Investigating Boosters and Engagement Markers in Ta'lim Al-Muta'allim: Interpersonal Metadiscourse Perspective

Shohihuzzihni [1], Muhammad Ulin Nuha[2]
[1]Universitas Ahmad Dahlan, Indonesia, 55166
*Corresponding author: muhammadullinn@gmail.com

ABSTRACT

This research delves into the motivational linguistic elements present in the "Ta'lim Muta'allim" book, a fundamental text in Islamic education. Drawing upon metadiscourse theory, specifically focusing on boosters and engagement markers, the study aims to analyze how these linguistic resources are utilized to motivate and engage students. Through a qualitative approach utilizing corpus linguistics, data from the book's translation is collected and analyzed to identify the frequency and distribution of these elements. The results reveal a significant presence of boosters such as "harus" (should/must) and engagement markers like "jangan" (do not), indicating a strong directive tone and clear behavioral guidelines within the text. The discussion highlights the implications of these findings for student motivation and engagement, emphasizing the importance of linguistic resources in shaping the learning environment. Overall, this study contributes to a deeper understanding of how language can be used effectively to inspire and guide students in their educational journey.

Keywords:

Metadiscourse; Boosters; Engagement; Ta'lim Muta'alim

INTRODUCTION

People have the ability to study a wide range of fields, enabling them to seize numerous opportunities to shape their future lives effectively (Kholiq et al., n.d.). Thus, Learning has become essential part of the life. Meanwhile, sometimes the process of it takes a hardly defined situation that may cause less motivation or spirit. Motivation is highly provoked by the condition inside the class including instructors, friends and materials in the book.

According to (Bolkan et al., 2016) Essentially, the best learning environment involves motivated students who engage with educational materials designed to enhance their deep understanding of course content. While minimizing cognitive load through clear instruction is important, it alone may not be enough to boost students' deep processing of the material. Instead, students' ability to deeply process and learn from the material may be dependant on their motivation to think critically and elaborately about the course concepts. In the classroom, both instructors and students need to collaborate to establish the best learning environment. Teachers can help create these conditions by engaging in behaviors that have been linked in the books material to improve student learning motivation (Bolkan & Goodboy, 2015).

One of common sources usually used by the students especially those who are muslims in Indonesia to study is "Ta'lim al-Muta'allim" book. The book 'Ta'lîm al-Muta'allim Tharîq at-Ta'allum' serves as a guide for students on the principles of learning. It was authored by Burhânuddîn Ibrâhim al-Zarnûji al-Hanafi. The name al-Zarnûj indicates his association with a prominent city near the Oxus River in Turkey. The suffix al-Hanafi signifies his adherence to the Hanafi school of Islamic jurisprudence. There is some debate among historians regarding his birth and death years. Some sources state that Imam al-Zarnûji died in 591 AH, while others claim he died in 640 AH (Imam al-

Zarnûji, Ta'lîm al-Muta'allim Tharîq at-Ta'allum, Beirut: al-Maktab al-Islami, first edition, 1981, page 18) (Nurhakim, 2020).

"Ta'lim al-Muta'allim" is a fundamental text crucial for forming the character and academic success of students. Within the pesantren community, it is trusted that this book can effectively cultivate students' character and learning achievements, making it a mandatory subject in pesantren. Students who have learned and applied the teachings from "Ta'lim al-Muta'allim" are viewed as prepared to engage with and study additional fields of knowledge (Ridwan & Abdurrahim, 2022). Therefore, it considerably matters to analyze to what extent this book used motivational elements in its content which is, of course, viewed from Linguistics analysis perspective. The important role to realize this analysis is by employing Interpersonal Metadiscourse theory.

Zellig Harris introduced the term metadiscourse in 1959 to provide insight into how language is used. It reflects a writer's or speaker's efforts to direct how a reader or listener interprets a text (Hyland, 2005).Hyland defined Metadiscourse refers to a fascinating and fairly recent method of understanding the interactions between authors and their texts, as well as between authors and readers. The term "Interpersonal" itself refers to the use of language to facilitate interaction, enabling us to connect with others, assume roles, and express as well as understand evaluations and emotions. It is basically the concept taken from the idea of Halliday's meta-function. This metadiscourse was actually the brunch theory of discourse analysis that is developed to view that every text contained hidden meaning needed to be understood comprehensively by every speaker to listeners, writer to readers or the opposites. Here bellow is the presentation of metadiscourse theoretical framework among other theories in discourse analysis:
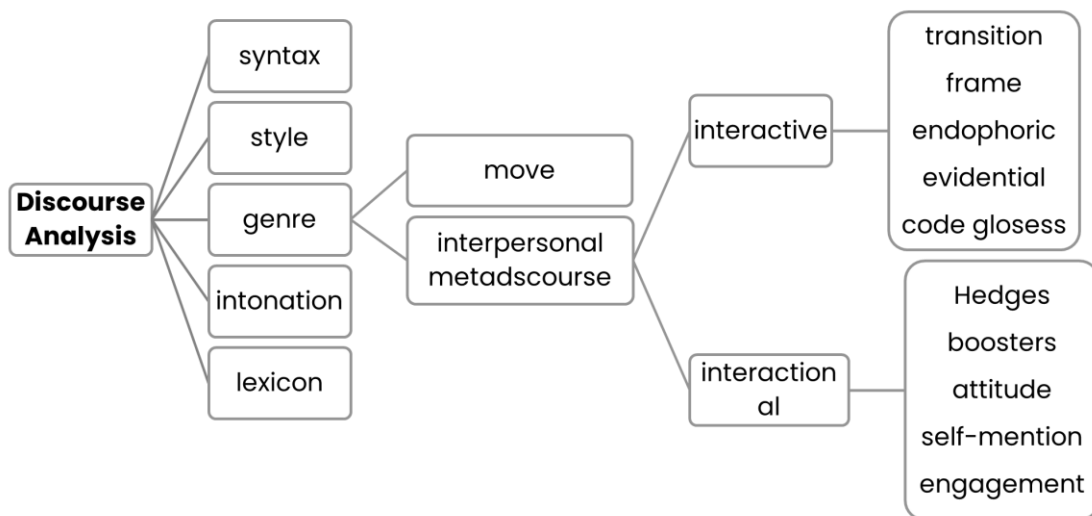

Figure 1 The chart of Interpersonal Metadiscourse Framework

Metadiscourse is classified into two which are interactive and interactional dimension. Interactive dimension involves the writer's awareness of their audience and how they adapt to the audience's likely knowledge, interests, rhetorical expectations, and processing abilities. This has five features to resource the text. Those are ransition markers, frame markers, endophoric markers, evidential and code-glosess. In another hand, interactional dimension pertains to how writers engage with their audience by interjecting and offering commentary within their work. This also has five

features to resource the text which are hedges, boosters, attitude markers, self-mention and engagement markers. The features applied in this research will be specifically in interactional dimension exactly the features of boosters and engagement markers.

Boosters functioned to highlight confidence and build rapport by showing engagement with the subject and fostering solidarity with the audience, thereby forming a united stance in contrast to other perspectives. It serves the audiences perspective to believe that the author/writer of the text is sure with the statement presented and really emphasize the meaning containing within the text. Besides, engagement marker is chosen because it is useful to address readers either to focus their attention or include them as active participants in the discourse. Beyond establishing an impression of authority, integrity, and credibility through the use of hedges, boosters, self-mentions, and expressions of attitude, writers can also emphasize or minimize the visibility of their readers within the text. The writer believes that the spirit or motivation of students to study is influenced, in part, by the material taught in the classroom. Therefore, it is essential to analyze the "Ta'lim Muta'allim" book to determine the extent to which it incorporates boosters and engagement elements in its text

This theory is absolutely useful to investigate the terms used in "Ta'lim al-Muta'allim" book that may contain the numbers of motivational linguistic elements. Viewing writing as an interactive process involves analyzing discourse features based on how the writer anticipates the perceptions, interests, and needs of their audience. Effectively managing social relationships is essential in writing, as a text is only truly effective when the writer accurately gauges both the readers' interpretative resources and their potential reactions.

The related studies of this research have been found, yet it is written in different types of analysis, theory or object. The first study was done by (Choirun et al., 2020a). The article discusses the analysis of the translation of the book Ta'lim Muta'allim published by al-Hidayah. The research focuses on translation error patterns and justifications for translations according to Arabic and Indonesian language rules. This qualitative research method uses an applied linguistic approach focusing on error analysis. Findings reveal errors in sentence construction, sentence effectiveness, vocabulary translation, omission of vocabulary aspects, phrases, sentences, and translation of foreign terms. The study aims to identify translation error patterns and provide justifications for these errors.

The second study was written by (Shehab & Fathi, 2022) who investigates the translation of circumlocution from Arabic short stories into English. The study focuses on the challenges faced by translators and the techniques they employ. It begins by discussing the concept of circumlocution in Arabic rhetoric, which is categorized into three types: eloquence, emphatic, and directive circumlocution. Each type has its own subcategories. Next, the paper compares Arabic circumlocution with English metadiscourse. Metadiscourse refers to language that guides readers through a text, providing cues about the writer's stance, organization, and argumentation. In English, metadiscourse is divided into textual and interpersonal categories. To assess the appropriateness of translations and identify problems faced by translators, the paper adopts Nida's model of formal and dynamic equivalence. This model considers both linguistic and cultural factors during the translation process. In summary, the document provides a detailed examination of the translation of circumlocution, shedding light on the complexities involved in bridging linguistic and cultural gaps between Arabic and English.

The next research was authored by (Choirun et al., 2020) that examines the translation analysis of the book "Ta'lim Muta'allim" published by al-Hidayah, which serves as a reference for students in Islamic boarding schools (pesantren) to understand classical Arabic texts (kitab kuning). The study identifies and justifies translation errors in lexicon, syntax, and semantics according to Arabic and Indonesian linguistic rules. Using qualitative research with an applied linguistic approach focused on error analysis, the primary data source is the book's translation, supplemented by secondary sources on translation techniques. Findings reveal errors in sentence construction, effectiveness, vocabulary translation, and the handling of foreign terms, underscoring the need for accurate translations to aid students' comprehension of the pesantren curriculum.

Several previous studies aboves have examined the application of both metadiscourse theory and the "Ta'lim Muta'allim" text using various analytical tools. However, this current research stands out in its unique application of theory and analysis. Specifically, it aims to investigate motivational linguistic terms in the "Ta'lim Muta'allim" book through the lens of metadiscourse theory. The

researcher has adapted metadiscourse features to identify and analyze motivational terms within the text which will be explained specifically in methodology. Thus, this study presents a novel approach by applying a specific author's theoretical framework and conducting a distinct analysis.

METHOD

Hyland argued that examining interpersonal metadiscourse goes beyond merely recognizing the elements that bind the significant parts of a text together. It plays a crucial role in shaping the text's meaning by connecting it to its broader context. This analysis takes into account the readers' needs, comprehension, prior knowledge, experiences with other texts, and their status.

Therefore, this research employs a qualitative approach to gather data and examine each meaning in depth. Qualitative methodology relies on textual and visual data, featuring distinct steps in data analysis and utilizing a variety of design techniques (Creswell, 2009).

Data collection and analysis will employ corpus Linguistics using Antconc software (4.2.0) version. In linguistics field, corpus means a collection of texts in literature studies consisting of the works from particular authors, genre and period (Stefanowitsch, 2020). Corpus linguistics is a scientific method for studying language, rooted in the tradition of empirical research that emphasizes data collection and interpretation.

The data source is taken from book translation of Ta'lim al-Muta'allim translated by (Aljufri, 2009) while the data is in the form of words and phrases. The data is collected using corpus analysis to classify it in the metadiscourse features order which are boosters and engagement markers. The data is then accumulated and interpreted to investigate the significance of metadiscourse in boosting either the spirit or motivation of the students.

Table 1 resource functions

No	Resource markers	Function	Example
1	Boosters	withhold commitment and open dialogue	might; perhaps; possible; about
2	Engagement Markers	Explicitly build relationship with reader	consider; note; you can see that

The first step of research is to find the translation of Ta'lim Muta'allim book txt forma, then translating the resource into Indonesia in order to be suitable with the object of the research. After the data is obtained, the researcher started eliminating the unnecessary data that is not considerably incuded as boosters or engagement markers. Finally, the conclusion is drawn through the comprehensive summary of the data analysis.

RESULTS AND DISCUSSION

Result of The Analysis

The result of the analysis using corpus Linguistics method results some words and phrases included as boosters and engagement markers. The presentation is shown below:

Table 2 The distribution of boosters

NO	Category	Function	Example	Frequency
1.	Interactional dimension	Boosters	Harus (should/have to))	71
2.			Selalu (always)	19
3.			Mengetahui (know)	9

This data appears to summarize the usage frequency of certain words or phrases within the "Interactional dimension" category, specifically under the subcategory of "Boosters." Boosters are linguistic tools used to strengthen statements, showing high levels of certainty, emphasis, or insistence. Here's a more detailed breakdown of the data:

1. *Harus* (should/have to): This word appears 71 times, indicating it is the most frequently used booster in the given context. It conveys a sense of obligation or necessity.

2. *Selalu* (always): This word is used 19 times. It emphasizes the consistency or permanence of an action or state.

3. *Mengetahui* (know): This word appears 9 times. It expresses certainty about knowledge or information.

Overall, *"Harus"* is the most common booster, suggesting that expressions of necessity or obligation are frequent in this context, followed by consistent actions or states *("Selalu")* and certainty of knowledge *("Mengetahui").*

The next category below is engagement markers results of analysis:

Table 3 The distribution of engagement markers

NO	Category	Function	Example	Frequency
1.	Interactional dimension	Engagement Markers	Jangan (do not)	21
2.			Memilih (choose)	19

This data pertains to the interactional dimension within a certain context, showcasing specific engagement markers and their respective frequencies.

1. "*Jangan*" (which translates to "do not" in English), appears 21 times, indicating its common usage in discouraging actions or behaviors.

2. "*Memilih*" (meaning "choose"), is used 19 times, highlighting its role in guiding or instructing choices.

These frequencies suggest that both markers play significant roles in directing or influencing actions within the given context, with "*Jangan*" being slightly more prevalent than "*Memilih*."

Discussion

The discussion of interactional resources in "Ta'lim Muta'allim" reveals a sophisticated use of language to motivate, guide, and instruct students. Below is a detailed exploration of the different categories of interactional resources identified in the text.

1. Boosters
   Boosters are linguistic tools that enhance the strength and assertiveness of statements, often used to emphasize obligations or recommendations. In "Ta'lim Muta'allim," the booster *"harus"* (should/must) is particularly prevalent.

   Boosters are applied in the text to emphasize the context intended by the audience. Here are some examples of the use of boosters in a sentence:

   Harus (Should/Must)
   a. *"Santri harus meninggalkan akhlak yang tercela"* (Students must leave behind bad morals).
   b. *"Santri harus bagus dalam menulis kitabnya"* (Students must be good at writing their books).

c. *"Para santri harus menambah ilmu setiap hari agar dapat kemuliaan"* (Students must increase their knowledge every day to achieve nobility).

The implication of frequent use of *"harus"* underscores the prescriptive nature of the text, reflecting a clear set of expectations for students. This consistent emphasis on "must" serves   to instill a sense of duty and urgency in adhering to the moral and academic standards outlined in the text.

Selalu (Always)
a. *"Santri harus selalu membawa buku setiap waktu"* (Students must always carry a book).
b. *"Para santri harus selalu bersyukur kepada Allah"* (Students must always be grateful to Allah).
c. *"Santri harus selalu mengulang-ulang pelajarannya"* (Students must always repeat their lessons).

The implication of *"Selalu"* encourages the formation of beneficial habits and routines, reinforcing the importance of consistency in learning and worship. It instills a mindset of continuous self-improvement and gratitude, essential for the holistic development of students.

Mengetahui (Know)
a. *"Setiap orang Islam wajib mengetahui ilmu-ilmu yang berkaitan dengan batin atau hati"* (Every Muslim must know the knowledge related to the soul or heart).
b. *"Para santri harus mengetahui hal-hal yang dapat mendatangkan rezeki"* (Students must know the things that can bring about sustenance).

The implication of *"Mengetahui"* emphasizes the acquisition of essential knowledge for both spiritual and practical purposes.It highlights the value placed on being well informed and aware, which is crucial for making informed decisions and leading a righteous life.

2. Engagement Markers
Engagement markers are used to involve the reader directly, fostering a sense of participation and attention. Common markers in the text include *"jangan"* (do not) and *"selalu"* (always). Here are some examples of the use of engagement markers in Ta'lim Muta'allim book:

Jangan (Do not)
a. *"Jangan sekati-kali kamu bersahabat dengan pemalas"* (Do not ever be friends with a lazy person).
b. *"Jangan rakus dengan harta orang lain"* (Do not be greedy with other people's wealth).
c. *"Jangan banyak berbicara. Berbicaralah seperlunya"* (Do not talk much. Speak only as needed).

The implication of "Jangan" is used to set boundaries and prevent negative behaviors, promoting self-discipline among students. It creates a framework of what is deemed unacceptable, thereby guiding students towards more productive and ethical conduct.

Memilih (Choose)
a. *"Seorang santri harus memilih atau berteman dengan orang yang tekun belajar"* (A student must choose or be friends with those who are diligent in studying).
b. *"Memilih guru atau kiai carilah yang alim, yang bersifat wara"* (When choosing a teacher or religious leader, find one who is knowledgeable and pious).

The implication of *"Memilih"* guides students in making selective and deliberate choices about their associations and influences. It reinforces the importance of surrounding oneself with positive role models and peers, which is vital for personal and academic growth.

After the data is discussed, it is also important to see the comparison of the distribution of each resource through the chart below:
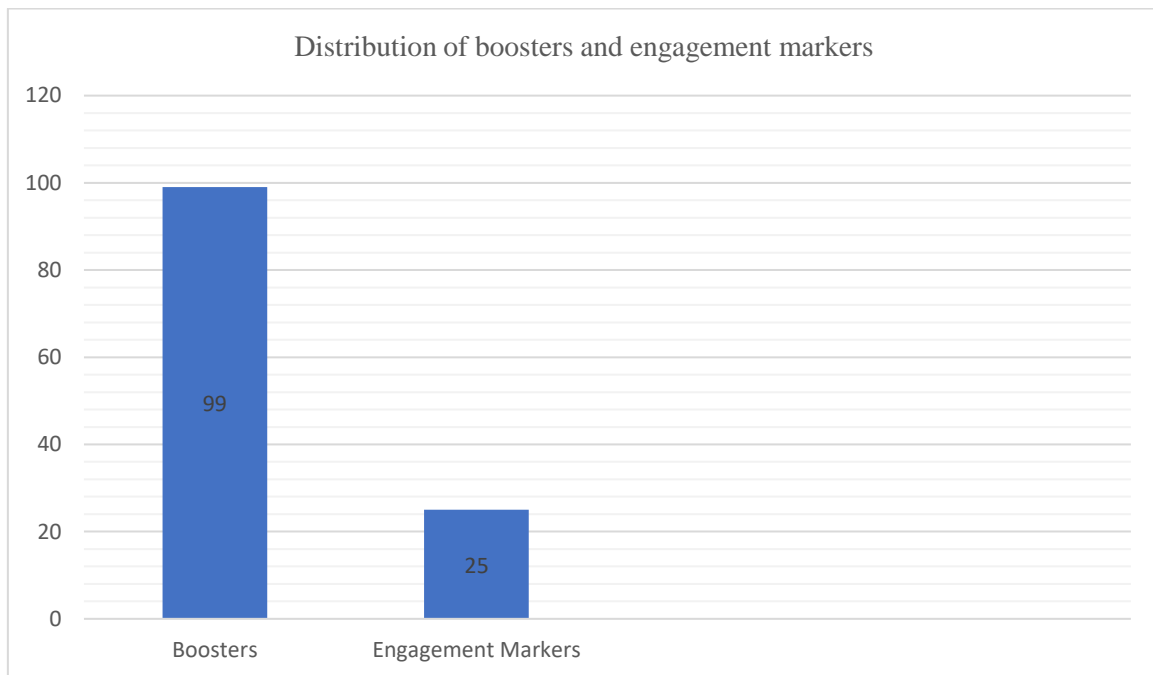

Figure 2 The comparison of resources between boosters and engagement markers

The prevalence of boosters over engagement markers in the translation of the Ta'lim Muta'allim book suggests a deliberate strategy by the writer to imbue the language with a heightened sense of certainty and conviction. This linguistic choice not only aims to instill trust but also endeavors to empower students with unwavering confidence in every statement presented within the text. By amplifying the assertiveness of the language through boosters, the writer seeks to cultivate an environment of assurance and reliability, wherein students can navigate the text with clarity and certainty. This deliberate linguistic approach underscores the writer's commitment to fostering a strong sense of trust and confidence in the readers, ensuring that they embrace the teachings of the text with unwavering conviction and assurance.

CONCLUSION

The interactional resources in "Ta'lim Muta'allim" are meticulously employed to ensure that students not only understand the expectations placed upon them but also feel directly engaged and motivated to meet these expectations. The translation of Ta'lim Muta'allim book has applied boosters and engagement markers, even though still in a very minor scale. The use of resources only appeared in a big number of results, not the variety of boosters and engagement markers. The extensive use of boosters like *"harus"* emphasizes a strong directive tone, while engagement markers such as *"jangan"* and *"selalu"* help in establishing clear behavioral guidelines and consistent habits. Terms like "mengetahui" and *"memilih"* further enrich the text by promoting informed decision-making and the pursuit of beneficial knowledge. This comprehensive approach ensures that the moral, academic, and spiritual development of students is holistically addressed, aligning with the overarching goals of the educational curriculum in Islamic boarding schools.

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BIOGRAPHIES OF AUTHORS

Shohihuzzihni, a final-year undergraduate student at Universitas Ahmad Dahlan Yogyakarta, is pursuing a degree in English Literature. His current research focuses on the exploration of Interpersonal Metadiscourse markers within BIPA (Bahasa Indonesia bagi Penutur Asing) textbooks, serving as his culminating project for graduation. With a profound passion for linguistics, particularly discourse analysis, he approaches his research with great enthusiasm and dedication. For inquiries or further communication, Shohihuzzihni can be reached via email at shohihuzzihni2000026026@webmail.uad.ac.id

Muhammad Ullin Nuha has completed undergraduate studies at Tribakti Islamic University Lirboyo Kediri by majoring in Tarbiyah PAI Study Program, then continued his Masters studies at the Postgraduate Program at Tribakti Islamic University Lirboyo Kediri by majoring in a linear major, namely Islamic Religious Education. He can be contacted at e-mail: muhammadullinn@gmail.com