

## CHAPTER I

### INTRODUCTION

This chapter present about background of the research,formulation of the research problem, the objective of the research,significances of the research limitation of the research and definition of key terms.

#### **A. Background of the Research**

Learning English as a second language is becoming more and more important nowadays, especially in this era. English as a second or foreign language is the use of English by speakers with different native languages In mastering language, learners have to master the language skills including listening, speaking, reading, and writing Purwanti,(2013),Writing is a basic and very important language skills. Choudhury (2013), Writing is one of the language skills which is important in our life. Through writing,we can inform others, carry out transactions,persuade, infuriate, and tell what we feel.However, we know that writing or learning towrite especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

For the development of UNIM (Universitas Islam Majapahit) , it establishes TOEP ( Test of English Proficiency ) and speaking class in ILLC ( International Language Learning Center ),which focuses on developing communicative competence, which is required for all students to follow it. In speaking activity it includes writing process before doing presentation,student are required to write a text that will be made to speak in the class. One of the text learned by the students is descriptive text specifically describing a product.

In writing a text, students do not only focusing not on the grammar, but also the use of language should be considered, as students use good and orderly language at the core of the discussion but in tertiary level, student are required to be able to write a text, specifically Descriptive text, i.e. Describing a product. As a result, the researcher conduct from various aspects such as Metadiscourse and Generic structure. Metadiscourse concept discourse put forward by Zelling Harris in 1959 (Hyland, 2008).

The term "metadiscourse" is proposed by Williams in 1981. He defined metadiscourse as "Discourse about discourse, anything that doesn't refer problem discussed" (Williams, 1981). Many studies about metadiscourse can found in China and abroad. Hyland (2004) analyzed use of metadiscourse postgraduate and doctoral theses among various disciplines that provide direction for writing. Hyland (2005) explained that the concept of a way of understanding language in use, describing a writer's or speaker's attempt to influence a receiver's perception of a text coined by Zelling Harris (1959) contribute to the term of *metadiscourse*.

Moreover, discussions of metadiscourse have been heavily influence d by Halliday's (1973) distinction of ideational, interactional and textual function. Then, the concept has been developed by some writers including Williams(1981), Vande Kopple (1985), Crismore (1989) and Hyland (2004). Hyland(1998) also asserted that a view of writing as social and communicative engagement between a writer and reader influences the approach to *metadiscourse* because its central point is the ways writers place them selves into their work to shozw their comunnicative intentions.

Then, metadiscourse an important concept in research in composition, reading, writing and text studies. Some studies have suggested the importance of metadiscourse in casual conversation (Schiffin,1980), school textbooks (Crismore,1989);oral narratives (Norrick,2001), science popularizations (Crismore and Franswort,1990), undergraduate textbooks (Hyland, 2000), postgraduate dissertations (Button,1998); Hyland, 2004; sale, 1990) and company annual reports (Hyland, 1998). These studies show that metadiscourse is an important means of facilitating communication, supporting a position, increasing readability, building relationship with the readers (Hyland, 2005).

Moreover, a series of generic structure which or the model of genre analysis are also significant in writing a descriptive text. It is a functional unit in a text used for some recognizable purpose. Therefore I am triggered to analyze metadiscourse and generic structure in descriptive text of student because each text has certain characteristic traits so that researchers want to see aspects of the researchers' features in terms of linguistics and metadiscourse aspects and analyze their move or generic structure.

This studies about generic structure (moves) and metadiscourse have been investigated by some both researcher indonesia and foreign researchers. This I have five previous studies related to genre and metadiscourse.

The first This study Mardiana ,(2019) aims at describing what metadiscourse types used and explaining the functions of metadiscourse employed by the students in describing the product in written text. This qualitative study is a content analysis study since the data are in the form of written taken from six Industrial engineering students descriptive texts. The results reveal that there are two types and six sub-types of metadiscourse applied in the students descriptive

texts. This reflects that students attempt to persuade the readers by presenting the goals and emphasizing the importance of something in the product and the interest of the product described.

Second, the study Mardiana (2015) research aims to describe moves, metadiscourse types and resource used to accompany the moves in English abstract section of undergraduate student's (thesis) article at STKIP Jombang. Moreover this research also explains how the metadiscourse functions are applied in relation to the moves. The method of this study is qualitative research.

Then Likewise, Farokhi and Ashari (2009) research textual metadiscourse (TMRs) in research articles, however, they focused on abstract, introduction, and Result and Discussion section from thirty research i.e. ten articles from Mechanical Engineering, ten articles from Applied Linguistic, and ten articles from Medicine, Among in each discipline, five articles belong to native writers and five articles belong to non-native writers the compilation of Metadiscourse resource comprising Dhal (2004). Rahman (2004), Hyland (2005), Hempel and Degand (2008) and Dafouz-Milne (2008) were used to analyze the data. The result showed significant differences among ME, MED, and AL research articles section of abstract, Introduction, and Result and Discussion and also between the writings of native and non-native writers.

Then the study Husnah (2015) Purpose of this research was to analyze the generic structure of descriptive text that written by students of SMPN 3 Rambah Hilir. In collecting the data, the researcher used the writing test. The results showed that students' skills in generic structure of writing descriptive text at SMPN 3 Rambah Hilir as follows: 3 students (6%) was good categories, 32 students (30%) was fair category, and 15 students (64%) was poor category.

Then the study about genre and metadiscourse in descriptive text 'describing product' student faculty Engineering, which is who investigated about genre and metadiscourse in descriptive because The researcher used to analyze the genre and methodology with the benefit of students knowing what genre and metadiscourse write that it is very important to pay attention to these two things.

In brief the previous studies above have researched both linguistic features and genre analyze, However, there are some similarities and differences between those studies and my study, in terms of scope Mardiana (2019) and study have same scope with my study which is on Engineering faculty but differences are the But different from the analysis variable used is the genre of metadiscourse, and my study data resource discipline taken from different industrial engineering classes namely morning and evening class while Wiwik mardiana (2016) researched focus in student Engineering faculty.

Mainwhile the rest studies have different my scope from my study i.e Farokhi and Ashari (2009) research textual metadiscourse (TMRs) in research articles, however, they focused on abstract, introduction, and Result and Discussion section from thirty research i.e. ten articles from Mechanical Engineering, then articles from Applied Linguistics, and ten articles from Medicine, Among in each discipline, five articles belong to native writers and five articles belong to non-native writers the compilation of Metadiscourse resource comprising Dhal (2004), Rahman (2004), Hyland (2005), Hempel and Degand (2008) and Dafouz-Milne (2008) were used to analyze the data. Moreover my study is also different with Wiwik Mardiana (2016) and Farokhi and Ashari (2009) study since my study is deal two aspect analyze generic structure and metadiscourse while Mardiana

(2016) only deals i.e metadiscourse and than Farokhi and Ashari (2009) research textual metadiscourse (TMRs) in research articles.

The last study is from Anwardeen et al (2013). The purpose of the study was to examine the frequency and distribution of metadiscourse used by the particular students in argumentative writing as well as to analyze the errors that made by the particular students in using metadiscourse. The finding revealed that Malaysian college students are more inclined to using textual metadiscourse instead of interpersonal metadiscourse. These findings are useful for Malaysian tertiary level of educators or teachers as they help the educators to figure out the weaknesses of students in using metadiscourse.

Therefore my research topics is quite wort of analysis metadiscourse and generic structure in descriptive text of student because each text has certain characteristic traits so that researchers want to see aspects of the researchers' features in terms of linguistics and metadiscourse aspects and analyze their move or generic structure.

## **B . Formulation of the Problem**

1. What are features of metadiscourse used by student of ILLC (International Language Learning Center) UNIM in descriptive text ?
2. How is the generic structure use by student's of ILLC (International Language Learning Center) UNIM in descriptive text?
3. What are the functions of metadiscourse used by the students of ILLC (International Language Learning Center) UNIM?

## **C. Objectives of the Research**

1. To describe explain feautre of metadiscourse used in student ILLC (International Language Learning Center) UNIM in descriptive text.

2. To How is the generic structure of students' (International Language Learning Center) descriptive text.
3. To explain the function metadiscourse used in descriptive text students ILLC (International Language Learning Center) UNIM.

#### **D. Significances of the Research**

##### 1. Theoretical benefits

For writers, aside from being a condition for completing education, they can also add knowledge about metadiscourse and moves to analyze languages so that they train writers to be able to apply theories obtained from lectures.

##### 2. Practical benefits

It is expected that the research result bestows a contribution that can be used as a model and reference to develop teaching materials which are in line with learning objectives, besides, the result will help improve learners' writing skills especially in applying moves and metadiscourse in the descriptive texts.

#### **E. Scope and Limitation of the Research**

This research focuses on metadiscourse interactional and ininteractive models by Hyland (2005) and generic structure to analyze by Djahuari (2007). Besides, this research is also limited to the Descriptive text student describing product.

#### **F. Operational Definition of the Key Terms**

1. **Metadiscourse** Metadiscourse is defined here as the linguistic resources used to organize a discourse or the writer's stance towards either its content or the reader Hyland, (2000).

- 2. Interactional Metadiscourse** Interactional metadiscourse was used to “involve readers in argument by alerting them to the author’s perspective towards both propositional information and readers themselves. In Hyland’s (2000).
- 3. Interactive Metadiscourse** Interactive metadiscourse was used to “ help to guide the reader through the text Hyland’s (2005)
- 4. Generic structure** Gerot and Peter (1994)  
mention that “there are three components in the descriptive text, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics”.  
Conclusion the concluding paragraph contains the conclusion of the topic, and signs the end of the text.
- 5. Descriptive Text** Meanwhile states that description is a type of written text which has the specific function to give description about an object (human or non human). In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place. Pardiyo (2007).