

## CODE GLOSSES OF METADISOURSE IN STUDENTS' ACADEMIC PRESENTATION

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**Abstract:** Academic presentation is one of obligatory task for university students. As they present their academic presentation, composing and organizing their ideas are necessary to make their audience understand what they present. Code glosses as a part of metadiscourse function 'to signal the restatement of ideational information' (Hyland, 2005). Nineteen presenters delivered their academic presentation. Their presentations were then transcribed to analyze code glosses applied by the presenters when delivering their academic presentation. These markers are applied to elaborate, modify, define, exemplify or rephrase an intended idea or a concept to readers. The results show that there are 214 markers found indicating that students apply the markers to better modify or elaborate their ideas during their presentation.

**Keywords:** *metadiscourse, code glosses, academic presentation, interactive metadiscourse*

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## INTRODUCTION

Stating ideas, thoughts, expression, feeling and opinion require a language as a means of communication. People's styles in talking might be different from one to another and dependent on the context or situation. The way people communicate in daily conversation and situated context is possibly distinct and the context influence people to set in a such organized way. One of situated contexts where people organize their ideas is performing academic presentation.

Within this language use, a person whether he realizes or not applies markers to convey the ideas. Conveying ideas does not only consist of proposition, but it also includes words or phrases functions as metadiscourse markers. Metadiscourse does not only talk about discourse about discourse, but discusses the use of language to structure texts, organize texts, express the stance, and engage the readers (Hyland, 2005). This type of reflexivity (Hockett, 1960; Mauranen, 1993; Hyland, 2005; Adel, 2006) in language functions as negotiation of interactional meaning in a text, writer or speaker assistance to express a stance, and an engagement to readers or listeners of a certain community. So, these markers work both in written and spoken discourse and thus these markers are operative to utilize in creating effective communication between writers/presenters to readers/audience.

Hyland's model of metadiscourse consists of two main branches called interactive and interactional metadiscourse. Interactive metadiscourse functions to organize the content of the text (Hyland, 2005). According to Thompson and Thetela (1995: 104), interactive features highlight the 'reader-friendly' aspects of written text: 'the primary direction of the interaction is from reader to writer' as the writer predicts and responds to the reader's needs. In this study context, the interaction built by the presenter to his audience is also reckoned as in the written text. This branch of metadiscourse consists of frame markers, code glosses, transition markers,

endphoric markers, and evidentials. The second branch is interactional metadiscourse which functions to involve the audience in the argument or discourse. This branch consists of hedges, boosters, attitude markers, engagement markers, and self-mentions. Each type of markers possesses distinct functions in building the discourse.

As for code glosses of interactive metadiscourse has function to ‘signal the restatement of ideational information’ (Hyland, 2005) which include five points namely (1) to elaborate, (2) to define, (3) to modify, (4) to exemplify, and (5) to rephrase. The code glosses are important for presenters in delivering their ideas do the audience can grasp their intended meaning to receive.

In this study, the writers aim to find and to analyze code gloss markers applied by students during presentation. These markers are some of useful in explaining, defining or clarifying, exemplifying ideas which are to assist audience in understanding the presenters’ intended meaning. Thus, this study contributes in enriching metadiscourse insight to readers.

## RESEARCH METHODOLOGY

This study was executed in the fourth semester of English language and teaching program Universita Qomaruddin. The students in this semester have been taught academic presentation which help them to prepare how to give presentation (academic and non-academic). Nineteen students presented academic presentation and their speeches were transcribed, then analyzed to see whether they contain code glosses of metadiscourse markers. The nineteen presentation were then transcribed and analyzed as the nature of spoken discourse is evanescent (Cameron, 2001). The topics chosen were all about academic materials based on students’ preference. The duration of each presentation was about five to seven minutes. The transcribed presentations were then analyzed by following the wordlist provided in by Hyland (2005), Cao and Hu (2014), Mazidah (2019) as the taxonomy of metadiscourse in written registers can be utilized in spoken registers (Zhang, 2016). The model of manual searching was utilized to gain more result because spoken discourse may reveal more markers that were not listed in written discourse. Thus, applying qualitative method as suggested by Wray and Trott (2006) was the best option, and the result of this research would be more descriptive in revealing the code glosses of metadiscourse applied by students.

## RESULT AND DISCUSSION

Code glosses assist ‘readers grasp functions of ideational material’ (Hyland, 2005). It means that some words or phrases such as *namely, such as, in other words, e.g.* can function as markers. The result can be seen in Table 1.

Table 1. Code Glosses in Students’ Presentation

Code Glosses	Appearance	Code Glosses	Appearance
called	3	who are	5
e.g.	1	for example	13
namely	1	who + V	13
or	91	which (s) + V	15
such as	4	(it)means	9
that is	10	suggests that	1

that are	4	there are	1
which is	1	like (example)	39
which are	3	TOTAL	214

By looking at the results, the code glosses can be classified into two types: restatements and examples. The first type is restatements. The restatement is to say something in a distinct way. It is also to modify a stated idea so the readers understand what the writer wants to say. The way presenters applied these markers are by applying ‘or’ and adjective clauses to modify or elaborate what they want to inform as in Table 2.

Table 2. Restatement

Restatement	Appearance
or	91
which (s) + V	15
who + V	13
that is	10
(it)means	9
who are	5
that are	4
called	3
which are	3
which is	1
suggests that	1
TOTAL	155

The highest appearance of this type is by applying ‘or’. Here are some examples.

- (1) As for the outlines of the phases **or** the steps of research, it can be sorted into three phases, that is the planning, implementation, and report phases. (S6.12)
- (2) **But**, in this period or in middle period English become the main language (S1.30)
- (3) The definition of a correlational research is a type of non-experimental research method, in which a researcher measures two variables, understands and assess the statistical relationship **or** the correlation between them with no influence from any extraneous variable. (S15.5)

Based on some examples (1),(2) and (3), ‘or’ are applied to restate what the presenters wanted to say to make their audience understand easily. The other models are by applying adjective clauses as the following examples.

- (4) In this chapter I will focus and spesifically about the literature about texts **which are** suitable for the students (S4.5)
- (5) There are number of problems in education **which have** caused the country to get worse like a lack of experienced teachers, and the low students’ achievement, and low quality of learning facilities. (S16.39)
- (6) And then between Yudi and Yuni have a kindsip **that is** kindship of siblings (S3.67)
- (7) Metaphor is a figurative expression in **which a notion is** described in terms usually used for a different kind of notion (S5.8)

Table 2 shows that presenters apply various adjective clauses to help them restate their ideas. As in (4),(5), (6) and (7), presenters need more words to elaborate their information so grasping ideas is easier for the audience.

The second type of code glosses is example to exemplify the ideas. Presenters apply this type because by giving examples, the audience can better understand the intended meaning or ideas. The result can be seen in Table 3.

Table 3. Example Types

<u>Example</u>	<u>Appearance</u>
like (example)	39
for example	13
such as	4
e.g.	1
Namely	1
there are	1
<b>TOTAL</b>	<b>59</b>

In total, there are 59 example markers found from all presenters. Its number is less than restatement marker's number. It means that its use by presenters is limited and context dependent. Here are some examples.

- (8) The reason why we must combine the English material with literature because there are many strength of it in teaching english material **like** when the teacher give the students novel, drama, movie or other. (S2.23)
- (9) There are number of problems in education which have caused the country to get worse **like** a lack of experienced teachers, and the low students' achievement, and low quality of learning facilities. (S16.39)
- (10) One, Semantics, the knowledge from the point of view of the individual who speaks and hears others speaking, or the description from a linguist's point of view, of meaningful units **like** words and meaningful combinations of words **like** sentences. (S19.20)

Example (8), (9) and (10) contain the word 'like' to indicate an example to explain the previous idea stated by the presenters. In (8) S2 wants to give a model of advantage by having literature (literary works) as 'novel, drama, movie or other' to support English material. S16 in (9) to tell more about information about what problems are in education, S16 mentioned 'a lack of experienced teachers'. In (10), S19 mentioned 'like' twice in one sentence. As 'like' appeared 39 times from nineteen presenters, it is assumed that students were easier to use this word rather than other words.

- (11) **For example** in this method, the researcher must use the questions that they have set in home but they can not use the questions that have naturally in that case.(S15.43)
- (12) The teacher have to know it **for example** short stories may not be like by old students, but novel may be like by the old students. (S4.29)

Example (11) and (12) also contain 'for example' to show example. In (11), it is mentioned in the first part of the sentence, indicating that S15 wanted to ease his audience to

comprehend his intended meaning. The same case also happened in (12) that S4 gave information about old students' preference.

- (13) Surveys can be conducted faster and cheaper compared to other methods of primary data collection **such as** observation and experiments. (S8.38)
- (14) For physical facilities **such as** building school, laboratories, libraries, more facilities and other supporting facilities. (S16.47)
- (15) For non physical facilities **such as** improving teacher qualities, establishing independent study. (S16.48)
- (16) Meaning is determined by circumstances **such as** time, place, people involved, backgrounds, relationship, et cetera. (S18.13)

Example (13) shows that S8 gave example by mentioning 'observation and experiments'. Example (14) and (15) come from the presenter (S16) to exemplify 'physical facilities' and 'non physical facilities'. Example (16) to elaborate 'circumstances', S18 mentioned some explanation of the word. Based on Table 3, 'such as' only appeared 4 times and only from 3 presenters. This shows that 'such as' is not utilized by other fifteen presenters. This might happen for various reasons such as their understanding, their familiarity of the phrase or just their reluctance because using 'like' is easier.

Apart from the result of code glosses above, each presenter applied this type of marker in their presentation even though which words they used were all their preferences. In comparison to the result of written texts, the result of presentation shows that the number of markers utilized in written texts such as 'or' and models of adjectives clauses even though their appearances were different in use (Mazidah, 2019). Restatement and example markers exist in both discourses, except for punctuation. The punctuation here tends to be replaced with pause during presentation, and it is not discussed in this study because it requires more specific model for transcription.

In addition to code glosses of metadiscourse, this type of marker may work or not work alone as metadiscourse. As mentioned earlier, there are two big classifications of metadiscourse namely interactive and interactional metadiscourse markers. The uses of multimarkers exist in various contexts because the presenters want their presentation to be well understood by their audience.

- (17) **As we know**, in the old period **or** in the previous period Norman used French as English Language. (S1.24)
- (18) In English, Allan, **1986, Chapter 5 points out** that a falling tune **suggests that** the speaker is confident of what he or she is saying and the utterance is delivered with finality. (S18.33)
- (19) It **means that** the research **explain** about improving quality in organization **or** school to produce an innovation **or** strategies of improvement. (S13.6)

Some bold words or phrases in (17), (18), and (19) show that presenters applied different types of metadiscourse markers. The use of multimarkers applied by presenters depended on the information or idea shared to audience. The similar models are also found in academic writing (Mazidah, 2019; Zang et.al, 2017; Nansa Triana, 2019). In certain condition, specific types of metadiscourse are required to utilize to organize, to engage, to argue, to strengthen, to restate, and others.

## CONCLUSION AND SUGGESTION

### Conclusion

Utilizing code glosses in academic presentation is required because in speaking presenters directly state their ideas to their audience. By nature, live presentation cannot be rewound unless it is recorded. Thus, to convince audience, presenters require to apply such markers as their effort to transfer their ideas easily.

As in Table 1, the highest number of restatement marker is 'or' and followed by adjective clause models. The highest number of example marker is 'like'. Other markers appear as code glosses assist to explain the readers and to process the information. Code glasses may or may not work alone to fully function as effective metadiscourse markers because other types of metadiscourse markers are also required to create effective rhetoric.

### Suggestion

As suggestion, theories and practices should be given special attention by integrating metadiscourse in speaking and writing class as this is also part of language learning. Metadiscourse provides a tool to map the language use in various domains. This helps language learners to understand better that words have more meaning than they look because there are words which also function as metadiscourse markers.

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