

**AN ANALYSIS OF METADISOURSE DEVICES USED IN THE  
INTRODUCTORY TEXTBOOKS OF SOCIAL SCIENCE AND NATURAL  
SCIENCE**

**A THESIS**

**Submitted to English Language Teaching Department *Tarbiyah* and Teacher  
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Requirements of Undergraduate Degree**



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## ABSTRACT

### **Fitri Nurhelawati. 14121330385. “An Analysis of Metadiscourse Devices Used In the Introductory Textbooks of Social Science And Natural Science”**

This research is primarily intended to capture exploring metadiscourse devices in the introductory textbooks of social science entitled ‘English for Academic Purposes: An Advanced Resource Book by Ken Hyland’ and introductory textbook of natural science entitled ‘Mathematics: A Very Short Introduction by Timothy Gowers’. In writing study metadiscourse has come to refer to the various ways that these understandings of context and audience are realized in texts, the forms we use to transform what may otherwise be a lifeless text into discourse that meets the needs of participants. It is a universal aspect of our everyday language and a major feature of the way we communicate in a range of genres and setting. This research is interest because this research based on the popular’s theory of Hyland about metadiscourse.

The aims of this research are to analyze types of metadiscourse devices used in the introductory textbooks of social and natural science and a dominant metadiscourse device used in the introductory textbooks of social science and natural science. This researcher based on theory from Hyland (2005) to find out the types of metadiscourse devices in kind of textbooks.

The researcher employs the descriptive qualitative research as a type of the research. The instrument of research is documentation and technique of collecting data is documentation content analysis. The data sources consist of ‘English for Academic Purposes: An Advanced Resource Book by Ken Hyland’ and introductory textbook of natural science entitled ‘Mathematics: A Very Short Introduction by Timothy Gowers’.

The first findings show that types of metadiscourse in the introductory textbook of social science there are logical connectives with the percentage 58%, sequences 13%, reminders 3%, topicalizers 1%, code glosses 8%, attitude markers 0%, certainty markers 8%, attributors 0%, hedges 8% and commentary 1% were frequent in the first introductory textbooks. And in the introductory textbook of natural science are logical connectives 77%, sequences 6%, reminders 3%, topicalizers 2%, code glosses 4%, attitude markers 1%, certainty markers 4%, attributors 0%, hedges 0% and commentary 3%.

The second finding in this research is a dominant metadiscourse in the introductory textbooks of social and natural science is textual metadiscourse exactly is logical connectives devices.

**Keywords:** *metadiscourse, textbook, social and natural science*



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### RATIFICATION

The thesis which entitled "EXPLORING EFL TEACHER'S SCAFFOLDING STRATEGIES IN WRITING SKILL AT MTS AL WASHLIYAH CIREBON (QUALITATIVE RESEARCH)" written by **DEVI RISNAWATI** registration number is **14121330384** has been examined on August 9<sup>th</sup>, 2016. It has been recognize as one of requirements for Undergraduate Degree in English Language Teaching Departement of Tarbiyah and Teacher Training Faculty of IAIN Syekh Nurjati.

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## CHAPTER I INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with background of the research, research formulations, aims of the research, the usefulness of research, significance of the research, theoretical foundation, literature review, methodology of research and research timeline. This chapter is orientation from next chapter especially about formulation of research. Introduction is like an opening of this research consist all things related to this research before discussing result.

### 1.1 Background of the research

This study is primarily intended to capture exploring metadiscourse devices in the introductory textbooks of social science and natural science. The study investigated types of metadiscourse devices choices as used by writers whose used in one of social science textbook and natural science textbook. There are two reasons why the topic was chosen, firstly, because textbooks is important in academic writing. In textbooks as much as research papers, authors are not only concerned with simply presenting propositional facts, but must attend to the expectations of readers and what they are likely to find interesting, credible and intelligible. Writers must anticipate the audience's likely background knowledge so metadiscourse important in textbooks. Secondly, want to know how many types of metadiscourse devices and a dominant types of metadiscourse devices that used in the textbooks of social science and natural science because metadiscourse is important to build relationship between writers and readers. Hyland (2005:5) states that metadiscourse is one of important ways for writer build a interaction with reader and for clearly the writer's text.

This study inspired on the theory of metadiscourse by Ken Hyland in his research, factual experience and a number of research journal that examined on the subject of metadiscourse. Metadiscourse has come to refer to the various ways that these understandings of context and audience are

realized in texts, the forms we use to transform what may otherwise be a lifeless text into discourse that meets the needs of participants. As a result, it is a universal aspect of our everyday language, and a major feature of the way we communicate in a range of genres and setting. (Hyland, 2005:5).

Metadiscourse give symbols about aspects and to signalize the role as writer in writer's text. "Metadiscourse has always been something of a fuzzy term, often characterized as simply 'discourse about discourse' or 'talk about talk', definitions which highlight its role of looking inward to refer to EFL reading aspects of the text itself". (Hyland, 2005:15). Metadiscourse is important for studying because metadiscourse give signals to reader for understand a text.

Then the study about metadiscourse has been researched by some researchers. Here, the researcher takes some previous studies to know how far the area of metadiscourse has been studied. The first Noor Hafizah Anwardeen et.al (2013) talk about metadiscourse analysis in argumentative writing. Second while Touran Ahour & Saeideh Entezari Maleki (2014) talk about metadiscourse instruction can give effect on Iranian EFL Learners' in build speaking ability. The third is Moreno (1997) who focus on a single functional-relational category of metatext: CEISRs3. The fourth from Ken Hyland (1999) in his journal entitled 'Talking to Students: Metadiscourse in Introductory Coursebooks'. And the last from Mujib Rahman (2004) focus on kinds and aspect-aspect in metalinguistic that can do improve and increasing a scientific discourse.

Those are previous studies showed the result that analyzing the metadiscourse is always become interesting by time to time in many subject. Different with the previous studies, researcher focus on analyzing the types of metadiscourse that there in introductory textbooks of social science and natural science. Here, the reseacher takes gaps in different place and context of the research of the previous studies.

From all previous research that more competence is a research by Ken Hyland. Ken Hyland (1999) investigate the metadiscourse in





introductory coursebooks. However, this research is different with Hyland (1999). In this research differences are the setting of investigation, then type of textbooks, and the research design.

In writing study metadiscourse is important for build interaction between writer and reader and all the text need metadiscourse devices for clearly of the text especially in textbook that always used by all people for take many information and knowledge, though metadiscourse is important. See this phenomenon also the aim of this research will examine are find using types of metadiscourse in social science and natural science of introductory textbooks.

There are many academic textbooks of social science and natural science, because the researcher studied in English language faculty so the researcher choose introductory textbooks about “English for Academic Purposes” by Ken Hyland (2006) and in natural science the researcher choose ‘Mathematics: A Very Short Introduction by Timothy Gowers’.

Textbooks are perhaps the genre most commonly encountered by undergraduate students and constitute one of the primary means by which the concepts and analytical methods of a discipline are acquired. They play a central role in the learners’ experience and understanding of a subject by providing a coherently ordered epistemological map of the disciplinary landscape and, through their textual practices, can help convey the norms, values and ideological assumptions of a particular academic culture. (Ken Hyland, 1999: 3).

Introductory textbooks need some aspect for delivery well to the reader because in introductory textbooks there is the explanation of the book and also there is some perception about the book and perception is important. Now reearcher will analyze kind of metadiscourse devices that used by some introductory textbooks. In this research will focussed on Crismore et al. 's categorization of metadiscourse. (1993:47-54) cited on Hyland 2005: 35).



According to Emidio Campi (2008: 12) textbooks evidently, help to form one side of the triangle, since they compress and express the elements of *Fachwissenschaft* for students. Textbooks are perhaps the genre most commonly encountered by undergraduate students and constitute one of the primary means by which the concepts and analytical methods of a discipline are acquired. They play a central role in the learners' experience and understanding of a subject by providing a coherently ordered epistemological map of the disciplinary landscape and, through their textual practices, can help convey the norms, values and ideological assumptions of a particular academic culture.

According to Brigid C. Harrison (2010: 9) social science is the study of human behavior. Actually, there are several social sciences, each specializing in a particular aspect of human behavior and each using different concepts, methods, and data in its studies. Anthropology, sociology, economics, psychology, political science, and history have developed into separate "disciplines," but all share an interest in human behavior. Social science is a major category of academic disciplines, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science".

Natural science is a branch of science concerned with the description, prediction, and understanding of natural phenomena, based on observational and empirical evidence. Mechanisms such as peer review and repeatability of findings are used to try to ensure the validity of scientific advances. (*Ledoux, 2002: 12*).

So, based on the reasons and statements above, the researcher tries to analyze the types of metadiscourse devices and a dominant metadiscourse that used in the introductory textbooks of social science and natural science.



## 1.2 Research Formulation

From the background of the problem, this study identifies the formulation of the problem. It is needed to give clarification about the problem that is being investigated. Research formulation in this study also includes the identification of problem, the limitation of the research, question of the research and aims of the research.

### 1.2.1 The Identification of Problem

The identification of problem is needed for giving clarification about the problem that will be investigated. Based on the explanation above, the researcher arranged the identification of problem, those are:

#### 1.2.1.1 The Field of the Research

The field of the research is discourse, exactly discuss about metadiscourse. The researcher interested in types of metadiscourse devices that used in the introductory textbooks of social science and natural science.

#### 1.2.1.2 The Main Problem

Through this research in writing area, there are two phenomenoms that occur in this research. Firstly metadiscourse is very important in transferring meaning of the writers to the readers in the textbooks. Secondly, in managing a social relationships is crucial in writing because a text communicates effectively only when the writer has correctly assessed both the readers' resources for interpreting it and their likely response to it so metadiscourse can make communication between writers and readers clearly.

Metadiscourse therefore helps to reveal meanings in the text and relationships between text users, but can never achieve a comprehensive description. It does, however, encourage us to look harder at texts to discover the ways that writers make their points and engage with their readers. (Hyland, 2005:31).



## 2 The Limitation of the Research

Communication in writing is crucial because in writing there is interaction activity between writer and reader that has character indirect because need reader's sensitiveness and where readers and writers negotiate meanings. The communication occurs when the messages stated by the speaker are understood by the hearer and the hearer responds accordingly to the speaker. In expressing the message, people use two modes, written and spoken communication. Based on the identification above, communication in writing study is crucial because it is about meaning and metadiscourse help us to build the meaning and understandable the meaning.

In this research, the researcher would like to limit the problem only talking about "An Analysis of Metadiscourse Devices Used In the Introductory Textbooks of Social Science And Natural Science". In this research focus on the types of metadiscourse devices used in the introductory textbooks of social science and natural science, then analyze a dominant types of metadiscourse devices that frequently appear in introductory textbooks.

### 1.2.3 Questions of the research

Research formulation of the study include question of the research, based on the research background that have described. The questions problem are as follow :

- 1) What types of metadiscourse devices are used in the introductory textbooks of social science and natural science?
- 2) What is a dominant metadiscourse device used in the introductory textbooks of social science and natural science?

### 1.2.4 Aims of the Research

In accordance with those real problems above, the aims of this research as follows:





- 1) The study is to identify types of metadiscourse devices are used in the introductory textbooks of social science and natural science.
- 2) To find out what is a dominant metadiscourse device used in the introductory textbooks of social science and natural science?

### 1.3 Significance of Research

The significant of the research can be viewed from two different sides, there are theoretically and practically. Theoretically, this research gives a valuable finding to the field of discourse, especially metadiscourse. Furthermore students can know how they apply and use metadiscourse for built interaction dan give a signal to the reader for clearly the meaning of the text. “The metadiscourse as a material of linguistic which does not add propositional information but give signals of the presence of an writer”. (Vande Kopple (1985) in Hyland (2005:18)).

Practically, the result of this study dealing with exploring metadiscourse in introductory textbooks. This research will give factual information about types of metadiscourse devices which is used by the writer’s in introductory textbooks and a dominant metadiscourse in introductory textbooks of social science and natural science.

### 1.4 Usefulness of the Research

This research has usefulness; for people as writers, for English students, and also for English Education Department, as follow:

- 1) For resercher, this research give knowledge of importance metadiscourse in daily activity and in all study.
- 2) For English students, it is to give knowledge about writing exactly in the using metadiscourse.
- 3) For English Education Department, hopefully it becomes recommendation in emphasizing the necessity of teaching and learning process in writing course.



## 1.5 Theoretical Foundation

In this part, researcher presents the theoretical foundation. It deals with general theory metadiscourse, types of metadiscourse devices, textbooks, metadiscourse in introductory textbooks, definition social science, definition natural science, and kinds of information which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

### 1.5.4 Theory of Metadiscourse Devices

According to Hyland and Tse (2004) using metadiscourse markers in the text, writers would be able to instantiate the intended propositional content and their ideas both coherently and intelligibly for revealing the maze of their units of thoughts to the readers. Then metadiscourse devices would build an interaction between the reader and the writer and account for the atmosphere and reader-friendliness of the text. Metadiscourse is a framework for analysing interactions in spoken and written texts, providing a means to explore the ways that writers construct both texts and readers and how they respond to their imagined audiences. Analysis of popularizations, undergraduate textbooks and research articles helps to reveal how metadiscourse construes and reflects different rhetorical contexts and facilitates the dialogic relationships which are at the heart of all communication. We have seen that in academic research papers, popular science articles and undergraduate textbooks, writers make metadiscourse choices which are sensitive to a number of interactional elements of the context. Not least among these are evaluations of readers' likely subject knowledge, their topic interests, their needs and purposes for reading, their understandings and prior experiences of the conventions of the genre, and their expectations for interactional engagement and authorial intervention. (Hyland, 2005:111).

Metadiscourse includes cohesion and grammar but extends beyond creating meaning in text to include the consideration of the



audience. Metadiscourse exemplifies the idea that communication is more than the exchange of facts and information. It also involves personalities, attitudes and assumptions between the writer and the reader. It involves the writer determining what type of impact he or she wants to have on their reader. (Hyland, 2005: 201). “The analysis of discourse is the analysis of language in use, the ways linguistic forms are employed for social purposes what language is used for. But when linguists first started to look beyond grammatical structures to see how people actually used language in their everyday lives, they tended to adopt a limited approach to what these purposes might be, drawing a broad distinction between transactional and interactional uses of language: the function which language serves to express ‘content’ and the function used to express personal relations and attitudes”. (e.g. Brown and Yule, 1983; Jacobson, 1960 in Hyland (2005: 6)).

Metadiscourse concerns the relationship between writer and reader, with the writer making clear his or her awareness of the communication situation itself. But it should be noted that “the writer” implied by a theory of metadiscourse is not an isolated individual struggling to express personal meanings. (Hyland, 2005: 94).

“Metadiscourse is therefore an important link between a text and its context as it points to the expectations readers have for certain forms of interactions and engagement”. (Hyland, 2005:13). “The metadiscourse as a material of linguistic which does not add propositional information but give signals of the presence of a writer”. Vande Kopple (1985) cited on Hyland (2005:18). Academic writing is one of part in writing skills that needed by students. Some features of academic writing such as impersonality, hedging, formality, and a general move (Hyland, 2009: 9) at all that features there are in metadiscourse.



Metadiscourse has come to refer to the various ways that these understandings of context and audience are realized in texts, the forms we use to transform what may otherwise be a lifeless text into discourse that meets the needs of participants. As a result, it is a universal aspect of our everyday language, and a major feature of the way we communicate in a range of genres and settings. (Hyland, 20005: 5).

Metadiscourse therefore helps to reveal meanings in the text and relationships between text users, but can never achieve a comprehensive description. It does, however, encourage us to look harder at texts to discover the ways that writers make their points and engage with their readers. (Hyland, 2005:31). Communication in writing is crucial because in writing there is interaction activity between writer, reader that has character indirect because need reader's sensitiveness and where readers and writers negotiate meanings. In writing there are so many genres; one of these genres is textbook.

As Hyland (2005: 4) says metadiscourse offers a framework for understanding communication as social engagement. It illuminates some aspects of how we project ourselves into our discourses by signaling our attitude towards both the content and the audience of the text. Metadiscourse is an essentially heterogeneous category which can be realised through a range of linguistic devices from punctuation and typographic marks (such as parentheses to signal clarifications or underlining to mark emphasis), to whole clauses and sentences. However, distinctions between meta and propositional discourse cannot be made from linguistic form alone as they almost always depend on the relationship of items to other parts of the text. Features must be identified functionally and a number of classification schema have





been proposed for this (e.g. Crismore & Farnsworth 1990; Van de Kopple 1985 in Hyland, 1999: 6).

### 1.5.5 Types of Metadiscourse Devices

This study employs a modified version of Crismore *et al.*'s (Crismore et al. 1993) taxonomy. The researcher will research some types of metadiscourse devices of Crismore et al.'s categorization of metadiscourse (1993:47-54) cited on Hyland (2005: 34):

**Table 1.5.5.1. Types of Metadiscourse Devices**

Types of Metadiscourse	Function	Examples
<b>1. Textual Metadiscourse</b>		
Logical connectives	Show connections between ideas	therefore; so; in addition; and
Sequencers	Indicate sequence/ordering of material	first; next; finally; 1, 2, 3
Reminders	Refer to earlier text material	as we saw in Chapter one
Topicalizers	Indicate a shift in topic	well; now I will discuss ...
Code glosses	Explain text material	for example; that is



<b>2. Interpersonal metadiscourse</b>		
Attitude markers	Show uncertainty to truth of assertion	might; possible; likely
Certainty markers	Express full commitment to assertion	certainly; know; shows
Attributors	Give source/support of information	Smith claims that ...
Hedges	Display writer's affective values	I hope/agree; surprisingly
Commentary	Build relationship with reader	you may not agree that ..

Textual metadiscourse is used to organise propositional information in ways that will be coherent for a particular audience and appropriate for a given purpose. Devices in this category represent the audience's presence in the text in terms of the writer's assessment of its processing difficulties, intertextual requirements and need for interpretative guidance. It comprises five sub-classes.

The first is logical connectives, mainly conjunctions and adverbial and prepositional phrases, which link ideas in the text. The second is sequences, which signal boundaries in the discourse or stages in the argument. These include items that: sequence material (first, next,



1, 2, 3); label text stages (to conclude, in sum); announce discourse goals (my purpose is, I propose that); and indicate topic changes (well, now). Code glosses explain or expand propositional information to assist interpretation and ensure the writer's intention is understood. They occur within parentheses or are introduced by phrases like for instance and namely. (Hyland, 1999:7)

Interpersonal metadiscourse, however, allows writers to express a perspective towards their propositional information and their readers. It is essentially an evaluative form of discourse and expresses the writer's individually defined, but disciplinary circumscribed, *persona*. Metadiscourse therefore relates to the level of personality, or *tenor*, of the discourse and influences such matters as the author's intimacy and remoteness, expression of attitude, commitment to propositions and degree of reader involvement. In this category, attitude markers indicate the writer's affective, rather than epistemic, attitude to textual information, expressing surprise, importance, obligation, and so on. Hedges indicate the degree of commitment, certainty and collegial deference a writer wishes to convey, signalled by items such as *possible*, *may* and *clearly*. (Hyland, 1999:8).

### 1.5.6 Textbooks

Textbooks are perhaps the genre most commonly encountered by undergraduate students and constitute one of the primary means by which the concepts and analytical methods of a discipline are acquired. They play a central role in the learners' experience and understanding of a subject by providing a coherently ordered epistemological map of the disciplinary landscape and, through their textual practices, can help convey the norms, values and ideological assumptions of a particular academic culture. (Ken Hyland, 1999: 3).

However, while textbooks may appear to be a curriculum genre employing only a specific classroom-based discourse, the fact



that genres are linked to a subject's methodology and values means they are also likely to contain textual features and conventions of their respective disciplinary communities. Indeed, textbooks exhibit considerable generic heterogeneity, both in the sense of a typification of rhetorical action (eg Berkenkotter & Huckin 1993) and as a shared set of communicative purposes (eg Swales 1990).

In addition, the roles textbooks play in a given academic environment may differ considerably. So while in the sciences (eg Love 1993; Myers 1992) and economics (Hewings 1990; Tadros 1985) coursebooks seem to reinforce existing paradigms, in philosophy and composition they are often important vehicles for advancing scholarship and presenting original research (eg Gebhardt 1993).

This paper focuses on the some metadiscourse devices used in the textbooks. The analysis of metadiscourse, which influences the personal tenor and rhetorical presentation of information, allows us to examine differences in the writers' conception of audience in composing as it constitutes aspects of texts which are largely independent of propositional content but which are inevitably local and intimately tied to particular contexts. Analysing textbooks in this way can therefore shed light on their rhetorical distinctiveness in order to better understand their role in the disciplinary acculturation of novices. It can also help sharpen our understanding of metadiscourse, a traditionally fuzzy term. (Ken Hyland, 1999: 5).

In textbooks as much as research papers, authors are not only concerned with simply presenting propositional facts, but must attend to the expectations of readers and what they are likely to find interesting, credible and intelligible. Writers must anticipate the audience's likely background knowledge, processing problems and reactions to the text, with the understanding that readers are likely to examine it for relevance, informativity and interest. Such an audience thus refers to a particular context of discourse, consisting of the external circumstances





which define the rhetorical situation and require the text to have certain characteristics in response. (Park 1986 in Hyland, 1999: 5).

Unlike research articles, where knowledge is forged and confirmed, or popularizations, where it is transformed into news for a lay readership, textbooks are widely regarded as repositories of codified facts and disciplinary orthodoxy, the place where we find the tamed and accepted theories of a discipline (Hewings, 1990; Myers,1992). (Hyland, 2005:101).

### 1.5.7 Metadiscourse in Introductory Textbook

The same context deployment of metadiscourse we have seen in research articles and popularizations is also found in the major pedagogic genre of the academy, the undergraduate textbook. Textbooks represent one of the primary means by which the concepts and analytical methods of a discipline are acquired, playing a central role in learners' experiences and understandings of a subject. They extend competence into new areas of knowledge for students while simultaneously providing a coherently ordered view of the boundaries, values and practices of their discipline.

Textbooks represent one of the primary means by which the concepts and analytical methods of a discipline are acquired, playing a central role in learners' experiences and understandings of a subject. They extend competence into new areas of knowledge for students while simultaneously providing a coherently ordered view of the boundaries, values and practices of their discipline. They are, then, seen as the conservative exemplars of current paradigms and acknowledged fact, conveying an ideological representation of stability and authority. (Hyland, 2005: 101).

In the textbooks there are interactive metadiscourse devices like textual metadiscourse and interpersonal metadiscourse. According to Hyland (2005: 103) the dominance of interactive metadiscourse in the



textbooks underlines writers' regard for keeping readers informed about where they are and where they are going. As such they represent careful decisions about what the audience can be expected to know and what needs to be spelt out. While differences in interactive metadiscourse point largely to variations of audience between the two genres, interactional metadiscourse indicates something of their contrasting purposes.

In other words, metadiscourse was principally devices employed in these textbooks to reduce the weight of new propositional material for novices and present unfamiliar content more comprehensively. This is also apparent in the use of code glosses which were both more extensive in the textbooks and tended to instruct rather than simply clarify. These devices help convey meanings thought to be problematic for readers, but while mainly labelled as examples in both genres, the textbooks contained more cases which aided interpretation by either providing a definition or elaborating on a statement. (Hyland, 2005: 21).

#### 1.5.8 Social Science

Science was responsible for the dramatic technological advances that transformed European society in the nineteenth century the steamship, the railroad, the telegraph, the camera. (Denise, 2012:1).

Social science is a major category of *academic disciplines*, concerned with society and the relationships among individuals within a society. It in turn has many branches, each of which is considered a "social science". The main social sciences include *economics*, *political science*, *human geography*, *demography* and *sociology*. In a wider sense, social science also includes some fields in the *humanities* such as *anthropology*, *archaeology*, *jurisprudence*, *psychology*, *history*, and linguistics. The term is also sometimes used to refer specifically to the



field of sociology, the original 'science of society, established in the 19th century. (Brigid C. Harrison, 2010: 9).

### 1.5.9 Natural Science

Natural science is a branch of science concerned with the description, prediction, and understanding of natural phenomena, based on observational and empirical evidence. Mechanisms such as peer review and repeatability of findings are used to try to ensure the validity of scientific advances. (*Ledoux, 2002: 12*).

### 1.6 Literature Review

This research is also completed with previous studies in the same field to find the gaps of the research. The first the previous studies are about Noor Hafizah Anwadeen et.al (2013) research about an analysis the usage of metadiscourse in argumentative writing by malaysian tertiary level of students. Second from Ana I. Moreno (1997) about “Genre Constraints Across Languages: Causal Metatext in Spanish & English Ras”. Third from Mujib Rahman (2004) focus on aiding the reader: the used of metalinguistic devices in scientific discourse. Fourth from Ken Hyland (1999) in his journal in the tittle ‘Talking to Students: Metadiscourse in Introductory Coursebooks’ which focussed on in 21 Biology coursbook. And the last Touran Ahour & Saeideh Entezari Maleki (2014) about “The Effect of Metadiscourse Instruction on Iranian EFL Learners’ Speaking Ability”.

Nor et.al (2013) they research analysis how Malaysian college students are more inclined to using textual metadiscourse instead of interpersonal metadiscourse and also indicated in students argumentative writing and find out the distribution of the metadiscourse used in argumentative writing by Malaysian college students and to analyze the errors that are commonly made in argumentative. Usage metadiscourse in Malaysian college argumentative writing by Nor Hafizah Anwarden et.al



(2013) the result are shows the frequency of “Textual Discourse” (Logical Connectors) used by Malaysian college students in their argumentative essay writing. The most prominent and highest frequency of logical connector used by Malaysian college students in writing an argumentative essay is ‘*also*’ which appeared for 1591 times in student’s essays.

Different field with Noor at.al who research metadiscourse in writing the research of Touran Ahour & Saeideh Entezari Maleki (2014) the research about the effect of metadiscourse instruction on the improvement of the speaking ability of Iranian EFL learners. In they research, touran et.al use the experimental group received metadiscourse instruction, while the control group received no instruction. At the end both groups took part in the speaking post test and he results indicated that the speaking performance of the experimental group was significantly higher than the control group. In addition, the comparison of the pre test and post test of the experimental group proved an improvement in their speaking ability, while the same comparison in the control group did not suggest any improvement.

Thus Moreno (1997) focused on a single functional-relational category of metatext: CEISRs<sup>3</sup>. Since no contrastive study centred on the use of metatext at above-sentence levels has been conducted between Spanish and English, any attempt to do so must begin by comparing this text-linguistic variable as it is used by competent native speakers of both languages. Moreno research also about despite a relative uniformity of research articles (RAs) imposed by the requirements of the genre, there will be significant intercultural variation in the rhetorical preferences of national cultures. To do so, it focuses on one micro-level feature of text rhetoric, the use of causal metatext (or text about text) in orienting readers in the interpretation of Cause-Effect Intersentential Relations (CEISRs). An empirical contrastive analysis of 36 RAs in English and 36 RAs in Spanish on business and economics written by native speakers of each language is carried out. In fact, the results show that both language groups seem to make CEISRs explicit with similar frequency.





The last previous is about metalinguistic research from Mujib Rahman (2004) focus on aiding the reader: the used of metalinguistic devices in scientific discourse. In this research Rahman explore and show how the metalinguistics have important in do make the scientific discourse. Rahman focused on all of metalinguistic subject, how the point and kind of metalinguistic do help writers' order his readers' can to organise, classify, interpret, evaluate, and react the propositional content being provide and the writer can makes his own presence felt.

However, both of the five previous study are different with this research. See all previous study this research will be focus on the same field in metalinguistic but this study have a different place of investigation, different context of study and sample. This study will shows that the textbooks are much exposed to write an introductory using metadiscourse devices like above.

## 1.7 The Methodology of the Research

This part deals with research method arranged. It is describing about the objective of the research, time of the research, the method of the research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.

### 1.7.4 The Objective of the Research

The objective of the research is analyze metadiscourse in the one introductory textbook of social science and one introductory textbook of natural science and to know a dominant types of metadiscourse in the introductory textbooks of social science and natural science. This study was conducted on 01<sup>st</sup> May until 01<sup>st</sup> August 2016.

### 1.7.5 Method of Research

This research is qualitative research for analysis the data. Qualitative research has had a legitimate reason to develop themselves in order to estimate the starting measuring the relative



success in the practice of empirical. (Alwasilah, 2012: p.xxiii). According to Alwasilah (2000: 100) that qualitative research focus on phenomena. It does not have generalizability and comparability, but have internal validity and contextual understanding. The researcher's action for (1) Collecting the data, (2) analysing the data, and (3) presenting data. Actually, qualitative research is rarely used in researching areas of rhetorical strategies. Qualitative researches take probability sampling, the selection of samples with the assumption that the sample represents the population. (Alwasilah, 2012: 103). According to Lodico et. al (2010: 34) says that "qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them". Qualitative research is situated activity that locates the bserver in the world which consists of a set interpretive, material practices that make the world visible. (Denzin and Licoln (2005) cited on Lodico, et.al (2010: 33)).

Beside that, according to Dawson (2007: 15-16), qualitative research explores attitudes, behaviour and experience through such methods as interviews or focus groups. The reason takes this method because the respondent could give the available and much deeper data. Descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another. (Ary, D et al., 2010: 453). According to Vickie A. And Clinton E. Lambert. (2012) qualitative descriptive is approach that very useful when researchers want to know, about the events, which involved, what is involved, and where things are happening. Then, for the data of qualitative descriptive studies focuses on discovering the nature of the specific events under study.



And then according to Creswell (2007:22) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

The analysis of method are use coding and categoritation and then the collecting data is systematically analyzed by researcher using content analysis which include in one of method in qualitative research. Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents. "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specific characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education". (Donald Ary, 2009: 457).

#### 1.7.6 Source and Type of Data

In this research, collecting the data in the forms of primary source data and secondary source data.



### 1.7.6.1 Primary Data Source

Primary source data is the data that researcher takes directly in the field of the problem the researcher concerns. In this case, the researcher takes the data from collecting introductory textbooks in social science entitled “English for Academic Purposes” by Ken Hyland (2006) and in natural science the researcher choose ‘Mathematics: A Very Short Introduction by Timothy Gowers’.

### 1.7.6.2 Secondary Data Source

Secondary data is the source of the data acquired in which support the researcher’s idea regarding to the research problems. The secondary data can be taken from the writing study in the form of books, journal, and the other sources that may give the additional data that support the research.

### 1.7.7 Instrument of Research

The instrument of this current research is researcher herself. Ary et. al (2010:421) stated that the primary instrument used for data collection in qualitative research is the researcher him-or herself, often collecting data through direct observation or interviews thus, the instrument of this research is the writer herself.

### 1.7.8 Technique of Collecting Data

To prove the research, the researcher uses collecting data and document content analysis. The data is collected by analyze introductory textbooks of social science and natural science that conduct by researcher. Documentation content analysis adopted from Lodico, et.al (2005: 302) which used review, code, data into categories. Document analysis requires that data be examined and





interpreted in order to elicit meaning, gain understanding, and develop epirical knowledge. “Documents are printed or written records that may have existed before the start of the study, such as a personal diary, or that were created after the study began, such as student essays”. (Lodico, 2010: 130). According to Lodico (2010: 131) documents produced by the participants as part of their regular lives generally include familiar things like public records or reports, personal letters, bulletin boards, newspapers, or instructional materials. Typically documents are collected from the site and their content analyzed.

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Analysis document is collecting data from sources other than human (non-human source). Intentionally collected from various sources. Examples political periodic reports, meeting notes, documents an individual, personal journals, transcripts of interviews, and others. (Alwasilah.2015: 140). In this research displayed the documentation of textbooks of social science and natural science. While according to Grabe (2002:166) stated that document analysis is is collections of sets of documents that are relevants to the research questions.

According to Lodico (2010: 131) documents produced by the participants as part of their regular lives generally include familiar things like public records or reports, personal letters,



bulletin boards, newspapers, or instructional materials. Typically documents are collected from the site and their content analyzed.

### 1.7.9 Technique of Analysis Data

In this technique, the researcher is directly taken a part to create the data itself:

#### 1.7.9.1 Data Analysis

The data are collected and gradually combined or related to form broader, more general descriptions and conclusions. The steps in this research adopt all of points of Lodico. Because this research is qualitative research focused on content of introductory textbook. Data collection and analysis in this study are inductive process according to Lodico, et.al (2005:180) says qualitative research are inductive processes. In the process analysis the researcher will explore the data:

- (1) preparing and organizing the data,
- (2) reviewing and exploring the data,
- (3) coding the data into categories,
- (4) reporting and interpreting data.

The *first* step is collecting one of introductory textbook of social science and one of introductory textbook of natural science. Researcher prepare the data, make sure that data are in a form that can be easily analyzed and then organize it. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data.

*After that*, researcher will researched and analyze metadiscourse devices in the introductory paper to answer the purposes by reading and looking through the various types of metadiscourseices of data collected. Researcher will make a



review and explore the data. *After analyzed* and exploring all of metadiscourse devices data, researcher will be grouping that metadiscourse devices appropriate the kind of those device.

*In this section, researcher will count the data and then code it to kind categorization of those device.* The process enumeration frequency of apparition metadiscourse devices and coding aim to group those in categories to make researcher easier in conduct the finding comparison in one category or traverse category. Then that comparison aim to develop the theoretis concepts. Coding intended for the fracture of the data of and rearranges it into categories that facilitate the comparison of data within and between these categories and that aid in the development of theoretical concepts.

#### 1.7.9.2 Sample Data Analysis

Here are the example of metadiscourse devices in the introductory textbook of social science and natural science that have been analyzed:

Logical connectives :

#I, p.1, Par3, S2 in B1 : therefore....

#I, p3, Par2, S6 in B2 : in addition....

Sequencers :

#I, p.1, Par1, S1 in B1 : First.....

#I, p3, Par3, S1 in B2 : The main phenomenon of the book is....

#### 1.8 Research Timeline

This research starting from May until the middle of August. This research need for about 7 weeks to finish this research. One week for



completing a new data, second week for analysis metadiscourse devices in first book of social science, third week for analysis metadiscourse devices in second book of natural science, fourth week for interpret the data, fifth week finishing thesis, sixth week for thesis examination and seventh weeks for thesis revision. The time as below:

MONTH	May				June				July					August	
WEEK	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2
Completing a new data															
Analysis metadiscourse devices in first book of social science															
Analysis metadiscourse devices in second book of natural science															
Interpret the data															
Finishing the thesis															
Thesis															



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
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