

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Metadiscourse is a conceptualizing interaction between text producers, their texts and text users (Hyland, 2005:1). Metadiscourse is used by writers to convey their perspective to the readers and their texts so that the metadiscourse is able to guide the readers to have the same perspective on what the writers want in their text. In other words, the use of metadiscourse is not meant to expand referential material but to help the readers to connect, organize, interpret, evaluate and develop attitudes toward the texts. Examples are *You will probably think that . . .*; *Does this sound . . . to you?*; *Correct me if I'm wrong, but . . .*; *as you will see*; *dear reader* (Hyland, 2005:3).

According to Hyland (2005), metadiscourse consists of two dimensions; they are interactive dimension and interactional dimension. Interactive dimension is also called textual metadiscourse. It indicates the writers concern for the audience's background knowledge, interests and abilities. It is divided into four categories; they are text connectives (logical connectors, sequencers, reminders, topicalizers), code glosses, validity markers (hedges, emphatics, attributors), and narrators. Interactional dimension is also called interpersonal metadiscourse. It draws the reader's attention to the author's perspective towards the main descriptive content of the text and towards the reader. It is divided into three

categories; they are illocution markers, attitude markers, and commentaries.

In addition, in using metadiscourse, the writer consider the imagined readers of his text, meaning that what and how the metadiscourse are used by the writer depends on who the reader of the text will be. This type is writer-reader interaction. Adel (2006:20) said that if the reader of text is students, metadiscourse that is usually used in the text are *in this essay; . . . will be discussed in the following; see page 16; to conclude; strictly speaking; I will summarize . . . ; in brief*.

Metadiscourse is a part of genre. This is obviously seen from the definition of the genre itself. Genre, according to Swales (1990:58), is a class of communicative events, the members of which share some set of communicative purposes. Genre consists of two main parts; they are generic structure and lexicogrammar. The generic structures of a text recur or repeated to achieve the same communicative purpose, therefore the generic structure is static (Swales: 2004). Meanwhile, lexicogrammar may change from one text to another in its attempt to achieve the communicative purpose. These changes depend on the writer, context and situation; therefore, in the use of lexicogrammar, the genre is dynamic. The dynamicity of genre depends on writer's style communicative need of cultural social context (Bhatia, 2004:27).

Morley (2000:20) states that Lexicogrammar is concerned with the classes of lexical unit and grammatical unit. Lexes are group of words, phrases, and sentences. Metadiscourse may be classified as lexicogrammatical because it is realized with words arranged in sentences and phrases. So, the dynamicity of

genre lexicogrammar may also happened to metadiscourse in a genre, for example Economics text.

Economics text, based on Bruce (2003:8), belongs to social genre. Social genre refers to socially recognized constructs according to which whole texts are classified in terms of their overall social purpose. Economics text is a text that is often used in social life. It can be in academic genre and pure Economics text.

Metadiscourse of economics text with different genres, namely academic genre and pure Economics genre can be seen in the preliminary data below:

That is why, as you will see with stellar examples from companies such as chipmaker Micron, telecom calling card King IDT, and the credit scoring maven Fair Isaac, the acquisitive Master Cyclist executive team always uses its highly sophisticated understanding of the business and stock market cycles to tactically time any key acquisition or divestiture to the business cycle.

(N, TWTS,p.6,ln.10)

The sentence above is put from academic genre, Economics textbook. The phrase *as you will see* shows one type of metadiscourse that is commentaries. It explicitly addresses readers directly to drawing them into an implicit dialogue to *stellar examples from companies*. It shows readers that the writer recognizes their needs and is seeking to engage them in a dialogue. Metadiscourse is also found in pure economic genre. It can be seen from sentence below:

As noted in a petition by the US AFL-CIO to the Office of the US Trade Representative, “workers in China frequently are paid less than the country’s minimum wage, denied overtime pay, denied collective bargaining rights and often subjected to abusive treatment.

(N, TECP,p.14,ln.9)

The sentence above shows that the word *As noted in a petition* is one of metadiscourse types, namely text connectives that is reminder. With this text connective, the writers remind the reader that *workers in China frequently are paid less than the country's minimum wage, denied overtime pay, denied collective bargaining rights and often subjected to abusive treatment* plays the important roles. It also remind the readers of the writer's attitude about it can be seen in *petition by the US AFL-CIO to the Office of the US Trade Representative*.

Therefore, in this study will be focused on what and why metadiscourse be used in Economics texts. The metadiscourse will be investigated through the variation of the writers and the dynamicity of genre. It will be investigated through the different social genres in Economics text. They are academic genre and pure Economics genre. In academic genre, this study will focus on textbooks and journal articles in different writers. While in pure Economics genre, this study will focus on Economics report.

1.2 The Problems of the Study

In line with the background of the study, the problems of the study are formulated as the following:

- (1) What types of metadiscourse are used in Economics texts with different genres?
- (2) Why are the metadiscourse used in Economics texts with different genres?

1.3 The Objectives of the Study

The overall objectives of the study can be described as the following:

- (1) to find out what metadiscourse are used in Economics texts with different genres,
- (2) to explain the reason of metadiscourse is used in Economics texts with different genres.

1.4 The Scope of the Study

This study attempts to investigate the metadiscourse in different genres. They are Academic genre and Economics genre. In academic genre, there are Textbooks and Journal Articles. They are in the Economics text. In pure Economics genre, there is Economics report.

1.5 The Significances of the Study

The findings of the study are expected to be useful and relevant theoretically and practically.

Theoretically, the results of this study are useful to:

- (1) enrich of linguistic knowledge in the field of metadiscourse,
- (2) widen horizon in the theory of metadiscourse.

Practically, the results of this study are useful for:

- (1) other researchers who are interested in conducting researches or any further studies in English Specific Purpose area,

- (2) lecturer and university students in using metadiscourse to be cooperative in sharing information, expressing opinion, evaluating group work, and other academic process that use metadiscourse,
- (3) writer and reader in following communicative principles in order to be successful in delivering meaning, building harmonious communication, and creating good relationship in writing in different genre.

