

**METADISCOURSE MODEL IN STUDENTS'  
THESIS AT ENGLISH TEACHER  
EDUCATION DEPARTMENT OF UIN  
SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the  
degree of Sarjana Pendidikan (S.Pd) in Teaching English



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Penulis

  
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## **DEDICATION**

I dedicated my thesis to my family and my friends, a special feeling of gratitude to my loving parents, H. Moh. Zuhri, Hj Suirah whose words of encouragement and push for tenacity ring in my ears. My beloved siblings, Maysaroh Zuhri, Zainab Zuhri, Abdul Kholed, and Muhammad Rizky who have never left my side and always support me.

I dedicated this thesis and give my special thank to my dear friends that are more like sisters to me, Intan, Ifa, Ayak, Fifi, Ulya, Hanum, Shawol, Isma, Kiki, Timtam, Iis, Layla, Ana, Nita, Qori, Anda and Vita who always support me throughout the process. I will always appreciate all they have done. All of you have been my best cheerleaders.

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## ABSTRACT

Z, Aqilah. (2019). Metadiscourse Model of Students' Thesis at English Language Education Department of UIN Sunan Ampel Surabaya. English Language Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel. Advisors: Dr. Irma Soraya, M.Pd & Siti Asmiyah, M. TESOL.

Key words: *Thesis background, Metadiscourse, Metadiscourse models.*

Thesis background becomes crucial to highlight the significance of the research. Therefore, thesis background needs to have strong argument and engage the readers. Metadiscourse models help the writers to organize the thesis background of the study, in order to engage readers with their writing. The purpose of this qualitative study is to analyze the metadiscourse model in thesis background of English Teacher Education Department, this study used content based on Hyland theory of metadiscourse models. The data were collected from 10 thesis background of English Teacher Education Department Students in the academic year 2017. The findings show that there are 265 metadiscourse items consisting of 139 interactive metadiscourse and 126 interactional metadiscourse. The use of metadiscourse in students' thesis background include 62 *transitions*, 34 *evidential*, *frame markers*, *code glosses*, *hedges*, *boosters*, *attitude marker*, *self-mentions*, and *engagement marker*. The metadiscourse models mainly used were *transitions*, and *self-mentions* to organize the text, and show the authorial presence. As endophoric marker is less used by the student, teacher of English in writing or thesis supervisor need to also encourage the use of endophoric marker in student thesis background of study.

## ABSTRAK

Z, Aqilah. (2019). *Metadiscourse Model of Students' Thesis at English Language Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, UIN Sunan Ampel Surabaya, English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Dra. Irma Soraya, M.Pd & Siti Asmiyah, M. TESOL.

*Key words: Thesis background, Metadiscourse, Metadiscourse models.*

Latar belakang tesis menjadi penting untuk menyoroti pentingnya penelitian. Oleh karena itu, latar belakang tesis perlu memiliki argumen yang kuat, dan melibatkan pembaca. Model Metadiscourse membantu para penulis untuk mengatur latar belakang tesis penelitian ini, untuk melibatkan pembaca dengan tulisan mereka. Tujuan dari penelitian kualitatif ini adalah untuk menganalisis model metadiscourse di latar belakang tesis Pendidikan Bahasa Inggris, penelitian ini menggunakan konten berdasarkan teori Hyland model metadiscourse. Data dikumpulkan dari 10 latar belakang tesis mahasiswa Pendidikan Bahasa Inggris pada tahun akademik 2017. Temuan menunjukkan bahwa ada 265 item metadiscourse yang terdiri dari 139 metadiscourse interaktif dan 126 metadiscourse interaksional. Penggunaan metadiscourse dalam latar belakang tesis siswa meliputi 62 transisi, 34 bukti, frame marker, glosses kode, lindung nilai, booster, penanda sikap, penyebutan diri, dan penanda keterlibatan. Model metadiscourse terutama digunakan adalah transisi, dan penyebutan diri untuk mengatur teks, dan menunjukkan kehadiran penulis. Karena penanda endoforik kurang digunakan oleh siswa, guru Bahasa Inggris dalam penulisan atau pengawas tesis juga perlu mendorong penggunaan penanda endoforik dalam latar belakang tesis siswa.



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# CHAPTER 1

## INTRODUCTION

This chapter addresses the subject of the study that will be covered under the background of the study, the research question, the aims of the investigation, the significance of the study, the scope and limitation of the study, and the definition of key terminology. This chapter is completely covered.

### A. Background of Study

Writing has a crucial aim as the primary tool for learning in academics, particularly in college. “Paltridge and Starfield said that academic writing at an advance level is more than just getting ideas down on paper and being sure that they are in good English”<sup>1</sup>. This is a key method in communicating the ideas in order to increase comprehension.

“In the universities in Indonesia, writing is a research paper as an academic writing product called the thesis that has to be written by the students for finishing their last examination scientific assignment before graduating with a bachelor degree. The Thesis consists of some chapters; one of them is the introduction section. The introduction part is the key section of the research, since it becomes the reason why the writer does the research. As Bathia states that introduction is the key role in presenting the connection of the research to be reported”<sup>2</sup>.

“Mc Millan states that the introduction of research itself consists of six sub chapters including background of the research, statement of problem, objective of the research, significance of the research, scope of the research, and definition of terms”<sup>3</sup>. “It does this

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<sup>1</sup>“Paltridge, Brian and Sue Starfield. 2007. *Thesis and Dissertation Writing in a Second Language*. New York: Routledge”.

<sup>2</sup>Flowerdew, John. 2002. *Academic Discourse*. London: Pearson Education Limited.

<sup>3</sup>McMillan, V. 1997. *Writing Papers the Biological Sciences 2nd edn*. Boston: Bedford Books.

by acting as the research paper's skeleton, revealing the researcher's rationale for carrying out the study, the theories that underpin his conclusions, the fundamentals necessary for the study's application to other fields, and succinctly illustrating the development of the research problem.<sup>4</sup> The background of the study is crucial in thesis writing since readers always read the background of the study before reading the rest of the paper. Not only does it provide information regarding the background function's content, but it also serves as a vehicle for piquing the reader's interest. According to Wallwork, The first impression is crucial since it represents the entirety of anything.<sup>5</sup> In the case of a research paper, the first impression will be conveyed by the study's backdrop. The reader can judge the quality of the research by looking at the backdrop of the study and deciding whether or not the article or thesis is worth reading.

In academic context In this situation, the background portion of the thesis, which is a type of written discourse, needs to be metadiscursively united and have a decent construction, for the thesis be more easily understood by the reader. "Halliday states that any writing needs to establish additional relations within the text, relations that may involve the elements of any extent, both smaller and larger than a clause, from single words to lengthy passages of text<sup>6</sup>. As a form of writing a thesis also needs to have a good metadiscourse relation. Particularly the background of study”.

Background of study helps the readers who intend to read the entire article will benefit from the background of study, which provides an overview of the research and so saves time. When readers are unsure whether they will find anything of interest in the paper based on the title, the backdrop of study can help them by providing a more detailed description of what the piece covers. As a result, the writer should be attentive in how they describe the background of the study, and proper

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<sup>4</sup> McMillan, James H. 2008. *Educational Research: Fundamental for Consumer, Fifth Edition*. Boston: Pearson International Edition”.

<sup>5</sup> Adrian Wallwork, *English for Writing Research Paper*, (London:Springer, 2011), 177

<sup>6</sup> Halliday, M. A. K. (1985). *Introduction to functional grammar*. London: Edward Arnold.

linguistics categories should be employed to convey the research review in the best possible way.

The background of study serves as a metaphor for the author's attempt to influence the reader's interpretation of a book. Every language has a set of linguistic tools called "metadiscourse" that it uses to relate one section of a text to another. Because abstracts serve as "advertising means" to entice readers to read the entire research paper, writers need metadiscourse to help them organize their texts and engage readers<sup>7</sup>.

The following are the three key tenets of metadiscourse, in accordance with Hyland and Tse: Discourse's propositional elements are different from metadiscourse. A text of metadiscourse relates to components that show interactions between the author and reader. The term "metadiscourse" only speaks of conversational internality interactions.<sup>8</sup> The term "metadiscourse" refers to a word, phrase, or assertion that relates or communicates the author to the reader. It simply refers to the author's capacity for dialogue with the reader. The information in a text can be arranged, interpreted, and assessed by the reader using metadiscourse models. Additionally, by creating connections between various textual components, metadiscourse helps the author organize the discourse and enhance the text's relationship.<sup>9</sup>

Hyland also asserts The foundation of metadiscourse is a perspective on writing (and speaking) as a social and communicative medium interaction, and it provides a way of understanding how we project ourselves into our works in order to manage our communicative objectives.<sup>10</sup> Metadiscourse is writing about writing or discourse about discourse. It is a textual discourse in which the writer and the reader

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<sup>7</sup> Hyland, Ken. "*Metadiscourse: Exploring interaction in writing*. London: Continuum, 2005".

<sup>8</sup> Ken Hyland, Polly Tse, "Metadiscourse in Academic Writing", *Applied Linguistic*, 25(2), 2004, 159.

<sup>9</sup> Ibid

<sup>10</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continuum, 2005), 14.

communicate. Metadiscourse is a set of self-reflective language terms that relate the author, the developing text, and the work's hypothetical audience.<sup>11</sup> As a result, metadiscourse is a technique for helping the reader comprehend the text and picture the reader of that particular book.

Metadiscourse skill is important in writing in this sense. Cheng claimed in Shi and Han that the motivation behind all writing is the desire to persuade—to persuade our readers to adopt our worldview, agree with us, and like us, among other things.<sup>12</sup> The writer wishes for his or her message to be understood and accepted. For each given piece of data, there is always more than one possible interpretation, because the writer's message is always open to rejection by readers.

One sign of a writer's response to the possibility of his statements is metadiscourse, which is an attempt to engage the reader and anticipate future objections or challenges to interpretation. Metadiscourse demonstrates the writer's "friendly" attitude toward the reader and gives a logical flow of ideas from one to the next.

Metadiscourse models have various categories, and the popular models are from Vandekopple, Crismore and Hyland. In this research, the author uses metadiscourse models from Hyland to analyze the metadiscourse model in thesis background. Hyland classifies the metadiscourse in two categories, they are interactive metadiscourse and interactional methodology.

The first is a study by Mirshami and Allami titled *Persian and English Master's Theses' Discussion/Conclusion Sections Contain Metadiscourse Markers*, which is related to this study. In their master's thesis discussion and conclusion parts, Mirshami and Allami looked into the application of conversational and dialogic metadiscourse markers. They looked for similarities and variations in the usage of metadiscourse markers among three groups of speakers: Persian speakers who are

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<sup>11</sup> Hyland, Ken. "Disciplinary interactions: metadiscourse in L2 postgraduate writing", *J3*, 2004, 133.

<sup>12</sup> Weixuan Shi & Jikun Han. "Research on Writing Samples from the Perspective of Metadiscourse". *English Language Teaching*, Vol. 7, No. 11, 2014, 152.



native, native Persian speakers, along with non-native English speakers. Less interactive and interactional metadiscourse signs were utilized by native Persian speakers and EFL students than by writers who were native English speakers, according to the findings.

The second is *An Examination of the Punctuation Error in the Background of Khuliyatul Hidayah's Skripsi for the English Education Department at Muria Kudus University*. Hidayah points out the punctuation error that was found in the background of the last project that the Muria Kudus University students submitted. She found the examination of punctuation problems in the thesis' basis. The same data is examined in both her study and this one, but this one concentrates on a different aspect of analysis. The results of this study showed that many writers in the thesis background make punctuation mistakes.

The last previous study is *Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department* by Lathifatul Fajriyah<sup>13</sup>. Fajriyah looked at the 22 undergraduate theses' abstracts from the English Teacher Education Department and how logically they were organized. She learned about the rhetorical devices employed in thesis abstracts and the variations in thesis abstracts as a consequence of her research from the English Teacher Education Department. This study employs the same data that hers does, but it concentrates on a different aspect of thesis abstracts. Her study examines rhetorical strategies in general, whereas our study examines metadiscourse models.

The researcher used Hyland's theory because Hyland's theory is potentially useful effectively for the writer's needs in analyzing good academic arguments because this thesis study examines the background of study that require arguments to engage and convince the reader to continue reading the entire thesis. In addition, Because Hyland's model is founded on academic discourse research, it is more real and powerful. By removing formal categories and decreasing functional overlap, it allows the author to more clearly identify the metadiscourse function.

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<sup>13</sup>Lathifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department"*, (Surabaya:UINSunanAmpelsurabaya, 2015).

Because this research focuses on metadiscourse in writing, the researcher chose writing analysis as the study's background.

Based on the phenomenon and previous research, this study aims to analyze the metadiscourse models used in research article background of study of English Teacher Education Department students with a specific topic. This can only be done through document analysis to learn what metadiscourse models are used by undergraduate Sunan Ampel State Islamic University students, which is writing analysis using Hyland's metadiscourse model as the means of analysis.

## **B. Research Question**

In light of the study's background, Finding a response to the question is the aim of this research. "What are the metadiscourse models in students' thesis at the English Teacher Education Department of UIN Sunan Ampel Surabaya?"

## **C. Objectives of the Study**

Examining the metadiscourse models used in the thesis context of study at the English Teacher Education Department of UIN Sunan Ampel Surabaya is the goal of this study.

## **D. Significance of the Study**

This study is anticipated to make a substantial addition to the field both conceptually and practically.

1. Theoretical significance
  - a. Considering that background of study is important in the thesis, because the readers always read background of study before reading the entire paper, The outcome of this study is anticipated to contribute to and enhance the writing background of study skills of the English Department students at UIN Sunan Ampel Surabaya.
2. Practical significance
  - a. For the student teacher: According to this study, the students use the metadiscourse models, especially in writing skills. And

- how to write the appropriate background of study for university students. In this case, undergraduate students.
- b. For the English lecturer: the instructor is knowledgeable with the pupils' writing proficiency and academic backgrounds. They are skilled at reading and modifying the academic writing produced by students.
  - c. For the reader: They will learn that using metadiscourse in writing can help the author structure the content while also engaging, persuading, and convincing readers. Background of study for the thesis in this case.
  - d. Future researchers should use this study as a guide while conducting research. The tactics used in this study could perhaps be better. They might require the assistance of the following researchers. The findings of this study can be used as a guide for future researchers who want to undertake studies on the same or comparable topics as this one.

## **E. Scope and Limitation**

This study is solely concerned with the backdrop of study for the theses written by English Teacher Education Department graduates from UIN Sunan Ampel Surabaya in 2017. There is no researcher who analyzes the background of study by the student 2017 and the writer thinks that the student who has graduated in 2017 is better than before the year, because they know how to write the thesis well. Thus, writing related to analysis is the topic chosen for the thesis background of study since this study analyzes metadiscourses in the text which is similar to the topic. Specific study that is analyzed in this study is metadiscourse categories which appear in the thesis background of study. And the metadiscourse categories are adopted from Hyland's model of metadiscourse.

## **F. Definitions of Key Terms**

### **1. Metadiscourse Model :**

According to Hyland, Metadiscourse is a communication technique that the author employs to structure discourse, present his

viewpoint, and connect with readers.<sup>14</sup> So in this study, metadiscourse is the way the writers use words or phrases to organize background of study at the thesis and engage readers to understand the content of their writing.

## 2. Background of the Study

Background of the study is the choosing of a given subject for research begins in its broader context, which includes a number of difficulties<sup>15</sup>. In this research, background of study aids understanding of the specific topic addressed by the researcher in this study. helps to understand the specific problem addressed by the researcher. Background of study is defined as a brief or introduction in a thesis written by Students from Sunan Ampel State Islamic University's English Teacher Education Department.



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<sup>14</sup> Ken Hyland. *Disciplinary interactions: Social interactions in academic writing*. . (London:Longman 2000).

<sup>15</sup> McMillan. 2004. "*Educational Research: Fundamental for Consumer, Fifth Edition*. Boston: Pearson International Edition".

## CHAPTER 11

### REVIEW OF RELATED LITERATURE

This chapter provides a brief description of the chapter supporting this study. This chapter is broken into two sections that each discuss a review of pertinent literature and past studies on the topic of metadiscourse in the context of the investigation.

#### A. Theoretical Framework

##### 1. Definition of Metadiscourse

“Metadiscourse is a type of category that can be argued about in a variety of ways. Since the first interest in this topic, numerous metadiscourse taxonomies have been presented in the literature in order to classify metatextual elements according to their form, meaning, or function<sup>16</sup>. The following are the most common classifications for metadiscourse, which are based on the purposes of language”<sup>17</sup>.

Metadiscourse refers to the interpersonal tools used to structure a discourse or the author's attitude toward either its subject matter or the reader.<sup>18</sup> In order to customize their claims to the demands and requirements of their target audience, writers employ linguistic tactics. Although the term is not always defined and used in the same way, it is

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<sup>16</sup> Hyland, K (2005). Stance and engagement: a model of interaction in academic discourse. *Discourse studies*, VI 7 no 2.

<sup>17</sup> Ken Hyland, Polly Tse, “Metadiscourse in Academic Writing”, *Applied Linguistic*, 25(2), 2004, 159.

<sup>18</sup> Hyland, K (2000, p. 109)

frequently used as a general term to refer to a variety of elements that aid readers in connecting with, organizing, and interpreting content in a manner that the author prefers and that is consistent with the beliefs and principles of a specific discourse community.<sup>19</sup>

## 2. Metadiscourse Models

Interactive and interactional metadiscourse are the two subcategories of metadiscourse according to Hyland's concept. The interactive component of metadiscourse focuses on the author's considerations in the audience and laborers to meet their wants and demands, as well as to make the argument appealing to him. This section is divided into five categories: **transition, frame markers, endophoric markers, evidential, and code glosse**. This categories on interactivity, it is described how the author tries to communicate his points clearly and Anticipate the reader's inquiries and remarks in order to keep his attention. The interactional division of metadiscourse is divided into several subcategories **hedges, boosters, attitude markers, self-mentions, and engagement markers**.<sup>20</sup>

Interactive meta-discourse was used to "refer to features which set out an argument to openly establish the writer's preferred interpretations," according to Hyland's research. "Involve readers in argument by alerting them to the author's stance towards both propositional information and readers themselves," according to interactional metadiscourse"<sup>21</sup>.

Hyland states: Metadiscourse divided into two categories, there are metadiscourses of interactive and metadiscourses of interactional.<sup>22</sup>

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<sup>19</sup> Halliday, (1998,p.9)

<sup>20</sup> Hyland, Ken. "*Metadiscourse: Exploring interaction in writing*. London: Continuum, 2005".

<sup>21</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continuum, 2004).

<sup>22</sup> Hyland, K. (2000). *Disciplinary Discourse: Social Interaction in academic Writing*. London: Longman.

Table 2.1  
Metadiscourse model by Hyland

<b>Category</b>	<b>Function</b>	<b>Example</b>
<b>Interactive</b>	<b>help the reader navigate the content</b>	
Transitions	Declaratively link the key clauses	In addition, but, thus
Frame Marker	a discourse's actions, steps, or phases	finally to conclude; my purpose is
Endophoric Marker	cite details from other sections of the text	noted above; see figure; in section 2
Evidentials	cite material from other texts	according to X; Z states
Code Glosses	comprehensive propositional sense	namely; e.g.; such as; in other words
<b>Interactional</b>	<b>Engage the audience with the text</b>	
Hedges	with open communication and a hold commitment	might; perhaps; possible; about
Booster	accentuate confidence and close communication	In fact; definitely; it is clear that
Attitude Marker	reflects the writers' opinion on the proposition	unfortunately; I agree; surprisingly
Self Mention	explicit citation of authors	I; we; my; me; our

Engagement Marker	explicitly establish a rapport with the reader	consider; note; you can see that
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Table 2.1 Hyland's metadiscourse model

Hyland's states are depicted in table 2.1. The two types of metadiscourse are interactive metadiscourse and interactional metadiscourse.<sup>23</sup> There are five subcategories in each category, which will be covered in greater detail below.

1. **Interactive Metadiscourse** "is used to organize the propositional information in ways that the target reader should find coherent and convincing. There are five interactive features, which are briefly defined and exemplified below".
  - a. **Code glosses** "supply additional information by rephrasing, illustrating or explaining. They reflect the writer's assumptions about the reader's cognitive environment. Examples: *called, defined as, e.g., in other words, specifically*".
  - b. **Endophoric markers** "refer to other parts of the text in order to make additional information available, provide supporting arguments, and thus steer the reader toward a preferred interpretation".
  - c. **Evidentials** "are meta linguistic representations of an idea from another source and help to establish authorial command of the subject. Examples: *(to) quote X, according to X*".
  - d. **Frame markers** "are used to sequence parts of the text or order arguments in the text. They serve four specific purposes":
    1. to sequence — *(in) Chapter X, first, next, lastly, I begin.*
    2. to identify stages — *Overall, at this point, in conclusion, generally speaking*
    3. to declare objectives — *My main consideration, purpose, and endeavor are to*
    4. to veer off topic — *in relation to, turn to, go back to*

<sup>23</sup> Hyland, K. (2000). *Disciplinary Discourse: Social Interaction in academic Writing*. London: Longman.



- e. **Transition markers** “Conjunctions and conjunctives are largely used to aid readers in determining the logical links between statements. Authorities have proposed other classifications, including the Halliday and Hasan classifications” (1976):
1. furthermore, *for instance, similarly (also an endophoric indication)*
  2. causal — *thus, it follows that*
  3. adversative — but, said.
  4. temporal — first, next, after that, and eventually
2. **Interactional Metadiscourse** “is features that draw the reader into the discourse and give them an opportunity to contribute to it and respond to it by alerting them to the writer’s perspective on propositional information and orientation and intention with respect to that reader”. “There are five interactional features too”.
- a. **Attitude markers** “indicate the writer’s opinion or assessment of a proposition. Examples: *I agree, I am amazed, appropriate, correctly, dramatic, hopefully, unfortunately*”.
  - b. **Self-mention** refers to the author's overt appearance in the text and discloses details about the author's character and position. For instance, *I, us, and the author*.
  - c. **Engagement markers** In order to get readers to take part in the discussion, properly address them. Examples *include we, our, and the imperative mood*.
  - d. **Hedges** “indicate the writer’s decision to recognize other voices, viewpoints or possibilities and be (ostensibly) open to negotiation with the reader. Examples: *apparently, assume, doubt, estimate, from my perspective, in most cases, in my opinion, probably, suggests*”.
  - e. **Boosters** By expressing confidence rather than doubt, the writer can foresee and rule out alternative, contradictory arguments. Examples include "without a shadow of a doubt," "clearly, unequivocally," "we discovered," "we proved," and "it is an established fact."
3. **Background of Study**

“The background study is the main object in the research thesis. It becomes the foundation of the research paper because in the background section the researcher will clarify their research in broad outline. The background part is exposes the reason of the researcher do the research and the theories that corroborate his or her research, becomes the fundamental information concerning to the study to broader fields and also signs concisely the expansion of the research problem”<sup>24</sup>.

## **B. Previous Study**

The first study is *Metadiscourse Markers in the Discussion and Conclusion Section of Persian and English Master's Theses*, a study by Mirshamsi and Allami<sup>25</sup>. Hyland's model of metadiscourse was used by Mirshami and Allami to analyze the Master theses. The master's thesis' discussion and conclusion sections had interactive and interactional metadiscourse indicators. Native speakers of Persian, native speakers of English, and non-native speakers of English were examined for similarities and differences in the use of metadiscourse indicators in these three groups. The findings show that native Persian and EFL writers used more interactive and interactional metadiscourse indicators. There are a few differences between their study and our study despite the fact that both of them focus on metadiscourse markers found in Hyland's model as the subject of their research. The information for this study was derived from undergraduate thesis abstracts, as opposed to Mirshamsi and Allami's study, which used information from master's thesis discussion and conclusion portions. This data only examined one category of non-native English speakers (students from the English Teacher Education Department), whereas their study included non-native English speakers, native English speakers, and native Persian speakers as categories of non-native English speakers.

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<sup>24</sup>McMillan, 2004." *Educational Research: Fundamental for Consumer, Fifth Edition*. Boston: Pearson International Edition".

<sup>25</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.

The second is *Metadiscourse in the introductions of PhD theses and research articles* by Tomoyuki Kawase<sup>26</sup>. In his study, Kawase examined the metadiscourse that eight authors used to introduce their PhD theses and the research publications that followed. He thinks that by doing this, he was able to test the idea that the genre's characteristics could account for differences in the usage of metadiscourse in those writings. The findings showed that most authors utilized greater metadiscourse in their research article beginnings. The metadiscourse model developed by Hyland was utilized to assess the metadiscourse indicators in both Kawase's and this study. The corpus used is what sets it apart. His research focused on the opening portions of PhD theses and research publications, whereas this research focused on the abstracts of undergraduate thesis.

The third is *Metadiscourse in Indonesian EFL Learners' Persuasive Texts: A Case Study at English Department, UNISBANK*, study by Kathrina Rustipa<sup>27</sup>. In this descriptive study, quantitative techniques are used to support qualitative analysis. The results demonstrate that interpersonal markers were absent from each persuasive text written by EFL learners, although textual markers were present and generally similar to those regarded standard proficient writing (extracted from the BAWE corpus). This study also identified some causes for the efficient usage of specific metadiscourse markers as well as some markers that were often used by a number of students.

The fourth is study by Al-Shujari, Ya'u and Buba entitled *Role of Moves, Tenses, and Metadiscourse in the Abstract of an Acceptable Research Article*<sup>28</sup>. Inside conducting the research, the researchers examined 60 abstract studies in the areas of applied linguistics and teaching English as a next language. All of the selected articles were printed between 2011 and 2015 in the *Pertanika* journal of social science and humanities, which serves as the university's official journal. They

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<sup>26</sup>TomoyukiKawase, "Metadiscourse in the introductions of PhD theses and research articles".2015.

<sup>27</sup>KathrinaRustipa. "Metadiscourse in Indonesian EFL Learners' Persuasive Texts: A Case Study at English Department, UNISBANK".*International Journal of English Linguistics*; Vol. 4, No. 1, 2014.

<sup>28</sup>YasirBdaiwiJasim 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.

examined the rhetorical devices used in 60 study abstracts, the favored tenses for each device, and the metadiscourse categories that incorporated Hyland's model metadiscourse.

The fifth is *An Analysis of Punctuation Error in the Background of the Skripsi of English Education Department of Muria Kudus University* by Khuliyatul Hidayah. Hidayah identifies the punctuation problem that was discovered in the background of Muria Kudus University students' final assignment. In the background of the skripsi, she discovered the analysis of punctuation errors. The identical data is analyzed in both this study and hers, however this study concentrates on a different aspect of the analysis.

The last is *Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department* by Lathifatul Fajriyah<sup>29</sup>. Fajriyah looked at the 22 undergraduate theses' abstracts from the English Teacher Education Department and how logically they were organized. She learned about the rhetorical devices employed in thesis abstracts and the variations in thesis abstracts as a consequence of her research from the English Teacher Education Department. This study employs the same data that hers does, but it concentrates on a different aspect of thesis abstracts. Her study examines rhetorical strategies in general, whereas our study examines metadiscourse models.

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<sup>29</sup>Lathifatul Fajriyah, *Thesis: "Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department"*, (Surabaya:UINSunanAmpelsurabaya, 2015).

## CHAPTER III

### RESEARCH METHOD

This chapter contains some of the research approach's characteristics that are provided and addressed in this chapter. It includes the following: the research design, the researcher's presence, the research site, the data and the data sources, the data collection method, the research instruments, the data analysis method, the validity check of the findings, and the research stages.

#### A. Research Design

A range between qualitative and quantitative methodological approaches are used in educational research.<sup>30</sup> Because this is an analysis, the research was designed using qualitative methods. In order to study social phenomena from the viewpoint of a human participant in a natural setting, qualitative research makes use of a number of approaches. The eight types of qualitative research include fundamental interpretive studies, case studies, document or content analysis, ethnography, grounded theory, historical studies, narrative inquiry, and descriptive investigations.<sup>31</sup> One of them will be used in this study.

The researcher must decide which method will be most appropriate for this investigation in this step. Furthermore, the researcher employs descriptive qualitative methods to characterize the metadiscourse models utilized in the background of the student's thesis. "Descriptive studies are designed largely to describe what is going on or what exists," William Trochim says.<sup>32</sup>

In conclusion, the data collection strategy for this study will be qualitative. The findings of this study are presented in a descriptive format since they will present the metadiscourse models that are typically found in texts, in this case the study's context.

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<sup>30</sup> Donald Ari, "Introduction to research in education", (Canada: Nelson Education, 2010),

<sup>31</sup>

<sup>31</sup> Ibid, 20

<sup>32</sup> William M.K. Trochim, "The research methods Knowledge Base", 2<sup>nd</sup> Edition (Ithaca, N.Y.:Cornell Custom Publishing, 1999), 5

This study focuses on the substance of document analysis in the background of an undergraduate thesis at UIN Sunan Ampel Surabaya English Teacher Education Department.

The research procedure for dealing with the document. The students of the English Teacher Education Department at UIN Sunan Ampel Surabaya who graduated in 2017 are the focus of this research.

## B. Research Setting and Subject

This study used library research to gather data from the UIN Sunan Ampel State Surabaya's digital library. The researcher examined metadiscourse models in the thesis backdrop of English Teacher Education Department students that graduated from UIN Sunan Ampel Surabaya ([www.digilib.uinsby.ac.id](http://www.digilib.uinsby.ac.id)) digital library in the year 2017.

Purposive sampling was utilized in this study to obtain the study's subjects. Purposive or judgment sampling entailed the researcher deciding which units to include in the sample<sup>33</sup>. Purposive sampling, according to Sugiyono (as mentioned by Asrori), is a technique for selecting a sample based on specific traits<sup>34</sup>. As a result, the focus of this research is on English Teacher Education Department students that graduated from UIN Sunan Ampel Surabaya in 2017. The researcher chose them since the background of study was the first thing that readers would check to get an overview of the thesis before reading the entire thesis.

Table 3.1 Thesis Title

Code	Thesis title	Year
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<sup>33</sup> Kimberly. A. Neuendorf. *The Content Analysis Guidebook*.(USA:Sage Publication, Inc., 2002), 88

<sup>34</sup> SujanjarAsrori, Thesis: "An Analysis of Grammatical Cohesive Devices in Students' Argumentative Essay of The Fourth Semester of English Teacher Education Department UIN SunanAmpel, Surabaya". (Surabaya: SunanAmpel State Islamic University), 33

A	THE USE OF SWELL TO IMPROVE THE STUDENTS WRITING ABILITY OF NARRATIVE TEXT AT ELEVEN GRADE OF SMA GIKI 2 SURABAYA	2017
B	A LOGICAL STATEMENT IN THE STUDENT'S RESEARCH PROPOSAL BACKGROUND AT THE ENGLISH TEACHER EDUCATION DEPARTMENT OF THE ISLAMIC STATE UNIVERSITY SUNAN AMPEL SURABAYA	2017
C	EIGHT STUDENTS FROM MTS DARUL ULUM WARU SIDOARJO ANALYZED STUDENTS' ENGLISH SPELLING MISTAKES IN THEIR WRITING OF THE RECOUNT TEXT.	2017
D	USING LAUNCHORA APPLICATION IN WRITING DESCRIPTIVE TEXT AT SMP PGRI WRINGINANOM, GRESIK	2017
E	A STUDY OF THE STUDENTS' CRITICAL THINKING AS IT PERTAINS TO PRODUCING ARGUMENTATIVE ESSAYS	2017
F	STUDENTS' PARAPHRASING APPROPRIATENESS IN PROPOSAL WRITING AT ENGLISH TEACHER EDUCATION DEPARTMENT OF UIN SUNAN AMPEL SURABAYA	2017
G	THE EFFECTIVENESS OF PUZZLE TO IMPROVE STUDENTS' WRITING SKILL ON RECOUNT TEXT AT SMPN 1 MOJOANYAR	2017
H	USING INSTAGRAM TO MOTIVATE STUDENTS' WRITING DESCRIPTIVE TEXT AT SECOND GRADE IN SMAN 1 GRESIK ACADEMIC YEAR 2016-2017	2017
I	ENGLISH TEACHER EDUCATION DEPARTMENT'S PROPOSED THESIS FOR THE ACADEMIC YEAR 2016-2017 IS CALLED "THEMATIC PROGRESS ANALYSIS"	2017

J	ERROR ANALYSIS OF COMPOUND COMPLEX SENTENCE CONSTRUCTION IN STUDENT WRITING	2017
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### C. Research Instrument

To carry out the conclusions of this investigation, data is required. These instruments can be used to analyze the data:

1. The framework analysis involves a model of metadiscourse models by Hyland. In this study I employed the metadiscourse model that is created by Hyland. I selected this model because it seems more concrete and influential.
2. AntConc is a freeware corpus analysis toolbox for text analysis and concordancing. The researcher used this application to analyze the data easily.<sup>35</sup>

### D. Data Collection Technique

#### 1. Documentation

The researcher uses document analysis as a data collection strategy to obtain data for the first research topic. A methodical approach to researching Document analysis is the process of analyzing documents, including printed, electronic, computer-based, and Internet-transmitted content. Document analysis aims to elicit meaning, offer insight, and generate empirical knowledge, like other qualitative research methodologies, and requires data review and evaluation, claim Corbin & Strauss and Rapley.<sup>36</sup>

Documentation was looking for data on a variety of different things, including notes, transcripts, books, periodicals, newspapers, and journals. In this instance, the researcher looked through the thesis' supporting documentation from the English Teacher Education Department of Sunan Ampel State Islamic University. The researcher thoroughly examined the thesis background of study using Hyland's framework analysis in order to evaluate the metadiscourse models and determine the most prevalent metadiscourse models found in the thesis background of study.

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<sup>35</sup> <https://www.laurenceanthony.net/software.html>

<sup>36</sup> Glenn Bowen, "Document analysis as a qualitative research method" (Barry University, 2009) 17



#### **D. Data Analysis Technique**

There are four categories in which the steps used to perform this research fall:

1. Designing and Organizing research

The examiner selects a research design based on the research challenge in this step. In order to conduct this investigation, a set of plans had to be adequately developed.

2. Research action

Because the researcher begins to collect data in this step, it becomes a crucial step in the investigation. Collecting the paper is the first step; the researcher collects the students' writing results to be assessed.

3. Analyzing the data

The next stage is to examine the data collected in the field. The researcher then arranges the data in a logical arrangement so that the analysis may be completed quickly. Several phases are involved in data analysis, including describing, conceptualizing, classifying, categorizing, and identifying the models.

4. Writing the conclusion and data analysis

This is the last step in the research process. The researcher comes to a conclusion after receiving all of the answers to the problem using the theory that was applied. Suggestions are also required in order to produce a better adjustment in academic writing.

#### **F. Checking Validity**

Data collection for this study is based on both document analysis and framework analysis. The UIN Sunan Ampel Surabaya digital library was used by the researcher in her investigation. The

discourse expert from UIN Sunan Ampel Surabaya had examined and approved the data instruments.



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## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter is informed about the research findings and a discussion of metadiscourse model analysis in the context of the study. addressed in this chapter is the study's research question or problem. The conclusions are based on information from the study's background, and the discussions are based on the results of data analysis.

#### A. Research Finding

The metadiscourse models are explored in the context of the study of English Teacher Education Department Students in this thesis. The research problems were investigated using document analysis. The information was gathered from the English Teacher Education Department's Students' Thesis Background for the 2017 academic year, with a specific theme. It was taken from the UIN Sunan Ampel Surabaya's digital library ([www.digilib.uinsby.ac.id](http://www.digilib.uinsby.ac.id)). The study's backdrop topic was solely focused on writing analysis. As a result, this research looked into ten different aspects of the thesis.

#### 1. The Metadiscourse Models Used in Thesis Background of Study at English Language Education Department

The data was acquired by evaluating graduating students' thesis background of study to address the research question regarding the metadiscourse models utilized in thesis the background of study at English Teacher Education Department," says the researcher. Hyland's metadiscourse model was used to analyze the data, which is separated into two categories: interactive metadiscourse and interactional metadiscourse. According to the findings, there were 265 metadiscourse items in 10 of the study's background categories, with 139 interactive categories and 126 interactional categories. The usage of metadiscourse is discussed in Table 4.1.

Table 4.1 Metadiscourse Model by Hyland

	Metadiscourse Model	Background of Study Documents											Total
		Example of word	A	B	C	D	E	F	G	H	I	J	
1	Transitions	In addition	1	2	1	1	1	1	3	3	-	1	62
		Furthermore	1	1	-	-	1	2	2	-	4	-	
		Hence	1	-	-	-	-	1	-	-	-	-	
2	Frame markers	First	-	1	4	2	-	-	3	-	3	4	21
		Finally	-	-	1	-	-	-	-	1	1	1	
3	Endophoric markers	Above	-	2	1	-	-	1	-	-	2	2	8
4	Evidential markers	According to	2	8	10	-	-	2	5	2	2	1	34
		Z states							1	1			
5	Code glosses	Namely	-	-	-	-	-	-	-	-	-	1	14
		For Instance	-	-	-	-	-	-	1	-	-	-	
		In Other Word	-	-	2	-	-	-	-	-	-	-	
		That is	2	4	1	-	1	1	-	-	-	1	
Total Interactive			9	22	21	60	10	12	18	9	17	16	139
	Interactional												
6	Hedges	Might	-	-	-	-	-	-	3	-	-	-	30

		Normally	-	-	-	-	1	-	-	-	-	-	
		Seem	-	-	-	-	-	-	-	-	1	-	
		Would	-	1	2	-	-	2	5	-	-	-	
7	Boosters	In fact	1	2	1	-	-	1	-	-	-	-	13
		Indeed	-	-	-	-	-	-	-	-	2	-	
		Highly	-	-	1	-	2	-	-	-	-	-	
		Clearly	-	1	1	1	-	-	-	-	-	-	
8	Attitude markers	Hopefully	-	-	-	-	-	1	-	-	-	-	19
		Appropriate	1	1	3	-	-	4	-	2	1	1	
9	Engagement markers	Consider	-	-	-	1	-	3	-	-	1	1	32
		Assumed	-	-	-	-	-	-	-	-	1	-	
10	Self-mentions	I	-	-	-	1	2	-	1	-	-	3	32
		We	1	-	-	9	-	-	-	1	2	1	
		Our	-	-	1	4	3	2	-	-	1	-	
Total Interactional			7	6	1	2	1	2	1	5	1	1	126
Total			1	2	3	3	2	3	3	1	2	3	265
			6	8	2	0	2	3	0	4	9	2	

Table 4.1 shows that there were 10 theses in the study's background, which were coded alphabetically from A to J. As a result, there were four interactive metadiscourse subcategories and five interactional metadiscourse subcategories. It signifies that a

metadiscourse category was not found in any of the thesis abstracts reviewed. The following paragraphs go over the rest of the explanation.

#### a. Interactive Metadiscourse

By controlling the flow of information, the writer can assist the reader in accurately interpreting the text. Metadiscourse categories are divided into five subcategories. Transitions, frame markers, evidentials, and code glosses are four sub-categories of interactive metadiscourse used in the thesis backdrop of this study, according to the researcher. Unfortunately, endophoric markers were not used in the thesis backdrop of the experiments.

##### 1) Transition Markers

The first category is transition. Transition is the initial category. The term "transition" refers to logical connections that explain how primary phrases or sentences are related semantically. The researcher discovered transitions in 265 metadiscourse in the thesis background in this category. Transitions were employed by all students in their thesis abstracts. Some comments about transition markers have shown below.

Table 4.2 Transitions Markers

No	Example of Word	Total
1	Hence	2
2	Meanwhile	2
3	On other hand	7
4	Furthermore	11
5	Thus	12
6	In addition	14

7	However	14
	Total	62

In contrast to addition, the comparison of transition markers here distinguishes the argument.<sup>37</sup> It means that it sets the argument in contrast.

The use of transition markers are as following sentence:

“..... *which the teacher in there conducts process teaching writing by only following the instructions in the textbook. **In addition**, many students’ compositions are poorly organized, insufficiently developed, grammatically awkward, and mainly weak in vocabulary usage.....*”.(Student A line 33)

In this sentence the writer presents ideas that the student writing was under level. To highlight that this claim is not subjective the writer used that sentence with “**in addition**” to show the evidence of the sentence.

“.....*It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way. **Furthermore**, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade XI senior high school.....*”. (Student A line 45)

In this sentence the transition marker “Furthermore” is used to relate the idea and to amuse, to entertain, and to write interesting stories. For example in sentence “**Furthermore**, a writer should be able to write interesting stories to entertain the reader”. furthermore is an addition of

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<sup>37</sup> Ken Hyland, Polly Tse, “Metadiscourse in Academic Writing”, *Applied Linguistic*, 25(2), 2004, 159.

transition markers. It adds argument that how to write the interest stories to make the reader interested in the written that the writer write.

*“.....coherence cannot be seen easily in written text. In one of the study about coherence in UIN Sunan Ampel has conclude that from 51 students who join argumentative course in English Teaching and Education Department of UIN Sunan Ampel Surabaya only 10% who can build a very good coherence in their writing. **Thus**, the researcher used the students’ research proposal as the object of this research because there were no researchers whose study that focus on coherence in research proposal in UIN Sunan Ampel yet.....”.* (Student B line 51)

*“.....Therefore, he recommends a social context where a more competent learner will be paired up with a less competent one, so that the former can elevate the latter’s competence. **However**, the presence of teacher as feedback provider is still necessary because as stated by Muncie in Harmer that the students see teacher’s comments as coming from an expert, as a result the teacher’s comments do affect revision.....”.* (Student A line 66)

According to Hyland, There are three sorts of transition markers: addition, comparison, and consequence<sup>38</sup>. In this examined thesis background, this type of transitions appeared. In addition, extra ingredients to an argument are contained in this statement. **“However”** here marks a different argument between “that learning involves the internalization of the social interaction process which can help the learner progress from complex to conceptual thinking. Then, Muncie in Harmer that the students see teacher’s comments as coming from an expert, as a result the teacher’s comments do affect revision.”

## 2) Frame Markers

Frame markers are the following category. There are a total of 21 frame markers employed in the study’s thesis background. This category was not used by three students. The findings of the frame marker analysis are shown below.

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<sup>38</sup> Ibid



Table 4.3 Frame Markers

No	Example of Word	Total
1	Finally	4
2	First	17
	Total	21

Equally with transitions, frame markers which were used in the 2 items also made the sentences coherent. Frame markers are the following category. There are a total of 21 frame markers employed in the study's thesis background. This category was not used by three students. The findings of the frame marker analysis are shown below.<sup>39</sup> The sentences below are presented as frame markers.

“.....*As student teacher of English education department in UIN SunanAmpel Surabaya, they have four course steps during they learn writing. **The first** step was taken in 2nd semester, where they learn paragraph writing. Then in 3rd semeste....*”.(Student B line 17)

From the sentence above, frame markers used here were to discourse acts. The writer used “**the first**” to inform the step of taking paragraph writing.

“.....*In other reasons, the seventh-grade and eighth-grade students sometimes joined spelling bee competition in some competition hold by some university. **Finally**, this study focused on an analysis of students' English spelling error in writing of Recount text performed by eighth grade students of MTs.....*”.( Student C line 132)

### 3) Endophoric Marker

Endophoric markers point to information found elsewhere in the text. In this thesis background of study there are five students using

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<sup>39</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continuum, 2005, p. 50.)

these categories in one model. Endophoric markers applied in the thesis background of the study are shown below.

Table 4.4 Endophoric Markers

No	Example of Word	Total
1	Above	8
	Total	8

Unfortunately, an endophoric marker was found 1 item in all thesis background that is “above”. It means that the thesis background needs reference to other parts of the texts. They might think that it was necessary to put endophoric markers in the thesis background since they only gave a brief explanation in their background and need any reference to other parts of the text.

*“.....learning objectives are generally designed to make students able to speak thus, the use of Indonesian in the classroom as much as possible to be avoided. Based on the statement **above**, most students in Junior High Schools .....”.* (student C line124 )

From the sentence above, an endophoric marker was utilized to refer to data from other sections of the text. the writer used “**above**” to clarify the earlier assertion utilized by the author in the thesis.

#### 4) Evidential

Evidential refers to information from others, such as citation or referencing. Here is the evidence which appeared in the thesis background of the study.

Table 4.5 Evidential

No	Example of Word	Total
1	Z states	2

2	According to	32
	Total	34

Evidence refers to information to others. Evidential Markers in academic discourse are usually citations or academic attributions.<sup>40</sup> It also refers to a community-based literature that lends credence to ideas.<sup>41</sup> There were two testimonials in thesis background which were applied in student C and student H thesis background, with a total 34.

*“.....Another research done by Hemabati indicated that spelling error problems committed by mother-tongue interference, misuse sentence fragment, oversuse, lack of grammatical knowledge also formation and developmental errors. Then, **according to**Corder, language error is a natural as the product of learning process.....”*. (Student C line 9)

In this sentence **“according to”**Corderis evidential because it refers to additional information about language error as part of the learning process from Corder.

*“..... It is supported by Cahyono in his book **he states** that media is the carrier of message or information between source and the receiver of information.....”*. (Student H line 31)

In this sentence **“he states”** is evidential because it refers to information from Cahyono about the use in media can improve the student's motivation in learning.

##### 5) Code Glosses

Code glosses give more information by restating, clarifying, or expanding on what has already been said. There are 7 students who applied code glosses in their thesis background of the study. And the

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<sup>40</sup> Interactive metadiscourse in research publications, Feng Cao and Guangwei Hu: ..... P.19

<sup>41</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continuum, 2005, p. 51

total code glosses used is 14 items. Code glosses applied in the thesis background of the study are shown below.

Table 4.6 Code Glosses

No	Example of Word	Total
1	Namely	1
2	For instance	1
3	In other word	2
4	That is	10
	Total	14

Meanwhile, code glosses provide additional information to guarantee that the reader understands the writer's intended meaning by restating, clarifying, or adding to what has already been spoken.<sup>42</sup> This total the writer used code glosses was 14. The following sentences show the use of code glosses.

*“Other reasons that make writing be difficult for Indonesian students is the fact that it requires the mastery of various components, **namely** content, organization, language use, vocabulary and mechanics”.* (Student J line 14)

Code glosses provide valuable assets for elaborating propositional meaning. Other factors that make writing challenging for Indonesian students include the need to learn a variety of components, **“namely”** content, structure, language use, vocabulary, and mechanics. The writer introduces the additional information component by using the word namely.

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<sup>42</sup> Ken Hyland. *Metadiscourse: Examining written interaction*  
....., p. 51

“.....so they need the media to facilitate and express their idea in teaching and learning process; **for instance**, learning through technology such as Internet. Technology had allowed individuals ”. (Student G line 80)

in the sentence “**for instance**”, is used to add information that media can be used to facilitate.

“.....Then, according to Corder, language error is a natural as the product of learning process. **In other word**, error is allowed for language learners to indicate student’s learning progress.....”. (Student C line 10)

Such in sentence “Then, according to Corder, language error is a natural as the product of learning process. **In other word**, error is allowed for language learners to indicate student’s learning progress”. In other word here is an explanation about the error.

“..... On the one hand, thinking and reasoning can be seen as a general cognitive processing ability **that is** readily transferable across different topics and contexts.....”. (Student E line 56)

such as in the sentence “on the one hand, thinking and reasoning can be seen as a general cognitive processing ability **that is** readily transferable across different topics and contexts”. The writer explains clearly about thinking and reasoning.

## b. Interactional Metadiscourse

There are 126 interactional items out of 265 items of metadiscourse, which means lower than interactive metadiscourse that get 139 items out of 265 metadiscourse items. In contrast with interactive metadiscourse, the thesis background of the study applied all interactive metadiscourse.

### 1) Hedges

“Hedges allow the writer to present information as an opinion or plausible reasoning rather than fact. From 265 metadiscourses found,

there are 30 hedges found in thesis background of the study. It is the third highest metadiscourse appeared in interactional metadiscourse”.

Table 4.7 Hedges

No	Example of Word	Total
1	Normally	1
2	Seem	1
3	In many cases	1
4	Might	3
5	Possible	5
6	May	9
7	Would	10
	Total	30

“According to Hyland hedges allow the writer to present information as an opinion or a plausible reasoning rather than a fact”.<sup>43</sup>

*“Teacher **might** face some problem in teaching English for junior high school because English was not first language in this country. So that teacher should understand about the learning strategy which could they use in teaching learning”.* (Student G line 25)

From the sentence above, hedges used here was to present information as an opinion. The writer used **“might”** to demonstrate a potential challenge in teaching, not only in English but also in learning.

*“Assessment of critical thinking at university **normally** occurs when an academic analyses a student’s written work on a subject*

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<sup>43</sup> Ken Hyland. *Metadiscourse: Exploring interaction in writing*. (London:Continuum, 2005), p.52

*specific topic for evidence of critical thinking. Occasionally, the teachers will know the students thinking in their writing work". (Student E line 61)*

From the sentence above, hedges used here were to present information as an opinion. The writer used "**normally**" to present that assessment of critical thinking that can be used to analyze the students' writing.

*".....Moreover, Alonso and McCabe also pointed out that English learners are often wrote essays that consisted of sentences which did not **seem** to connect into a cohesive text and more attention should be paid to the progression of information in texts. Therefore, those things define how difficult writing skill is". (Student I line 14)*

From the sentence above, hedges used here were to present information as an opinion. The writer used "**seem**" to present a sentence that does not seem to connect into a cohesive text.

*".....Another basic critical thinking skill that the students have will help them to live with their society and get better chances **in many cases**. Kanik argued that if students are to perform in a highly technical society,."(Student E line 8)*

From the sentence above, hedges used here were to present information as an opinion. The writer used "**in many cases**" to present information about critical thinking that can be used in society , not only in the learning process.

*".....learning objectives are generally designed to make students able to speak thus, the use of Indonesian in the classroom as much as **possible** to be avoided. Based on the statement above, most students in Junior High Schools become passive learner in the class because they just focus on UN material than writing or speaking ability". (Student C line 117)*

From the sentence above, hedges used here were to present information as an opinion. The writer used "**possible**" to present the information about the student in the classroom only focused on the UN material rather than writing or skill ability.

“.....Students have difficulty planning, writing, and rewriting content, according to the school. Because of their limited spoken and written English and the fact that this is a new experience for them, some students may struggle to arrange their thoughts, events, and experiences. Others **may** struggle with "mechanical" writing skills such as handwriting, punctuation, and spelling. Students required to be immersed in a language learning setting in order to succeed at writing in a foreign language. (Student G line 35)

From the sentence above, hedges used here were to present information as an opinion. The writer used “**may**” to present the information about the problem that has difficulties not only in writing but also in the mechanical aspects of writing.

“..... if the writer could not pass the idea in a well form of writing text or passage, the reader **would** not be able to get the idea precisely as the writer want..” (Student B line 3)

From the sentence above, hedges used here were to present information as an opinion. The writer used “**would**” to present the information about how to make a good write, the writer should give the ability for students to express themselves in writing through expressing their thoughts, feelings, and varied attitudes. If the writer would not pass the idea in a well form of writing text or passage.

## 2) Boosters

“The next category analyzed is boosters. Boosters express certainty instead of doubt. There are only 13 boosters found in the thesis background of the study”.

Table 4.8 Boosters

No	Example of Word	Total
1	Indeed	2
2	Highly	3



3	Clearly	3
4	In fact	5
	Total	13

Unlike hedges, “boosters assist the writer to state with conviction what they have to say. It expresses certainty instead of doubt”.<sup>44</sup>

*“.....it should be acknowledged that students are able to apply appropriate paraphrase on their writing. **In fact** although they have already experienced some writing classes in previous semester, such as paragraph writing class, argumentative writing class” (Student F line 68)*

From the sentence above, booster used here was “boosters assist the writer to state with conviction what they have to say. It expresses certainty instead of doubt”. The writer used **“In Fact”** To communicate that event, the students were given several writing materials; however, this does not imply that they have mastered the art of writing a strong proposal, particularly in relaying someone's ideas using the paraphrasing technique.

*“.....Thus, they realize that the key success of thesis proposal is in the background. Therefore, they should write their background of study carefully. **Indeed**, it will be crucial to analyze students' thesis proposal in English Teacher Education Department of UIN Sunan Ampel Surabaya”.* (Student I line 68)

From the sentence above, boosters were utilized here to help the writer communicate their point of view with conviction. It express the certainty instead of doubt. The writer used **“indeed”** to express that many students feel worried when they write a background of study, they are afraid that the statements are good or not. As we all know, the

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<sup>44</sup> Malcolm William, “Translating Metadiscourse: An Explanatory Analysis of Problems in Students' Work”, *Mutatis Mutandis*. Vol. 3, No. 1.73-90.2010, p.78

background is crucial to the success of a thesis proposal. As a result, it will be critical to examine the thesis proposals of pupils.

*“.....According to Botley, Hakim and Dillah, spelling errors are **highly** extended and contentious features of second language learners written performance.”.(Student C line 75)*

From the sentence above the writer used **“highly”** to convey that one of the most important challenges in writing produced by second language learners is spelling errors.

*“.....There are many applications that we can used to increase our ability in many skills. Smith state, **clearly** it is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal ”.(Student D line 13)*

From the sentence above the writer used **“clearly** to express that there are many applications that we can use to increase our ability in many skills”.

### 3) Attitude Markers

In this category, there are 4 categories in total 265 metadiscourse categories that appeared in the thesis background of the study.

Table 4.9 Attitude Markers

No	Example of Word	Total
1	Hopefully	1
2	Significant	2
3	Necessary	4
4	Appropriate	12

	Total	19
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Attitude markers communicate the writer's feelings on propositional information, such as surprise, obligation, agreement, and importance.

*“.....Based on JamilSalmi, to become World Class university needs three aspects that should be confirmed. Those are having a high concentration of talent (faculty and students), abundant resources and favorable governance features. This research would **hopefully** bring advantageous to measure University quality level”.* (Student F line 92)

From the sentence above, the attitude marker used here was to express writers' attitude to propositions. The writer used **“hopefully”** to express that this research would be beneficial in determining the level of University excellence.

*“.....When talk about collaborative learning, Mason states that many techniques should be regarded to be **appropriate** to develop kinds of writings which are most frequently in school.”* (Student A line 56)

From the sentence above, the attitude marker used here was to express writers' attitude to propositions. The writer used **“appropriate”** to express that lots of technique should be used to build up the most typical types of writing found in school.

*“..... It goes to show that thematic progression can make a **significant** contribution to the coherence and cohesion of the text”.* (Student I line 45)

From the sentence above, the attitude marker used here was to express writers' attitude to propositions. The writer used **“significant”** to express that the thematic progression contributes significantly to the text's coherence and cohesion.

“.....*Kanik argued that if students are to perform in a highly technical society, they must be prepared with life-long learning and critical thinking skill is **necessary** to obtain and process information in an ever changing world. Surely,*”.(Student E line10)

From the sentence above, the attitude marker used here was to express writers’ attitude to propositions. The writer used “**necessary**” to emphasize that in an ever-changing environment, life-long learning and critical thinking skills are required to collect and process information. Surely, the university will be more focused on increasing the number of students with this talent.

#### 4) Engagement Markers

An engagement marker refers to explicit relations with the reader. The researcher found 32 engagement markers in the thesis background of the study. It is dominantly used *must* and *consider*.

Table 4.10 Engagement Markers

No	Example of Word	Total
1	Assumed	1
2	Require	3
3	Regarded	3
4	Expected	4
5	Consider	6
6	Must	15
	Total	32

By addressing readers as participants in an argument with reader pronouns like as *you*, *your*, and *we*, the engagement marker clearly addresses readers to bring them into the debate. Obligation

modals such as *should, must, have to*, and so on can also be used to indicate this.

*“Based on the conversation I had with the English teacher of SMP PGRI Wringinanom Gresik, most of the eight grade students of SMP PGRI Wringinanom Gresik have less interest in writing. It is because they **consider** writing as a difficult thing to do. ....”*(Student D line 30)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used **“consider”** to explicitly say that the students think that writing is a difficult thing to teach.

*“..... It is the statements to show the important phenomena and indicates that it is really crucial to be conducted. Additionally, they **assumed** that the content of background will be the summary of the other chapters;”*.(Student I line 62)

From the sentence above, engagement markers used here were to explicitly build relationship with the reader. The writer used **“assumed”** to state explicitly that the background chapter's content will be a summary of the other chapters; hence, more energy will be required to study any references dealing with those arguments.

*“....., and the last important reason is because this institution has become university, it **require** us to improve the quality of language especially in writing. It can be seen from UINSA graduate as evidence”*.(Student J line 98)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used **“require”** to explicitly say that the reason why the writer chose to analyze the argumentative writing in the university is to improve language quality, particularly in writing.

*“.....Therefore the writer and the reader are **expected** to share content and formal schemata which lead to the coherence of the text. Textual coherence,”*(Student B line 74)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used **“expected”** to explicitly say that Therefore the writer and the reader want to share content and formal schemata which lead to the coherence of the text.

*“.....Consequently, teacher is forced to overcome this problem. They have to find out a way to motivate their students to write. It is supported by Byrne in his book who states that writing is **regarded** as the most difficult activity.”* (Student H line 23)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used **“regarded”** to state unequivocally that writing is the most challenging activity. The teacher must offer homework in order to design writing instruction in such a way that students can see the end objective and make demonstrable progress by completing realistic and relevant tasks.

*“.....Kanik argued that if students are to perform in a highly technical society, they **must** be prepared with life-long learning and critical thinking skill is necessary to obtain and process information in an ever changing world. Surely,”* (Student E line 9)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used **“must”** to emphasize the need of lifelong learning and critical thinking skills in obtaining and processing information in an ever changing world. Certainly, the institution will be more focused on increasing the number of students who are capable in this area.

#### 5) Self-mentions

Self-mention relates to a direct quote by the author (s). The researcher discovered 32 self-mentions in the thesis background of the study. It is dominantly used by us and *our*.

Table 4.11 Self-mention Markers

No	Example of Word	Total
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1	I	7
2	Our	11
3	We	14
	Total	32

The extent to which the author is clearly present in the text is referred to as self-mention.<sup>45</sup> The controlling adjectives 'I, me, and we, and first person pronouns 'I, me, we, my, our, mine, can be applied to achieve the creator, the author's, and the writer's are additional categories that can be used for "self-mentions".

*“Based on the conversation I had with the English teacher of SMP PGRI Wringinanom Gresik, most of the eight grade students of SMP PGRI Wringinanom Gresik have less interest in writing. It is because they consider writing as a difficult thing to do. They also have no idea how to write and what writing that can make them not feel so worried. They think if writing is not interesting activities”.* (Student D line 27)

From the sentence above, self mentions used here were to explicit reference to the authors. The writer used “**I**” to reference to the author.

*“.....In fact, providing with opportunities to write not only improves their writing but also promotes second language acquisition. In helping the students to write, we need to introduce the process of writing. Process writing allows students to concentrate on one task at a time and to experience the value of peer feedback in developing their ideas for effective written expression. In the teaching and learning process of writing, the teachers have an important role”.* (Student A line 17)

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<sup>45</sup> Ken Hyland, Polly Tse, “Metadiscourse in Academic Writing”, *Applied Linguistic*, 25(2), 2004, 159.

From the sentence above, self mentions used here were to explicit reference to the authors. The writer used “*we*” to refer to the author.

*“.....Harmer argued that editing and re-drafting are even more important when we are writing in a foreign language than when we are writing in **our** first language. Additionally, Brown also stated that written products are often the results of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. It means that there are many things to be prepared before doing writing it self”.*(Student I line 21)

From the sentence above, self mentions used here were to explicit reference to the authors. The writer used “*our*” to refer to the author.

## **B. Research Discussion**

Just in case the reader and the researcher share a comparable understanding of the research's findings, “this section reviews those findings by displaying some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study”.

### **1. The Metadiscourse Models Used in English Teacher Education Department Students’ Thesis Background**

“As stated in the background, background of the study becomes the key 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 the background of the study is more important because if there is a lack of information about their research, the reader may be able to stop reading their background of the study, even their thesis.<sup>46</sup> In line with the problem, this study focused on examining the content of thesis background through the metadiscourse categories existence”.

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<sup>46</sup> LatifatulFajriyah, *Thesis: “Representation of Rhetorical Move of Thesis Abstracts in English Teacher Education Department”*, (Surabaya:UINSunanAmpel Surabaya, 2015). P. 51



The Hyland model was employed in this study because his metadiscourse model is founded on academic discourse research, making it more concrete and influential. It is also more up to date than other metadiscourse models. Hyland's model, according to Abdi, is highly preferred in modern metadiscourse research since it is recent, simple, transparent, and thorough.<sup>47</sup>

“In this case, the researcher looked at the metadiscourse categories of the thesis background of English Teacher Education Department students. Students at the English Teacher Education Department employed the following metadiscourse in their thesis backgrounds, according to the researcher”.

The findings suggest that the usage of interactive metadiscourse is prevalent in the 10 thesis backgrounds examined. Interactive metadiscourse is used by 139 people, while interactional metadiscourse is used by just 126 people. It indicates that writers have a strong influence on a text's "reader-friendliness," which includes information flow management and how writers assist readers by predicting their expected reactions and demands. Furthermore, writers tend to go to greater pains to develop text coherence, thereby providing more advice for the reader to understand the text's objective.<sup>48</sup>

Interactive metadiscourse, the most usage of metadiscourse was transitions with total was 62 as the highest metadiscourse used in thesis background of the study. 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 make them coherent. The following sentences of thesis background show transition markers.

- a. “..... which the teacher in there conducts process teaching writing by only following the instructions in the

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<sup>47</sup> 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.

<sup>48</sup> 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

textbook. **In addition**, many students' compositions are poorly organized, insufficiently developed, grammatically awkward, and mainly weak in vocabulary usage.....".(Student A-line 33-Appendix 1)

- b. ".....coherence cannot be seen easily in written text. In one of the study about coherence in UIN Sunan Ampel has conclude that from 51 students who join argumentative course in English Teaching and Education Department of UIN Sunan Ampel Surabaya only 10% who can build a very good coherence in their writing. **Thus**, Because there were no academics whose studies focused on coherence in research proposals, the researcher used the students' research proposals as the subject of this study in UIN Sunan Ampel yet.....". (Student B-line 51-Appendix 2)
- c. ".....It tells about an imaginary experience which has a social function to amuse, to entertain and to deal with an actual or a vicarious experience in a different way. **Furthermore**, a writer should be able to write interesting stories to entertain the reader. The researcher chose a narrative text in her research because based on syllabus a narrative text is one of texts that should be mastered by students at grade XI senior high school.....".(Student A-line 45-Appendix 1)

According to Hyland, There are three sorts of transition markers: addition, comparison, and consequence. In their thesis backgrounds, the students generally employed transition marks. In contrast to addition, the comparison of transition markers here distinguishes the argument.<sup>49</sup> It signifies that it is in opposition to the argument.

Equally with transitions, frame markers which were used 21 also made the sentences coherent. Text borders or aspects of schematic text structure are indicated by frame markers. As a result, it can be used to organize portions, identify material, communicate conversation aims,

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<sup>49</sup>Ken Hyland. Metadiscourse: .....  
p. 50.

and change the topic.<sup>50</sup> The sentences below are presented as frame markers.

- a. “.....As student teacher of English education department in UIN Sunan Ampel Surabaya, they have four course steps during they learn writing. **The first** step was taken in 2nd semester, where they learn paragraph writing. Then in 3rd semester they have to take essay writing, and argumentative writing in 4th semester.....”.(Student B-line 17-Appendix 2)
- b. “.....In other reasons, the seventh-grade and eighth-grade students sometimes joined spelling bee competition in some competition hold by some university. **Finally**, this study focused on an analysis of students’ English spelling error in writing of Recount text performed by eighth grade students of MTs Darul Ulum Waru Sidoarjo.....”.( Student C-line 132- Appendix 3)

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.

Information to others is said to be evidential. Evidential indicators in academic discourse are usually citations or academic attributions.<sup>51</sup> It also refers to a community-based literature that lends credence to ideas.<sup>52</sup> There were two markers used evidential in thesis background which was applied in student Cand student H thesis background, with total 34.

- a. “.....Another research done by Hemabati indicated that spelling error problems committed by mother-tongue interference, misuse sentence fragment, overuse, lack of grammatical knowledge also formation and developmental errors. Then, **according to** Corder, language error is a natural

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<sup>50</sup> Ken Hyland. Metadiscourse: Exploring interaction in writing. (London: Continuum, 2005, p. 50.

<sup>51</sup> Feng Cao, Guangwei Hu, “Interactive metadiscourse in research articles: ..... P.19

<sup>52</sup> Ken Hyland. Metadiscourse: Exploring interaction in writing. (London: Continuum, 2005, p. 51

*as the product of learning process. In other word, error is allowed for language learners to indicate students' learning progress.....*". (Student C- line 9 – Appendix 3)

- b. *".....There are so many kinds of media that can be used to improve student; motivation and less students' 92 boredom. It is supported by Cahyono in his book **he states** that media is the carrier of message or information between source and the receiver of information.....*". (Student H- line 31- Appendix 8)

Meanwhile, code glosses provide more information by rephrasing, explaining, or elaborating on what has been expressed so that the reader can understand the writer's intent.<sup>53</sup> The use of code glosses was 14. The following sentences show the use of code glosses.

- a. *"..... On the one hand, thinking and reasoning can be seen as a general cognitive processing ability **that is** readily transferable across different topics and contexts. On the other hand, thinking and reasoning can be seen as highly used in knowledge and disciplinary contexts such that it is.....*". (Student E- line 56 – 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 above".

Unfortunately, only one student used an endophoric marker in their thesis. It seems that the background 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 the thesis background since they only gave a brief explanation in their background and did not need any reference to other parts of the text.

- a. *".....learning objectives are generally designed to make students able to speak thus, the use of Indonesian in the classroom as much as possible to be avoided. Based on the*

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<sup>53</sup>Ken Hyland. Metadiscourse: Exploring interaction in writing....., p. 51

*statement **above**, most students in Junior High Schools become passive learner in the class because they just focus on UN material than writing or speaking ability.....*” (student C - line124 – Appendix 3 )

As you can see from the above line, the endophoric marker was employed to refer to information in other areas of the text. The writer used the word "**above**" to clarify the prior statement made in the thesis.

In interactional metadiscourse, hedges used was 30. It was the second most employed metadiscourse in interactional metadiscourse.

- a. “..... *if the writer could not pass the idea in a well form of writing text or passage, the reader **would** not be able to get the idea precisely as the writer want. Therefore, writing is categorized as the most difficult skill of language. In writing a formal text, there are many things that need to be concerned by the writer.*” (Student B - line 3 – Appendix 2)
- b. “.....*Students have difficulty planning, writing, and rewriting content, according to the school. Because of their limited spoken and written English and the fact that this is a new experience for them, some students may struggle to arrange their thoughts, events, and experiences. Others **may** struggle with "mechanical" writing skills such as handwriting, punctuation, and spelling. Students required to be immersed in a language learning setting in order to succeed at writing in a foreign language.* (Student G - line 35 – Appendix 7 )

Unlike hedges, boosters assist authors in expressing themselves confidently. “It expresses certainty instead of doubt.<sup>54</sup> The form of shows, there is no doubt, and in fact, show the certainty of writers in writing argument”. In interactional metadiscourse, hedges used was 13. As seen in the sentences below :

- a. “.....*it should be acknowledged that students are able to apply appropriate paraphrase on their writing. **In fact** although they have already experienced some writing classes in*

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<sup>54</sup>Malcolm William, “Translating Metadiscourse: An Explanatory Analysis of Problems in Students’ Work”, *Mutatis Mutandis*. Vol. 3, No. 1.73-90. 2010, p.78

*previous semester, such as paragraph writing class, argumentative writing class” (Student F- line 68 – Appendix 6).*

According to the preceding line, the booster was employed to "assist writers in expressing their ideas with confidence." Instead of expressing doubt, it expresses assurance." The writer used the word "***in fact***" to show that just because students were given a lot of writing materials does not mean they already knew how to make a decent proposal or how to convey someone's ideas through paraphrasing.

- b. *“.....There are many applications that we can used to increase our ability in many skills. Smith state, **clearly** it is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world- using computers, emails, networks, teleconferencing, and dynamic new software. We can use the application easily to increase our skills in English language”.* (Student D - line 13 – Appendix 4)

The writer used "***clearly***" to express that there are a lot of purposes that we can use to augment our talent in many skills.

Attitude indicators communicate the writer's feelings on propositional information, such as surprise, obligation, agreement, and importance. The following sentences are examples of attitude markers that were utilized in the thesis background.

- a. *“.....When talk about collaborative learning, Mason states that many techniques should be regarded to be **appropriate** to develop kinds of writings which are most frequently in school. Some of them include role playing, other kinds of simulation, invention of games, controlled experiments, experiments in observation, sensual exercises, studies in perception and interpersonal perception, modeling, all kinds of making, and all activities that take place amidst continual discussion of the youngsters themselves.”* (Student A - line 56 – Appendix 1)

From the sentence above, the attitude marker used here was to express writers' attitude to propositions. The writer used "**appropriate**" to express "that many techniques should be regarded to develop kinds of writings which are most frequently in school".

- b. *".....Kanik argued that if students are to perform in a highly technical society, they must be prepared with life-long learning and critical thinking skill is **necessary** to obtain and process information in an ever changing world. Surely, the university will be more focused to increase the students that have ability in this quality". (Student E - line10 – Appendix 5)*

From the sentence above, attitude marker used here was to express writers' attitude to propositions. The writer used "**necessary**" to emphasize that in an ever-changing environment, enduring knowledge and significant opinion skills are required to collect and method of the information. Surely, the university will be more focused on increasing the number of students with this talent.

Unfortunately, the use of attitude markers only found 19 times in examined thesis background. The usage of attitude markers could be due to the fact that, as non-expert authors, they were unsure about putting their voice into their writings or being overly critical of the claims advanced.<sup>55</sup>

To show their authorial presence, students used more self-mentions in their thesis background. Self-mention was the same highest with engagement markers was 32. And the following sentences show how self-mentions applied in thesis background.

- a. *".....In fact, providing with opportunities to write not only improves their writing but also promotes second language acquisition. In helping the students to write, **we** need to introduce the process of writing. Process writing allows students to concentrate on one task at a time and to experience the value of peer feedback in developing their ideas for*

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<sup>55</sup> 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.

*effective written expression. In the teaching and learning process of writing, the teachers have an important role”.*(Student A - line 17 – Appendix 1)

From the sentence above, self mentions used here were to explicit reference to the authors. The writer used “**we**” to refer to the author.

- b. “.....*When writing in a foreign language, Harmer argues, editing and redrafting are even more crucial than when writing in our native tongue. Furthermore, Brown argued that written products are frequently the outcome of specialized thinking, composing, and reviewing techniques, skills that not every speaker develops naturally. It means that there are many things to be prepared before doing writing itself”.*(Student I - line 21 – Appendix 9)

From the sentence above, self mentions used here were to explicit reference to the authors. The writer used “**our**” to refer to the author.

The extent to which the author is clearly present in the text is referred to as self-mention.<sup>56</sup> The controlling adjectives 'I, me, and we, and first person pronouns 'I, me, we, my, our, mine, can be applied to achieve the creator , the author's, and the writer's' are further categories that might be employed to self-mentioned'.. While in this study, students tend to use the researcher and the writer in their thesis background, as seen in sentence (a) and (b) above.

The last is the engagement marker. The use of engagement markers is the same as self-mention markers; the total is 32. Engagement marker Readers are openly addressed using reader pronouns like you, your, and us as participants in an argument to engage them into the debate. Obligation modals such as should, must, have to,

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<sup>56</sup> Ken Hyland, Polly Tse, “Metadiscourse in Academic Writing”, *Applied Linguistic*, 25(2), 2004, 159.



and so on can also be used to indicate this. The sentence below shows engagement marker use in thesis background.

- a. “.....*Therefore the writer and the reader are **expected** to share content and formal schemata which lead to the coherence of the text. Textual coherence, though it cannot be seen easily, it has some way of measurement.*”(Student B - line 74 – Appendix 2)

From the sentence above, engagement markers used here were to explicitly build relationships with the reader. The writer used “**expected**” to explicitly say that Therefore the writer and the reader want to share content and formal schemata which lead to the coherence of the text.

Even though interactional metadiscourse was lower than interactive metadiscourse, all subcategories in interactional metadiscourse appeared in thesis background. The total of self-mentions was 32, it is the same highest with engagement markers. The most self-mentions used were the researcher and the writer. Followed by hedges with percentage was 30, attitude marker was 19, then booster was 13 which was only applied once in thesis background.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the research's conclusion and the researcher's recommendation for analyzing metadiscourse models in the thesis background of the study.

#### A. Conclusion

There are various things that may be deduced based on the findings of the entire research difficulties that have been stated above. Students from the English Teacher Education Department who graduated in 2017 used several metadiscourse models in their thesis abstracts, according to the study. *Transitions, frame markers, evidential, code glosses, hedges, boosters, attitude marker, self-mentions, and engagement marker* were all found in the researcher's thesis abstracts. The results revealed that the scores for interactive metadiscourse and interactional metadiscourse were 139 and 126 respectively. This indicates that interactive metadiscourse was used more frequently than interactional metadiscourse.

#### B. Suggestion

##### 1. For English Teacher Education Department Lecturer

The researcher advises the lecturer to include metadiscourse content in existing subjects such as discourse analysis or writing classes, particularly argumentative writing classes.

##### 2. For the Students who take thesis

Knowing the findings, the researcher advises thesis students to use the prior informative metadiscourse in the thesis background of the study as a model in writing their thesis background of the study, using metadiscourse models to persuade and engage the readers.

### 3. For other researchers

In the Education and Teacher Training Faculty of UIN Sunan Ampel Surabaya, especially in the English Teacher Education Department, metadiscourse categories research is uncommon. As a result, the researcher expects that this study will provide insight to the reader and students of UIN Sunan Ampel Surabaya's English Teacher Education Department or other departments.

Furthermore, the researcher advises other researchers interested in the same or similar field of study to look at metadiscourses used by other disciplines as well as different data, such as essays written in writing class.



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