**Appendices**

1. The Frequency of Metadiscourse Markers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Article** | | | | | | | | **Total** |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |  |
| Transitions | 30 | 30 | 25 | 22 | 72 | 25 | 18 | 27 | 249 |
| Frame markers | 2 | 3 | 3 | 18 | 14 | 1 | 1 | 1 | 43 |
| Endophoric markers | 3 | 8 | 13 | 41 | 20 | 5 | 5 | 2 | 97 |
| Evidentials | 25 | 1 | 7 | 17 | 28 | 9 | 4 | 8 | 99 |
| Code glosses | 2 | - | 7 | 13 | 5 | 3 | 11 | 1 | 42 |
|  | | | | | | | | | |
| Hedges | 13 | 12 | 6 | 3 | - | 3 | 12 | 8 | 57 |
| Boosters | 2 | 3 | 1 | 1 | 5 | 1 | 1 | 2 | 16 |
| Attitude markers | 5 | 2 | 10 | 15 | 8 | - | 3 | 1 | 44 |
| Self-mentions | - | 2 | 2 | 8 | - | 2 | 3 | 10 | 27 |
| Engagement markers | 7 | 2 | 4 | 2 | 9 | 2 | 7 | 2 | 35 |

1. Interactive Metadiscourse Markers

|  |  |
| --- | --- |
| **Category** | **Example** |
| **Transitions** | Students agreed that PPtP made the lessons organized. **Consequently**, it was easier for them to follow the lessons (Frey & Birnbaum, 2002). |
| It was believed that any emphases or illustrations (bold, italic, underline, pictures, charts, schemes, etc.) might assist the acquisition of the lessons (Oommen, 2012), **so** teachers should be able to create PPtP consisting clear, effective, and efficient messages to make students understand the lessons better. |
| She went on to exemplify that in vocational high school she should check daily tests and asked students to do their tasks. **Nevertheless**, simply asking students to do their task was already difficult. |
| . There were 18 students (45%) in low level and 18 students (45%) were in failed level. **Meanwhile**, the rest of the students were in the enough and no student was in good and very good level. |
| **Therefore**, it can be stated that process approach through environmental observation was effective to increase descriptive writing achievement of the experimental group. |
| As Zhou (2015, p. 90-91) states that in writing process students can freely discuss their writing with their peers or teacher **and** get feedback which focused on content, grammar, and organization from them. |
| The participants’ origins were from five universities (two public, three private) in Yogyakarta**. Furthermore**, based on twenty three (23) items about language attitude, there were five (5) statements which gain influential high ratings. |
| Figure 4 shows that students with the range of age between 22-23 years old apply metacognitive as their language learning strategy. **Moreover**, they have cognitive, social, compensation, memory, and affective.  **In addition**, Public Speaking course (KPE 232) was designed to introduce students to underlying principles of speaking in public and to provide opportunities and experiences to students in developing various types of speaking skills. |
| The students easily found those songs and movies from the Internet. **Besides**, seven out of eight students liked to read English articles in their free time. |
| The researchers asked the students to rate their speaking skills. **However**, the researchers not only studied the students’ speaking skills quality from the questionnaire result, but also from observations. |
| **Frame markers** | **To sum up**, both bullet points and visuals facilitated the students to understand the materials easily. |
| **The first** challenge is inadequate time of following TPD. |
| . Then, it was found that the t-obtained (18.214) was higher than t-table (2.021). **In another word**, there was a significant difference in descriptive writing achievement of the experimental group before and after they were taught by applying process approach through environmental observation. |
| As this study **aim to** investigate the language attitudes toward English and Indonesian, it intended to find out the general perspectives about language attitudes towards English and Indonesian and relationship between the learners’ language attitudes towards university origin, educational background and profession variables. |
| **In short**, social strategy is taken into account as one of strategies for learning English. |
| **Briefly**, this strategy is considered to empower students to have more opportunities in planning the whole process of their language learning. |
| **Overall**, students and lecturers should create cooperation and collaboration in teaching-learning process since the learning does not belong to the students themselves. |
| **Second**, the stage for implementing LLS instruction is through the usage of certain models. |
| **At the end**, they made the summary to conclude their speech. |
| **Endophoric markers** | **The following result of analysis** is regarding PPtP design. |
| How PowerPoint presentations affected teacher’s presentation skills and teaching prowess is presented in **the subsequent tables**. |
| Apart from the above motivation account of the teachers, in this study, the researchers also found some challenges encountered by English teachers in joining TPD in Indonesia which is discussed in the **following section**. |
| The challenges faced by the English teachers for participating in TPD are presented **in the table below** with the frequency of occurrence of their responses. |
| From the **diagram above**, it can be seen that content and performance standards and ICT skills for teaching are wanted by most teachers in joining TPD. |
| As shown **in Table 1**, based on the result of pre-test most of the students were categorized in low and failed level. |
| The results of pre-test and post-test of control group can be seen **in Table 2**. |
| According to the **findings above**, it could be assumed that the improvement was caused by the strategy applied. |
| **Following** is the fourth highest statement rating, which describes the significance of studying Indonesian and English helps someone to get promoted in their work. |
| **Figure 2** shows that metacognitive is the most frequent strategy used by the students who are categorized as students with the age of under 20 years. |
| **Evidentials** | **This finding is in line with the previous research findings of Oh (1992), Sheorey (1999), and Salahshour, et al. (2013**) at which students make use of metacognitive strategy to have fixed preparation, control, and evaluation for their own stage of learning language **(Graham, 1997; Zare, 2012)**. |
| The previous explanation directly **refers to Aunurrahman, Kurniawati, and Ramadhiyanti (2013)** research result that compensation strategy is one of the frequent strategies used by college students. |
| **Chamot (2008) states** that there are three models such as Styles and Strategies-Based Instruction (SSBI), Cognitive Academic Language Learning Approach (CALLA), and the model proposed by Grenfell and Harris. |
| **As suggested by Luoma (2004)** that speaking performance was the production of speakers’ oral and appearance to convey the message to the audience. |
| In addition, Table 4.2. shows the results on the use of video for assessing students in public speaking **as proposed by Luoma (2004**) that speaking assessment could be done not only by face-to-face interaction but also through technology such as video. |
| **As defined by McGovern (1983)** that video was considered helpful to develop students’ skills and comprehension in gaining a more complete idea of language in action in the complete situation. |
| **According to Harmer (2007)**, English public speakers needed more than the ability of speaking fluently and had to have the ability to deliver a speech. |
| **Cechova (2006) says** that the history of Hastings battle which designed today’s United Kingdom. |
| Their statements were **in line with Nicholls’ (1990)** idea that a speaker should start by writing an outline to generate the ideas before speaking in public (p. 66). |
| **Lepper (1988) indicates** that “teachers could help students develop their speaking ability by making them aware of the scripts from different situations so that they can predict what they will hear and what they will need to say in response” (p. 13). |
| **Code glosses** | Additional assumption was these students were the typical “watch and listen” students as labeled by Sewasew et al. (2015**) referring to** those who simply watched what the teachers demonstrated on the slides. |
| It is remarkable to find that no one disagreed, **meaning that** most participants agreed, to the ideas that PowerPoint presentations assisted the lecturers of Structure classes to be organized in delivering the materials, and in emphasizing important points. |
| The significance value of pretest and posttest in the experimental group was 0.459, **it means** the data in the experimental group was not homogenous, and the significance value of pretest and posttest in control group was 0.000 which is mean the data in control group was not homogenous. |
| **For example**, when the writer taught the students using environmental observation in prewriting, the students keep in touch with the real object they should describe which helps them generating ideas how to describe it as real as they see. |
| This result is aligned with the previous studies (Reddy,2016;Marcellino, 2015; Kirkpatrick, 2014; Ke&Cahyani; 2014; Lauder, 2010; Kacru, 2006; Kam, 2002), **that is** English language is essential by reason of its international use. |
| **For instance**, the participants strongly agree with the statement that English and Indonesia language can help them to get a job by having the highest overall mean of 4.27 (Number 1). |
| Frequently, the 20-21 years old students also make use of the other strategies s**uch as** social, compensation, cognitive, affective, and memory. |
| As shown earlier in findings, it can be stated that students use a combination of indirect and direct learning strategies **namely** metacognitive, social, and compensation strategies. |
| It proved the theory of perception from Forgus (1966) and Altman et al. (1985) that perception **referred to** the students’ subjective experiences, needs, and interest, and how the students saw reality in their environment, which in this context was in Public Speaking class. |
| **As the example**, the participants strongly agree with the statement that English and Indonesian language can help them to get a job by having the highest overall mean of 4.27(Number 1). |

1. Interactional Metadiscourse Markers

|  |  |
| --- | --- |
| **Category** | **Example** |
| **Hedges** | Students **might** think that handout could be a reason to skip classes. |
| Even so, it **may possibly** be said that the use of PowerPoint presentations in class was still impactful if not so frequently used; as what Clark (cited in Sewasew et al., 2015) affirmed that the comforts of technology like PPtP tended to fade away. |
| A **possible** intriguing reason was that other courses used PowerPoint presentations as well causing it overused and started to make them fed up. |
| Besides teaching schedules, family **seems** to be the second challenge for the participants to do TPD program. |
| It means this approach **could** help the teacher prevent the fraud because they focused on the students' writing process. |
| The word bitch is on the sixth, which appeared **about** 5,937 times. |
| It **would** be wise for Indonesian English teachers for teaching such a history for the better knowledge **would** prevent Indonesian students from carelessly adopting the profanities. |
| **Boosters** | Apart from the above motivation account of the teachers, in this study, the researchers also **found** some challenges encountered by English teachers in joining TPD in Indonesia which is discussed in the following section. |
| Although some teachers still keep joining TPD program, they could not entirely focus on the program because they **must** also think the tasks and materials for the students. |
| **With the fact** that joining TPD collided with teaching schedule, their chances of meeting their learning community were often limited. |
| These results **clearly** supported our hypothesis that there were no significant differences on the participants’ perspectives in language attitudes towards English and Indonesian based on university origins, university majors and profession variables. |
| **As matter of fact**, students especially those whose age are in the early of 19 up to 25 years can strengthen the previous discussion that the use of combined indirect and direct strategies and its practices which are done interchangeably. |
| **Certainly,** all those models are applicable. |
| **In fact**, they can do evaluation and self-reflection simultaneously. |
| **Attitude markers** | **It is as well interesting** to note that less than half of the students got involved in classroom discussion when PPtP was used. |
| **It is remarkable** to find that no one disagreed, meaning that most participants agreed, to the ideas that PowerPoint presentations assisted the lecturers of Structure classes to be organized in delivering the materials, and in emphasizing important points. |
| Because the significant values for the experimental group (0.000) were lower than 0.005, it means that the mean difference **was significant**. |
| **Unfortunately**, the students do not have a strong basis of grammar and punctuation. |
| **It is quite necessary** because it affects students’ improvement not only their proficiency but also their preference on learning style so the meaningful and practical learning is created. |
| The word bloody **surprisingly** has a high frequency of occurrence (10,742 times) for the word bloody is popularly used by the British rather than the American. |
| For Corpus of Contemporary American English refers to American-English language, **it is quite surprising** to obtain the frequency of occurrence for the word bloody. |
| **Self-mentions** | **The researchers** classified the results into the motivation of joining TPD and the challenges of following TPD. |
| In this study, **the writer** used paired sample t-test and independent sample t-test. |
| **The researcher** found that the students had good perception on the use of video to assess students’ public speaking performances. |
| **Engagement markers** | It is as well interesting **to note** that less than half of the students got involved in classroom discussion when PPtP was used. |
| Students also **expected to** see a more interesting and interactive PPtP design by adding animations to highlight certain ideas since PPtP is visual. |
| From the diagram above, **it can be seen** that content and performance standards and ICT skills for teaching are wanted by most teachers in joining TPD. |
| According to the findings above, **it could be assumed** that the improvement was caused by the strategy applied. |
| Briefly, this strategy **is considered** to empower students to have more opportunities in planning the whole process of their language learning. |
| **Note that** the word fuck could be used for cultural knowledge in English language teaching. |