

Interactive Metadiscourse Features Used by Teachers in BIPA Online Classes

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ABSTRACT

Language features used by BIPA teachers become one of essential parts during online teaching process. This study incorporated interactive metadiscourse (IMD) proposed by Hyland (2005). It was aimed at describing the functions of the categories and understanding the ways teachers employing IMD markers in BIPA digital classes. The data sources were 4 online BIPA learning videos. Aside from employing a qualitative-descriptive method, this study also used documentation technique and content analysis for collecting and analyzing the data through the process of transcribing the video, coding the data, inputting the data in *AntCont* 3.4.3, selecting the target words, calculating the occurrences and average, interpreting the data, and drawing conclusion. The results of this study revealed that BIPA teachers incorporated all five categories of IMD markers. The most common IMD markers used are: *ok, nah, jadi, lihat, coba, dan karena, kalau, and misalnya*. The discourse markers mostly assisted the BIPA teachers to direct students, to point on the slides, to shift from one topic to another, and to express agreements. The findings of this research are expected to give benefits theoretically for scholars and practically for BIPA teachers in conducting online learning.

Key words: BIPA; interactive; metadiscourse; online learning

INTRODUCTION

Bahasa Indonesia (Indonesian language) becomes one of the major studies at several universities in the world. Teaching Bahasa Indonesia for foreign students is being a trend recently in both Indonesia and some other countries. Farikah et al. (2017) states that Bahasa Indonesia is one of the languages in a great demand by foreigners. According Handoko et al. (2019), there are two main external factors affecting the development of Bahasa Indonesia, namely Indonesian culture and its natural resources. Those aspects attract many foreign investors to expand their business in Indonesia, and therefore they are required to study Bahasa Indonesia.

In order to facilitate the great demand of foreigners in learning Bahasa Indonesia especially in the level of university, Indonesian Government and The Minister of Education and Culture offer BIPA program for international students who want to study in Indonesia. BIPA is an acronym which stands for *Bahasa Indonesia untuk Penutur Asing* (Indonesian Language for Foreign Speakers). It is a language program addressed to non-native speakers of Indonesian. All international students require to attend this program for about a year before they can start to attend their classes in Indonesia. In this program, students will be trained to communicate both spoken and written by using Bahasa Indonesia. In addition, this program assists the students to understand Indonesian culture before they mingle with their academic lives.

Nowadays, many universities in Indonesia compete to open BIPA programs for international students along with keep developing and improving the quality of the programs. However, teaching BIPA becomes more challenging during the Covid-19 in 2020-2022 pandemic as the teaching-learning process turns from offline to online courses. This situation insists both teachers and students to adapt to the changes. Syafryadin and Martina (2021) found that there were some issues faced by teachers during the online learning process, namely: lack of experience in operating technology, low language knowledge, inappropriate method or technique, and age. For teachers, teaching Bahasa Indonesia online for foreign students was something unthinkable before. There were no online materials available or strategies to conduct the class. It required hard work from teachers, particularly in constructing new syllabus and finding out a good and suitable methods to deliver the lessons (Defina 2021). Indeed, the online teaching methods demand the teacher not only to use technology as a tool in teaching-learning process, but also require them to use proper language instructions clearly in order to maintain that the teaching-learning process runs interactively.

Language instruction used in teaching BIPA can be either in English or Bahasa Indonesia. The teachers have to consider the pronunciation, tone, and pace during teaching and make sure the students understand the lessons. However, for those who fail in comprehending the materials, the teachers will assist them by translating their explanations into English. Translation has a significant role in language learning process as translation allows students to understand the target language better (Arfianti and Widiati 2021). Teaching Bahasa in face-to-face environment is considered more easily than in digital classroom. In physical classroom, teachers are able to control situation and interact directly to students and vice versa. Meanwhile, in digital classroom, students often turn off cameras, cannot respond directly to questions given by teachers or their peers due to bad internet connection, and lack of time and space for practicing conversations. In addition, the duration of teaching in digital classes tend to be shorter than that in real classes due to the interruption of network issues. It means that a teacher who is commonly able to cover one up to two topics in a real meeting may only manage a single topic in an online class comparatively.

Regarding to the issue, teachers require to find a strategy to assist and maximize the teaching learning process. Employing simple language expressions using loud and clear pronunciation in digital classes is one of strategies that are often used by BIPA teachers to engage with students. Language expressions used in offline teaching is different respectively in some points from those in online teaching. Teachers need to adjust their language expressions to achieve their purpose and assure that students are able to understand the lessons. Students' responses are something salient as teachers are able to measure and indicate the success of the teaching learning process from the students' responses. Language features used by BIPA teachers become one of essential parts during online teaching process. Choosing and employing the correct language features are helpful for the teacher to direct the students, for the students to understand the lessons, and both to maintain their communication in the classroom, etc.

Interactive metadiscourse is one of the strands used by teachers to manage, control, facilitate, or promote students' thinking and participation. According to Hyland (2005), speakers can utilize interactive metadiscourse to guide a receiver's perception using a range of devices that explicitly organize on their spoken discourse, engage listeners, and signal the speaker's attitudes to both their topics and their audiences. The interactive metadiscourse resources consist of five

features, namely: transitions, frame markers, endophoric markers, evidential markers, and code glosses. Hyland states that removing these metadiscourse features would make the conversation or talk much less personal, less interesting, and less easy to follow.

In line with the description, the objectives of the present study were to find out the categories of interactive metadiscourse features used by BIPA teachers in online classrooms and how the teachers use the features to achieve their purposes. This research applied interactive model of metadiscourse proposed by Hyland (2005) to describe the subcategories and functions of interactive metadiscourse features used by the teachers.

LITERATURE REVIEW

Metadiscourse is a concept of discourse that organizes writers' or speakers' discourses and monitors the responses of readers or listeners in order to achieve the purpose of communication (Hyland, 2015). The concepts of metadiscourse are studied from different points of view which emerge into several models proposed by researchers, such as Crismore (1983), van de Kopple (2002), Ädel (2006), and Mauranen (2010). These researchers categorize metadiscourse features into different subcategories as each has contrasting perspective in analysing a discourse. Number of researchers have applied this concept to analyse both writing and spoken discourses. The range of studies of metadiscourse in spoken language has been conducted by some researchers.

The first researcher is Correia et al. (2015). Correia et al. examined lexical level distribution of metadiscourse in TED talks. The research applied Ädel's (2006) taxonomy of metadiscourse. The data were categorized based on the taxonomy and counted to find out the level distribution of the features, and the result showed that the metadiscourse markers indicating topic management (delimiting, introducing, and postponing) and broadly using functions (examples, emphasis, and enumerations) occurred at the same rate in all levels. On the other hand, Lee and Subtirelu (2015) compared the use of metadiscourse in EAP lessons and academic lectures. The study anchored Hyland's (2005) interpersonal model of metadiscourse to compare two corpora of pedagogical content and context on teachers' enactment of metadiscourse in the classroom. The result showed that the purpose of teachers using metadiscourse markers was to set up classroom tasks and encourage students to involve and participate in classroom activities. On the other hand, university instructors' priority in using metadiscourse markers was to establish relationships between ideas in the unfolding arguments of lectures. In addition, Molino (2018) investigated what discourse functions metadiscourse markers perform, what form-function associations can be identified, and whether signs of dysfluency and non-standard forms can be found in relation to metadiscourse. The data were taken from university lectures. The research was based on the reflective model of metadiscourse proposed by Ädel (2006).

Meanwhile, Zhang, et al. (2017) explored the co-occurrence patterns and register variation of metadiscourse markers in 126 spoken languages. The research relied on Ädel's (2006) reflexive model of metadiscourse. Employing quantitative and qualitative data analyses, it revealed that the metadiscourse markers were used to emphasize interaction, seek cooperation and present discourse. Turiman, et al. (2018) used corpus linguistics methods to analyse spoken discourse. The data were taken from job interview scripts. The study applied Ädel's (2006) textual and interpersonal metadiscourse to find out the distribution of the interpersonal metadiscourse markers. The study revealed that

the excessive use of the markers was for impeding communication flow instead of assisting speakers to be persuasive in their speeches.

The latest research was conducted by Farahani (2020). Farahani conducted a comparative study between British Academic Written English Corpus and British Academic Spoken English Corpus. The purpose of the research was to find out the distributional pattern of interactive and interactional metadiscourse features using Hyland's metadiscourse concept (2005). The study found that in the category of interactive metadiscourse, the transitions and endophoric markers were used more often in the written corpus rather than in the spoken one. However, endophoric markers and transitions were the most frequently applied in the latter.

From the previous studies, Correia et al (2015), Molino (2018), Zhang, et al. (2017), and Turiman, et al. (2018) employed Ädel's (2006) concept of metadiscourse, while Lee and Subtirelu (2015) and Farahani (2020) implemented Hyland's (2005) metadiscourse concept. The similarity of all the previous research lies in the concept for analyzing the data, namely metadiscourse, whereas the difference is shown by the approaches that represent different points of view of metadiscourse. Aside from that, most of the previous studies used the metadiscourse concept to analyze the data of written English and only a few used English spoken data as the objects.

In line with some of the previous studies, this research used a spoken discourse of online teaching class and relied on Hyland's (2005) concept of metadiscourse. However, it intended to fill the gap in the area of methodology of the research where the source of data, which is Bahasa Indonesia, has not been explored yet. In addition, the methods of this research were slightly different from that of the previous ones. This study only focuses on interactive metadiscourse used by BIPA teachers in online classes. Empirically, this paper only concerns with categories and subcategories of interactive metadiscourse used in online classes since this area of study has not been systematically reviewed and analyzed. Therefore, the aims of this research were to describe the functions of the categories and how the teachers employ the interactive metadiscourse markers in digital classes. With a better understanding on the subject matters, the potential use interactive metadiscourse as a pedagogical intervention to promote learning BIPA was then discussed.

UNDERLYING THEORIES

The interactive model of metadiscourse proposed by Hyland (Hyland & Tse, 2004) is concerned with ways of organizing discourse and reflect the writer's assessment what needs to be made explicit to constrain and guide what should be recovered from the text. In his research, Hyland (2016) explained that the main principle of interactive metadiscourse is that speaking is something engaging. This principle indicates attitude, argument, and commitment of the speakers. Speakers employ metadiscourse to control, evaluate, and negotiate the purpose and impact of their and of their interlocutors' ongoing talk. Interactive resources allow the writer or speaker to manage the information flow to explicitly establish his or her preferred interpretations (Hyland, 2017). There are five categories of interactive metadiscourse, namely: transitions, frame markers, endophoric, evidential, and code glosses. Table 1 shows the detail information about the categories of interactive metadiscourse features.

*Table 1: Interpersonal Model of Metadiscourse
Interactive Markers (Hyland 2004)*

Macrocategory	Subcategory	Examples
Transition markers	Addition	and, furthermore, moreover, also, in addition, anyway
	Comparison	in contrast, however, but, on the other hand, on the contrary
	Consequences	consequently, after all, then, therefore, as a consequence
Frame markers	To sequence	(in) Chapter X, first, next, lastly, I begin with, I end with
	To label discourse	all in all, at this point, in conclusion, on the whole
	To announce goals	my focus, goal, objective to, I seek to, my purpose is to
	To shift topic	back to, in regard to, return to, turn to
Endophoric markers		noted above, see Fig., in Section 2
Evidential markers		according to X, (Y, 1990), Z states
Code glosses		namely, e.g., such as, in other words, that is, to put it simply for example, for instance

The interactive metadiscourse can generally be classified into macrocategory and subcategory. There are five types of markers under the macrocategory. Some of these markers are then expanded into subcategories to distinguish the features of each marker among the others. The transition markers explain the semantic relations between main clauses. In this category, phrases that mean addition, comparison, and consequence are included. The second category, frame markers, refers to discourse acts, sequences, or text stages. The existence frame markers is indicated by the use of sequences, discourse labels, goal announcements, and topic shifts. The third category, endophoric markers, is used to indicate the information in other parts of the previous statements or texts. The fourth category, evidential markers, refers to the sources of information from other statements or texts. While the last category, code glosses, gives a further explanation by giving examples to the interlocutors grasp meanings of ideational materials.

RESEARCH METHOD

This study utilized qualitative-descriptive method by using textual rather than numeric data as well as describing and interpreting the findings. According to Nassaji (2015) qualitative and descriptive research is well suited to the study of L2 (second language) classroom teaching, in which conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to the real classroom contexts are questionable. This method was considered suitable to inquire the research questions about categories and subcategories of interactive metadiscourse markers, functions, and how the teachers use the

features in their classrooms. There would be numerical data of interactive metadiscourse features presented in tables. However, the numerical data were used to provide a better understanding of the research problems as all the data were elaborated and interpreted. Maxwell (2010) states that the use of numbers is a legitimate and valuable strategy for qualitative researchers when it is used as a complement to an overall process orientation to the research.

The sources of data of this study were four online video records. These four videos were assumed to have enough information to answer the research questions of the study. The data used here were narrative written texts taken from the transcriptions of BIPA-B2 class video recording. The BIPA online teaching process videos were recorded during Covid-19 pandemic at Universitas Airlangga Language Centre from August to November 2020. In line with the objectives of this study, two main criteria were determined in choosing the video materials, i.e.: 1-1.5 hours class duration and taken from B2 level classrooms. B2 level is the highest level in BIPA in which almost 90% of the communication between teachers and students use Bahasa Indonesia. The numbers of students in the classes were not considered in this study since the data analysed were only focused on teachers' discourse and not of the students.

The data were in the forms of words and phrases classified based on the categories of interactive metadiscourse markers. For collecting the data, documentation technique was employed by the following steps. First, four BIPA online teaching videos were selected from Zoom cloud records of the language centre. In total, there were four selected video records from B2 level classes. Second, the researchers downloaded, watched, and transcribed the materials in the videos. The transcripts were in the form of texts representing the teacher's and students' speeches. Third, the data were labelled into Data 1-4 to anticipate the mixing-up of data.

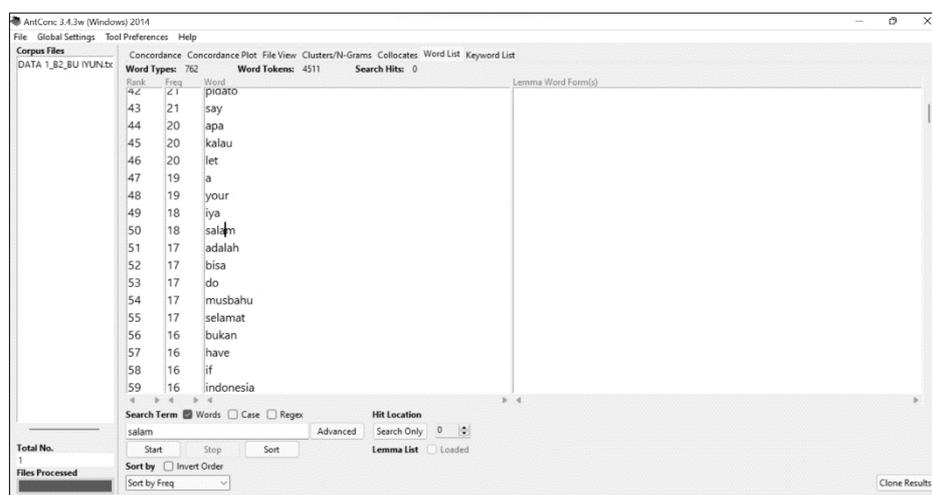


Figure 1: Display of Word List and Word Tokens of AntConc 3.4.3

For analyzing the data, this research employed content analysis technique. Bengtsson (2016) explains that the purpose of content analysis technique is to organize and elicit meaning from the data collected and to draw realistic conclusions from it. In line with the definition, the process of analyzing the data went through three steps. First, the researcher inputted each of the data into *AntConc 3.4.3*. This is an application for calculating each word token from a text automatically to show the concordance (see Figure 1). Second, the targeted words

or phrases were selected based on the categories of Hyland's (2004) interactive metadiscourse features. Third, the selected words were displayed in tables. Fourth, the researcher calculated the occurrences and average of each word token or phrase by using Microsoft Excel. Next, the researchers described the tabulated data and, then, interpreted them. Lastly, the possible conclusions were drawn.

THE DISTRIBUTION OF INTERACTIVE MARKERS

As what has been stated above, this study used Hyland's (2004) model of metadiscourse which focuses on interactive metadiscourse markers. Hyland categorizes the interactive metadiscourse into five markers, namely: transition, frame, endophoric, evidential, and code glosses. Table 2 presents the numbers of words considered as interactive metadiscourse markers.

Transition Markers

Table 2 displays the distribution of transition markers used by BIPA teachers. Transition markers are markers indicating semantic relations between clauses. These markers are categorized into three sub-categories: additive, causative, and contrastive. Transitional markers help create textual cohesion by signaling logical links such as additive, causative, contrastive, consequential between propositions by the use of a range of devices such as conjunctions (Wei et al. 2016). There are only two additive markers found from the records, those are *dan* (and) and *juga* (also) which function to connect words, phrases, and clauses. Additionally, the teachers used the word *juga* to give some additional details of information. In comparison, the teachers used the former more often than the latter.

Tabel 2: The Distribution of Transition Markers

Function	Example	Data					
		1	2	3	4	Tot.	Ave.
Additive	<i>dan</i> (and)	24	18	37	40	119	30
	<i>juga</i> (also)	6	25	20	28	79	19,8
Causative	<i>karena</i> (because)	27	22	32	3	84	21
	<i>karna</i> (because)	0	0	11	3	14	3,5
	<i>soalnya</i> (because)	0	1	0	0	1	0,3
	<i>dikarenakan</i> (be caused)	0	0	1	0	1	0,3
	<i>disebabkan</i> (be caused)	0	0	4	0	4	1
	<i>menyebabkan</i> (to cause)	0	0	8	5	13	3,3
	<i>sehingga</i> (so that)	3	0	15	0	18	4,5
Contrastive	<i>tapi</i> (but)	2	9	11	16	38	9,5
	<i>tetapi</i> (but)	0	16	1	0	17	4,3
	Total	62	91	140	95	388	97,3
	Average	5,7	8,3	12,7	8,6	35,3	8,8

Meanwhile, the most common causative markers used by the teacher is *karena* (because), *menyebabkan* (to cause), and *sehingga* (so that). When teaching BIPA, teachers sometimes are unconsciously influenced by their local dialect so that there is a deletion or contraction process in pronouncing the word *karena* to become *karna*. A unique case happens to the word *soalnya* (because). This word does not exist in Bahasa Indonesia dictionary. However, some Indonesians who are influenced by Javanese culture use this word to substitute the word *karena*. The deletion process is also occurred in contrastive makers. Teachers shorten the word *tetapi* into *tapi*. The latter is used more often than the former with comparison 2:1.

Frame Markers Table 3 presents the distribution of frame markers used by the BIPA teachers. Frame makers are markers which function to sequence, to label discourse, to announce discourse goals, and to indicate topic shifts. Teachers use *kemudian* (then), *terus* (next, then), *setelah itu/ini* (after that/this), *lalu* (next, then), *lanjut* (next, then), *lanjutkan* (continue it), and *selanjutnya* (next, then) to show sequences. To label discourse, teachers employ the words *nah* (that's it), *oke* (OK), *jadi* (so), and *jadinya* (so that), whereas to announce discourse goals, teachers also use the words *oke*, *baik* (alright) and *baiklah* (alright). The words *baik*, *baiklah*, and *nah* are sometimes used to indicate topic shifts as well.

The most common expression used by BIPA teachers constituted by the word *oke* with the total word tokens 406. The second most common word used by teachers is *jadi* whose function is to conclude. It reaches 204 tokens. In line with the presented results, Hyland (2015) also found that the markers such as *right*, *well*, and *OK* dominates in lectures. These markers signal shifts in the exposition to students in more dialogic contexts, such as seminars. Metadiscourse markers like *so what you are saying* help participants to intervene and co-construct the discourse.

Table 3: The Distribution of Frame Markers

Frame Markers	Data					
	1	2	3	4	Tot.	Ave.
<i>kemudian</i> (then)	4	1	0	1	6	1,5
<i>terus</i> (next, then)	1	4	1	9	15	3,8
<i>setelah itu/ini</i> (after that/this)	4	1	3	5	13	3,3
<i>nah</i> (that's it)	2	2	49	24	77	19,3
<i>oke</i> (OK)	48	26	263	69	406	101,5
<i>baiklah</i> (alright)	0	1	0	0	1	0,3
<i>baik</i> (alright)	5	3	14	15	37	9,3
<i>jadi</i> (so)	39	123	28	14	204	51
<i>jadinya</i> (so that)	0	0	1	0	1	0,3
<i>lalu</i> (next, then)	1	2	9	12	24	6
<i>lanjut</i> (next, then)	0	0	4	0	4	1
<i>lanjutkan</i> (continue it)	1	1	3	1	6	1,5
<i>selanjutnya</i> (next, then)	0	0	4	0	4	1
Total	105	164	379	150	798	199,5
Average	8,1	12,6	29,2	11,5	61,4	15,4

Endophoric Markers Endophoric markers refer to interactive metadiscourse markers whose function is to point to and emphasize the different parts of the written and spoken discourses. Table 4 presents the data of endophoric markers used by BIPA teachers in online classes. The teachers use the word *coba* (try), *lihat* (look), and *liat* (look) in order to direct students to the right track of the discourse. The words *lihat* and *liat* have the same meaning but there is an omission of sound [h] and considered as nonstandard form. These words are used interchangeably to direct students to keep focusing on the topic which is usually presented on a power point slides. Meanwhile, the word *coba* is often used by the teachers to instruct students to recall their memories on the previous lessons or slides of the power points. The word *coba* is used twice more often than the word *lihat*. Crismore and Farnsworth (1990) claim that the endophoric markers tell the listeners about what the speakers have already done in the discourse.

Table 4: The Distribution of Endophoric Markers

Endophoric Markers	Data					
	1	2	3	4	Tot.	Ave.
<i>coba</i> (try)	4	8	62	10	84	21
<i>lihat</i> (look)	3	6	21	6	36	9
<i>liat</i> (look)	0	2	5	2	9	2,3
Total	7	16	88	18	129	32,3
Average	2,3	5,3	29,3	6	43	10,8

Evidential Markers

Table 5 shows the numbers of evidential markers used by BIPA teachers in their online classes. The most common features are used as evidential markers are *kalau* (if), *seperti* (like), *menurut* (according to), *biasanya* (usually), and *bilang* (say). The words *kalau*, *kalok*, and *kalo* actually have the same meaning but they are pronounced differently according to the teachers' accents. The word *biasanya* (usually) which is an adverb is commonly used to precede a sentence that introduces examples. Hyland (1998) states that evidential markers indicate the writer's position by signaling an awareness of prior research. Evidential markers provide information from other sources. In academic writing discourse, these are demonstrated by the citations from referential sources. While in spoken discourse, the evidential markers are expressed for giving examples from the real-life situations of the teachers as native speakers or from other people beliefs.

Table 5: The Distribution of Evidential Markers

Evidential Markers	Data					
	1	2	3	4	Tot.	Ave.
<i>Kalau</i> (if)	20	93	6	0	119	29,8
<i>Kalok</i> (if)	0	6	0	0	6	1,5
<i>Kalo</i> (if)	0	1	0	14	15	3,8
<i>Seperti</i> (such as)	4	32	20	12	68	17
<i>Biasanya</i> (usually)	5	6	3	5	19	4,8
<i>Bilang</i> (say)	7	10	0	0	17	4,3
<i>Bilangnya</i> (say)	5	0	0	2	7	1,8
<i>Berdasarkan</i> (based on)	0	0	2	3	5	1,3
<i>Menurut</i> (according to)	4	2	23	0	29	7,3
Total	45	150	54	36	286	71,3
Average	4,5	15	5,5	3,6	28,6	7,9

Code Glosses Markers

Code glosses markers elaborate the meanings with examples and rephrasing the previous statements. Table 6 displays the distribution of code glosses used by BIPA teachers. The most common features used by BIPA teachers are the words *misalnya* (for example) dan *contoh* (example). These two words are used to elaborate more detailed information by giving instances. To rephrase their statements, BIPA teachers make use the word *berarti* (it means). While for responding to the students' statements, the teachers often repeat or imitate their statements by using the words *begini* (like this) or *begitu* (like that). Molino (2018) also found that teachers often used code glosses, such as: *example*, *instance*, *say* during teaching English to Italian students. Exemplifying a definition or a term makes the word easily to understand.

Table 6: The Distribution of Code Glosses

Code Glosses	Data					
	1	2	3	4	Tot.	Ave.
<i>artinya</i> (meaning)	1	2	2	0	5	1,3
<i>begini</i> (like this/this way)	3	16	1	0	20	5
<i>begitu</i> (like that/so)	1	5	0	12	18	4,5
<i>berarti</i> (it means)	3	16	4	6	29	7,4
<i>contoh</i> (example)	2	12	12	8	34	8,5
<i>contohnya</i> (for example)	0	0	4	2	6	1,5
<i>misalnya</i> (for example)	6	28	0	1	35	8,8
<i>misalkan</i> (for example)	0	0	14	0	14	3,5
<i>harusnya</i> (it should be)	1	14	3	0	18	4,5
<i>mestinya</i> (it should be)	0	1	0	0	1	0,3
<i>maksud</i> (meaning)	0	4	1	0	5	1,3
<i>maksudnya</i> (meaning)	3	0	1	1	5	1,3
<i>sebetulnya</i> (actually)	1	2	0	0	3	0,8
<i>dimaksud</i> (it is meant)	0	0	1	0	1	0,3
<i>sebenarnya</i> (actually)	0	0	2	2	4	1
<i>disebut</i> (it is called)	0	0	0	2	2	0,5
Total	21	100	45	34	200	50,1
Average	1,3	6,3	2,8	2,1	12,5	3,1

The Total Distribution of Interactive Markers

As reported in the preceding section, the five categories and subcategories of interactive metadiscourse markers were found in the data taken from the videos of BIPA online classes. Figure 2 summarizes the distribution of interactive metadiscourse features used by the teachers. The bars reveal that frame markers become the mostly used interactive markers and it is followed by endophoric markers. Meanwhile transition markers and evidential markers indicate nearly the same value. In other words, they do not apparently show significant differences. The least used marker in interactive metadiscourse categories is code glosses.

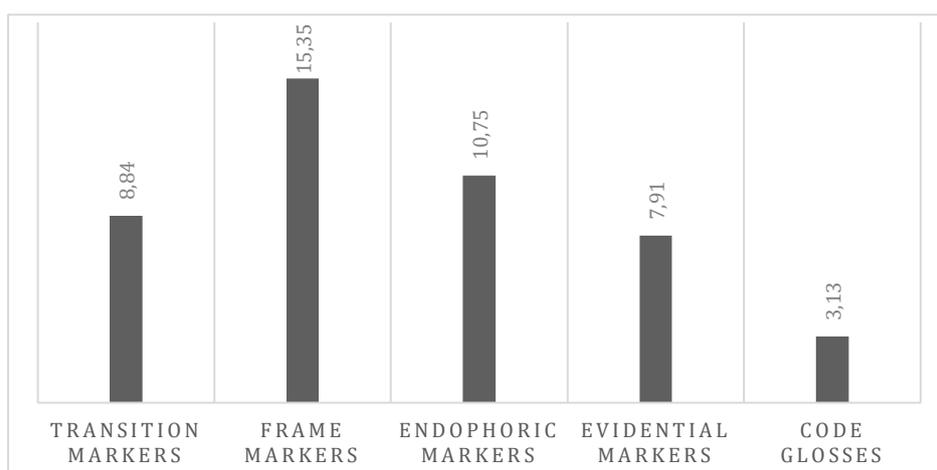


Figure 2: The Total Distribution of Interactive Markers of Metadiscourse Used by BIPA's Teachers in Online Class

THE SAMPLES OF THE USE INTERACTIVE MARKERS

As this study is exploring an interactive metadiscourse used in the area of teaching language, the findings show that the BIPA teachers incorporate the five categories of interactive metadiscourse and the range of interactive markers on each subcategory. Hyland (2016) states that the main principle of interactive metadiscourse is that speaking is something engaging to show attitude, argument, and commitment of the speakers. The reasons why speakers incorporate interactive metadiscourse are to control, evaluate, and negotiate the purpose and impact of their and their interlocutors' ongoing talk. Teaching BIPA in an online circumstance requires teachers to be more active and creative. It means that teachers are demanded to direct the students with a clear and appropriate language expressions. Incorporating correct, concise, and proper expressions will aid to reach the learning objectives. This result is supported by Tang (2017) who investigated types of metadiscourse used by teachers in a classroom. Tang asserts that teachers have a different way in using metadiscourse markers during teaching but he argues that the judicious use of metadiscourse is a good pedagogical practice for science teaching.

In line with the above description, BIPA teachers occupy frame makers more than those of any other interactive metadiscourse markers during online teaching. Hyland (2005) explains that frame markers demonstrate a sequence, a discourse label, a discourse goal, and a topic shift. Figures 4, 5 and 6 show how the BIPA teachers use the frame markers: *ok*, *nah*, and *jadi* in online classroom. Teachers occupy markers *ok* and *nah* mostly to maintain the communication and topic shift. In addition, the markers also function to show sequence.

The word *ok* is a variety nonstandard language that is adopted from English. The meaning of *ok* is expressing agreement and the word has similar meaning to the word *baik* or *baiklah*. *Ok* and *baik* are often interchangeably used. Teachers use this word as the word *ok* is a familiar word to foreign students. Expressions on Figure 3 present that the teachers asking for agreement to the students before moving to the next topic.

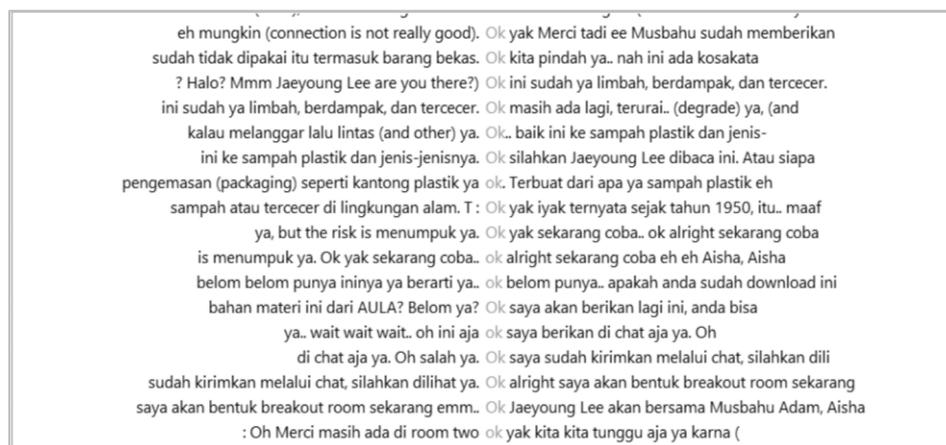


Figure 3: Interactive Metadiscourse Marker Ok

The word *nah*, on the other hand, is a word that often appears in a conversation to indicate conclusion, to shift from one topic to another topic, and to emphasize meaning as well. In online classrooms, BIPA teachers rely on the slides that are presented through zoom, a software program to conduct online conference.

unaan kata hubung yang berarti sebab atau akibat. Nah.. oke mmm untuk memulai pelajaran kita hari ini
 asi dipakai untuk menerima berita atau informasi. Nah coba pertanyaannya disini adalah apa media kom
 artinya koran atau ya pakai kata koran ya. Nah sekarang eh nah Aisha baca koran? Atau ada
 ya pakai kata koran ya. Nah sekarang eh nah Aisha baca koran? Atau ada media elektronik te
 mmm oke sekarang kembali lagi dulu ke slide nah media komunikasi, media komunikasi. Ah kita li
 ya melihat televisi T : Ya menonton televisi oke. Nah eh sebentar disitu eh ada... S1 : (??? 15.48) T
 coba share sound dulu ya. Oke kita eh nah saya akan putar audio ya coba an coba
 garkan sebenarnya bukan musik ya itu intro berita nah coba saya akan putar ulang ah saya akan
 tulis informasi penting ada yang ada dalam berita nah nanti oke berarti ini ya (??? 18.51) oke ketik
 jawaban anda di chat atau (type your answers). Nah oke saya putar lagi oke perintahnya adalah ini
 ut), harus mencari detailnya misalkan apa, siapa, nah ini detailnya seperti ini. Oke jadi nanti (ver
 da pertanyaan dulu? (Have you got any questions?) Nah ini ada pertanyaan di situ, oke coba apa
 00 T : Praktikkan membaca oke tadi sudah ya anda, nah kita coba eh (let's see let's
 erlalu kering, terlalu kering ada kemarau di situ nah di beberapa kota ada beberapa kabut asap seper
 eberapa kota ada beberapa kabut asap seperti ini. Nah kabut asap ini terjadi di Palangkaraya. Nah ja
 ini. Nah kabut asap ini terjadi di Palangkaraya. Nah jarak pandangnya berapa meter? Jarak pandangny
 that her eyes or his eyes are swollen) nah itu bisa sehingga. Pak Andi lupa mematikan lil

Figure 4: Interactive Metadiscourse Marker Nah

Similarly, the word *jadi* indicates conclusion as well. After explaining a topic, teachers sometimes paraphrase the sentences or summarize them. The shift from an explanation to a conclusion is marked by the word *jadi* can be seen in Figure 5.

saya ingin menjelaskan tentang tata bahasa jadi saya tunggu 2 menit lagi mungkin ada
 saya buka ini dulu .. ini ya jadi saya ingin menjelaskan tentang kalimat pasif
 ingin menjelaskan tentang kalimat pasif ya jadi kita kembali dulu ke kalimat pasif
 kembali dulu ke kalimat pasif ya jadi.. seperti bahasa Inggris juga ee.. di
 bahasa Indonesia sama seperti bahasa Inggris jadi kalimat aktif itu berfokus pada subjek
 aktif adalah pelaku the doer ya jadi kalau kalimat aktif itu subjeknya ee..
 aktif itu subjeknya ee.. melakukan sesuatu jadi doer doing the activity ya itu
 kalimat aktif langsung mengikuti kata kerja jadi kalimat aktif itu ee.. objeknya langsung
 .. objeknya langsung mengikuti kata kerja ya jadi Biasanya kita pakai ini Men- Men-
 - Men-kan atau Men-i kebalikannya jadi apa sih ya itu kalimat pasif
 fokusnya pada objeknya ya bukan doernya jadi kalimat aktif e.. sorry kalimat pasif
 menjadi pasif adalah seperti ini ya jadi ini Anisa membaca pidato ya Anisa
 's why I put bracket here) jadi boleh di pakai boleh tidak ya
 ada bu T : Terima kasih ah. jadi aa.. untuk kalimat pasif ya kat
 Ke-an itu kebanyakan kalimatnya transitif jadi harus ada objeknya ya kalau kita
 di tangkap ini sengaja intentionally ya jadi Agus itu menangkap bola intentionally Dini
 ini permen tertelan tertelan ini ya jadi telan itu swallow ya jadi misalnya
 va jadi telan itu swallow va jadi misalnv e.. kita makan permen terus

Figure 5: Interactive Metadiscourse Marker Jadi

To keep tracking the teaching process that relies on the Power Point slides, teachers tend to direct the students by using the word *lihat* or *liat*. Although both of these words have different spelling and pronunciation, their meanings are the same. Some teachers speak different pronunciations due to their local accents. Teachers often used the words to maintain students' attention. Teachers are usually point to pictures, sentences, or words on the monitors while pronouncing the word *lihat*. Figure 6 displays the examples on how the teachers use the word *lihat*.

While asking students to do something politely, BIPA teachers commonly use the word *coba*. The word *coba* which literally means 'try' in English has several meanings based on the context of conversation. BIPA teachers frequently precede their instructional sentences by the word *coba*. In this context, *coba* means 'please' or 'would you please'. Structurally, the word *coba* is followed by a verb or subject noun. Figure 7 shows how teachers incorporate the word *coba* when ordering students to do something.

hari ini temanya adalah media. Oke Aisha sudah lihat eh di papan tulis eh bukan di papan
 t? S1 : Mmm saya tidak (??? 09.28) T : Yang Aisha lihat di monitor, di monitor zoom ada apa? Di
 e nah media komunikasi, media komunikasi. Ah kita lihat disini ada kita menggunakan gambar tangan.
 berita? Apa isi berita? Apa penyebab banjir? Oke lihat di sini ya ada pertanyaan, ada pertanyaan. S
 Palangkaraya ada peristiwa apa? Ada kejadian apa? Lihat di sini, di Palangkaraya ada kejadian ini Pa
 the smoke?) S2 : Masyarakat T : Ehem.. masyarakat lihat aktivitas masyarakat terganggu ya, kabut asa
 go) saya tunjukkan dulu yang ada di slide. Lihat ini ada hubungan sebab-akibat (remember that
 g hanya berkisar lima puluh sampai seratus meter. Lihat yang berwarna merah ya. Yang nomer dua, mere
 , itu buat contoh bisa. (But the point is) lihat kata bercetak tebal (the bold actually the r
 you emm topic later on..) nah sekarang kita lihat dulu. Oke bisa coba dibaca dulu ini adalah
 tanya bertanya tentang mmm oke ada eh siapa lihat ya menurut oke dengarkan pen pen, dengarkan
 ?) S1 : Sama T : Sama? Mmm (are you sure?) Lihat, guru satu menurut saya banjir di tempat kit
 irigasi (that's more about related to) sawah. Lihat ya.. (my question is) apakah guru satu dan
 da, (they have different opinions okay). Nah coba lihat eh bagaimana dengan karyawan satu? Karyawan
 iapa? Bekerjasama dengan siapa? Siapa bisa jawab? Lihat kalimat ini. Mereka harus bekerjasama dengan
 ? (Do you know this word kerja bakti?) Pernah lihat? (Do you know what kerja bakti means? Anyone
 lusinya, (the resolution is quite small). Nah oke lihat! Nah anda lihat di layar? Coba ya saya

Figure 6: Interactive Metadiscourse Marker Lihat

hari ini kelasnya masih pagi, mulai besok kita coba kelas yang jam se.. jam berapa ya.. jam
 zoom ada apa? Di layar ada tulisan apa? Coba Aisha baca S1 : Uh tujuan uh pembelajaran T :
 dipakai untuk menerima berita atau informasi. Nah coba pertanyaannya disini adalah apa media komunik
 ia elektronik telepon, televisi, dan internet oke coba saya tulis di papan. Pertanyaan saya oke Apak
 ntar disitu eh ada... S1 : (??? 15.48) T : Oke saya coba share sound dulu ya. Oke kita eh nah
 kita eh nah saya akan putar audio ya coba an coba dengarkan, coba dengarkan apa yang ak
 nah saya akan putar audio ya coba an coba dengarkan, coba dengarkan apa yang akan ada d
 akan putar audio ya coba an coba dengarkan, coba dengarkan apa yang akan ada di ee video. *
 sebenarnya bukan musik ya itu intro berita nah coba saya akan putar ulang ah saya akan putar
 oke (fine). Saya akan putar ulang audionya oke coba tulis oke saya tulis disini, tak tulis di
 : Oke.. oke jawab pertanyaan saya ya oke eh coba eh.. pertanyaannya adalah nomer satu berita it
 adian. Detail informasi apa yang anda dengar. Oke coba sekarang eh coba jawab pertanyaan ini berita
 apa yang anda dengar. Oke coba sekarang eh coba jawab pertanyaan ini berita itu tentang apa t
 aja. Oke bu T : Sebentar ya.. mmm oke coba saya putar lagi coba cari jawabannya ya the
 : Sebentar ya.. mmm oke coba saya putar lagi coba cari jawabannya ya the last eh (who's
 : Mendung juga, tapi tidak hujan ya. Oke ya coba saya ulang (let's repeat), mic aneh hari
 what you have to do at this moment) coba jawab pertanyaan nomer tiga, detail informasi

Figure 7: Interactive Metadiscourse Marker Coba

The most common used words used in transition markers are *dan* and *karena* to show additions and consequences. Structurally, the word *dan* in a written discourse connects words, phrases, clauses, and sentences. In spoken discourse, conjunction *dan* sometimes attaches to other words to describe other functions of discourse, for example: *dan selanjutnya* (and next), *dan kemudian* (and then), *dan ini* (and this), or *dan itu* (and that). The word *karena* which literally means 'because', 'since', or 'as' is a conjunction to express a reason or used to introduce a word or phrase that stands for a clause expressing an explanation or description. There are no differences between the functions of the word *karena* in written discourse and in spoken form. However, some teachers sometimes pronounce it differently due to their accents. It makes the word *karena* turn to become *karna*. There is a reduction of sound [e] since it is pronounced faster. Figure 8 and Figure 9 display the examples how BIPA teachers use the words *dan* and *karena* as indications of frame markers of interactive metadiscourse.

yakin semua tau (this is plastic garbage) dan ini menjadi masalah tidak hanya di Indonesia di dunia. Bagaimana dengan negara anda Aisha dan Musbahu? Sampah plastik ya (plastic garbage), uga kontainer seperti apa namanya. botol minuman dan sebagainya. itu terus snack dan sebagainya. . botol minuman dan sebagainya. itu terus snack dan sebagainya. tetep banyak (but at least) saya mulai saja ya karna waktu kita sedikit dan ini minggu terakhir ya? Betul? Setelah itu Menit 20 – 30.00 T : Barang bekas, pengemasan, dan kantong plastik. Ini semua sudah familiar semu banyak barang bekas? Di rumah saya banyak dan saya mau membuang tapi saya harus bertanya big problem in Indonesia, in other countries) dan di negara-negara lain. Saya yakin di) itu tercecer ya. Apa yang bisa tumpah dan menjadi limbah? Pernah.. (have you ever eh there?) Ok ini sudah ya limbah, berdampak, dan tercecer. Ok masih ada lagi, terurai.. (degrad) ya. Ok.. baik ini ke sampah plastik dan jenis-jenisnya. Ok silahkan Jaeyoung Lee dibac plastik biasanya berasal dari minyak, gas alam, dan batu bara. Sejak em 1950 sampah plastik yang ah plastik yang diproduksi mencapai em 8,3 miliar dan sekiat 60 persen plastik berakhir di tempat pe g. (Can you imagine) ya.. dari 1950 sekarang 2021 dan ini belum bisa terpecahkan (and the alternatif PETE S1 : PETE digunakan untuk botol bening dan nampam makanan. T : Ehem HDPE S1 : HDPE -U digunakan untuk pipa, insulasi kabel listrik, dan bingkai pintu. Menit 40 – 50.00 T : Em saja T : Saji S1 : Saji, botol suas, dan sirup T : He'eh begitu ya, saus

Figure 8: Interactive Metadiscourse Marker Dan

pulang dari Jakarta. Andi terlihat senang sekali karena ibunya sudah pulang dari Jakarta. Oke, seka oke oke. Buat kalimat dengan kata sebab dan karena. Coba sekarang buat kalimat dengan kata sebab dan karena. Coba sekarang buat kalimat dengan kata sebab dan karena. (So basically) semua murid harus buat dua limat dengan kata sebab, satu kalimat dengan kata karena lalu tuliskan jawaban anda di chat seperti .00 – 01.10.00 T : (Any questions with) sebab dan karena (if you're done please type your answer tik jawabannya. Saya tidak bisa pergi ke Surabaya karena covid-19. Iya betul eh pakai tanda baca ya kata sebab. Saya tidak bisa mengunjungi ibu saya karena hujan. Iya oke, (but still) untuk misalkan kalimat tulis di chat dengan kata sebab atau karena. Oke ya karena hujan oke. Dengan kata sebab chat dengan kata sebab atau karena. Oke ya karena hujan oke. Dengan kata sebab mungkin Merci erita apa yang menyebabkan banjir? Banjir terjadi karena? Masih ingat menurut berita, berdasarkan be : Yaa benar, bu Amina is guru dua. (Why..) karena kita liat.. sekolah kita memang berada di d want to state the reason) boleh, saya setuju karena titik-titik. (But if you disagree), kalo an karena... nah oke. He'em bisa Aisha setuju karena? Oke (I'll give you something oke so worried because of reading the news) S1 : Ehh karena itu mena menakutkan orang T : Menakutkan? M , mengapa Merci tidak setuju? Alasannya apa? S2 : Karena tidak semua berita itu T : He'eh S2 : : He'eh S2 : Menakutkan T : Ah (ok good), karena tidak semua berita menakutkan. (Ok that mak n pernyataan ini alasannya apa? Saya tidak setuju karena coba pikirkan alasannya Merci pikirkan ala

Figure 9: Interactive Metadiscourse Marker Karena

In spoken discourse, the word *kalau* is pronounced differently among teachers. Form the data, it is found that teachers sometimes said *kalo* or *kalok* as it was already mentioned before that the accents of the teachers will influence the way they pronounce words. However, differences in pronunciation do not change the meaning of the word. Semantically, the word *kalau* introduces possibility, a conditional cause, and expressing opinion. It is apparent that the word *kalau* should not be classified into evidential markers as Hyland (1998) explains that evidential markers indicate the writer's position by signaling an awareness of prior research.

In written discourse, evidential markers are marked by citation of the prior research. While, in spoken discourse, particularly in BIPA classrooms, teachers rarely cite prior research but provide factual instances from their personal experiences as native speakers. To express factual instances, BIPA teachers also incorporate the word *misalnya* which is equivalent to 'for example'. *Misalnya* is classified as code glosses as it is employed to elaborate the meaning of a sentence through examples. Teaching BIPA requires teachers to give factual information and authentic materials, so that students are able to apply what they have learnt easily. Scott (1998) states that metadiscourse can be harnessed as a powerful resource for effective pedagogical intervention, particularly along the dimension of maintaining the teaching narrative in classroom talks. Figure 10 and Figure 11 presents examples how BIPA teachers use the word *kalau* and *misalnya*.

adalah pelaku the doer ya jadi kalau kalimat aktif itu subjeknya ee.. melakukan
 Anisa adalah subjek pidato adalah objek kalau kita merubah kalimat ini menjadi kalimat
 digunakan adalah dengan Di- ya Di- kalau aktif kan Me- kalau pasif Di-
 - ya Di- kalau aktif kan Me- kalau pasif Di- ya aa.. jenis kalimat
 di lakukan secara tidak sengaja ya kalau Ter- bisa di gunakan transitif maupun
 transitif jadi harus ada objeknya ya kalau kita melihat seperti ini bola di
 mobilnya di perbaiki intentionally ya sedangkan kalau kita berbicara tentang Ter- ini harusnya
 rumput dilapangan ini intentionally ya jadi kalau bunga di taman terinjak adik unintentionally
 ..jadi ini begini ya itu jadi kalau pakai Ter- itu artinya unintentionally apa
 Ter- dan Ke-an bedanya adalah kalau Ke-an itu akan ada objeknya
 objeknya ya harus ada objeknya ya kalau Ke-an itu harus ada objeknya
 da objeknya saya clear (26:10 ???) saja sedangkan kalau Ter- ini ya kalian bisa ada
 ini ya saya mau misalnya (26:19 ???) ya kalau imbuhan Ter- bisa ada objek seperti
 26:37 ???) aa..saya jadi ini aja (26:49 ???) jadi kalau ini bisa pakai seperti ini ya
 ya..ya jadi seperti ini ya kalau ada objeknya itu bia..ja..ee..
 ..bisa ini bisa ini ya tetapi kalau kalian pakai Ke-an itu hampir
 dan kejatuhan ya kalok di ee.. kalau misalnya if ee..mau bercerita Menit 30 –

Figure 10: Interactive Metadiscourse Marker Kalau

jadi telan itu swallow ya jadi misalnya e.. kita makan permen terus tiba-
 step on something emm..ya jadi misalnya ee..ketika sedang antri kakiku terinjak
 dari pohon a.. ada pertanyaan jadi misalnya begini ya ee..bola di tendang
 ok saya berikan contoh yang lain misalnya di sini ya eem.. ok contohnya
 ya eem.. ok contohnya yang lainnya misalnya emm.. ini ya adik menginjak rumput
 ya aa..ketika di taman itu misalnya adik tidak sengaja menginjak step on
 objek seperti ini ya saya mau misalnya (26:19 ???) ya kalau imbuhan Ter- bisa ad
 spill ya tumpah itu spill ketika misalnya saya sedang minum kopi terus it'
 transitif ataupun intransitif ya tetapi ya misalnya seperti ini ya terjatuh dan kejatuhan
 kejatuhan ya kalok di ee.. kalau misalnya if ee..mau bercerita Menit 30 – 40.00
 fall fall from something ya unintentionally) misalnya saya terjatuh dari sepeda saya terjatuh
 pakeknya Ke-an Kejatuhan ya unintentionally) misalnya seperti ee..ketika saya berjalan saya
 satunya pakai ya jadi seperti ini misalnya ee..tertendang tidak ada ketendangan tida
 kata kerja berawalan Ke- jadi ini misalnya ya permen ketelan hpku keinjak temanku
 language) ya jadi itu digunakan hanya misalnya dalam percakapan sehari-hari dengan teman
 sehari-hari dengan teman tetapi kalau misalnya kalian berbicara bercakap-cakap dengan gu
 saja ya kenapa begitu karena kalau misalnya kalian bertemu orang tidak dari jawa

Figure 11: Interactive Metadiscourse Marker Misalnya

CONCLUSION

Metadiscourse is present in spoken discourse, and its function is to assist the interlocutor to connect, interpret, organize, and evaluate the content in the talk in a way preferred by the speakers or aligned with the social conventions and values of the discourse community. There are many studies of metadiscourse in the area of written discourse and spoken discourse but not many of them elaborate the use of metadiscourse in online classroom.

To answer the first research question, it was found that BIPA teachers incorporate all five categories of interactive metadiscourse markers: frame markers, interactional markers, endophoric markers, evidential markers, and code glosses. When the teachers taught BIPA to their foreign students, they inevitably incorporate a range of metadiscourse to assist them in managing the complex and lengthy information that is being communicated. Nevertheless, among the four teachers in this study, not all of them used interactive metadiscourse in the same way. It was apparent that some teachers used more metadiscourse compared to others. The difference might be affected by the topics that they were discussing with their students.

The most common interactive metadiscourse markers found in this study are: *ok, nah, jadi, lihat, coba, dan karena, kalau, and misalnya*. The functions of interactive metadiscourse markers in general are not precisely equal to those in online classroom. There are some markers that contribute more than just one meaning. The literal meaning is respectively different from the contextual meaning in spoken discourse. Considering that English and Bahasa Indonesia are

two languages with different rules and patterns, it is reasonable that they sometimes share differences in usage and meanings.

In accordance with the second research question, it was found that all teachers use interactive metadiscourse markers based on the functions of the discourse markers. Most of the discourse markers assist the BIPA teachers to direct student, to point on Power Point slides, to shift from one topic to another, and to express agreement. A few discourse markers are from nonstandard varieties, such as *nah* and *oke*. Besides, some teachers pronounce the discourse markers using nonstandard language by deleting certain sounds in the words. The omissions of the sounds are commonly influenced by the accent of each of the teachers.

The significance study for the present study benefit in the pedagogic area particularly in teaching BIPA conducted online. BIPA teachers should be more aware while teaching Bahasa Indonesia for foreign students in the areas of pronouncing discourse markers, avoiding non-standard variations, and language choice. Studying metadiscourse can be interesting as it shows how complicated structured language is and how detail one must be in the study of language and its effects. However, this research has not elaborated the effects of the make use of interactive metadiscourse markers used by the BIPA teachers to their students. Therefore, it is suggested for further research to investigate the usage and effects of metadiscourse markers in online classes mostly by the students.

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