

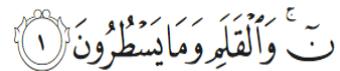
CHAPTER I

INTRODUCTION

A. Background of Study

Writing is a skill that acquired by habit and this skill is related to reading skill. When people make a sentence or paragraph or anything, they want their writing has meaningful for the readers. This activity should be familiarized since childhood, so it will become a habit. By writings' it can be produced as fiction or nonfiction, formal or non-formal.

In QS. Al-Qalam verse 1 as follows:



In that verse, Allah SWT explained that He taught human beings by pen (qalam). The discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows the tool of writing and writing itself have important roles.

Writing especially in written used formal form to give any information or report about education, political, economic, etc. In addition, written formal form can found in academic writing, e.g, research proposal, essay, academic articles, thesis, etc (Rahayu & Prayitno, 2016, p. 26).

For novice writers, academic writing is a challenge for higher students when writing in English as a foreign language. They have to improve their thinking, organizing ideas, and develop their abilities to summarize and criticize in writing. As an example the students in a university, they have a lot of projects in many skills, like writing skills. Writing activity as they are expected to develop their critical thinking through writing. One of the projects from writing making an essay, from this students can extend their skill, especially in writing.

An essay is a form of writing that describes the opinion of the author about a particular subject. The essay contains opinions, views, or personal expressions of the author about a thing that is happening or taking place in the community. According to Rumisek & Zemach (2005) stated that “An essay is a group of paragraphs written about a single topic and a central main idea. It must have at least three paragraphs, but a five paragraphs essay is a common length for academic writing” (p. 56).

The essay can be conveyed properly, the author needs to pay attention to several things. How to make a good essay is also very easy. So, from that, it can make the author or the writer good and interesting in essays. As well as writing essays in Indonesian, academic writing in English must be formal. Starting from the grammar that must be structured, not using abbreviations (eg. will not, did not, etc.), using vocabulary that adjusted to intellectual interests,

including clear writing so that the reader can understand the content from the author or writer.

The author or the writer certainly hopes that his or her writing can be read and understood by the readers. In addition, the readers can give some advice, ideas, opinions, or an assessment of the writing. Papers, articles, journals, or essays that are easily understood by the readers are the key to writing. The writing written by the writer is an expression to show his or her express a viewpoint and engage to the readers.

One of the problems that often faced by the students in writing is the use of interactional metadiscourse. They write articles or essays without knowing the function of the resource is pointless. Although the students are using interactional metadiscourse while writing in their essay, they will be confused about how to use it or did not know about the implied meaning of the resource. At least, the students should know or understand what metadiscourse is, not only interactive metadiscourse but also interactional metadiscourse.

Essay writing is very close to undergraduate students, especially for students of English Education. In UIN Antasari Banjarmasin, English Education Department has a course namely "Essay Writing" for the fourth-semester students. Before taking that course, the students compulsory to take the courses called Basic Writing and Paragraph Writing. So, they already had basic knowledge

in writing skills. When the students take the essay course, they will learn about how to make a good essay, the types of Essay, and also develop their critical thinking through writing.

In writing, critical thinking is needed. The more critical people are the more quality their writing is going to be. Because it depends on how the writers bring the issue, give their thought on it but not judge at the same time and make the readers consider and even believe at the This critical thinking is closely related to the way writers deliver their perceptions and argument toward certain issues. In writing, this kind of structure refers to argumentative writing writers (Sabu & Vernandes, 2019, p. 60).

An argumentative essay is one of the fourth types of essay writing. According to Anker (2009, p. 290) she said that:

An argumentative essay is an essay that takes a position on an issue and offers reasons and supporting evidence to convince someone else to accept, or at least consider, that position. The argument is also used to persuade someone to take an action (or not to take any action).

Depending on Sabu & Vernandes (2019) explain that:

An argumentative essay is a genre of writing that requires the students to investigate a topic; generate, and evaluate evidence, and establish a position on the topic concisely. So, college students are hoped to be critical in the argumentative essay. Because they have to bring up the issue that familiar by people and have their argument before and how they can guide the readers into the writer's argument and believe it (p. 59).

An argumentative essay is the writers' need to develop arguments by researching the topic, collect and select, and then deliver the statement of the position of the writer toward the issue (p. 60).

The researcher saw the findings and discussion that were written by Romadhonia (2018), she found that “In the finding above showed that in argumentative essays the writers often used metadiscourse to support their argumentation. The structure of the essays was marked by metadiscourse markers. Moreover, both interactive metadiscourse and interpersonal metadiscourse were used in argumentative essays.” (p. 62).

Hong & Cao (2014), the study investigates how young EFL (English as a Foreign Language) use interactional metadiscourse in descriptive and argumentative English essays. The analyses show that there are significant differences among the three groups of EFL learners in the use of boosters, attitude markers, self-mentions and engagement markers; and there are significant differences between the descriptive and argumentative essays in the use of hedges and self-mentions. The result is related to intergroup homogeneity and heterogeneity in the use of metadiscourse and the influences of essay types as well as the provided topics or prompts.

Hyland (2005) found 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” (p. 37).

Generally, Hyland & Tse (2004) mentioned that:

Metadiscourse has two main functions: textual and interpersonal. The first kind helps to organize the discourse

by pointing out topic shifts, signaling sequences, cross-referencing, connecting ideas, previewing material, and so on. The second kind modifies and highlights aspects of the text and gives the writer's attitude to it with hedges, boosters, self-reference, etc (p. 158).

The argument is a part of Interactional Metadiscourse. According to Hyland (2005) stated that "Interactional Metadiscourse here 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 expression of attitude, the communication of commitments, and the extent of reader involvement" (p. 52).

"Argument in Interactional Metadiscourse also focuses on the participants of the interaction and seeks to display the writer's persona and a tenor consistent with the norms of the disciplinary community" (Hyland, 2005, p. 54).

Therefore, to fill the gap of the literature, This proposed study attempts to analyze the interactional metadiscourse that is used in the students' essay and find the Interactional Metadiscourse that is frequently used in the students' essay.

Based on the statements above, the researcher does not want to miss the opportunity to know more closely about student ability in using Metadiscourse, especially in Interactional by Ken Hyland. The researcher researches the title "*The use of Interactional Metadiscourse in Students' Essay*"

B. Research Questions

1. How is the use of Interactional Metadiscourse in the students' essay?
2. What Interactional Metadiscourse is used in the students' essay?

C. Objectives of Study

1. To analyze the Interactional Metadiscourse that used in the Students' essay.
2. To find the Interactional Metadiscourse that is frequently used in the Students' essay.

D. Significance of Study

The significances of study here hopefully can be a benefit, as follows:

1. For the teachers, this study will provide additional teaching material teachers, so that it can be used for teaching metadiscourse in the class.
2. For the students, this study will be useful as information for language learners to develop their English skills, especially in how making a good text with appropriate linguistic behavior.
3. For the other researchers, this study hopefully can give early information and reference who wants to conduct the study on asimilar topic with different disciplines.

E. Definitions of Key Terms

The key terms, which are necessary to clarify briefly to avoid misunderstanding, can be mentioned as follow:

1. The Use

This study focused on the appropriateness of using the interactional metadiscourse in the students' essays. So, from this one can be seen the use interactional metadiscourse frequently used in the Students' essay.

2. Interactional Metadiscourse

The Interactional Metadiscourse focuses on the participants of the interaction and seeks to display the writer's persona and a tenor consistent with the norms of the disciplinary community. In this research, Interactional Metadiscourse is one of the categories of metadiscourse by Ken Hyland (2005) that involve the reader of the text. Including boosters, hedges, attitude markers, self-mentions, and engagement markers.

3. Essay

The essay is a part of Academic Writing that showed information based on scientific theory. In this study, the researcher will use an Argumentative Essay. According to Anker (2009, p. 290) she said that "Argumentative essay is an essay that takes a position on an issue and offers reasons and supporting evidence to convince someone else to accept, or at least consider, that position. The argument is also used to persuade someone to take an action (or not to take any action)".