

CHAPTER II

LITERATURE REVIEW

This chapter discusses the reviewed literature related to the current study concerning metadiscourse marker, code glosses.

2.1 Metadiscourse

The term of writer-reader interaction or the way how writer builds a relationship with the reader through his writing, has become popular study called Metadiscourse. Metadiscourse is recognized as an important means of facilitating communication, supporting a writer's position and building relationship with an audience (Hyland & Tse, 2004). Meaning that, the writers have a responsibility to make the text interactively to be reader friendly and acceptable. As cited from Hyland (2005:3), "metadiscourse embodies the idea that communication is more than just the exchange of information, goods or services, but also involves the personalities, attitudes and assumptions of those who are communicating."

Metadiscourse was introduced by Zellig Haris in 1959 to offer away of understanding language in use, representing a writer's or speaker's attempts to guide a receiver's perception of a text. The term of metadiscourse has been proposed and developed by different writer such as Vande Kopple (1985), Crismore et al (1989), Mauranen (1993), Hyland and Tse (2004), Hyland (2005). Metadiscourse is known to be an effective technique for improving and making text more 'reader-friendly'. In order to do that, it's important to support writer's position and build writer-audience relationship (Hyland, 1998, p.4).

As cited from Hyland (2004) the linguistic devices writers employ to shape their arguments to the needs and expectations of their target reader. So, to achieve the arguments, the writer or text producers should have a responsibility to make their writing interactively by giving some features of metadiscourse in their writing so that writers intended meaning in writing a text could be accomplished. Unfortunately, to write a reader-friendly writing is not easy as we flick our finger. In line with Fletcher (in Janet & Miller, 2005, p.1) who said that good writing is not forged by magic or hatched out of thin air. Good writing happens when human beings take particular steps to take control of their sentences, to make their words do what they want them to do. It means that a good writing happens when the writer's purpose of writing the text could be accomplished which is indicated by the readers' responses such an easy understanding, comprehending, and following the writer's argument. At this point, it is clear how metadiscourse markers are needed to produce a reader-friendly writing. They provide markers which could signpost and engage their reader to the text.

2.2 Model of Metadiscourse

As stated in the term of metadiscourse above which is the metadiscourse has been developed from several writes, so does the model of metadiscourse. A variety of metadiscourse model also proposed by Vande Kopple (1985, 2002), Crismore (1989) , Hyland (2005).

Vande Kopple (1985) firstly introduced two main categories of metadiscourse, namely "textual" and "interpersonal". Text connectives, code

glosses, illocution markers and narrators- are belongs to textual metadiscourse. On the other hand, interpersonal metadiscourse is concerning with three approaches such as validity markers, attitude markers and commentaries. After that, Crismore et al revised the taxonomy that has been conducted by Vande Kopple in 1993. The revised model was introduced by Crismore et al. (1993). They kept the two major categories of textual and interpersonal, but collapsed, separated, and reorganized the subcategories. The textual metadiscourse was further divided into two categories of “textual” and “interpretive” markers in an attempt to separate organizational and evaluative functions. Textual markers consist of those features that help organize the discourse, and interpretive markers are those features used to help readers to better interpret and understand the writer’s meaning and writing strategies (Crismore et al., 1993).

Third, model proposed by Hyland (2005), consist of two main categories of “interactive” and “interactional”. The interactive part of metadiscourse concerns the writer’s awareness of his receiver, and his attempts to accommodate his interests and needs, and to make the argument satisfactory for him. This resources include transition, frame markers, endophoric markers, evidential, and code glosses. 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 (Hyland, 2005). Then, for the interactional metadiscourse, is concerned with five resources such as hedges, boosters, attitude markers, engagement markers, and self-mention.

2.3 Code Glosses

Code glosses is one crucial metadiscourse sub-type used to ensure the audience understood the information that has been said by supplying additional information by rephrasing, explaining, or elaborating (Hyland, 2005). The purpose is to ensure the readers get what the writer is intended to say in the text through some signals.

Previous studies such as Dastgoshadeh (2001) and Parvaresh (2008) show that if a text includes metadiscourse elements, it will help students read more effectively and when learners have problems understanding a text, it is the presence of metadiscourse which can help them both comprehend and remember the propositional content of the text better. So, if academic writers utilize such features, their articles will be understandable for a broader range of audience. In other words, when metadiscourse features such as code glosses added to the text, the readers become more involved and active as they read.

Another developer such as Vande Kopple (1985) made distinction between illocutionary markers and code glosses identifying code glosses as those features which help the reader understand the meaning of a part of the text; that is, they do not contribute to the propositional content of the text but help define and interpret it. Then, in 2002 Vande Kopple revised his metadiscourse taxonomy and defined code glosses as those devices which help the reader understand the intended meanings of the elements in the text. Rasidi et. al. (2002) believed that code glosses

explain or expand proposition information to assist writer with his interpretation and ensure the writer's intension is understood by the audience.

Even though there are many developers of code glosses concept, this present study addresses the Hyland's model to be the theory that researcher used in this research. Hyland's model is the latest and more comprehensive concept who published code glosses as separated study. Code glosses definition and interpretation proposed by Hyland has been maintained and utilized by many writers who worked at metadiscourse field. There are at least four researchers who focused on code glosses using Hyland's taxonomy concept. They are Osei Yaw Akoto (2013 and 2014) from University of Cape Coast, Ghana, Sepideh Rahimpour (2013) from Islamic Azad University, Iran, Mohammad Reza Talebinejad and Fariba Ghadyani (2012) from Islamic Azad University and Sheikh-e-Bahee University, Iran.

From those researches that have been conducted, this researcher decides to use Hyland's Taxonomy model as the theory to analyze the data in this study.

2.4 Types of Code Glosses

Hyland (2004) identified code glosses as interactive resources which contribute to "guide the reader through the text" (p. 139) and argued that code glosses help readers grasp meanings of ideational material. As cited from Hyland (2007), Code glosses provide extra explanations by rephrasing, explaining, or illustrating. They show the writer's hypothesis about the reader's cognitive environment.

The types of metadiscourse are divided into two sub-functions: reformulation and exemplification (Hyland,2007). In academic discourse, reformulation reworks a previous discourse unit for specification or elaboration (e.g.: that it, in other words) where as exemplification illustrate through examples (e.g.: for example, such as).

2.4.1 Reformulation

Hyland (2007) describes reformulation as a discourse objective "whereby the second unit is a restatement or elaboration of the first in different words, to present it from a different point of view and to reinforce the message". So, to get the writer's intended meaning, the writer can use reformulation by elaborate a concept more which has been offered before by using reformulation markers. In academic texts, these devices are often indicated parenthetically or lexically by what he calls "reformulation markers" (Hyland, 2007, p. 269).

Reformulation takes variety of meaning either develop the original by explanation or implication, called expansions or reduce it by paraphrase or specification, called reductions (Hyland, 2007) .

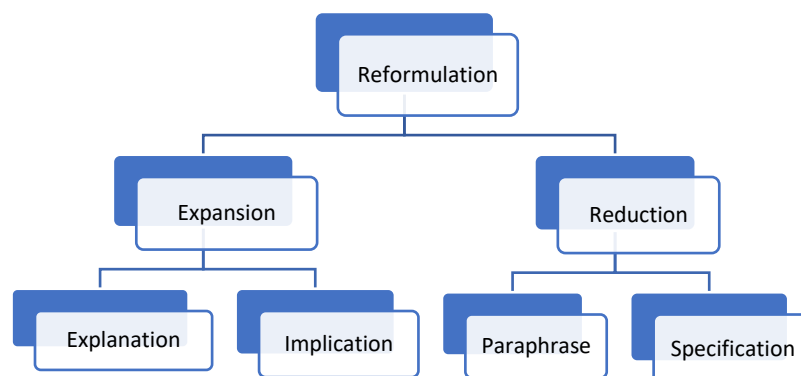


Figure 1. Discourse function of reformulation based on Hyland (2007)

2.4.1.1 Expansion

Expansion allows widening the sense in which the writer wants it to be understood (Hyland, 2007). Reformulation let the writer to develop readers by giving some explanations or by drawing an implication of it. In summary, it would be easier for the reader to get what the writer's intended meaning if the writers use the expansion markers by explaining or concluding it.

2.4.1.1.1 Explanation

Clarifying the meaning of fore unit to make a concept more understandable or accessible by providing a gloss or a definition is a main function of explanation. Because they try to elaborate the reader's understanding of material more rather than the material itself. These kinds of reformulations are signed by the parentheses which is the common signals, as *known as*, *called*, and *referred to as*, etc. as in defining items. Here are some examples from Hyland (2007):

Due to the lack of success in using several conventional methods, an unbiased recognition algorithm is proposed based on a novel statistical feature point recognition principle, *called the maximum principle of slope difference*.

The possession of knowledge concerning ethical and unethical behavior did not, according to Simpson, Banedee, and Simpson (1994), affect stealing microcomputer software (*'softlifting'*).

2.4.1.1.2 Implication

Implication function serves a conclusion or summary of the prior concept into simpler words that reader would easily digest and exemplify reader's understanding (Hyland, 2007). The signal that is commonly used to implicate is *in other words* or *this means* word. Here are some examples from Hyland (2007).

She was in direct control of something of which Dan's death was a consequence, and only in this way did she have control over Dan's death. *This means that Dan's death was not in Shirley's control except insofar as this something was in her control.*

In order to understand the complex decision-making process involved in the organization of written text, a pedagogical theory of L2 writing needs to look beyond the background of ESL writers. *In other words, an alternative theory of L2 writing is needed.*

2.4.1.2 Reduction

To restrict the meaning or narrowing the extent of interpretation by either paraphrase or specification called reduction (Hyland, 2007). Two forms of reductions can create more brief explanation, give a summary, and add some details to help reader comprehend the text by limiting the interpretation.

2.4.1.2.1 Paraphrase

Paraphrase is one of note-taking method used to represents referenced author's conception in writer's own words with the same length or more than the real one (Scott et al., 2001). So by paraphrasing the sentence, we can use our own language to restate a statement but still in the same meaning and sense of the original source. Hyland (2007) also added that one of the fuction of reformulation is restating or 'gisting' a concept in different words to present a summary. Paraphrase is signaled by the forms of *that it, in other words, put another way* and the use of parenthesis. These are some example of paraphrasing provided from Hyland (2007):

(7) These people are often active in social change organizations, but their theories do not provide intellectual support for their actions, *or put differently, do not explain their practices to them.*

12 of the 18 (*67 per cent*) crimes were rape and murder, or a combination relating to a sexual encounter.

2.4.1.2.2 Specification

The fuction of specification is not to restate an idea but to give a detail features that support the main concept to control reader interpretation (Hyland, 2007). By giving the specific information, the writer is able to highlight and specify

the information that they are trying to deliver. The specific information is illustrated by the italic words:

. . . they refer to psychoanalysis, to existential phenomenology and to Marxism (*in particular* to the earlier works of Marx).

As a result, implementation of a commercial lighting program can affect the costs and benefits of different stakeholders. *Specifically*, it can affect utility rates, the total resource cost to the society, the utility expenditures, and the total cost to all customers.

2.4.2 Exemplification

Hyland (2007, p.270) explains exemplification as "a communication process through which meaning is clarified or supported by a second unit which illustrates the first by citing an example". In academic discourse, some frequent features such as abbreviations, parentheses, and linking adverbials are used as a form of signals in the examples. This function allows writers to control the reader's interpretation by giving examples of a more familiar and concrete experience for readers in order to avoid divergent perceptions. Some exemplification markers include *an example of, like, for instance, say, e.g., for example, and such as*. Here are some examples of exemplification from Sepideh Rahimpour's research on *Employing A Gloss in English And Persian Academic Writing: Exemplifying and Reformulating in Applied Linguistics Research Articles*.

Some form of attentional focus was provided. *For example*, in many instances the teacher first repeated the student's erroneous utterance. (the article written by a native speaker of English)

They may be used independently or as a combination *e.g.* in instant modification and elaboration may be applied individually... (the article written by a non-native speaker of English)

2.5 Context and Function of Code Glosses

There are factors in the contexts in which language is used that affect both how we use language and how it is received. Several decades ago, sociolinguist Dell Hymes developed the S-P-E-A-K-I-N-G model to characterize all the different features of a communication situation and help to contextualize purely linguistic analysis. He uses the letters of S-P-E-A-K-I-N-G as an acronym to remember the intersecting factors in such a context:

2.5.1 Setting and Scene

Setting refers to the time and place in which interaction takes place: June 15th 1998 10 a.m. in the largest space in the town hall of a small town in north-west Europe, for example. Scene refers to the psychological setting; that is, participants' understanding of what sort of event is taking place. People's understandings of scene, and what sort of behaviour is appropriate to each type of event, can vary

quite widely (especially cross-culturally) and these divergences can act as triggers for (increased) conflict.

2.5.2 Participants

Participants include the speaker and the audience – i.e. the information about the participants (e.g. their cultural and sociolinguistic background).

2.5.3 Ends

Ends refers to both outcomes (the assumed purpose of an activity or event) and goals (the purposes of the individuals involved).

2.5.4 Act Sequence

The different parts of a communicative event are referred to by 'act sequence'. They would include, for example, opening remarks, formal and less formal turns by participants, and closing remarks. In informal situations (such as arguments leading to conflicts) the sequence may not be agreed and may not be coherent. This will lead to a lot of overlaps and interruptions and possibly to unfinished or cut-off communications.

2.5.5 Key

Cues that establish the "tone, manner, or spirit" of the speech act in which a particular message is encoded: light-hearted, serious, precise, pedantic, mocking, sarcastic, pompous, and so on.

2.5.6 Instrumentalities

Instrumentalities (Forms and styles of speech)— i.e. the linguistic and nonlinguistic tools used to make the speech act possible (e.g. a phone, English used by a Spaniard and a Ukrainian who meet in Canada).

2.5.7 Norms

Social rules governing the event and the participants' actions and reaction— i.e. the conventions used by the speakers to arrive at their set communicative goals.

1.5.8 Genre

The kind of speech act or event— (e.g. the final research paper; a small talk before a class). These terms can be applied to many kinds of discourse. These terms can be applied to many kinds of discourse. Sometimes in a written discussion, it might emphasize only two or three of the letters of the mnemonic. It provides a structure for people to perceive components. So, the researcher try to analyze the context of the sentence in order to identify the function of code glosses.

2.6 Discussion section

Discussion section presents a unity and coherence of the material both for the writer and reader (Murphy, 2010 p.28). She added that discussion section helps the reader from narrow and specific results to more general conclusions. Thus, the discussion also includes: first, presentation of background information as well as recapitulation of the research aims of the study. Second, a brief summary of the results. Third, comparison of results with previously published studies. Fourth, conclusions and hypothesis which were drawn from the results, with summary of evidence for each conclusion. Meaning that, code glosses can help the writers to make the discussion section is clearly understandable and acceptable to the readers because code glosses is used to ensure the audience understand the information that has been said by supplying additional information by rephrasing, explaining, or elaborating.

According to Hamid (2016), 222 code glosses markers occurred in Finding and Discussion section of *skripsi*. Then, a study from Mardhatillah (2016), found that 300 code glosses markers also occurred in Finding and Discussion section of *skripsi* year 2014. These made great consideration that researcher analyze the code glosses markers in discussion section.

2.7 Code Glosses in Discussion Section of Journal Article

The purpose of this study is to find out how the code glosses works in the Discussion section. Based on the previous explanation, code glosses is divided into two sub-functions: reformulation and exemplification (Hyland, 2007). Each of that functions have their own functions. As the researcher given before that some of the

previous study in the interactive metadiscourse in the discussion section revealed that there are many interactive markers in there. Then the result revealed that the code glosses is positioned in the third place after transition and evidential markers.

The use of code glosses is important in the discussion section. As stated before, Code glosses one crucial metadiscourse sub-type which help to guide the reader through the text and help readers get the point of ideational material (Hyland, 2004) while contributing to create coherent prose. So, the purpose is to ensure the readers get what the writer is intended to say in the text through some signals. By applying code glosses in the discussion section, the reader will easily get what the writers intended to do in their research and it will make readers become more involved and active as they read.

2.8 Indonesian and English Native Journal Article

Journal articles or know as research paper is one of academic writing in University. It is defined as a technical document that describes a significant experimental, theoretical, or observation extension of current knowledge, or advances in the practical application of known principles (O'Conner & Wordford, 1976). Journal article tend to be more formal and systematic compared to the other academic writing, it describes a set structure of a research.

Most journal articles are prepared according to a format called IMRAD (Nair & Nair, 2014). The term represents the first letters of the words; Introduction, Material and Methods, Results, And, Discussion, which also represents each chapter or section in a journal articles. According to Flowerdew (2013), Indonesia

has made into the forth area which is country where English has no official status. Meaning that, it still takes effort for Indonesian people in improving their English especially in writing academic articles. So, Indonesian need a technique of writing that can help them to improve their writing such as code glosses markers. On the other hand, the native speakers who have made into the first area (English is the first language), will get a benefit because their first language is English which is the International Language.

2.9 Theoretical Framework

This study is conducted to investigate code glosses used in discussion section of Indonesian and English Native Applied Linguistic journal article using Ken Hyland's Taxonomy. As a pioneer, a study of code glosses has been conducted by Ken Hyland in 2007. By holding the original taxonomy of code glosses by Hyland, the writer will analyze the samples of 10 discussion sections from Applied Linguistics journal articles written by Indonesian and English Native to answer all the two research questions.

The next stage, to answer the first research question, researcher identifies the possible code glosses markers to categorize function types they belong. After that, the researcher calculates the frequency of code glosses based on their types. By looking the frequency of code glosses in each Indonesian and English native journal article, researcher can see the differences of using code glosses in those groups. After calculate the frequency, the researcher find out the context and function used in the code glosses by using Dell Hymes theory from the acronym

SPEAKING which is Setting, Participants, End, Act Sequence, Key, Instrumentalities, Norms and Genre. Then, from those context, the researcher find out the function of code glosses based on the context. In the end, the researcher will make a conclusion based on the two research questions of the use of code glosses in Indonesian and English Native journal articles.