

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports the research findings and discussions of the analysis of boosters and hedges in thesis abstracts. It is intended to answer the problems of the study. The findings are based on the data which were taken from students' essay. Then, the discussions are based on the result of the data analysis.

A. Findings

This study analyzed the interactional metadiscourse in students' essays of the English Education Department. It also analyzed the interactional metadiscourse that is frequently used in the students' essays by using Hyland (2005).

Document analysis was utilized to investigate the research questions. The data of this research was collected through documentation of essays from all classes (A to D Class) by the researcher asked the lecturer to offer students' essays. After that, the researcher analyzed whether the document is contained an interactional metadiscourse or not.

In this research, there were 78 students' essay became the sample of this study because the essays consists of the resources of interactional metadiscourse. The researcher used a systematic naming system of "E.001" to "E.078" was used. The results of the findings are classified based on the research questions of the study.

1. The Use of Interactional Metadiscourse in the Students' Essay

To answer the first research question about the use of interactional metadiscourse in the students' essay, the researcher analyzed the essays which cover the categories of interactional metadiscourse by Hyland (2005). The researcher found out that the students often used interactional metadiscourse. The following table would present the interactional metadiscourse contained in the students' essay.

Table 4.1. The Use of Interactional Metadiscourse in Students' Essay

Essay	Interactional Metadiscourse																		Total	
	Hedges			Boosters			Attitude Markers			Self Mentions			Engagement Markers							
	Might	Perhaps	Possible	About	In Fact	Definitely	It Is Clear That	Certainly	Unfortunately	I Agree	Surprisingly	I	We	My	Me	Our	Consider	Note		Can See That
E.001				1																1
E.002				1				1				1				1				4
E.003												1				1				2
E.004												1							1	1
E.005																1				1
E.006				1								1				1				3
E.007												1								1
E.008												1								1
E.009					1							1								1
E.010				1								1								2
E.011												1				1				2
E.012												1	1			1	1			4
E.013				1								1				1				3
E.014												1								1
E.015					1							1								2
E.016					1							1		1	1					4

Essay	Interactional Metadiscourse																			
	Hedges			Boosters			Attitude Markers			Self Mentions			Engagement Markers			Total				
	Might	Perhaps	Possible	About	In Fact	Definitely	It Is Clear That	Certainly	Unfortunately	I Agree	Surprisingly	I	We	My	Me		Our	Consider	Note	Can See That
E.017								1				1					1			
E.018																1				1
E.019												1								1
E.020												1								1
E.021												1								1
E.022					1						1	1			1					4
E.023												1								1
E.024												1								1
E.025															1					1
E.026												1			1					2
E.027					1							1			1					3
E.028												1								1
E.029				1								1			1					3
E.030											1	1			1					3
E.031					1															1
E.032												1			1					2
E.033												1			1					2
E.034											1			1						2

Essay	Interactional Metadiscourse																		Total	
	Hedges			Boosters			Attitude Markers			Self Mentions			Engagement Markers							
	Might	Perhaps	Possible	About	In Fact	Definitely	It Is Clear That	Certainly	Unfortunately	I Agree	Surprisingly	I	We	My	Me	Our	Consider	Note		Can See That
E.035	1							1												2
E.036				1							1	1			1					4
E.037												1			1					2
E.038											1									1
E.039												1								1
E.040				1					1		1									3
E.041				1	1				1			1			1					5
E.042											1	1			1					3
E.043					1															1
E.044							1					1								2
E.045											1									1
E.046								1	1			1								3
E.047				1								1								2
E.048											1	1			1					3
E.049											1				1					2
E.050									1		1	1								3
E.051									1						1					2
E.052									1			1								2

Essay	Interactional Metadiscourse																		Total	
	Hedges			Boosters		Attitude Markers			Self Mentions			Engagement Markers								
	Might	Perhaps	Possible	About	In Fact	Definitely	It Is Clear That	Certainly	Unfortunately	I Agree	Surprisingly	I	We	My		Me	Our	Consider		Note
E.053									1			1			1	1				4
E.054									1											1
E.055									1			1	1		1					4
E.056											1		1							2
E.057				1					1		1	1	1		1					6
E.058											1	1	1							3
E.059				1					1											1
E.060				1	1				1	1	1	1		1			1			8
E.061												1								1
E.062									1		1	1				1				4
E.063								1	1		1	1	1		1					6
E.064															1					1
E.065									1			1								2
E.066									1				1		1					3
E.067				1					1			1	1		1					4
E.068							1		1		1									3
E.069													1	1	1					3
E.070									1		1	1			1					4

Essay	Interactional Metadiscourse																			
	Hedges			Boosters			Attitude Markers			Self Mentions			Engagement Markers			Total				
	Might	Perhaps	Possible	About	In Fact	Definitely	It Is Clear That	Certainly	Unfortunately	I Agree	Surprisingly	I	We	My	Me		Our	Consider	Note	Can See That
E.071			1						1			1	1							
E.072					1								1			1				3
E.073			1						1				1							3
E.074			1								1	1								3
E.075									1			1								2
E.076			1					1				1				1				4
E.077												1								1
E.078									1		1	1	1							4
TOTAL	0	1	0	18	10	0	2	4	4	22	0	23	57	10	5	37	2	0	1	196

In short, from 78 students' essays above it found that there were 196 total resources of Interactional Metadiscourse in Students' Essay. Then, the researcher would examine Interactional Metadiscourse identification by using Hyland's Taxonomy (2005) as the theory in this study. This Interactional Metadiscourse identification is classified based on the word that appeared in the students' essay and each the same word it counted one. Therefore, the researcher found the total resources of Interactional Metadiscourse categories in Students' Essay. The results would present in the table below

Table 4.2. The Total of Interactional Metadiscourse that Appeared in Students' Essay

No	Category	Total
1	Hedges	19
2	Boosters	16
3	Attitude Markers	26
4	Self-Mentions	132
5	Engagement Markers	3
Total		196

Also, the researcher found what Interactional Metadiscourse categories that frequently used in Students' Essay. The data that frequently appeared in students' essays is shown in Figure 4.1 below:

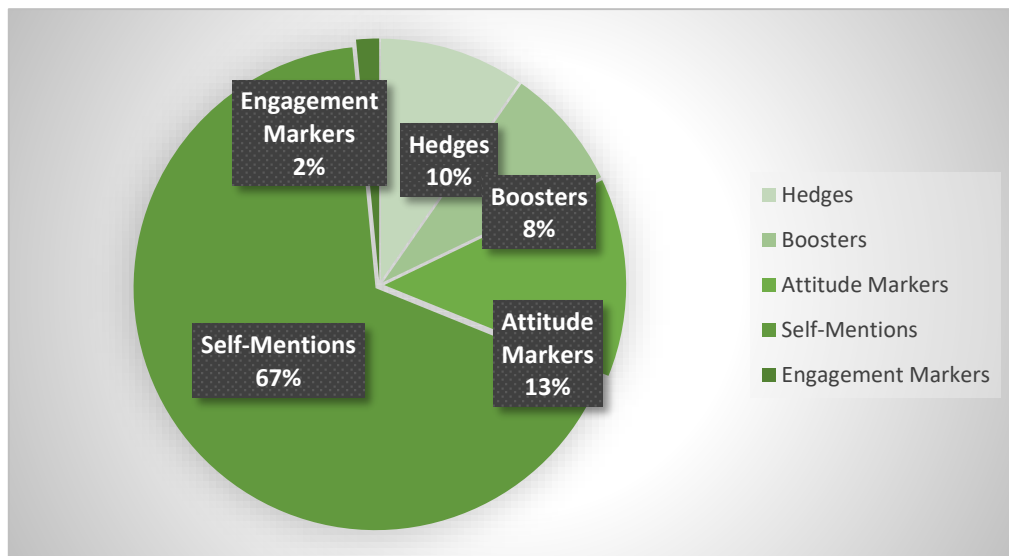


Figure 4.1. Frequency of the use Interactional Metadiscourse in Students' Essay

As drawn on the table 4.2 and figure 4.1 above, all the categories of Interactional Metadiscourse were appeared and used in students' essay.

As written, Hedges are worn 19 times in the essay with the frequency 10% . It means, that the use of this marker aimed to indicate the writer decision of his or her point of view. Boosters are used 16 instances withinside the college students essay with the frequency 8%. 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. Attitude Markers are relied 26 times withinside the essay with the frequency 13%. That is, she or he expressed their mindset closer to the subject instead of commenting at the reputed information, its probably relevance, reliability, or truth. Self Mentions

became the category that often used in the students' essay. It was appeared 132 times with the frequency 67%. The students' used this category to announce their presence in the discourse or their argument on the topic. As well as engagement markers with the frequency 2% and 3 times appeared in the students' essay. The students` used engagement markers to help guide readers through an argument and a preferred interpretation.

The researcher found out that the students often used interactional metadiscourse. The categories of interactional metadiscourse that were often used by the writers in the argumentative essays are Self-Mentions and Attitude Markers.

2. Interactional Metadiscourse used in the Students' Essay

As seen in Table 4.1, there were 78 students' essays that were coded by E.001 to E.078. As a result, there were two resources of Hedges, three resources of Boosters, two resources of Attitude Markers, seven resources of Self-Mentions, and two resources of Engagement Markers. So, the total resources of Interactional Metadiscourse that appeared in the Students' Essay are 16 resources. The results of resources would present below:

a. Hedges:

Hedges allows the writer to present information as an opinion or plausible reasoning rather than fact. From 78 items, there were 2 resources of hedges found in students' essays.

Table 4.3 The Frequency of Hedges that Used in Students' Essay

No.	Resources	Total
1	Might	-
2	Perhaps	1
3	Possible	-
4	About	18
Total		19

Following by the table, there were 2 categories that appeared in the students essay there were *Perhaps* and *About*.

E.038:

First of all, Education helps in spreading knowledge in society. This is **perhaps** the most noteworthy aspect of education.

E.002 :

Many non-smokers have complained **about** smokers because cigarette smoke distrubs the comfort of those abound them.

E.013:

First, education will open up insights and provide a lot of knowledge **about** various things.

E.029:

Every year, WHO says that there are **about** 225,700 people in Indonesia who die from smoking or other tobacco related diseases.

In this datum above the word “perhaps” is categorized as hedges marker in interactional metadiscourse. In this essay, the writer brought the topic about education. The previous sentences in this essay provided open the dialogue of the topic. The subjectivity of the writer in this case was followed by some information that indicates the writer opinion about education. Then, the use of this marker aimed to indicate the writer decision of this or her point of view.

The sentences in the datum above is categorized hedges marker in interactional metadiscourse. The writers conveyed the reader by using word “about”. As the researcher see in datum E.002, E.013, E.029, and E.038 the writers give their statements from their point of view related to the topics. For example in datum E.029, the writer pointed that there were *225,700 people die from smoking or other tobacco-related diseases in Indonesia each year*. So, from that the writer write his or her state about the subject ‘smoking’. Also, by using hedges, the writers also

seek to persuade readers by opening a discursive space where interpretations can be disputed.

b. Boosters:

Boosters are the category that allows the writer to anticipate and preclude alternative, conflicting arguments by expressing certainty instead of doubt. There were 3 resources of boosters found in students' essays.

Table. 4.4. The Frequency of Boosters that Used in Students' Essay

No.	Resources	Total
1	Infact	10
2	Definitely	-
3	Certainly	3
3	It is Clear That	3
Total		16

Abide by the table 4.4, there were 3 categories that appeared in the students essay there were *Infact*, *Certainly*, and *It is Clear That*.

E.016:

Smokers can not live without smoking even just in one day; **in fact** the effect of smoking can make them feel refill their energy when stuck while working.

E.060:

In fact, the worst effect is that a cigarette addict has a high risk of death due to chronic disease caused by inhaling substances in cigarettes and inhaling cigarette smoke into his body.

E.017:

Certainly the old customs like Not Remarrying Windows, Sati Pratha, Child Marriage, Dowry System, and etc.

E.035:

Briefly, education is a ray of light in the darkness. This is **certainly** a hope for a good life.

E.063:

In conclusion, **it is clear** as already discussed **that** the role of education in society is very important, which fosters social functions, preserves cultural values and provides better changes in social life.

E.068:

In conclusion, **it is clear that** in life, both individuals and society will never be separated from education. This means that education is very important in life.

In this datum E.016 and E.060 above, the word “in fact” is categorized as boosters marker in interactional metadiscourse. Unlike hedges, boosters help writers to express with certainty what they have to say. It expresses certainty instead of doubt (Williams, 2010, p. 78). In this essays, the writers provided to emphasize the truth of an assertion, especially one contrary to what might be expected or what has been asserted.

The writers convied the reader by using word “certainly”. In the datum E.017 and E.035, the writers used booster marker in orde to shows the readers about his or her agreeing or disagreeing strongly to what the writers was arguing.

As the reseacher see in datum E.063, and E.068 the writers convied the reader using word “It is Clear That”. By closing down possible alternatives, boosters emphasize certainty and construct rapport by marking involvement with the topic and solidarity with an audience, taking a joint position against other voices (Hyland, 1999, p. 104) . The writers use strengthens an argument by emphasizing the mutual experiences needed to draw the same conclusions as the writer.

c. Attitude Markers:

Attitude Markers indicate the writer's affective, rather than epistemic, attitude to propositions (Hyland, 2005, p. 53). From 78 essays, there were 2 resources of attitude markers found.

Table 4.5. The Frequency of Attitude Markers that Used in Students' Essay

No.	Resources	Total
1	Unfortunately	4
2	Surprisingly	-
3	I Agree	22
Total		26

As written in the table 4.5, there were 2 resources of attitude markers that appeared in the students essay, *Unfortunately* and *I Agree*.

E.046:

Unfortunately, cancer conditions are often difficult to detect early on because the development of cancer cells with a physical impact can only be seen when the cancer has entered an advanced stage.

E.057:

Unfortunately in our country there are still many things like this, a lot of children at a very young age already smoking.

E.040:

I agree that cigarette smoking should be banned because considering that the dangers arising from smoking are entirely bad effects for health, both for the health of smokers and those around them.

E.050:

I totally agree with the dangers of smoking to the lungs, because my closest family died of lung cancer due to smoking.

According to Cambridge Dictionary (2021), “Unfortunately” is used to say that something is sad, disappointing, or has a bad effect. For example in the datum E.057, the writer used “unfortunately” to show his or her sadly or frustration about ‘smoking’ that *are many such things in our country, and many young children already smoke.*

The word “Agree” has the meaning that someone have the same opinion with the other. Agree is a part of resources of attitude markers in Interactional Metadiscourse. As an example in datum E.040, the writers used “I agree” it means that he or she has the same opinion with the statement that *smoking should be banned.*

d. Self-Mentions:

Self-Mentions refers to the degree of explicit author presence in the text or suggests the extent of author presence in terms of first-person pronouns and possessives adjectives (Hyland, 2005, p. 54). There were 5 resources of self-mentions found in students' essays.

Table. 4.6. The Frequency of Self-Mentions that Used In Students' Essay

No.	Resources	Total
1	I	23
2	We	57
3	My	10
4	Me	5
5	Our	37
Total		132

As written in the table 4.6, there were 5 resources of Self-Mentions that written in the essays. It was *I, We, My, Me, Our*.

E.058:

I think **I** still hold **my** conviction that smoking is dangerous.

E.060:

This is what made **me** raise the topic of should the smoking ban be implemented in Indonesia?

E.069:

Therefore, in **my** opinion, education does not only want to change the personal life of a person, usually someone who wants to get a better job, can be proud of his family. But what is very important to **me** is that education will have an effect on social life and ways of thinking.

E.006:

Third, the smoke would cause air pollution. The oxygen **we** breath in that should be clear and fresh may become dirty. It is not good for **our** environment, because not only bad for **our** health, the moke also smells bad for **our** surroundings. The bad smell can stick on **our** clothes for hours. It is not a pleasant to smell.

E.017:

Education is an inseparable part of **our** life. Through education **we** can find out various things that **we** didn't know. Through the knowledge **we** get from education **we** can do various things and achieve whatever we want.

E.022:

The first powerful reason is education may make **our** each life better and happier. By having education, **we** may get decent occupations **we** want. If **we** can get it, **our** life may be better and happier.

E. 033:

With education, **we** can do lots of things. Education is the basic requirement nowadays for everything that **we** wish to do.

The writer explicitly presents himself or herself by using “I, My, and Me”. It aims to represent him or herself in those essay. As written in the previous sentences, datum E.069. The writer use “My” and “Me” to presented his or her own argumentation.

So from that, the reader can get more knowledge from the writer representation about dangerous of smoking or the important of education through the essay.

The word “We and Our” are parts of Self-Mentions in Interactional Metadiscourse. The first-person plural pronoun “We and Our” in datum E.006, E.017, E.022, and E.033, its objects and possessives can contain or function exclusively.

According to Carciu (2009, p. 78), explained that some expressions are characteristic of a strong self, which enables authors to *be “seen in a text presenting the scope and significance of their contribution”*. As written in the datum above, the word “We and Our” are used to mark the author's position on his or her work, thereby establishing their commitment to the field.

e. Engagement Markers:

Engagement markers explicitly address readers, either by selectively focusing their attention or by including them as participants in the text through second-person pronouns, imperatives, question forms, and asides (Hyland, 2004, p. 139). From 78 students' essays, there were 2 resources of engagement markers that were used in the students' essay.

Table 4.7. The Frequency of Engagement Markers that Used in Students Essay

No.	Resources	Total
1	Consider	2
2	Note	-
3	You Can See Clear That	1
Total		3

In the table 4.7, there were 2 resources of Engagement Markers. It was *Consider* and ____ *Can See That*.

E.004:

We Can see clear that even the cigarette company put caution of the dangers of their products and also the terrifying picture of the cigarette side effect.

E.012:

Nevertheless, they should think twice or even more to **consider** should they continue smoking or not by reading the list why smoking is dangerous.

E.060:

Therefore, from what I have said, I agree that smoking is a strict prohibitions in Indonesia **consider** the many bad effects caused by smoking.

The writer used “We Can See That” to express their argument and then pull the readers along with his or her argument. By including readers’ possible perspectives in discourse, writers can claim collectivism and authority in anticipating reader objections and expressing their concerns and views. In this way we help guide readers through an argument and a preferred interpretation (Hyland, 2005, p. 153).

Also, the writer used “Consider” too in their essay. In datum E.012 and E.060 stated that were *cigarettes smoking should be banned because cigarette smoking is the source of several health issues*. Next, in this case the writer tried to get the readers’ attention about smoking. The word “Consider” itself used by the writer to explicitly address the reader to the topic which argued by the writer.

B. Discussion

This section reviews those findings by displaying some theories connected to each following problem. Thus, the discussion is classified based on the research questions of the study.

1. The Used of Interactional Metadiscourse in the Students' Essay

In argumentative essays, the writers use interactional metadiscourse to drive their argumentation on the essay. Hyland (2005) stated that “Interactional Metadiscourse is concerned writer’s attempts to make the writer’s view explicit and to engage the reader by anticipating the writer’s objections and responses to the topic” (p. 49).

The use of interactional metadiscourse impacts the reader’s comprehension of the content of the text. The use of interactional metadiscourse helps the readers easily comprehend the text. Also in the students’ essay were showed that interactional metadiscourse was used by the writers to show their commitment, attitude, certainty, reference, and relationship with the reader.

As explained in the findings, all the categories of Interactional Metadiscourse were appeared and used in students’ essay. The used of interactional metadiscourse in the students’ essay are outlined below:

- a. **Hedges** are used in many academic writing traditions such as worn in the essay with the purpose that the use of this marker point out the writer decision of his or her point of view related with the information, data, their argument about the topic instead of open the dialogue of the topic. On the other hand, offer a random-like proposition that emphasizes its subjectivity. It demonstrates the students' willingness to negotiate a claim, thereby reducing commitment and showing respect for alternative points of view. In this essay, the students are unable to report their research with equal confidence about the shared assumptions. For example, the used of hedges are written in datum E.002, E.013, E.029, and E.038 above, the students' used resource "*about*" to show his or her perspective about the topics, rather than opening a dialogue about the subject. So, in the essay 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. In a way, this means that arguments need to be worded more carefully in any disciplines, which remain open to a diversity of modalities in the community using more hedges.
- b. **Boosters** put the students' supplied to boost the topic with the facts or reality of an topic to what is probably anticipated or what has been asserted also to assume and forestall alternative,

conflicting arguments with the aid of using expressing fact related to the topic.

Such as the boosters that used in the students' essay, in datum E.017 and E.035, the students' used booster markers "*certainly*" to indicate to the reader whether they agreed or disagreed with the author's claim. In actuality, by using boosters, it is rational to not only follow the author's disputing preferences according to arbitrary conventions, but also to make the best use of language resources to effectively interact with peers and reach consensus on the discussion. There are good reasons to understand it as an attempt. To the contrary, the students' used boosters to curb the topics' alternatives by presenting compelling suggestions while demonstrating commitment, solidarity, and readership.

- c. **Attitude Markers** was used to expressed the writers attitude toward the topic as opposed to commenting on the information, its possibly relevance, reliability, or truth based on the resources of the topic. For example, on datum E.057, the student used "*unfortunately*" to grieve and desire for "smoking" because the student thinks that there are many such things in our country and many toddlers are already smoking. Also, attitudes are often expressed by the evaluation of ideal content, especially the ability of the author to convey judgment and attitude towards the outcome, entity or behavior.

As well as these measures indicate the author's emotional attitude rather than the epistemological attitude, and encode gradual explicit positive or negative values for the statement (eg, important or very important).

d. Self-Mentions also used in the students' essay. The students' used this category to announce their presence in the discourse or their argument towards the topic. Also, a few expressions of self mentions also are the feature of a robust self of the writers. Therefore in the students' essay, the studentes use self-mentions to sends the reader a clear indication of their point of view in which their remarks should be interpreted, distinguishing their own work from other work. In self-mentions here shown, about 67% of all essays used self-mentions. This distinction reflects a very different way in which authors in these fields present their work and convince readers to accept their claims. As an example, in datum E.006, E.017, E.022, and E.033, the students used "*we and our*" may include only that object and its possessive pronoun or function.

e. Engagement Markers as well used in the essay. Engagement markers to help guide readers through an argument and a preferred interpretation. Also, explecilty show the expression of the writers to the readers about his or her argument. For example,

datum E.012 and E.060 state that smoking is a cause of some health problems and should be banned. Then, in this case, the author tried to draw the reader's attention to smoking.

The word "*consider*" itself is used by the author to explicitly guide the reader to the subject the author claims. Based on the experience of the students' in this argumentative essay, the students 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.

Hence, the students basically understand the meaning of interactional metadiscourse resources, but failed to understand the function when the students used it in their writing, especially when writing an argumentative essay. If the students use the resources of interactional metadiscourse, it can help the writer while writing their argumentation. Though, it can be make a good writing as well. Not only explain what interactional metadiscourse or what is metadiscourse, but also explain the function of the resources. So, the students will not use the same word when express their argumentation.

However, persue to the finding that the argumentative essays employed more self-mentions. Self-Mentions have been more widely used than others with the total appeared 132 times and frequency 67%, even though Interactional Metadiscourse's categories are equally

important and should be utilized in balance in writing. Following Hyland (2004), mentioned that:

Self-mention plays a crucial role in mediating the relationship between writers' arguments and the expectations of their readers, and the decision to adopt an impersonal rhetorical style or to represent oneself explicitly can influence the impression student writers to make on their readers and have significant consequences for how their message is received (p. 143).

The points at which these writers chose to metadiscoursally announce their presence in the discourse, moreover, often tended to be where they were best able to promote themselves and their contributions. This because argumentative writing is typically characterized by interpersonal detachment, whereas the use of self-mentions is assumed to be more characteristic of involvement and in line with an oral tradition (Chafe & Tannen, 1987, p. 391).

In sum, these different features are important ways of situating academic arguments in the interactions of disciplinary communities. The writer can represent relatively conventional ways of making meaning and so elucidate a context for interpretation, showing how writers and readers make connections, through texts, and argument to their disciplinary cultures. Especially, in writing skills.

2. Interactional Metadiscourse used in the Students' Essay

As stated in the background of the study, Essay Writing becomes compulsory courses especially for students of English Education Department before continuing to take Academic Writing. 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.

For example, an Argumentative Essay. According to Sabu & Vernandes (2019, p. 60), explain that 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.

The argument is a part of Interactional Metadiscourse. Related to the problem, this study focused on examining the content of student's essay through interactional metadiscourse categories.

To identify interactional metadiscourse in this corpus, the researcher adopted Hyland's (2005) taxonomy of interactional resources in his interpersonal model of metadiscourse. Based on Hu & Cao (2015) stated that Hyland's classification of interactional metadiscourse has been used in many studies of academic discourse such as Abdollahzadeh, 2011; Del Saz-Rubio, 2011; Gillaerts & Van de Velde, 2010 (p. 16). Also comprises with five types of interactional

resources that help control the level of personality in a text as writers acknowledge and connect to others, pulling them along with their argument, focusing their attention, acknowledging their uncertainties and guiding them to interpretations (Hyland, 2005, p. 52).

In this case, the researcher investigated the interactional metadiscourse that used in students' essay. The result shows that the frequency of the used Interactional Metadiscourse in Students' Essay as seen in table 4.1 and figure 4.1. It also proved by explanation below.

a. Hedges

As written in the findings, there were 19 students that used hedges in their argumentative essay. The students used "*Perhaps and About*" in their essay. Although, there were "*Might and Possible*" that can be used as well as resources of hedges. Besides some of students did not used the hedges in their essay.

On the other hand, the use of hedges is a good for opening and a dialogue or withhold a commitment also it can be attract the readers' interest when reading their essay. The function of hedges also to open the dialogue, give their statements or argument, and indicate their decision of his or her opinion poin of view.

It also stated by Hyland (2005) that Hedges are marks of the writer's reluctance to present proportional information categorically. Hedges are devices such as *might, perhaps, possible, about* that are indicate the writer's decision to recognize alternative

voices and viewpoints. So, it can withhold complete commitment to a proposition (p. 52).

Meanwhile, the hedges cast a proposition as contingent by highlighting its subjectivity. This expresses the writer's willingness to negotiate a claim thereby reducing commitment and conveying respect for alternative views (Hyland, 2005, p. 145). So, by using hedges in the writing an argument, the writers can seek to persuade readers by opening a discursive space where interpretations can be disputed.

b. Boosters

As stated in the findings, there were 16 students used boosters for their essay. The students used “*in fact, certainly, and it is clear that*” in their essay. However, According to Hyland (2005) there are also resources from boosters that is “*definitely*” as well. Furthermore, some students did not use boosters in the essay. But their sentences are expect the readers to the topic and boost their argument to the readers on something is true.

Although, based on Rahayu & Prayitno (2016) said that, “The arguement should be supported by facts and examples” (p. 35). The resources of boosters in here, are a feature of boosters is allows the writers to express himself confidently is to show the reader whether he or she agrees or disagrees with what the writer claims, to emphasizes the credibility of the statement, or closes the

dialogue in their argument essay. It can be a good argument in the students essay.

Hyland (2005, p. 146) also explain that by using boosters the writer have to restrict, or repel possible alternative voices, ending them with the help of boosters to emphasize the strength of the writers' commitment and thus convince the reader by the facts or examples of argument.

c. Attitude Markers

There were 2 resources of attitude markers that appeared in the students essay, *Unfortunately* and *I Agree*. As well as “surprisingly” its one of resouces in attitude markers. The students can also used that word to express an attitude to proposition. Conversely, some students did not use this markers in their essays.

As the researcher known, when expressing statements or arguments, it is best to use a good attitude by communicating them orally or in writing.

However, these attitude markers indicate the author's emotional, rather than cognitive, attitude toward the propositions. Instead of commenting on the status of information, its relevance, reliability, or authenticity, attitude signs reflect surprise, agreement, importance, obligation, frustration, etc. From this preVIOUS paragraph above, the resources of attitude markers can help the writers to show their argument in the good way.

Then, cited by Hyland (2005), he stated that “by signalling an assumption of shared attitudes, values and reactions to material, writers both express a position and suck readers into a conspiracy of agreement so that it can often be difficult to dispute such judgements.

Such explicit judgements foreground the writer and so are found more frequently in the humanities and social sciences papers where they contribute to a writer's persona and establish a link with the disciplinary community.” (p. 150).

d. Self-Mentions

As written in the findings, there were 5 resources of Self-Mentions that written in the essays. It was *I, We, My, Me, Our*. Self Mention refers to the degree of explicit author presence in the text or suggests the extent of author presence in terms of first-person pronouns and possessives adjectives (Hyland, 2005, p. 54).

Therefore, self-reference gives the reader a clear indicator of the perspective from which his remarks should be interpreted, distinguishing his own work from other work.

Self-Mentions are listed in table 4.5. According to the table, the possessive form “we” is commonly used alongside “I, My, Me, and Our” in students’ essay. This shows that the words “I, My, Me, and Our” have a less obvious stance than the word “we” it does.

However, reveal the author's name as well as his or her responsibility for the claims made.

Following Hyland (2004), mentioned that, Self-mention plays a crucial role in mediating the relationship between writers' arguments and the expectations of their readers, and the decision to adopt an impersonal rhetorical style or to represent oneself explicitly can influence the impression student writers to make on their readers and have significant consequences for how their message is received (p. 143).

Self mention thus sends a clear indication to the reader of the perspective from which their statements should be interpreted, distinguishing their own work from that of others. Self mention can help construct an intelligent, credible and engaging colleague by presenting an authorial self following the norms of the discipline and reflecting an appropriate degree of confidence and authority (Hyland, 2005, pp. 148-149).

e. Engagement Markers

In findings, there were 2 resources of Engagement Markers. It was *Consider* and *We Can See That*. As written in the chapter II, another resources in engagement markers is "Note". It also can be used to build an expression or explicitly a relationship with the readers.

As the researcher seen in their essay, some of students did not used engagement markers in their essay. But, their used another word or resource to engage or to build relationship with the readers with the topic wich gave the impression of making their arguments less appealing to the readers.

Without using engagement markers, it does not change the meaning of the students argument, yet if the students used this markers, the students can position the readers by leading them through an argument to the writer's claims or by getting them to understand a point in a certain way, emphasizing what they should attend to in the argument in the same game and can build on shared the understandings. Not only building relationships between readers does not depend on what content needs to be explicit but also the engagement markers are simply interventions to connect. Which is it can be a good argument by leading or restate by the fact in their argumentative essay.

Hyland (2005, p. 49) stated that the function of Engagement Markers is to expressly develop a relationship with the readers. Asides build a relationship between participants which does not depend on an assessment of what content needs to be made explicit: they are interventions simply to connect. They function to show that both writer and readers are engaged in the

same game and are in a position to draw on shared understandings (Hyland, 2005, p. 153).

The students' basically understand the meaning of interactional metadiscourse resources', but did not understanding the function when the students' used in their writing, especially writing an argumentative essay. An argumentative essay is one of the fourth types of essay writing. By writing an essay, the students are expected to develop their critical thinking and make an argument through writing. By using interactional metadiscourse in writing an argument that will make a good argumentative essay.

As seen in the findings of this research, the students written their argument in their essay by using many resources. such as 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 You can see that*) also had appeared in the essay. The resources itself are parts of Interactional Metadiscourse by Hyland (2005). Dominantly, Self-mentions were appeared in the students essay. in their argumentative essay, It means that Self-Mentions was applied more frequent than others categories

From the findings, the students' frequently used Interactional Metadiscourse markers to bolster their argumentation through an argumentative essay, to supporting their argumentation. Not only that, but also by using

interactional metadiscourse resources' in their argument, it can help the students more clearly, emphasize, express, and explicitly the argument in the good way in their argumentative essay. Further, the students can build relationship or involve the reader through the text.

In sum, these different features of Interactional Metadiscourse are important ways of situating academic arguments in the interactions of disciplinary communities. The writers represent relatively conventional ways of making meaning and so elucidate a context for interpretation, showing how writers and readers make connections, through texts, to their disciplinary cultures.