

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1. Previous Study

Previous studies which investigated interactive metadiscourse markers have been conducted by Hamid (2018), Kuswoyo (2019), Kathpalia (2024), Lasagabaster (2022), and Ädel (2023).

**Tabel 2.1 Previous Studies**

No	Study	Objective	Method	Findings
1	Hamid (2018) Indonesia	To identify and analyze the use of interactive metadiscourse features in the finding and discussion sections of theses by English postgraduate students.	Qualitative analysis focused on thesis sections, specifically examining how interactive metadiscourse features were used to create coherence in students' texts.	The study found that used type of interactive metadiscourse, comprising 41% of the total, indicating a focus on creating coherent and cohesive texts. Endophoric markers are also commonly used to help refer to information within the text.
2	Kuswoyo & Siregar (2019) Indonesia	To examine the use of interpersonal metadiscourse markers (IMDMs) in Steve Jobs' oral business presentations	Qualitative analysis of oral presentations, focusing on mutual comprehension and how metadiscourse markers enhance communication.	The study concluded that these markers facilitated mutual comprehension and improved communication skills in professional contexts
3	Kathpalia (2024) Singapore	To provide a comprehensive analysis of the rhetorical structure and linguistic features of Three-Minute	Qualitative analysis of 3MT presentations, focusing on simplification and engagement strategies to	The study indicate that simplification is achieved by omitting complex moves and defining scientific terms, while engagement is enhanced through various

		Thesis (3MT) presentations, focusing on how PhD students use simplification and engagement strategies to communicate their research to a non-specialist audience.	communicate research effectively to non-specialist audiences.	strategies to maintain audience interest.
4	Lasagaater (2022) Spain	To explore the use of interactive metadiscourse markers by nonnative English teachers in English-medium instruction (EMI) settings.	Qualitative analysis in classroom settings, examining shared trends in using metadiscourse markers for knowledge construction.	The study reveals that both Chinese and Spanish lecturers share similar trends in using interactive metadiscourse markers, indicating a common approach to knowledge construction in their classes.
5	Ädel (2023) Sweden	To enhance the understanding of metadiscourse in spoken presentations by proposing a new taxonomy that focuses on the functional roles of metadiscourse rather than just linguistic markers	Qualitative approach, developing a taxonomy based on functional analysis of spoken presentation data, helping to structure content and engage audiences more effectively.	The study introduces a new taxonomy for metadiscourse that emphasizes larger discourse units and their rhetorical functions, which can help students structure their presentations more effectively and engage with their audience better.

The table presents five qualitative studies that explore the use of metadiscourse in diverse academic and professional contexts. In the first study, Hamid (2018) conducted a study in Indonesia, focusing on the findings and discussion sections of English postgraduate theses. The study found that interactive metadiscourse features comprised 41% of metadiscourse. Thirdly, Kathpalia (2024) from Singapore looked at the

rhetorical structure and linguistic aspects of three-minute thesis (3MT) presentations. The study found that PhD students use simplification and engagement strategies to effectively communicate their research to a non-specialist audience. The study discovered that they achieved simplification by eliminating complicated moves and defining scientific terms, and enhanced engagement by using a variety of strategies designed to maintain the basic structure of the presentation. Fifth, Ädel (2023), from Sweden, proposed a new taxonomy for metadiscourse in spoken presentations, shifting the focus from merely identifying linguistic markers to understanding the functional roles of larger discourse units. This new approach aims to help students structure their presentations more effectively and engage their audience better by emphasizing the rhetorical functions of metadiscourse. Together, these studies highlight the critical role of metadiscourse in spoken presentations.

## **2.2. Metadiscourse**

Writers and speaker use metadiscourse, a collection of language devices, to interact with their readers or audience, influence their message's understanding, and structure the discourse (Hyland, 2005). It comprises markers and phrases, either explicit or implicit, that serve functions other than the primary message's communication (Vande Kopple, 1985). Discourse is essential to communication because it

creates a connection between the writer or speaker and the audience, clarifies how to understand the content, and conveys the writer's or speaker's thoughts and viewpoints. It is a tool for directing audience participation, arranging the discussion, and expressing the writer's or speaker's viewpoint or evaluation (Afrianto & Widiyanto, 2022). Metadiscourse markers might be particular words or phrases, or they can be implicit or explicit, communicated through rhetorical methods like stress or tone (Crismore, Markkanen, & Steffensen, 1993).

Among other places, they show up in the opening, topic lines, transitions, and conclusions of a speech or paper. When used well, metadiscourse improves communication's coherence, clarity, and persuasiveness. It encourages audience participation with the material, comprehension of the discussion, and understanding of the speaker's or writer's goal. Understanding and assessing metadiscourse helps in fields like discourse analysis, rhetoric, pragmatics, and academic writing because it clarifies the mechanics of communication and the strategies speakers and writers employ to shape their messages and interact with readers

Metadiscourse markers are divided into two, Interactive metadiscourse and interpersonal metadiscourse. But this study only focus on interactive metadiscourse. Interactive metadiscourse helps guide the

reader or listener. Interpersonal metadiscourse focuses on the relationship between the writer or speaker and the audience.

### **2.3. Interactive Metadiscourse**

Interactive metadiscourse refers to a specific type of metadiscourse that fosters dialogue and engagement between the author or speaker and the audience (Hyland, 2010). It includes language resources and strategies that allow you to speak directly to your audience and participate in discussions. The purpose of interactive metadiscourse markers is to foster a dialogue, promote involvement, and establish a connection with your audience (Mauranen, 1993).

Interactive metadiscourse plays a crucial role in engaging readers and guiding them through the text. For instance, consider the following paragraph: "As we have seen in the previous section, the relationship between X and Y is complex. It is important to note that this complexity arises primarily from the interplay of multiple variables (Kuswoyo and Siregar, 2019). Furthermore, consider the implications of these findings on future research. The question that arises is: how can we address these variables to achieve more accurate results?" In this example, phrases such as "As we have seen in the previous section," "It is important to note that," "Furthermore," and "The question that arises is" serve to connect different parts of the text,

highlight key points, and prompt the reader to engage with the content more deeply (Hyland, 2005).

**Table 2.2 Categories of Interactive Metadiscourse**

No	Category	Function	Examples
	<b>Interactive Metadiscourse</b>	<b>Help to guide the reader through the text</b>	<b>Resources</b>
1.	Frame Markers	Refer to discourse acts, sequences or stages	Finally; to conclude; my purpose is
2.	Transitions	Express relations between main clauses Refer to discourse acts, sequences or stages	In addition; but ; thus; and
3.	Endophoric Markers	Refer to information from other parts of the texts	Noted above; see Fig; in section 2
4.	Evidentials	Refer to information from other texts	According to X; Z states
5.	Code Glosses	Elaborate propositional meanings	namely : e.g; such as; in other words

### 2.3.1 Frame Marker

Frame markers are linguistic devices used in metadiscourse to organize text and guide the reader or listener through the structure of the discourse. They help signal the organization, layout, and transitions in the content, making it easier for the audience to follow and understand the material. Frame markers include phrases that announce the structure of the discussion, indicate sequences, highlight significant points, and provide summaries or conclusions (Hyland, 2005).

It can be illustrated in the following example:

**"In this section,** we will examine the three main factors contributing to climate change. **Firstly,** we will discuss the impact of greenhouse gas emissions on global temperatures. **Secondly,** we will analyze the role of deforestation in disrupting ecosystems. **Finally,** we will explore the effects of industrial pollution on air quality. **It is crucial to understand that** these factors are interconnected and collectively exacerbate the issue of climate change. **To summarize,** addressing climate change requires a comprehensive approach that tackles all these contributing elements." (Hyland,2005)

In this example, the phrases "In this section," "Firstly," "Secondly," "Finally," "It is crucial to understand," and "To summarize" are frame markers. They signal the structure of the content, indicate the sequence of points, highlight significant information, and provide a summary, respectively (Hyland, 2005)

### **2.3.2 Transition**

Metadiscourse is a text element that helps organize, engage, and relate to the audience, guiding them through the content. Transitions in metadiscourse are words or phrases that link different ideas, sentences, and paragraphs, creating coherence and ensuring a smooth flow of thought. Examples include addition transitions like "furthermore" and "moreover," comparison and contrast transitions like "however" and "in contrast," cause and effect transitions like "therefore" and "as a result," sequence transitions like "first" and "next," and concession transitions like "although" and "despite." These transitions enhance coherence by logically connecting ideas; guide readers by signaling the direction of the argument; improve readability by breaking up text; and clarify relationships between ideas (Hyland, 2005).

### **2.3.3 Endophoric Markers**

Endophoric markers are linguistic expressions that refer to something within the same text or discourse, playing a crucial role in creating cohesion and coherence. They are essential for linking different parts of a text, allowing readers to follow the narrative or argument more seamlessly. There are two primary types of endophoric references: anaphoric and cataphoric. Anaphoric references point back to something previously mentioned, such as in



the sentence "John went to the store. He bought some milk," where "he" refers to "John." On the other hand, cataphoric references anticipate a future mention, like in "When she arrived, Mary was surprised," where "she" refers to "Mary." These references are vital in writing and speaking, helping maintain the flow of information and avoiding unnecessary repetition. By making the text or speech more cohesive, endophoric marker enhance the audience's understanding and engagement (Halliday & Hasan, 1976).

#### **2.3.4 Evidential**

By identifying the source of the knowledge contained in a statement, the grammatical category of evidentiality shows how the speaker knows what they are stating. This can include whether the speaker relied on general knowledge, surmised the information, relayed it from someone else, or directly experienced it. Languages differ greatly in the evidential markers they use. While some use explicit grammatical structures to indicate these differences, others rely on lexical elements or context. The four main categories of evidence are: first-hand or first-hand witness evidence (example : Everyone knows that the Earth orbits the Sun). Evidentiality is essential to communication because it provides clues to the audience about the credibility and source of the information, influencing how they

understand and evaluate it (Aikhenvald, 2004).

### **2.3.5 Code Glosses**

In applied linguistics and discourse analysis, the phrase "code gloss" describes language strategies that, for the reader, help to clarify, expand, or exemplify the meaning of a text. Technical documentation, academic writing, and education call for these tools to simplify difficult concepts for readers. The effective use of these tools can aid readers in understanding complex or dense material, ensuring a more digestible and intelligible approach to communication (Hyland, 2007). An example of a code gloss is the use of the term "i.e." (id est) in academic writing to clarify or specify a point. For instance, in a sentence like, "The experiment focused on renewable energy sources, **i.e.**, solar and wind energy," the phrase "i.e., solar and wind energy" serves as a clarification to specify which sources were being referred to (Hyland, 2007).

