

INTERACTIONAL METADISCOURSE IN ACADEMIC PRESENTATION BY STUDENTS OF FOURTH SEMESTER OF UNIVERSITAS QOMARUDDIN

Eva Nur Mazidah¹, Fauziyatun Ni'mah², Maslakhatul Ainayah³
evamazidah@gmail.com¹, zyazhie40@gmail.com²
STKIP Qomaruddin Gresik

Abstract. Doing academic presentation is a requirement in Speaking class for the fourth semester students in English Language and Teaching Program. Students not only focus on the materials for the presentation, but also prepare their performance in front of the audience. As the goal of presentation is to share information to their classmates, they are demanded to present effectively so their audience understand what they would like inform in the presentation. 19 presenters performed, and metadiscourse markers of their spoken words were analyzed. It is found that the highest usage is in engagement markers (46.54%), hedges (21.24%), self-mentions (19.33%), boosters (11.93%), and attitude markers (0.95). The results show that all speakers utilize metadiscourse markers (using Hyland’s classification) and each speaker has their style in utilizing these markers in organizing their ideas.

Keywords: words, style, metadiscourse,

INTRODUCTION

Language is a tool to communicate ideas, thoughts, feeling, opinions and expression. One of its use is to present their ideas in academic presentation. In the language they use, metadiscourse is also used whether they realize or not. Vande Kopple (as cited in Ozdemir and Longo, 2014) argues that the first aspect of speaking demonstrates the subject of the text, and the second aspect refers to metadiscourse to assist audience to organize, understand, and interpret the presentation. Metadiscourse has the interaction function which he sub-classifies into the ‘interactive’ and ‘interactional’ dimensions. Interactive means items employed to organize propositional information so the readers find it convincing and coherent. The interactive consists of code glosses, transitions markers, frame markers, endophoric markers, and evidentials. Interactional means features drawing the reader into the discourse and giving the reader a chance for contribution and responding to discourse by showing the speaker’s viewpoint on orientation, information, and intention to the readers. Interactional resources include boosters, hedges, attitude markers, self-mention, and engagement markers. The focus of this research is interactional metadiscourse markers.

Literature Review

The taxonomy of metadiscourse employed in academic writing which was suggested by Hyland (2004) consists of two major categories called “interactive” and “interactional”. Interactive resources, as the main concern in this article, are to manage information flow to explicitly build the speaker’s interpretations. Hyland (2004) says “They are concerned with ways of organizing discourse to anticipate readers’ knowledge and reflect the speaker’s assessment of what needs to be made explicit to constrain and guide what can be recovered from the text.” These resources are categorized into five items (Hyland, 2004, 2005). First is transition marker. It mainly includes conjunctions and is used to signal ‘contrastive, additive, and consequential steps in discourse’. Then, frame markers are as ‘references to text boundaries or elements of schematic text structure, including items used to label text stages, to sequence, to indicate topic shifts, and to announce discourse goals,’. The third is endophoric markers which make ‘additional material prominent and available to the reader in recovering the speaker’s intentions

by referring to other parts of the text’. Next is evidentials which indicate textual information taken from outside the current text. The last is code glosses which mark ‘the restatement of ideational information’. The model of Hyland’s Interactive metadiscourse in academic texts is presented in Table 2.1.

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

Category	Function	Examples
Interactive	Help to guide reader through the text	
Transitions	Express semantic relation between main clauses	In addition, but, thus, and
Frame markers	Refer to the discourse acts, sequences, or text stages	Finally, to conclude, my purpose here is to
Endophoric markers	Refer to information in other parts of the text	Noted above, see Fig, in section 2
Evidentials	Refer to sources of information from other texts	According to X, Z states
Code glosses	Help readers grasp functions of ideational material	Namely, such as, in other words, e.g.

Hyland (2005) also suggests that words indicating interactive metadiscourse markers. First, transition markers might include words or phrases indicating additive, inferential/causative, or comparative transitions. Second, frame markers might include words or phrases to announce goals such as ‘aim’, ‘intend to’, ‘seek’, ‘would’, ‘focuses’, and others. Third, endophoric markers possibly include words or phrases referring to the text, visual figures, or tables. Fourth, evidentials might provide sources of information cited or taken from other texts for instance ‘according to’ A, B (year), and others. Fifth, code glosses include certain punctuation and some possible words or phrases like ‘called’, ‘known as’, ‘i.e.’, ‘or’, ‘such as’, ‘for instance’, ‘for example’, relative pronouns, and others.

METHODOLOGY

This research was executed in the fourth semester of English language and teaching program STKIP Qomaruddin in 2019. Nineteen (19) students presented academic presentation and their speech were transcribed, then analyzed to see whether they contain interactional metadiscourse markers or not. By applying qualitative method as suggested by Wray and Trott (2006), the result of this research would be more descriptive in revealing metadiscourse applied by students.

As the second type of metadiscourse, interactional metadiscourse indicates ‘the speaker’s perspective towards information and readers’ (Hyland, 2005). In this context, it refers to how the speakers 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 speakers explaining their existence in a presentation. In the case of doing an academic presentation, we can see later whether the speakers clearly show their existence or they choose to be neutral. Besides, we can see how confidence the speakers in presenting the materials. In the following sections, five categories of interactional metadiscourse, namely hedges, boosters, attitude markers, engagement markers, and self-mentions are explained further.

RESEARCH FINDINGS

Hedges

The first type of interactional metadiscourse is hedges. Hedges show the speaker’s plausible reasoning and the degree of the speaker’s confidence (Hyland, 2005). It means that hedges function to withhold the speaker’s full confidence toward the information he gives.

Table 2 Hedges by Presenters

Hedges	Appearance	Category
possible	2	adj
most	1	adj
still	9	adv
the most	4	adv
often	3	adv
likely	1	adv
mostly	1	adv
if (conditional)	2	conj
can	49	v
may	5	v
able	1	v
should	4	v
suggest	2	v
I hope	2	V
indicate	1	v
tend to	1	v
Here I think	1	v
TOTAL	89	

Adjectives

The first category of hedges is adjectives. In English, adjectives are one of major open word class describing features of persons or things (Carter and McCarthy, 2006). Since not all adjectives are hedges, based on the results above here are some adjectives classified as hedges.

Table 3 Adjective-Hedges by Presenters

Hedges	Appearance
possible	2
most	1
TOTAL	3

Based on the number of appearances, there are only three adjectives functioning as hedges. It means that its use by speakers is not that popular.

Adverbs

The second category of hedges is adverbs. Adverbs show the place, degree, time, manner, frequency, viewpoint, duration, and others of an action, event and process (Carter and McCarthy, 2006). The adverbs can modify adjective, verbs, and other adverbs. Here is the tabulation of the results.

Table 4 Adverb-Hedges by Presenters

Adverb	Appearance
still	9
the most	4
often	3

likely	1
mostly	1
TOTAL	18

Here are some examples of adverbs functioning as hedges in students’ presentation.

- (1) *And this words are **still** used until now by prefix or suffix, like en-, -ment and etc. (S1.27)*
- (2) *The English language is **often** referred to as stress-timed. (S14.6)*
- (3) *it is **likely** to suggest interest in what the addressee may have to say but it is also used to contradict what has just been said. (S18.36)*
- (4) *The data are **mostly** collected from the students who are taught using strategy being developed. (S13.35)*

Examples (1), (2), (3), and (4) show that students apply hedges in the form of adverb in their performance. Even though not all students use hedges in this form, their effort to withhold their opinion about the proposition is worth to consider.

Conjunction

The third category of hedges is conjunction. It combines words, phrases, or sentences (Hornby, 2015). The only conjunction exists in the presentations is ‘if’. ‘If’ indicates that a thing might come true because another thing happens, or one becomes the prerequisite for the other.

Table 5 Conjunction-Hedges by Presenters

Hedges	Appearance
If	2

Based on the table above, both groups of scholars apply conjunction ‘if’ in their abstract. Here are some examples.

- (5) *A sign is meaningful to us only **if** we perceive it, identify it and interpret it.(S18.55)*
- (6) *But, **if** you see in the full sentence, “ she is true angel in my life”.(S5.19)*

A statement by S18 shows a hedge withholding the argument. If the required condition is met, then the expected result will exist. The conjunction ‘if’ functions as a prerequisite of new understandings of learning and teaching process. So, to hedge, speakers can apply ‘if’ in providing their argument and information.

Modal Auxiliaries and Modal-like Verbs

The next category of hedges is modal auxiliaries and modal-like verbs. The modal expressions can express possibility, advise, suggestion, ability, permission, and other functions (Carter and McCarthy, 2006). Some functions exist in the presentations functioning as hedges. Here is the table of the results.

Table 5 Modal and Modal-Like-Hedges by Presenters

Hedges	Appearance
Can	49
May	5
Should	4
Able	1

TOTAL 58

Here are some examples of modal and modal-like verb functioning as hedges

- (7) Here when the teacher give the literature like the movie or other **can** make the students more critical thinking. (S2.33)
- (8) For example, short stories **may** not be liked by old students, but novel may be like by the old students (S4.29)
- (9) When considering of this factor the teacher **should** think how far the students’ cultural background or social aspect or social expectation will influence the understanding of the students (S4.33)
- (10) In this system students are recruited to **be able to** commit with friends, creatively and innovatively. (S16.12)

Example (7), (8), (9) and (10) contain verbs and modal-like verbs as hedges. Some students apply hedges to show possibility, withhold their view, suggestion, and ability. Among other types of hedges, this type is the most frequently used model by students.

Verbs

The fifth category of hedges is verbs. Here is the tabulation of hedges.

Table 6 Verb-Hedges by Presenters

Hedges	Appearance
Suggest	2
(I) hope	2
Indicate	1
Tend to	1
(Here I) think	1
TOTAL	7

Here are some examples of verbs functioning as hedges.

- (11) *In English, Allan (1986:Chapter 5) points out that a falling tune **suggests** that the speaker is confident of what he or she is saying and the utterance is delivered with finality. (S18.33)*
- (12) ***I hope** this explanation is useful to you. (S1.46)*
- (13) *Non-verbal communication is audible signs **indicate** a request for attention, a call for silence, a request for repetition or clarification, a signal of agreement, an expression of pleasure or enjoyment, an indication of coldness, and an expression of shame or shock. (S18.39)*
- (14) *And about rigid education curriculum, the Indonesian education curriculum doesn’t teach critical, creative attitude, and **tends to** dictate students. (S16.40)*
- (15) *Here **I think** this is similar with encouraging language acquisition. (S2.30)*

Example (11), (12), (13), and (14) are proofs that students select those words as hedges in providing information. They withhold their view so the chances for other viewpoints are possible to accept.

Table 7 Types of Hedges by Presenters

Hedges	Appearance
Adjectives	3
Adverbs	18
Conjunction	2
Modal/Aux	58
Verbs	7
TOTAL	89

From all the results of hedges applied by students while presenting academic presentation, it can be counted that there are 89 words or phrases considered as hedges to withhold their viewpoints in making claim.

Boosters

The second type of interactional metadiscourse is boosters. If hedges can withhold the speaker’s confidence, boosters show the contrary. They show full confidence and certainty toward the information they provide (Hyland, 2005). In general, they are categorized into five types, namely verbs, adjectives, adverbs, determiners, and auxiliaries/modals (Mazidah, 2018). In this research, unfortunately no all category of boosters are found in students’ academic presentation. Table 8 is the recapitulation.

Table 8 Boosters by Presenters

Booster	Appearance	Category
impossible	1	adj
Always	1	adv
more than	1	adv
all	20	det
Every	3	det
Show	2	v
Believe	2	v
we find	2	v
must	18	v
Total	50	

In comparison to hedges, the use of boosters by speakers in academic presentation is lower. There are only 32 appearances of boosters found in 19 speakers. Based on the category suggested by Mazidah (2018), only four categories are detected as boosters in this context, namely adjective, adverb, determiners, and verb with 8 variants listed. The first category is adjective. Here is an adjective booster found in academic presentation.

(16) *And number three impossible to isolate and control every possible variable, or to know with absolute certainty which are the most crucial variables. (S11.36)*

It can be assumed that students rarely apply adjective boosters when making a claim. From 19 speakers, there is one adjective booster. It might be because they are too careful or recognize few words functioning as adjective boosters. The second category is adverbs. There are only two adverbs functioning as boosters, namely *always* and *more than*. Here are the utterances.

(17) *Gather data are most factors which are always present in which the given a come occurred only acquired. (S11.27)*

(18) *The French gave more than 10000 words for English Language.(S1.26)*

Example (17) and (18) show that the speakers are confident in making claim. (17) shows that gathering data is undeniably important and must exist in research. *More than* in (18)

boosts the number of French words for English language. Both show that the claims are strong to convince audience about the importance of information. The third category is determiners. There are two variants namely *all* and *every* applied by students while performing academic presentation. Determiner boosters are the most frequently used boosters by students. Here are some examples.

(19) *So the researcher must observe all the people that become their subject or samples of their research. (S15.39)*

(20) *Hobbies and interest cannot be equal as their habitual each other of every student and they may create different characterization. (S4.31)*

All and *every* have booster meaning because in this context the speakers generalize and include every person described in their explanation without exception. If the students as presenters are careful enough, other dictions may be applied for more neutral use. The last category found in this research is verbs.

(21) *The curriculum in Indonesia must change from time to time to adjust the situation of each era. (S16.18)*

(22) *It means that when we want to combine between two words in each sentence so we will try to find the characteristic that show the similarities between two words. (S5.13)*

(23) *Every design, we find the difficulties in every design. (S11.31)*

(24) *I believe that you will find and you will get the point and you will get the meaning of this sentence. (S5.20)*

To conclude, boosters in the presentations show several points. First, there are four types of boosters in the examined presentations all which are applied by the speakers. Second, the highest hits belong to determiner ‘all’. The second highest hit is verbs.

Attitude Markers

The third type of interactional metadiscourse is attitude markers. They mark the speaker’s attitude to information such as surprise, importance, agreement, obligation, frustration, and others (Hyland, 2005). The markers can be in the forms of adverbs or adjectives. Table 9 is the tabulation of the results.

Table 9 Attitude markers by Presenters

Attitude markers	Indo
important	2
(We can) look	2
TOTAL	4

Here are the utterances.

(25) *I think both of them are important, with the quality or quantity are important. (S10.22)*

(26) *Look! (S15.13)*

(27) *in this example we can look the students’ interest is the dependent variable and the achievement in learning English is the independent variable. (S15.14)*

Example (25) shows an importance in the information given by the students. When the student said that it was important, the information perceived by the audience would sound important. This can affect the audience to pay more attention to the speaker. Example (26) is a

category of command. The command was given to make audience look at the slide. The use of command is also a way to show attitude to audience because as the presenter command, he explicitly considered the audience as the part of his discourse. Example (27) is also an attitude marker. The presenter used the phrase *we can look* to invite the audience to look at information in the slide together.

In conclusion, based on the table 9, there are only two variants of attitude markers applied by speakers. It can be assumed that few speakers pay attention much to attitude markers. If their functions are to show their attitude toward the propositions, few of speakers show their attitude to what they say during the presentation.

Engagement Markers

The next type is engagement markers. This type shows explicitly how a speaker engages listeners in their presentation such as including them as participant, showing their presence in the presentations. The results of the searches are presented in Table 10.

Table 10 Engagement Markers by Speakers

CW	Engagement Markers	Appearance
PRN	we	61
Question	?	53
PRN	you	50
Greeting	Assalamu’alaikum	19
V	need	5
PRN	our	3
PRN	us	1
PRN	everyone	1
V	considering	1
V	let's	1
	TOTAL	195

Data in Table 10 can be classified into four categories, pronouns, verbs (verbs), greeting, and a question mark. As the total number shown in the table, 195 appearances are the proof that engagement markers by students are necessary in doing presentation. The highest hit is Pronouns. *We* is the most used pronoun to show engagement to audience because including audience is a way to involve them in the discourse built by the presenters. Here is some examples.

(28) *When we talk about literature also we study about culture (S2.16)*

(29) *We interpret an utterance according to its position in a discourse, our knowledge of the speaker, our recognition of how things are in our world, Couper-Kuhlen in 1986 (S18.37)*

Example (28) and (29) expose the use of pronouns in engaging to audience. The speakers build the discourse together with the audience so the information shared by the presenters are well-understood.

Self-Mentions

The last type of interactional metadiscourse is self-mentions. This type explicitly shows the speakers refer to themselves (Hyland, 2005). As the presentation was performed individually, all speakers use one type of reference. Table 4.30 is the results of the searches.

Table 11 Self-Mentions Markers by Speakers

Self-Mention	appearance
I	46
my	33
me	2
TOTAL	81

Here are some examples of self-mention by presenters in their academic presentation.

(30) Here, I would like to explain about Case Study Research (S6.3)

(31) It is my opinion. (S10.24)

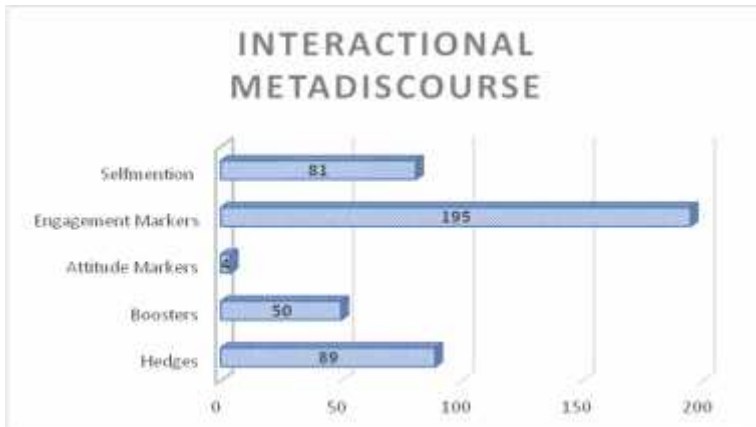
(32) Let me show you an example. (S17.15)

As the academic presentation is performed individually, the markers used refer to the first person only, while pronoun *we* is used for engagement markers. However the number of engagement markers is more than the self-mention markers. This show that they care more with the audience comparing to mentioning their existence in the discourse.

Discussion

Interactional means features drawing the reader into the discourse and giving the reader a chance for contribution and responding to discourse by showing the speaker’s viewpoint on orientation, information, and intention to the readers. Interactional resources include boosters, hedges, attitude markers, self-mention, and engagement markers.

Chart 1. Interaction Metadiscourse



The first type of interactional metadiscourse is hedges. Hedges show the speaker’s plausible reasoning and the degree of the writer’s confidence (Hyland, 2005). It means that hedges function to withhold the speaker’s full confidence toward the information he gives. There are 89 markers detected as hedges made by speakers. These hedges come in several forms such as 3 adjectives, 18 adverbs, 2 conjunctions, 58 modals/auxiliaries and 7 verbs.

The second type of interactional metadiscourse is boosters. If hedges can withhold the speaker’s confidence, boosters show the contrary. They show full confidence and certainty toward the information they provide (Hyland, 2005). In general, they are categorized into five types, namely verbs, adjectives, adverbs, determiners, and auxiliaries/modals (Mazidah, 2018). In this research, unfortunately no all category of boosters are found in students’ academic

presentation. There are 50 markers classified as boosters with 3 adjectives, 23 determiners, and 24 verbs.

The third type of interactional metadiscourse is attitude markers. They mark the speaker’s attitude to information such as surprise, importance, agreement, obligation, frustration, and others (Hyland, 2005). The markers can usually be in the forms of adverbs or adjectives. However, in this context, verbs can also be used. As there are only two variants of attitude markers applied by speakers, it can be assumed that few speakers pay attention much to attitude markers. If their functions are to show their attitude toward the propositions, few of speakers show their attitude to what they say during the presentation. The next type is engagement markers. This type shows explicitly how a speaker engages listeners in their presentation such as including them as participant, showing their presence in the presentations. The highest use of interactional metadiscourse is engagement markers. There are 195 markers from four categories, pronouns, verbs (verbs), greeting, and a question mark.

The last type of interactional metadiscourse is self-mentions. This type explicitly shows the speakers refer to themselves (Hyland, 2005). As the presentation was performed individually, all speakers use one type of reference. As the academic presentation is performed individually, the markers used refer to the first person only, while pronoun ‘we’ is used for engagement markers. However, the number of engagement markers is more than the self-mention markers. This show that they care more with the audience comparing to mentioning their existence in the discourse.

Chart 2. Interactional Metadiscourse in Percentage



A similar study about the use of metadiscourse was also done by Mazidah (2018). As she analyzed the abstracts of two different groups, namely Indonesian scholar and native English scholars (NES), she has found that interactional metadiscourse markers are also applied by Indonesian scholars when writing an abstract for an article. There are 190 hedges, 80 boosters, 22 attitude markers, 24 engagement markers, and 10 self-mention. In comparison to NES, Indonesian scholars apply more boosters, while NES apply more hedges, attitude markers, and self-mention. For Indonesian scholars, the highest percentage applied are hedges, boosters, engagement markers, attitude markers and self-mentions. However, in different mode of

discourse, spoken discourse, this research finds that the highest usage is in engagement markers (46.54%), hedges (21.24%), self-mentions (19.33%), boosters (11.93%), and attitude markers (0.95%), as it depicted in *chart 2*.

Applying metadiscourse markers does not mean applying for markers only. They further function to integrate logos, pathos, and ethos when building the discourse. First, logos shows 'appeal to reason' (Hyland, 2005. P.64). It is proven when the scholars present their conclusion in the presentations, they state and argue on the information they provided. The organization, the words, the sentence, what are mentioned, etc. become proofs that the whole pact of their presentations are their reason delivered to the audience. Next, pathos shows 'appeal to emotions' (Hyland, 2005. P.64). It can be said that pathos refers to affective meaning presented by the speakers. It reflects that the speaker is aware of the existence of his audience. One of example is through the use of engagement markers. Finally, ethos shows 'personal appeal of one's character' or in another word, it shows 'credibility or the speaker's persona' (Hyland, 2005, p.65). Ethos is also reflected in the presentation. It is because when performing academic presentation, the speaker includes metadiscourse markers such as hedges, boosters, engagement markers, and evidentials. By applying and combining the markers, the speaker has actually reflected his appeals to the audience.

In addition, based on the examined data, mostly, within a sentence, there exists more than one metadiscourse applied by the speakers. The way of applying more markers indicates that the they put concerns on what they deliver in their presentations, whether to organize, to engage, to argue, to strengthen, or others. So, the utilization of metadiscourse is true to build speaker-audience interaction.

CONCLUSION

As mentioned earlier in my background, a presentation contains two major aspects namely the content and metadiscourse. It needs to be remembered that not all words function as metadiscourse. The same words can function differently when applied in a sentence, depending on the speaker's intention. In addition, based on the examined data, within a sentence, there exists more than one metadiscourse applied by the speakers. The way of applying more markers indicates that the they put concerns on what they deliver in their presentations, whether to organize, to engage, to argue, to strengthen, or others. So, the utilization of metadiscourse is true to build speaker-audience interaction.

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