

ABSTRACT

Textual Metadiscourse Marker on EFL Learning Setting

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This study focuses on the analysis of textual metadiscourse marker in English Foreign Language classroom or EFL learning setting. The aim of this research is to identify the types of textual metadiscourse marker and the function that appears in EFL classroom.

To analyze the data, the writer applied textual metadiscourse marker organization by Hyland and Tse. The research method that used in this research was qualitative method. Meanwhile, the data source of this research was student's final examination in correspondence business class in forth semester of English Literature in a university in Indonesia. The data were the words and phrases indicated as textual metadiscourse markers from the students' essays.

The results show that four types of textual metadiscourse used by the students who got the highest score, and three types of textual metadiscourse used by the students who got the lowest score. The present writer found 160 or 74% data in the highest score and 56 or 26% data in the lowest score of business plan. It is proved that the highest score more using textual metadiscourse marker than the lowest score. From the findings, the comparison between the lowest score and the highest score was 56:160. It means that the students who achieved the lowest score used lack of textual metadiscourse marker, since textual metadiscourse marker are important when writing essays. The lecturer had to give attention to the student, so they can write an essay smoothly. The lecturer also have to give more attention, when using a conjunction since in the lowest score, the student using the lack of conjunction. Using textual metadiscourse marker makes the writers can express their purpose or point of view to the reader and how the writer had the good relation between the reader itself.

Keywords: *Metadiscourse marker, Textual Metadiscourse marker, EFL classroom.*