

CHAPTER I

INTRODUCTION

1.1 Background of Study

University professors and post-graduate students worldwide, including Indonesia, are facing growing pressure from the government or the university to publish their contributions to the growth of readers' knowledge on a given topic, the completion or the publication and promotion of their authors in a respectable international journal. According to Arsyad (2017), Indonesian writers apparently find it very incredibly hard to publish their scientific articles in the international reputable journals such as Taylor and Francis, Elsevier, Routledge, etc since they are very competitive and publish only excellent papers in terms of content and language. The growing demand of academic publication is consistently encouraged by Indonesian government due to its increasing number of academic publication over year. The fact that, in 2017 to 2018, the Secretary General of the Ministry of Research, Technology and Higher Education, Prof. Ainun Na'im, Ph.D in Media Indonesia news acknowledged that scientific publications in Indonesia, both in the form of journals and conference proceedings, published in Scopus indexed journals had increased throughout the year from 2017 to 2018.

Shortly after these confirmation, Mohammad Nasir as the Ministry of Research, Technology and Higher Education additionally confirmed that by October 10, 2018, Indonesia had produced 20,610 international scientific

publications as cited from Media Indonesia electronic news. By October 26, 2018, the enhancement has reached 22,222 publications and Indonesia was placed in the second rank in ASEAN as the most frequent scientific publication in the Asian level.

Regardless of the purpose of government encourage academic practitioners to publish their works for promoting Indonesian in the international level, it also has useful implications for improving Indonesians skills and perception. According to Nixon (2018) academic writing could train people to master several skills which are useful for their life, such as; building analytical thinking, professionalism, work ethic, enable people to organized ideas, and being objective in delivering argument.

Writing academic papers also played a critical role especially in the academic area. School party and educators should exchange expertise and experience to teach students to write academically, as their writing abilities may help them later in their professional work or other activities. In addition, academic writing educate scholarly writers to organized and combine certain ideas under specific topic. However, as mentioned earlier, second and foreign language speaker find it difficult to write an effective writing when it has to be published in the English language. According to Hyland (2004) academic writing happen within intellectual boundaries, it is supposed to produce a text that has significant values in term of content, language choice, and feature to offer a credible work.

To overcome this problem, academic writers need to function certain language features in a proper manner in order to convince the readers toward the proposition of the text since an effective writing is always associated with good

communicative writing, where the message and the perception of text are well accepted by target readers. Hyland (1994) suggested that an effective academic writing is fundamentally informed by interactive elements that improve propositional knowledge in writing and direct readers to the author's attitudes. In other terms, the willingness of the writer to provide the reader with a thorough review of the collected data is a crucial factor in successful writing or a good report. In the linguistic sense, this is associated with epistemological modality, which is characterized as a sign of the assurance or lack of assurance of the author or speaker in the proposed knowledge.

Writing is one of human language competence in expressing feeling or ideas by incorporating any language features into readable form. Writing falls into two categories, such as formal and informal writing. As mentioned previously, academic writing is one of the manifestations of formal writing. It refers to any style of expression used in organized text within formal context in order to fulfil the requirement of university, publication, or conference. Since academic writing happen within intellectual boundaries, it is supposed to produce a text that has significant value in term of content, language choice, and feature to offer a credible work (Hyland, 2004)

In the process of writing credible work, metadiscourse is one of important features to measure the flow of argument within the text. Metadiscourse is a language feature to connect one idea to another idea. According to Hyland (2005) Metadiscourse in writing context intended to make an engagement between writer and reader, while in academic text, it functions to show their stance regardless of

their perspective to handle the interactive intention, point of view and commitments. In doing so, writers has some consideration such as projecting personality, credibility, and reader consideration, also considering the reader and subject matter by utilizing proper devices into the text. Those devices are called metadiscourse, such as words, phrases, main clauses, punctuation, and typographic marks.

Metadiscourse according to Hyland definition (2004: 133) is “self-reflective linguistic expression referring to the evolving text, to the writer, and to the imagined readers of text”. Seyyedrezaie & Vahedi (2017:301) stated that metadiscourse markers are one of rhetorical device to create an engaging text between reader and writer. As the result, metadiscourse in term of writing becomes an important aspect to support the ideas in order to reach the writer’s intention toward the readers. According to Vande Kopel in Seyyedrezaie & Vahedi (2017:301) metadiscourse conveys textual and interpersonal meaning. Interpersonal metadiscourse function to project writer’s personalities, evaluation of attitude on the ideas and to reach the reader response. While, textual metadiscourse is to relate and connect ideas and to create a cohesive and coherent text. Hyland (2004) added that textual metadiscourse could perform interpersonal function for example the writers try to emphasize certain ideas by utilizing certain features in exchange for guiding the reader’s understanding into writer’s intended goal.

Although journal editor, reviewer and guidelines are to build to perform uniformity between writers in respect to its journals organization and characteristics, unfortunately the cultural background of writers still hold

significant value toward the position of the text. As the result, this study is set out to see whether or not gender variable could reflect different cultural value in using metadiscourse markers in writing social academic articles.

Since the study aim to explore how male and female differ from each other in term of interactive and interactional metadisocurse use in academic articles, it is designed to answer hypotheses on how Indonesian male and female writers in apply metadiscourse markers and to what extent do male and female demonstrate difference in building an effective writing. Several studies (Crismore, Markkannen, & Steffensen, 1993; Francis, Robsen & Read, 2001; Herbert, 1990; Johnson & Roem, 1992; Tse & Hyland, 2008) have explored how gender has impacted the way writers implement metadiscourse features. Adel additionally (2006) argued that *"gender has a major effect on the application of rhetorical instruments, and gender may have an effect on how frequently or what form of meta-discourse is used."*

As an intellectual product, academic journal requires professional writing that covers some aspect including academic words choice, language features, and logical ideas. To direct the readers in the writer's perspective, metadiscourse comes into play. Schiffrrin (1980, in Hyland and Tse, 2004) stated that *"metadiscourse is more generally seen as the author's linguistic and rhetorical manifestation in the text in order to bracket the discourse organisation and the expressive implications of what is being said."* From these definition, it can summarize that metadiscourse is one of language features generally use in writing to organize and express the ideas by considering the readers.

In regard to present study, a prior related study is necessarily integrated as the supporting reference for this study. As study conducted by Pasaribu (2017) aimed at figuring out gender difference in metadiscourse use within the academic essay. He discovered that both genders perform more interactive markers in order to direct the readers through the text. Furthermore, male and female were also indeed found to use interactional feature except self-mention. As the result, male writers are identified to be more personal although the use of self-mentions in it seemed identical and more on field-specific than gender specific.

Another similar study of metadiscourse application was conducted by Liu and Huang (2017) concerning on the use of Hyland's metadiscourse application on Chinese's English economic research articles within the past decade, specifically on the Abstract section. Their objective was to figure out interactional metadiscourse variety and its meaning. The finding finally demonstrated that Hedges and Boosters were the most frequent markers, it may be influenced by deep-seated Chinese-cultural-communication style and Anglo-American cultural lining. Meanwhile, the use of Attitude markers and engagement were not significant compared to Self-mention as may be attributed to Chinese economic influence.

Biria and Mina had also examined the use of metadiscourse within scholarly articles (2017) with the aim to investigate the way Iranian writers applied Hyland's interpersonal metadiscourse within their academic articles under social and medical science disciplines. The overall result finally discovered that, Iranian-social-science writers were more familiar to use Transition, Frame markers and Evidentials in their articles compare to Iranian medical-writers. However, the application of

Endophoric markers and Code Glosses were almost identical in both fields. Meanwhile, in the Interactional category, Hedges, Boosters and Self-mentions were regularly applied by Iranian-medical writers, while Engagement markers were the major element occurred in Social science within discussion section. Nevertheless, Iranian writers were not really significant to use Attitude markers within both disciplines. In short, it was found that Iranian-social writer indeed employed more interactive metadiscourse, while Iranian-medical writers used more interactive one.

To concise the point, metadiscourse study has attracted people attention for the course of time since this kind of language feature necessarily function to build communicative writing between writer and reader. In addition, the use of metadiscourse in writing vary from one writer to other writer based on certain factors as well as gender factors. Hyland (2004) stated that metadiscourse is sufficiently used in the writing instruction for academic purpose to help writers conveying their ideas and building interaction with their readers effectively.

Corresponding the gap of similar issue, this study attempts to investigate metadiscourse markers written by Indonesian male and female authors of academic article of Scopus indexed journals specifically in the field of social science. It attempts to provide global information on the finding of metadiscourse use in term of academic writing context written by both gender. Additionally, this study is expected to give additional understanding and insight in creating social and communicative text by considering the readers with relevant metadiscourse.

1.2 Research Question

Based on the background of the study, I propose two research questions, as follows:

1. What interactive and interactional metadiscourse features are used by Indonesian male and female authors to build an effective writing in their social academic articles?
2. Is there any significant difference between Indonesian male and female authors in using interactive and interactional metadiscourse features in their social academic articles?

1.3 Objective of Study

Based on the research question above, two objectives are presented below:

1. To identify the category and resources of interactive and interactional metadiscourse markers used by Indonesian male and female authors in their social academic articles.
2. To reveal whether or not there is a significance difference in the use interactive and interactional metadiscourse between Indonesian male and female authors in their social academic articles.

In regard to research question 2, the hypotheses are as follows:

H0: There is no significant difference in the application of interactive and interactional metadiscourse by Indonesian male and female authors in the academic article of social science of Indonesian-Scopus indexed journals.

H1: There is significant difference in the application of interactive and interactional metadiscourse by Indonesian male and female authors in the academic article of social science of Indonesian-Scopus indexed journals.

1.4 Significance of Study

Having to examine metadiscourse markers applied by Indonesian male and female authors in social academic articles is truly expected to have both theoretical and practical contribution.

In the case of theoretical contribution, this study exhibit three contribution. First, this study provides additional insight on the importance of metadiscourse in organizing and conveying ideas. The second, to assist the writers building effective engagement with the target readers and to guide reader's perception through metadiscourse markers. The third, to provide information on gender differences in this case Indonesia male and female in writing social scholarly articles in order to build communicative writing and how such gender project themselves in their academic writing. The final aim is to close the gap in the study of meta-discourse in scholarly writing by looking at gender differences in social science papers.

Besides, this study also possess three practical contribution. First, since this study focuses on the academic writing on the level of journal article, it is expected to be another reference for Indonesian academician in understanding metadiscourse so that it assists them in improving their academic writing skill, besides they could have insight about the criteria of accepted journal article in national and international level particularly in the metadiscourse aspect. The last practical

contribution is this study could be a reference for another researcher who aim to conduct similar study, especially on gender difference in metadiscourse application