ABSTRACT

Khusaini, Nabalah Kayyisu. (2017). *Metadiscourse Categories of Thesis Abstracts at English Teacher Education Department in UIN Sunan Ampel Surabaya.* A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN SunanAmpel. Advisors: Rakhmawati, M. Pd.

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Since tells the summary of the entire paper, thesis abstract becomes crucial because readers always read it before reading the entire thesis. It may be a decider for readers whether they will probably continue reading the whole thesis or not. Therefore, thesis abstract need to persuade, and engage the readers. Meanwhile, abstract involves metadiscourse which associates the appropriate use of linguistic realization. It helps writers to organize the text so that writers can engage readers with their writing.The purpose of the study are to analyze the metadiscourse categories in thesis abstracts of English Teacher Education Department, to identify the metadiscourse categories that frequently appeared in thesis abstracts and its possible causes of frequently appeared. This study used qualitative as approach, and the research design is content or document analysis. The data was taken from thesis abstract of English Teacher Education Department Students year 2014-2016, with certain topic that was writing analysis and interview students whose thesis abstracts were examined. The available data was 9 thesis abstracts, and 6 graduated students interviewed. Metadiscourse classification from Hyland's theory was used for research instrument. Based on the result findings, the researcher found 114 metadiscourse items consisting of 60 interactive metadiscourse and 54 interactional metadiscourse. The use of metadiscourse in students' thesis abstracts including 29 *transitions, 16 frame markers, evidential, code glosses, hedges, boosters, attitude marker, self-mentions,* and *engagement marker*. The researcher also revealed metadiscourse categories that frequently appeared were *transitions,* and *self-mentions.* It was because students wanted to organize the text well, and showed their authorial presence. In sum, students whose thesis abstracts were examined unconsciously or not applied metadiscourse in their thesis abstracts.