

CHAPTER I

INTRODUCTION

This chapter explained the background of the research, the problem it addressed, and the specific gap in knowledge the study aimed to fill. It also outlined the purpose of the research, along with its main goals and objectives, and limitations of the study, especially factors that could have affected how broadly the findings could be applied. Finally, it highlighted the importance of the research and its potential contribution to both theory and practice.

A. Background of Study

In recent years, the requirement imposed by universities for students to publish academic articles has become an increasingly common phenomenon. Students are often encouraged, or even required, to publish their work in journals with higher index levels, as publications in reputable journals are considered more academically valuable. This situation places greater demands on students, particularly in terms of their academic writing ability.

For EFL (English as a Foreign Language) students, meeting these academic writing demands can be especially challenging. Writing academic texts in a foreign language requires not only an understanding of content but also the ability to organize ideas, choose appropriate vocabulary, and construct coherent and reader-friendly arguments. Many EFL students experience difficulties in expressing their ideas clearly and logically, which may affect the overall quality and acceptability of their academic writing.

One crucial component of effective academic writing is metadiscourse. Metadiscourse refers to the linguistic resources used by writers to organize their texts, guide readers through the arguments, and express their stance toward both the content and the audience. According to Hyland, metadiscourse highlights the interpersonal nature of communication, in which writers do not merely present information but also interact with readers by signaling attitudes, levels of certainty, and engagement¹.

¹ Ken Hyland, *Metadiscourse* (New York: The Tower Building, 2005).

In addition, Shin and Han explain that metadiscourse connects discourse with its context, helping writers present ideas in a clear and logical sequence so that readers can easily follow the intended message.² For EFL students, the appropriate use of metadiscourse is particularly important, as it can reduce ambiguity and minimize potential misunderstandings in academic texts. Therefore, developing an understanding of metadiscourse and its use in academic writing is essential for EFL students who are required to produce publishable academic work.

Academic writing which is a process of investigation and deliberate problem-solving, as claimed by Wicaksono, et al³. Slang and acronyms are not used in academic writing, because academic writing require the use of standardized and formal language. The main purpose of academic writing is to provide a platform for writers to express their opinions on a topic in a way that is acceptable and considered reasonable or appropriate by readers.

Lillis⁴ refers to academic writing as as 'essayist literacy', represents both its gatekeeping role in academic settings and its value in representing academic knowledge. To some degree, academic writing is formal, objective, explicit, guarded, difficult, and accountable. It makes accurate and exact use of language. It is also thoughtfully prepared and structured. The writers' perseverance, open-mindedness, and discipline in their studies are amply demonstrated in their work. The writing must make sense and not only be based on feelings or private impressions.⁵

Examples of academic writing are journal articles or theses. In writing academic writing, the ability to convey information and include the reader in the text is a skill that article writers must have. This will be difficult to achieve if the

² Weixuan Shi and Jikun Han, *Research on Writing Samples from the Perspective of Metadiscourse*, *English Language Teaching* 7, no. 11 (2014): 151–58, <https://doi.org/10.5539/elt.v7n11p151>

³R. R. Wicaksono, N. Nurhamdah, and K. Kalsum, Analysis of Iain Parepare Students' Academic Writing Levels on IELTS Preparation Class, *Al-Irsyad: Journal of Education Science* 2, no. 2 (2023): 132–146.

⁴ T. Lillis, *Student Writing: Access, Regulation, Desire* (London: Routledge, 2001).

⁵ E. Yulistiani, S. Supriyono, A. Wicaksono, and T. Hastomo, The Correlation between Vocabulary Mastery, Reading Habits, and the Students' Writing Ability, *IJLHE: International Journal of Language, Humanities, and Education* 3, no. 1 (2020): 69–76.

writer does not know how to convey the message to the reader, especially if the writer does not use English as a first language, extra effort is needed to convey the knowledge. Hence, the appropriate use of metadiscourse is essential in conveying a journal article.

There has been prior research on metadiscourse markers, such as Mazidah & Masruroh's analysis of interactional metadiscourse in students' abstracts from several Qomaruddin University studies. According to their research, interactional metadiscourse markers were used in the abstracts of all six study programs. Even so, there are variations in marker application styles and preferences. In terms of overall metadiscourse usage, English Education Program (EEP) student used the most markers, whereas Mechanical Engineering (ME) used the fewest. Additionally, EEP applied the most metadiscourse versions, while ME applied the fewest. Because it also exposed their writing style, their level of English proficiency affected the reasons behind their more or lesser usage of interactional indicators. One instance of their exposure is EEP.⁶

Systematic Literature Review (SLR) is a branch of study that connects many research works. The researcher felt a concern because presenting numerous articles to the readers requires good delivery skills. Prior research conducted by the writer through interviews with students also shows that UIN Syekh Wasil students felt that metadiscourse helps them in reading academic article text. However, they do not know how to use metadiscourse, or even that metadiscourse exists. This challenge is further compounded when the article is written by someone whose first language is different.

And based on the findings from the prior research mentioned above, there is limited research that has analyzed the use of metadiscourse in articles, especially in Systematic Literature Review (SLR) articles. Therefore, this research looked at this gap and carried out this research, because the SLR research method is a new

⁶ Eva Mazidah and Lailatul Masruroh, Interactional Metadiscourse in Students' Abstracts across Studies at Universitas Qomaruddin, *Linguists: Journal of Linguistics and Language Teaching* 8 (2022): 139.

method and is starting to be used frequently. This research conducted so that students can find out more about the use of metadiscourse in academic writing.

B. The Statement of Problem

Based on the explanation of the background of the problem previously mentioned, the research question is formulated as follows:

1. How frequently are metadiscourse markers used in Systematic Literature Review (SLR) articles published in English-language national and international journals?
2. Do Systemic Literature Review (SLR) articles published in national and international English journals employ metadiscourse differently?

C. The Purpose of Study

Based on the issued raised above, the study's objectives are as follows:

1. To reveal how frequent metadiscourse markers used in Systemic Literature Review (SLR) Article on national and international English journals
2. To find out differences that occur in the use of metadiscourse in Systemic Literature Review (SLR) Article on national and international English journals

D. The Scope and Limitation of The Study

The purpose of this study is to determine the differences in the use of metadiscourse in Systematic Literature Review (SLR) articles published in national and international English-language journals, as well as the ways in which metadiscourse markers are employed in SLR articles from these two types of publications. Using a metadiscourse studies approach, this research focuses on metadiscourse markers found in selected national and international journal articles that adopted the SLR method, analyzed through Hyland's⁷ framework. The articles included in the corpus were carefully selected from SINTA-indexed national journals and Scopus-indexed international journals based on their relevance to educational topics and their adherence to basic inclusion standards such as the use

⁷ Hyland, *Metadiscourse*, 2005.

of the SLR method, recency of publication, and English-language presentation, and has English education topic.

E. The Significance of Study

This research is important to carry out because it contributes to generating theoretical and practical significance. The research's theoretical significance is that it seeks to promote linguistics by advancing scientific knowledge, particularly in relation to researchers' examination of discourse studies. The results of this study will provide a deeper understanding of the potential use of metadiscourse markers in academic articles, particularly those with SLR themes. Additionally, researchers, educators, students, and future readers who are interested in talking about metadiscourse markers usage may find the practical significance of this study as follows;

a. For Teachers

Practical significance for teachers is that teachers are able to teach students to use metadiscourse markers based on the knowledge gained from this research. During the teaching and learning process, teachers may wish to offer advice to students on how to use metadiscourse to improve their writing skills and this is where this research plays a role of practical significance.

b. For Students

This research provides deeper knowledge about the use of metadiscourse markers, especially in writing so that students can gain an understanding of the material and its use in real life situations.

c. For Furture Researchers

This research can be a resource for other researchers who are interested in learning more about linguistic studies and the use of metadiscourse markers.

d. For Readers

The results of this study will help readers better grasp the idea of using metadiscourse markers, and they can apply what they've learned about

metadiscourse in their writing or when they wish to communicate information by interacting with readers more.

F. Definition of Key Terms

- a. **Metadiscourse:** The linguistic resources used to organize a discourse or the writer's stance toward either its content or the reader.⁸
- b. **Metadiscourse Markers:** The specific linguistic expressions used to realize metadiscourse in a text.⁹
- c. **Academic writing:** a formal, structured, and objective style of writing used to communicate research, arguments, and knowledge within academic disciplines.¹⁰
- d. **Systemic Literature Review:** a review that addresses a clearly formulated question using systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review.¹¹

⁸ Hyland, *Metadiscourse*, 2005.

⁹ Ibid

¹⁰ John M. Swales and Christine B. Feak, *Academic Writing for Graduate Students: Essential Tasks and Skills*, 3rd ed. (Ann Arbor: University of Michigan Press, 2012).

¹¹ Moher, David, Alessandro Liberati, Jennifer Tetzlaff, Douglas G. Altman, and The PRISMA Group. 2009. Preferred Reporting Items for Systematic Reviews and Meta-Analyses: The PRISMA Statement. *PLoS Medicine* 6 (7): e1000097.
<https://doi.org/10.1371/journal.pmed.1000097>