the researcher* and *the writer*.

Table 4.9 Self-mentions

No.	Remarks	Total
1	The researcher	24
2	The writer	4
·	Total	28

5) Engagement Markers

This category explicitly addresses readers to draw them into the discourse by addressing them as participants in an argument with reader pronouns such as *you*, *your*, *we*. It can also be noted by obligation modals such as *should*, *must*, *have to*, etc.

Table 4.10 Engagement Markers

No.	Remarks	Total
1	Should	1
	Total	1

2. The Metadiscourse which Frequently Appeared in Thesis Abstracts

In previous section, it was found four sub-categories of interactive metadiscourse (transitions, frame markers, evidential, and code glosses) and five sub-categories of interactional metadiscourse (hedges, boosters, attitude markers, self-mentions and engagement marker). The frequency use of each category was various. It meant, there was metadiscourse

category which frequently appeared in thesis abstracts. Data about metadiscourse which frequently appeared in thesis abstracts are shown in the chart 4.1.

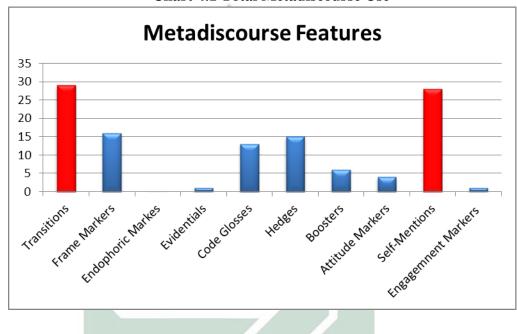


Chart 4.1 Total Metadiscourse Use

Based on the chart above, there were two metadiscourse categories that frequently appeared. They were transitions and self-mentions. Both metadiscourse categories had similar appliance number in thesis abstracts. Transitions had appeared 29 times, while self-mentions had appeared 28 times.

The students probably tended to use more transitions because it would make thesis abstract was coherent. Meanwhile, to show their presences in their own writing, the students possibly used self-mentions,

in this case, *the researcher* and *the writer*. Besides, by using authorial presence such as *the researcher* and *the writer*, it seemed more formal than using personal pronoun like "I". Thus, the possible causes of frequent metadiscourse categories appeard in thesis abstracts are presented in following findings section.

3. The Possible Causes of Frequent Metadiscourse Appeared in Thesis Abstracts

Third research question asked about possible causes of frequent metadiscourse appears in thesis abstracts. In this study, the researcher used interview to answer this research question. The interview asked based on the frequent metadiscourse categories appears. Based on the data findings in previous section, there are two metadiscourse categories frequently appears in English Teacher Education Department students' thesis abstracts, those are Transitions, and Self-mentions.

From 9 students of examined thesis abstracts, the researcher only could get in touch with 6 graduated students to interview. The interview was about students' awareness of their thesis abstracts' readers, and possible causes of frequent metadiscourse appeared in thesis abstracts. Some of them had similar statements about the questions asked.

One of the key principles of metadiscourse is about writer-reader interaction. It means, in writers' view, writers need to engage and

convince the reader about their writing. The first step to build writerreader interaction, writers should think their readers when writing up their
writing. However, 5 of 6 writers were indicated to think their readers
when writing their thesis abstracts. Following statements showed that the
writers awareness about their readers whether their readers would
understand their thesis abstracts or not.

- a) "At the first time, I did not feel worry because I always discussed with my student advisor. What matter were writing what abstract should be, simple and easy to be understood by the readers" (Student E)
- b) "Yes, I did worry when writing my thesis abstracts because write an abstracts should brief and clear. Sometimes we wanted to explain more about our thesis to the readers in order to they understand more, but on the other side we had to consider the words limit in writing the abstracts" (Student G)
- c) "I did think about my readers. It's probably about its linguistic whether my readers would understand my thesis abstract or not."

 (Student C)

The students were aware about readers' view when reading their writing. It made them more careful in writing their thesis abstracts. Those

five students, who unconsciously or not, applied metadiscourse since the first time they wrote their thesis abstracts.

Meanwhile, based on the finding in previous section about metadiscourse categories which frequently appeared in thesis abstracts, there were two metadiscourse categories most found in thesis abstracts. They are transitions and self-mentions. The following explanation showed students' opinion about possible causes they used more which are transitions and self-mentions.

First, students used transitions to make their writing coherent, to relate one sentence or argument to other sentences or arguments, and to organize their writing well. Here are the statements of possible frequent metadiscourse appeared causes:

- a) "I used transitions in my abstracts as 'bridging' to organize my writing well. Also, making my readers interest and curious to continue reading my abstracts" (Student C)
- b) "I applied transitions in my abstracts because it is one of aspects from coherence which related on sentence to others. It would seem more relate." (Student G)
- c) "I realized in using transitions in my thesis abstracts. I think to make it more relate among sentences and arguments" (Student H)

Second, self-mentions were used because it was only made their writing more formal, *the researcher* and *the writer* are common usage of self-mentions in English Teacher Education Department, and telling the reader that the abstract was written by the researcher. As the students stated below:

- a) "My reason applied self-mentions in thesis abstract, especially 'the researcher', was to make my abstract seemed more formal." (Student H)
- b) "I did not have special reason in using self-mentions. I applied 'the researcher' in my abstracts because I followed the theses written by our senior which most of them used word 'the researcher/the writer'.

 Besides, self-mentions are important to tell the readers that the abstracts were written by me (the researcher)" (Student I)

Although self-mentions are dominantly employed in thesis abstracts. But, 2 of 6 students said different thing with statements above. They said usage of self-mentions in abstract was not really important. Following statements showed that reducing authorial presence was also a good thing.

- a) "Students possibly applied self-mention to keep the formality in their abstracts. I only used it once in my abstracts. I think when students used more self-mentions it seemed to be boring and stiff" (Student E)
- b) "Sometimes using self-mentions are important. But for me, I needed to consider the repetition of self-mentions. Using too many self-mentions in abstract made it was not nice to read" (Student G)

Thus, while the more students might have been slightly more comfortable using self-mentions, few of them saw it as inappropriate for them, believing that too many self-mentions made the thesis abstract was boring and tiff, also it was not nice to read.

B. Research Discussion

Just in case of having similar understanding between the reader and the researcher regarding the finding of the research, this section review those findings by displaying on some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

1. The Metadiscourse Categories Used in English Teacher Education Department Students' Thesis Abstracts

As stated in the background, abstract abstract becomes crucial since readers always read it before reading the entire paper. It becomes the last thing that students write after finishing their thesis, but it will be the first thing that readers seek. Nevertheless, the content of abstract is more important because if it is lack of information about their research, the reader can be able to stop reading their abstract even their thesis. In line with the problem, this study focused on examining the content of thesis abstracts through the metadiscourse categories existence.

This study uses Hyland's model because his metadiscourse model is based on the research in academic discourse, which makes the model more concrete and more influential. Besides, it is also more updated than other models of metadiscourse. It is also noted by Abdi, Hyland's model is highly preferred in modern metadiscourse studies for being recent, simple, clear and comprehensive.²

In this case, the researcher investigated the metadiscourse categories of English Teacher Education Department Students' thesis abstracts. The researcher found that students of English Teacher Education

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¹ Latifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Departement"*, (Surabaya:UIN Sunan Ampel Surabaya, 2015). P. 51

² R. Abdi. "Metadiscourse Strategies in Research Articles: A Study of the Differences across Subsections". In *The Journal of Teaching Language Skills* 3 (1), Spring 2011, Ser. 62/4, p. 5.

Department used some metadiscourse below in their thesis abstracts. It is proved by explanation below.

The result shows that the use of interactive metadiscourse tends to be dominant in those 9 thesis abstracts. By total percentage 52,21%, the usage of interactive metadiscourse is higher than interactional metadiscourse by only 47,79%. It means that the writers tend to influence the "reader-friendliness" of a text, involve the management of information flow, addressing how writers guide readers by anticipating their likely reactions and needs.³ Besides, the writers also tend to go to greater lengths establishing coherence in the text, hence providing more guidance for the reader to comprehend the purpose of the text.⁴

Interactive metadiscourse, the most usage of metadiscourse was transitions with percentage was 25,66 % as the highest metadiscourse used in thesis abstracts. Transitions became the highest metadiscourse categories found because students might want to organize the text by bridging one sentence to another. By applying transitions, students could 'bridge' the sentences and made it coherent. The following sentences of thesis abstracts show transition markers.

³ Ken Hyland. Metadiscourse: Exploring interaction in writing. (London:Continiuum, 2005), p.44

⁴ G. R. Zarei, S. Mansoori. "Metadiscourse in Academic Prose: A Contrastive Analysis of English and Persian Research Articles", *The Asian ESP Journal Volume 3 Issue 2*, p. 32

- a) "Error is commonly happen in English learning process **because** the rules of Bahasa Indonesia and English was different." (Student A Line 3 See Appendix 4)
- b) "Writing is the most difficult skill in English learning process

 and has close relationship with higher education." (Student D Line

 2 See Appendix 4)
- c) "...., the difficulty is **not only** in generating and organizing ideas, **but also** in translating these ideas into readable text" (Student B

 Line 9 Appendix 4)
- d) "Moreover, argumentative skill is needed for university student.

 (Student H Line 3 See Appendix 4)
- e) "However, building a good writing is not simple enough." (Student G
 Line 2 See Appendix 4)
- f) "In the other hand, researcher found that there were 25% were in good and 27% students were in bad." (Student G Line 22 See Appendix 4)
- g) "Thus, the students' ability to write logical argument in argumentative essay is high is accepted." (Student C Line See Appendx 4)

According to Hyland, transition markers are divided into three types, they are addition, comparison, and consequence.⁵ In the examined

⁵ Ken Hyland. *Metadiscourse: Exploring interaction in writing.* (London:Continiuum, 2005, p. 50.

thesis abstracts, those three types of transitions were appeared. Sentence (a), (b), (d) and (e) are included in addition which add elements to an argument. For example, in sentence (a) "Error is commonly happened in English learning process because rules of Bahasa Indonesia and English was different.", because is an addition of transition markers. It adds argument in why error in writing is commonly happened, and it is explained that the difference rules of Bahasa Indonesia and English are the caused. Besides, in sentence (b) "Writing is the most difficult skill in English learning process and has close relationship with higher education." the marker and here adds argument about writing, consisting of argument about the most difficult skill and has close relationship with higher education.

In contrast with addition, comparison of transition markers here marks argument as different.⁷ It means that it contrast the argument. In sentence (e), and (f), *however* and *in the other hand* mark as comparison. For instance, in sentence (e) "*However*, building a good writing is not simple enough." However here mark different argument between argumentative writing which is great topic to write and the difficult of building a good writing. Then, consequence of transition markers expresses a result. As Hyland states that consequence relations either tell

⁶ Ken Hyland. *Metadiscourse: Exploring interaction in writing.*, p. 50.

⁷ Ken Hyland. *Metadiscourse*:, p. 50.

readers that a conclusion is being drawn or justified.⁸ *Thus*, in sentence (g), "*Thus*, the students' ability to write logical argument in argumentative essay is high is accepted." Express a result of students' ablities to write logical arguments.

Equally with transitions, frame markers which was used 14,16% also made the sentences coherent. Frame markers signal text boundaries or elements of schematic text structure. It can therefore be used to sequence parts, label text, announce discourse goals and shift topic. The sentences below are presented as frame markers.

- a) "This research is mainly focused on investigating students who ge

 t difficulties in making a complete sentence with a good structure."

 (Student B Line 25 See Appendix 4)
- b) "This thesis **aimed to** analyzed students' error in using cohesive devices and identify" (Student A Line 5 See Appendix 4)
- c) "In this case, it would be better if the students paid attention while practiced" (Student E Line See Appendix 4)
- d) "This study attempts to analyze the grammatical accuracy, cohesion and coherence." (Student F Line 5 See Appendix 4)

⁸ Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continiuum, 2005, p. 50.

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⁹ Ken Hyland. *Metadiscourse: Exploring interaction in writing.....*, p. 51

e) "The result of this study is expected students can attain **goal**: writing a good opinion which is uploaded online where everyone can read the opinion." (Student I – Line 5 – See Appendix 4)

From the sentences above, frame markers used here were to announce discourse goals. Such as, *focused on, aim to, in this case, attempt to, goal.*

Evidential refers to information to other. In academic discourse, evidential markers typically take the form of citations or academic attributions. ¹⁰ It also refers to a community-based literature and provides important support for arguments. ¹¹ There was only one evidential in thesis abstracts which was applied in student B thesis abstracts, with percentage was 0.88%

a) "According to Richard, there is no doubt that writing is the most difficu lt skill for second language learners to master" (Student B – Line 8 – Appendix 4)

In sentence (a), *according to Richard* is evidential because it refers to additional information from Richard.

Meanwhile, code glosses apply additional information, by rephrasing, explaining or elaborating what has been said, to ensure the

¹¹ Ken Hyland. Metadiscourse: Exploring interaction in writing. (London:Continiuum, 2005, p. 51

reader is able to recover the writer's intended meaning.¹² The use of code glosses was 11,50%. The following sentences show the use of code glosses.

- a) "They are organization (the introduction, body paragraph, and conclusion), style (grammar and sentence structure), mechanics (spelling, punctuation, and capitalization)." (Student D Line 6 See Appendix 4)
- b) "....in meaning ability, it means the students' reasoning is easy to follow and understandable." (Student I Line 21 See Appendix 4)
- c) "... general way of thinking which have three major categories of data, such as interview, observation and written document." (Student E-Line 10 See Appendix 4)

Code glosses offer valuable resources in order to clarify the presumably ambiguous terms and concepts briefly and extensively through defining, reformulating and exemplifying, such as in sentence (b) and (c). It can be also noted by using parentheses to explain the terms as like shown in sentence (a).

Unfortunately, endophoric marker was not found in all thesis abstracts. It seems that the abstracts writers did not need any references to other parts of the texts. They might think that it was not necessary to put endophoric markers in thesis abstracts since they only gave a brief

¹² Ken Hyland. *Metadiscourse: Exploring interaction in writing.....*, p. 51

explanation in their abstracts and did not need any reference to other part of the text.

In interactional metadiscourse, hedges used was 13,27 %. It was the second most employed metadiscourse in interactional metadiscourse. According to Hyland hedges allow the writer to present information as an opinion or a plausible reasoning rather than a fact. ¹³ The following sentences are presented use of hedges in some thesis abstracts.

- a) "Writing is **the most** difficult skill in English learning process."

 (Student D Line 1 See Appendix 4)
- b) ".... they could produce not good paragraph because they did not exactly know their fault in their paragraphs." (Student E Line 6 See Appendix 4)
- c) "It would be challenging study because the paragraphs were written by the students." (Student E Line 11 See Appendix 4)
- d) "...the analysis **indicates** that the student can write argumentative ess ay for publication cause of five factors." (Student H Line 16 See Appendix 4)
- e) "It is **expected** that students are be able to speak and write in English." (Student B Line 4 Appendix 4)

¹³ Ken Hyland. *Metadiscourse: Exploring interaction in writing.* (London:Continiuum, 2005), p.52

Unlike hedges boosters help writers to express with certainty what they have to say. It expresses certainty instead of doubt. ¹⁴ The form of *shows, there is no doubt,* and *in fact,* show the certainty of writers in writing argument. As seen in sentence (a) the form *shows* explain that the error are part of the process of second language acquisition is a certainty. Also in sentence (b) student B without doubt argued that writing skill is the most difficult skill for second language acquisitions.

- a) "The error, which is made by the students, **shows** the process of second language acquisition." (Student A Line 2 See Appendix 4)
- b) "There is no doubt that writing is the most difficult skill for second language learners to master." (Student B Line 8 See Appendix 4)
- c) "In fact, most students got C in writing subject without knowing in which part they were wrong. By their not understanding. "(Student E Line 4 See Appendix 4)

Attitude markers express the writer's appraisal of propositional information, conveying surprise obligation, agreement, importance, and so on. The sentences below are sample of attitude markers used in thesis abtracts.

¹⁴ Malcolm William, "Translating Metadiscourse: An Explanatory Analysis of Problems in Students' Work", *Mutatis Mutandis. Vol. 3, No. 1.73-90.* 2010, p.78

- a) "The researcher directly asked the students' assignment that they get in the middle test to the lecturer of the classes." (Student D Line 24 See Appendix 4)
- b) "Unfortunately, only 37 of 83 paragraphs became the data in this study because 46 students rejected." (Student E Line 13 See Appendix 4)
- c) "Consequently, those errors make students' grammatical accuracy value varied from one student to other students." (Student F Line 18 See Appendix 4)

Unfortunately, the use of attitude markers only found four times in examined thesis abstracts. The possible reasons of use of attitude markers could be that as non-expert writers, they were not too confident in projecting their voice into their writings nor too critical of the propositions forwarded.¹⁵

To show their authorial presence, students used more self-mentions in their thesis abstracts. Self-mention was the second highest use of metadiscourse. And the following sentences show how self-mentions applied in thesis abstracts.

¹⁵ Helen Tan and Wong Bee Ene, "Metadiscourse Use in the Persuasive Writing of Malaysian Undergraduate Students", *English Language Teaching; Vol. 7, No. 7*; 2014, p. 35.

- a) "The researcher chose writing skill because it is crucial as
 it gives the students the opportunity to produce languages that have be
 en taught in the class." (Student B Line 6 See Appendix 4)
- b) "The writers need to include logical reasoning as part of it, because it can greatly persuade the readers." (Student I Line 2 See Appendix 4)

Self-mention refers to the degree of explicit author presence in the text. This can be realized by the use of first person pronouns and the possessive adjectives 'I, me, we, my, our, mine and us'. Other categories that can be used to 'self- mention' are 'the author, the writer, the author's and the writer's'. While in this study, students tend to use *the researcher* and *the writer* in their thesis abstracts, as seen in sentence (a) and (b) above.

The last is engagement marker. The use of engagement marker is not applied much. There is only one engagement marker that employed in student D thesis abstracts. Engagement marker explicitly addresses readers to draw them into the discourse by addressing them as participants in an argument with reader pronouns such as *you*, *your*, *we*. It can also be noted by obligation modals such as *should*, *must*, *have to*, etc. The sentence below shows engagement marker use in abstract of student D.

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¹⁶ Ken Hyland. *Metadiscourse: Exploring interaction in writing.* (London:Continiuum, 2005), p.53

a) ".... the students should notice the aspects of writing essay and the structure or the elements of argumentative essay." (Student D – Line 4 – See Appendix 4)

Even though interactional metadiscourse was lower than interactive metadiscourse, but all sub-categories in interactional metadiscourse appeared in thesis abstracts. The percentage of self-mentions was 24,78%, it is the second higher metadiscourse categories used in thesis abstracts. The most self-mentions used were *the researcher* and *the writer*. Followed by hedges with percentage was 13,27%, booster was 5,31%, then attitude markers by 3,54%, and engagement markers 0.88% which was only applied once in thesis abstracts. Various instances of interactional metadiscourse found in the corpus showed writers' approaches to interact with readers by proposing their arguments, their feelings, their attitudes and above all their commitment to the texts itself.¹⁷

2. The Metadiscourse which Frequently Appeared in Thesis Abstracts

The second research question is the metadiscourse which frequently appeared in English Teacher Education students' thesis abstracts. Based on the findings above, the researcher found the most metadiscourse used were transitions and self-mentions. As Hyland and Tse argue that the high

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¹⁷ 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, 385

use of transitions, representing internal connections in the discourse, it is clearly an important category of academic argument.¹⁸ Equally Hyland also states that self-mention also plays a far more visible role in the soft disciplines such as humanities and social¹⁹, which in this case is education.

3. The Possible Causes of Frequent Metadiscourse Appeared in Thesis Abstracts

In analyzing possible causes of frequent metadiscourse appeared in English Teacher Education students' thesis abstracts, the researcher used interview guideline. To know the possible reason of students who used more certain metadiscourse categories in their thesis, she interviewed 6 of 9 students whose the thesis abstracts were chosen to examined due to the other 3 students could not be contacted before.

Metadiscourse is a new thing for the students. All of them did not know that they applied metadiscourse categories in their abstracts. However, few of them stated that they thought about their readers when writing thesis abstracts, whether the readers would easy to understand their abstracts or not. Hyland in Amiryousefi argues that the use of

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¹⁸ Ken Hyland, Polly Tse, "Metadiscourse in Academic Writing: A Reappraisal", *Applied Linguistic*, 25(2), 2004, p.170

¹⁹ Ken Hyland, "Disciplinary interactions: metadiscourse in L2 postgraduate writing", *Journal of Second Language Writing* 13, 2004, 145.

metadiscourse categories allows writers to intrude in their texts to signal their communicative intentions, and affect the ways these intentions are understood by their readers.²⁰

In short, even the students did not know metadiscourse before. They unconsciously applied metadiscourse categories in their abstracts. It is proven by the data findings that almost all metadiscourse categories were used in 9 thesis abstracts chosen. As seen in data findings above, there are two high use of metadiscourse categories, they are, transitions and selfmentions. Some of them had similar statements for possible causes they tended to use both metadiscourse categories.

The students used more transitions to make their writing coherent, to relate one sentence or argument to other sentences or arguments, and to organize their writing well. As Helen Tan and Wong Bee say that it could be that *transitions* are fundamental linguistic elements that have been taught to students in grammar and writing classes. Therefore, students are aware that the use of *transition* markers to link clauses and sentences would make their ideas more coherent to their readers.²¹

Another metadiscourse categories which was dominantly appeared in their thesis abstracts was self-mentions. Self-mentions were used

²⁰ Mohammad Amiryousefi. "Metadiscourse: Definitions, Issues and Its Implications for English Teachers". *English Language Teaching, Vol. 3, No. 4; December.* 2010, p. 162

²¹ Helen Tan and Wong Bee Ene, "Metadiscourse Use in the Persuasive Writing of Malaysian Undergraduate Students", *English Language Teaching; Vol. 7, No. 7*; 2014, p. 31

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because it was only made their writing more formal, *the researcher* and *the writer* were common usage of self-mentions in English Teacher Education Department, and to tell the reader that the abstract was written by the researcher. Coherent with the interview responses, Abdi, *et al.* argue that self-mentions are used to linguistically project the writer from behind the written lines, presumably to remind readers that the lines are produced by a colleague²²

Besides, the points at which writers choose to metadiscoursally announce their in the discourse tend to be those where they are best able to promote themselves and their individual contributions.²³ This means that the abstracts writers tend to promote themselves, as the writer or the researcher in their thesis abstracts.

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²² Abdi, *et al.*, "The cooperative principle in discourse communities and genres: A framework for the use of metadiscourse.", *Journal of Pragmatics 42, 1669–1679, 2010*, p. 1676

²³ Ken Hyland, Polly Tse, "Metadiscourse in Academic Writing: A Reappraisal", *Applied Linguistic*, 25(2), 2004, p.172

