Pemanfaatan penanda metadiscourse dalam penulisan ilmiah

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ABSTRACT

Academic writing and publication have gained momentum and become important demands among scholars from different disciplines. As authors, they need to be able to exert different types of linguistic expressions in relation to their ideas, data, other studies, and targeted audience. The use of meta-discourse markers is therefore vital, but it has been less explored particularly comparing native speaker authors to their non-native speaker colleagues. This study examined 40 journal articles written by 2 groups of authors (native and non-native speakers of English). The documents were trimmed into specific sections and selected from reputable journals covering different disciplines to gain more representative samples for a thicker description of the issue. Employing Hyland's meta-discourse model, this research managed to see several differences and tendencies between the two groups of authors. In the interactive MDM category, non-native authors tend to use more transitions and evidential regardless of their accuracy. Meanwhile, their native-speaking colleagues employ endophoric markers and code glosses more frequently. Interactionally, the non-native authors seem to exploit attitude and engagement markers in their writings while their native counterparts commonly make use of hedges, boosters, and self-mentions to show their cautiousness and authoritative expertise in academic settings. Further implications on the direction of meta-discourse research and the teaching of academic writing are discussed based on these findings.

Kata Kunci: *Academic writing, meta discourse markers, authors, non-native*