

CHAPTER II

LITERATURE REVIEW

This part describes the review of related literature on attitude markers and oral presentation as well as the theoretical framework and ideas in conducting the research.

2.1 Metadiscourse

Hyland (2005) stated that Metadiscourse is the cover term for the self reflective expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as members of a particular community. As Crismore (1984) stated that metadiscourse is, simply, an author's discoursing about the discourse; it is the author's intrusion into the discourse,, either explicitly or non-explicitly, to direct rather than inform the readers. Both statement provide the answer to the function of metadiscourse which is a discourse whose subject (either explicitly or implicitly) is both codification of the message and the relationship between the communicators (Crismore, 1984).

Hyland and Tse (2004) refer metadiscourse as an umberella term to include heterogeneous array of cohesive and interpersonal features. Cohesive features assist

the readers to connect, organize and interpret the text while interpersonal features are ways preferred by the writer in presenting their content. Accordingly, researchers then subdivided metadiscourse into two major categories, namely textual and interpersonal (Vande Kopple, 1985, Crismore et al, 1993 in Hyland 2005).

Textual point out cohesive features which help organizing the text, mostly done by shifting topic, signaling sequences, cross-referencing, connecting ideas, previewing material, etc (Hyland & Tse, 2004). Whereas, interpersonal metadiscourse resource highlight writer's stance marked by hedges, certainty markers (Crismore et al, 1993 in Hyland 2005), attitude markers, commentaries and so on.

Hyland and Tse (2004) which framework has been used by numerous study focusing on the use of metadiscourse in written text, offer two categories of metadiscourse, interactive and interactional. They believe that all metadiscourse are interpersonal. Interactive metadiscourse, according to Hyland & Tse (2004) refers to linguistic features which concern with ways writer organizing their text. Under interactive umbrella are frame markers, endophoric markers, evidential, and code glosses. On the other hand, the interactional metadiscourse “involve the reader in the argument by alerting them to the author's perspective towards both propositional information and reader themselves” (Hyland & Tse, 2004)

2.2 Interactional Metadiscourse

According to Hyland (2005), interactional metadiscourse is one of linguistic features that involve the reader to build interaction and engagement explicitly into the discourse and give them an opportunity to combine and respond to it by evaluating the text material and alerting them to the writer's persona or writer's perspective on propositional information. In addition, it concerns the writer's efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments, and audience, marking the degree of intimacy, the communication of commitments, and the reader involvement (Hyland, 2004)

2.3 Attitude Markers

According to Crismore (et al. 1993: 53), attitude markers express writers affective values – their attitudes towards the propositional content and/or readers rather than commitment to the truth-value. At times writers use attitude markers to show their attitudes about the style of the text or about themselves as the writers of the texts. The attitude expressed can be of many different types: expressions of surprise, of thinking that something is important, or of concession, agreement, disagreement, and so on.'

Hyland (2005) stated Attitude markers indicate the writer's affective, rather than epistemic, attitude topositions, conveying surprise, agreement, importance, frustration, and so on,rather than commitment. While attitude is expressed throughout

a text by the use of subordination, comparatives, progressive particles, punctuation, textlocation, and so on, it is most explicitly signalled by attitude verbs (e.g. *agree,prefer*), sentence adverbs (*unfortunately, hopefully*), and adjectives (*appropriate,logical, remarkable*). By signalling an assumption of shared attitudes, values and reactions to material, writers both express a position and pull readers into a conspiracy of agreement so that it can often be difficult to dispute these judgements.

2.4 Public Speaking Course

Oral communication can take place in academic setting in almost every core subject which can be in a form of lecture, seminar, oral presentation and so on. It is seen as important skill required to meet the challenge in this globalization where there is a great demand to effectively use oral communication (Mojibur Rahman,2010). Therefore, students are expected to practice their skills in speaking subject classes in order to be able to speak and communicate effectively in students' social future career-life.

There are specific speaking course in academia which are designed to improve oral communication skills, including public speaking, academic presentation, and so on. Although all courses are designed to help students' speaking skills, the ability to speak in public is considered to be important. It can be seen that today's workplace, the ability to give presentation in front of colleague. Thus, this skill was ranked first among all qualities sought from college graduates, as revealed by Lucas (2009)

through a survey of 480 companies and public organizations. The increasing demand of speaking skill is due to the expectation to increase productivity in 21th century workplace.

2.5 Informative Speech

As stated in <http://study.com/academy/lesson/informative-speeches-types-topics.html> an informative speech is a speech that aims to provide information to the listeners about some topic. The goal of an informative speech is not to persuade listeners to change their beliefs or to actions, but rather the goal is to increase their knowledge and awareness of the topic. There are four types of informative speeches: speeches about objects, speeches about events, speeches about processes, and speeches about concepts. We will go over each of the four types in more detail below.

Speeches about objects focus on things existing in the world. Objects include, among other things, people, places, animals, or products. Because you are speaking under time constraints, you cannot discuss any topic in its entirety. Instead, limit your speech to a focused discussion of some aspect of your topic.

Speeches about processes focus on patterns of action. One type of speech about processes, the demonstration speech, teaches people "how-to" perform a process. More frequently, however, you will use process speeches to explain a process in broader terms. This way, the audience is more likely to understand the importance or the context of the process. As with any speech, be sure to limit your

discussion to information you can explain clearly and completely within time constraints.

Speeches about events focus on things that happened, are happening, or will happen. When speaking about an event, remember to relate the topic to your audience. A speech chronicling history is informative, but you should adapt the information to your audience and provide them with some way to use the information. As always, limit your focus to those aspects of an event that can be adequately discussed within the time limitations of your assignment.

Speeches about concepts focus on beliefs, ideas, and theories. While speeches about objects, processes, and events are fairly concrete, speeches about concepts are more abstract. Take care to be clear and understandable when creating and presenting a speech about a concept. When selecting a concept, remember you are crafting an informative speech. Often, speeches about concepts take on a persuasive tone. Focus your efforts toward providing unbiased information and refrain from making arguments. Because concepts can be vague and involved, limit your speech to aspects that can be readily explained and understood within the time limits.

2.6 Theoretical Framework

In the previous literatures mentioned in the previous sections, attitude markers and public speaking are both important. Specifically, this research focuses on the analysis of the attitude markers in speech. The analysis of attitude markers were used Hyland (2005) model. Although Hyland (2001, 2002, 2004, 2005) mostly done in writing genre, he noted that it is used as well as in spoken genre especially where the audience play a big role in the discourse, like public speaking.

To analyze attitude markers, Hyland provide three types of attitude markers:

- 1) Verb
- 2) Adverb
- 3) Adjective