

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

Writing activities play a crucial role in college students learning process. Students can express their point of view in the form of writing, so that it can be understood by the readers. Hyland (2005) argued that writing is not neutral but it reflects the perspectives and values of the two engaging parties. Writing involves interaction between writers and readers. Rao (2007) explains that EFL writing is useful in two respects, i.e., it encourages students thinking, organizing ideas, developing their abilities to summarize, analyze, and criticize. And it strengthens their learning and thinking. From that statements, it is clear that writing is essential for academic survival. Further, in this study, academic survival means student have skills and ability in writing.

In writing, clear explanations are needed for the reader to understand what has been read. To do so, a writer needs to engage the readers by writing it in a very systematic way in order to make the readers comprehend and believe in what they are writing. Therefore, writing needs conjunction to make one sentence to another sentence more explicit to understood by the reader. In otherwise, Writing well is also one of the most important skills you can learn for success in the business world. Knowing how to write well allows us to deliver our ideas with the power they deserve. Good writing also conveys a sense of our professional excellence to the world around us. In this course, we will master the simple, effective skills that drive all successful business writing. Consequently, the present writer will

analyze two essays written by students of business correspondence class from a university of Indonesia based on the highest and the lowest scores of the students. Besides, the present writer wants to examine whether there are differences in writing by students who gets the highest and the lowest scores. The present writer also wants to prove whether students who have the highest score using more conjunctions or instead just opposite. The present writer chose the final examination in business correspondence class for the data analysis because the final examination is the process of learning from the beginning until the end of their study. The final examination is about business plan. A business plan is chosen based on the idea that a business plan is a basic plan of business which is about every element in business, such as the product or service that we want to sell, a marketing strategy, SWOT analysis, financial report etc. The purpose of having a business plan is to help us easier to run a business goodly and prepare ourselves in facing problems and obstacles in the future. To create a business plan is also required an explicit of writing, so that the purpose of business plan itself can be read properly by the readers. Therefore, it certainly requires the relationships between sentences, paragraphs, and others become more explicit and the messages will be easily understood by them.

Based on that, metadiscourse is seen as an important part in writing to increase the cohesion of the text. In other words, by using metadiscourse accurately in writing, it will help the writer to convey the intended message of the writing content more efficiently to the readers. Hyland and Tse (2004:157) states that metadiscourse is defined here as the linguistic resources used to organize a discourse or the writer's

stance towards either its content or the reader. Metadiscourse is recognized as an important means to facilitate communication, support the writer's position and build relationships with the reader. In a piece of writing, metadiscourse is those textual aspects that organize the discourse explicitly, they engage the audience and communicate the attitude of the writer.

In addition, there are two types of metadiscourse marker, such as textual marker and interpersonal marker. Hunston and Thompson (2011) in Rustipa (2014) explain that textual metadiscourse markers help to organize the discourse by pointing out topic shifts, signaling, sequences, cross referencing, connecting ideas, etc., In addition, Textual metadiscourse markers also considered as one of the tools to help writers communicate better with readers in a written form and to produce a generation with better skills in writing. While interpersonal metadiscourse markers highlight the writer's attitude or appraisal. The category of textual and interpersonal metadiscourse markers based on Hyland and Tse (2004) will be clarified below. Textual metadiscourse markers are classified into *transitions, frame markers, endhoporic markers, evidentials, code glosses*. Meanwhile interpersonal metadiscourse markers are classified into *hedges, booster, attitude markers, engagement markers, selfmentions* (Hyland & Tse, 2004). But the researcher only focuses on textual metadiscourse markers in writing since the present writer objective is in student writing. Therefore, the present writer will adopting Ken Hyland's types of metadiscourse which focuses on the textual metadiscourse markers in writing. The present writer tries to analyze about textual metadiscourse markers because this study is one of

important thing in writing. In addition, textual metadiscourse marker can help educators and students to realize textual metadiscourse markers and educators should be focused on more while teaching students in writing.

Based on background above, this study attempted to find out the types and the functions of textual metadiscourse markers on EFL learning setting. This study is to observe their level of exposure and understanding of using textual metadiscourse towards the form of the writing. This information also may be taken into consideration for developing English teaching materials to Indonesian learners, especially for teaching writing, and simultaneously may inspire the teacher concerning how to teach metadiscoursal material.

1.2 Research Questions

1. What are the type of textual metadiscourse markers used by the students in business writing?
2. What are the function of textual metadiscourse markers used by the students in business writing?

1.3 Research Objectives

1. To find out the type of the textual metadiscourse markers that used in writing by the students.
2. To find out the function of textual metadiscourse markers that used in writing by the students.

1.4 Uses of the Study

1.4.1 Theoretical Use

The aims of this study is to give contribution to develop the study and analysis on linguistic study especially in metadiscourse study related to an analysis of textual metadiscourse marker on EFL learning setting. The researcher expect that it will give more knowledge and understanding about textual metadiscourse marker on EFL learning setting especially in students writing.

1.4.2 Practical Use

The present writer hopes this research is expected to be beneficial and useful for the students of English Department and readers in general. Then, the students are able to employ textual metadiscourse to achieve better result of writing, and students also have better skill in writing.

1.5 Scope of the Study

The present writer will focus on EFL learning setting in university in Indonesia especially in student writing. The present writer will analyze two essays of students in business correspondence based on their final examination about business plan that have been selected. The essays will be chosen based on the highest and the lowest scores of the students. Because, the present writer wants to examine whether there are differences in writing by students who gets the highest and the lowest scores. The present writer will analyze metadiscourse marker about textual metadiscourse markers based on Hyland & Tse (2004).