CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

There are some researches related to this topic which also discussed metadiscourse markers. Metadiscourse research has largely concentrated on describing written genres, analysis of spoken data are increasingly common (Hyland, 2015). Despite, language to analyze, few researchers also has analyzed metadiscourse in spoken language. There are some journals and thesis related to this topic is reviewed.

Study	Objective	Methods	Findings
Zareifard and Alinezhad (2014)	To identify the similarities and differences of interactional metadiscourse by male and female candidates in the defense seminars of Persian speakers.	Qualitative and quantitative method	Statistically significant difference in the use of interactional metadiscourse markers by male and female candidates
Hashemi and Golparvar (2012).	To investigate and calculate metadiscourse markers used in Persian news reports.	Quantitative method to measure the frequency of metadiscourse markers	The quantitative analysis illustrated the importance of metadiscourse markers in Persian news reports.
Sari (2014)	To find out the types and explain the function of interpersonal metadiscourse markers used in Michele Obama's speech.	Descriptive qualitative method	It shows that there are two categories of interpersonal metadiscourse markers used in Michelle Obama's Speech; those are interactive and interactional metadiscourse

Zareifard and Alinezhad (2014) conducted an analysis using Metadiscourse approach in analyzing their research entitled *A Study of Interactional Metadiscourse Markers and Gender in the Defense Seminars of Persian Speakers*. The focus of this study is to identify the similarities and differences of interactional metadiscourse by male and female candidates in thesis defenses. The data were analyzed by using Hyland and Tse (2004) and presented in both qualitative and quantitative data. The data include eighteen thesis defenses of nine males and nine females in humanities and social sciences. As the result of the analysis, they found out that the higher educational system in Iran as a make-gendered organization cannot easily be accepted the description of university as a male-gendered organization as it is stated for traditional university like many other old institutions, does not seem to be so relevant for the present community of practice in Iran.

The similar previous research that also applies the approach of Metadiscourse Markers is from Hashemi and Golparvar (2012) with their research entitled *Exploring Metadiscourse Markers in Persian News Reports*. This paper aims to investigate metadiscourse markers used in Persian news reports. This research was taken from 5 Persian news agencies by selecting 20 news reports as the sample. The analysis used Kopple's theory (1985) and presented in quantitative data to measure the frequency of metadiscourse markers in news articles which uttered by the newscaster in Persian. The result of analysis shows that metadiscourse markers are quite frequent in Persian news reports suggesting their importance in this genre. Moreover, this study revealed that there are more instances of textual metadiscourse markers in comparison with interpersonal metadiscourse markers.

Afterwards, this research endeavor demonstrated that text connectives, narrators and commentary markers are more abundant than other kinds of metadiscourse.

The last previous research that conducts a metadiscourse markers approach is the research from Sari (2014) with her research entitled *Interpersonal Metadiscourse Markers Used in Michelle Obama Speech*. This research aims to find out the types and explain the function of interpersonal metadiscourse markers used in Michele Obama's speech. The study tried to find how the metadiscourse markers show in Michele Obama's speech and tried to explain how the metadiscourse markers used. This research, the writer use qualitative method and classified the metadiscourse markers into two, interactional and interactive, were adapted and refined by Hyland (2004; 2005). The result shows that there are two categories of interpersonal metadiscourse markers used in Michelle Obama's Speech; those are interactive and interactional metadiscourse. Kinds of interactive metadiscourse found in Michelle Obama's Speech are transitional, frame marker and evidential. Transitional became the highest percentage, because transitional is conjunction that functions to relate one sentence with other sentences. Meanwhile, in the interactional category, self-mention is the dominant, because when Michelle Obama speaks about her opinion, she gives statement to audience who became author for the audience.

Compared to those previous researches, this research is quite similar to them, since this research also discusses metadiscourse markers in spoken language. In focusing in type and function, this current research is similar to Sari (2014) and where the analysis of researcher uses the same theory of Hyland (2004) and also find out the type and function of metadiscourse markers. The gap that the

researcher finds is the object of the research and the researcher is focuses on both types in metadiscourse. Here, the researcher analyzes interpersonalmetadiscourse markers in Jan Blake storytelling performance as the object of analysis and using qualitative method.

2.2 Metadiscourse

The term metadiscourse was coined by Harris(1959) to offer a way of understanding language in use, representing a writer's or speaker's attempts to guide a receiver's perception of a text (Hyland, 2005). The concept has been further developed by writers such as Williams (1981), Kopple (1985) and Crismore (1989), they collect various forms of text commentary to show how writers and speakers intrude into their unfolding text to influence their interlocutor's reception ofit (Thompson, 2001: 57).

Crismore et al (1994:25) has defined metadiscourse as "discoursing about spoken or written discourse". She has added that metadiscourse provides readers or listeners with direction rather than information. She has also made a distinction between primary and secondary level discourse.

Primary level discourse is concerned with information or propositional content, but secondary level discourse, i.e., metadiscourse, provides a discourse about the primary level discourse. Expressions like definitely, undoubtedly, first, in the previous chapter, and according to be examples of metadiscourse. Crismore (1994:30) also mentioned that "metadiscourse facilitates the reconstruction of the writer's writing plan by readers". It also helps readers create and affirm

expectations about the text (Crismore in Hashemi and Seyyed, 2012). Crismore et al. (1993) then revised and reorganize Kopple's categories. They kept the two major categories of textual and interpersonal, but collapsed, separated, and reorganized the subcategories. The textual metadiscourse was further divided into two categories of "textual" and "interpretive" markers in an attempt to separate organizational and evaluative functions. Textual markers consist of those features that help organize the discourse, and interpretive markers are those features used to help readers to better interpret and understand the writer's meaning and writing strategies (Crismore et al., 1993).

In addition, according to Hyland (2015: 181),

> Metadiscourse is the interpersonal resources used to organize discourse or the writer's stance toward either its content or the reader. It is always looking at language use based on the fact that, as we speak or write, we monitor the possible responses of the others, making decision about the kind of effects we are having on our listeners or readers, and adjusting our language to best achieve our purpose. The study of metadiscourse therefore reminds us that statements don't just have an orientation to the world outside the text, but simultaneously orientate to the reader's understanding of that world through the text itself.

In other words, language is not simply used to convey information about something but also to present the information in ways which both engage and make sense to others, also make the language whether spoken or written more effective.
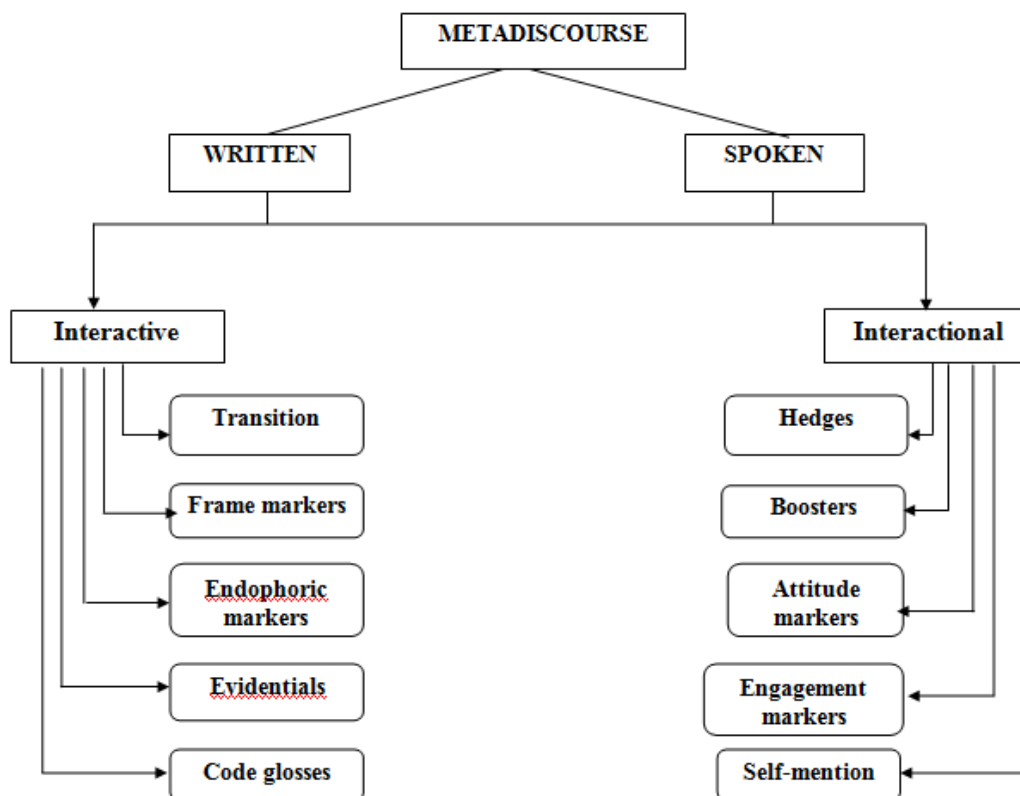
Figure 1 Conceptual Framework, adopted from Hyland (2004,2005)

Metadiscourse can be analyzed in written and spoken. Hyland (2004, 2005) distinguish model of metadiscourse into two, interactive and interactional resources as the figure 1. It has been classified based on functional approach which regards metadiscourse of the ways writer refer to the text, the writer or the reader (Hyland, 2005: 48). The model recognizes that metadiscourse is comprised of the two dimensions of interaction:

1. *The interactive dimension*. This concerns the writer's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities. 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. The use of resources in this category therefore addresses ways of organizing discourse, rather than experience ,and reveals the extent to which the text is constructed with the readers' needs in mind.

2. *The interactional dimension.* This concerns the ways writers conduct interaction by intruding and commenting on their message. The writer's goal here is to make his or her views explicit and to involve readers by allowing them to respond to the unfolding text. This is the writer's expression of a textual 'voice', or community-recognized personality, and includes the ways he or she conveys judgements and overtly aligns him-or herself with readers. Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. It reveals the extent to which the writer works to jointly construct the text with readers.

2.3 Metadiscourse Markers

"Metadiscourse is a widely used term in current discourse analysis and language education, referring to an interesting and relatively new, approach to conceptualizing interactions between text producers and their text between text producers and users" (Hyland, 2005: 1). Thus, it can be said that the term of metadiscourse is related to how text is produced and have different concept, depend on the producers and the readers in understanding the text itself.

Further Hyland and Tse (2004: 160) offered a more potent interpersonal view of metadiscourse: Metadiscourse is recognized as an important means of facilitating

communication, supporting a writers' position and building a relationship with an audience. Accordingly, they give up the Hallidayan textual and interpersonal levels of discourse and take up Thompson's (2001) explanation of interactive and interactional resources being as two inter-related modes of interaction. In line with this view of metadiscourse, scholars' discourse choices through the text are developed out of the relationship between the author(s) and their peers within a particular discourse community (Hyland and Tse, 2004: 164).

Therefore, both interactive metadiscourse features (sought to organize the material with regard to the readers' needs and expectations) and interactional metadiscourse features (intended to depict the scholars as authors and to unite writer and reader together) are a reply to the interpersonal element of writing (Hyland, 2005: 53).

2.4 Classification of Interpersonal Metadiscourse

According to Hyland (2005: 47), classification of metadiscourse is based on a functional approach which regards metadiscourse as the ways writers refer to the text, the writer or the reader. In accordance, it divided into two main categories, they are interactive and interactional resources.

2.4.1 Interactional Resources

Interactional Resource Involve The Reader in The Text		
Types	**Functions**	**Examples**
Hedges	Withhold writer's full commitment to proposition and open dialogue,	Might/perhaps/possible/about

Boosters	Emphasize force or the writer's certainty in proposition or close dialogue	In fact/definitely/it is clear that
Attitude markers	Express the writer's attitude to proposition	Unfortunately/I agree/surprisingly
Engagement	Explicitly refer to or build relationship with the reader	Consider/note that/you can see that
Self-mention	Explicit reference to author(s)	I/we/my/our

Table 2.1 A Model of Metadiscourse (Hyland, 2005:49)

These features involve readers and open opportunities for them to contribute to the discourse by alerting them to the author's perspective towards both propositional information and readers themselves. But these resources are not only the means by which writers express their views, but are also how they engage with the socially determined positions of others. There are five sub-categories:

2.4.1.1 Hedges

Hedges are devices such as possible, might and perhaps, which indicate the writer's decision to recognize alternative voices and viewpoints and so withhold complete commitment to a proposition. Hedges emphasize the subjectivity of a position by allowing information to be presented as an opinion rather than a fact and therefore open that position to negotiation. The use of hedges enablesthe writers to express a perspective on theirstatements, to present unproven claims with cautionand to enter to a dialogue with their audience, whilethe use of boosters helps him/her to close down alternativesand to show a high degree of certainty (Hyland,2005).

Example:

*And for me, this is personal because my story **would not** be **possible***

without this city. (Sari, 2014: 6)

In sentence 19, there are interactional dimension that are hedges. Hedges in the

sentence above have function as information to give an opinion rather than fact.

Here, the sentence above is served as an opinion rather than a fact by the usage of

would not and ***possible***. This shows the speaker prudence in statement. She allows

for audience own judgment.

2.4.1.2 Boosters

Boosters imply certainty and emphasize the force of proposition, expressing full

Holmes (1982) and Meyer (1997) view the term'boosters' as those lexical items

by means of whichthe writer can show strong confidence for a claim.These

definitions are supported by Hyland (1998a)who views boosters as a tool which

serves to strengthenthe claim to show the writer's commitment. Hepointed out

that boosters can be used as a means orcommitment to the truth value of

proposition. The function of boosters is to increase the force of assertions,

medium to create interpersonal solidarity with readers.

Hyland (1998b) argues that boosters serve to strengthen propositions and show

the writer's commitment to his or her statements. He points out that although such

assertion of the writer's conviction can be seen as leaving little room for the

reader's own interpretations, boosters also offer writers a medium to engage with

their readers and create interpersonal solidarity.

Example:

Excerpt 13
*It is **certainly** a pleasure to be here with all of you today.*

(Sentence 1)

I want to start by thanking Rahm for that very kind introduction and that very powerful statement of what our kids in this city need, and also for his outstanding leadership here in this city. (Sari, 2014: 6)

The excerpt 13 the word ***certainly*** is booster that is used to strengthen an argument by suggesting the audience to draw the same conclusions as the speaker. Michelle Obama gives the argument that she felt pleased today to give a speech and she has special someone who motives her.

2.4.1.3 Attitude markers

Attitude markers express writer's attitude to propositional content, conveying surprise, obligation, agreement, and importance. Thus, attitude markers indicate the writer's affective. Attitude markers are realized in deontic verbs (should, have to), attitudinal adverbs, adjectival constructions, and cognitive/mental verbs. Instead of commenting on the status of information, its probable relevance, reliability or truth, attitude markers convey surprise, agreement, importance, obligation, frustration, and so on. While attitude is expressed by the use of subordination, comparatives, progressive particles, punctuation, text location, and so on, it is most explicitly signalled metadiscoursally by attitude verbs (e.g. agree, prefer), sentence adverbs (unfortunately, hopefully) and adjectives (appropriate, logical, remarkable).

Example:

1. *"Fortunately, all of the scales had acceptable amount" (Male Candidates/ Mc)*

2. *"Unfortunately, the level of health is very low among agers in Iran"*

   (Female Candidates / Fc)

In these two examples the MC and the FC have used attitude adverbs (Fortunately, Unfortunately) to signal assumptions of shared attitudes and values. Sometimes, the candidates have used intensifiers to convey their attitudes.(Zareifard and Alinezhad, 2014:235)

2.4.1.4 Self mentions

Self-mentions refers to the degree of explicit author presence in the text measured by the frequency of first-person pronouns and possessive adjectives (/, me, mine, exclusive we, our, ours). Self-mentions suggest the extent of author presence in terms of first-person pronouns and possessives. It reflects the degree of author presence in terms of the incidence of first person pronouns and possessives (Hyland, 2004)

Example:

Excerpt 45

We *are so very proud of you.* (Sentence 5)

The word***"we"*** in excerpt above isself mentions. In excerpt 45, the word *"I"* as a self-mention that used to explicit reference to author. The word **"*We*"** indicates that the speaker *Michelle Obama* and the audience.(Sari, 2014: 8)

2.4.1.5 Engagement markers

Hyland (2005) sees the use of engagement markers as a text characteristic which is considered as writers' recognition of their potential readers, that is when writing, writers should really feel the presence of their readers, pull them along

with their arguments, focus their attention, regard them as discourse participants and finally lead them to the right interpretations.

Thus, Engagement Markers are devices that explicitly address readers, either to focus their attention or include them as discourse participants. It explicitly addresses 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.

Example:

Excerpt 57

And as business leaders, **you** *all know that this city's young people are* **your** *future workers,* **your** *future customers.* (Sentence 109)

Engagement markers found in the excerpt 57. The word are **you** and **your**. It indicates listener's participation. The use of second person is a face-to-face way to create friendly relations and shorten the distance between the speaker and listeners. It is easier to have a conversation with audience and express speaker's emotions.(Sari, 2014: 9)

2.4.2 Interactive Resources

Interactive Resources Help to Guide The Reader Through The Text		
Types	**Functions**	**Examples**
Transitions	Express 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	Refers to information in other parts of the texts	Noted above/see Fig/in section 2
Evidentials	Refer to information from other texts	According to X/Z states
Code Glosses	Elaborate proportional meanings (give explanation to the thing that has been said)	Namely/e.g/such as/ in other words

Table 1.2 A Model of Metadiscourse (Hyland, 2005:49)

Interactive Resources concerns the writer'sawareness of a participating audience and the ways heorshe seeks to accommodate its probable knowledge, interests,rhetorical expectations and processing abilities (Hyland, 2005: 49). The use of resources in this category therefore addresses waysof organizing discourse, rather than experience, and revealsthe extent to which the text is constructed with the readers'needs in mind (Hyland, 2005: 49).Thus, based on the explanation, it can be said that Interactive Resource relates to the writer organizing the text so the message can be delivered clearly. Further, there are 5 subcategories in interactive metadiscourse:

2.4.2.1 Transition markers

Transition markers relate to conjunctions and adverbial phrases that can help reader comprehend the relation between clause or sentence. For example: and, moreover, but, on the other hand, consequently, anyway, in any case, of course) Hyland (2005:50)

Example:

Hong Kong's export and entrepot trade performance is expected to improve, buoyed by economic improvement in most western industrial countries. On the other hand, in view of the high inflation and overheated economy in China, macro-economic restraint policies are likely to continue in1995. (Wing Lung Bank, 1994).

Hyland (2005:77)

According to Hyland 2005, these sentences use transition markers that function as comparison, its marked by "*on the other had*". What the writer wants to point out is "Export and entrepot trade in Hong Kong are expected to be increased but problems such as inflation, overheated economy in China and macro-economic rules make it difficult for improving because it may continue in 1995.

2.4.2.2 Frame Markers

Frame markers used for arranging argument of text so, the readers can know where the idea goes. For example: first, at the same time, in sum, by way of introduction, I argue, here, my purpose is.

Example:

This chapter focuses on organizational matters rather than on personal factors that affect strategic decisions .

Hyland (2005:51)

This sentence reveals the discourse goal of the writer. In this case, the writer just focuses in organizational that have effects in the decision. It marks with the frame markers "this chapter focuses'' which exist in interactional metadiscourse category.

2.4.2.3 Endophoric Markers

Endophoric markers help writer to support his idea by telling the previous discussion in text. The example can be found in (see Figure 2, refer to the next section, as noted above). Hyland (2005:51).

Example:

As we saw in Chapter 9, the discovery of the New World gave a powerful impetus to the first requirement: the great flow of gold and silver led to the emergence of a money economy in Western Europe.

Hyland (2005:104)

According to Hyland 2005 this sentence makes the writer idea is supported, because the writer referring to the "Chapter 9" discussion in order to link to the next discussion.

2.4.2.4 Evidential Markers

Evidentials refers to writer way in referring to the source that responsible in the statement which written by writer. The example of evidentials are according to X, Z states. Hyland (2005:51)

Example:

Greedy computer hackers using open-source Linux machines could steal more than their fair share of bandwidth from WI-FI hotspots, Swiss computer scientists have warned.(New Scientist, June 2004)

Hyland (2005:96)

In this sentence the writer used "Swiss computer scientists" to make the writing reliable. So, what the writer has already written can be trusted by the reader because the writer use source as his description in writing.

2.3.1.5 Code Glosses

Code glosses are important for writer in telling additional information by rephrasing and elaborating the idea. It is also give additional explanation of what is being explained, for example: namely; e.g.; such as; in other words.

<div align="right">Hyland (2005:52)</div>

Example:

The group is continuing to develop its three major housing estates, namely Laguna City, South Horizons, and Kings-wood Villas, according to plan. (Cheung Hong Holdings, 1994)

<div align="right">Hyland (2005:76)</div>

In this sentence the writer uses the word "namely" to give additional information clearly about varieties of house.