

CHAPTER V

CLOSURE

This chapter discusses about the conclusion of the study and the suggestion from the researcher about the use of Interactional Metadiscourse in Students' Essay.

A. Conclusion

Based on findings of the whole problems study that have been presented above. There are several things that can be concluded. It is elaborated as follows:

1. The used interactional metadiscourse the students' essay were appeared and used in the essay. Related to the findings, *Hedges*, the students' used hedges for rely on the reader's focus on the discourse community's claim negotiations, the arguments themselves, than on relatively untreated real-world phenomena. Simply *Boosters* put the students' supplied to boost the topic with the facts or reality of an assertion to what is probably anticipated or what has been asserted. The students used *Attitude Markers* to expressed the evaluation of the content, especially the ability of the author to convey judgment and attitude towards the outcome, entity or behavior. The students' also used *Self-Mentions* category to announce their presence in the discourse or their argument towards the topic. Dominantly, self-mentions were appeared in the essay. In self-mentions here shown, about 67% of all essays used self-mentions. It means that

Self-Mentions was applied more frequent than others categories. Last, *Engagement Markers*, the students' used this markers to figure some predictions about how readers may react to their discussions. They know what is likely to convince them, where they need help interpreting the dispute, and the objections they may raise. From this, The students' basically understand the meaning of interactional metadiscourse resources', but did not understanding the function when the students' used in their writing.

2. The interactional metadiscourse used in the students' essay. As the resources of the Interactional Metadiscourse that used were Hedges (*Perhaps and About*), Boosters (*In fact, certainly, and it is clear that*), Attitude-Markers (*Unfortunately and I agree*), Self-Mentions (*I, We, My, Me, and Our*), and the last is Engagement Markers (*Consider and We can see that*) also had used in the essay. This means that interactional metadiscourse also used in many studies of academic discourse, such as essay writing.

B. Suggestion

1. For English Teacher Education Department Lecturer

The researcher suggests to the lecturer to add the material about metadiscourse, especially interactional metadiscourse in subject that had existed, such as: discourse analysis or writing class, specifically in academic writing class.

2. For the students who are writing thesis

Knowing the results, the researcher suggests that students writing an essay should set an informative precedent by using the interactional metadiscourse in their essay as a template by applying interactional metadiscourse in their essay to persuade and attract readers.

3. For other researchers

The study about interactional metadiscourse in essay is rare in Education and Teacher Training Faculty of UIN Antasari Banjarmasin, especially in English Education Department. Thus, the researcher hopes that this study could give insight for the readers and students of English Education Department or other departments of UIN Antasari Banjarmasin.

In addition, the researcher suggests to other researcher who are interested in the same or similar field of study to examine interactional metadiscourse use in others disciplinarians and different data, for example, an article in writing class or in speaking class (debate or speech).