

Interactive Metadiscourse in Abstract of English Linguistics Research Articles

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This research aims to study the use of Interactive Metadiscourse in Abstract Section of English Linguistics Research Articles. This research will use metadiscourse theory from Hyland (2005) which divide metadiscourse into two, they are textual and interpersonal metadiscourse, while interactive metadiscourse is part of interpersonal metadiscourse. This research also aims to find the frequentative forms of interactive metadiscourse and describe the function of each category of interactive metadiscourse. The findings showed that there are just three sub category of interactive metadiscourse found in 15 abstracts, they are frame markers, code glosses and transition markers. The highest markers that is found in this reseach is the transtion markers with the word "and" which are appeared 84 times in 15 abstracts.

Penelitian ini bertujuan untuk mengeksplor penggunaan Metadiscourse Interaktif di Bagian Abstrak Artikel Penelitian Linguistik Bahasa Inggris. Penelitian ini akan menggunakan teori metadiscourse dari Hyland (2005) yang terbagi menjadi metadiscourse tekstual dan interpersonal, sedangkan metadiscourse interaktif adalah bagian dari metadiscourse interpersonal. Penelitian ini juga bertujuan untuk menemukan bentuk-bentuk berkala dari metadiscourse interaktif dan menggambarkan fungsi masing-masing kategori metadiscourse tersebut. Temuan menunjukkan bahwa hanya ada tiga sub kategori metadiscourse interaktif yang ditemukan dalam 15 abstrak, mereka adalah frame markers, code glosses dan transition markers. Marker tertinggi yang ditemukan dalam penelitian ini adalah transition markers dengan kata "dan" yang muncul 84 kali dalam 15 abstrak.

INTRODUCTION

Abstracts of the article has an important role to explain the entire content of the article. It was also disclosed by Akbas (2012: 1) the abstracts section in academic texts has received lack of attention. The popularity of abstract investigations across discipline or cultures reveals the significant status of the abstract in the negotiation of knowledge through academic texts. The importance of an abstract in a writing or article as a connector between the authors and the readers. Because in abstract section, the author will be revealing the outline of his/her writings in order to make the reader easy to know what will be discussed in the article. An abstract is also a tool for readers to be interested in reading the writing. Talking about making the readers interested in reading an article, there is a linguistics feature that talking about the effectiveness of communication which is metadiscourse in discourse analysis field.

Metadiscourse usually used by the writers to direct their ideas or opinions to the readers and make such communication between the writers and the readers. In the other words, rather than inform something to the readers, metadiscourse directs readers to writers's ideas or opinion as explained before. Hyland (2005: 3) states that, basically, the use of metadiscourse in communication is not just about information exchange, however, it is more than that. It involves personality, attitude, and assumption of those who are communicating each other. Metadiscourse in its role will make it easier for speakers or writers to engage the audiences or readers' trust because basically metadiscourse is a persuasive words or phrases when it comes to conveying the perceptions, attitudes, personalities, and assumptions of the writer or speaker to the reader or audiences.

Metadiscourse according to Hyland (2005) is divided into two kinds, they are textual and interpersonal metadiscourse. Further, interpersonal metadiscourse also divided into two types, they are interactive metadiscourse and interactional metadiscourse. The theory of metadiscourse have been developing ever since they were first introduced by Harris in 1959. Further, metadiscourse research was continued by some experts including Williams (1981), Vande Kopple (1985), Crismore (1989), Hyland (2005), and Dafouz (2006). This research aims to analyze frequentative forms of interactive metadiscourse and also the function of interactive metadiscourse sub category in abstract section of English linguistics research articles.

Metadiscourse

Metadiscourse, as explained earlier, is term used by the writer or speaker to point out the direction, purpose, or perception of their idea. Metadiscourse according to Crismore (1983: 2), defines that metadiscourse is about author's discoursing about discourse; it is the author's intrusion into the discourse, either explicitly or not. Also, to direct the reader rather than inform the readers. Metadiscourse is the directives given to the readers, so, the readers will understand what is said and meant in the primary discourse and know how to "take" the author.

Interactive Metadiscourse

Interactive metadiscourse helps the reader understand the text, in the other words, interactive metadiscourse helps to guide the reader through the text. Hyland (2005: 49) states that, interactive metadiscourse concerns the writer's awareness of participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities. Further Hyland (2005) also states that, the writer's purpose here is to shape and constrain a text to meet the needs of particular readers, setting out arguments so that they will recover the

writer's preferred interpretations and goals. There are five categories of interactive metadiscourse according to Hyland (2005), they are:

Category	Function	Example
Transition markers	Express the relations between main clauses	In addition; but; thus; and
Frame markers	Refer to discourse acts, sequences or stages	Finally; to conclude; my purpose is
Endophoric markers	Refer to information in other parts of the text	Noted above; see Fig; in section 2
Evidentials	Refer to information from other texts	According to X; Z states
Code glosses	Elaborate propositional meanings	Namely; e.g.; such as; in other words

Transition markers are usually take the role as conjunctions and adverbial phrases. They functions as causative, additive, and contrastive relations in the writer' thinking, expressing relationships between stretches of discourse (Hyland, 2005: 50). Transition markers aim to link one clause to another so that what is discussed in one clause can be interconnected with another. As mentioned that transition markers are causative, additive, and contrastive.

Frame markers used to indicate texts boundaries, also frame markers are used to sequence part of the text through words or phrases (Sanford, 2012: 8). Also, frame markers can be used to order an argument, more often used as explicitly additive relation (Hyland: 2005).

Endophoric markers are markers that refer to other parts of the text (Hyland: 2005). In other words, endophoric markers help or guide the readers to see more about something by referring it to another part of the text. Also in line with the explanation Sanford (2012: 8) argues that the purpose of an Endophoric Marker is for assisting with comprehension and supporting material to help clarify an argument.

Evidentials are 'metalinguistic representations of an idea from another source' (Hyland, 2005: 51). Evidentials almost have the same explanation as endophoric markers, but the differences here is about referring something to another text not to another part of the text using words or phrases such as *according to Z, X states that*.

Code Glosses adding some information by explaining, rephrasing, or elaborating what has been said, to ensure the readers are able to recover the writer's intention (Hyland, 2005: 52). In the other words, code glosses used to make the reader understand more about the message that is intended by the writer by rephrasing, explaining and elaborating what is said or wrote by the writer.

METHOD

This research used descriptive method which is part of qualitative research to analyze the data. According to Azwar (1997: 6), in a descriptive method, the researcher analyze and presents the fact systematically therefore it can be understood and concluded easily. In qualitative research, the researcher become the instrument of the research, moreover the researcher as the instrument must be validated in order to make sure that the researcher is ready to start the research. There are several steps to collect the data: (1) The researcher find out the some English research articles, the writer took 15 articles to be analyzed (2) Determine the data which are words containing interactive

metadiscourse (3) Classify it to each category and sub category of interactive metadiscourse (4) The last researcher analyzed the forms, the meaning, and the functions of interactive metadiscourse and summarize the formulation of the study in order to sum up the objective of the study.

The method and techniques of data analysis: the data will be analyzed by the theory of Hyland (2005), because his books present the explanation of metadiscourse as a whole and interactive metadiscourse as one of the category of metadiscourse. As mentioned in the formulation of the research, there will be the explanation of interactive metadiscourse used in the abstract of English linguistics articles through the theory of interactive metadiscourse, also the researcher will add some of his opinions to the analysis. Data Source The data source is taken from some trusted journal source which is in Indonesia region.

FINDINGS AND DISCUSSION

FINDINGS

Frequentative Forms of Interactive Metadiscourse

There are just three subcategory that found in 15 English linguistics abstract articles, they are frame markers, transition markers, and code glosses:

Transition Markers

MARKERS	FREQUENCY
And	84
But	4
Also	8
Because	1
In addition	4
While	2
However	1
Yet	1
Although	1

Frame markers

MARKERS	FREQUENCY
Finally	2
First	1
Then	1
So far	1

Code glosses

MARKERS	FREQUENCY
Namely	5
Such as	3
That is	1

DISCUSSION

Functions of Interactive Metadiscourse

1. Transition to Express Relation between Main Clause

This markers as mentioned before, consist of conjunctions and adverbial phrases which help the readers interpret pragmatic connection between steps in an argument. It can be seen from the frequency of transition markers in 15 articles, the word *and* has the highest rank of markers in 15 articles. There will be two randomly chosen examples to show the functions of transition markers in abstract section of articles.

- (1) The cultural system is very dominant ***and*** even becomes the author's frame of mind in presenting the reality of life in his work.

Data 1 shows the function of transition markers that is to express relation between ideas. It can be seen from one idea to another idea as *the cultural system is very dominant and even becomes the author's frame of mind in presenting the reality of life in his work*. Clearly, the writer wanted to add something to strengthen his or her first idea.

- (2) The research had two objectives, those were to investigate the use of code-mixing in the business emails which could be categorized as asynchronous computer-mediated communication, ***and*** to calculate the most prevalent occurrences of code-mixing in the business emails.

Data 1 shows the function of transition markers that is to express relation between ideas. It shows how the marker strengthen the idea before. The writer wanted to show that there are two objectives which are related each other, the first is to investigate something and after that the writer strengthen his or her arguments with calculating the most prevalent occurrences of code-mixing in the business emails.

2. Frame markers refer to discourse acts, sequences or stages

The function of frame markers are used to sequence parts of the text through words and phrases. There will be two randomly chosen examples to show the functions of frame markers in abstract section of articles.

- (3) ***First***, one community makes adaptation by maintaining local identity, namely tradition. Second, other societies make adaptation by leaving the tradition to the modern (global) trend.

Data 3 shows that the function of frame markers which is to sequence parts of the text by using the word *first*. The writer wanted to make things to be neatly arranged by using the word first, so that the readers would not be hesitating the statements in that articles.

- (4) This article introduces Central Lembata Lamaholot, a Lamaholot variety spoken in the central mountains on the island of Lembata in the Indonesian province Nusa Tenggara Timur (NTT), which possesses features in the nominal and pronominal domains not found in other varieties of Lamaholot described ***so far***.

Data 4 shows the function of frame markers which almost the same as data 3, the word *so far* here framing some statements before, and sequencing them into one argument.

3. Code glosses to rephrase, explain or elaborate what has been said

The function of code glosses are used to make the reader understand more about the message that is intended by the writer by rephrasing, explaining and elaborating what is said or wrote by the writer. There will be two randomly chosen examples to show the functions of code glosses in abstract section of articles.

- (5) Two categories of metalinguistic evaluators were identified, positive (GOOD) and negative (BAD) evaluators; and these are associated with three pragmatic strategies; *namely*, blunt condemnation, unshielded exposition, and appeal to emotion.

Data 5 shows the function of code glosses that is used to explain or elaborating something using the word *namely* so that the reader will understand more the purpose of the writer whose explaining something before using the word *namely* as the marker.

- (6) Meanwhile, technique of analysis included several stages *such as* defining text, categorizing text, verifying text category, assessing the accuracy of text coding, revising the criteria of text coding, reassessing the category of text coding, coding entire texts, and finally reassessing the accuracy of coding.

Data 6 has the same function also as data 5, the words *such as* here has its function as elaborating something or give the example of something in order to make the reader more understand with the statement used by the writer.

CONCLUSION

This research analyze 15 abstract of English linguistics articles. Based on the findings, there are three subcategory of interactive metadiscourse found the abstract of the articles, they are, frame markers, transition markers, and code glosses. From these sub category of interactive metadiscourse, it is also found that the highest frequency of the sub category are transition markers, followed by frame markers, and the last code glosses. The marker *and* has the highest frequency of the markers as amount of 84 words in 15 abstract articles. Also the functions of each markers can be proofed by analyzing the sentence contain the sub category of interactive metadiscourse.

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