

INTERACTIONAL METADISCOURSE IN STUDENTS' ABSTRACTS ACROSS STUDIES AT UNIVERSITAS QOMARUDDIN

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Abstract

Writing is one of the essential things that all students must do. In writing, the delivery of ideas needs to be arranged so that the writing is easy to understand and practical. One type of writing is when students write a research article for their final project or thesis. Abstract writing is one of the crucial sections of a final project or thesis because the abstract contains an outline of the research they did. In writing abstracts, metadiscourse markers were possible because they aimed to organize a sequence of ideas, attract readers' attention, and indicate how important the information was presented. This study investigated one hundred and twenty abstract theses from six study programs at Universitas Qomaruddin. They are English Department (PBI), Mathematic Department (PMT), Industrial Engineering (TI), Electrical Engineering (TE), Mechanical Engineering (MS), and Informatics Engineering (IF). Hyland (2005) formulated the interactional metadiscourse investigated as the primary reference. The results showed that all six study programs applied interactional metadiscourse markers when writing their abstracts. More despite different styles and preferences in applying markers. In terms of usage of overall metadiscourse, PBI applied the most markers, while MS applied the least. In terms of variants of metadiscourse, PBI also applied the most, and MS applied the least varied markers. The reasons behind more or less usage of interactional markers were influenced by how familiar they were with using English, as it also revealed their writing style. PBI is one example that their exposure to English pretty helps them vary the way they arrange their ideas in their abstracts. However, other surprising groups were PMT and IF groups, which frequently showed the uses of metadiscourse markers. It also strengthened that English was not only dominated by English department students. It was more on how this language was known to many students at Universitas Qomaruddin. It is hoped that English as one of the international languages is no longer a big problem for students, especially in the case of abstract writing.

Keywords: interactional metadiscourse, abstract, Hyland's metadiscourse

INTRODUCTION

Writing a research article (RA) or a final project is an obligation for students in Universitas Qomaruddin as one of requirement to obtain their bachelor degree. According to Monippally and Pawar (2012), a research article, which is also known as a research paper, is generally based on a combination of primary research (a subject through firsthand investigation study) and secondary research (the examination of studies performed by other researchers on a subject). In this particular instance, primary research refers to the

investigation of a subject through firsthand investigation study. In addition to this, research articles also include documentation of the procedures used in the research as well as the results of the research. This research article needs to be written in an academic style that encompasses a variety of sections, including an abstract, introduction, literature review, methodology, discussion, conclusion, appendices, and references.

In addition to the many different sections that are contained within the students' RA, the abstract is one of the sections that is read by students the most. A primary document or an oral presentation can each have their own abstract, which is defined as "a brief, objective representation of the contents of either of these" (Anon, 1977). In addition, an abstract is a condensed version of the paper that summarizes its most important points in about a hundred words (Lester & Lester Jr, 2015). It is the first section of a paper that readers examine, and the first impression of an abstract is extremely important due to the fact that the author "sells" his abstract to the people who examine the paper (Lester & Lester Jr, 2015; Monippally & Pawar, 2012; Swales & Feak, 1996; Wallwork, 2016). It is commonly accepted that an abstract acts as the "face" of a paper because it assists readers in identifying the paper's content and determining whether or not it is relevant to their interests and other considerations (Supatranont, 2012; Wallwork, 2016). In addition, Wallwork (2016) notes that an abstract provides a concise summary of the most important aspects of the research, despite the fact that the format may differ from one field of study to another. Therefore, once the abstracts have been read, the reader is able to make an informed decision regarding whether or not they wish to continue reading the entire paper or just a portion of it.

When it comes to writing an abstract for a research paper in the social and behavioral sciences, he recommends that the author include the background information of the paper, the aim and the importance of the paper, the contribution and the values of the paper, what the author looks at, as well as the conclusion and the implications of the paper. One more model would be to present the background information, gaps in the knowledge, methodology, and results, as well as the conclusion and implications (Wallwork, 2016). In a nutshell, both models give authors the tools they need to compose an effective abstract and highlight the key aspects of a paper that should be brought to the attention of readers.

Due to the fact that writing an abstract is distinct from other types of academic writing, the author of the abstract is responsible for ensuring that it makes a positive impact and impression on the readers. When you write an abstract, you need to demonstrate a rhetorical adjustment that justifies the reason that the work should be studied (Murray & Beglar, 2009). They also emphasize that an abstract should be written in a clear and well-organized manner, and that both the purpose of the paper and its value should be made

explicitly clear (p.197). Because readers are able to easily anticipate the contents of the work without having to read the entire article, or because readers are able to decide whether or not the article is relevant to his need, these aspects are important to write because readers can easily predict the contents of the work.

The process of writing reveals not one, but two significant aspects, in addition to the significance of the abstracts that are included in research articles. They argue that the first aspect of writing demonstrates the subject of the text, and the second aspect of writing refers to metadiscourse to assist readers in reading, organizing, comprehending, and interpreting the text. This is according to Vande Kopple, who was cited in Ozdemir and Longo (2014). The second component of this piece of writing could be found in abstracts, which are brief written summaries that present broad information about research. It is for the purpose of assisting the reader in determining whether or not to continue reading the article, as well as for the purpose of assisting the reader in comprehending the article's contents. Indirectly, the manner in which authors organize their abstracts demonstrates how metadiscourse markers are applied in an unrealistic manner.

One form of linguistic reflexivity is known as metadiscourse (Hyland, 2005, 2010; Mauranen, 1993; del, 2012; del & Mauranen, 2010; del, 2012; del & Mauranen, 2010). Further, Hyland argues (2005) that metadiscourse is a cover term for self-reflective expressions used to negotiate interactional meanings in a text, assisting the writer [or speaker] to express a viewpoint and engage with readers as members of a particular community" (Metadiscourse is a cover term for self-reflective expressions used to negotiate interactional meanings in a text) (p. 37). According to the previous statement, metadiscourse is concerned with organization in order to negotiate meaning and offers ways of expressing oneself, including coherence and grammar. As a consequence, the creation of meaning for the readers is only one aspect of metadiscourse. Metadiscourse explains that communication is more than the transfer of facts and information because it also includes attitudes, personalities, and assumptions between the writer and the reader. This is the case because communication involves more than just the transfer of facts and information. It reveals the kind of effect the author wants to have on the person who reads his work (Hyland, 2005). As a result, understanding metadiscourse markers is important for both the writers and the readers of the text.

To broaden the exploration of metadiscourse from the research article abstracts and introduction (Abdi, 2009; Cao & Hu, 2014; Kawase, 2015; Kustyasari et al., 2021; Mazidah, 2019; Mazidah et al., 2022; Ozdemir & Longo, 2014; Saidi & Karami, 2021; Susanti et al., 2017), another issue is required to analyze in more local context of non-English speakers writing an abstract in English. If others were dominated by two distinct groups of native and

non native or from two different studies, this study is to focus on a specific context in abstract writing by students in one university from five different studies. It proceeds to answer what interactional metadiscourse markers applied by students in one university among different studies. Thus, metadiscourse of abstracts written by groups of different studies at Universitas Qomaruddin is also worthily analyzed to understand the style of each study.

Some benefits obtained from this study are (1) to see the style of each study in this university for writing abstracts, (2) to formulate a common template for writing abstract for this university, and (3) to set a writing guideline for applying metadiscourse markers for academic writing.

This study applied Hyland's theory of metadiscourse (2005) as the ground theory. The model of Hyland's metadiscourse is to stimulate support, express mutuality, solve difficulties, and avoid disputes because these devices use conventional text patterns and predictably organized directions for the readers to comprehend. The model of Hyland's metadiscourse in academic texts is presented in Table 1.

Table 1. Taxonomy suggested by Hyland (2005, p.49)

Category	Function	Examples
Interactional	Involve the reader in the argument	
Hedges	Withhold writer's full commitment to proposition	Might, perhaps, possible, about
Boosters	Emphasize force or writer's certainty in proposition	In fact, definitely, it is clear that
Attitude markers	Express writer's attitude to proposition	Unfortunately/ I agree/ surprisingly
Engagement markers	Explicitly refer to or build relationship with reader	Consider/ note that/ you can see
Self-mentions	Explicit reference to author(s)	I / we/ my/ our

The examples presented in table 1 are too restrictive, and many possible words and phrases deserve to examine as parts of metadiscourse markers. In addition, lists for interactional metadiscourse markers are also generated from Hyland (2005) and Verbs for Reporting (2004). First, markers for hedges include 'frequent', 'possible', 'often', 'commonly', 'rarely', 'if', 'many', 'much', 'analyze', 'appear', 'claim', 'examine', 'identify', 'propose', 'suggest', and others. Boosters include 'show', 'find', 'argue', 'demonstrate', 'highly', 'always', 'impossible', 'indeed', 'true', 'clear', 'evident', 'stress', 'confirm', 'never', 'support', etc. Third, attitude markers include 'effective', 'significant', 'appropriate', 'fortunately', 'exactly', 'overchallenging', 'fruitful', 'interestingly' and others. Next, engagement markers include 'considering', 'need', 'should', 'we', 'our', 'must', and others. The last, self-mention markers include 'I', 'we', 'me', 'my', 'our', 'the writer', and 'the author'.

RESEARCH METHODOLOGY

The current study examined the employment of interactional metadiscourse markers in the undergraduate abstracts of six different studies at Universitas Qomaruddin namely English Department (PBI), Mathematic Department (PMT), Industrial Engineering (TI), Electrical Engineering (TE), Mechanical Engineering (MS), and Informatics Engineering (IF). This qualitative study applied corpora generated from 20 abstracts of each study to be examined their interactional metadiscourse markers. The data used in this research were language data involving language samples of various lengths for the purpose of language analysis as in Table 2.

Table 2. Description of Corpus

Number of Thesis Abstract	PBI	PMT	MS	TE	IF	TI
Year of Publication	2013-2020	2013-2020	2013-2020	2013-2020	2013-2020	2013-2020
Length of Abstracts	200-350	200-350	200-350	200-350	200-350	200-350
Average	294.45	280.9	237	231.45	207.45	237.05
Total Number of words	5689	5618	4300	4629	4149	4741

The corpora were saved based on majors. Each major was then proceeded in *antconc3.5.9w.exe*. to gain metadiscourse markers applied by students. Each searching of markers was based on the lists of Hyland's metadiscourse markers (Hyland, 2005) as in Table 1 and verbs for reporting (University of Adelaide, 2014). Examples of metadiscourse markers can be seen in Table 3.

Table 3. Interactional Metadissource Markers (Hyland, 2005)

Interactional Metadiscourse	Examples
Attitude markers: indicating writer's opinion or assessment of a proposition	Unfortunately, I agree, surprisingly, hopefully
Boosters: emphasizing force or writer's certainty in proposition	In fact, definitely, it is clear, certain, prove
Hedges: indicating the writer's decision to recognize other voices, point of views or possibilities	Might, perhaps, possible, think, assume
Self-mention: referring to explicit authorial presence in the text	I, we, my, our
Engagement markers: explicitly addressing readers to draw them into the discourse	Consider, note that, you can see

The result of each search was read to check whether it could be categorized as metadiscourse markers or not. Next, tabulating the frequency of each category was executed to obtain the results of five different groups of abstracts. Afterwards, the data were counted and put in tables then explained descriptively according to categories. The approach adopted in the process of identifying metadiscourse markers was based on the semantic and/or pragmatic content of the proposition containing the markers. Therefore, attention was carefully given to those linguistics items recognized as interactional markers.

FINDINGS AND DISCUSSION

Findings

Interactional Metadiscourse

Beside interactive metadiscourse, another type is called interactional metadiscourse. It indicates ‘the writer’s perspective towards information and readers’ (Hyland, 2005; Hyland & Tse, 2004). It refers to how the writers express how strong their claims and how they engage with their readers. If the previous type focuses on the organization, this type is more on the writers explaining his existence in a text. In the case of writing an abstract, we can see later whether the writers clearly show their existence or they choose to be neutral. Besides, we can see how confidence the writers in presenting the results of their study through their abstract. In the following sections, five categories of interactional metadiscourse, namely attitude markers, boosters, hedges, self-mentions and engagement markers are explained further.

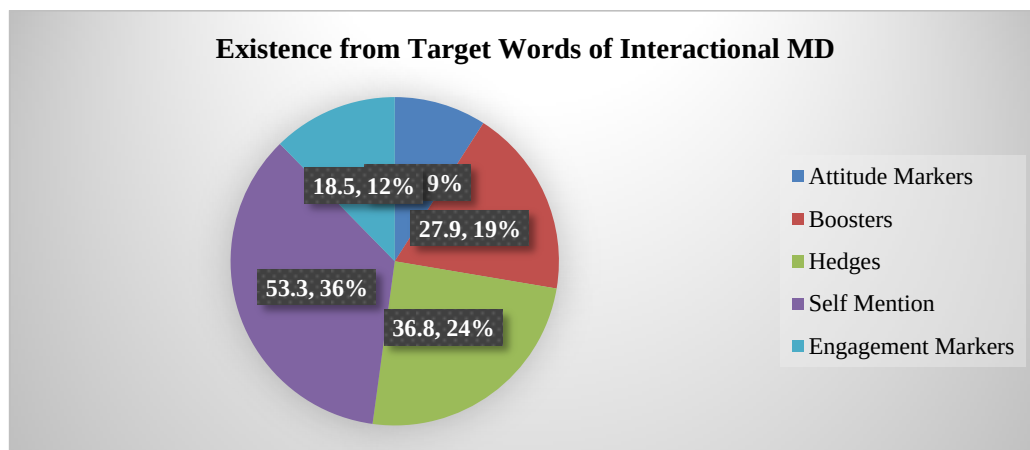


Chart 1. The Percentage of Interactional Metadiscourse Found

More findings about interactional metadiscourse were classified into the hits, the variants, and the total usage found. Each of them is presented in charts below.

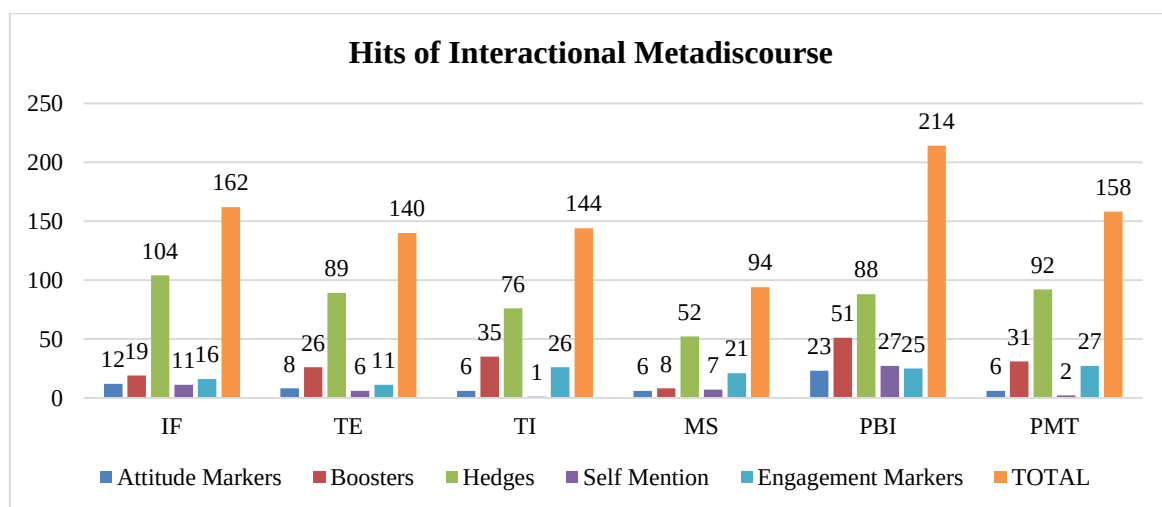


Chart 2. Hits of Interactional Metadiscourse

In accordance with the hits of interactional MD founds, PBI applied the overall interactional markers, followed by IF, PMT, TI, TE and MS. However each type shows different style in usage. First, attitude markers were the most applied by PBI and the least applied by TI, MS, and PMT. Second, boosters were applied the most by PBI, TI, PMT, TE, IF and the least applied by MS. Third, IF applied the most hedges and MS applied the least boosters. Next, PBI again applied the most self-mention markers in writing the abstracts, while TI only applied 1 self-mention markers. Last, PMT applied the most engagement markers and the least was TE. Overall, PBI students were assumed to pay more attention in applying interactional markers comparing to other studies.

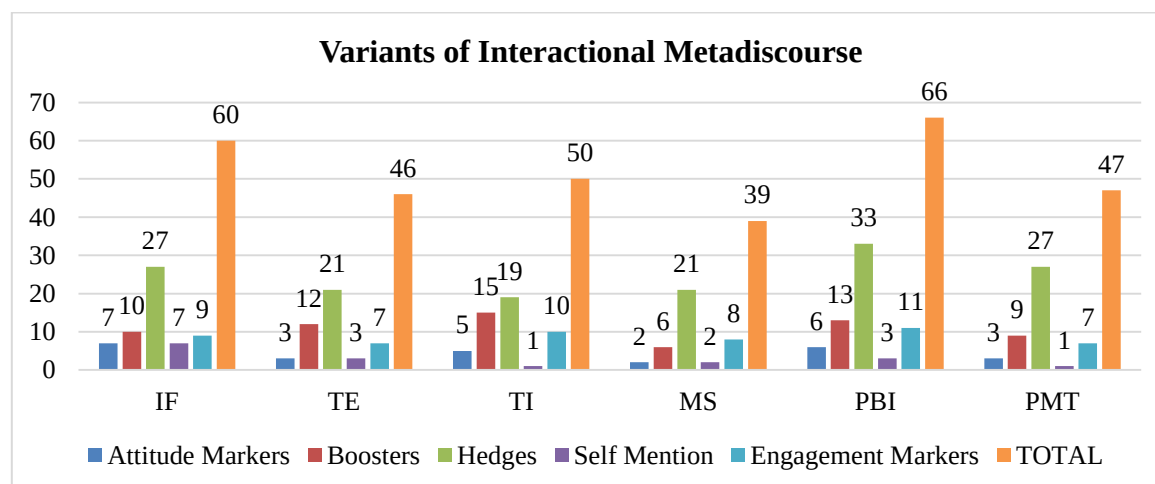


Chart 3. Variants of Interactional Metadiscourse

Moving to variants applied by students of six study program, the dominance was held by PBI group, followed by IF, TI, PMT, TE and MS. However, each type showed different dominance. First, the most varied attitude marker was IF, while the least was MS. Second, TI applied more boosters than the other groups, and the less varied was MS. Third, PBI was careful in making claim because they applied the most hedges of all. Fourth, both TI and PMT applied the least self-mention, while IF applied the most self-mention of all groups. Last, both TE and PMT applied the least varied engagement markers, while PBI applied more varied engagement markers.

Discussion

Attitude Markers

The first type of interactional metadiscourse is attitude markers. They mark the writer's attitude to information such as agreement, obligation, surprise, importance, frustration, and others (Hyland, 2005). The target words were 66 words, but there were 9 words found. The tabulation of the results can be seen in Table 4.

Table 4 Attitude Markers by Students from Six Studies

No	Target words	IF	TE	TI	MS	PBI	PMT
1	Appropriate	1		1		7	1
2	Appropriately			1			
3	Correctly					1	2
4	Desirable	1					
5	Even x	2	1	1		3	
6	Expected	1	2	1	1	2	
7	Hopefully	1					
8	Important	3	5	2	5	6	3
9	Interesting	3				4	
	TOTAL	12	8	6	6	23	6

Based on Table 4, it can be seen that all groups applied attitude markers in their abstracts, however the variants and occurrences were varied. First, PBI students applied the most use of attitude markers in comparison of the other groups, followed by IF, TE and the other three groups. Second, in terms of variants used, IF is the most dominant of all group, while MS is the least. The words ‘important’ and ‘expected’ are two most used words for attitude markers to express writers’ attitude of importance and surprise on a proposition. Here are some examples attitude markers.

- (1) *As it is known that lamps are very important lighting devices for any activity. (TE 3)*
- (2) *Chisel is one of the main components that holds an important role in the machining process. (MS 11)*
- (3) *With a pretty interesting design, this information system is easy to use by everyone who has an android smartphone. (IF 12)*
- (4) *Thus, the proposal is expected to be used as a consideration to improve product quality at UD. Bina Usaha Mojopurogede. (TI 12)*
- (5) *This system is expected to contribute in saving clean water and monitoring effectively and efficiently. (TE8)*
- (6) *The second try our showed that the three revised units were appropriate for the students. (PBI 18)*

Example (1) and (2) show the use of attitude markers for showing importance. Example (3) and (4) show attitude of surprise, while example (5) and (6) show attitude of effectiveness. The six examples above prove that attitude markers applied in abstracts have function to strengthen the writers’ attitude about the information provided in their abstracts.

Boosters

The second type of interactional metadiscourse is boosters. If hedges can withhold the writer’s confidence, boosters show the contrary. They show full confidence and certainty toward the information he provides (Hyland, 2005). Based on the results of this study, there were booster words found in the abstracts of students. From 86 target words, there were 24

words found as boosters or 27.9% of total target of booster words found. The tabulation of the results can be seen in Table 5.

Table 5. Boosters by Six Groups of Studies

No	Target words	IF	TE	TI	MS	PBI	PMT
1	All	3	1	2		3	7
2	Always			3			
3	Believed						1
4	Clear						1
5	Clearly		1				
6	Definite					1	
7	Every	1	2	4		1	
8	Found		1	1	1	10	4
9	Increasingly			4			
10	Known	1	1	2		6	
11	Most (superlative)	2	1	2	2	6	
12	Must	2	1	4		2	3
13	Never			1			
14	Of course			1			
15	Really	1					
16	Recommended			3		2	
17	Resulted		2	1			
18	Show	1	2	1	1	2	
19	Showed	2	1	4	2	12	9
20	Shown					1	
21	Shows	2	1	2	1	2	2
22	Support	4	2		1	2	3
23	Surely						1
24	True					1	
	Total	19	16	35	8	51	31

Based on Table 5, some highlighted points were concluded. First, 160 boosters were found in all data. Second, the boosters vary from quantifier, adverbs, verbs, and adjectives. Third, the highest group to apply boosters is PBI, followed by TI and PMT, while the least group to apply is MS. Next, the highest booster words were ‘showed’ and other forms of it such as ‘show’, ‘shows’, and ‘shown’. These words were used to report the results of the study.

Here are some examples of ‘show’ and its variants from various groups of studies.

- (7) *The result of the first try out showed that only three units namely unit 4, 5, and 6 needed revising in term of difficulty. (PBI 18)*
- (8) *The results showed that students with high-level mathematical abilities in solving fraction problems experienced difficulties at the rechecking stage, namely students did not write conclusions. (PMT 3)*

- (9) The results showed that the pack carburizing process was able to increase the hardness of the sprocket by 82.8%, which was previously 10.5%. (MS 4)
- (10) PSNR on live video recording shows an average value of 32.32 db to 37.96 db which is included in the category of Good to Excellent according to ITU BT.500 quality standards. (TE 7)
- (11) Mojopurogede's Business Development Program shows that there is one product that has many types of defects, namely the blower. (TI 12)
- (12) After the design is completed and tested based on the design on each menu the result shows conformity. (IF 16)

Besides 'showed', there was also 'all' found in 5 studies. Here are some examples.

- (13) the 17th attribute is that employees do not understand in all situations regarding customer complaints. (TI 2)
- (14) Traditional Indonesian cuisine is all kinds of processed native to Indonesia. (IF 6)
- (15) Whereas students who have independent field cognitive styles can fulfill all components of algebraic thinking. (PMT 9)
- (16) Android is a Linux-based operating system, almost all smartphones today use the operating system with a myriad of sophisticated features. (TE 19)
- (17) The population of this study was all of the ninth graders of MTs Al Karimi 1 Tebuwung Dukun Gresik. (PBI 9)

Example (7) to (17) show that the uses of boosters depend on the claims made by students. Despite the various booters found, verbs were the most dominant word class of all.

Hedges

The third type of interactional metadiscourse is hedges. Hedges show the writer's plausible reasoning and the degree of the writer's confidence (Hyland, 2005). It means that hedges function to withhold the writer's full confidence toward the information he gives. The target words for hedges based on Hyland (2005) were 163, however there were only 59 variants of hedges applied by students. The tabulation of the results can be seen in Table 6.

Table 6. Hedges by Six Groups of Studies

No	Target words	IF	TE	TI	MS	PBI	PMT
1	Able to	6	4	2	4	3	23
2	Almost	1	1				
3	Analyze			4	2	2	2
4	Analyzed				1	6	8
5	Appeared				1		1
6	Approximately	1	3				
7	Around						1
8	Assume						1
9	Can	49	36	24	15	11	12
10	Certain	2	1				2
11	Commonly	1		1	1	1	1
12	Conclude					2	1

No	Target words	IF	TE	TI	MS	PBI	PMT
13	Concluded	2			3	1	
14	Contribute		1				
15	Could	3	1			7	2
16	Discussed					2	
17	Discusses	3	2	1			
18	Estimate			1			
19	Examine	1				1	
20	Explore						1
21	Fairly	1					
22	Frequent					3	
23	Frequently					1	
24	Generally						1
25	Identified	1		1		1	
26	Identify	1		3		2	2
27	If	4	12	4	1	3	1
28	In general		1		2		
29	In particular	1					
30	Indicate					1	4
31	Indicated	1				3	
32	Investigate						1
33	Investigated					1	
34	Less	1	3	8	1	2	5
35	Mainly	1					
36	Many	6	5	2	2	2	3
37	May	1		1		1	
38	More	8	4	7	3	10	1
39	Most	3					
40	Mostly				1		1
41	Much		2	1	2	1	
42	Often		3	8	1	1	2
43	Possible					1	1
44	Presented	1	1			3	3
45	Presents	1	1				7
46	Propose			1			
47	Proposed		4	5			
48	Quite		1		1	2	
49	Rarely					1	
50	Relatively			1			
51	Should			1		5	
52	Sometimes		1			3	
53	Suggest					1	
54	Suggested				1	1	
55	Tends to				1		
56	Uncertainty						4
57	Usually	2			2	1	1

No	Target words	IF	TE	TI	MS	PBI	PMT
58	Widely	1	2		6		
59	Would	1			1	2	
	TOTAL	104	89	76	52	88	92

Based on Table 6, some results of the uses of hedges by students were found. First, there are 501 words found in all abstracts classified as hedges. Those words applied by students were in the forms modal/aux, conjunctions, verbs, adjectives, and adverbs. Second, the highest group to apply hedges is IF, followed by PMT, TE, PBI, and TI. The least usage of hedges was by MS. Next, the word ‘can’, ‘able to’, ‘more’, ‘if’, ‘less’ and ‘many’ are the five most used words for hedges.

First, the word ‘can’ and ‘able to’ were highly used to show possibility and ability. The word ‘can’ were found 147 times, with the highest hits from IF (49 times), TE (36), and TI (24). Here are some examples of usage inside the students’ abstracts.

- (18) *Elective courses can be a series of movie titles, TV series, reality shows, video streaming, and other programs. (IF 11)*
- (19) *Quality control is very necessary for service companies or manufacturing companies, of course, companies can attract consumers... (TI 15)*
- (20) *There are many media that can be used in a learning process. (PBI 16)*
- (21) *....it is necessary to have animals in the form of ornamental fish or aquatic plants with clear water so that ornamental fish and plants can be seen clearly. (TE 9)*

The word ‘able to’ were found 42 times, with the highest hit from PMT (23 times) and the least from TI (2 times). Each study applied these markers in writing their abstracts.

- (22) *In these conditions, a teacher must be able to change the situation by changing learning media, or changing student interaction patterns so as to create a pleasant learning atmosphere. (PMT 18)*
- (23) *The results showed that the pack carburizing process was able to increase the hardness of the sprocket by 82.8%, which was previously 10.5%. (MS 4)*
- (24) *Therefore The hospital hospital must be able to maintain attributes 2 and 4 and also, as much as possible, make improvements to quadrants 1 and 3 so that patients who are being treated can be satisfied with the services provided by the hospital. (TI 16)*

The next word was ‘more’ which were found 33 times. Each study applied this marker even the hits were different.

- (25) *Based on the above data it was concluded that more and more users are accessing the same time it will increase the value of delay. (IF 11)*
- (26) *From these conditions, the proposed improvement that can be recommended is to give an understanding of the operator to work more thoroughly, periodic machine maintenance using spare parts according to standard needs, checking the material for picking up, checking the use of raw materials during the production process. (TI 15)*

- (27) Skills in learning, especially teachers focus more on existing formulas and concepts which are ready to be taught without involving students to think about how the formulas and concepts are obtained. (PMT 20)
- (28) Media can create more interesting atmosphere in the class. (PBI 16)

Then, the word ‘if’ which was to show condition appeared 25 times in total. All study applied this marker too in writing the abstracts. The highest hits were from TE (12 times) and the least were from MS (once) and PMT (once).

The last of the top 5 were ‘less’ and ‘many’ to show quantity and or quality. Each were found 20 times in total.

- (29) Material factors, the sorting of raw materials is less precise. (TI 12)
- (30) The researcher can conclude that the students listening ability still less satisfactory. (PBI 14)
- (31) It is less able to meet these components because it does not analyze problems to explore and measure important things. (PMT 9)
- (32) In everyday life, sometimes many people leave the lights in the bedroom on even though they are empty. (TE 3)
- (33) Of the many islands, each has its own distinctive culture. (IF 6)
- (34) With many industrial products on the market to make people able to manipulate between original and imitation products, counterfeit products will be sold at a price that is cheaper and has a lower quality but much in demand by the users of those products. (MS 17)

Based on some examples above, it’s proven that students from all study programs applied hedges when writing their abstracts.

Self-Mention

The next type of interactional metadiscourse is self-mention. This type explicitly shows the authors’ presence in their abstract (Hyland, 2005). Though the data selected for this study was written by individual researcher, various forms of self-mention are found such as ‘I’, ‘we’, ‘the author’, ‘the writer’, and the researcher’. However, based on the hits in the data, most studies did not mention self-mention inside the abstracts such as TI, PMT, TE and MS because few self-mentions markers were found. The tabulation can be seen in Table 7.

Table 7. Self-Mention by Six Studies

No	Target words	IF	TE	TI	MS	PBI	PMT
1	I	2					
2	We	1	1		5		
3	My	1					
4	The author	1	2				
5	The authors	4		1			
6	The writer	1				9	
7	The researcher	1				17	2
8	The researchers		3		2	1	
	TOTAL	11	6	1	7	27	2

Based on table 7, 'the researcher' and 'the writer' were the reference dominantly applied by PBI students. However, in terms of variants, IF applied varied self-mention markers in comparison to other studies. Further, it can be seen that many studies did not apply this type of marker because they seemed to be neutral in making the claims inside their abstracts.

Here are some examples of self-mention markers in the abstracts of some studies.

- (35) *According to research results, the researcher concludes that (1) the subject with visual learning style in finishing math literary problem using visual representative and math expressions (PMT 2)*
- (36) *Based on that problem, the researcher interested to take this problem as her research by the title "THE APPLICATION OF INTERACTIVE ONLINE CATALOG IN NARADINA COLLECTION STORE". (IF 14)*
- (37) *Based on the writer's observation in MTs. Assa'idiyah Tanggulrejo Manyar Gresik, the writer found that some students are less interested in writing. (PBI 16)*
- (38) *In making the application of information systems for tourism, the writer uses UML design, and using the JAVA programming language, JDK (Java Development Kit), XML (Extensible Markup Language) based on Android and the IDE (Integrated Development Environment) Eclipse 'Juno' and can be run on android minimal Ice Cream Sandwich 4.0. (IF 12)*
- (39) *Reflecting on this, the author creates a traffic light system that can change according to the density in each lane. (TE 2)*
- (40) *So the researchers took the initiative to design a tambourine hole punch machine with a trimmer machine. (MS 5)*
- (41) *Therefore the authors use forecasting methods to estimate production requirements well. (TI 11)*

Example (35), (36), (37), (38), and (39) show the existence of the writers inside their abstracts. However, an interesting example (40) and (41) also proves that some writers preferred to apply plural forms to represent themselves inside their abstract. This type of marker of interactional metadiscourse is the least applied by the writers when writing the abstracts because there were only 54 items from 120 abstracts analyzed.

Engagement Markers

The last type of interactional metadiscourse is engagement markers. This type shows explicitly how the writer engages the readers in the text such as including them as participant, showing their presence in the abstracts. The tabulation can be seen in Table 8.

Table 8. Engagement Markers by Six Study Programs

	Target words	IF	TE	TI	MS	PBI	PMT
1	Add				1		
2	Analyze			4	2	2	2
3	Apply			1		4	
4	Applied	1	2		1	2	2
5	Arrange					1	
6	Assess			1			
7	Assume						1
8	Calculate						2
9	Calculated					2	
10	Choose	2					
11	Classify						5
12	Compare			1	1		
13	Connect		2				
14	Consider					1	
15	Determine	2		9	4		14
16	Develop	1	1	1		3	
17	Ensure		1				
18	Estimate			1			
19	Have to	1	1		2		
20	Increase	5	3	5	8	2	
21	Need to	1	1		2	2	
22	Should			1		5	
23	Think about						1
24	Us (<i>inclusive</i>)	1				1	
25	You	2		2			
	TOTAL	16	11	26	21	25	27

In table 7, some results of the uses of engagement markers by students were found. First, there are 126 words found in all abstracts classified as engagement markers. Those words applied by students were in the forms verbs, modal, and pronouns. Second, the groups to apply engagement markers most are PMT, PBI, TI dan MS. Next, the word ‘determine’, and ‘increase’ were words applied as engagement markers. The pronoun ‘us’(inclusive) and ‘you’ were pronouns for engagement markers, while modal to show engagement marker is ‘should’.

As the previous subsection results, not all interactional markers suggested by Hyland (2005) existed in the abstracts of 6 studies. There were 211 interactional markers (words) according to Hyland (2005), while only 28% of total word existed in the students’ abstracts from six studies. Chart 3 shows that the percentage of each type of interactional metadiscourse were different from one to another. (1) 13.6 % of attitude markers (9 words) were applied by students (2) 27.9% of booster words were applied (3) 36.8% hedge words

were applied (4) 53.3% self-mention markers were applied and (5) 18.5 % markers were applied.

Despite the fact that not all interactional markers were used, at least there were 912 total words or token found in the corpora. The highest was hedges (501 words found) and was followed by boosters (170 words found), engagement markers (126 words found), attitude markers (61 words found) and self-mention (54 words found). The result can be seen Chart 4.

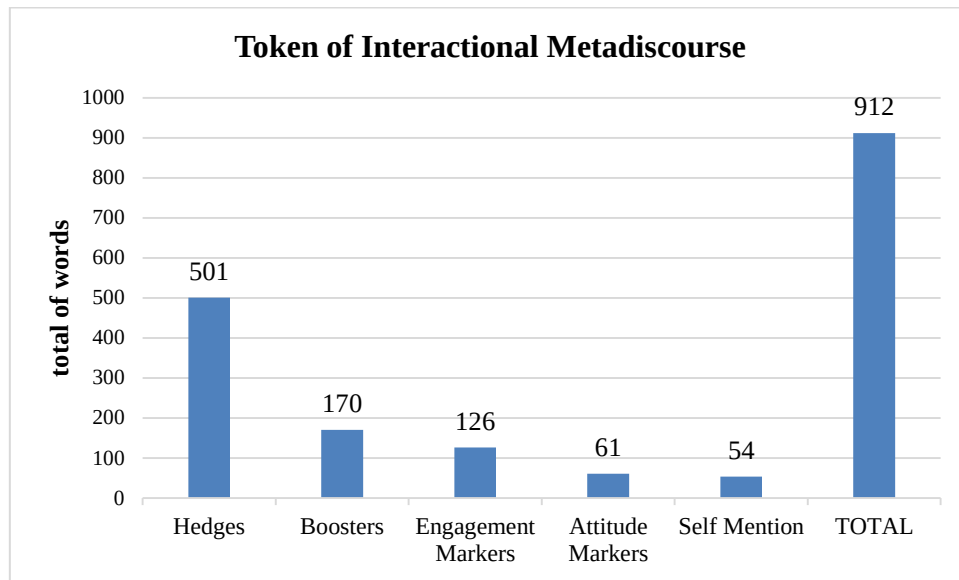


Chart 4. Token of Interactional Metadiscourse

In comparison to other similar studies there are several points to address. The use of hedges in thesis abstracts is the highest among other types of interactional metadiscourse. (Jin & Shang, 2016; Mazidah et al., 2022; Wang & Zhang, 2016). Boosters which becomes the second highest in this research, was generally in the third highest position in other studies (Jin & Shang, 2016; Zali et al., 2020; Zhang & Sheng, 2021). Engagement makers, which is in the third position to use by students in this university, in fact frequently used by Chinese students in writing their abstract (Jin & Shang, 2016; Mu et al., 2015; Zali et al., 2020; Zhang & Sheng, 2021). Next, attitude markers are not typically widely used by students when writing abstracts (Jin & Shang, 2016; Mazidah et al., 2022; Zali et al., 2020; Zhang & Sheng, 2021). The last, for this research, is self-mention which is the lowest in use for abstract writing. The similar case also happened in Chinese university among types (Zhang & Sheng, 2021). Despite differences in frequency of usage, all types of interactional markers are utilized by students in writing abstracts across studies in different countries.

CONCLUSION

To conclude interactional results, based on Chart 3, the order of the highest usage of interactional markers were PBI (214 items), IF (162 items), PMT (158 items), TI (144) items,

TE (140 items) and MS (94 items). Based on Chart 4, the highest marker used is hedges (501 words). The same assumption also appeared in considering the uses of interactional marker by students. It seemed like the reasons behind more or less usage of both interactive and interactional markers were influenced by how familiar they were in using English as it also revealed the style in their writing. PBI as one example that their exposure in English pretty helps them to vary the way they arrange their ideas in writing their abstracts. But, another surprising group was IF group which frequently showed the uses of metadiscourse markers. It also strengthened that English was not only dominated by English department students. It was more on how this language was known to many students at Universitas Qomaruddin. This study about metadiscourse should be introduced to students to effectively help them in composing their writing. This case is not only for writing in English, but also for writing any types of texts. This becomes important because when writing, the writers also communicate their ideas to their readers, thus the more effective metadiscourse markers are applied, the easier the readers understand the content written by the writers.

This study has several limitations only on the abstracts of students' undergraduate thesis which could be further addressed. First, in terms of data or corpora is actually less than other studies. Greater samples for corpora are required to better see the use of markers by students in this university. Second, other sections of thesis can be alternatives to study such as introduction and discussion of the study. Third, other topics in from students' writings in a classroom subject can be further analyzed their metadiscourse markers in general. Further other topics either writing or speaking can also be analyzed by looking at the markers applied by the students.

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