CHAPTER I

INTRODUCTION

This chapter gives the introductory part of the research. Some parts that are related to this research are explained below ; this chapter discusses about the background of the research, the research question, the purpose of the research, the scope of the research, and the significance of research.

1.1   Background of Study

Academic discourse is a general object of investigation for distinct subfields of English studies. Generally, these kinds of research are pedagogically oriented that notice student needs and competences. Yet this view has been derived by a perception of writing as a social engagement, involving interactions between readers and writers (Hyland, 2004).

Recently, interest in the interactive and rhetorical character of academic writing has been growing, expanding the focus of research beyond the ideational dimension of text or how they characterize the world, to the ways they function interpersonally. This view shows that academic writers have to use language that represents themselves and their work and to negotiate social relations with readers. Besides, a key feature of successfull academic writing is the writer's ability to control the level of personality in their texts, claiming solidarity with readers, evaluating their material, and employing alternative views to readers.

Skripsi   is one of academic writing genre which is written by undergraduate students as a prerequisite for acquiring bachelor degree in

university level. Skripsi contains a research which is conducted in a systematic way for the purpose of improving , modifying and developing the knowledge that can be delivered (communicated) and tested (verified) by other researchers (Fellin, Tripodi, and Meyer, 1996). It consists of five chapters namely introduction, literature review, methodology, finding and discussion, and conclusion and recommendation.

In Skripsi, Finding and Discussion chapter is one of important part because researcher has to deliver the result of his or her research to particular community through their work. Metadiscourse is required in writing Skripsi because it has a considerable importance in academic writing to reveal the author's personality and help writers or researchers to transform a dry text into a reader-friendly prose, The way writers explain their work through Skripsi has to be understood by particular community so the readers go along with the writer's thought and feeling involved.

"Metadiscourse is also known as an effective technique for improving writing and and making text more 'reader friendly'. It is an important tool for supporting the writer's position and building writer-readers relationship" (Hyland 1998,p.4). According to a view that writing is as a social and communicative engagement between writer and reader, it focuses to the ways which the writers project themselves into their work to signal their communicative intentions.

Metadiscourse was firstly coined by Zellig Harris in 1959 to offer a way about how to understand the use of language in representing a writer's or speaker's attempt to guide a receiver's perception of a text. It offers a framework

to understand communication is as a social engagement which is more than just an exchange of communication, but also involves the personalities, attitudes and assumptions of those who are involved in the communication.

Since 1980, various definitons are proposed by many researchers (e.g. Crismore, 1989; Hyland, 1998, 2005, Mauranen, 1993, Vandde Kopple, 1985). Crismore defines metadiscourse as "the author's intrusion into the discourse to direct the readers rather than inform them, explicitly or non-explicitly". Vande Kopple defines that metadiscourse is used to help the readers connect, organize, interpret, evaluate and develop attitudes toward the material. Meanwhile Hyland in 2005 states that metadiscourse is based on a view of writing as social engagement in which writers project themselves into their discourse to signal their attitutes. It about how the writers represent themselves through their works showing their attitudes and their personality.

It is considered that metadiscourse is important means of facilitating communication, supporting a position, increasing readibility and building a relationship between the writers and the readers. More significantly, the writers can create a text where the readers and writers interact (Hyland & Tse, 2004).

Hyland in 1998 has conseptualized two categories of metadiscourse markers: textual markers and interpersonal markers. Textual metadiscourse which has been changed by Thompson's (2001) into interactive metadiscourse is used to organize propositional information that is accessible for certain audience and appropriate for a given purpose. It includes: transition markers, endophoric markers, evidentials, and code glosses (Hyland, p.52). Moreover, interpersonal

metadiscourse or interactional metadiscourse is a category that lets the writers express their perspective towards their information and their readers. Besides, the writers try to involve the readers in the text, focus on the participants of the interaction of the text and search how to show the writer's personality within the text as they make the readers interested towards the writer's opinion. The interpersonal metadiscourse includes: attitude markers, hedges, boosters, self-mention items, and engagement makers (Hyland, 2005). The features are used to build a relationship between the readers and the writers.

To sum up, interpersonal metadiscourse is recognized as an important tools to facilitate, communicate, support the writer's position and build a relationship with an audience. It plays significant role in explicating a context for interpretation and suggesting one way which acts of communication define and maintain social group. Moreover, according to Hyland (2004), the importance of metadiscourse lies in its underlying rhetorical dynamics which relate it to the context in which it occurs.

Besides, the appropriate use of interpersonal metadiscourse is very essential to understand the texts better and helpful to eficacy the writer's meaning. It helps the writer to create engaging and convincing text at the same time. Chapter Four (4) of Skripsi that talks about Finding and Discussion of the research is very important part which the researcher has to convince the readers or the audience to believe in what the researcher has found related to the theoretical basis. Thus, the researcher wants to investigate the frequency and the distribution

of the interpersonal metadiscourse used by students' *Skripsi* of English Language and Education Study Program (ELESP) in English Department.

1.2 Research Objective

The purpose of the research is to investigate the types of interpersonal metadiscourse established by Hyland used in Chapter Four or Finding and Discussion section of students' Skripsi in English Department in 2014, especially in English Language and Education Study Program (ELESP).

1.3 Research Questions

Relating the objectives of the present investigation, the writer formulates question as following:

1. How is the interpersonal metadiscourse used in Finding and Discussion section of Students' Skripsi in English Department?

Therefore, to answer the research question, the researcher provides sub-questions to support the research question as follows:

- What are the types of interpersonal metadiscourse used in Finding and Discussion section of Students' Skripsi in English Department?
- How is the frequency of interpersonal metadiscourse used in Finding and Discussion section of Students' Skripsi in English Department?

- What is the most dominant of interpersonal metadiscourse markers used in Finding and Discussion section of Students' Skripsi in English Department?

1.4   Limitation of Research

The research only focuses on interpersonal metadiscourse markers established by Hyland used in Finding and Discussion section of Students' Skripsi in English Language and Education study program from 2014. Six (6) Skripsi are chosen from students of English Language and Education Study Program in 2014. This research only describes the pattern of interpersonal discourse markers and shows the most dominant interpersonal discourse markers established by Hyland used by Students' Skripsi in English Department.

1.5   Significance of Research

It is hoped that this research can give more knowledge on metadiscourse, specifically interpersonal metadiscourse proposed by Hyland for English Department Students of Universitas Negeri Jakarta by showing list of interpersonal metadiscourse markers found in Finding and Discussion sections of student's skripsi. Besides, the researcher hope that it is also beneficial as reference to help students of English Department in academic writing class to write more reader-friendly text. Moreover, the researcher hopes that it is useful to help students of English Department in writing chapter four of skripsi that deeply engage and convince the readers within the texts.