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## An Analysis of Interactive Metadiscourse Markers in the Original Novel "The Scarlet Letter"

### A B S T R A C T

Academic writers employ the term "metadiscourse" in their writings to convince their audience by leading and engaging them in the text through both levels of metadiscourse, that is, interactive and interactional levels. The current study strives to investigate the interactive level of metadiscourse markers in the original novel "The Scarlet Letter". Furthermore, ten samples are selected as data to be analysed. The study aims to investigate the frequencies and function of each marker in interactive metadiscourse. To achieve the aims, three hypotheses are utilized: First, the interactive metadiscourse markers have an essential impact on audience guide through the text. Second, the writer guides his/her readers in the text, using a higher frequency of transition markers. Third, endophoric and evidential markers are not significantly used in literary genres. To prove the hypotheses, the study includes the following procedure: A literature review is presented, and the first level of Hyland's (2019) metadiscourse model is adopted. Data are selected and analysed using qualitative and quantitative approaches, and finally the study reveals and discusses the findings. Ultimately, the results reveal that interactive metadiscourse markers are significant in forming cohesive and coherence text, especially transition markers which are dominantly employed. In addition, endophoric markers and evidential markers are not employed since these markers are not used in the literary genre. Nevertheless, they are used frequently in academic and scientific disciplines.

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## تحليل ادوات الخطاب الشارح التوجيهي في الرواية الاصلية "الحرف القرمزي"

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## المستخلص

يستخدم الكتاب الأكاديميون مصطلح "الخطاب الشارح" في كتاباتهم لإقناع جمهورهم من خلال قيادتهم وإشراكهم في النص من خلال كل من مستويي الخطاب الشارح ، أي المستويات التوجيهية والتفاعلية. تسعى الدراسة الحالية جاهدة للتحقيق في المستوى التوجيهي لأدوات الخطاب الشارح في الرواية الأصلية "الحرف القرمزي". إضافة الى ذلك ، تم اختيار عشر عينات كبيانات ليتم تحليلها. تهدف الدراسة إلى التحقق من تكرارات ووظيفة كل أداة في الخطاب الشارح التوجيهي. ولتحقيق الأهداف ، يتم استخدام ثلاث فرضيات: أولاً ، يكون لأدوات الخطاب الشارح التوجيهية تأثير أساسي على توجيه الجمهور من خلال النص. ثانياً ، يوجه الكاتب القراء في النص ، باستخدام تردد أعلى من علامات الانتقال. ثالثاً ، لا تُستخدم العلامات الداخلية والإثباتية بشكل كبير في الأنواع الأدبية. ولإثبات الفرضيات ، تتضمن الدراسة الإجراء التالي: يتم تقديم مراجعة الأدبيات ، واعتماد المستوى الأول من نموذج الخطاب الشارح لهايلند (٢٠١٩) . يتم اختيار البيانات وتحليلها باستخدام المناهج النوعية والكمية ، وأخيراً تكشف الدراسة النتائج ومناقشها. في النهاية ، كشفت النتائج أن علامات الخطاب الشارح التوجيهية مهمة في تكوين نص متسق ومتناسق ، خاصة ادوات الانتقال التي يتم توظيفها بشكل سائد. بالإضافة إلى ذلك ، لا يتم استخدام الادوات الداخلية والادوات الاستدلالية لأن هذه الادوات لا تستخدم في النوع الأدبي. ومع ذلك ، يتم استخدامها بشكل متكرر في التخصصات الأكاديمية والعلمية.

الكلمات المفتاحية: الخطاب الشارح ، الرواية الأصلية ، الخطاب الشارح التوجيهي ، الحرف القرمزي

## 1. Introduction

Metadiscourse is defined by Crismore et al. (1993) as linguistic material included in spoken or written text that aims to assist the audience in planning, analysing, and reviewing the provided knowledge (p. 40). Furthermore, metadiscourse is also defined as "discourse about discourse" (Williams, 1985, p. 83). The goal of metadiscourse is to direct rather than inform readers (Crismore, 1984, p. 280). As interactive metadiscourse is widely used in news, reports and academic genres, yet it is rarely, to the best of the researcher's knowledge found in the literary genre, (henceforth LG), short stories, and novel genres in specific. And even these rarely few studies do not apply Hyland's model (2019) which is the interactive level in the novel "The Scarlet Letter", (henceforth TSL). Thus, the current study seeks to fill in the gap of analysis metadiscourse in terms of the original novel, (henceforth ON), of "TSL" novel. The selected data of the ON consists of 10 samples. All of the selected samples belong to the main character "Hester". Based on the first part of Hyland's model, each sample is analysed to investigate the interactive markers of metadiscourse.

Regarding the previous studies, for instance, Sadeghi and Esmaili (2012) study entitled "*Frequency of Textual Metadiscourse Resources (MTRs) in Two Original and Simplified Novels*". Their study deals with textual metadiscourse markers in two versions of

the ON and their simplified ones viz (Wuthering Heights and Tess of the D'Urbervilles). What is more, Hyland and Tse's (2004) model is adopted in the analysis. Furthermore, quantitative analysis is used as a method of analysis. The findings show that there is no significant difference in the frequency of metadiscourse markers between original and simplified novels. It also indicates that the authors of original and simplified novels aim to form a coherent text. However, their study does not tackle the qualitative method. In addition, it does not adopt Hyland's model 2019. Thus, it is not comprehensive. On the other hand, in Mutawally et al. (2019) study entitled "*Interactive Metadiscourse in Abstract of English Linguistics Research Articles*". It aims to find the frequentative forms of interactive metadiscourse and describe the function of each subcategory of interactive metadiscourse. The findings show that there are just three subcategories of interactive metadiscourse found in 15 abstracts, they are frame markers, code glosses, and transition markers. The highest frequency that is found in their research is the transition markers.

## 2. Literature Review

The term 'metadiscourse' is illustrated by Abdelmoneim (2009) who mentions that "The prefix "meta" means "beyond". Such being the case, the term metadiscourse means discourse with a job that is beyond the general norm of communication" (p. 11). Hyland (2005) states that the embodied communication by metadiscourse is not just the information exchange and so on; it includes the communicator's assumption, attitude, and personality. Since language plays a vital role in interaction and verbal differences between people, the interactions can be attainable via people through metadiscourse. And this type of negotiation, especially in speaking and writing, is an effective process of how the speaker or writer affects on listener or reader (p. 3). Hyland (2013) states that metadiscourse is a specific form of discourse by which writers interact with their interlocutors. At the same time, it helps readers to analyse the text by evaluating it logically (p. 88).

As for the interactive dimension, this dimension relates to the writer's understanding of audience participation and the ways by which the writer accommodates his likely interests, processing abilities, knowledge, and rhetorical expectation. The goal of the writer is to restrict a text as well as shape it to fulfil the needs of an audience by persuading them to recognise the writer's intended goals. Thus, this dimension organises discourse and reveals that the text construction is in concordance with the reader's needs (Hyland, 2019, p. 57). In this regard, there are five subdivisions of interactive metadiscourse, they are as follows: Transitions, frame markers, endophoric markers, evidentials, and code glosses. Furthermore, Suhono and Haikal (2018) indicate that interactive metadiscourse devices are regarded as the following:

Interactive resources allow the writer to help the reader to correctly interpret the text by managing information flow. They are concerned with ways of organising discourse to anticipate readers' knowledge and reflect the writer's assessment of what needs to be made explicit to constrain and guide what can be recovered from the text. It consists of Transition, Frame Markers, Endophoric Markers, Evidential, Code Glosses. (p. 85)

According to Zali et al. (2021), The interactive metadiscourse attempts to assist readers to classify and clarify propositional material. Such subcategories are Transition Markers, Frame Markers, Endophoric Markers, Code Glosses and Evidential. In addition, through this type of metadiscourse, the writer pays attention to the audience as well as the manner he conveys his plausible information and interests. The interactive metadiscourse has a relationship with readers by leading them to the content. In this regard, metadiscourse alludes to sort speech, for instance, "Code Glosses" are used to elaborate propositional implications. Endophoric Markers refer to data in various parts of the content (for example, see fig. x), "Evidence" refers to information from various writings (for example as indicated by x, z states), "Frame markers" refer to speech acts, successions, or stages (for example, finally, to finish up), and "Transition Markers" communicate the relationships among main conditions (for example, be that as it may, in this manner, and) (p. 22). Furthermore, Zadeh et al. (2015) state that interactive resources as these devices that let the author manage the knowledge flow to supply his/her most popular interpretations (p. 196). Khalili and Sattarpour (2020) state that interactive metadiscourse devices make a text more convenient for the reader (p. 30-31). According to the researcher's best knowledge, these devices that the writer produces is an attempt to organise the text in an appropriate way to guide the readers through the text and explicate the meaning behind the discourse.

### **3. Methodology**

#### **3.1 Data Description**

It is significant to highlight the selected data to offer ample clarification to the reader. The researcher selects ten samples from the ON by Nathaniel Hawthorne "TSL". the selected ON was edited by Brian Harding and Cindy Weinstein (2007). The publisher is Oxford University Press. The entire pages are 205. Furthermore, the ON is a fictional novel written by the puritan novelist Nathaniel Hawthorne in 1850. The setting of the story happened in New England during the seventeenth century. The protagonist character of the novel is a lady called Hester Prynne. Then, she commits an adultery with one of the puritan priests. As she born an illegitimate baby, the puritan leaders decide to prison and force her to wear the scarlet letter as a stigma due to her an unforgivable sin.

#### **3.2 Framework of Analysis**

The model of metadiscourse that this study adopts consists of two divisions of metadiscourse which means the interactive and interactional components. Furthermore, Qin and Uccelli (2019) indicate that interactive devices assist the audience by guiding them through the structure of discourse and explaining the linkage between paragraphs. In this regard, there are five subdivisions of interactive metadiscourse, they are as follows: Transitions, frame markers, endophoric markers, evidentials, and code glosses. The current study adopts the interactive level of Hyland's model (2019) of metadiscourse. Furthermore, Hyland's model of interactive metadiscourse markers are illustrated in Table 1 below.

**Table 3***Interactive Metadiscourse Model*

<b>Category</b>	<b>Function</b>	<b>Example</b>
<b>Interactive</b>	<b>Help to guide the reader through the text</b>	<b>Resource</b>
Transitions	express relations between main clauses	In addition; but; thus; and
Frame markers	refer to discourse acts, sequences or stages	finally; to conclude; my purpose is
Endophoric markers	refer to information in other parts of the text	noted above; see Fig; in section 2
Evidentials	refer to information from other texts	According to X; Z states
Code glosses	elaborate propositional meanings	namely; e.g.; such as ; in other words

**Note. Adapted from Hyland, 2019, p.58**

### 3.2.1 Transitions

Hyland and Tse (2004) indicate that transitions are primarily conjunctions that are used in discourse to indicate additive, contrastive, and consequential steps (p. 168). "Transitions" as metadiscourse markers used to assist readers or listeners to determine the link between arguments. They also indicate the following (Azijah, 2020, p. 12):

1. Additive: (and, in addition, furthermore, by the way, etc)
2. Comparison: Whether (similar) as (similarly, likewise, in the same way, etc.) Or (different) as (but, on the other hand, by contrast, however, on the contrary, etc).
3. Consequence: (in conclusion, therefore, thus, the result is, etc.).

### 3.2.2 Frame markers

Regarding "Frame markers", Hyland (2005) mentions that these markers indicate boundaries of a text for instance: (my purpose here is to, to conclude, etc.) (p.51). Furthermore, Alyousef (2015) indicates that "Frame markers" are subcategorised into the following (p. 3):

1. Announcers (propose that, aim to),
2. Sequencers (first, next),
3. Topicalizers (e.g., let's turn to, in regard to, concerning),
4. Discourse-labels (to sum up, to conclude thus far).

Frame markers emerge in metadiscourse classification, however with different labels and categorisations based on different criteria. They are components that play an important role in clarifying the discourse for the audience. They achieve their goals through framing information of discourse. They also function as labels, sequence and predicting, and shifting arguments. There are four subcategories of frame markers, for instance, sequencing (first, then, at the same time, next, etc.), labeling stages (to summarize, in sum, etc.), announcing

goals ( I argue here, my purpose is, there are several reasons, why, etc.) and shifting arguments (well, right, OK, now, let us return to, etc.) (Hyland, 2005, p. 51).

For Suhono and Haikal (2018) frame markers are regarded as an umbrella term for multiple linguistic markers. The vital role of frame markers is to organise and facilitate the text for the audience (p. 84-85).

### **3.2.3 Endophoric markers**

These devices are expressions that refer to other parts of the text (see Figure 2, refer to the next section, as noted above). The role of these markers is to facilitate, and support arguments by mentioning previous material or expecting what comes next. Thus, these markers offer readers better reading (Hyland, 2019, p. 60). Bogdanović (2015) states that endophoric markers are necessary for the writing of articles and books as they guide readers through the facts that are inserted in other parts of a text (p. 168). According to Hyland and Tse (2004), endophoric markers access the readers to the added information that is available in other parts of a text. For instance (e.g. Noted above; see figure 3; in section 2) (p. 168-169).

### **3.2.4 Evidentials**

Farahani (2020) indicates that evidentials refer to other references that the writer indicates in a text. The authors can read other references carefully through the citations that he mentions in the text (p. 335). Furthermore, Mazidah (2019) indicates that "Evidentials" offer information sources taken from other sources or texts for instance, (According to ) A, B (year) (p. 61). Hyland (2019) adds an explanation concerning the evidentials:

Evidentials are 'metalinguistic representations of an idea from another source' (Thomas and Hawes, 1994: 129) which guide the reader's interpretation and establish an authorial command of the subject. In some genres this may involve hearsay or attribution to a reliable source; in academic writing it refers to a community-based literature and provides important support for arguments. Evidentials distinguish who is responsible for a position and while this may contribute to a persuasive goal, it needs to be distinguished from the writer's stance towards the view, which is coded as an interpersonal feature. (p. 61)

### **3.2.5 Code glosses**

As for "Code glosses", they provide extra information to assist readers in understanding the intended message by rephrasing the details of the previous writing. Hence, the reflection of these code glosses emerges in the writer's assumptions concerning the reader's knowledge through phrases. In addition, they are marked by parentheses. For instance: (this is called), (in other words), (that is), (this can be defined as), (for example) (Hyland, 2019, p. 61). For Keshavarz and Kheirieh (2011), code glosses intend to support the reader with the writer's intended meaning. Furthermore, the role of code glosses is to elaborate and clarify the subject for readers. Some examples are (such as, namely, in other words) (p. 6).

Furthermore, code glosses indicate and assist readers in interpreting the meaning of a code by providing explanations or examples. In addition, elaboration has two sub-functions: reformulation and exemplification. Reformulation is a function of discourse in which the second part is restated from the first by using alternative wording. The writer intends to achieve rhetorical impacts and facilitate the idea to make it easier for readers through reformulation markers. For instance, (in particular), (particularly), (that is), (especially), (in other words), (namely), (specifically), (which/that means), (put another way), (and or). On the other hand, exemplification implies that the writer has previous knowledge of how the reader is acquainted with a particular topic. Some examples of exemplification markers are (an example of), (like), (for example), (say), (e.g.), (for example) (and such as) (Hyland, 2007, p. 268-270).

### 3.3 Procedure

Regarding the steps of analysis, the present study is after demonstrating the interactive dimensions of metadiscourse in the novel "TSL". The researcher follows the following steps in analysing the ON:

1. The researcher has read the ON line by line deeply to understand the content.
2. The researcher extracts important speeches of the primary character (Hester) to analyse them in terms of three levels: linguistical level, psychological level, and literal level.
3. Googling the internet by downloading pdf files related to the current study.
4. Excluding the titles, references, and peripheries to gain accurate, and reliable analysis.
5. Analysing the data depending on qualitative and quantitative methods.
6. Forming graphical representation and tables to illustrate the data for readers.
7. Finally, the researcher offers conclusions by depending on the data analysis.

### 3.4 Data Analysis

As far as data analysis is concerned, the selected data are analysed in terms of the first part of Hyland's model (2019) namely, the interactive metadiscourse. It includes transitions, frame markers, endophoric markers, evidentials, and code glosses. The data are analysed to investigate the frequency and function of each interactive metadiscourse marker. In addition, the aim of the current study is to find out such markers in terms of the first ten direct quotations of the protagonist "Hester" in "first-person narration". What is more, the selected data are limited to chapter seven "The Governor's Hall" and chapter eight "the elf-child and the minister" since these chapters are part of rising actions of the novel to create a suspense for the audience in the upcoming actions. Thus, the findings are anticipated to be trustable and satisfying for the readers. As a methodological approach, the current study adopts qualitative and quantitative methods. The qualitative data are analysed to show the types of metadiscourse markers in the text while the quantitative data attempt to explain the use of metadiscourse markers. In this regard, to investigate people's thoughts and feelings, qualitative paper is based on the observation, behaviour, expertise, attitudes, intentions, and motivations. However, quantitative paper, is an empirical research which uses techniques to produce accurate statistical numbers (Ahmad et al., 2019, p. 2829). Ultimately, the percentage of each interactive marker is calculated by following the below formula:

The overall number of each marker

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X 100

The overall number of each level

#### 4. Analysis

##### 4.1 Qualitative Analysis

*Sample 1:* “No, my little Pearl!” p.81

In this sample, Hester communicates with her child "Pearl". There is no interactive metadiscourse marker in this speech.

*Sample 2:* “Thou must gather thine own sunshine. I have none to give thee!” p.81

This speech is said by Hester to her child "Pearl" when she asks her child not to get her mother's sunshine which means "happiness". At the same time, Hester refuses to give her sunshine due to her sin. In this sample, there is also no interactive marker of metadiscourse.

*Sample 3:* “Nevertheless, I will enter,” p.82

In the above sample, Hester threatens the bond-servant to enter the hall when he prevents her to meet Mr. Bellingham. The adverbial phrase "nevertheless" which indicates concession is subclassified as transition marker in interactive metadiscourse. The function of transition marker is to link the argument between sentences. In addition, she intends to create a logical flow in her speech. This implies that Hester is a firm woman who speaks confidently. Courageously, she is ready to meet Mr. Bellingham.

*Sample 4:* “Come **and** look into **this fair garden**. It may be, we shall see flowers there; more beautiful ones than we find in the woods.” p.84

In this speech, Hester addresses her child "Pearl" to come and look into the garden. The connector "and" is subclassified as additive transition marker. The use of transition marker helps the listener to understand the consequence relation between sentences. Moreover, the phrase "this fair garden" is subclassified as frame marker in interactive metadiscourse. It indicates the text boundaries. Hester shifts the topic by calling her child to look into the garden. Obviously, in the Puritan belief, the wood is the symbol of evil that is why Hester urges her child to look to the beautiful flowers in the garden instead of the wood.

*Sample 5:* “Do not cry, dear little Pearl! I hear voices in the garden. The Governor is coming, **and** gentlemen along with him!” p.84

Hester addresses her child "Pearl" that she must quit crying. Besides, the connector word "and" is subclassified as transition marker that indicates additive. Obviously, Hester uses this marker to help Pearl understand the logical coherence in the text. In other words, she tries to create a suspense for what is coming next.

*Sample 6: "I can teach my little Pearl what I have learned from this!" p.87*

In this sample, Hester informs the Governor Bullingham that she is capable of teaching her child about religious issues. Hester undoubtedly cannot give her daughter to the Puritan officials because Pearl represents the happiness to her mother. What is more, the above sample lacks interactive metadiscourse markers.

*Sample 7: "this badge hath taught me,—it daily teaches me,—it is teaching me at this moment,—lessons whereof my child may be the wiser and better, albeit they can profit nothing to myself." p.87*

In the above speech, Hester addresses the Governor Bellingham. In this regard, "this badge" which functions as a noun phrase is subclassified as frame marker. Furthermore, it denotes the text boundary. Hester declares that the scarlet letter has taught her. She is undeniably proud of this badge, which gives her the strength to stand firm. As a result, she frames her speech in order to keep it concise and organised. Moreover, the adverb "at this moment" denotes a shift topic of frame marker. Hester shifts the topic when she mentions that the badge would make her child to be good. This clearly demonstrates that, despite being a symbol of shame, the scarlet letter has a great impact on Hester and her child "Pearl". The connector "and" which functions as an additive is subclassified as transition marker. It is used to indicate the logical connection between arguments so that the listener understands the intended meaning. Finally, the conjunction word "albeit" is also subclassified as a transition marker. The function of this tool is to imply concession. In contrast to her previous speech, Hester claims that the scarlet letter is valueless.

*Sample 8: "God gave me the child!" p.88*

Hester delivers this speech to the Governor of the colony. Again, she defies the government by claiming that her child is a divine gift. Furthermore, the above sample lacks interactive markers.

*Sample 9: "He gave her, in requital of all things else, which ye had taken from me. She is my happiness!—she is my torture, none the less! Pearl keeps me here in life! Pearl punishes me too! See ye not, she is the scarlet letter, only capable of being loved, and so endowed with a million-fold the power of retribution for my sin? Ye shall not take her! I will die first!" p.88*

In the above speech, Hester tells the Governor Bellingham that she would be willing to die to keep her daughter with her. Furthermore, two transition markers are employed by Hester. Both the adverb "non the less" and the connector "and" indicate concession. In this respect, Hester would affect on the Governor by leading him to her discourse to dissuade the Governor not to take Pearl. Finally, in interactive metadiscourse, the determiner "first" and the phrase "here in life" are subclassified as frame markers. By framing the information in the discourse, Hester uses such markers to identify the goal. In conclusion, Hester is willing to sacrifice herself if the Governor takes her daughter.

*Sample 10* God gave her into my keeping," p. 89

In this sample, Hester insists that her child is a divine gift. Again, there are no interactive markers in this sample.

#### **4.2 Quantitative analysis**

Concerning the quantitative analysis in the ON, the current study seeks to present the statistical numbers of interactive metadiscourse markers in ten selected samples. By counting them manually, the study shows the frequency and the percentage of each interactive metadiscourse marker as presented in Table (2) by following these steps: Firstly, the analysis results are presented in the table. Secondly, calculating the interactive metadiscourse frequencies in the ON. In addition, the total number of each marker is divided by the total number of interactive metadiscourse level. As displayed in Table (2) and Figure (1), quantitative analysis illustrates that transition markers are the most common. Their occurrence is 7 markers with a percentage of (58.3%). Moreover, frame markers are less frequent than TMs. The occurrence of which is 5 times with a percent of (41.7%). Then, the percentage of endophoric markers, evidentials and code glosses is (0%) with an occurrence of 0 times. Hence, the overall number of interactive markers is 12. Table (2) results indicate that both transition markers and frame markers have a frequent number. It denotes that the writer intends to organise the speech to affect on the reader in the text. In other words, the author would lead his readers through the text.

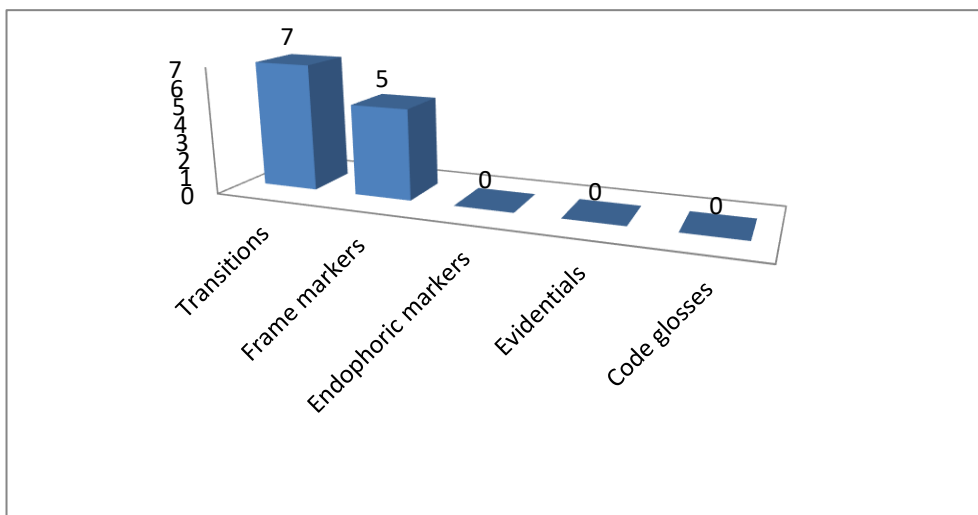
**Table 2**

*The Frequency and Percentage of Interactional Metadiscourse Markers*

Categories	Subcategories	Sample 1 No...Pearl	Sample 2 Thou...thee	Sample 3 Never...enter	Sample 4 Come...woods	Sample 5 Do not...him	Sample 6 I...this	Sample 7 This...myself	Sample 8 God...child	Sample 9 He...first	Sample 10 God...keeping	Frequency	Percent
Interactive Metadiscourse	Transition markers	-	-	Nevertheless	and	and	-	and, albeit	-	Nonetheless, and	-	7	58.3
	Frame markers	-	-	-	This fair garden	-	-	This badge, At this moment	-	Here in life, first	-	5	41.7
	Endophoric markers	-	-	-	-	-	-	-	-	-	-	0	0
	Evidentials	-	-	-	-	-	-	-	-	-	-	0	0
	Code glosses	-	-	-	-	-	-	-	-	-	-	0	0
<b>Grand total</b>												12	

**Figure 1**

*Frequency of Interactive Markers*



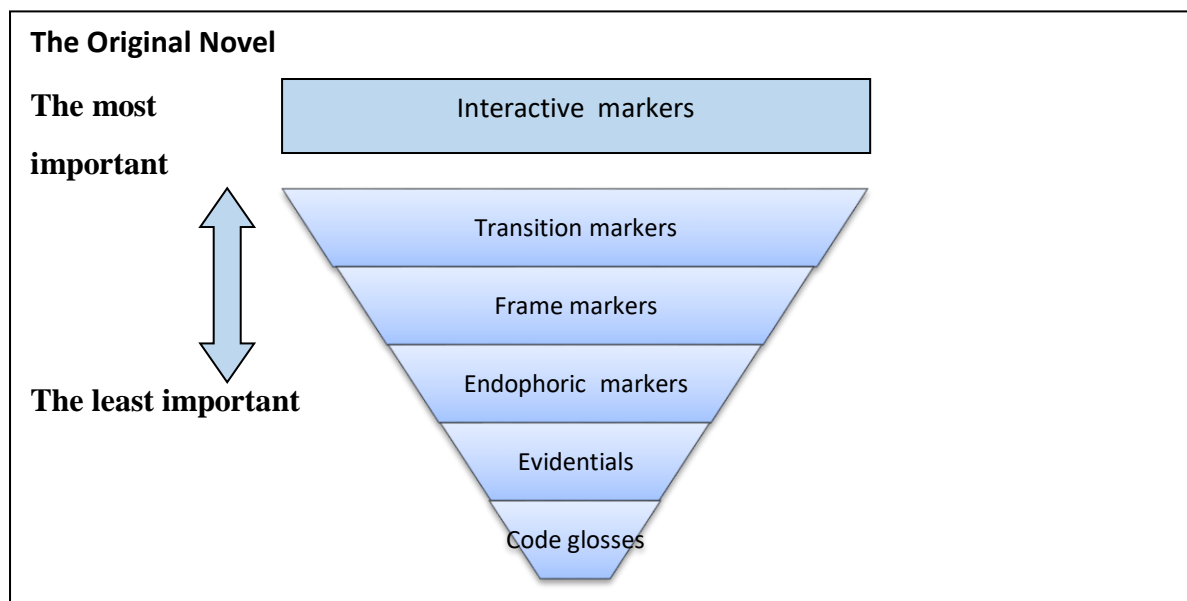
## 5. Results and Discussion

In conclusion, the overall number of the selected samples in the ON is 10. Significantly, the current study tends to analyse these samples according to the first level of metadiscourse namely the interactive metadiscourse level based on Hyland's model (2019). In order to illustrate a clear view of such level in the ON, Table (2) and Figure (1) display crucial results of the qualitative and quantitative analysis of the entire samples. It shows that transition have the highest frequency, which are 7 markers with a percentage of (58.3%). Frame markers are less frequent than transition markers. They occur 5 times with a percent of (41.7%). Then, endophoric Markers form 0% with occurrence 0 times. The frequency of evidential markers is 0 times with a percent of 0%. In addition, the frequency of code glosses occurs 0 times, with a percentage of (0%). Hence, in the ON, the study reveals that the occurrence of the total number of interactive metadiscourse markers is 12 times. Thus, the results indicate that transitions are the highest in frequency than other markers. The higher frequency of transition markers is due to the writer's attempt to persuade the audience through his organising text. Expectedly, It means that the writer of the ON intends to guide the audience in the discourse to attract them to the story. In other words, the writer facilitates the text to the audience. Thus, the dominant frequency of transitions indicates that the writer intends to make the discourse between the characters more cohesive, coherent, persuasive, and understandable to the audience. This result is in line with the study of Mutawally et al. (2019) entitled "*Interactive Metadiscourse in Abstract of English Linguistics Research Articles*" which indicates that transition markers have the dominant frequency. Essentially, the study also reveals that the frequency of frame markers is less frequent than transition markers. It suggests that the writer employs frame markers to organise the boundaries of the text. In other words, frame markers have a vital role in organising the text for the audience. As a result, the writer of the ON intends to guide the audience in the text through the logical consequences of the sentences and how they are connected to each other. In other words, the writer organises the text in the ON by following the basic features in writing viz cohesion and coherence. This result would indicate that the language of the ON is creative and well organised. In addition, the writer does not use endophoric markers, evidential markers, and code glosses markers. This implies that the writer follows the style of the literary writing, that is why, he never uses such markers. The low frequency of these markers reveals that the writer intends to abridge the text by minimising details. It implies that there is no need to include resources from other texts in LG. The least frequency of the interactive level are endophoric markers, evidentials and code glosses. It shows that the writer does not mention the full details to create suspense in the audience's minds. Additionally, the writer does not use endophoric markers since there is no need to add extra information. Finally, the occurrence of the overall number of interactive metadiscourse is 12 times. It also shows that the writer guides the audience through the text to make it understood, persuasive and clear for the audience through interactive metadiscourse markers.

Ultimately, interactive markers are significant in academic writing. However, this study of LG shows that only transition markers have the highest domination, as in Table (3). It reveals that the writer of LG, for instance, novels and short stories include higher frequency of transition markers rather than other markers. It indicates that the writer creates a road map to the audience to build organised and logical consequences between the sentences. In other words, the writer persuades readers with his effective writing. Figure (3) below shows the hierarchical order of the interactive metadiscourse markers in the ON. For instance, transition markers have the highest degree. The function of these markers, such as ( nevertheless, and), is to link sentences cohesively and coherently. However, endophoric markers, evidentials and code glosses have the minimum degree of interactive markers in the LG since the language of LG does not use such markers.

**Figure 2**

*The Most Important and the Least Important Metadiscourse Markers of the Original Novel*



## 7. Conclusion

Interactive metadiscourse markers are significantly used in scientific and academic disciplines such as reports, papers abstracts, journals and blogs. However, they are not highly used in the literary disciplines such as novels and short stories. Hence, no study investigates the interactive markers in the ON, specifically in "TSL". On the other hand, interactive metadiscourse markers help the audience to follow the text interactively. In this regard, Hawthorne's language is persuasive and logical due to the use of interactive markers such as transitions and frame markers. That means Hawthorne employs the dominant number of transition markers in the LG to guide and persuade the audience. In other words, the results of the current study indicate that the writer intends to overuse transition markers and frame

marker as a strategy through which he could organise the text cohesively and coherently. Ultimately, the findings also imply that endophoric, evidentials and code glosses markers are not used in the ON. Conversely, these markers are highly used the academic disciplines such as scientific papers.

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