Interactive Metadiscourse in Finding and Discussion Section of Theses at English Department Universitas Negeri Jakarta

Syifa Fadhilah Hamid*
English Education Master Program
Universitas Negeri Jakarta
East Jakarta, Indonesia
*126217syifafh@gmail.com

Abstract—**Interactive metadiscourse is one of the sub categorizes of metadiscourse markers which refers to a feature used to construct and organize the information effectively in order to make coherent and convincing written text. Based on Hyland (2004), interactive metadiscourse consists of five categories, they are; transitions, frame markers, endphoric markers, evidentials, and code-glosses. The purpose of this study are to find out the types of interactive metadiscourse features used by English postgraduate students in their finding and discussion section of theses and to find out how interactive metadiscourse used in finding and discussion section of theses. This study implemented content analysis to identify, classify and analyses the interactive metadiscourse. The data sources are 10 finding and discussion section of theses from postgraduate students of English Department, Universitas Negeri Jakarta. The data of this study are words, phrases and clauses which were identified in those data sources. The result of this study showed that transitions were dominantly appeared with 634 words from the total 1540 interactive metadiscourse found or it was most frequently used with 41% followed by endophoric markers with 20%. The high use of transitions indicates that the writers want to create a coherent and cohesive written text by connecting the arguments within sentences or paragraphs. While the endophoric markers were used to help the writer referring the information in other part of the text.**

Keywords—interactive metadiscourse; metadiscourse markers; thesis writing; finding and discussion section

I. INTRODUCTION

In academic writing, finding and discussion section takes an essential part of conducting a research. It is a part of research paper which function is to convey the meaning of the result [1]. Finding and discussion section also presents how the writers link their result of study to a number of related previous research that have reviewed in the literature review [2]. The purposes of finding and discussion section based on the moves proposed by Posteguillo [3] in Paltridge [4] are first, to explain the early information by relating and providing background information, referring to previous information, also showing the location of tables, figures or charts. Second, present the result of study by showing what the data are and highlighting the data for readers' attention and providing evidences. Third, comment the result by interpreting, making a claim and looking for meaning. Alternatively, to achieve the function of finding and discussion section proposes by James H. McMillan, the writer could effectively use one of interactive metadiscourse types [2].

In recent decades, interactive metadiscourse has been examined under metadiscourse research project. It is one of sub-categorizes of metadiscourse markers which attempt the writers in constructing and organizing the information effectively in order to make coherent and convincing written text [5]. According to Hyland and Tse, interactive metadiscourse is the features which set out an argument to explicitly establish the writer's preferred interpretation [6]. Interactive metadiscourse is the device, used to construct and organize the information in a way that the reader is likely to find it coherent and convincing.

Numerous researchers have been examined the interactive metadiscourse in different data. The study which was conducted by Abdi about the distribution of metadiscourse markers in different parts of research articles across sciences (Social Science, and Natural Science), it discussion found that Finding and Discussion Section use more frequent interactive metadiscourse than other sections (Introduction & Methodology) [7].

Accordance to previous research of interactive metadiscourse analysis projects, the present study intended to bridge the gap in examining the types of interactive metadiscourse and find out how far the interactive metadiscourse used in finding and discussion section of English department students' theses since the essential part of writing a thesis especially in finding and discussion section is coherent in presenting arguments and cohesive in structuring ideas [8].

II. LITERATURE REVIEW

A. Metadiscourse

The term metadiscourse was originally created by Harris and was developed by Williams cited in Estaji [9]. Metadiscourse is widely used term in current discourse analysis and language education, referring to an interesting, and relatively new approach in conceptualizing interactions between the text writers and their text and the interactions between the writers and their readers. In addition, metadiscourse is a concept of linguistics devices that writers use to explicitly organize their text, engage readers and show their attitudes in the text to their readers [5]. According to Hyland, metadiscourse is a concept which has enormous potential to include features of language which describes not only how the writers organize their ideas, but also how the writers relate to their readers [5]. Hyland argues that metadiscourse is tied to interaction and to the way the writers create the social interactions which make their text effective [5].

B. Classification of Metadiscourse

Hyland classifies metadiscourse markers into two major categories of "interactive" and "interactional" [5], this model was developed from Thompson and Thetela's conception [10]. He classifies metadiscourse according to two major classes: interactive (to guide the reader through the text) and interactional (to involve the reader in the text).

The interactive part of metadiscourse concerns the writers' awareness with their readers, and their intention is to accommodate their interests and needs into the text, and to make the argument of the text satisfactory for them. The interactional part, on the other hand, concerns the writer's attempts to make his views explicit, and to engage the reader by anticipating his objections and responses to the text [5]. Following Thompson and Thetela [10] and Thompson [11], Hyland and Tse [6] make a worthwhile distinction between interactive and interactional metadiscourse. Although both have an interpersonal function, the interactive metadiscourse helps the reader through the text to have better understanding with the help of signposts like transition markers, evidentials, code glosses, frame markers etc. These interactive resources are equal to Halliday's textual metafunction [12].

C. Transitions Markers

Transition markers are used to show the different semantic relations with text. Their main function is to draw the readers' attention to set of argument in the text and help in shaping their understanding the meaning of the text.

D. Frame Markers

Frame markers are primarily used to organize texts for the readers and refer to elements of schematic structure [5]. It function is as an indicator of the change in the writer's order of discourse or steps of arguments. They help the writers to shift of arguments which successively make the discourse clear for the reader. Other functions of frame markers are to sequence, label text stages, announce discourse goals and shift arguments.

E. Endophoric Markers

Endophoric markers are expressions which refer to other parts of the text [5]. These markers make additional material relevant and therefore available for the reader in understanding the writer's meanings.

F. Evidentials

Evidentials are expressions which refer to an idea or textual information from another source or text [5]. It guides the reader's interpretation and establishes an authorial view of the subject. In academic writing it refers to a community-based literature and provides important support for arguments

G. Code Glosses

Code glosses provide additional information, by rephrasing, explaining or elaborating what has been said, to ensure the reader is able to understand the writer's intended meaning. They reflect the writer's predictions about the reader's knowledge.

III. METHODOLOGY

This study uses qualitative method proposed by Creswell [13] and content analysis design proposed by Krippendorff and Wajidi [14]. The study was conducted on May up to June 2017 at English Department, Universitas Negeri Jakarta. The data are words, phrases and clauses in finding and discussion section of English Department students' theses. While the data sources are ten theses from postgraduate students of English Department, Universitas Negeri Jakarta.

A. Data Collection Procedure

In order to collect the data, the researcher did these following steps. Here are the procedures organized in collecting the data:

1) Choosing the data source: Ten English Department students' theses from English Department Universitas Negeri Jakarta were chosen as the data source.

2) Selecting the unit of analysis: After choosing the data source, the researcher selects the unit of analysis of the data. The unit of analysis refers to the basic unit of text to be classified during content analysis. Texts or messages have to be selected before they can be coded, and differences in the unit selection can affect coding decisions as well as the comparability of outcomes with other similar studies [15]. In this case, the unit of analysis is finding and discussion section of thesis.

B. Data Analysis Procedure

In analysing the data, these following steps were used by the researcher as the data analysis procedure:

- Reading and identifying the data source.

- Jotting down the words, phrases or clauses which are considered as interactive metadiscourse.

- Classifying the data into its categories. (see figure 1)

- Calculating the data based on its frequency in term of each category and occurrence.

- Drawing inferences from the finding data.

After calculating the number of interactive metadiscourse used by the postgraduate students in their finding and discussion section of thesis, inferences ware drawn from the total number and frequency. This step is the most important in content analysis research as Krippendorff stated that content analysis enables researcher to make inference from the variable accounts of data and relate it to the phenomena the researcher wants to know about [16].

IV. RESULTS AND DISCUSSION

In line with the first research question, the findings shows that all types of Interactive Metadiscourse were found in the corpuses. It reveals that Transition markers were used most frequent with 41% and Endhoporic markers were found as the second mostly used type.
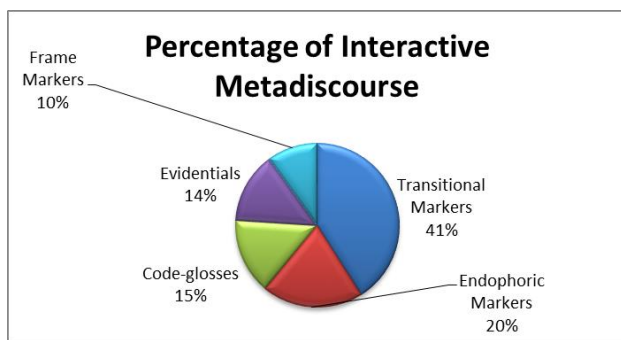

Fig. 1. Percentage of interactive metadiscourse.

A. Transitions

As depicted in figure above, transitions emerged as the highest percentage than the other types of interactive metadiscourse. From the total 1540 words, there are 634 words considered as transitions, also is the most frequently used item in finding and discussion section of theses with 116 words from among 634 words, followed by the words while with 90 words, however with 62 words, and because with 61 words.

All types of interactive metadiscouse were used in the corpuses. It indicates that the postgraduate students aware of the discourse flow in their theses writing. And, they are aware of writing structures of finding and discussion section proposed by Posteguillo [3].

However, this finding is supported by some other result of studies conducted by Hyland and Tse [6], Khedri [17] which also found transitions as the most dominant type that was used in the written text.

B. Frame Markers

The second type of interactive metadiscourse is frame markers which show the elements of schematic structure in order to make the discourse clear for the readers by sequencing part of the text, labelling text stages, announcing discourse goals, and indicating topic shift [5]. In this present study, the

frame markers were found as the least type of interactive metadiscourse used in findings and discussion section with 163 words out of 1540 words of the total interactive metadiscourse used by the English Department postgraduate students in their findings and discussion section of theses.

Instead of using the ordinal numbers, the researcher found that the English Department postgraduate students prefer to use cardinal number as the item to sequence the sentences in their findings and discussion section since numbering (1, 2, 3, etc.) is the most frequently item appeared as a frame marker in findings and discussion section with 35 frequency. This item purposes to sequence parts in a text to make the readers easily followed the explanations or discussion.

C. Endophoric Markers

The third type of interactive metadiscourse is endophoric markers which refer to additional information in other parts of the text [5]. These markers are the second interactive metadiscourse type which dominantly used. It is accordance to the second moves in finding and discussion section proposed by Brett, Posteguillo, Thompson, Yang, and Allinson; explaining the preparatory by referring to the previous information which could be probably and effectively achieved by using endophoric markers. Thus, this marker was found as the second types used in finding and discussion section.

Furthermore, the items of endophoric markers such as in chapter x, in paragraph x and (in) this part were also found in the findings and discussion section in order to help the writers referring the additional information in other parts of the text. But those items were only used once in three different theses.

D. Evidentials

The fourth type of interactive metadiscourse is evidentials which refer to an idea or textual information from another source or text [5]. This item is used to guide the readers' interpretation about an authorial view. In other words, it helps the readers to know what has been said from other sources and who is the responsible for the statement. The writers used some sources in their study to reflect their views of the topic areas, the reliability of their knowledge and to convince the readers. From the analysis, the present researcher found 215 items which were used as the evidentials.

E. Code Glosses

The last type of interactive metadiscourse is code glosses; it is used to provide additional information by rephrasing, reformulating, exemplifying, defining, explaining or elaborating what has been said, and to ensure the readers are able to understand the writers' intended meaning. There are 222 code glosses items found from the total of interactive metadiscourse markers.

Even though all types of interactive metadiscourse were used in finding and discussion section of theses, several items of each type were underused, it was only used once. This indicates that the English Department postgraduate students prefer to use the familiar and commonly used items. This thing happens because they have less idea of interactive metadiscourse markers.

To sum up, the English Department postgraduate students have the realization to conduct their findings and discussion section fulfils the principles of an academic writing. However, they need to learn about interactive metadiscourse markers to improve their choice of words in organizing the discourse flow.

V. CONCLUSION

All types of interactive metadiscourse were used by the theses writers as a device to help them in organizing the text into coherent and cohesive writing as well as assisting them in making the flow in their finding and discussion section.

The most dominantly type used in finding and discussion section is transition markers with 634 words. It can be concluded that the writers prefer to use this marker in their theses writing since transitions is needed to turn the text into coherent and convincing written text. As well as that transitions could probably fulfil the essential part of thesis writing; connecting the ideas or arguments within sentences and paragraphs.

REFERENCES

[1] D.R. Hess, "How to Write an Effective Discussion," Respiratory Care Journal Symposium, vol. 49, no. 10, pp. 1239-1241, 2004.

[2] J.H. McMillan and J.F. Wergin, Understanding and Evaluating Educational Research. New Jersey: Pearson, 2010.

[3] S. Posteguillo, "The schematic structure of computer science research articles," English for specific purposes, vol. 18, no. (2), pp. 139-160, 1999.

[4] B. Paltridge, Discourse Analysis: An Introduction. London: Continuum, 2008.

[5] K. Hyland, Metadiscourse, Exploring Interaction in Writing. London: Continuum, 2005.

[6] Hyland and Tse, "Metadiscourse in Academic Writing: A Reappraisal," Applied Linguistics, vol. 25, no. 2, 2004.

[7] R. Abdi, "Metadiscourse Strategies in Research Articles: A Study of The Differences Across Section," The Journal of Teaching Language Skills, 2011.

[8] A. Murphy, Academic Writing and Publishing Matters for the scholar-researcher. Dublin: Directorate of Academic Affairs, 2010.

[9] M. Estaji, "A Comparative Analysis of Interactional Metadiscourse Markers in The Introduction and Conclusion Sections of Mechanical and Electrical and Engineering Research Papers," Iranian Journal of Language Teaching Research, 2015.

[10] G. Thompson and P. Thetela, "The sound of one hand clapping: The management of interaction in written discourse," Text-Interdisciplinary Journal for the Study of Discourse, vol. 15, no. (1), pp. 103-128, 1995.

[11] G. Thompson, "Interaction in academic writing: Learning to argue with the reader," Applied linguistics, vol. 22, no. (1), pp. 58-78, 2001.

[12] M.A.K. Halliday, An introduction to Functional Grammar (2nd ed.), London: Edward Arnold, 1994.

[13] J.W. Creswell, Research Design: Qualitative, Quantitative and Mixed Method Approaches. California: SAGE Publications, Inc., 2009.

[14] K. Krippendorff and F. Wajidi, Analisis isi: Pengantar teori dan metodologi. Rajawali Pers, 1980.

[15] E. Chelimsky, Content Analysis: A Methodology for Structuring and Analyzing Written Material. United States: GAO, 1989.

[16] K. Krippendorff, "Reliability in content analysis," Human communication research, vol. 30, no. (3), pp. 411-433, 2004.

[17] M. Khedri, "Patterning of Interactive Metadiscourse Markers in Result and Discussion Sections of Academic Research Articles Across Disciplines," Pertanika Journals, Social Science and Humanities, vol. 1, no. 2, 2013.