

**METADISOURSE ANALYSIS OF THE INTRODUCTION
SECTION OF STUDENT THESES**

A Thesis

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

RADEN INTAN STATE ISLAMIC

UNIVERSITY LAMPUNG

1448 H / 2026 M

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**Submitted as a Partial Fulfillment of the Requirements for
S1-Degree**

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ABSTRACT

Metadiscourse enables writers to structure ideas effectively and build interaction with readers, and plays a crucial role in academic writing. This study examined the types, distribution, and functions of interactive and interactional metadiscourse markers used in the introduction sections of undergraduate theses. Using qualitative content analysis, the study adopted Hyland's (2005) interpersonal model. The data consisted of twenty undergraduate thesis introductions written by students of the English Education Study Program at UIN Raden Intan Lampung between 2023 and 2025.

The analysis identified 4,341 metadiscourse markers, consisting of 2,249 interactive and 2,092 interactional markers, and all categories proposed by Hyland (2005) were found. Among the interactive markers, transitions were the most dominant (45.75%), followed by frame markers (18.36%), evidentials (17.21%), and code glosses (12.67%), while endophoric markers were the least frequent (6.00%). In the interactional category, self-mentions were the most frequent (34.27%), followed by hedges (22.23%), attitude markers (18.59%), and engagement markers (14.15%), while boosters occurred least often (10.76%). These findings indicate that students prioritized coherence while establishing authorial presence and a cautious stance. Interactive markers functioned to organize information, enhance coherence, clarify meaning, and support claims with external sources, whereas interactional markers conveyed attitudes, expressed certainty or caution, engaged readers, and established authorial identity.

These findings suggest that metadiscourse substantially supports the effectiveness of thesis introductions by helping writers organize their ideas while establishing meaningful interaction with readers. The results are expected to offer pedagogical insight for improving academic writing instruction, particularly in helping students use metadiscourse markers more purposefully and consciously when composing thesis introductions in the future.

Keywords: *Academic Writing, Hyland (2005), Interactive Metadiscourse, Interactional Metadiscourse, Metadiscourse, Thesis Introduction..*

DECLARATION

I am a student with the following identity :

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NPM : 2211040035

I hereby declare that the thesis entitled "Metadiscourse Analysis of the Introduction Section of Student Theses" is entirely my own work and research. This thesis has not been submitted, either in part or in full, for any degree or academic qualification at any other institution. I further declare that all sources of information, ideas, data, and quotations derived from the work of others have been properly acknowledged and referenced in accordance with academic standards and ethical practices. I take full responsibility for the content and originality of this thesis.

Bandar Lampung 27 July 2026
Declared by,



Eva Riana Astuti
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MOTTO

﴿فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۖ﴾

*"So surely ease (comes) with every hardship,
Verily, with (this) hardship (too) there is ease"*

(QS. Al-Insyirah [94] : 5 - 6)¹



¹ Qur'an Kemenag, *QS. Al-Insyirah [94] : 5 - 6*, <https://quran.kemenag.go.id>.
[Accessed 23 June 2026].

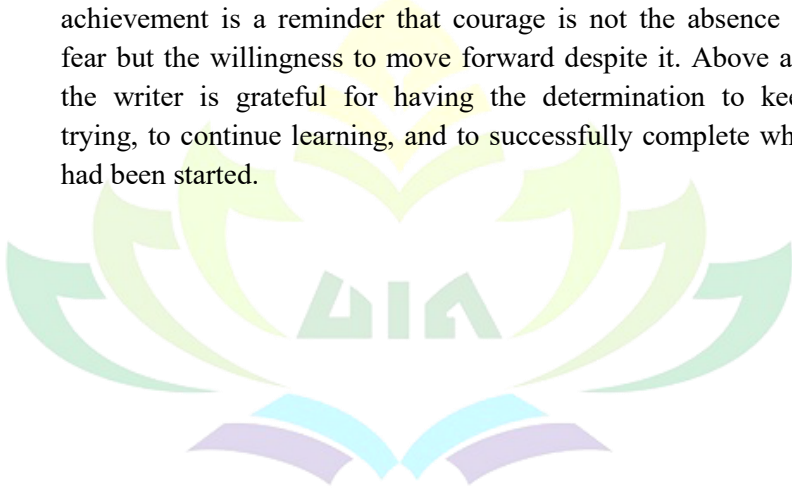
DEDICATION

All praise and gratitude be to Allah SWT for His endless blessings and grace bestowed upon the writer. With sincere gratitude, the writer would like to dedicate this thesis to:

1. To my first love, my beloved father, Mr. Sarim, a figure whose unwavering determination, sacrifices, and unceasing prayers have always been a source of strength and inspiration throughout this journey. This dedication is a sincere expression of gratitude for all the hard work and sacrifices made from dawn until dusk without ever growing weary. Thank you for the endless love, unwavering support, and unceasing prayers that have made this achievement possible. Every effort and sacrifice will always be remembered with the deepest gratitude and respect.
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CURRICULUM VITAE

The writer of this thesis, Eva Riana Astuti, was born on June 9th, 2004, in Talang Waysulan, South Lampung. She is commonly called Eva and is the third child of Mr. Sarim and Mrs. Suyati. She has one brother, Muhammad Khailani, and one sister, Lili Nur Fitriani. She began her education at Kindergarten (TK) in Talang Waysulan in 2009. She then continued her study at MI Darul Ulum Talang Waysulan from 2010 to 2016, followed by Darun Nasyi'in Junior High School, East Lampung, from 2016 to 2019. After completing her junior high school education, she continued her study at senior high school in 2019 before pursuing higher education at UIN Raden Intan Lampung.

During her university years, she actively participated in the Scout Student Activity Unit (UKM Pramuka) for two years. Through this organization, she learned valuable lessons about leadership, teamwork, self-confidence, solidarity, and the importance of family values within a community. In addition, she gained teaching experience as a tutor at LKP Prestasi Bandar Lampung for seven months, where she developed her teaching and communication skills. Furthermore, she carried out her teaching practicum at SMAN 17 Bandar Lampung during the KKN-PPL program, which provided her with practical experience in managing classrooms and applying educational theories in a real teaching environment.

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Finally, nothing is perfect, nor is this thesis. Any corrections, comments, and suggestions for the goodness of this thesis were always open-heartedly welcome. Furthermore, this thesis is expected to be useful for the other writers, particularly and the reader generally, especially for those who are involved in the English teaching profession.

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CAPTER I

INTRODUCTION

A. Title Confirmation

This thesis title is **“Metadiscourse Analysis of the Introduction Sections of Student Theses.”** Certain contextual aspects of language can be challenging for readers to comprehend. The author aims to research metadiscourse markers to improve comprehension of the introduction section of student theses. An analysis involves systematic testing to determine the relationship between parts and the whole and searching for correlations. The analysis process involves parsing, selecting, and organizing items based on defined criteria, and interpreting their meaning. Metadiscourse describes how writers organize text, engage readers, and signal attitudes toward the material and the audience (Hyland, 2005). According to Crismore (1989), metadiscourse is linguistic material in words, whether spoken or written, which at first does not add anything to the propositional material, but is intended to help the listener or reader organize, interpret, and evaluate the information given. If metadiscourse markers are removed, the texts will be less personal, less interesting, and more difficult to follow.

Metadiscourse is a linguistic device that organizes texts, engages readers, and demonstrates the writers' attitude toward their material and their audience (Hyland, 2005). Metadiscourse markers are divided into two categories: interactive and interactional, based on Hyland's (2005) classification, which includes ten subcategories of markers. According to Swales and Peak (2012), an introduction section is generally organized into three main components. The first component provides readers with background information and introduces the context of the research, helping them understand the topic and its significance. The second component focuses on identifying a research gap or an unresolved issue in previous studies, which serves as the justification for conducting the current research. The final component outlines the purpose and objectives of the study and,

when appropriate, presents the research questions or hypotheses. Together, these components guide readers from a general understanding of the topic to the specific focus of the study. Therefore, an effective introduction should be clear, well-structured, and concise, enabling readers to understand the rationale and direction of the research. The introduction section explains the rationale for undertaking the study and clearly describes the main purpose of conducting it. It should be focused, brief, and clear. According to Morley (2008), the introduction section is essential for clear and organized writing; by providing an appropriate context and an effective thesis sentence, the introduction allows the writer to narrow the scope of their paper and ensures that all information and claims relate back to the thesis.

As we know, the English Education Program offers aspiring teachers practical training and a thorough grasp of language teaching principles, keeping them informed about contemporary classroom methods. It focuses on current methodologies such as the communicative approach and task-based learning, nurturing critical thinking, creativity, and research abilities. The program is supported by a team of qualified and experienced faculty members who create a professional learning environment emphasizing reflection, observation, and evaluation of teaching practices with a learner-centered approach. Graduates are well-equipped to pursue careers not only in teaching but also in fields such as translation, tourism, and communication (Brown, 2007; Richards & Rodgers, 2014).

B. Research Background

Academic writing is a complex skill because it requires writers to organize ideas systematically, present arguments logically, and guide readers to understand the flow of the text coherently. In the context of higher education, students are not only expected to be able to use correct grammar, but also to have rhetorical awareness in composing academic writing. This rhetorical awareness relates to the writer's ability to consider the needs of the reader and the applicable academic conventions. One

linguistic resource that plays an important role in supporting this function is metadiscourse. Metadiscourse allows writers to organize the structure of the text, mark the relationships between ideas, and show the writer's attitude towards the content of the writing. Therefore, metadiscourse is an important element in creating academic writing that is clear and easy to understand (Hyland, 2017).

Recent studies show that many undergraduate students still face difficulties in academic writing, especially at the discourse level. These difficulties are not only caused by limited mastery of grammar or vocabulary, but also by a lack of ability to organize ideas and construct effective arguments. Students are often able to present information, but are not yet able to guide readers optimally through a clear text structure. As a result, students' academic writing tends to be less coherent and less persuasive. Research by Ädel (2018) and Lee and Deakin (2016) confirms that weak use of metadiscourse is one of the main causes of this problem. This shows that metadiscourse analysis is important for understanding the quality of students' academic writing.

One of the most important parts of academic writing is the introduction. This section serves as an entry point for readers to understand the topic, context, and direction of the research. In the introduction, writers are required to present the background of the research, identify research gaps, and clearly explain the objectives of the research. Swales and Feak (2012) explain that a good introduction moves from general information to a more specific research focus. This structure helps readers follow the author's train of thought step by step. However, the success of this structure is highly dependent on the use of appropriate linguistic devices, including metadiscourse. Without adequate metadiscourse, the introduction can be difficult to understand and less convincing.

Metadiscourse refers to the linguistic elements that help writers manage the flow of information and engage readers in the text. Crismore (1989) states that metadiscourse reveals how writers interact with their readers and signal their intentions.

Through metadiscourse markers, writers can indicate transitions, emphasize key points, and express attitudes or evaluations. Hyland (2005) further explains that metadiscourse allows writers to construct persuasive and coherent arguments within academic communities. It reflects the social nature of writing, where meaning is shaped by shared conventions and expectations. Consequently, understanding metadiscourse is crucial for effective academic communication.

Metadiscourse in the introduction has two main functions, namely organizational and interpersonal functions. Interactive metadiscourse, such as transition markers and frame markers, helps writers organize the flow of information and show the logical relationship between parts of the text. Meanwhile, interactional metadiscourse, such as hedges, boosters, and engagement markers, allows writers to express their attitudes and engage readers in the arguments presented. Recent studies show that students tend to use interactive metadiscourse more often than interactional metadiscourse. This condition causes the writing to be formally structured, but lacks academic attitude and reader engagement. Khojasteh et al. (2017) and Nurhayati and Kurniawan (2021) found that this imbalance has an impact on the weak persuasiveness of students' thesis introductions.

In the context of undergraduate thesis writing, limited use of metadiscourse can result in an ineffective rhetorical introduction. Students often find it difficult to explicitly identify research gaps or direct readers to clear research objectives. As a result, readers may not fully understand the urgency and contribution of the research. Research in the context of EFL shows that low awareness of the function of metadiscourse reflects students' limited understanding of academic discourse conventions. Hu and Cao (2022) and Lee (2020) emphasize that the ability to use metadiscourse is an important indicator of the academic maturity of writers. Therefore, the study of metadiscourse is relevant to improving the quality of students' thesis writing.

In the English Education Study Program, students are required to master language skills as well as academic abilities,

particularly in writing scientific texts. Academic writing is considered a core competency in the education of prospective English teachers because it reflects students' critical, analytical, and reflective thinking skills (Hyland, 2019). According to Richards and Rodgers (2014), language education does not only focus on language proficiency but also on the ability to use language appropriately in academic and professional contexts. Therefore, English Education students are expected to be able to produce academic writing that is coherent, argumentative, and in accordance with academic conventions. One important aspect in achieving this goal is mastery of metadiscourse, because metadiscourse helps writers organize texts and build interactions with readers (Hyland, 2017). Recent research shows that mastery of metadiscourse contributes significantly to the quality of academic writing by language education students (Ädel, 2018). Thus, analysis of the use of metadiscourse is relevant in evaluating the academic competence of students in the English Education Study Program

Therefore, this study focuses on analyzing the types and functions of metadiscourse used in the introductory sections of theses written by students in the English Education Study Program at UIN Raden Intan Lampung. This study specifically examines the distribution of interactive and interactional metadiscourse based on the interpersonal model proposed by Hyland. Through this analysis, the study aims to reveal patterns of metadiscourse usage and the level of rhetorical awareness among students. The results of this study are expected to provide an overview of the strengths and weaknesses of students' thesis introductions. In addition, the findings of this study are expected to form the basis for the development of academic writing instruction. Thus, this study has theoretical and practical contributions to improving the quality of thesis writing in higher education.

C. Research Focus

This study focuses on analyzing the use of metadiscourse in the introduction sections of undergraduate theses written by students of the English Education Study Program at UIN Raden

Intan Lampung using Hyland's (2005) interpersonal metadiscourse model. The study aims to identify the types, functions, and distribution of both interactive and interactional metadiscourse markers and to examine how these markers help organize the text, express the writer's stance, and engage readers. The data consist of twenty undergraduate theses published between 2023 and 2025, comprising four theses from 2023, eight from 2024, and eight from 2025. The theses were selected through purposive sampling to ensure adequate variation while maintaining a similar academic context. This selection is consistent with Creswell's (2018) view that qualitative research prioritizes rich and in-depth analysis over large sample sizes. Likewise, Paltridge (2012) argues that texts produced within a relatively close period make it possible to identify stable linguistic patterns within an academic discourse community. Therefore, the selected data are considered suitable for providing a comprehensive understanding of metadiscourse use in the introduction sections of undergraduate theses.

D. Research Questions

Here are the research questions of this study about metadiscourse analysis in introduction sections of student theses:

1. What types of interactive and interactional metadiscourse markers are used in the introduction sections of student theses?
2. How are interactive and interactional metadiscourse markers distributed in the introduction sections of student theses?
3. What are the functions of interactive and interactional metadiscourse in the introduction sections of student theses?

E. Research Objectives

In this study the writer classifies the research objectives into:

1. To identify and describe the types of interactive and interactional metadiscourse markers used in the introduction sections of student theses.

2. To examine the distribution of interactive and interactional metadiscourse markers in the introduction sections of student theses.
3. To analyze the functions of interactive and interactional metadiscourse in organizing the text and engaging readers in the introduction sections of student theses.

F. Research Significance

1. Theoretically

From a theoretical standpoint, this research is anticipated to add to the field of applied linguistics, with particular attention to discourse analysis and its bearing on the teaching of academic writing. Its findings may deepen understanding of how metadiscourse operates in students' academic texts, with special reference to the introduction section. In doing so, the study contributes to existing theoretical accounts of cohesion, coherence, and interpersonal relations within academic writing. Beyond this general contribution, the theoretical insights derived from the study are expected to offer a linguistic basis that can be applied directly to academic writing pedagogy. This basis is particularly relevant for illustrating how metadiscourse functions may be taught explicitly. Through such explicit instruction, students can be guided toward producing academic texts that are more effective and more attentive to their readers.

2. Practically

This study is chiefly intended to support the teaching of academic writing, particularly within Academic Writing and Thesis Writing courses offered in the English Education Department. It is hoped that the findings will heighten awareness among students, teachers, and lecturers concerning the use of metadiscourse markers in academic writing. Beyond raising awareness, the results are also expected to function as practical input for classroom teaching activities. This is achieved primarily through the provision of authentic examples of metadiscourse drawn from the introduction sections of student theses. Such examples allow abstract

linguistic concepts to be grounded in real student writing, making them more accessible for instructional purposes. In this way, the study bridges linguistic research and classroom practice in the teaching of academic writing.

a) For the students

This study can heighten students' awareness of the significant role metadiscourse plays in academic writing, particularly when composing an effective thesis introduction. Within the context of Academic Writing or Thesis Writing courses, its findings may serve as a direct reference for students seeking to apply appropriate metadiscourse strategies in their own writing assignments. Such application can help students organize their arguments more systematically while presenting information in a logical sequence. At the same time, the findings encourage students to build stronger interaction with their readers rather than presenting information in isolation. Through greater awareness of these strategies, students are better positioned to produce academic texts that are clearer and more coherent. Ultimately, this contributes to writing that is more persuasive and better suited to academic conventions.

b) For the lecturer

The findings of this study offer valuable pedagogical input for lecturers responsible for teaching academic writing courses at the undergraduate level. Through authentic examples of metadiscourse drawn from students' thesis introductions, lecturers are able to concretely illustrate how writers organize their ideas, guide readers through the text, and express their attitudes within academic writing. These examples can be directly incorporated into teaching materials and learning activities for courses such as Academic Writing, Essay Writing, or Thesis Writing. Beyond material development, the findings may also serve as a reference point when lecturers provide feedback on students'

academic writing. This is especially useful for assessing the clarity of students' ideas as well as the effectiveness of their rhetorical choices. In this respect, the study supports lecturers in strengthening their instructional practices around academic writing.

c) *For other researchers*

This research can serve as a reference point for future studies examining metadiscourse within academic writing, including studies that investigate its application in the teaching of academic writing. Future researchers may extend the scope of this study by exploring metadiscourse use across other genres, academic disciplines, or educational levels. Such extensions would help establish whether the patterns identified here hold true in broader instructional contexts. In addition, the methodology employed in this study may serve as a model for designing similar discourse-based investigations. Researchers interested in pedagogy may also build on these findings to design instructional interventions aimed at strengthening students' explicit understanding of metadiscourse. Through such efforts, this study can contribute to a wider body of research connecting discourse analysis with the teaching of academic writing.

G. Relevant Research

In this research, the researcher summarizes several previous studies related to the analysis of metadiscourse to prove the originality of the present study. The first relevant study was conducted by Agustinos (2018), entitled *Metadiscourse Markers in the Undergraduate Thesis Introduction Written by English Department Students in Bengkulu University*. This study aimed to identify the types and categories of metadiscourse markers used in thesis introduction sections. Using Hyland's (2005) interpersonal model, fifteen undergraduate thesis introductions were analyzed qualitatively. The findings revealed that interactive metadiscourse

markers were used more frequently than interactional ones. Transition markers such as *and*, *but*, and *or* appeared most dominantly throughout the texts. However, the study also found that students relied on a limited range of basic markers, indicating a lack of rhetorical variation. This suggests that although students used metadiscourse appropriately, their awareness of its broader functions was still limited.

The second relevant study was written by Kusumawati (2020) in her research titled *Metadiscourse Features in Students' Academic Essays*. The study investigated interactive and interactional metadiscourse in argumentative essays written by English Education students. By applying a descriptive qualitative design and Hyland's framework, the researcher analyzed the frequency and function of metadiscourse markers in students' essays. The results demonstrated that students tended to employ interactional metadiscourse, particularly hedges and engagement markers, to express stance and involve readers in the argument. However, the use of frame markers, code glosses, and endophoric markers was limited. The study concluded that students needed explicit instruction on the use of metadiscourse to improve the clarity and organization of their academic writing.

The third relevant study was conducted by Rahmawati (2021) entitled *Interactive and Interactional Metadiscourse in Thesis Background of Study Sections*. This study focused on analyzing metadiscourse markers used specifically in the *background of study* section of students' theses. Utilizing a corpus-based analysis and Hyland's interpersonal model, the findings indicated that interactive markers such as evidentials, transition markers, and endophoric markers were widely used to guide readers through the logical development of the text. Meanwhile, the use of interactional markers, such as boosters and attitude markers, was relatively low. The researcher argued that this pattern of metadiscourse use reflects students' tendency to prioritize coherence over expressing personal stance in thesis writing.

The Fourth study was conducted by Trunojoyo (2023) under the title *Interactive Metadiscourse Markers on Joe Biden's*

Presidential Speeches. Although the object of the research differs from academic writing, the study contributes valuable insight into how metadiscourse operates in spoken discourse. Using Hyland's (2005) metadiscourse theory and a descriptive qualitative design, the researcher analyzed three of Joe Biden's presidential speeches. The result revealed that Biden employed five types of interactive metadiscourse markers, namely transition markers, frame markers, endophoric markers, evidentials, and code glosses. A total of 311 metadiscourse items were identified, with transition markers appearing most frequently (233 occurrences). This study shows that metadiscourse plays a significant role not only in academic texts but also in political communication to structure information and guide listeners.

The fifth relevant study was conducted by Azijah (2020) entitled *Interpersonal Metadiscourse Markers in Jacinda Ardern's Speech at Christchurch Memorial*. This study aimed to identify both interactive and interactional metadiscourse markers used in a commemorative speech. The findings revealed that metadiscourse markers were used effectively to structure information and build emotional connections with the audience. Interactional markers such as attitude markers and engagement markers played a significant role in expressing empathy and solidarity. The study concluded that metadiscourse enhances persuasiveness and audience involvement. Although the genre differs from academic writing, the study supports the idea that metadiscourse functions across various discourse types. This strengthens the theoretical foundation of metadiscourse analysis.

Based on the previous studies above, it can be concluded that metadiscourse markers play an important role in supporting the clarity, structure, and interactiveness of both academic and non-academic texts. Most of the previous studies used Hyland's (2005) metadiscourse model, and many of them focused on written texts such as essays, thesis introductions, and background of study sections. However, some studies also applied the theory to spoken texts such as presidential speeches. As seen from the reviewed research, the common focus is on identifying the types and functions of metadiscourse markers and examining how

writers or speakers use these markers to guide readers or listeners. Therefore, the present research entitled “Metadiscourse Analysis of the Introduction Section of Student Theses” is different from previous studies in terms of its specific focus. While some earlier studies analyzed thesis introductions or background of study sections, this research aims to provide a more detailed description of the use, distribution, and dominant types of metadiscourse markers specifically in the introduction section of student theses. This research is also expected to provide insights into how effectively students structure their thesis introductions using metadiscourse markers according to academic writing conventions.

H. Research Methodology

1. Research Design

In this research, the researcher used a qualitative content analysis design, which is considered suitable for examining large bodies of text taken from the introduction sections of undergraduate theses. Since the data consist of written academic discourse, qualitative content analysis allows the researcher to interpret the linguistic elements deeply and describe how metadiscourse markers are used throughout the texts. This design focuses on describing textual patterns, interpreting their functions, and drawing qualitative judgments based on the words and expressions found in the students’ writing (Likert, 2010). Through this approach, the data were analyzed and explained descriptively rather than statistically, allowing a more detailed understanding of how language was structured within the introduction sections.

The analysis was supported by an analytical table that serves as an instrument to classify the types and functions of metadiscourse markers. The table helps categorize the markers based on Hyland’s classification and ensures consistency throughout the analysis. By using this analytical instrument, the researcher can identify the distribution, and characteristics of metadiscourse use in the introduction sections. This structured procedure also helps highlight the

dominant markers used by students and whether their use reflects appropriate academic writing conventions.

The concept of content analysis used in this research is aligned with Krippendorff's definition, which describes it as a research technique for producing *replicable and valid inferences from texts to the contexts of their use*. According to Krippendorff, content analysis emphasizes the importance of having results that can be repeated by other researchers using the same method, even when applied to different settings, times, or data sources. Therefore, the validity of this study lies in the consistent application of analytical procedures. If another researcher analyzes similar thesis introductions with the same method, the findings should remain consistent, reinforcing the reliability of the research design.

In this study, the researcher specifically focuses on analyzing metadiscourse markers in the introduction sections of theses written by English Education students at UIN Raden Intan Lampung. The analysis is guided by Hyland's interpersonal model *of metadiscourse*, which provides ten categories grouped into interactive and interactional resources. This model is widely used in metadiscourse research because it offers a detailed framework for examining how writers guide readers, organize information, and express stance in academic writing. By applying Hyland's model, the researcher aims to present a comprehensive description of how students employ metadiscourse markers to construct clarity, coherence, and engagement in their thesis introductions.

2. Subject of the research

The subject of this research is undergraduate theses written by students of the English Education Program at UIN Raden Intan Lampung, with a specific focus on the introduction sections of the theses. The introduction section is selected because it plays an important role in presenting the research background, establishing context, and guiding readers toward the research focus, making it a strategic part for examining rhetorical organization and writer-reader

interaction. The data sources consist of twenty undergraduate theses published between 2023 and 2025, which are purposively selected based on the criteria of completeness and accessibility. This selection is consistent with qualitative research principles that emphasize depth of analysis rather than sample size. In this study, the primary data are metadiscourse markers in the form of words and phrases found in the introduction sections of the selected theses. These markers are analyzed based on their types, functions, and distribution using Hyland's (2005) interpersonal model of metadiscourse. Therefore, the selected subject of the research is appropriate for addressing the research questions and achieving the objectives of the study.

a. Primary Data

This study employed a qualitative content analysis. The data sources in this study consist of twenty theses written by students of the English Education Study Program at UIN Raden Intan Lampung. These theses were purposively selected from works published between 2023 and 2025 and available in the university library. The selection was based on the year of publication, completeness, and accessibility, considering that the most recent theses represent current academic writing practices and curriculum implementation. The selection of the amount and type of data is in line with the principles of sampling in qualitative research as stated by Berg and Lune (2017), which emphasize the importance of data representativeness and manageability to enable in-depth analysis. Therefore, the selected data is expected to provide rich and relevant information for the analysis of metadiscourse categories.

b. Data Collection Technique

According to Creswell and Poth (2018), data collection in qualitative research involves gathering rich and meaningful information that enables researchers to understand a phenomenon in depth. In line with this

perspective, This study employed a purposive sampling technique to select data sources relevant to the research objectives. The data were collected from undergraduate theses written by students of the English Education Program at UIN Raden Intan Lampung. Twenty undergraduate theses were purposively selected based on specific criteria, including publication year, completeness, and accessibility. The data were collected from twenty undergraduate theses published between 2023 and 2025 and available in the university library.

Purposive sampling is considered appropriate for this qualitative discourse-based study because it allows the researcher to deliberately select texts that are information-rich and relevant to the phenomenon being examined. As emphasized by Paltridge and Starfield (2020), qualitative research in academic writing prioritizes depth of analysis and contextual understanding rather than large sample sizes. Similarly, Hyland (2019) states that discourse analysis studies typically focus on a limited number of texts to allow detailed examination of linguistic features within their contexts. The data collection procedure was conducted through the following steps:

1. Identifying undergraduate theses written by students of the English Education Program at UIN Raden Intan Lampung published between 2023 and 2025.
2. Selecting twenty theses that meet the criteria of completeness and accessibility.
3. Focusing on the introduction sections of the selected theses as the primary data source.
4. Reading the introduction sections carefully and repeatedly to gain a comprehensive understanding of the texts.
5. Identifying metadiscourse markers found in the introduction sections based on their functions.

6. Classifying the identified metadiscourse markers according to Hyland's (2005) interpersonal model of metadiscourse.
7. Scoring and Quantifying to support interpreting the Data.

c. **Research Instrument**

The primary research instrument in this qualitative study is the researcher herself, as commonly applied in discourse-based qualitative research. According to Creswell and Poth (2018), the researcher plays a central role in selecting data, interpreting meanings, and drawing conclusions from textual analysis. In this study, the researcher is responsible for identifying metadiscourse markers, classifying them into appropriate categories, and analyzing their functions within the texts. To support systematic and consistent analysis, an analytical table is employed as a secondary research instrument and is adapted from Hyland's (2005) metadiscourse framework. The analytical table includes columns for page number, sentence, metadiscourse marker, category, and function to ensure organized data documentation. As stated by Miles et al. (2014), the use of structured analytical tools helps minimize researcher bias and enhances transparency in qualitative research. Therefore, the analytical table strengthens the reliability and rigor of the research process by facilitating systematic analysis and comparison across different theses.

The data source of this study consists of the introduction sections of twenty undergraduate theses written by students of the English Education Study Program at UIN Raden Intan Lampung, published between 2023 and 2025. These theses were identified through the university library and institutional repository, and were purposively selected based on two criteria: completeness, meaning that the introduction section is fully developed and well-structured, and accessibility,

meaning that the text is available for detailed analysis. Limiting the data to theses published within this three-year period ensures that the selected texts represent recent academic writing practices and current curriculum implementation, in line with Paltridge and Starfield's (2020) view that academic writing conventions evolve over time. Only the introduction sections were analyzed, since this part of a thesis plays a crucial role in establishing research context, identifying research gaps, and guiding readers toward the research focus. Each introduction was read carefully and repeatedly to identify metadiscourse markers occurring at the sentence level, which were then recorded in the analytical table according to their category and function. By focusing on a single study program and a consistent thesis section across all twenty theses, the data source provides a coherent and manageable corpus that allows for systematic and in-depth analysis of metadiscourse use among student writers.

d. Data Analysis Techniques

Several techniques were applied in analyzing the data of this study.

The steps are presented as follows:

1. Identifying Data Source

The first step of the data collection procedure is identifying undergraduate theses written by students of the English Education Program at UIN Raden Intan Lampung published between 2023 and 2025. This step is intended to ensure that the data represent recent academic writing practices and current curriculum implementation. Paltridge and Starfield (2020) argue that academic writing conventions evolve over time, and therefore recent texts provide more accurate representations of contemporary rhetorical norms. The identification process is carried out through the university library

and institutional repository. By limiting the publication year, the researcher minimizes variation caused by outdated academic writing guidelines. This step ensures that the selected texts are relevant to the present academic context.

2. Selecting the Theses Using Purposive Sampling

After identifying potential data sources, the researcher selects twenty undergraduate theses based on specific criteria, namely completeness and accessibility. Completeness refers to theses that contain a fully developed and well-structured introduction section, while accessibility refers to the availability of the texts for detailed analysis. This study employs purposive sampling, which is commonly used in qualitative research to select information-rich data sources (Creswell & Poth, 2018). Unlike random sampling, purposive sampling allows the researcher to intentionally select texts that best represent the phenomenon under investigation. Hyland (2019) emphasizes that discourse analysis prioritizes depth of analysis rather than large sample size. Therefore, the selection of twenty theses is considered sufficient for in-depth qualitative analysis.

3. Focusing on the Introduction Sections

The third step is focusing exclusively on the introduction sections of the selected theses as the primary data source. The introduction section is chosen because it plays a crucial role in establishing research context, identifying research gaps, and stating research objectives. According to Swales and Peck (2012), introductions function rhetorically to guide readers from general background information to a specific research focus. Previous studies indicate that students' rhetorical awareness is most visible in the introduction section (Hyland, 2019). Since this

study examines metadiscourse, the introduction section provides a strategic site to observe how writers organize information and interact with readers. Limiting the analysis to this section allows the study to remain focused and coherent.

4. Reading the Data Repeatedly

The fourth step involves reading the introduction sections carefully and repeatedly to gain a comprehensive understanding of the texts. Repeated reading is a fundamental technique in qualitative discourse analysis because it enables the researcher to become familiar with textual patterns and contextual meanings. According to Miles et al. (2014), immersion in data is essential for producing credible qualitative interpretations. Through close reading, the researcher observes how ideas are structured, how arguments are developed, and how writers guide readers throughout the text. This process also helps prevent misinterpretation of linguistic items taken out of context. Consequently, repeated reading strengthens the credibility of the analysis.

5. Identifying Metadiscourse Markers

The fifth step is identifying metadiscourse markers found in the introduction sections. Identification is conducted by examining linguistic items that function to organize discourse and manage writer–reader interaction rather than convey propositional meaning. According to Hyland (2005), metadiscourse should be identified based on its function within the text, not merely its grammatical form. Therefore, each potential marker is analyzed in its context to determine whether it functions as metadiscourse. This functional approach is consistent with discourse analysis principles, which emphasize meaning over form (Hyland, 2019). Through this step,

only relevant metadiscourse markers are included in the data.

6. Classifying Metadiscourse Markers

The sixth step involves classifying the identified metadiscourse markers according to Hyland’s (2005) interpersonal model of metadiscourse, which categorizes metadiscourse into interactive and interactional resources. Interactive metadiscourse markers help writers organize information and guide readers through the text, while interactional markers allow writers to express stance and engage readers. This classification framework has been widely used in recent metadiscourse studies due to its clarity and applicability to academic writing (Ädel 2018, Hu & Cao, 2022). The classification process enables systematic analysis of how students balance textual organization and interpersonal meaning. The classified data serve as the basis for further functional and distributional analysis.

Table 1. Analysis of Metadiscourse Categories and Functions

Page	Sentence	Marker	Category	Function
4	However, this study aims to...	However	Transition	Contrastive
3	This study focuses on...	This study	Transition	Announcing Goals

After classification, the researcher analyzes the functions of each metadiscourse marker within its context. Functional analysis is necessary because a single marker may perform different rhetorical roles depending on how it is used. According to Hyland (2017), understanding the function of metadiscourse reveals writers’ rhetorical intentions and awareness of

audience expectations. The analysis focuses on how metadiscourse markers contribute to coherence, clarity, and reader engagement in the introduction sections. This step strengthens the interpretive depth of the study and avoids purely surface-level description. As a result, the findings reflect both quantitative distribution and qualitative rhetorical effectiveness.

To ensure traceability, each identified marker presented in the findings is cited using the format (Data [number], Thesis [number], p. [number]). The data number refers to the sequential order of the marker as recorded in the analytical coding sheet for that particular thesis (see Appendix), the thesis number refers to the specific undergraduate thesis from which the data were taken, and the page number refers to the page on which the marker appears in that source thesis, not in this research report.

Finally, the findings are described and interpreted by relating the results to relevant theories and previous studies. Creswell (2018) emphasizes that qualitative interpretation should connect empirical findings with existing theoretical frameworks. In this study, the interpretation explains how students use metadiscourse to construct introductions and how this reflects their rhetorical awareness. The discussion also highlights similarities and differences between the findings and previous research. Through this process, the study provides meaningful insights into students' academic writing practices. The conclusions are then drawn based on the overall patterns observed in the data.

7. Scoring and Quantifying the Data

Although this study is qualitative, numerical scoring is used to help describe the data more clearly and systematically. According to Krippendorff

(2018), content analysis can include numerical data when the purpose is to support the description and interpretation of the findings, rather than to test hypotheses. The total scores obtained for each component are then calculated and converted into percentages using the following formula :

$$P = \frac{F}{N}$$

P : Percentage of the category to be calculated

F : Frequency of the category to be calculated

N : The sum of frequencies

e. Data Validity

In qualitative research, data validity refers to the level of reliability and accuracy of the research process and findings. To ensure that the findings of this study are credible and accountable, the researcher applied the qualitative validity criteria proposed by Sugiyono (2013), namely credibility, dependability, transferability, and confirmability. These four criteria were applied through systematic and consistent research procedures with the data collection and analysis techniques used in this study. By applying clear and consistent analysis steps, the researcher ensured that the research findings were truly sourced from the data. An explanation of the application of each aspect of data validity is presented in the following subsection :

a) Credibility

Credibility refers to the extent to which research findings can be trusted and reflect actual data conditions. In this study, credibility was ensured through careful and repeated reading of the data, as outlined in the analysis procedure. Miles et al. (2014) argue that sustained engagement with the data enhances contextual understanding and reduces misinterpretation. Accordingly, each thesis

introduction was read repeatedly to ensure accurate identification and interpretation of metadiscourse markers. In addition, the analysis focused on the communicative function of the markers rather than solely on their linguistic form, following Hyland's (2005) framework. This functional approach strengthens credibility by grounding interpretation in established theory and textual evidence.

b) Transferability

Transferability refers to the extent to which research findings can be applied to similar contexts. In this study, transferability is supported by a clear description of the research context, including data sources, selection criteria, and analysis procedures. By stating that the data were taken from the introduction sections of theses written by students of the English Education Study Program at UIN Raden Intan Lampung, readers are given sufficient context to assess the relevance of the findings. As noted by Sugiyono (2013), rich contextual description allows readers to judge applicability. Although this study does not seek statistical generalization, the description enables analytical transferability.

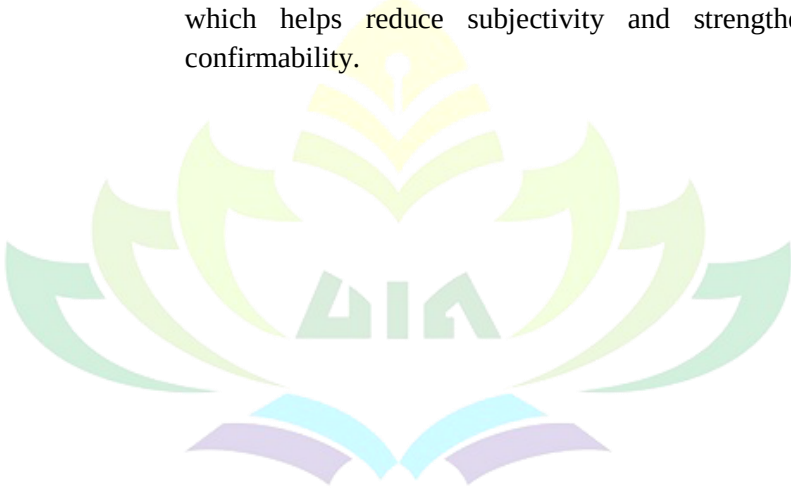
c) Dependability

Dependability refers to the consistency and reliability of the research process. In this study, dependability is ensured through the use of systematic and clearly defined analysis procedures applied consistently across all data sources, including data selection, repeated readings, and the identification and classification of metadiscourse markers. Creswell and Poth (2018) note that a transparent and well-documented research process enables others to understand how research findings are produced. In addition, the use of analysis tables adapted from Hyland's (2005) metadiscourse model provides a structured and consistent framework for recording

and classifying data, allowing the research process to be traced and logically evaluated.

d) Confirmability

Confirmability refers to the extent to which research findings are derived from the data rather than researcher bias. In this study, confirmability is ensured by supporting all interpretations with empirical textual evidence and documented analysis tables. As noted by Miles et al. (2014), a clear link between data and interpretation enhances objectivity in qualitative research. In addition, data interpretation follows Hyland's (2005) theoretical framework, which helps reduce subjectivity and strengthen confirmability.



CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. Discourse Analysis

Discourse analysis is a field of linguistics that studies language as it is used in communication. It does not only examine words, phrases, or sentences separately, but it also examines how language is arranged to create meaning in a larger text. Through discourse analysis, researchers can understand how writers or speakers deliver ideas, organize information, and build relationships with their readers or listeners. Discourse analysis can be applied to spoken language, written texts, classroom interaction, media, and academic writing. Therefore, discourse analysis is useful for understanding language use in its real context. In this study, discourse analysis is relevant because the researcher examines language use in the introduction sections of student theses. (Alek & Nguyen, 2023)

In written discourse, meaning is not created only through grammar or vocabulary. Meaning is also formed through the relationship between sentences, paragraphs, and ideas in a text. A text can be understood clearly when the ideas are connected logically and presented in an organized way. Writers usually use certain linguistic devices to connect their ideas, such as conjunctions, reference words, repetitions, explanations, and discourse markers. For example, words such as *however*, *therefore*, *in addition*, and *for example* help readers understand whether the writer is showing contrast, result, addition, or clarification. Thus, discourse analysis helps researchers identify how writers create coherence and unity in written texts. (Halimah et al., 2024)

Discourse analysis is closely related to the present study because the data are taken from the introduction sections of student theses. The introduction section is not only a collection of sentences, but it is also a part of academic

discourse that has a particular purpose. In this section, student writers explain the background of the study, identify the research problem, present previous studies, and state the purpose of the research. The writers need to organize their ideas carefully so that readers can understand why the research is important. They also need to show their position toward the topic and guide readers through the discussion. Therefore, the use of metadiscourse markers can be analyzed through discourse analysis because metadiscourse helps writers organize their texts and interact with readers. (Hyland, 2005)

There are several approaches in discourse analysis, such as conversation analysis, critical discourse analysis, genre analysis, pragmatics, and text analysis. Each approach has a different focus depending on the purpose of the research. Conversation analysis mainly focuses on spoken interaction, while critical discourse analysis examines power, ideology, and social issues in language. Genre analysis focuses on how texts are structured to achieve certain communicative purposes in a particular discourse community. Meanwhile, this study focuses on written academic discourse, especially the use of metadiscourse markers in thesis introductions. Therefore, the most relevant approach for this study is discourse analysis that focuses on textual organization and writer-reader interaction in academic writing. (Hyland, 2005)

Discourse analysis also considers context when interpreting language. A word or expression may have different functions depending on how it is used in a sentence. For example, the word *may* can function as a hedge when it expresses uncertainty, while the phrase *the researcher* can function as a self-mention when it shows the presence of the writer. Similarly, the word *therefore* can function as a transition marker because it shows a result or logical connection between ideas. This means that a marker cannot be classified only based on its form, but it should be analyzed based on its function in the text. Therefore, this study identifies metadiscourse markers by considering their

functions in the introduction sections of student theses. (Hyland, 2005)

2. Academic Writing

a) Definition of academic writing

Writing is a process of expressing ideas, information, opinions, and arguments through written language. It is not only about arranging words into correct sentences, but it also involves organizing ideas clearly and logically. In writing, writers need to think about the purpose of the text and the readers who will read it. They also need to select appropriate words, develop their ideas, and revise their writing before producing the final text. Writing usually involves several stages, including planning, drafting, revising, editing, and publishing. Therefore, writing can be understood as both a thinking process and a communication process. (Hyland, 2019)

Academic writing is a type of writing used in educational and scholarly contexts. It is commonly found in essays, research reports, journal articles, theses, dissertations, and other academic texts. The purpose of academic writing is to explain ideas, present arguments, analyze information, and report research findings. Academic writing requires writers to use formal language, logical organization, and reliable sources. Writers are also expected to support their claims with evidence from theories, previous studies, or research data. Therefore, academic writing is different from daily writing because it follows specific conventions and academic standards. (Paltridge & Starfield, 2020).

One important characteristic of academic writing is coherence. Coherence refers to the logical connection between ideas in a text. A coherent text allows readers to understand the writer's message easily because each sentence and paragraph is related to the main topic. Writers can create coherence by using transition markers,

such as *however*, *therefore*, *moreover*, and *in addition*. These markers help readers understand the relationship between one idea and another idea. Therefore, coherence is important in academic writing because it makes the text more organized and easier to follow (Halimah et al., 2024).

Another important characteristic of academic writing is the use of evidence. Academic writers need to support their arguments by referring to theories, previous research, expert opinions, or research findings. The use of evidence helps writers show that their arguments are not based only on personal opinions. In academic texts, writers often use citations such as *according to Hyland (2005)* or *previous research found that* to acknowledge the source of information. This practice also helps writers position their research within existing knowledge. Therefore, using evidence is important because it strengthens the credibility of academic writing (Creswell & Creswell, 2018).

Academic writing also involves the writer's stance and relationship with readers. Writers need to show their level of certainty, evaluation, and position toward the information they present. For example, writers may use hedges such as *may*, *might*, and *can* to express caution when making a claim. They may also use boosters such as *clearly*, *indeed*, and *certainly* to emphasize a strong statement. In addition, writers may use attitude markers, self-mentions, and engagement markers to express their evaluation and involve readers in the text. These features show that academic writing is not fully impersonal because writers still communicate with readers through their language choices (Hyland, 2005).

b) Thesis Writing

A thesis is an academic written work completed by students as one of the requirements for obtaining a degree. It is based on a research process that investigates a particular topic, problem, or phenomenon. In a thesis,

students are expected to explain the research background, formulate research questions, review related theories, describe the research method, present findings, and discuss the results. A thesis also shows the student's ability to conduct research and communicate the results in an academic way. Therefore, thesis writing is not only a final assignment, but it is also an important part of academic learning. (Paltridge & Starfield, 2020).

In general, an undergraduate thesis consists of several chapters, such as the introduction, literature review, research methodology, findings and discussion, and conclusion. Each chapter has a different function, but all chapters should be connected logically. The introduction presents the background of the study, research problems, objectives, significance, and previous related studies. The literature review discusses theories and previous studies related to the topic. The methodology explains how the research is conducted, while the findings and discussion present and interpret the research results. Finally, the conclusion summarizes the findings and provides suggestions for future research (Creswell & Creswell, 2018).

The introduction section is one of the important parts of thesis writing because it gives the first explanation of the research to readers. In this section, student writers need to introduce the topic, explain the research context, identify the problem, and explain why the study needs to be conducted. They also need to relate their study to previous research and show the contribution of their research. To achieve these purposes, writers use various linguistic resources to organize their ideas and guide readers. For example, they may use transition markers to connect ideas, evidentials to cite previous studies, and frame markers to organize the structure of the text. Therefore, the introduction section is appropriate for analyzing the use of metadiscourse markers (Hyland, 2005).

Thesis writing requires students to balance objectivity and writer presence. Students need to use formal language and evidence so that their writing can be accepted academically. However, they also need to show their research purpose, evaluation, and contribution through appropriate language choices. For example, the phrase *the researcher intends to investigate* shows the writer's role in the study, while the expression *this study may contribute* shows a cautious claim about the contribution of the study. These expressions help writers present their research without making claims that are too personal or too strong. Therefore, metadiscourse is important in thesis writing because it helps writers manage both textual organization and interaction with readers (Hyland, 2005).

Based on the explanation above, thesis writing can be understood as a complex academic activity that requires students to organize information, develop arguments, use evidence, and communicate their ideas effectively. The quality of a thesis depends not only on the research topic and findings but also on how the ideas are presented in written form. To produce a well-organized thesis, writers need to create coherent arguments and maintain effective communication with readers. One of the linguistic resources that supports these purposes is metadiscourse because it helps writers organize their texts and express their stance. Therefore, the analysis of metadiscourse in thesis introductions is important for understanding students' academic writing practices. Consequently, this study investigates the use of interactive and interactional metadiscourse markers in the introduction sections of student theses. (Hyland, 2005)

3. The Introduction Section of an Undergraduate Thesis

The introduction section is a fundamental component of an undergraduate thesis because it provides the conceptual and academic foundation for the entire study. This section

introduces the research topic, outlines the background of the study, and situates the research within a broader academic context. According to Bavdekar (2015), an effective introduction explains the rationale of the study and highlights its academic significance. Recent studies indicate that readers often evaluate the overall quality of a thesis based on the clarity of its introduction (Paltridge & Starfield, 2020). Therefore, the introduction functions as an entry point that shapes readers' understanding of the research.

In academic writing, introductions are expected to follow a logical structure that moves from general information to a specific research focus. This progression helps readers gradually comprehend the research problem. Swales and Feak (2012) describe this structure through the CARS model, which consists of establishing a research territory, identifying a gap, and occupying the gap. Recent research confirms that this rhetorical pattern remains effective in undergraduate and postgraduate writing contexts (Hyland, 2019). Without this structure, introductions may appear unfocused and difficult to follow. Consequently, mastering the organization of introductions is essential for undergraduate thesis writers.

One key element of the introduction section is the identification of a research gap. Research gaps refer to limitations, inconsistencies, or unexplored areas in previous studies. Identifying a gap allows writers to justify the necessity of their research. According to Paltridge and Starfield (2020), clearly articulated research gaps enhance the credibility and originality of a study. Recent EFL research shows that many students struggle to explicitly state research gaps, resulting in weak introductions (Lee, 2020). Thus, explicit guidance through linguistic devices is necessary to support this process. study. This step also positions the research within existing literature. As a result, the introduction becomes more academically grounded and persuasive.

After establishing the research gap, the introduction presents the purpose, objectives, or research questions of the study. These elements guide the direction of the research and

help readers understand the scope of the study. Morley (2013) emphasizes that clearly stated objectives contribute to coherence across chapters. Recent studies also highlight that vague objectives often lead to unfocused research outcomes (Hyland, 2019). Therefore, clarity in stating research purposes is essential for academic writing quality.

Based on the explanations above, it can be concluded that the introduction section plays an important role in establishing the academic foundation of a study. A well-structured introduction helps readers understand the background of the research, the position of the research in previous studies, as well as the direction and objectives to be achieved. A logical structure, clear identification of research gaps, and precise formulation of research objectives enable the introduction to function effectively as an introduction to the research. For students, mastery of the introduction not only helps improve the quality of academic writing but also strengthens the clarity and focus of the research being conducted. Therefore, a good understanding of the function and structure of the introduction is essential in writing a bachelor's thesis.

4. Metadiscourse

a) Metadiscourse Definition

Metadiscourse is a central concept in discourse analysis that focuses on how writers organize texts and interact with readers. It refers to linguistic resources that do not contribute directly to propositional content but help readers interpret the text. Hyland (2017) defines metadiscourse as the means by which writers structure discourse and express their stance toward both content and audience. This definition emphasizes the interactive nature of writing as a social practice. Through metadiscourse, writers make their intentions explicit and guide readers through the text. Therefore, metadiscourse plays a crucial role in effective academic communication.

In academic writing, metadiscourse reflects the relationship between writers and readers. Writers use metadiscourse markers to signal how ideas are connected and how arguments should be interpreted. According to Ädel (2018), metadiscourse highlights the writer's awareness of audience expectations and disciplinary norms. Without adequate metadiscourse, texts may appear fragmented and difficult to follow. Recent studies in higher education contexts show that effective metadiscourse use improves textual coherence and reader engagement (Hyland, 2019). Thus, metadiscourse contributes significantly to academic readability.

Metadiscourse also functions as a tool for managing interpersonal meaning. Writers employ metadiscourse to express caution, certainty, evaluation, and engagement. Lee (2020) notes that students who lack metadiscourse awareness often produce texts that are grammatically accurate but rhetorically weak. This suggests that metadiscourse competence goes beyond linguistic accuracy. Consequently, metadiscourse is essential for analyzing academic writing quality, particularly in student texts.

Based on these definitions, metadiscourse can be understood as a framework for examining writer–reader interaction in texts. It focuses on how writers manage discourse organization and interpersonal meaning simultaneously. Metadiscourse markers function as signals that help readers navigate the text and interpret the writer's intentions. Therefore, studying metadiscourse provides valuable insights into how academic texts achieve clarity and persuasiveness. This concept is particularly relevant for analyzing undergraduate thesis writing.

Although metadiscourse performs similar rhetorical functions in academic writing, its use may vary across different types of texts. The choice and occurrence of metadiscourse markers are influenced by several

factors, such as the genre, communicative purpose, and disciplinary or linguistic context of the text. In support of this perspective, Zarei and Mansoori (2007) demonstrated that English and Persian research articles differed in their use of metadiscourse markers, indicating that rhetorical conventions and cultural backgrounds affect writers' metadiscourse practices. Likewise, Romadhonia (2018) found that English Department students employed different metadiscourse patterns in argumentative and descriptive essays, reflecting the distinct rhetorical demands of each genre. These studies suggest that metadiscourse should be viewed as a flexible rhetorical resource whose use is shaped by the context and purpose of the text. Consequently, investigating the distribution of metadiscourse markers is essential for understanding how writers adjust their rhetorical strategies to meet the expectations of particular academic genres, including the introduction sections of undergraduate theses.

b) Metadiscourse Model

Various metadiscourse models have been proposed to explain how writers organize discourse and interact with readers. Early classifications by Vande Kopple and Crismore divided metadiscourse into textual and interpersonal categories. While influential, these models were criticized for overlapping functions and unclear boundaries (Ädel, 2018). As a result, researchers sought a more comprehensive and flexible framework. This need led to the development of Hyland's interpersonal model of metadiscourse.

In response to these limitations, Crismore proposed a revised model of metadiscourse that refined Vande Kopple's original classification. Crismore retained the two major categories of textual and interpersonal metadiscourse but reorganized the subcategories to improve clarity and usability. This revision aimed to reduce functional overlap and make the taxonomy more

applicable to empirical analysis. Crismore's model provided clearer distinctions between organizational and interpersonal functions of metadiscourse markers. By simplifying and restructuring the categories, the revised model enhanced analytical consistency. As a result, Crismore's taxonomy gained wider acceptance among researchers studying academic discourse. Nevertheless, although improved, this model still did not fully capture the dynamic interaction between writers and readers in academic writing (Crismore et al., 1993).

Hyland's model categorizes metadiscourse into two main types: interactive and interactional resources. Interactive resources help writers organize discourse and guide readers through the text. These include transitions, frame markers, endophoric markers, evidentials, and code glosses. According to Hyland (2005), these resources reflect the writer's assessment of readers' needs. Recent studies confirm that interactive metadiscourse significantly improves coherence in academic writing (Hu & Cao, 2022). Therefore, interactive resources are essential for textual organization. It is shown and elaborated in the table below :

Table 2. Hyland's Model of Metadiscourse

Category	Function	Example
Interactive		
Transitions	Express semantic relation between main clauses	<i>In addition / but /thus / and</i>
Frame markers	Refer to discourse acts, sequences, or text stages	<i>Finally / to conclude / my purpose it</i>
Endophoric markers	Refer to information in other parts of the text	<i>Noted above / see Fig / in section 2</i>
Evidentials	Refer to source of information from other	<i>According to X / (Y, 1990) / Z states</i>

	texts	
Code glosses	Help readers grasp meanings of ideational material	<i>Namely / e.g. / such as / in other words</i>
	Interactional	
Hedges	With hold writer's full, commitment to proposition	<i>Might / perhaps / possible / about</i>
Boosters	Emphasise force or writer's certainty in proposition	<i>In fact / definitely / it is clear that</i>
Attitude markers	Express writer's attitude to proposition	<i>Unfortunately / I agree / surprisingly</i>
Engagement markers	Explicitly refer to or build relationship with reader	<i>Consider / note that / you can see that</i>
Self mentions	Explicit reference to authors	<i>I / we / my / our</i>

Interactive resources enable the writer to control the flow of information so as to make his or her intended interpretations explicit to the reader. Five subcategories fall under this heading, described below.

- a) Transitions comprise an array of devices, mainly conjunctions, used to mark additive, contrastive, and consequential relationships between clauses, as opposed to relationships in the external world. Examples include *in addition*, *but*, *thus*, and *and*
- b) Frame markers are references to text boundaries or elements of the schematic text structure, including items used to sequence information, label stages of the text, announce the writer's discourse goals, or indicate a shift in topic. Examples include *finally*, *to conclude*, and *my purpose is*.

- c) Endophoric markers make additional material salient and available to the reader by referring to other parts of the text, helping readers recover the writer's intended meaning. Examples include those *noted above* and *see Figure/in section 2*.
- d) Evidentials indicate that certain textual information originates from sources outside the current text, such as other studies or experts. Examples include *according to X*, *(Y, 1990)*, and *Z states*.
- e) Code glosses signal the restatement or elaboration of ideational information to help readers grasp the writer's intended meaning. Examples include *namely*, *e.g.*, *such as*, and *in other words*.

While interactive resources concern the organization of the text, interactional resources focus on the participants of the interaction, allowing the writer to display his or her persona and to establish a tenor consistent with the norms of the disciplinary community. This category also consists of five subcategories, explained as follows.

- a) Hedges mark the writer's reluctance to present propositional information categorically, signaling caution rather than certainty. Examples include *might*, *perhaps*, *possible*, and *about*.
- b) Boosters express certainty and emphasize the force of a proposition. Examples include *in fact*, *definitely*, and *it is clear that*.
- c) Attitude markers express the writer's appraisal of propositional information, conveying surprise, obligation, agreement, importance, and similar stances. Examples include *unfortunately*, *I agree*, and *surprisingly*.
- d) Engagement markers explicitly address readers, either by directing their attention or by including them as participants in the text through second-person pronouns, imperatives, question forms, or asides.

Examples include *consider*, *note that*, and *you can see that*.

- e) Self-mentions indicate the extent of the author's presence through the use of first-person pronouns and possessive forms, such as *I*, *we*, *my*, and *our*.

There are different metadiscourse taxonomies and classifications available in the literature above. These taxonomies have improved theoretically and functionally with time and practice. The one proposed by Hyland is, however, the most widely used by different scholars. Therefore, This study used Hyland's (2005) metadiscourse model as the analytical framework for examining the data). From the explanation of Metadiscourse Model above we are able to conclude that Metadiscourse proposed by Hyland was the model that often used by many researchers because it was well-structured and easily understood by most reader

5. Metadiscourse in Academic Writing

Metadiscourse is a fundamental component of academic writing because it enables writers to guide readers through complex arguments. Academic writing requires not only accurate information but also clear organization and reader orientation. According to Hyland (2017), metadiscourse helps writers signal relationships between ideas and clarify their stance. Recent research indicates that texts with effective metadiscourse are perceived as more persuasive and coherent (Ädel, 2018). Therefore, metadiscourse contributes to academic credibility.

In EFL academic contexts, students often face challenges in using metadiscourse effectively. Lee (2020) found that EFL students tend to prioritize grammatical correctness over rhetorical clarity. As a result, their writing may lack coherence and engagement. Studies also show that explicit instruction in metadiscourse improves students' academic writing performance (Hyland, 2019). This suggests that metadiscourse awareness is teachable and essential for academic success.

a) *Metadiscourse in the Introduction Section*

The introduction section relies heavily on metadiscourse to establish coherence and engage readers. Writers use interactive metadiscourse to organize background information and signal research direction. According to Hyland (2019), these markers help readers follow the logical progression of ideas. Without sufficient metadiscourse, introductions may appear descriptive rather than argumentative. Recent studies confirm that effective metadiscourse use strengthens thesis introductions (Hu & Cao, 2022).

Interactional metadiscourse is also important in introductions because it allows writers to express stance and involve readers. Hedges enable writers to present claims cautiously, while boosters emphasize key points. Engagement markers help writers anticipate readers' expectations. Research in EFL thesis writing shows that limited interactional metadiscourse reduces persuasiveness (Lee, 2020). Therefore, balanced use of both metadiscourse types enhances rhetorical effectiveness.

b) *Metadiscourse and EFL Academic Writing*

In EFL contexts, academic writing presents unique challenges for students. Non-native writers must manage both linguistic accuracy and rhetorical effectiveness. Research indicates that EFL students often struggle with metadiscourse use due to limited exposure to academic discourse conventions (Hyland, 2019). As a result, their texts may lack reader guidance and interaction. This issue highlights the importance of studying metadiscourse in EFL academic writing.

Recent studies show that EFL students frequently underuse interactional metadiscourse markers. Lee (2020) found that students rarely employ engagement markers and hedges appropriately. This limits their ability to express stance and negotiate meaning. Hu and Cao (2022)

argue that metadiscourse competence reflects students' academic literacy development. Therefore, analyzing metadiscourse in EFL theses is pedagogically significant.

c) *Challenges in Writing Thesis Introductions*

Writing effective thesis introductions is challenging for many undergraduate students. One common problem is the inability to clearly articulate research gaps. Paltridge and Starfield (2020) report that students often provide extensive background information without narrowing the focus. This results in unfocused introductions. Limited rhetorical awareness contributes to this issue.

Another challenge is weak use of metadiscourse markers. Research shows that students often rely heavily on basic transitions while neglecting interactional markers (Ädel, 2018). This imbalance reduces reader engagement and persuasiveness. Lee (2020) emphasizes that insufficient metadiscourse use reflects limited understanding of academic discourse. Therefore, examining metadiscourse use can reveal underlying writing difficulties.

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APPENDICES



Appendix 1.1 Validation Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jln. Letkol. H. Endro Suratmin Sukrame Bandar Lampung (0721) 703260

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Fithrah Auliya Anshar, M.Hum.,Ph.D
Instansi : UIN Raden Intan Lampung
Jabatan : Dosen Pendidikan Bahasa Inggris

Telah membaca hasil penelitian yang telah dianalisis yang berjudul "METADISOURSE ANALYSIS OF THE INTRODUCTION SECTION OF STUDENT THESES" oleh peneliti:

Nama : Eva Riana Astuti
NPM : 2211040035
Program Studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian

tersebut adalah:

The data was considered valid. However, there should be some improvements for the clarity of the coding.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 20 July 2026

Validator,

Fithrah Auliya Anshar, M.Hum.,Ph.D
NIP.198910312015032002

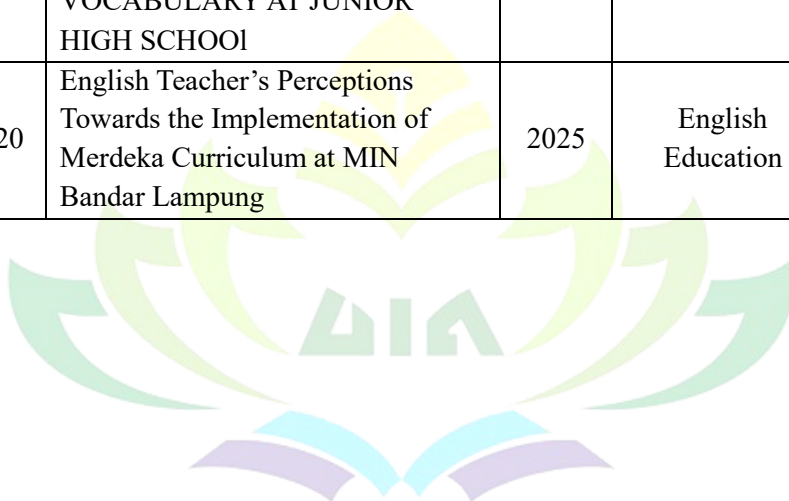
Appendix 1.2

TABLE LIST ANALYSIS METADICOURSE YEAR 2023 - 2025 UIN RADEN INTAN LAMPUNG

NO	TITLE OF THESES	YEAR	STUDY PROGRAM
1.	The Effectiveness of Using Shadowing Technique Towards Students' Consonant Pronunciation Mastery,	2023	English Education
2.	THE INFLUENCE OF USING QUIZZZ TOWARDS STUDENTS' PRESENT PERFECT TENSE MASTERY IN THE FIRST SEMESTER OF TENTH GRADE STUDENTS OF SMKN 1 NATAR SOUTH LAMPUNG IN THE ACADEMIC YEAR 2022/2023	2023	English Education
3.	Influence of Using Quizizz towards Students' Perfect Mastery at SMKN 1 Natar South Lampung	2023	English Education
4.	An Analysis of Politeness Strategies Used by Simon Sinek in TED Talk Show".	2023	English Education
5.	“An Analysis of Imperative Sentences in Eternals Movie Script”.	2024	English Education
6.	“Error Analysis in the Performance of Google Translate and English Translator in Translating Book”	2024	English Education
7.	Analyze the derivational affixes in Jimmy Kimmel interview videos with several artist, which are BLACKPINK, Anna Sawai, and Priyanka Chopra	2024	English Education
8.	“An Analysis of Teachers'	2024	English

	Difficulties in Teaching Vocabulary at MIS MMA IV Sukabumi”.		Education
9.	“An Analysis of Idiomatic Expressions Found in Shawn Mendes' Song Lyrics”.	2024	English Education
10.	“An Analysis of Taboo Words in Deadpool 2, Death Race (Beyond Anarchy), and Suicide Squad 2 Movie Script”.	2024	English Education
11.	"Engaging Students' Listening Skill by Using Running Dictation in Teaching English as a Foreign Language"	2024	English Education
12.	“An Analysis of Intercultural Communication on Utterance Produced by Character In The Lost in Translation movie”	2024	English Education
13.	“The Influence of Roundtable Technique Towards Students’ Persuasive Text Writing Ability at the Eight Grade of Junior High School 6 Bandar Lampung”.	2025	English Education
14.	“Students’ Speaking Anxiety During Thesis Proposal Seminar Presentations at UIN Raden Intan Lampung: Contributing Factors and Coping Strategies”.	2025	English Education
15.	"An Analysis of Morphological Error in Students Writing Task at SMAN 3 Kotabumi".	2025	English Education
16	“An Analysis of Intercultural Communication on Utterance Produced by Character In The Lost in Translation movie”	2025	English Education
17	“The Influence of Roundtable Technique Towards Students’	2025	English Education

	Persuasive Text Writing Ability at the Eight Grade of Junior High School 6 Bandar Lampung”.		
18	“Students’ Speaking Anxiety During Thesis Proposal Seminar Presentations at UIN Raden Intan Lampung: Contributing Factors and Coping Strategies”.	2025	English Education
19	THE USE OF BUSUU APPLICATION TOWARDS STUDENTS’ VOCABULARY AT JUNIOR HIGH SCHOOL	2025	English Education
20	English Teacher’s Perceptions Towards the Implementation of Merdeka Curriculum at MIN Bandar Lampung	2025	English Education



Appendix 1.3
Table Frequency of Interactive Metadiscourse In Theses
Introduction (2023-2025)

YEAR	THES ES CODE	TRANSITI ON	FRAME MARK ER	ENDOPOR IC MARKER	EVIDENTI AL	CODE GLOSS
2023	T1	28	18	5	14	18
2023	T2	35	18	3	15	8
2023	T3	32	11	5	13	8
2023	T4	41	14	4	12	10
2024	T5	15	58	5	15	12
2024	T6	68	22	8	20	15
2024	T7	74	19	8	17	14
2024	T8	61	16	16	8	12
2024	T9	67	19	8	22	15
2024	T10	83	21	10	24	18
2024	T11	74	18	7	23	19
2024	T12	58	17	6	12	14
2025	T13	72	18	7	25	16
2025	T14	58	16	5	15	14
2025	T15	61	18	4	16	15
2025	T16	32	18	5	27	14
2025	T17	29	11	4	8	7
2025	T18	47	22	8	26	15
2025	T19	42	28	9	36	24
2025	T20	52	31	8	39	17
Total		1,029	413	135	387	289

Appendix 1.4
Table Frequency of Interactional Metadiscourse In Theses
Introduction (2023-2025)

YEAR	THESES CODE	HEDGES	BOOSTERS	ATTITUDE MARKER	SELF - MENTION	ENGAGE MENT MARKER S
2023	T1	11	8	12	16	17
2023	T2	12	8	16	29	7
2023	T3	17	14	8	12	10
2023	T4	14	7	5	34	8
2024	T5	22	9	18	42	11
2024	T6	29	14	21	57	18
2024	T7	24	11	26	48	21
2024	T8	19	11	21	44	14
2024	T9	26	10	24	53	17
2024	T10	31	13	28	62	22
2024	T11	27	14	26	47	16
2024	T12	21	9	19	31	13
2025	T13	34	18	27	41	13
2025	T14	23	8	17	29	17
2025	T15	25	5	19	31	14
2025	T16	24	8	17	29	13
2025	T17	18	7	14	9	11
2025	T18	31	13	24	35	19
2025	T19	29	18	21	33	17
2025	T20	28	20	26	35	18
Total		465	225	389	717	296

Appendix 1.5

CODING SHEET THESIS (2023 - 2025)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORY	PAGE
1.	As a first step in knowing the title of this thesis and to avoid misunderstandings, the author believes that it is necessary to explain several terms found in the title.	As a first step	Interactive	Frame Marker	1
2.	Accuracy is defined as whether a translation possess a certain degree of correctness according to certain requirements.	Is defined as	Interactive	Code Gloss	1
3.	Because it provides more frequent and somewhat accurate double translation services in a variety of languages, therefore it will be able to see how accurate the text that has been translated with this tool.	Because, therefore	Interactive	Transition	1
4.	As a result of this event, students must be prepared	As a result	Interactive	Transition	2

	to learn the latest technology.				
5.	As we know the progress of translation is getting more modern in this era.	As we know	Interactional	Engagement Marker	2
6.	However, many of them are not aware of the inaccuracies that Google Translate or other machine translators tend to make.	However	Interactive	Transition	3
7.	Therefore, it is critical for translators to translate the source text into the target text as closely as possible.	Therefore	Interactive	Transition	3
8.	As an effort to understand the material, generally, students try to use google translate.	Generally	Interactional	Hedge	3
9.	As explained by the researchers mentioned above, Gennady Medvedev also said that google translate can help students.	As explained by	Interactive	Evidential	4
10.	Therefore, a translation process from Source Language (SL), Indonesian, into	Therefore	Interactive	Transition	4

	Target Language (TL), English, is heavily involved.				
11.	Pointing out that because we want to give everyone access to all the world's information...	Because, we	Interactional	Engagement Marker	4
12.	In addition, there are many people that use this media as their machine translator.	In addition	Interactive	Transition	4
13.	It is because Google Translate easy to be accessed and familiar although they actually do not know the real accurate of Google Translate translation result.	Because	Interactive	Transition	5
14	However, there are some people who feel worrying with the translation they use GT.	However	Interactive	Transition	5
15.	In addition, translation results using GT are sometimes inaccurate because texts have different structure, grammar, lexical, situation, and type.	In addition, because	Interactive	Transition	5
16.	According to Mark and Kathy there	According to	Interactive	Transition	5

	are two main text based categories author's purpose, literature, and factual text.				
17.	Researchers chose abstract text as the object of this research because Abstract is a brief summary of a research article.	Because	Interactive	Evidential	5
18.	Based on these problems, the aim of the researcher is to see accuracy of text translation results using GT.	Based on	Interactive	Transition	6
19.	According to Atika Septia Mahardini, most of the accuracy in the Indonesian-English translation reaches level 3.	According to	Interactive	Frame Marker	6
20.	Secondly, the research by Reem Assalam investigated the effect of uncontrolled use of Google Translate.	Secondly	Interactive	Evidential	6
21	He found that students often defended the wrong Google Translate word choice.	Often	Interactional	Frame Marker	6
22	According to Nababan, there are	According to	Interactive	Hedge	6

	three reasons to evaluate translation products.				
23	The next, the research was done by Ashinta Farahsani.	The next	Interactive	Evidential	6
24	Another research, based on Maria Ulfa Google Translate performs poorly at translating English sentences.	Based on	Interactive	Evidential	7
25	After reviewing previous research, the researcher concluded that there were numerous complaints from previous researchers.	After reviewing	Interactive	Frame Marker	7
26	If the source language is translated verbatim into the target language, the Google Translate service will be accurate.	If	Interactive	Transition	7
27	As a result, there are a few things to consider during this process.	As a result	Interactive	Transition	7
28	So, there is a need for deeper study of the translation result by using	So	Interactive	Transition	7

	Google Translate.				
29	There are several aspects to consider when evaluating translation.	To consider	Interactional	Engagement Marker	8
30	In theory, accuracy is related to the meaning of the text.	In theory	Interactional	Hedge	8
31	It means that the source text should have the same or equivalent meaning as the translation text.	It means that	Interactive	Code Gloss	8
32	The indicators are omission, addition, different meaning, and zero meaning.	The indicators	Interactive	Code Gloss	8
33	The second aspect of translation is clarity, which means that the receptor text has a clear meaning.	Which means that	Interactive	Code Gloss	8
34	In other words, it is the normalcy of native speakers.	In other words	Interactive	Code Gloss	8
35	Syntax, on the other hand, is concerned with the grammatical structure of groups, clauses, and sentences.	On the other hand	Interactive	Transition	9
36	However, readability can be tested by having several people retell the story.	However	Interactive	Transition	9

37	To avoid misunderstanding and misinterpretation of the problems in this study, this research is limited to focusing on the accuracy of Google Translate.	To avoid	Interactive	Frame Marker	9
38	As a result, research must be concentrated and directed.	As a result	Interactive	Transition	9
39	In relation to the research background above, the problem is stated as follow.	In relation	Interactive	Frame Marker	9
40	Based on the formulation of the problem above, the purpose of this study is to determine the level of accuracy.	Based on	Interactive	Frame Marker	10
41	The researcher expects the analysis result to provide the following benefits.	Expects	Interactional	Attitude Marker	10
42	The author thinks that the findings of this study will assist Google Translate users.	Thinks	Interactional	Self-Mention	10
43	To prove the validity of this study, the author obtained some	To prove	Interactive	Frame Marker	10

	suggestion from previous research.				
44	First, research conducted by Nadianti.	First	Interactive	Frame Marker	11
45	Second, research by Maria Ulfah who analyzed the translation results.	Second	Interactive	Frame Marker	11
46	Third research by Ivan Nugroho that analyzed the cultural word translation.	Third	Interactive	Frame Marker	11
47	This research is divided into five chapters.	Five chapters	Interactive	Frame Marker	12
48	Chapter I is the introduction section.	Chapter I	Interactive	Frame Marker	12
49	Chapter II is a review of the related literature.	Chapter II	Interactive	Frame Marker	12
50	Chapter III discusses research methodologies.	Chapter III	Interactive	Frame Marker	12

CODING SHEET THESIS (2023)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUBCATEGORIES	PAGE
1.	According to Gina L. Peyton and David B. Ross...	According to	Interactive	Evidential	1
2.	According to Thomas Mason Lim and Melor Md Yunus...	According to	Interactive	Evidential	1
3.	According to	According	Interactive	Evidential	2

	Bury Quizizz is considered...	to			
4.	Grammar, according to Richards and Schmidt...	According to	Interactive	Evidential	2
5.	Based on Penny Ur's book...	Based on	Interactive	Evidential	2
6.	According to Betty S. Azar...	According to	Interactive	Evidential	2
7.	According to Marcella Frank...	According to	Interactive	Evidential	3
8	According to Messer...	According to	Interactive	Evidential	3
9	From the definitions above...	From	Interactive	Endophoric Marker	3
10	As a result, this school was chosen...	As a result	Interactive	Transition	3
11	Furthermore, because the majority...	Furthermore	Interactive	Transition	4
12	resulting in the Javanese language...	Resulting	Interactive	Transition	4
13	From the table above...	From	Interactive	Endophoric Marker	5
14	therefore, the researcher chose...	Therefore,	Interactive	Transition	5
15	As a result, the researcher intends...	As a result	Interactive	Transition	5
16	First, Quizizz is simple to use...	First	Interactive	Frame Marker	5
17	Second,	Second	Interactive	Frame Marker	5

	Quizizz is portable...				
18	Third, Quizizz is also entertaining...	Third	Interactive	Frame Marker	5
19	Fourth, Quizizz is completely free...	Fourth	Interactive	Frame Marker	5
20	Fifth, Quizizz provides...	Fifth	Interactive	Frame Marker	5
21	Based on the background of the problem...	Based on	Interactive	Frame Marker	6
22	Based on the identification above...	Based on	Interactive	Frame Marker	6
23	Based on the formulation of the problem...	Based on	Interactive	Frame Marker	7
24	first, there is a research by Hilyati...	First	Interactive	Frame Marker	8
25	Second, there is research entitled...	Second	Interactive	Frame Marker	8
26	Additionally, a combination...	Additionally	Interactive	Transition	9
27	Third, there is research entitled...	Third	Interactive	Frame Marker	9
28	Fourth there is this research...	Fourth	Interactive	Frame Marker	9
29	Furthermore, that result was supported...	Furthermore	Interactive	Transition	10
30	What distinguishes this study... whereas...	Whereas	Interactive	Transition	10
31	This helps	Helps	Interactional	Attitude marker	1

	teachers and parents...				
32	learners can use in their daily lessons	Can	Interactional	Hedge	1
33	a learner who knows grammar can apply...	Can	Interactional	Hedge	2
34	It can be concluded that mastery...	Can be concluded	Interactional	Hedge	3
35	The researcher conducted preliminary research...	The researcher	Interactional	Self- mention	3
36	it could be concluded...	Could	Interactional	Hedge	3
37	the researcher also interviewed...	Researcher	Interactional	Self-Mention	5
38	The researcher found that...	Researcher	Interactional	Self-Mention	5
39	The researcher requires...	Researcher	Interactional	Self-Mention	5
40	The researcher believes...	Believes...	Interactional	Attitude marker	5
41	could be used to help students...	Could	Interactional	Hedge	5
42	Quizizz may be accessible...	May	Interactional	Hedge	5
43	is expected to improve learning outcomes	Expected	Interactional	Hedge	5
44	It is hoped that...	Hoped	Interactional	Attitude Marker	5
45	The researcher would like to	Would like	Interactional	Self-Mention	6

	perform...				
46	The researcher identifies...	Researcher	Interactional	Attitude marker	6
47	The researcher focuses on...	Researcher	Interactional	Self-Mention	6
48	The researcher formulates...	Researcher	Interactional	Self-Mention	6
49	significant influence	Significant	Interactional	Booster	6
50	The objective of the research...	Research	Interactional	Self-Mention	7
51	are expected to inform...	Expected	Interactional	Hedge	7
52	teachers can use this research...	Can	Interactional	Hedge	7
53	it is hoped that the student...	May	Interactional	Attitude marker	7
54	school may also apply...	Hoped	Interactional	Hedge	7
55	it is hoped that this study...	May	Interactional	Attitude Marker	7
56	it is hoped that this study...	Hoped	Interactional	Hedge	8
57	society may also apply...	May	Interactional	Attitude marker	8
58	there is a significant effect...	Significant	Interactional	Booster	8
59	Quizizz is better than...	Better	Interactional	Booster	8
60	students are more interested...	More interest	Interactional	Attitude marker	9
61	helps students better understand...	Better	Interactional	Booster	9
62	consistent increase in	Consistent	Interactional	Booster	9

	learning engagement				
63	significant effect on students' grammar mastery	Significant effect	Interactional	Booster	9
64	can enhance students' learning results	Can	Interactional	Hedge	10
65	very good responses	Very good	Interactional	Booster	10
66	seeks to determine...	Seeks	Interactional	Self-Mention	10

CODING SHEET THESIS (2023)

No	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUBCATEGORY	PAGE
1.	Pragmatics is the study of the relations between language and context...	Context	Interactive	Code Gloss	1
2.	This strategy is very essential for people...	Very essential	Interactional	Attitude Marker	1
3.	From this, someone can improve his ability in speech acts...	Can	Interactional	Hedge	1
4.	For this reason, researchers are interested in analyzing...	From the reason	Interactional	Transition Marker	2
5.	Speech learning pragmatics is considered	Important	Interactional	Attitude Marker	2

	important...				
6.	It might be because pragmatics is closely related...	Might	Interactive	hedge	2
7.	Then, it might lessen the risk of misunderstandings...	Then	Interactive	Transition Marker	2
8.	However, knowing the intended meaning...	However	Interactive	Evidential	2
9.	Based on Yule...	Based on yule	Interactive	Evidential	2
10	It means that this subject is related...	It means	Interactional	Code Gloss	2
11	Learning pragmatics might ease people's communication. ..	Might	Interactive	Hedge	2
12	Therefore, politeness becomes one of the units...	Therefor	Interactional	Transition Marker	2
13	Politeness is useful for creating good relationships...	Useful	Interactional	Attitude Marker	2
14	Mey and Jacob explain that...	Mey and Jacob explain	Interactive	Evidential	2
15	According to Yule...	According to	Interactive	Evidential	2
16	If someone	Someone	Interactional	Engagement	2

	wants to have a good conversation...			Marker	
17	According to Goffman...	According to	Interactive	Evidential	2
18	On the other hand...	On the other hand...	Interactive	Transition Marker	2
19	As a result, the speakers and hearers...	As a result	Interactive	Transition Marker	2
20	For instance...	For instance	Interactive	Code Gloss	2
21	Furthermore, there are several actions...	Furthmore	Interactive	Transition Marker	2
22	By observing politeness strategies in the talk show...	Are able to	Interactional	Hedge	3
23	One of the talk shows that indicates...	Indicates	Interactional	Booster	3
24	From this, someone can improve...	Can	Interactional	Hedge	3
25	After listening to a TED talk show...	Most likely	Interactional	Hedge	3
26	Frank stated that...	Frank stated	Interactive	Evidential	3
27	This study was conducted to identify...	This study	Interactional	Self-Mention	3
28	The researcher used video...	The researcher	Interactional	Self-Mention	3
29	The researcher chose Simon Sinek...	The researcher	Interactional	Self-Mention	3
30	Based on the problem and	Based on... Above	Interactive	Endophoric Marker	3

	some facts above...				
31	The researcher interest to conduct research...	Researcher	Interactional	Self-Mention	3
32	Therefore, the sub focus of this research...	Therefore	Interactive	Transition Marker	3
33	Based on the background of the research...	Based on	Interactive	Frame Marker	3
34	Based on formulation of problem above...	Based on	Interactive	Frame Marker	4
35	This research helps in learning pragmatics...	Help	Interactional	Attitude Marker	4
36	This research can enrich previous research...	Can	Interactional	Hedge	4
37	This research can help them...	Can	Interactional	Hedge	4
38	Students are able analyzing language politeness...	Able	Interactional	Hedge	4
39	This research can encourage them...	Can	Interactional	Engagement Marker	4
40	The teacher can also use this research...	Can	Interactional	Engagement Marker	4
41	Furthermore, students can find out...	Furthermore	Interactive	Transition Marker	4
42	This research	Can	Interactional	Engagement	4

	can encourage them...			Marker	
43	This research can provide sufficient information...	Can	Interactional	Hedge	4
44	First, the thesis was written by...	First	Interactive	Frame Marker	4
45	Second, the research by Heri Ciptadi...	Second	Interactive	Frame Marker	4
46	Then, the research by Shobriyah Nikmah...	Then	Interactive	Transition Marker	4
47	Again, it is also found a thesis...	Again	Interactive	Frame Marker	5
48	The result of this thesis shows...	Shows	Interactional	Booster	5
49	And the last a thesis which entitled...	The last	Interactive	Frame Marker	5
50	The result shows there are 78 utterances...	Shows	Interactional	Boster	5

Appendix 1.6
CODING SHEET THESIS 04 (2024)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUBCATEGORY	PAGE
1	In addition to be interesting to read, novels can also be used as research.	In addition	Interactive	Transition Marker	1
2	Therefore, the writer will be conducted the thesis proposal entitled...	Therefore	Interactive	Transition Marker	2
3	Pursuant to Delahunty and Garvey language is a set of rules...	Pursuant to Delahunty	Interactive	Evidential	2
4	Thus, translation entails more than simply converting words between	Thus	Interactive	Transition Marker	2
5	Additionally, translation is more than simply changing words between languages.	Additionally,	Interactive	Transition Marker	3
6	For instance, in the case of language structure...	For instance	Interactive	Code Gloss	3
7	Additionally, researching and learning about	Additionally,	Interactive	Transition Marker	3

	the text...				
8	Furthermore, the existence of translation machines cannot be ignored...	Furthermore	Interactive	Transition Marker	4
9	Meanwhile, some people often accept the machine translation result...	Meanwhile	Interactive	Transition Marker	4
10	That is why humans... still need to check the translation output.	Need to	Interactional	Engagement Marker	4
11	In this research, the researcher focuses on two popular tools...	The researcher	Interactional	Self-Mention	4
12	Such as novels, poetry, short stories and so on.	Such as	Interactive	Code Gloss	4
13	This is supported by the opinion of Sumardjo...	Supported by the opinion of	Interactive	Evidential	4
14	One of the most popular and sought after self- development novels.	Most popular	Interactional	Booster	5
15	As the title suggests...	As the title suggests	Interactive	Frame Marker	5
16	Such as Najwa Shihab and	Such as	Interactive	Code Gloss	5

	Alanda Kariza...				
17	Namely women who inspire, lead, move those around them...	Namely	Interactive	Code Gloss	5
18	They can develop themselves and follow in the footsteps...	Can	Interactional	Hedge	5
19	Self-development books are able to make readers understand...	Able to	Interactional	Hedge	5
20	Interesting discussions, namely the importance of organizational values...	Importance	Interactional	Attitude Marker	5
21	Writing can help us to understand deeply.	Can	Interactional	Hedge	6
22	It also can help to make sense of the information.	Can	Interactional	Hedge	6
23	Which means that surface strategy taxonomy highlights...	Which means that	Interactive	Code Gloss	6
24	Media such as Google Translate may miss morphemes...	May	Interactional	Hedge	6

25	The first research is Elisa M. Fadhilah's thesis...	The first research	Interactive	Frame Marker	6
26	Furthermore, Elisa chose Sayogie's theory...	Furthermore	Interactive	Transition Marker	6
27	The second research is Error Analysis in the Performance...	The second research	Interactive	Frame Marker	6
28	Besides, several differences should be mentioned.	Besides	Interactive	Transition Marker	7
29	Meanwhile, this research uses Surface Strategy Taxonomy.	Meanwhile	Interactive	Transition Marker	7
30	In this study, the researcher focuses on lexical aspects.	The researcher	Interactional	Self-Mention	7
31	Furthermore, the object of Fazhurrahman's research...	Furthermore	Interactive	Transition Marker	7
32	It clearly different between previous research and this research.	Clearly	Interactional	Booster	7
33	Based on the explanation above...	Based on the explanation above...	Interactive	Endophoric Marker	7
34	The researcher	The	Interactional	Self-Mention	

	is interested to conduct the research...	researcher			
35	Moreover, for the sub-focus of the problem...	Moreover	Interactive	Transition Marker	8
36	Such as omission, addition, misinformation, and misordering.	Such as	Interactive	Code Gloss	8
37	Consistent of the background of the problem above...	Above	Interactive	Endophoric Marker	8
38	How can readers not be mistaken...	Can	Interactional	Engagement Marker	8
39	The result from this research gives some significant contributions...	Significant	Interactional	Booster	8
40	However, the author hopes that the readers have quite an understanding...	However	Interactive	Transition Marker	9
41	the author hopes	Hopes	Interactional	Attitude Marker	9
42	The teacher can use this thesis as a direction...	Can	Interactional	Engagement Marker	9
43	The teacher can also apply the example...	Can	Interactional	Engagement Marker	9
44	The students can easier understand	Can	Interactional	Engagement Marker	9

	English linguistics...				
45	They are able to apply in their life.	Able to	Interactional	Hedge	9
46	They can also improve their skills in English.	Can	Interactional	Engagement Marker	9
47	The result of this research will give motivation...	Will give motivation...	Interactional	Booster	9
48	There are four previous researches which are relevant...	There are four previous researches	Interactive	Frame Marker	9
49	From the four theses above...	From the four theses above...	Interactional	Endophoric Marker	10
50	The similarities can be found...	Can	Interactional	Hedge	10

Appendix 1.7
CODING SHEET THESIS 05 (2024)

No	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORIES	PAGE
1	Based on the explanation above, this research aims to analyze the derivational affixes...	Based on	Interactive	Endophoric Marker	2
2	Thus, the title of this research is "An Analysis of Derivational Affixes..."	Thus	Interactive	Transition Marker	2
3	According to Simaremare, derivation is attaching root of word with affixes...	According to	Interactive	Evidential	3
4	For example, the addition of word "woodcut"...	For example	Interactive	Code Gloss	3
5	The other example is in the word "expect"...	Example	Interactive	Code Gloss	3
6	From the illustrations, the root may got the change of word class...	May	Interactional	Hedge	3
7	Based on the definition, affixation can change the word class...	Based on definition	Interactive	Evidential	3
8	Indonesian and other non-native people could be facing difficulties...	Could	Interactional	Hedge	3
9	However, the use of derivational affix should be in	However	Interactive	Transition Marker	3

	the proper situation...				
10	However, the development of technology helps people...	However	Interactive	Transition Marker	4
11	Jimmy Kimmel could be a well-known host from America.	Could be	Interactional	Hedge	4
12	He is best known with his way in hosting any program...	Best known	Interactional	Booster	4
13	BLACKPINK is popular because of their music and fashion.	Popular	Interactional	Attitude Marker	4
14	They are also popular among teenagers and young adults...	Also popular	Interactional	Attitude Marker	4
15	Lastly, in 2024, he has interviewed Anna Sawai...	Lastly	Interactive	Frame Marker	4
16	Some of them are:	Are	Interactive	Frame Marker	5
17	The researcher finds many previous research...	The researcher	Interactional	Self-Mention	6
18	On the other hand, there are not much previous studies...	On the other hand	Interactive	Transition Marker	6
19	Therefore, the researcher analyzes the use of affixation...	Therefore	Interactive	Transition Marker	6
20	The researcher analyzes the use of affixation...	The researcher	Interactional	Self-Mention	6
21	Many people like BLACKPINK	Many people	Interactional	Engagement Marker	6

	because of their music and dance.				
22	The researcher used this interview because BLACKPINK stated...	The researcher	Interactional	Self-Mention	6
23	...which means that he is an amazing host...	Which means	Interactive	Code Gloss	6
24	..he is an amazing host...	Amazing	Interactional	Attitude Marker	
25	The researcher chooses the videos because the researcher wants...	The researcher	Interactional	Self-Mention	7
26	Hopefully, this research can increase other non-native speakers' motivation...	Hopefully	Interactional	Attitude Marker	7
27	This research can increase other non-native speakers' motivation...	Can	Interactional	Hedge	7
28	The objective of this research is to investigate...	This research	Interactional	Self-Mention	7
29	The researcher analyzes types, functions, and meaning...	The researcher	Interactional	Self-Mention	7
30	Based on the discussion about the background...	Based on	Interactive	Frame Marker	7
31	While the sub-focuses of this research are...	While	Interactive	Frame Marker	7
32	Based on the focus and sub-focus above...	Above...	Interactive	Endophoric Marker	7
33	This study might	Might	Interactional	Hedge	8

	become a meaningful contribution...				
34	This study might become a meaningful contribution...	Meaningful	Interactional	Attitude Marker	8
35	When the readers are able to identify derivational affixes...	Readers	Interactional	Engagement Marker	8
36	they will be able to develop their vocabulary significantly.	Significantly.	Interactional	Booster	8
37	This study hopefully can be used to study about derivational affix.	Hopefully	Interactional	Attitude Marker	8
38	This study hopefully can be used	Can	Interactional	Hedge	8
39	This research is expected to be an additional reference...	Expected	Interactional	Hedge	8
40	The researcher expected this research will influence people...	The researcher	Interactional	Self-Mention	9
41	Subsequently, it influences the quality of communication...	Subsequently,	Interactive	Transition Marker	9
42	The researcher used five previous research that relevant...	The researcher	Interactional	Self-Mention	9
43	for instance in newspaper, song, webcomic, story, and speech.	For instance	Interactive	Code gloss	9

44	The first research is research that done in 2017...	The first research	Interactive	Frame Marker	9
45	The result of this research shows that...	Shows	Interactional	Booster	9
46	The second research is titled Morphological Analysis...	The second	Interactive	Frame Marker	9
47	The result of this research showed that...	Showed	Interactional	Booster	10
48	However, the most dominant affixes that found are...	However	Interactive	Transition Marker	10
49	The next research is titled An Analysis of Derivational Affixes in Song...	The next research	Interactive	Frame Marker	10
50	The most dominant affix in this research is suffix...	Most dominant	Interactional	Booster	10
51	The last research is research from Nisa...	The last research	Interactive	Frame Marker	10
52	Five research above inspire the researcher...	Above	Interactive	Endophoric Marker	11
53	Thus, the researcher is intended to find out...	Thus	Interactive	Transition	11
54	Based on the five research above...	Based on	Interactive	Endophoric Marker	11
55	For instance, in film, newspaper, speech, novel...	For instance	Interactive	Code Gloss	11
56	However, there is a difference between this research and the	However	Interactive	Transition	11

	others.				
57	Thus, in this research, the researcher analyzes...	Thus	Interactive	Transition	11
58	The researcher expected that it was help the readers...	The researcher	Interactional	Self-Mention	11
59	The researcher is also analyzing an interview...	The researcher	Interactional	Self-Mention	11
60	...which is the first researcher that investigate...	First	Interactional	Booster	11



Appendix 1.8
CODING SHEET THESIS 06 (2024)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORIES	PAGE
1	As a first step to understanding the title of this research...	As a first step	Interactive	Frame Marker	1
2	According to Nisbett and Ross teaching vocabulary means...	According to Nisbett and Ross	Interactive	Evidential	1
3	Teacher needs a good knowledge on their teaching materials.	Needs	Interactional	Booster	1
4	According to John Read, teacher difficulties in teaching vocabulary...	According to John	Interactive	Evidential	1
5	Additionally, issues such as inadequate resources...	Additionally	Interactive	Transition Marker	1
6	Therefore, the researcher is interested to analyze...	Therefore	Interactive	Transition Marker	1
7	Based on the description above, this study aims to analyze...	Based on the description	Interactive	Transition Marker	1
8	It means that many people use English...	It means	Interactive	Code Gloss	2
9	Vocabulary is the important	Important	Interactional	Attitude marker	3

	language component...				
10	It means that all language skills are concerned with words.	It means	Interactive	Code Gloss	3
11	They could not speak, read, and write well without mastering vocabulary.	Could not	Interactional	Hedge	3
12	Vocabulary should be taught efficiently...	Should be	Interactional	Booster	3
13	Thornbury stated that...	Stated that	Interactive	Evidential	3
14	It means that vocabulary is a crucial part of learning English.	Crucial	Interactional	Attitude marker	4
15	thus, they cannot understand the meaning.	Thus	Interactive	Transition marker	4
16	From the statement, it is clear that...	It is clear that...	Interactional	Booster	4
17	Teaching vocabulary is not only... but also...	Not only...but also	Interactive	Transition marker	4
18	Alqahtani also said that...	Also	Interactive	Transition marker	4
19	Usually, the teacher teaches vocabulary...	Usually,	Interactional	Hedge	5
20	It will be a problem if...	Will	Interactional	Booster	5
21	To avoid these thoughts...	To avoid	Interactive	Transition	5
22	The researcher	The	Interactional	Self-Mention	5

	conducted pre-research...	researcher			
23	Furthermore, she said that...	Furthermore	Interactive	Transition	5
24	Here, the researcher wants to know...	The researcher	Interactional	Self-mention	6
25	In addition, if the teacher feels unable...	In addition	Interactive	Transition	6
26	Wilkins says that...	Say that	Interactive	Evidential	6
27	Teachers must be severe in teaching...	Must	Interactional	Booster	6
28	Results suggest that students' writing abilities...	Suggest	Interactional	Hedge	6
29	Similar to previous research...	Similar to previous research	Interactive	Endophoric Marker	6
30	From the results of preliminary research...	From the results of preliminary research	Interactive	Endophoric Marker	6
31	One of the main challenges identified...	One of the main	Interactional	Booster	7
32	Additionally, the vastness of the English language...	Additionally	Interactive	Transition Marker	7
33	There is a growing emphasis on...	Growing emphasis	Interactional	Attitude marker	7
34	Based on the background of problem above...	Based on the background of problem above	Interactive	Endophoric Marker	7
35	Therefore, this	Therefore	Interactive	Transition	7

	research aims to determine...			Marker	
36	Researcher will conduct research entitled...	Researcher	Interactional	Self-Mention	7
37	Based on the background above...	Based on the background above	Interactive	Frame Marker	7
38	Based on the background of the problem above...	Above	Interactive	Endophoric marker	8
39	This research provided contributions...	Provided contributions.	Interactional	Attitude marker	8
40	Several researches have examined...	Several researches	Interactional	Hedge	9
41	The findings revealed that...	Revealed that	Interactional	Booster	10
42	Additionally, the research is	Additionally	Interactive	Transition Marker	10
43	Finally, the last research was...	Finally	Interactive	Frame Marker	11
44	From the statement above...	Above	Interactive	Endophoric marker	11
45	However, there are relatively significant differences...	However	Interactive	Transition Marker	11
46	significant differences	Significant	Interactional	Attitude marker	11
47	This research focuses on...	This research	Interactional	Self-Mention	11
48	specifically regarding strategies...	Specifically	Interactional	Booster	11

Appendix 1.9
CODING SHEET THESIS 07 (2025)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORY	PAGE
1	To avoid misunderstanding of the title, the researcher will explain some terms that need clarification.	To avoid misunderstanding	Interactive	Frame marker	1
2	It means, idiom is a phrase or expression that has a figurative meaning...	It means	Interactive	Code gloss	1
3	A song is a single work of music and often stands alone...	Often	Interactional	Hedge	1
4	English is a very important language in the current era of globalization.	Very important	Interactional	Attitude marker	2
5	It is one of the most widely known and used languages in the world.	Most widely	Interactional	Booster	2
6	Semantics is an important branch of linguistics...	Important	Interactional	Attitude marker	2
7	Yule stated, Semantics is the study of the meaning of words, phrases and sentences.	Yule stated	Interactive	Evidential	2
8	This is because	This is because	Interactive	Code gloss	3

	many people from different countries understand English.				
9	It's important to make art that connects with people around the world.	Important	Interactional	Attitude marker	3
10	English songs often become popular in many countries.	Often	Interactional	Hedge	3
11	Global popular culture... often features English songs.	Often	Interactional	Hedge	3
12	Sometimes, people like English songs just because they are trending.	Sometimes	Interactional	Hedge	3
13	Some of them might only know the meaning of individual words.	Might	Interactional	Hedge	3
14	This is a positive thing because it can increase interest in learning English.	Positive	Interactional	Attitude marker	3
15	Songs can be an interesting and effective learning medium.	Interesting	Interactional	Attitude marker	4
16	Songs can be an interesting and effective learning medium.	Effective	Interactional	Attitude marker	4

17	The use of songs to improve English speaking abilities is an effective way...	Effective	Interactional	Attitude marker	4
18	Additionally, songs are easy to understand and memorize for students.	Additionally	Interactive	Transition Marker	4
19	One of the young singers who is currently on the rise is Shawn Mendes.	Currently	Interactional	Hedge	4
20	Shawn Mendes' song often explores themes of love...	Often	Interactional	Hedge	4
21	Additionally, Shawn Mendes' songs often carry positive messages...	Additionally	Interactive	Attitude Marker	4
22	positive messages	Positive	Interactional	Attitude marker	4
23	These lyrics contain many interesting idiomatic expressions that are worth analyzing.	Interesting	Interactional	Attitude marker	4
24	These lyrics contain many interesting idiomatic expressions that are worth analyzing.	Worth analyzing	Interactional	Attitude marker	4

25	Learning idiomatic expressions is a challenge for second language learners.	Challenge	Interactional	Attitude marker	4
26	Grasping idioms in song lyrics is crucial to unlocking their deeper meaning.	Crucial	Interactional	Booster	4
27	To truly appreciate a song, understanding the idioms in it is essential.	Truly	Interactional	Booster	4
28	To truly appreciate a song, understanding the idioms in it is essential.	Essential	Interactional	Attitude marker	4
29	According to McCarthy and O'Dell, Idioms are fixed combinations of words...	According to mccarthy and O'Dell	Interactive	Evidential	5
30	Idioms are fixed combinations of words whose meaning is often difficult to guess...	Often	Interactional	Hedge	5
31	Therefore, an analysis of idioms in Shawn Mendes' song lyrics can	Therefore	Interactive	Transition Marker	5

	provide...				
32	Based on the explanation above, the researcher will conduct the research...	Based on the explanation above	Interactive	Frame Marker	5
33	the researcher will conduct the research	The researcher	Interactional	Self-Mention	5
34	the researcher chose Shawn Mendes...	The researcher	Interactional	Self-Mention	5
35	the researcher analyzed more deeply	The researcher	Interactional	Self-Mention	5
36	This research is also worth doing because...	Worth doing	Interactional	Attitude marker	5
37	This research also give some benefit for the reader...	Benefit	Interactional	Attitude Marker	6
38	In this research, the researcher focused on analyzing...	In this research	Interactive	Frame Marker	6
39	The researcher chose 5 songs, such as Stitches, Something Big...	Such as	Interactive	Code gloss	6
40	Meanwhile, the sub-focus of this research...	Meanwhile	Interactive	Transition Marker	6
41	Based on the background and limitation of the problem above...	Based on the	Interactive	Frame Marker	6
42	The result of this research can be	As follows	Interactive	Frame marker	7

	useful as follows.				
43	beneficial to the readers	Beneficial	Interactional	Attitude marker	7
44	useful for readers to learn an idiom	Useful	Interactional	Attitude marker	7
45	are expected to be applied	Expected	Interactional	Hedge	7
46	additionally, it can serve as a source...	Additionally	Interactive	Transition marker	7
47	interested in studying idiomatic expressions	Interested	Interactional	Attitude marker	7
48	There are several relevant researches that are relevant to the research, as follows:	As follows	Interactive	Frame marker	8
49	After analyzing the data, the researcher found...	After analyzing	Interactive	Frame Marker	8
50	the researcher found	The researcher	Interactional	Self-mention	8
51	The result shows that three types of idioms are found...	Shows that	Interactional	Booster	8
52	The researchers found 36 idiomatic expressions.	Found	Interactional	Booster	9
53	The conclusion of this research was...	Conclusion	Interactive	Booster	9
54	The study's conclusions are as follows	As follows	Interactive	Frame marker	9

55	From relevant researches above...	From relevant researches above	Interactive	Frame Marker	10
56	Meanwhile in this research...	Meanwhile	Interactive	Frame Marker	10
57	The researcher thought...	The researcher	Interactional	Self-Mention	11
58	Therefore the writer was interested...	Therefore	Interactive	Transition Marker	11
59	the writer was interested	Interested	Interactional	Attitude marker	11
60	Furthermore, the writer found out...	Furthermore	Interactive	Transition Marker	11
61	the writer found out	The writer	Interactional	Self-mention	11
62	As a result, the title of this research...	As a result	Interactive	Transition Marker	11

Appendix 1.10
CODING SHEET THESIS 8 (2025)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORIES	PAGE
1	According to Martin & Simanjorang, the curriculum itself has a crucial position in education.	According to Martin & Simanjorang	Interactive	Evidential	3
2	Curriculum is one of the important elements in the education world.	Important	Interactional	Attitude Marker	3
3	The curriculum itself has a crucial position in education.	Crucial	Interactional	Attitude Marker	3
4	The curriculum plays a role in regulating and directing so that educational goals can be achieved.	So that	Interactive	Transition	3
5	The curriculum according to the Ministry based on Law Number 20 of 2003...	According to the Ministry	Interactive	Evidential	3
6	This is also related to the pursuit of targets that make students	Also	Interactive	Transition	4

	able to easily understand various materials.				
7	Students are able to easily understand various materials.	Able to	Interactional	Booster	4
8	In Indonesia, the curriculum already has several reforms such as...	Such as	Interactive	Code Gloss	4
9	According to Anggil, the Merdeka Curriculum was officially enacted in December 2019.	According to Anggil	Interactive	Evidential	4
10	Based on the provisions in the Decree of the Ministry of Education...	Based on	Interactive	Evidential	4
11	Educational units need to develop a curriculum.	Need to	Interactional	Booster	4
12	According to Faiz and Kurniawaty, through this Merdeka Curriculum, it is hoped that it can be a solution.	According to Faiz and Kurniawaty	Interactive	Evidential	4

13	It is hoped that it can be a solution.	Hoped	Interactional	Hedge	4
14	It can be a solution.	Can	Interactional	Hedge	4
15	According to Zulkifli through the Itjen page...	According to Zulkifli	Interactive	Evidential	4
16	Meanwhile, from the student side, they have the widest possible space to explore their uniqueness.	Meanwhile	Interactive	Transition	4
417	Teachers need to understand each student's competence.	Need to	Interactional	Booster	4
18	According to the Directorate of Elementary School...	According to the Directorate	Interactive	Evidential	5
19	That way, teachers have the flexibility to choose various teaching tools.	That way	Interactive	Frame Marker	5
20	According to Rahmadayanti & Hartoyo, this is related to...	According to Rahmadayanti & Hartoyo	Interactive	Evidential	5
21	Meanwhile, according to Nugroho & Narawaty...	Meanwhile	Interactive	Transition	5
22	According to Nugroho &	According to Nugroho &	Interactive	Evidential	5

	Narawaty...	Narawaty			
23	Based on the Regulation of the Ministry of Education and Culture...	Based on	Interactive	Evidential	5
24	Then, based on the Decree of the Ministry of Education...	Then	Interactive	Transition	5
25	Based on the Decree of the Ministry...	Based on	Interactive	Evidential	5
26	So it can be concluded that Merdeka Curriculum has new policy.	So	Interactive	Transition	5
27	It can be concluded that...	Can be concluded	Interactional	Hedge	5
28	According to Stakanova & Tolstikhina...	According to Stakanova & Tolstikhina	Interactive	Evidential	6
29	It is better to teach English from an early age.	Better	Interactional	Attitude Marker	6
30	It means the children are able to gain the skill in education.	It means	Interactive	Code Gloss	6
31	Children probably live in the moment they need to meet people...	Probably	Interactional	Hedge	6
32	They are able to communicate	Able to	Interactional	Booster	6

	in English.				
33	Here, children are able to know there are many cultures.	Here	Interactive	Frame Marker	6
34	Children are able to know there are many cultures.	Able to	Interactional	Booster	6
35	They probably help their minds to see from other perspectives.	Probably	Interactional	Hedge	6
36	It forms a good basis for mastery of foreign languages.	Good	Interactional	Attitude Marker	6
37	Again, English as an international language is able to expand opportunities.	Again	Interactive	Frame Marker	6
38	English is able to expand opportunities.	Able to	Interactional	Booster	6
39	It can improve general education skills.	Can	Interactional	Hedge	6
40	Children are able to study from English books.	Able to	Interactional	Booster	6
41	Teachers have an important role in the implementation	Important	Interactional	Attitude Marker	6

	and development of curriculum.				
42	According to Nurhasanah...	According to Nurhasanah	Interactive	Evidential	7
43	It is necessary to pay attention to the readiness of teaching staff.	Necessary	Interactional	Attitude Marker	6
44	Therefore, it is important to know the teachers' perception.	Therefore	Interactive	Transition	6
45	It is important to know the teachers' perception.	Important	Interactional	Attitude Marker	6
46	To realize the success of the policy, it is necessary to provide teachers...	Necessary	Interactional	Attitude Marker	6
47	It is hard to understand the English subject.	Hard	Interactional	Attitude Marker	6
48	It is better to be conducted by English experts.	Better	Interactional	Attitude Marker	6
49	Cannot ensure if the implementation can be carried out properly.	Cannot ensure	Interactional	Hedge	6
50	Teachers are lack of teaching English skills	Difficult	Interactional	Attitude Marker	8

	and limited infrastructure...				
51	According to the regulation of the minister of national education...	According to	Interactive	Evidential	8
52	Teachers need to gain English teaching competence.	Need to	Interactional	Booster	8
53	To overcome that case, the local government has held training...	To overcome that case	Interactive	Frame Marker	8
54	However, with the training, teachers think that it is not enough.	However	Interactive	Transition	8
55	Teachers think that it is not enough.	Think	Interactional	Hedge	8
56	However, during this training process several obstacles occurred.	However	Interactive	Transition	8
57	Based on the above problems, this study focuses on English teacher perceptions.	Based on the above problems	Interactive	Frame Marker	8

CODING SHEET THESIS (2025)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORY	PAGE
1	It is important, especially when understanding English texts.	Important	Interactional	Attitude Marker	2
2	According to Nunan, vocabulary is the collection of words an individual knows.	According to Nunan	Interactive	Evidential	2
3	Based on the statement, Vocabulary is the fundamental language component...	Based on the statement	Interactive	Frame Marker	2
4	Therefore, students need to possess a sufficient vocabulary.	Therefore	Interactive	Transition (Result)	2
5	students need to possess a sufficient vocabulary	Need to	Interactional	Booster	2
6	Lack of vocabulary mastery makes it easier for students to learn some English skills well.	Easier	Interactional	Attitude Marker	2
7	Other factors that make some words more difficult are	More difficult	Interactional	Attitude Marker	2

	pronunciation...				
8	For example, many students are confused about a word's meaning...	For example	Interactive	Code Gloss	2
9	They also have difficulty choosing the word's exact meaning...	Also	Interactive	Transition (Additive)	2
10	Therefore, schools need to provide adequate facilities...	Therefore	Interactive	Transition (Result)	2
11	schools need to provide adequate facilities	Need to	Interactional	Booster	2
12	it is also important for teachers to consider appropriate strategies	Important	Interactional	Attitude Marker	2
13	Teachers also have an essential role in motivating students	Essential	Interactional	Attitude Marker	2
14	Related to the explanation above, vocabulary is essential to language learning.	Related to the explanation above	Interactive	Frame Marker	2
15	vocabulary is essential to language learning	Essential	Interactional	Attitude Marker	2

16	An extensive vocabulary is necessary for effective communication...	Necessary	Interactional	Attitude Marker	2
17	Students must have an excellent understanding of vocabulary...	Must	Interactional	Booster	3
18	excellent understanding of vocabulary	Excellent	Interactional	Attitude Marker	3
19	Therefore, vocabulary is one of the primary keys to learning English well.	Therefore	Interactive	Transition	3
20	Primary keys	Primary	Interactional	Attitude Marker	3
21	As a result of the preliminary research conducted...	As a result	Interactive	Transition	3
22	He stated that the students have a limited vocabulary.	Stated	Interactive	Evidential	3
23	Most students find English lessons difficult.	Difficult	Interactional	Attitude Marker	3
24	In addition, they have difficulty understanding the meaning of words	In addition	Interactive	Transition	3
25	they also lack motivation to learn English	Also	Interactive	Transition	3
26	which creates monotonous	Monotonous	Interactional	Attitude Marker	3

	learning conditions				
27	because it feels boring	Boring	Interactional	Attitude Marker	3
28	To find out students' ability in mastering vocabulary...	To find out	Interactive	Frame Marker	3
29	The results of this preliminary test are presented in Table 1.1	Table 1.1	Interactive	Endophoric Marker	3
30	From the table above, the total number of seventh-grade students...	From the table above	Interactive	Endophoric Marker	4
31	From the table, it can be concluded that 64%...	It can be concluded	Interactional	Hedge	4
32	It can be concluded that the vocabulary mastery...	It can be concluded	Interactional	Hedge	4
33	students find it difficult in vocabulary mastery	Difficult	Interactional	Attitude Marker	4
34	Derived from the preliminary result, the researcher identified several problems...	Derived from the preliminary result	Interactional	Frame Marker	5
35	First, most students are less interested in learning English...	First	Interactive	Frame Marker	5
36	Secondly,	Secondly	Interactive	Frame Marker	5

	students have a limited vocabulary.				
37	Third, they struggle to remember vocabulary...	Third	Interactive	Frame Marker	5
38	Additionally, students are less enthusiastic...	Additionally	Interactive	Transition (Additive)	5
39	So, there is no technique for teaching vocabulary.	So	Interactive	Transition (Result)	5
40	such as watching movies, listening to songs, playing games...	Such as	Interactive	Code Gloss	5
41	so that access to knowledge becomes broad	So that	Interactive	Transition (Purpose/Result)	5
42	One of the benefits of using technology...	Benefits	Interactional	Attitude Marker	5
43	Teachers can use interesting technological media.	Can	Interactional	Hedge	5
44	interesting technological media	Interesting	Interactional	Attitude Marker	5
45	There is an application that can improve students' vocabulary...	Can	Interactional	Hedge	5
46	Busuu is one of the applications that might assist students...	Might	Interactional	Hedge	5

47	such as vocabulary, pronunciation, grammar...	Such as	Interactive	Code Gloss	5
48	It also provides features for learning English...	Also	Interactive	Transition (Additive)	5
49	In addition to the wide variety of topics provided...	In addition	Interactive	Transition (Additive)	6
50	making it easier for students	Easier	Interactional	Attitude Marker	6
51	Thus, the availability of Busuu technology provides options...	Thus	Interactive	Transition (Result)	6
52	Busuu is an attractive option for vocabulary mastery...	Attractive	Interactional	Attitude Marker	6
53	Firstly, Busuu not only provides structured materials...	Firstly	Interactive	Frame Marker	6
54	Therefore, CEFR can help students learn vocabulary...	Therefore	Interactive	Transition (Result)	6
55	can help students	Can	Interactional	Hedge	6
56	Secondly, Busuu also offers live interaction...	Secondly	Interactive	Frame Marker	6
57	also	Also	Interactive	Transition (Additive)	6
58	Thirdly, Busuu provides	Thirdly	Interactive	Frame Marker	6

	exercises...				
59	students can practice vocabulary through a holistic approach	Can	Interactional	Hedge	6
60	applications that may only focus on repeating words...	May	Interactional	Hedge	6
61	In addition, Busuu offers a variety of languages...	In addition	Interactive	Transition (Additive)	6
62	useful for those interested in multilingualism	Useful	Interactional	Attitude Marker	6
63	Considering these advantages, the researcher chose Busuu...	Considering these advantages	Interactive	Frame Marker	6
64	more effective in helping students improve vocabulary	More effective	Interactional	Attitude Marker	6
65	This research discovered that the Busuu online learning platform	Significantly	Interactional	Booster	7
66	Thus, Busuu can positively contribute...	Thus	Interactive	Transition (Result)	7
67	positively contribute	Positively	Interactional	Attitude Marker	7
68	According to the results of previous studies...	According to	Interactive	Evidential	7
69	In other words,	In other	Interactive	Code Gloss	7

	the similarity between this research and previous research...	words			
70	From the above explanation...	From the above explanation	Interactive	Frame Marker	8
71	researchers are interested in conducting research...	Interested	Interactional	Attitude Marker	8



Appendix 1.11
CODING SHEET THESIS 10 (2025)

NO	QUOTATION OF SENTENCES	MARKER	CATEGORY	SUB CATEGORIES	PAGE
1	Among the various learning tools available, learning media play a significant role in shaping the learning experience.	Among	Interactive	Transition Marker	3
2	According to Brinton (in Celce-Murcia, 2001), media help teachers create a more communicative learning environment.	According to	Interactive	Evidential	3
3	Various types of media can be utilized in English teaching, including textbooks, workbooks, audio recordings, videos, newspapers, and digital resources.	Including	Interactive	Code Glosses	3
4	Among these, textbooks remain the most used teaching material.	Among these	Interactive	Endophoric Marker	3
5	According to Harmer (2007), most educators use textbooks to	According to	Interactive	Evidential	3

	support their students.				
6	This aligns with Cunningsworth's opinion.	This	Interactive	Endophoric Marker	3
7	In addition, he mentioned that textbooks play a variety of functions.	In addition	Interactive	Transition Marker	4
8	including providing tasks for students to practice speaking and listening.	Including	Interactive	Code Glosses	4
9	This means that textbooks provide many benefits for teachers and students.	This means that	Interactive	Code Glosses	4
10	Related to the various benefits obtained when using textbooks.	Related to	Interactive	Transition Marker	4
11	such as (1) relevance to the curriculum...	Such as	Interactive	Code Glosses	4
12	In general, the English textbook should incorporate these five characteristics.	In general	Interactive	Frame Marker	4
13	Of the five aspects, the implementation of character education is one of the important aspects.	Of the five aspects	Interactive	Frame Marker	4
14	This is in	This	Interactive	Endophoric	4

	accordance with the current curriculum.			Marker	
15	Character education is a national movement that aims to establish schools.	Aims to	Interactional	Attitude Marker	4
16	This helps to create young people who are moral, responsible, and compassionate.	Helps to	Interactional	Attitude Marker	4
17	Through the Merdeka Curriculum, the Ministry seeks to enhance student character education.	Through	Interactive	Transition Marker	5
18	The following is a summary of the dimensions of the Pancasila Student Profile.	The following	Interactive	Frame Marker	5
19	Consequently, learning materials should explicitly integrate character education values.	Consequently	Interactive	Transition Marker	6
20	Given the significant role of learning materials.	Given	Interactive	Frame Marker	6
21	According to Crawford (in Richard & Renandya, 2002).	According to	Interactive	Evidential	7
22	Furthermore,	Furthermore	Interactive	Transition	7

	according to Lickona, Schaps & Lewis (2007).			Marker	
23	according to Lickona, Schaps & Lewis (2007).	According to	Interactive	Evidential	7
24	In line with this holistic approach.	In line with	Interactive	Transition Marker	7
25	such as learning objectives, learning processes, learning materials.	Such as	Interactive	Code gloss	7
26	The importance of emphasizing character education.	Importance	Interactional	Attitude Marker	7
27	According to the results of a survey	According to	Interactive	Evidential	7
28	In addition, according to data from the Central Statistics Agency.	In addition	Interactive	Transition Marker	7
29	according to data from the Central Statistics Agency.	According to	Interactive	Evidential	7
30	From these data, it can be estimated that.	It can be estimated	Interactional	Hedge	8
31	For this reason, based on the data mentioned.	For this reason	Interactive	Transition Marker	8
32	In line with this objective.	In line with	Interactive	Transition Marker	8
33	Based on the reasons mentioned earlier.	Based on the reasons mentioned earlier	Interactive	Frame Marker	8
34	the researcher believes it is	Believes	Interactional	Self-Mention	8

	essential to analyze character education.				
35	it is essential to analyze character education.	Essential	Interactional	Marker	8
36	The integration of character education is very important.	Very important	Interactional	Attitude Marker	8
37	Furthermore, as previously mentioned.	Furthermore	Interactive	Transition Marker	8
38	As previously mentioned	Mentioned	Interactive	Endoporic marker	8
39	Therefore, in order to stop students from engaging in such misbehaviour.	Therefore	Interactive	Transition Marker	9
40	it is imperative that students have a solid foundation of character values.	Imperative	Interactional	Attitude Marker	9
41	Meanwhile, in this research, the researcher will analyze a textbook.	Meanwhile	Interactive	Transition	9
42	the researcher will analyze a textbook.	The researcher	Interactional	Self-Mention	9
43	So, it makes students more interested in learning.	So	Interactive	Transition Marker	9
44	Thus, the title of this research is.	Thus	Interactive	Transition Marker	9

Appendix 1.12

Plagiarism-free letter



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Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : **Dr. Eni Amaliah, S.Ag., S.S., M.Ag.**
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