

**THE USE OF ENGAGEMENT MARKERS: A METADISCOURSE
ANALYSIS OF STUDENTS' ACADEMIC WRITING OVER
CHAPTER ONE**

A PAPER

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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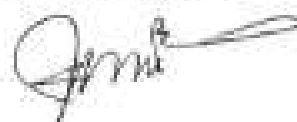
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ABSTRACT

Engagement markers play a vital role in organizing persuasive writing because it builds a relationship between writers and readers. By referring the reader, directing the reader, and sharing the understanding of the text, which are the functions of engagement markers. The research employed descriptive qualitative research to find words that contain engagement markers proposed by Hyland (2001) in ten Students' chapter one of academic writing tasks. This research was conducted at English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. Meanwhile, the participants of this research were ten students of the eighth semester. Moreover, this research was led by the research question "What kinds of engagement markers are used by students over chapter one of their academic writing assignment?". This research also aimed at figuring out engagement markers used by students over their chapter one in academic writing tasks. Documentation, questionnaire, and interview were used as the instruments to get the data needed for this research. The result showed that four out five types of engagement markers were found in the students' chapter one of their academic tasks, which were directives, reader pronoun, personal asides, and shared knowledge. Directives were used frequently on the students' chapter one of academic writing tasks.

Keywords: Metadiscourse analysis, Engagement Markers, Academic writing, Chapter one