

**LANGUAGE MARKERS IN DIPLOMATIC ASSEMBLY:  
INVESTIGATING METADISOURSE FUNCTIONS IN  
MODEL UNITED NATIONS ONLINE CONFERENCES**

**THESIS**

By:  
**Muhammad Hifni Sahila Rizqy**  
NIM 18320226



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2022**

**LANGUAGE MARKERS IN DIPLOMATIC ASSEMBLY:  
INVESTIGATING METADISOURSE FUNCTIONS IN MODEL UNITED  
NATIONS ONLINE CONFERENCES**

**THESIS**

Presented to  
Universitas Islam Negeri Maulana Malik Ibrahim Malang  
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

By:  
Muhammad Hifni Sahila Rizqy  
NIM 18320226

Advisor:  
**Ulil Fitriyah, M.Pd, M.Ed**  
NIDT 19820823201802012176



**DEPARTMENT OF ENGLISH LITERATURE  
FACULTY OF HUMANITIES  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK  
IBRAHIM MALANG  
2022**

## STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Interpersonal Relations in Diplomatic Assembly: Investigating Metadiscourse Functions in Model United Nations Online Conferences**” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 8 July 2022  
The Researcher



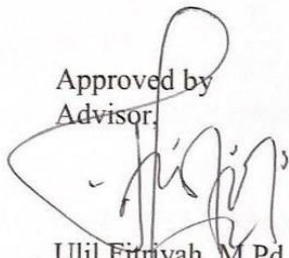
  
M. Hifni Sahila Rizqy  
NIM 18320226

## APPROVAL SHEET

This is to certify that Muhammad Hifni Sahila Rizqy thesis entitled **“Interpersonal Relations in Diplomatic Assembly: Investigating Metadiscourse Functions in Model United Nations Online Conferences”** has been approved for thesis examination at Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of *Sarjana Sastra* (S.S.).

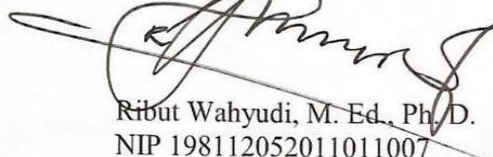
Malang, 8 June 2022

Approved by  
Advisor,



Ulil Fitriyah, M.Pd., M.Ed.  
NIPT 19820823201802012176

Head of Department of  
English Literature



Ribut Wahyudi, M. Ed., Ph.D.  
NIP 198112052011011007



Approved by  
Dean of Faculty of Humanities

M. F. F. F., M. Ag.  
NIPT 19711011012003121003



## LEGITIMATION SHEET

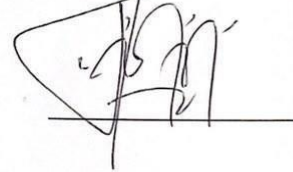
This is to certify that Muhammad Hifni Sahila Rizqy's thesis entitled "**Language Markers in Diplomatic Assembly: Investigating Metadiscourse Functions in Model United Nations Online Conferences**" has been approved by the Board of Examiners as one of the requirements s for the degree of Sarjana Sastra (S.S) in Department of English Literature.

Malang, 11 July 2022

Board of Examiners

1. Ribut Wahyudi, M.Ed., Ph.D.  
NIP 198112052011011007 (Main Examiner)
2. Mazroatul Ishlahiyah, M.Pd.  
NIPT 1991072220180201218 (Chair)
3. Ulil Fitriyah M.Pd, M.Ed.  
NIPT 19820823201802012176 (Advisor)

Signatures



Approved by

Dean of Faculty of Humanities



*Dr. M. Faisol, M. Ag.*  
NIP 1964012003121003

## **MOTTO**

“Talent without hard work is nothing.”

Cristiano Ronaldo

## **DEDICATION**

In this opportunity, I would like to dedicate my research to my family, who always support me in every moment. Their never-ending support always gives me strength in facing a bad day. Thank you for always being here with me. Secondly, this research belongs to all my dearest friends who are always beside me in every situation.

## ACKNOWLEDGEMENTS

*Alhamdulillahirabbil 'alamin*, my deepest gratitude always belongs to Allah SWT, the god of the universe, the one I worship for every situation and condition in my precious life. Only by His grace and mercy, I could accomplish my thesis entitled **“Interpersonal Relations in Diplomatic Assembly: Investigating Metadiscourse Functions in Model United Nations Online Conferences”** to finish my undergraduate study, a thing that everyone has been dreaming of in this world. *Sholawat* and *Salam* always belong to the Prophet Muhammad SAW, the people I want to enunciate every day of my life.

First of all, I just want to say a massive thank you to all my families for their endless motivation, spiritual advice, and material support. They are my best support system in life. They are indeed my motivation to sail the ocean of life. Second, I want to thank my thesis advisor Ulil Fitriyah M.Pd., M.Ed., for every piece of advice and incommensurable insight. My deepest gratitude belongs to the board of examiners; Pak Ribut Wahyudi, M.Ed., Ph.D. and Ibu Mazroatul Ishlahiyah, M.Pd. Their advice and incommensurable feedback tremendously increased my understanding of the material of linguistics related to my thesis. Without their feedback, I feel like I cannot complete my thesis. My gratitude also belongs to MSAA. MSAA has become the first place where I can learn a lot about life, especially life lessons. For the MSAA and its whole system, thank you for letting me grow and know how to be a better person for now and for the future. I was also blessed to become a part of the House of Life community, SocioGenz community, NU online jatim, Literacy power.id, and its whole system. Thank you



for allowing me to become the content writer, journalist, and coordinator of the academic development division. I can learn how to be a professional person in all those places.

I am also blessed to be with all the family in the faculty of humanities, especially the English Letters department: The head of the English Letters program, which also became my father in the university Bapak Ribut Wahyudi, M.Ed., Ph.D. and other astonishing lecturers.

I am also given my respect and thankful for my sasing mblakrak gengs: Rasyidbal, Amir, Faizin, Fido, and also the other friends. They are the ones behind my happiness during my study. I also thank my best friends since junior high school, Mamat Alaydrus and Dimas Adelfian, who have always been illuminating my life. Besides, I also want to thank my serious but funny friends: Abizar Yusro, Shafira Alifia, Jay, and the one and only Alfan. Without all of your insight, I cannot alleviate my critical thinking and communication skills. Finally, I also want to thank my fellow writing friends: Ivandi, Izzudin Kipenk, and Maharani Lulu. They tremendously encouraged and empowered me to publish my short story book finally.

My deepest gratitude also belongs to my fellow Istanbul Youth Summit 2022 delegate friends wherever you are: Yoga Masdya, Annisa Maharani, Jamaluddin, Maharani Lulu, Fazrina, Nabila, Nahid Ma'aly, and Nesa. Thank you so much for always inspiring me to be the better version in every little thing in life. Last and foremost, I give my special gratitude to all my partners in doing insightful discussion to finish my thesis: Alfi, Raudah, Rafliansyah from Unjani,

Cornelia from Nanjing University, Galurayuda from Binus, Shanon from SMA St Louis Surabaya, Tania from UPN Jawa Timur, Abizar Yusro from Brawijaya University, Kauna, Maria, Nisak, Ivandi, Izzudin Rifqi. They have inspired me to reach my goal. All my respect and prayer belongs to writers and scholars whose books I read and cited for my thesis.

Last, as an ordinary human, I am truly aware of some imperfections in this thesis. Therefore, I wish this thesis could make an impact on the educational knowledge for those who read it.

The Researcher

M. Hifni Sahila Rizqy

## ABSTRACT

**Rizqy, Muhammad Hifni Sahila (2022).** *“Interpersonal Relations in Diplomatic Assembly: Investigating Metadiscourse Functions in Model United Nations Online Conferences.”* Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Ulil Fitriyah M.Pd., M. Ed.

*Keywords: Interactive, Interactional, Speech, Metadiscourse Markers, Model United Nations*

---

The present study investigates the function of metadiscourse as the language marker in Model United Nations diplomatic speech online conferences. The Forster International Model United Nations under the specific theme: “Wildfires between Neighboring States” is chosen since wildfires have become one of the phenomenon global issues over the past few years. Adapting the framework of Hyland (2005), this study analyzes the function of metadiscourse in Model United Nations diplomatic speech (prepared formal spoken discourse) apart from the academic written context in which metadiscourse markers are frequently discussed. This research possibly leads to the diverse functions of the metadiscourse occurrences within the discourse: through the employment of interactive and interactional markers function. In terms of the research method, the researcher applied the descriptive-qualitative approach. The data were gathered from the speech uttered by the delegates that participated in Model United Nations online conferences. The finding demonstrated that the interactive markers are used frequently (295) rather than interactional markers (280). In a well-prepared speech, the speaker creates an effective and well-structured argument. However, it also indicates that the speakers build an interpersonal relations with persuasive argumentation to persuade the hearers to believe their arguments.

## ABSTRAK

**Rizqy, Muhammad Hifni Sahila. (2022).** *Penanda Bahasa dalam Pidato Diplomasi: Analisis Fungsi Metadiscourse pada Konferensi Online Simulasi Sidang Perserikatan Bangsa-Bangsa*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ulil Fitriyah M.Pd., M. Ed.

*Kata kunci: Interaktif, Interaksional, Pidato, Simulasi Sidang Perserikatan Bangsa-Bangsa, Penanda Metadiscourse*

---

Penelitian ini menyelidiki fungsi metadiscourse sebagai penanda bahasa dalam konferensi online pidato diplomatik Model United Nations. Forster International Model United Nations dengan tema khusus: “Wildfires between Neighboring States” dipilih karena kebakaran hutan menjadi salah satu isu yang fenomenal dalam skala global selama beberapa tahun terakhir. Dengan mengadaptasi kerangka Hyland (2005), penelitian ini berfokus pada analisis fungsi metadiscourse dalam pidato diplomatik Model United Nations (pidato formal) berbeda dari penulisan akademik di mana penanda metadiscourse sering dibahas. Ini mungkin mengarah pada beragam fungsi dari kemunculan metadiscourse dalam wacana: melalui penggunaan fungsi penanda interaktif dan interaksional. Dari segi metode penelitian, peneliti menerapkan pendekatan deskriptif-kualitatif. Data dikumpulkan dari pidato yang diucapkan oleh para delegasi yang berpartisipasi dalam konferensi online Model United Nations. Temuan menunjukkan bahwa penanda interaktif digunakan sedikit lebih sering (295) daripada penanda interaksional (280). Namun, hal itu juga menunjukkan bahwa penutur dalam pidatonya cenderung membangun hubungan interpersonal sebagai strategi persuasif untuk membujuk pendengar agar mempercayai argumentasinya.



## TABLE OF CONTENT

STATEMENT OF AUTHORSHIP.....	ii
APPROVAL SHEET .....	iii
LEGITIMATION SHEET .....	iii
MOTTO.....	iv
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vi
ABSTRACT .....	x
TABLE OF CONTENT .....	xii
LIST OF TABLE CONTENTS .....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study .....	1
B. Research Questions .....	8
C. Significance of the study.....	8
D. Scope and Limitations .....	9
E. Definition of Key Terms .....	9
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE .....	11
A. Metadiscourse Markers.....	11
B. Model United Nations.....	21
C. Spoken Language.....	23
CHAPTER III.....	26
RESEARCH METHOD.....	26
A. Research Design .....	26
B. Research Instrument .....	27
C. Data and Data Source .....	28
D. Data Collection .....	29
E. Data Analysis .....	30

CHAPTER IV .....	31
FINDING AND DISCUSSION .....	31
A. FINDINGS .....	31
B. DISCUSSION .....	64
CHAPTER V .....	75
CONCLUSION AND SUGGESTION .....	75
A. CONCLUSION .....	75
B. SUGGESTION .....	76
REFERENCES .....	77
CURRICULUM VITAE .....	80
APPENDIX .....	81



## **LIST OF TABLE CONTENTS**

Table 4.1 Table of Interactive Markers .....	32
Table 4.2 Table of Interactional Markers .....	48

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides an introduction to the study. In general, this step describes the background of the study, including the interesting phenomena related to the topic, research questions, significance of the research, scope of limitations, and definition of key terms.

#### **A. Background of the Study**

Model United Nations became the most famous event to learn about the real conditions of the United Nations. In terms of definition, Model United Nations is an academic conference that works to foster an understanding of United Nations processes and contemporary International issues. Approximately, almost 400.000 students worldwide participate in the Model United Nations Conference to develop their knowledge of the current problems in a global society (Tatsuki and Zenuk-Nishide, 2019). Furthermore, as one of the most famous millennial academic conferences, the Model United Nations provides unique purposes, especially in linguistic aspects.

In the context of Model United Nations, the participants should make a position paper to present an arguable opinion regarding the global topic before attending the conferences. In doing so, every participant should research based on their assigned country's perspective. It also describes the entity of the author in creating a solid argument. Making a position paper aims to bring new scientific insight into international issues. Besides, it also makes the participant prepared

well in facing the conferences. After making a position paper, all the participants must deliver a diplomatic speech based on their position paper to give a voice to global issues. In the rule of the speech, every participant gets only two minutes of speaking time in every session. There are four sessions in the conference in which every delegate should participate by giving a diplomatic speech in each session. The speaker not only shares their opinion and the country's stances but also attempts to make the speech more diplomatic to gain the same voices with other countries.

In Model United Nations, speech is often used to communicate the ideas among the delegates. In these circumstances, the country's representative delivers a diplomatic speech to make the other participants understand the speaker's point of view regarding the issues. It is because the point of diplomatic speech is to negotiate and build an understanding between the speaker and the hearer (McIntosh, 2001). Therefore, the speaker must be more sensitive in organizing the speech by selecting appropriate words and languages. In other words, how the speaker uses appropriate language while delivering speech is indeed important.

Conversely, without selecting appropriate words and languages, the speech will easily be misinterpreted. (Detrianto et al., 2020) These failures are called metadiscourse markers. In general, the speaker needs to provide metadiscourse markers to make an understandable speech rather than merely exchanging information.

Metadiscourse is a term that refers to the way how the writer or speaker manages a social relationship with the hearer or reader (Azijah and Gulö, 2020).

The terms of metadiscourse markers were first proposed by Harris (1970) and have been developed in numerous contexts, especially in writing (Crismore, 1983; Hyland, 1998; Hyland, 2005). However, these previous scholars believe that the taxonomy of metadiscourse seems to be useful only in a written text. On the contrary, some scholars believe that the occurrence of metadiscourse not only appears in the form of written text but also in the spoken text (Ilie, 2002; Hyland, 2005; Adel, 2006). Hyland (2005) views the metadiscourse markers as the relationship between the speaker and its hearer to understand the text's context. Hyland (2005) categorized the metadiscourse Markers into two parts that consist of interactive and interactional markers. Hyland (2005) also emphasized that metadiscourse markers have fluid shapes and functions. Coined to Ilie (2002), the same categories in metadiscourse markers might occur differently. Thus, it indirectly prompts the researcher to not only rely on existing concepts in metadiscourse markers but also comprehensively notice the context in it.

In particular, several studies have already explored using metadiscourse markers in many subjects. There have been intense analyses and descriptions of the role of metadiscourse markers as a Linguistics phenomenon. Some scholars focused on analyzing metadiscourse in academic writing (Karimi, 2017; Duruk, 2017; Ebrahimi, 2018; Nugroho, 2019; Akoto and Afful, 2020). These previous researchers focused on analyzing the use of metadiscourse based on Hyland's (2005) taxonomy in academic text. However, only two use comparative studies (Nugroho, 2019; Karimi, 2017). These two researchers have compared the literary text from cross-cultural backgrounds. They attempted to know the

different usage of metadiscourse between two countries in academic writing. In the end, both concluded that different cultural backgrounds greatly impact the use of metadiscourse markers.

The other previous researchers also explained the function of metadiscourse markers, especially in EFL learners (Aimah et al., 2019; Farahani, 2020; Zahro et al., 2021). The previous scholars above have the same goal regarding their research. Both of them focused on EFL learners as the object of their investigation. Aimah et al. (2019) focused on how metadiscourse markers are used by EFL students while writing an introductory paragraph in a final project assignment. Thus, Zahro et al. (2021) have scrutinized the function of metadiscourse as a marker both in academic writing and speaking context. Both of them use the same metadiscourse theory proposed by Hyland in 2005. On the other hand, Farahani (2020) attempts to compare the academic written text with spoken text using corpus languages. He intended to compare educational written against spoken text under the umbrella of Hyland's (2005) taxonomy.

However, these previous scholars show different results regarding their research in metadiscourse markers. Aimah et al. (2019) assumed that interactional markers are the common markers used by EFL learners in academic writing. On the other hand, Zahro et al. (2021) revealed that interactive markers become the most frequent markers in both speaking and writing contexts. Moreover, Farahani (2020) found that interactive markers become frequently used rather than interactional in the academic written text. Meanwhile, in the

academic spoken presentation, interactional markers (hedges and attitude markers) are used more frequently than interactive markers.

In another context, previous scholars have investigated the function of metadiscourse markers in the spoken text (Kuswoyo, 2019; Azijah and Gulo, 2020; Ali et al., 2020). All of them have scrutinized the metadiscourse markers in the speech. However, these three scholars provide different objects combined with the same theoretical analysis regarding their research. Kuswoyo (2019) focused on analyzing interpersonal metadiscourse based on Dafouz (2008) in oral business presentations. Thus, Azijah and Gulo (2020) shed light on Dafouz's (2008) interpersonal metadiscourse in Jacinda Ardán's speech in the church. On the other hand, Ali et al. (2020) have observed the function of metadiscourse in political discourse using Dafouz's (2008) interpersonal markers. However, they are stating the same conclusion regarding the role of metadiscourse in spoken text, especially speech. These scholars agree that using metadiscourse markers will reveal persuasive strategies from the speaker to the hearer.

Other scholars seem to be more interesting in the concept of metadiscourse appeared in online media (Hasanah and Wahyudi, 2015). Hasanah and Wahyudi (2015) focused on the hedges marker as the meaning-making in the gossip column of the Jakarta Post. They intended to shed a light on the way metadiscourse concept discovers in the form of written context. However, the written context here is not related with the academic context but still in the form of formal text. Hasanah and Wahyudi (2015) only analyze the occurrence of hedges which appear in the Jakarta Post gossip column. Eventually, this result

shows that the function of hedges is to enhance trend-setting identity of the celebrity. Also, it covers the self-image of every celebrity who are involved in the discourse. However, this previous research only emerging one of the concept of metadiscourse (hedges). Since then, the data occurrence also refer only on hedges.

The previous researchers have explored the use of metadiscourse markers as a linguistics aspect in several fields such as academic written text, EFL learner projects, political speech, and online media. However, it has not yet been explored in the context of Model United Nations, with the data coming from the combinations between written and spoken text. In other words, this study provides different data from the other scholars; the data comes in the form of written text from the position paper, and then it is delivered in the form of utterance. This study aims to fill the distinction gap between the earlier scholars by investigating the metadiscourse markers in the broad area focused on diplomatic speech. This possibly leads to the diverse function of metadiscourse, especially in the context of speech.

Investigating the functions of metadiscourse markers in the diplomatic speech Model United Nations become important since the purpose of the diplomatic speech is to send and spread a message with a strong argument to build a good relationship. In linguistics, the purpose of the speech is about how we produce languages in communication to achieve the goal we want. According to Hyland (2005), the good relationship between hearer and speaker will be performed well if the first communicator (the speaker) uses the right pattern of



languages, such as metadiscourse markers. Thus, this research aims to know how the metadiscourse markers appeared and used in diplomatic speech, especially in Model United Nations.

In conducting the research, the researcher adopted Hyland's (2005) metadiscourse taxonomy to analyze how metadiscourse markers occurred in diplomatic speech. Hyland's (2005) taxonomy is often used by some previous scholars to explore the form of metadiscourse in a written context. In the linguistic concept, Hyland's (2005) metadiscourse taxonomy tends to focus more on the academic written text. However, this study used Hyland's (2005) framework in the formal spoken discourse, which might designate a different point of view from the earlier studies. Academic writing is different from spontaneous speaking (Halliday, 1989). Writing text tends toward uniformity, providing codified expressions for all the established wording languages, whether in characters, syllabic, or composite forms (Halliday, 1989).

On the other hand, Halliday (1989) assumes that spoken language is essentially different from the form of written text. Spoken language has a large amount of monologue embedded in it. The level of spoken language is more spontaneous rather than written language. In other words, spoken language lies in an impromptu speech. Therefore, Halliday (1989) argues that spoken is also written, but writing is simply an alternative expression of speech. This study provides an additional data. The data is in the form of spoken and written text. The speaker delivers a speech that is not originally and spontaneously but re-reads the text. Before giving a speech, the speaker has to prepare a position

paper about the speaker's stance and arguments based on the topic. In other words, the data appeared in semi-written data. Hyland's taxonomy can be decided as the suitable tool for this research because it analyze in both written and spoken data.

## **B. Research Questions**

This study investigates the role of metadiscourse markers in the speaking context, specifically analyzing diplomatic speech in Model United Nations online conferences. This research proposes a question regarding the explanations already given in the study's background. The research question is

How are the metadiscourse markers used in diplomatic speech Model United Nations online conferences?

## **C. Significance of the study**

In this study, the researcher only focused on how linguistics features metadiscourse markers used in diplomatic speeches in Model United Nations online conferences. However, this research aims to scrutinize the function of metadiscourse regarding spoken text, specifically in diplomatic speech. Ali et al. (2020) state that some people often use metadiscourse markers to reinforce their narrative in both writing and speaking circumstances. The author attempts to give a significant role regarding metadiscourse markers in speech. Rahardjo (2020:41) argues that scientific research should generate an academic contribution to the existing literature.

This study provides a practical benefit, especially to the researchers interested in understanding the function and the types of metadiscourse markers. Thus, this research is also expected to increase the students, readers, and lecturers' perception of metadiscourse markers, especially in spoken text or speech.

#### **D. Scope and Limitations**

This study is categorized as discourse analysis research focusing on the function of metadiscourse markers that appeared in diplomatic speeches in Model United Nations online conferences based on Hyland theory. The object only comes from Forster International Model United Nations online conferences with a specific theme: "Raise of Responsibility: Wildfires in Neighboring Country." Therefore, the data that does not contain metadiscourse markers will be excluded to anticipate the new finding in the research process. Hence, this research is limited to answering only the research questions.

#### **E. Definition of Key Terms**

This part will contain the key terms along with the definition below:

**Metadiscourse markers:** One of the linguistics vehicles that is used to maintain a relationship between hearer and speaker in the form of speech

**Speech:** The skill of a human being that is used to express thought and desire through the formation of the utterances.

**Model United Nations:** An academic conference that provides an experiment on the situations in League Nations.

**Online conferences:** The common terms used to describe the circumstances where people use the internet to attend an educational event.

**Interactive markers:** The category of metadiscourse that has a specific function of connecting the idea of the text or speech

**Interactional markers:** The metadiscourse category that creates a relationship between the author or speaker and the hearer and audience.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section, the researcher presents a discussion related to the previous study, such as the literature theory and the object that correlated with this research topic. Furthermore, the researcher explains the metadiscourse markers' historical framework. In addition, this chapter also includes the theory of metadiscourse proposed by Ken Hyland (2005), which has become the main framework of this study. Besides, the researcher also writes down the ultimate understanding of the Model United Nations and academic spoken language.

#### **A. Metadiscourse Markers**

Metadiscourse markers can be defined as the study of “discourse about discourse” (Zahro et al., 2021). Harris first introduced the term metadiscourse markers in 1959. At that time, metadiscourse markers were a linguistics tool that people often used to strengthen their arguments in written form. Since then, the meaning of metadiscourse markers is a discourse about discourse, discussion about discussion, or text above text (Zahro et al., 2021). Harris, in 1959 also proposed that the metadiscourse markers functioned to make the writer or speaker produce a strong argument in terms of persuading the others, especially in the text (Hyland, 2005).

Coined by Harris in 1959, the point of metadiscourse markers is how a speaker or writer endeavors to lead the reader or hearer perspectives through text (Hyland 2005; Hasanah and Wahyudi, 2016). However, the main idea regarding

metadiscourse markers is still unfixed. Therefore, some scholars propose a new point of view related to the definition and understanding of metadiscourse markers.

Crismore, in 1983 proposed a different understanding of the term metadiscourse in a written text. He believes that metadiscourse markers are a term related to discourse analysis study that focuses on the text's meaning (Hyland, 2005). Furthermore, Crismore, in 1983, proposed that the metadiscourse markers have several purposes regarding the writer and speaker. The several goals consist of the right of the writers to change their opinion, write out the crucial idea, and the right of concluding a text (Hyland, 2005). Thus, Crismore clarifies that the function of metadiscourse markers is to help the writer convey their argument fluently and make the reader understand the idea of its argument (Hyland, 2008).

Having the exact definition as Harris does regarding the meaning of metadiscourse markers, Crismore, Markkanen, and Steffensen 1993 proposed a different view regarding the understanding of metadiscourse (Hyland, 2008). They said that metadiscourse is a “linguistics marker” in written and spoken texts. It is intended to assist the reader in interpreting the meaning of the information in a text.

Crismore proposed the following model of metadiscourse in 1983 (Hyland, 2005). First, Crismore assumed that the purpose of metadiscourse markers is to pick the reader into the writer in a text. Then, Crismore proposed several models regarding metadiscourse markers. The model of metadiscourse markers, according to Crismore, consists of textual interpretive markers and

interpersonal markers (Hyland, 2005). Some textual and interpersonal metadiscourse have already emerged in the written form. However, some expert scholars bring a new concept to metadiscourse into another object (Ellie, 2002; Hyland, 2005; Adel, 2006; Adel, 2010).

These scholars have convinced us that the usage of metadiscourse markers can also occur in many areas, such as written and spoken discourse. Ellie (2002) focuses on explaining an oral metadiscourse with special intentions in the verbal context, especially in a parliamentary speech. According to Ellie (2002), oral metadiscourse is envisaged as a set of rhetorically structured communicative and interactional strategies used by the speaker in addressing an opinion to various interlocutors. The metadiscursive methods genuinely impact the speaker's speech style in parliamentary discourse. Ellie (2002) claims that the use of oral metadiscourse strategies in debate contexts are appeared differently due to its institutional goals. In addition, Ellie (2002) views that the metadiscursive systems in parliamentary discourse always relate to rhetorical theories such as *ethos*, *pathos*, and *logos*.

Elie (2002) has revealed an understanding of how the oral metadiscourse functioned in parliamentary institutional debate. Meanwhile, Adel (2006) also brings a narrow approach model for metadiscourse called reflexive metadiscursive. Based on Adel (2006), reflexive metadiscourse refers to the self-reflexive locutions used by the writer to deliberate something related to a meaning in the form of text. It is the side of view of the writer in their ongoing text. Thus, in creating the reflexive metadiscourse model, especially in a text, Adel (2006)



still relies on the Jakobson (1988) point of view known as the Jakobsonian model. The Jakobsonian model implies three features attributed as metadiscourse expressions: metalinguistics, the directive, and the expressive. Those functions directly involve Adel (2006) to propose several vital elements, including reflexive metadiscourse. The essential contribution of Adel (2006) lies in establishing the critical feature of the metadiscourse unit. The central part of reflexive metadiscourse is the relation between writer and reader that consist of contextuality, reader-writer, and complexity (Adel, 2006).

On the other hand, Adel (2010) also proposed the concept of metadiscourse markers called “meta-text”. Adel (2010) argues that the metadiscourse could emerge from the existence of spoken discourse. This taxonomy is a revised and extended version of Adel's (2006) studies. The earlier study only sheds the usage of meta-text in the written aspect. Adel (2010) argues that the meta-text is oriented toward the discourse itself but also the interaction of the audience. Overall, the audience interaction is primarily oriented toward the audience. Coined from Adel (2010), meta-text is divided into three different categories: Discourse organization, speech act labels, and references to the audience. These categories each includes more than three discourse functions (Adel, 2010).

In addition, as one of the linguists, Ken Hyland also gives a new point of view regarding the system of metadiscourse markers. They assume that metadiscourse markers are a prominent tool for interacting and communicating with readers or listeners (Hyland and Tse, 2004). Although Hyland still adopted

Hallidayan's framework, he can find another concept regarding the term metadiscourse. Hyland (2005) divided the critical feature of metadiscourse into two categories. The categorizations consist of: interactional and interactive markers.

In other ways, they indirectly have social and pragmatic functions in terms of providing the readers or interlocutors a strong resource to interpret the meaning of their words. For example, metadiscourse markers have been renowned in meta-pragmatics and meta-language (Hyland, 2005). It means that we can use a language to describe another, while the last one is equal to the "speaker" judgment in communicative behavior.

It is essential for me to choose the proper framework for answering the research problem because it could bring a massive impact to the result of the research, perhaps the research might also fail. In recent years, Hyland can be considered one of the most expert scholars, especially in metadiscourse, which focused on academic written text alongside Adel. Thus, Adel's (2006) reflexive theory of metadiscourse only concentrates on the contextuality of the text between writer and reader. However, the researcher implies his intention to analyze metadiscourse as a linguistics marker in academic speech. Since then, the researcher has preferred to use Hyland's (2005) taxonomy as the most suitable tool for this research. However, even though Hyland's (2005) theory merely lies on the academic written text, the data of this study still relate to the claim of the written text. The data occurred as semi-written data in which the speaker prepared the words in the paper named position paper before delivering their speech. In other

words, the chosen theory is considered the suitable tool to answer the problem of this research, which is about the use of metadiscourse markers.

Hyland (2005) divided the metadiscourse concept into two categories: interactive and interactional metadiscourse markers.

### **1). Interactive model**

According to Hyland (2005), interactive markers are the writer or speaker's task for getting the main point of the discourse to the audience. In other words, interactive metadiscourse functions as a tool to help the audience or hearer understand the discourse's significance. It also includes using the five elements: transitional markers, frame markers, code-glosses, evidential, and endophoric.

#### **a). Transition Markers**

According to Hyland (2005), transitional marker is a form of word or phrase that indicates a tendency to the preceding sentences. It designates the relation between two different main clauses. Hyland (2005) uses three different transitional markers: comparison (on the other hand, on the contrary), addition (and, or, moreover), and consequence (so, but). Transitional markers are also described as a phrase-level transition to connect the occurrences idea either before or after it.

For example, “The effect of bad habits comes from social media. But, on the other hand, the bad habit also comes from the human itself.” The word “on the other hand” is considered as transitional markers that used to compare one main idea and another.

**b). Frame Markers**

Hyland (2005) defines frame markers as a reference to the element of schematic text structure. Hyland (2005) argues that there are four main functions of the frame markers: sequence (first, second, etc.), topic shift (now, so), labeling text stages (briefly, in sum), and announcing the goal of the writer (my goal is).

For example, “First, I want to let you know that water becomes the most pivotal nature in human life.” The word “first” describes the frame marker with a specific purpose for sequencing the part of the text.

**c). Code-Glosses**

Code-glosses functioned as the optional meaning of referred information (Hyland, 2005). Therefore, the speaker or writer should provide a tool (code-glosses) to help the audience or the reader grasp clear information. The words of code-glosses often appear as exemplifications such as, for example, and like. However, the terms “in fact and that is called” are also indicated as code-glosses (Hyland, 2005).

For example, “Andi is a football player and likes some premier league teams such as Man United and Chelsea.” The word “such as” exemplify hearer or audience to reach optional information regarding to the discourse. In addition, the hearer or reader could massively understand through the exemplification.

**d). Endophoric Markers**

Endophoric markers are metadiscourse elements that show the audience or reader another part of the discourse (Hyland, (2005). Endophoric markers provide the reader quick access to the other part of the information. For instance,

“Regarding this matter, Indonesia should prepare for the worst effect of the covid-19 pandemic”. The words “regarding this matter” refer to the previous explanation before this sentence.

#### **e). Evidential**

Hyland (2005) describes that evidential takes part as a piece of evidence in the written and spoken discourse. In other words, evidential refers to another's point of view outside the speech.

For example, “According to Florentino Perez, he said he is not interested in Kylian Mbappe anymore.” The word according is categorized as evidential because it refers to other people's opinions outside the speaker itself. The evidential is used to make the reader or audience give a hundred percent trust worthiness to the speaker or writer.

#### **2). Interactional Markers**

Interactional markers refer to the speaker or the writer's intentions in creating a relationship with the audience or the hearer in terms of communication (Hasanah and Wahyudi, 2016). As an element of linguistics science, interactional markers function as a vehicle for maintaining a good relationship between the reader, writer, audience, and speaker. Hyland (2005) explains the five subcategories of interactional markers: hedges, boosters, attitude markers, engagement, and self-mentions.

**a). Hedges**

According to Hyland (2005), a hedging device is a form of word or phrase that functions as the expression of the writer or speaker to designate some ambiguity, uncertainty, probability, caution, or indecisiveness about the remainder of the sentence, rather than full of certainty and accuracy (Hasanah and Wahyudi, 2016). Some hedging elements refer to the verb, such as modal verb (uncertainty), epistemic lexical verb (suggest), and verb of perception (seem, probably). Whereas the other element refers to adjective and adverb words (likely, possible).

For example, “The case of covid-19 seems to be more dangerous day by day”. The word seems categorized as the verb of perception, which refers to the writer or speaker's intention in giving the uncertainty argument.

**b). Boosters**

Boosters are employed to emphasize the reader or audience by giving a certain argument toward them. It provides the speaker or writer a chance to make a claim opinion and prevent the counter from the audience or reader (Hyland, 2005). There are several functions of boosters consisting of amplifiers (certainly, very, extremely.), universal and negative pronouns (no, every, all, etc.), and emphatics (indeed, for sure, etc.). The example of booster is explained below,

“This derivation certainly brings a negative impact to all the human lives.”

The word certainly can be described as amplifiers that function as a claim from the speaker or writer.

### **c). Attitude Markers**

The attitude markers are the element that designates the speaker or the writer's attitude toward the discourse (Azijah and Gulö, 2020). The attitude markers can be described as acceptance, frustration, and obligation (Hyland, 2005: Farahani, 2020). The example of the attitude markers explained below,

”I agree with the people who always believe in love”. The word “agree” refers to the writer or the speaker's attitude toward the discussion. The term “agree” is categorized as an attitude marker. It simply designates the writer or speaker's voice regarding the discourse

### **d). Self-Mentions**

The self-mentions explicitly refer back to the author itself. Self-mentions functioned as the device for showing the author's representation in the discourse (Vasheghani Farahani, 2020). It usually appears as first, second, and third-person pronouns such as I, you, we, and us.

For example, “We were not necessarily make the best position to make the best decision.” the word “we” indicated the author's self-representation. The speaker or author mentioned “we” to deliberately back to themselves.

### **e.) Engagement**

The engagement markers directly refer to the author or speaker's responses in building a relationship with the audience or hearer. Perhaps, the writer or

speaker engages the hearer or reader in the discourse (Hyland, 2005). The familiar words that are used in the engagement markers: “consider, and you can see that.”

For example,

“You can see that no one cares about the covid-19 effect on the economic system”. The example explains that the author or speaker attempts to bring the audience or hearer into the discourse by imagining a situation in which no one cares about the effect of covid-19.

Metadiscourse is crucial to knowledge development, especially in the Linguistics vehicle. It has a massive impact in the form of language, either in communication or text, by construing knowledge of the interaction between speaker/writer and reader/hearer (Carrió-Pastor and Calderón, 2015). There are two main targets consisting of spoken and written discourse that metadiscourse markers could appear. However, this study claims that semi written data such as in Model United Nations might designate significant occurrences in the term of metadiscourse markers.

## **B. Model United Nations**

Model United Nations is an academic trial for those who want to gain more knowledge in understanding the United Nations. In other words, Model United Nations is a United Nations simulation that provides the current international issues in which students can learn to solve, discuss, and negotiate the problems (Nasution and Sukmawati, 2019). In Model United Nations conferences, all the participants who have already joined are called delegates. Each delegate is designed to be the representation of the nation-state. Then, every participant or



delegate can take a stance regarding the represented country. In the rules of Model United Nations, every delegate is given a chance to speak about their country's perspectives on global issues per the council that has already been selected.

Model United Nations or also called the international assembly, was firstly introduced in the Oxford International Forum. The International Assembly is an organization that was set up on the 13th of November, 1921. The Geneva times in Oxford, as one of the articles written by the researchers in London, formally states that the second plan of this Oxford International Forum provides irrefutable proof that the first Model League of Nations was held in Oxford in November 1921. It is from the President of the first Oxford International Assembly, Mir Mahmood, who was born in Amritsar. He already traveled to Harvard in 1922 to establish the urging of the creature of the International Assembly. This path is the right choice with the express desire to found more College companies. On October 5th, 1922, Mir Mahmood spoke at the Liberal Club in Harvard, asking for the support of the League of Nations and undoubtedly convincing the Liberal Club to rethink the organization that conducts an assembly where the people can work together to discuss the global issues.

The first Harvard International Assembly meeting was held on the 10th of January, Arguing the Status of the Island of Rhodes and the Trafficking of Opium. The meeting is often known as the first Model United Nations conference. Nevertheless, the history of the Oxford International Assembly is unknown, and despite several sessions, the Assembly either changed or died in the mid-1920s. By contrast, The Harvard International Assembly thrived and can be seen as a

stepping stone to the popularity of the Model League of Nations in the United States and, eventually, the world. Both International Assemblies described the same ideas, thinking to find resolutions, and supporting the idea of dealing with international disputes around a negotiating table; still an unusual concept at the time. Nevertheless, there were key differences between them that we will piece together to gain a sense of their beginnings.

Nowadays, Model United Nations has become the most famous event to learn about the actual conditions of the United Nations. Model United Nations has expanded to more than 60 countries. More than 80 thousand students ranging in the academic level from sixth grade through undergraduate students have followed this UN simulation (Jesuit and Endless, 2018). These conferences have increased tremendously in every educational institution, such as universities, high schools, and even junior high schools. These conferences provided the ability to feel the real situations of the United Nations Assembly. Those abilities include public speaking, writing, and research skills (Nasution and Sukmawati, 2019).

### **C. Spoken Language**

Language is a “tool” for sharing an idea with others (Halliday, 1989). A long way ago, written and spoken language were two different things at various times and in the history of particular cultures (Halliday, 1989). The writing system is the means whereby the meanings engendered by some particular language are expressed in visual rather than spoken form (Halliday, 1989). In other words, written language refers to the feature that reflects the writer expressing their thoughts and ideas through hilarious visualization. Hyland (2005) assumes that

written text connected to the grammatical, phonological, and morphological aspects. The form of written language is more formal instead of spoken text (Halliday, 1989). In addition, written language is typically used in text to assist human innovation. Even though the written language is not simple, it is obviously a language that displays lexico-grammatical and semantic varieties that differ in particular usage from the basic norms of spoken language (Halliday, 1989).

On the contrary, spoken language refers to the linguistics tool used to create oral communication between the speaker and the listener. Halliday (1989) argues that the spoken text is more spontaneous than written form. The speaker does not need preparation to make a statement in a speech. In addition, the spoken form deliberately refers to the personalization of the speaker which might construct as an identity (Halliday, 1989). The speaker utterance always relies their self-identity. Halliday (1989) argues that there is a similarity between spoken and written text even though both of them have different purposes. Despite the differences, written or spoken text provides an assist, especially to humankind, as a communication tool. Spoken text is often related to spontaneous speech; however, it might appear differently when it comes to academic spoken text (Illie, 2002). It is still become an empirical question whether the spontaneous speech would fit the same understanding as the academic speech (Adel, 2010). It is because the spontaneous speech is also considered as the “unprepared thing” while the academic speech is more prepared. In the academic spoken language, according to Illie (2002), the speaker tends to be more formal and directly eschew spontaneous speech. The formal or academic speech occurred in some substance

areas such as conferences, academic presentations, and debate competitions. This study's data was taken from diplomatic speech, considered a formal academic speech. However, speech is not the only factor because the research data comes from semi-written and spoken data.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides a scientific method with a specific purpose to assist the writer in collecting, designing, analyzing, and getting the data source. Thus, this chapter includes research design, instrument, data and data source, data collection, and data analysis.

#### **A. Research Design**

This study uses qualitative study as an approach since the data are obtained in the form of words (Creswell, 2017). The primary purpose of the qualitative method is to develop a subjective system approach used for describing a phenomenon and giving meaning (Creswell, 2017). The qualitative method is also described as research that has the function of collecting the data in the form of a word or picture rather than the form of a number (Creswell, 2017).

According to Rahardjo (2020:41), qualitative research is used to develop knowledge using the constructivist concept by taking the meaning of the event through the action of the research subject. Qualitative research, especially research on language, always relates to humans as agents (Podesva and Sharma, 2014). Human as an agent represented in qualitative research methodology as a speaker, writer, reader, or hearer related to the language in question (Creswell, 2017).

This research aims to understand the language functions, especially metadiscourse markers in the spoken context of Model United Nations diplomatic speech conferences.

Moreover, this research also used descriptive design inquiry to explore the significant description of the research data. The descriptive approach is a design of inquiry in which the researcher develops an in-depth description analysis through the data. The purpose of the descriptive-qualitative method is to find the nature of the specific phenomena in the study (Lambert and Lambert, 2013). This research describes the current phenomena regarding metadiscourse markers in diplomatic speech. Thus, the descriptive-qualitative method provides a descriptive summary of the study that contains data collection, including document data, examination data, observation data, and records data. Unlike the other qualitative approach, descriptive qualitative methods focus on data collection and analysis. In addition, the author elaborates on the descriptive-qualitative approach with the metadiscourse taxonomy proposed by Hyland (2005) in analyzing the research data.

## **B. Research Instrument**

The research instrument of the study is the researcher itself as the instrument to take all of the data through the observation in Forster International Model United Nations online conferences. Therefore, the researcher becomes crucial in collecting, analyzing, and classifying the data. Besides, some supporting instruments were included to assist the researcher. The mechanisms used in this research consist of a video recorder and notebook. First, the researcher observed

the object of the data, which is the diplomatic speech in Model United Nations online conferences, then recorded with the video recorder. The video recorder records the utterances produced by the participants when they present the diplomatic speech in Model United Nations online conferences. Besides, a notebook is used to assist the researcher in collecting and classifying the utterances indicated as metadiscourse markers.

### **C. Data and Data Source**

This research data comes from the utterances of the delegates who actively participated through speech. The data source comes from Foster International Model United Nations online conferences focusing on the UNDESA (United Nations Department of Economic and Social Affairs) council that revealed a topic under the title “Raise of Responsibility: Wildfires Between the Neighboring States,” which was held on 26-27<sup>th</sup> March 2022. The data was taken in all four committee sessions when the speakers in every session were only given two minutes of speaking time to deliver their argument. The researcher explicitly obtains the utterances of every speaker. The participants are all the delegates who attend the conferences, consisting of ten representatives country (Indonesia, Mexico, Singapore, Italy, Germany, Brazil, Mexico, Switzerland, USA, and Malaysia). The participants may have a different subject of argumentation which might occur in different metadiscourse analysis (Hasanah and Wahyudi, 2015).

. Thus, this topic has been chosen as a data source because forest fire, also known as wildfire, is an extreme phenomenon related to climate change. For more than ten years, the case of wildfires has become a worldwide issue since it has

tremendously heightened in some countries such as Australia, Brazil, and Bolivia (Nasution and Sumawati, 2019). The case of wildfires not only has a terrible impact on the ecological system but also has hazardous effects both on human life and the environment itself. Thus, it also became a responsibility for all the countries to prevent it since wildfires are one of the massive problems, especially in the sustainable development goals.

#### **D. Data Collection**

The researcher observed by joining the conferences and used audio recording to collect data. The multiple collection data is used to strengthen the analysis of the data (Creswell, 2017). The indicator of successful research starts with completing good data collection. Rahardjo (2020) states that good research will start from data collection, which has quality, credibility, and vice versa. The author uses several steps to collect the data.

In the first stage, the researcher attended the Forster International Model United Nations online conferences focusing on the wildfires discussion held on 26-27<sup>th</sup> March 2022 as a delegate who also actively participated in it. Secondly, the researcher observes and fully listens to every speech delivered by the speakers in all four committee sessions. Perhaps, the speakers might use metadiscourse markers in their speech. At the same time, the researcher also uses the audio recorder to record all of the speech. Last and foremost, all the data that have been observed and recorded are transcribed in the form of words.



## **E. Data Analysis**

The data analysis was done in several steps; the first step was observing all the speakers while delivering their speeches in which metadiscourse markers might occur. Then, the researcher used an audio recorder to gain the data. After that, the researcher transcribed all of the speech and got it into the form of words. In this part, the researcher skimmed, scanned, and classified the data that probably included metadiscourse markers based on Hyland's (2005) taxonomy. Then, the researcher chose the data related to metadiscourse markers to answer the research question. In other words, the data that does not contain the metadiscourse markers are excluded.

Next, the data consisting of the metadiscourse markers are classified and categorized in a table referred to Hyland's (2005) regarding the metadiscourse function. However, it is possible to create a different analysis in case the data found has a different context (Firdaus et al., 2021).. It also allowed the data to reveal another result since the primary data comes from the combination of spoken and written discourse called a well-prepared speech. The speech is already prepared as a position paper related to the written discourse. Then, the researcher describes in-depth the analysis of the finding data. In the next part, the researcher brings his investigation into the discussion combined with some results from earlier studies regarding the use of metadiscourse markers, especially in academic spoken formal speech. Last and foremost, the researcher concluded the finding of the study.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter reveals the data that consists of the speech utterances that conduct the metadiscourse markers delivered by the delegates in Model United Nations conferences. The finding data covers analysis and classification based on Hyland's metadiscourse markers taxonomy. This chapter also provides the academic discussion related to the analysis of the previous studies to find the similarities and gaps in this present research. In sum, this chapter explains the finding, results, and data analysis with an in-depth explanation in academic discussion.

#### **A. Findings**

This study found that the delegates of Model United Nations conferences mostly used all of the metadiscourse markers in their speech. This study found that the delegates of Model United Nations conferences mostly used all of the metadiscourse markers in their speech.

##### **1. Interactive Metadiscourse Markers**

In semi-written data in which the speakers prepared the position paper before delivering the argument, the interactive markers appeared slightly frequent rather than interactional markers. There is 295 data total of interactive markers. Every 295 markers are divided separately into five interactive marker subcategories. First, there are 234 data found which indicated transitional markers. Secondly, there are 23 data found which classified as frame markers. Next, five

data are found which indicate endophoric markers. Fourth, evidential markers appeared with eleven data found. Lastly, there are code glosses that appeared 22 times in the data. Thus, transitional markers seem to be the most frequently used by the speakers in this situation. Then, endophoric markers become the lowest frequent markers used by the speakers while delivering the speech. In addition, all of the data found is categorized based on Hyland's (2005) taxonomy regarding metadiscourse markers. The total data can be seen in the table below. Also, each subtype of an interactive marker is described in the datum.

**Table 4.1 Interactive markers data**

<b>Interactive Metadiscourse Markers</b>	<b>Total</b>
Transition Markers	234
Frame Markers	23
Endophoric Markers	5
Evidentials	11
Code Glosses	22
<b>TOTAL</b>	<b>295</b>

#### **A. Transitional Markers**

In this study, the researcher found 234 pieces of data indicating the total number of transitional markers. The transitional markers here appeared in various models and functions. Those various functions and models consist of the transitional marker as additional information, the transitional marker as compare and contrasting marker, atabland the transitional marker as a consequences marker. The finding data are described in the datum as follows,

**Datum A.1**

*The areas of forest islands in some countries are adequate **and** it also supported by hot temperature*

In this context, the wildfires issue became the grand theme of the discussion. Every delegate should give their country's perspective in response to wildfire cases between neighboring states. This data covers the speaker's explanation regarding the high possibility of wildfire in a speech. In his speech, the speaker tends to construct an argument explaining some areas that wildfires could attack. It is because the site's land in some countries might have an adequate and hot temperature land that would easily make the forest fire happen. The speaker uses the transition marker by mentioning the word "and"—the transition "and" attributes as additional information for the audience. In the Model United Nations context, the participants of the conferences should deliver a speech at the institutional discourse, which means they have to provide argumentation to understand the audience or the other delegate. In addition, the speaker uses "and" as a phrase level of transition to connect the idea that occurred before and after it. For example, the word "and" is used by the speaker to connect the two clauses between "very adequate" and "it is also supported with hot temperature." Overall, it illuminates some aspects of how the speaker's correspondence creates a coherent speech by addressing the word "and". Without the use of transition as mentioned by the speaker, the audience might misinterpret the information. Another similar analysis was also found in the data A.1.5, A.1.6, and A.1.7 (See appendix A).

**Datum A.2**

*Natural disasters become the general cause of deforestation or wildfires. On the other hand, human activities such as regional exploration, illegal logging, and the extraction of flora and fauna are also the main causes in our country in Brazil.*

This data provides different results and analyses with A.1.5, A.1.6, and A.1.7 (see appendix A). In this context, every delegate has a severe discussion still related to the global wildfire issue. It remains that wildfire has become one of the hazardous phenomena which might increase climate change in the future if there is no prevention. In this speech, the speaker represents the country's stances regarding the main problem of wildfire by describing that the wildfire happened for some reason. The speaker explains that two essential aspects produce a destructive impact regarding wildfire: natural disasters and human carelessness. In addition, the delegate uses a transitional marker "on the other hand" in response to the issue. Using "on the other hand" as a transitional marker refers to how the speaker connects the idea of the speech. However, the speaker tends to give other information using "on the other hand" to compare and contrast the statement. In the context of diplomacy, it is also called the style of the diplomat. The context lies in how the diplomat itself attempts to make two different perspectives and let the audience choose which the most dangerous cause of a wildfire. Therefore, this data differs from the previous data because the speaker used the transitional marker "on the other hand" as a contrastive marker to add additional information for the audience. Overall, the word "on the other hand" might designate the speaker's strategy to build two different options to make the audiences bring their

interpretations about the most dangerous effect between a natural disaster and human activity.

### **Datum A.3**

*So, the delegate of Germany highly recommended to all the delegates here to pay more particular attention in every country regarding the potential of wildfire in the summer season.*

In this speech, the speaker has already shed light on the critical problem regarding deforestation and forest fire. First, as the delegate of the country, the speaker provides the argument based on his countryside (Germany) to discuss the possible solution in terms of the wildfire condition that often happens in tropical countries such as Asia and South America. Thus, the speaker uses the transitional marker by mentioning the word “so” to create a conclusion remark for his speech. The transitional feature is used for re-connecting the idea from one to another. Besides, before closing his speech, the delegate of Germany proposed the solution that every representative country should give a particular intention on the potential hazardous case of wildfire, especially in the summer season. It indicates that the word “so” in this context is essential as a consequence of every explanation already explained by the delegate of Germany. The audience will easily misinterpret it if the speaker does not provide the transitional marker “so” to sum up the explanation. Overall, this data also reveal dissimilarities with the data A.1.5, A.1.6, A.1.7, and A.1.2. The word “so” as the transitional marker appears as the consequences from the speaker's explanation. In this data, the speaker uses the transitional markers for making a consequence in his argumentation as the concluding remark before closing the speech.

## **B. Frame Markers**

The researcher found that 23 data are categorized as frame markers. Each of the frame markers in the data designates a different understanding of the speech context. In the finding data, the frame markers often appear as label markers, sequence markers, and argument shifts. Furthermore, the description data served in the datum as follows,

### **Datum B.1**

*Regarding the country's actions in tackling climate change, we would like to show some action. **First**, we want to rethink regarding the law of land news policies*

In this context, every delegate has discussed how to prevent climate change. Climate change has become one of the main challenges for the country to reach the sustainable development goal target in 2030. This situation led every delegate to give their country's action in preventing the potency of climate change toward speeches. Thus, the speaker here attempts to convey what his country has done so far to tackle global warming, especially for the effect on the environment. In his speech, the speaker delivers some pretence to impede the possibility of climate change. In this situation, he uses a frame marker “first” to start sharing his argumentation. The frame marker is used to guide the audience to understand the speaker's explanation more deeply. However, this context reveals that the speaker divided his explanation into several parts. The frame marker functions as the speaker's signal marker and substitutes every aspect of its discussion. This means that the speaker tends to make the audience understand every point of his speech clearly by using sequence markers such as the word “first.” Thus, it will make the

audience understand every vital fact the speaker attempts to share. Overall. The frame markers show that obviously there is a tendency of realization in sequencing every point of an argument. The words such as first, second, and third also avoid misconceptions regarding the explanation. A similar analysis is also found in data B.2.1, B.2.2, and B.2.3 (see appendix A).

### **Datum B.2**

*The irresponsible human or person become the main causes related to deforestation and wildfire in our country Brazil. **In conclusion**, we as the delegate of Brazil suggest to the other representative in this conference to discuss and solve together the way to stop the wildfires*

In this data, the speaker shared his belief that the fundamental problem of the high case of wildfires comes from natural disasters and human activity, especially in Brazil. The speaker continues his explanation by dividing the central core of the problem into two parts. The first is about natural disasters, and the second is about human carelessness. This kind of problem leads the speaker to explain his argument about the common aspect of natural disasters in Brazil, such as hot temperatures and adequate land. Next, to point out every argumentation related to natural disasters and human activity, the speaker uses the frame markers such as, first of all, etc. Similar data is found in B.2.1, B.2.2, and B.2.3 (see appendix A). However, at the end of the argumentation, the speaker uses a frame marker “in conclusion.” The speaker uses the frame marker to guide the audience to pay more attention to the main context of the discourse by mentioning concluding signals such as “in conclusion.” It indicates that the speaker tends to make the audience solve this problem together by summing up every point that has already been explained. The word “in conclusion” also obviously reveals the



situation at the end of the argumentation. The speakers want the audience to understand the last important information explicitly.

### **Datum B.3**

*Last, the delegate of Indonesia also suggest to all of the delegate for helping each other both in a victim country and affected country. Thank you.*

This context explains the speaker's argument in facing the possible solution due to the high case of the wildfire that caused many destructive impacts in every country. The speaker states, "although Indonesia still has several problems regarding the bad forest environment, it does not mean that the government cannot bring several solutions." The speaker continues by expressing several solutions due to the high case of wildfire, especially in the victim and affected countries such as Indonesia and other tropical countries. The speaker uses a frame marker to start his point of view. This context has a similar analysis to the previous data such as B.2.1, B.2.2, and B.2.3 (see appendix A). The usage of frame marker is to give assist the hearer to get in touch with every point that the speaker delivers. However, the speaker uses the word "last" as a frame marker to give a closing point regarding his explanation. This means that the speaker mentions the frame marker "last" to provide information to the reader about the conclusion of all of his speech. Besides, the word "last" is important because the audience will easily misinterpret the information if there is no closing remark. It will be more understandable if several points remark every argumentation. However, this case also has a similarity regarding its analysis with the data B.2.2.

### C. Evidential

Evidential markers appeared eleven times in the data. Besides, the evidential marker becomes the second-lowest data after the endophoric marker with five data found in Forster International Model United Nations online conferences. Several functions of evidential marker appeared in this datum, such as evidence for the speaker to get the audience's trust quickly and as the marker to quote other opinions. The description data are explained as follows,

#### Datum C.1

*According to WWF Indonesia's Forest Fire Coordinator, Dedi Hariri, the leading cause of forest fire comes from human factors due to several different activities, including the conversion of land for farming and plantations.*

In this context, the speaker explained the human activity that caused the wildfire in several countries. Thus, the human activity that might cause the high case of wildfire comes from the conversion of land for illegal farming and illegal plantations. The speaker believes those two activities would be the worst human activity that might cause the forest fire. In this argumentation, there is an evidence marker that the speaker uses through the words "According to." The evidential marker strengthens a discourse by saying other people's opinions. Besides, the speaker uses the evidence marker before starting his argument by quoting the statement from WWF Indonesian forest fire coordinator. It might indicate that the speaker tends to achieve trustworthiness from the audience without any doubts. This also means that the speaker attempts to create the information more reliable due to the prior fact by quoting the statement from the coordinator of forest fire in

Indonesia. Overall, it is possible that if the speaker does not cite a reliable source, it will cost the audience's belief in the discourse. This data found has a similar analysis with C.3.1, C.3.2, and C.3.3 (see appendix A).

### **Datum C.2**

*One of the philosopher from Greek once said, if you don't fight for what you want, don't cry for what you lost. thank you*

In this situation, the speaker tends to discuss the tremendous effect caused by the high case of wildfires in each country. The speaker assumes that the wildfires have caused many negative impacts in every sector of the country, decreasing the natural resources such as forests and land and the other sectors such as the economy and health sector. The speaker also argues in her speech that there must be a solution to every problem. The forest fire problem should be decreased as soon as possible because if the forest fire still occurs, it will negatively impact every sector, especially the country itself. Thus, the speaker believes that as the delegate, she and all of the representatives should find a possible solution to the wildfire. In this context, the speaker uses the word "said" as an evidential marker. The evidence marker brings other people's perspectives into the discourse. However, the evidence marker here might appear in the different functions. The speaker tends to use the word "said" by quoting the Greek philosophy to bring the spirit to the other delegate to struggle in facing the wildfire issues. This means that the evidence marker that the speaker uses has a specific purpose of giving motivation to the other delegate and audience to solve this problem together. It also indicates that the speaker attempts to make her argument more logical and acceptable to the audience.

### **Datum C.3**

*Based on the data from the United States forest station, the case of wildfires projected to increase into 50 percent*

This data reveals that the speaker tends to be more serious in solving the problem of deforestation and forest fire. First, the speaker mentioned humans as one of the biggest problems that make wildfires happen in this world rather than natural disasters. Since then, the speaker questioned the high cases of forest fires that are increasing yearly. Then, the speaker tends to show that the number of wildfires is projected to increase up to 50 per cent this year. In addition, there is an evidence marker that the speaker uses in his speech. The evidential marker that appeared in his speech is “Based on.” The evidential marker is used for announcing the superiority of the speaker's argument to attach the audience's belief.

However, this marker is used by the speaker to quote the statement of the other people by designating a factual data source. This means that in this speech, she (the speaker) attempts to strengthen her argument by showing the data from reliable sources, such as the data from the US forest station, to make the audience believe about the increase of wildfire. This analysis data is also similar with the data C.1.6 (see appendix A).

### **D. Endophoric Markers**

The next data is endophoric markers. The researcher found that five data are categorized as endophoric markers. This present research reveals that endophoric markers become the lowest markers, with only five that are used by the delegate in Model United Nations online conferences. It indicates that

endophoric markers become the lowest marker used in this conferences with only (5) data in this research. In this research, endophoric markers assist the audience in getting the previous information in the speech quickly. The description data is explained as follows.

### **Datum D.1**

*With all the statement that have already given before, we agree with the delegate of Brazil, Mexico, and Germany regarding the possible solution that could be found in the case of wildfires.*

This data reveals that the speaker tends to give his point of view regarding the wildfire issues. The speaker claims that wildfire is a hazardous phenomenon that every country should pay more attention to. Thus, in his subsequent argumentation, the speaker explained the possible impact of wildfire in several important points. The speaker, the delegate of Indonesia, believes that the case of wildfire must be stopped. Also, the speaker explained that the adverse impact of wildfire will cause an unstable ecosystem in the world. In response to the statement, the speaker agrees that the solution from the other delegate regarding education will become the best solution to prevent wildfire, especially in the future. In addition, there is an endophoric marker that the speaker uses before he mentions an agreement of the possible solution from the other delegate. The endophoric markers refer to the devices used to assist the audiences in other speech points. However, in this speech, the speaker uses an endophoric marker to give quick access for the hearer to reach the previous explanation. This means that the speaker uses the words “With all the statements that have already been given before” to bring faster access for the audience in attaching the previous

information. This might lead the listener to re-catch the missed explanation that the speaker gave. This data analysis has similar with data D.1.5 (see the appendix A).

### **Datum D.2**

*This consequences that we've been mentioned in the earlier can be automatically restricted or burn out and can be sort in a long direction*

In this speech, the speaker wants to explain the responsibility of the United States against the affected country regarding the wildfires. Conversely, before presenting her argument, the speaker points out that there are several consequences in the case of wildfire. The speaker describes that the result of the wildfire is human life. Then, it will also attack the economy and destroy human property, and climate change is the worst impact. The speaker believes that these consequences might lead to destruction, not only for the country but also for the world. In the end, the speaker believes that this case will be solved as soon as possible. In the last speech, the speaker reminds the audience that the impact of the wildfire will automatically be restricted in a long direction. The speaker remains the audience by using the endophoric marker “this consequences”. The endophoric markers bring fast access for the audience to connect with the speech. However, the word “this consequence” is used by the speaker to bring back the audience's attention to the discussion before. This indicates the speaker's desire to bring fast access to the hearer in getting some vital information that appeared in the previous explanation. It makes the audiences quickly access the last explanation without any misinterpretation. This data has a similar analysis to D.1.3 (see appendix A).

**Datum D.3**

*Due to that point above that has already mentioned, we highly encourage to all of the delegates to work together in a global scale. Thank you.*

This data covers the speaker's speech on the possible solution to exterminate wildfire cases worldwide. First of all, the speaker brings several arguments regarding the terrible result of wildfire. Then, the speaker mentioned that human activity such as illegal logging and burning the trees are the main core of the high case of wildfires in all over the world in recent years. Secondly, human carelessness also increased deforestation significantly. Then, the speaker gives his stances by providing a possible solution to these issues. Before that, the speaker seems to use the endophoric marker by adding the phrase "Due to that point above that has already been mentioned" The phrase "Due to that point above that has already been mentioned" is classified as the endophoric marker. The endophoric marker refers to the speaker's ability to provide accessible information within the discourse. Therefore, this speech designates that the speaker wants to remind the audience about some important thing in the previous explanation about the terrible result of wildfire. In this context, the word "Due to that point above that has already been mentioned" might designate a tendency that it can premeditatedly provide the quick access to attach the relevant information in some part of the explanation. It also helps the speaker to make a possible solution without getting distracted by another question.

## E. Code Glosses

The last sub-category of interactive markers is code-glosses. In this research, 22 data are indicated as code-glosses. The code glosses have become the third most frequently used marker behind the transitional and frame markers. The code glosses here to take a crucial function as the exemplification marker to give the hearer an understanding of the topic. However, the word “such as” might serve a different understanding from the other code glosses markers in several data measures. The explanation of the data is described as follows,

### Datum E.1

*Forest become one of the essential aspect as the natural resources in preventing the disaster. **For instance**, the forest in the village of Trin in our country.*

In this datum, the speaker is able to explain the importance of the existence of the forest in the world. The speaker brings his country’s perspective in response to the issue of the forest function in every country. The speaker genuinely speaks about the importance of having a forest within the country. The speaker added that the forest is the earth's heart that all delegates must protect. Thus, the forest also becomes an essential aspect as a natural resource in preventing the possibility of disaster. The speaker mentioned examples of the forest in Indonesia, such as the Trin forest. Before that, the speaker using the code glosses the marker “for instance.” The code glosses are used to give explicit information to the audience or the hearer. However, in this context, he (the speaker) uses the word “for instance” to bring the audience's conceptual understanding regarding this issue. This means that using “for instance” will make



the information more understandable rather than merely exchange of information.

This data analysis has similar data with E.1.3, E.1.6, and E.1.7 (see appendix A).

### **Datum E.2**

*However, in recent decades, the case of wildfires strongly increased not only from the human carelessness but also comes from natural aspect **such as** global warming.*

In this context, wildfire cases have been strongly increasing for several years. Several problems cause it. Natural disasters and human carelessness are the main reason for the high cases of wildfires. The speaker extended that in recent decades, the phenomena of wildfires massively increased rather than last ten years ago. Furthermore, the speaker conveyed that the increased number of wildfires comes from two main aspects: humans and the environment. From the natural element, the speaker explicitly brings global warming as an example. Thus, in his speech, the speaker uses the code glosses that appeared in the word “such as.” The code glosses refer to the speaker's effort to bring internal understanding to the audience. However, the speaker tends to use the word “such as” to give the audience a specific example related to the issues. This means that he wants his audiences to understand the main concept of his speech by giving them an explicit illustration, such as global warming as the real example of the effect caused by natural disasters. Overall, mentioning the word “such as” will give the audience a comprehensible understanding of the argumentation.

### **Datum E.3**

*We highly encouraged all the delegates to focus on making a good teamwork with every other aspect **such as** communities, NGO, public figure, stake holders and the government itself in order to prevent wildfires*

This context refers to the speaker's possible solution for solving the climate change cases. The speaker designates an example that the forests in Kalimantan have maintained a strong traditional connection to their forests despite continuous pressure from logging and palm oil company intent on taking their land. The Dayak Iban people made those rules one of the prevention methods to suppress wildfire cases. The speaker explained that if all delegates attempt to stabilize the forest, they should avoid lousy human activities and support the local communities. At the end of the speech, the speaker encouraged all delegates to be more focused on making good teamwork with every other aspect. Then, the speaker uses the code glosses marker “such as” as an example to help the hearer to understand the context specifically. The code glosses are intended to assist the audience in understanding the conceptual topic. In this speech, the speaker uses the word “such as” to bring some additional aspects in purpose to make the speech more understandable and easy to understand. This case indicates that the word “such as” plays a pivotal part in attaching the audience's understanding to the issues. Hence, this might lead the audience to bring their imagination regarding what kind of good teamwork the speaker stated.

## **2. Interactional Metadiscourse Markers**

The researcher found several data which were recognized as interactional metadiscourse Markers based on Hyland taxonomy. There are 280 total data which categorized as interactional markers. Those data findings are divided into five sub-categories: hedges, boosters, engagement, attitude markers, and self-mentions. In this research, the hedges are found 51 times, whereas the boosters are

found 34 times. Besides, the self-mentions are found 102 times, and the attitude markers are 65 data. Lastly, the engagement markers appeared 44 times in the data found. The self-mentions become the most frequent markers used by the speaker in Model United Nations online conferences, while booster become the lowest regular markers used by the delegate in the speech. The classification of the data is described as follows,

**Table 4.2 Interactional markers data**

<b>Interactional Metadiscourse Markers</b>	<b>Number</b>
Hedges	51
Boosters	34
Self-Mentions	102
Attitude Markers	65
Engagement	44
Total	280

### **A. Hedges**

The first of the interactional metadiscourse subcategory is the hedges marker. There are 51 data that are indicated as Hedges markers, making this marker the third most frequent marker used by the speaker in Model United Nations online conferences speeches. Thus, there are several functions of hedging devices in the Model United Nations speech. Those functions consist of the prediction and the speaker's commitment. The description data are explained in the datum as follows,

### **Datum A.1**

*There is a certain condition which human and natural disaster **might** increase.*

The word “might” is categorized as a hedging device in these sentences. Firstly, the speaker attempts to explain that there is a certain condition in which human and natural disaster has a negative impact due to the high case of wildfire. The speaker argues that illegal human activities and natural disasters will increase as soon as possible. In addition, the speaker uses the word “might” to indicate the hedge device. The hedge marker aims to bring a speaker's commitment to the speech. Thus, in this context, the speaker uses the word “might” to express the possibility regarding the situation. In other words, “might” here is the element to interact with the audiences by showing possibilities regarding the increase of illegal human activity and natural disasters. It designates that the word “might” might lead to uncertainty regarding the issues. The speaker just shares his perception by using “might ” which seems like a doubtful argument. Hence, it appears as a hesitation statement and makes it more questionable for the audience. This data analysis has similar to the data A.2.4, A.2.6 (see the appendix B).

### **Datum A.2**

*Forests now **seem** to be not human-dominated but fire-ruled ecosystems.*

The word “seem” is classified as a hedges device in this section. The speaker tends to explain that in wildfire cases, the natural environment becomes the most dominant in causing the wildfire rather than the illegal human activity. This context reveals an understanding about the fire regimes such as the size, frequency, intensity, and the impact of first that have been controlled in the forest

ecosystems. Thus, the speaker attempts to explain that in the 21st century, the tide is turning: unplanned wildfires, uncontrolled and unmanageable fires are becoming more pervasive, ravaging forests and causing economic losses, environmental damage, and failure of human lives. In addition, the speaker uses the word “seem” to bring his argument toward this topic. The word “seem” reveals the possibility used by the speaker toward the argument. He (the speaker) implies his uncertainty regarding the issue to the audiences. The word “seem” has a similar function as the word “might” in the data A.2.1. It indicates that the word “seem” is to show the speaker's prediction rather than showing some fact. Of course, it will create a chance that the hearer might disbelieve the speaker's argumentation because of the speaker's lack of reliable source.

### **Datum A.3**

*Every government should understand that the case of wildfires are getting higher year by year. Of course, it will attack several sector not only the forest system that **could** be broken but also the economic, the health, and the environment itself.*

In this speech, the speaker urged all of the delegates to fully understand about the high case of wildfire. Every delegate must be fully aware because the case of wildfire is getting higher year by year. In this context, the speaker tends to remind his audiences about the biggest impact wildfire might have on every sector of human lives. Then, the speaker introduced the hedging device by mentioning the word “could be”. The hedge device has the function to bring the speaker's commitment into the discourse. However, the hedge device that appeared here interprets differently. The word “could be” that is used by the speaker has a function to create a possibility. In other words, the speaker tends to use “could be”

to express his prediction toward the possibility of the high case of wildfires. It also indicates that the hedge marker here has a function to express the speaker's ability to predict the situation within the speech. Overall, the audience might be led into two options, either they believe in the speaker's argumentation or go against them. This data analysis has a similar function with datum A.3. The only difference is the type of hedge device. In this present data the speaker uses the word “could” as a hedging marker in order to create a prediction toward the issues.

## **B. Boosters**

The next sub category of interactional marker is boosters. Booster markers appeared 34 times which make them as the lowest frequent markers used by the delegate in Model United Nations online conferences speech. Thus, in this research, the boosters might appear into several functions. Those functions consist of an overstated claim, exaggerating the effect of the claim, and as the speaker claims. The description data are explained clearly in the datum as follows,

### **Datum B.1**

*In recent decades, the case of wildfires **strongly** increased not only from the human carelessness but also comes from natural aspect such as global warming.*

The word “strongly” in the datum is categorized as a booster marker. In this context, the speaker attempts to explain that almost in decades, the dangerous wildfires have always increased. In purpose to give more argumentation, the speaker describes that this treacherous phenomena would be increased due to several factors. The speaker intended that human bad habits are not the only

problem related with the wildfires. In response to that, the speaker strongly believes that the increase of forest fire comes from natural and human carelessness. In this context, the speaker uses the booster marker which is indicated by mentioning the word “strongly”. The booster marker refers to the speaker's ability in convincing the audiences through uttering the certainty toward them. However, in his speech, the speaker is able to convince his audiences by using the word “strongly” in purpose to give certainty regarding these issues. Besides, the use of “strongly” might indicate that the speaker attempted to avoid the audiences for underestimating the statement. This means that “strongly” is the proper word chosen by the speaker in order to build a trust worthiness of the audiences. It might led the audience easily believe about what the speaker said. Besides, the word “strongly” would be genuinely make the audiences agree with the current statement. This data analysis has similar with B.1.2.2 (see the appendix).

### **Datum B.2**

*In fact, while tropical forests comprise only 6% of the world's surface area, they contain one-half to three-quarters of the earth's species of plants and animals.*

The word “in fact” is classified as boosters. In this context, the speaker tends to state that “the time for saving the forest is only now, right here in this discussion”. The speaker believes in this forum of speech every delegate would probably create an amazing solution to increase the problem of wildfire in which this condition is getting worse every year. Then, the speaker use the word “in fact” that is indicated as a booster marker to give another explanation regarding

the issues. The booster marker is used to express a certainty of the speaker within the discourse. However, this case might have a different interpretation regarding the usage of the word “in fact”. It is because the speaker tends to use booster marker “in fact” to designate a real situation in which he creates some factual data. Hence, even though the speaker uses “in fact” to inform the hearer about the data, the speaker is not quoting the other people's opinion. This case might lead the audiences still questioning the statement that was given by the speaker. The word “in fact” just indicates that the speaker wants to give the true fact regarding the existence of the forest as the world surface area. The word “in fact” seems to be the reason for the audiences to put their agreement on the statement.

### **Datum B.3**

*We also strongly agree with the idea from the delegate of Mexico that a strong policy from each country regarding the culprit of wildfire cases is **indeed** important.*

The bold word “indeed” is categorized as boosters. This speech reveals the speaker's agreement in regards to the strong policy maker against the criminal face which makes the case of wildfire getting higher year by year. Also, the speaker wants to remind his audiences about the terrible effect of the criminal people that make the huge case of wildfires. Overall, the speaker tends to show his full agreement regarding the policy maker discourse related to the wildfire cases. The speaker believes that with the strong policy that was created by the United Nations body, it will decrease the forest fire as soon as possible. Then, the word ‘Indeed’ here is used by the speaker to directly remind his listeners about the importance of policy makers.



The function of a booster marker is to assert the speaker fully claims toward the discourse. However, a different interpretation occurred in this speech. The speaker used the word “indeed” as a kind reminder for all the delegates to remember the importance of the policy maker in order to decrease the wildfire. This means the word “indeed” is used to exaggerate a claim and create a good trustworthiness from the audience. It also might lead the audiences to agree and follow the statement in his speech.

### **C. Self-Mentions**

The next sub-category of interactional markers is self-mentions. In this research, self-mentions appeared 102 times in the Model United Nations speeches. Thus, it makes the self-mentions as the most frequent markers used by all the delegates while delivering diplomatic speeches. In this context, self-mention has a special function regarding the context. Self-mentions become a self-stance for the speaker in arguing an argumentation. The descriptions are explained in the datum as follows,

#### **Datum C.1**

***The delegate of Mexico** highly recommend to take an action for restoring the ecosystem, land degradation, and climate change.*

The bold data is classified as a self-mention marker. In this context, the speaker attempts to give a recommendation to all the delegates that attend the meeting to accelerate an action especially for restoring climate change and land degradation. As we know together, the speaker attempts to encourage every delegate about the dangerous effect caused by the forest fire. One of the effects is

making the ecosystem become unstable. Then, the speaker also argue that every country has a responsibility to rebuild the forest land after the wildfire in order to keep the ecosystem stable. In this speech, there is self-mention that appeared in the phrase “the delegate of Mexico”. The self-mentions functioned as the speaker's ability in order to create a credible statement for the audiences.

Besides, the self-mention is also used as the speaker stances toward the topic. The speaker tends to use the phrase “the delegate of Mexico" as the third person pronoun for expressing himself-stances regarding these issues. However, in this case, the speaker not only uses the self-mention as the self-stance but also used it to show that he is a representative of a country. It indicates that the phrase “the delegate of Mexico " refers to the representation of the speaker. In this situation, the speaker becomes a representative of Mexico in discussing the issues. The speaker uses the representative of her country because in Model United Nations, the rule states that the speaker is prohibited to make an argument based on his or her perception. The argument must be based on their country side. However, the speaker still has a power to create a suggestion based on their interpretations. This data analysis has similar with the data C.2.4 and C.2.5 (see appendix B).

### **Datum C.2**

*We must have a synergy with other multilateral agreement and processes to prevent and guarantee that the case of wildfire won't happen again in any forest in the world as we mention in the moderated caucus.*

The word “we” is categorized as the self-mention marker. In this context, the speaker attempts to give a possible recommendation regarding his point of

view. The speaker tends to designate his intention by giving an instruction for all the delegates to bring a synergy and make an agreement with every multilateral community in preventing the forest fire cases. The most important thing is to get the guarantee that each country has its right to rebuild, reconstruct, and recharge their land forest. Also, the speaker pushed the delegate to bring a guarantee regarding wildfire that this case would not happen again in the future to the multilateral communities. In addition, the self-mention marker is used by the speaker through the word “we” as the first person pronoun. The self-mention function is to express the speaker in highlighting himself in the discourse. Thus, in this context, the speaker designates his own presence using the word “we”. It indicates that the word “we” takes a pivotal aspect in surrounding the self-representation of the speaker. However, the speaker here is on behalf of his representative country. He did not speak for himself but also spoke under the representative of a country. So, it will lead the audience to recognize the speaker country.

### **Datum C.3**

*In addition, humans have successfully controlled and used fire in **our** efforts to domesticate forest ecosystems and landscapes for **our** own benefit.*

The word “our” is categorized as the self-mention marker. As we know that the self-mention has a function to make the speaker claim their own presence in the discourse. In this speech, the speaker first explained about the successful impact made by humans in controlling fire as the main problem for the forest. The speaker includes himself for the effort that humans have made in possessing fire to bring stability in forest ecosystems and landscapes. In this context, the speaker

attempts to make his self-representation using the word “our” in purpose to be a part of the human action for handling the fire to domesticate the forest ecosystem. This means that the speaker shows his self-mention by using the third person pronoun as the self-representation. It might indicate that the speaker is not speaking for himself, but also speaks in the name of the representative country. However, in this Model United Nations, almost all the delegates use self-mention with the third person pronoun to designate their representative for a country. The words that are often used by the delegates consist of “we”, “our”, and “the delegate of”. It also makes the audiences easy to recognize the representation of some countries. This analysis has similar with C.2.4, C.2.5, and C.2.6 (see appendix B).

#### **D. Attitude Markers**

The next subcategory of interactive metadiscourse markers is attitude markers. The attitude markers appeared 65 times in the data finding. This case makes the attitude markers become the second most frequent markers used by the speakers under the self-mention with (102) data. In this present study, the attitude markers appear in three main forms that consist of adjective, attitude verb, and adverb. Those three main forms have their own interpretation related to the context. It can be an attitude, obligation, and the speaker's important speech. The description data are explained in the datum as follows,

##### **Datum D.1**

*The delegate of Brazil is completely **agree** with the statement of the delegate of Mexico because it is really important for each country for develop the policy first.*

In this study, the word “agree” is categorized as an attitude marker. In this context, the speakers questioned the existence of the country policy in facing the wildfire cases. The speaker believes that the strong policy regarding the forest especially for anticipating the wildfires is indeed important. Every country must have a strong policy regarding the forest. It is because without good policy the speaker assumes that the wildfire will always increase in that country. It depends on how the government decision making as the policy maker to prevent the wildfire increased tremendously. Then, the speaker designates an agreement for the statement that has already been delivered by the delegate of Mexico. The delegate of Mexico said that before making an international agreement regarding the issues, the first thing to do is making a good development regarding the wildfire policy. In this case, the speaker uses the word “agree” to designate his agreement on the statement of the other delegate. Besides, the attitude marker refers to the element which indicates the speaker's emotion. However, this indicates that the use of “agree” as an attitude verb is to show the speaker's intention for the previous statement idea. This means that the speaker shows their acceptance regarding the possible solution for developing the policy maker. Besides, the speaker shows this attitude because it is also in line with its country's purpose regarding the solution. As a result, the speaker totally agrees with the previous statement. This data analysis is similar with the data D.2.6 (see appendix B).

#### **Datum D.2**

*No matter what, the wildfires issues should be eliminated for getting the better world and life for making secure.*

The words “no matter what” are indicated as an attitude marker. In this context, the speaker is speaking about the wildfire in general based on every country's perspective. The speaker believes that wildfires exist in forests all around the world every year. It is because the impact of wildfires always comes from the two sides. First, wildfires happen because of natural disasters. The second, wildfires also come from human illegal environment activity and human disaster. If there is no regulation for these two sides, it will lead the world to climate change. In this context, the speaker believes that the wildfire should be eliminated soon.

The speaker tends to show her emotion in the speech by using the words “no matter what” which is also indicated as the attitude marker. The attitude marker is intended to bring the speaker's expression to the discourse. In this case, the speaker uses an attitude marker for expressing her emotion regarding these issues. This indicates that the words “no matter what” referred to an obligation. This means that the speaker used an adverb to show an obligation in order to eliminate the wildfire in order to secure a better life for the world. This might lead the audiences to put their agreement regarding the statement. It is because all of the delegates also know that the wildfire brings a bad impact for now and for the future. Besides, it might be in line with the voice of other countries regarding these issues. However, several delegates showed disagreement related to this opinion. Perhaps the other delegates have their own solution.

### **Datum D.3**

*Unfortunately, it can give the tremendous bad effect on the other countries such as the neighbor country and the human that are living in it.*

The word “unfortunately” is indicated as an attitude marker. The word “unfortunately” represents the speaker's emotion regarding the case of wildfire. However, the use of an attitude marker is for attaching the speaker's emotional feelings against the discourse. The speaker shows his emotion on the terrible impact that happened caused by the wildfire. The speaker divided the negative effect of wildfire into three important points. The speaker, as the representative of Germany, believes that the wildfire will bring bad effects inside and outside the country such as the neighboring country and also the humans that exist in it. The attitude marker creates a pivotal aspect in making the emotion of the speaker.

However, in this case the speaker uses the word “unfortunately” as a device to designate an expression toward the issues. This means that the “unfortunately” as an adjective takes a crucial part for expressing a frustration of the speaker. The speaker is frustrated because of the lack of awareness created by the people that might increase the wildfires. It also might indicate that the use of an attitude marker in this context is different from the previous one. It is because this context uses an attitude marker for showing the speaker frustration with the problem. This also might increase the awareness of the other delegate to give a positive response to directly agree and support this statement.

### **E. Engagement**

The last subcategory of interactional metadiscourse marker is engagement marker. The engagement markers appeared 44 times in the data finding. It makes this marker become the most frequently used marker by the delegates after the self-mention (102), the attitude markers (65) and the hedge devices (51). In this

present study, the engagement marker plays an important role to engage the audiences into the speech. Besides, the engagement markers in this study often appeared as imperative words, interjections, second person pronouns, and possessive adjectives. The description are explained in the datum as follows,

**Datum E.1**

*If **you** don't fight for what **you** want, don't cry for what **you** lost.*

The bold word in the datum 1 is indicated as the engagement marker. In this context, the speaker attempts to give an illustration for the audience about the meaning of a sacrifice. The speaker believes that in every problem there has to be a solution. The speaker is trying to pursue the other delegate to find the very possible solution in preventing **or** making deforestation since the case of wildfires is getting higher over the past decade. The speaker quoted the data from the CONAFOR (Mexican National Forestry Commission) that there are 5.583 cases of wildfires affecting 310 hectare land and grass in Mexico. The speaker extended that this case might also happen in other countries if the other delegate cannot find the best solution in facing this.

Then, the speaker also explains the dangerous effect if the wildfire cannot be stopped. One of them is that the environmental ecosystem will be dead. In this speech the speaker tends to use the engagement marker mentioned by the word “you” that refers to all the speakers that attend the meeting. The engagement marker is used to address the audience to “come in” to the discussion. However, the speaker uses the word “you” to make the audience get in touch with the



speaker's statement. It might indicate that in this speech, the word "you" as the second person pronoun has a function to highlight the presence of the audience.

Additionally, in the Model United Nations conferences, the speaker wants to build an interaction from the other delegate. The communication between the speaker and the audience is indeed important. It might show a tendency that the situation of the speech is currently positive. Overall, the speaker tends to show that if all of us did not fight for finding the solution regarding the wildfire, then all of us also have to receive all of the consequences without any regrets. This speech is functioned to let the audience think about the argumentation which may brought them to the possible solution regarding the topic.

### **Datum E.2**

*Every country **must** be actively involved in international cooperation in efforts to resolve the wildfires problem.*

The bold word in this data is indicated as an engagement. In this context, every delegate has already reached the term of agreement regarding the possible solution to eliminate the wildfires in this world. All of the delegates believe that the international communities should actively participate in helping each country to solve the case of wildfire. In this situation, the terms of agreement stated that every country had to actively participate and get involved with international cooperation in response to the wildfire problem. The engagement marker appeared in the word "must". The engagement marker refers to how the speaker highlights the presence of the audiences within the discourse. However, in this case, the speaker often used the word "must" as an order to the other delegate to get

involved with the statement. This analysis might serve different results with the previous data. It is because in this context the speaker uses the word “must” as an order. This indicates that the word “must” as an imperative word takes a pivotal aspect in highlighting the presences of the audience. The speaker wants the audiences to get involved with the discussion. Thus, it might let the audiences keep their eyes on this statement and start to realize that every country might get involved with the international communities as the answer for preventing the case of wildfires.

### **Datum E.3**

*Often, as **you** can see together, Indonesia give bad impact of the wildfires to the neighbor country such as Malaysia and Singapore as the country near the Indonesian Territorial land.*

This data serves as an engagement marker as it can be seen by the word “you”. In this context, the speaker is able to talk about the case of wildfires that strongly increased not only from human carelessness but also from natural aspects such as global warming. It makes the speaker tend to encourage all of the delegates to give a response against these issues. The speaker gives an example of wildfire in Indonesia. The speaker believes that Indonesia has a bad impact of the wildfires on neighboring countries such as Malaysia and Singapore as the country near the Indonesian Territorial land. He cited the forest fire in Kalimantan that spread its pollution to Malaysia and Singapore. The speaker's position here is not to judge the Indonesian country but to attempt to invite the others to find the win-win solution. The speaker use the engagement marker “you” to highlight the presence of the audience. The engagement marker is used to show the existence of

the audience and let them into the discourse. However, the word “you” here refers to the audience in order to make them see the true situation regarding the condition of Indonesia. The speaker tends to make the audiences think and believe that the wildfire issue is real. This might indicate that the speaker invites others to not just sit and think but also have to share their ideas and thoughts to overcome this issue. It might lead the audiences to get involved with the discourse and intended to give them an idea. It also makes the audiences keep their eyes on this statement and start to realize that the situation of wildfires gives an impactful result to the victim and affected country.

## **B. Discussion**

In this chapter the researcher discusses the data finding with Hyland (2005) notions regarding metadiscourse markers about the function of interactive and interactional markers which appeared in the speaker speeches about wildfires in neighboring country. . Besides, there are some similarities and dissimilarities of the finding result compared with the other previous studies. Thus, the discussion is explained as follows,

### **1. Interactive metadiscourse that used by the delegates in Model United Nations**

This part discusses the interactive metadiscourse markers compared with the other previous study. In this present study there are five subcategories of interactive markers appearing in the Forster Model United Nations diplomatic online speeches. Those subcategories consist of transitional marker, frame marker, evidential, endophoric marker, and code-glosses. For the transitional marker, this

present study has a similar result with other previous researchers which means that the researcher supported the earlier studies (Livingstone, 2019; Aimah et al., 2019; Farahani, 2020; Zahro et al., 2021). However, all of the previous studies reveal that transitional markers often appear as the most frequent markers in interactive category used in written text. On the contrary, this study reveals that the transitional markers also occurred frequently rather than the other interactive subcategories but in academic spoken discourse.

Since the data result is in the form of semi written data, there are three main functions of the transitional markers that occurred in the Model United Nations used by the speaker. First function is as an additional information. The speaker tends to use the transitional markers to add some additional information to the speech (Dawd & Salih, 2020). The additional information is usually indicated by the word “and, and or”. The additional information is often related with conjunction. According to Hyland (2005), transitional markers refer to the logical connectives of the speaker or the writer in order to link up their ideas with the role of the adverb phrase and the conjunctions. Besides, Hyland (2005) also argued that the transitional markers are divided into three functions. Those functions consist of additional markers, consequence markers and compare and contrasting markers. In this present study, the first function of the transitional marker is as an additional marker which has a function to provide an assist to the speaker for connecting one clause to another in order to avoid misconception with the audiences.

The second function is as a consequence. This function often appears with the word “so”. The speaker tends to use the transitional marker as the consequences by mentioning the word “so” in their speeches. In every explanation for claiming consequences the speaker often uses the word “so”. According to Hyland (2005), the consequence markers are used for helping the readers or the hearers to get the main ideas that are given by the speakers. In other words, the consequence markers also become the concluding statement of the speaker. Hyland (2005) argued that the consequence marker takes a crucial part as an element that justify the conclusion. Zahro et al., (2021) also argue that the functions of the consequence is to sum up the speech. Also, it can occur as a counter part of an argument. The last function is to compare and contrasting between two different clauses as an additional information.

. The speaker uses the transitional marker to compare and contrast two different things. Besides, the compare and contrasting marker is always related with these words “on the other hand, but, not only but also”. Hyland (2005) stated that compare and contrast markers appeared as an adverbial phrase to an equivalent information. Aimah et al., (2021) also added that the comparison marker is represented by the use of devices which give contrary points of view against the previous information.

For the frame markers, this present study has similar results and analysis with the previous scholars. In other words this study is fully supported by several earlier researchers (Esmer, 2017; Aimah et al., 2021). However, this research goes against the previous research regarding the frame marker analysis in the finding

data (Zahro et al., 2021). Based on Hyland's (2005) taxonomy, frame markers deal with schematic structures with specific functions to sort, label, and sequence the text. In this research, the speakers use the frame markers as sequences and labeling markers. The speakers often use the word “first, second, thirdly, and last” to label every point of their explanation. Besides, this research is against Zahro et al., (2021), especially for the context analysis of frame markers. In this research, the researchers also find that the frame marker is also used, to sum up the explanation of the speaker. It is indicated by the word “in conclusion or sum”. This case is supported by Hyland's (2005) point of view regarding the frame markers. Hyland (2005) argues that frame markers are used as a tool to organize the discourse and become more understandable for the reader or the audience. The speaker mentions the word “in conclusion” to manage their argument smoothly and make the audience easily understand what the speaker wants.

The next subcategory is the evidential marker. In this study, the researcher supports some previous scholarly analyses regarding the function of evidential markers (Wicaksono, 2020; Zahro et al., 2021). In this context, the researcher finds that the evidential markers are used by the speakers to announce the superiority of their argument from quoting a reliable source and data into the speech. In this case, the evidence marker often appears with the word “based on, and according to”. Hyland (2005) claimed that an evidence marker functions to help the writer or speaker provide logical and acceptable argumentation as they are quoting from other sources related with the information that is needed in the

text or discourse. However, this research has found slight dissimilarities regarding the usage of evidence that appeared in Model United Nations speech. The researcher found that the word “said” as the speaker uses an evidence marker to quote other people's opinions related to the relevant information in order to motivate the audience. It is supported by Hyland's (2005) point of view in regard to the evidential marker. Hyland (2005) believes that evidential marker is to help the speaker strengthen their argumentation in order to get the trustworthiness from the audience.

The next subcategory is the endophoric marker. This present study reveals similarities regarding the analysis of the function of endophoric markers with the earlier scholars (Wicaksono, 2020; Zahro et al., 2021). In this present study, the speakers use the endophoric markers to assist the audience in reaching the relevant information between some parts of the speech. As Hyland (2005) stated, endophoric attributes refer to information that has already been explained before in the discourse (Hyland, 2005). The endophoric characteristics here often appear in phrases such as “with all the statements that have already been given before, these consequences, and due to the explanation before,” which directly connected to the several explanations in the other part of the speech. Besides, the speakers use an endophoric marker to remind the audience about the explanation regarding the main problem of the wildfires.

The next subcategory is the code-glosses. The researcher intended to support some previous scholarly analyses regarding the function of code-glosses in the speaking discourse (Aimah et al., 2019; Wicaksono, 2020; Zahro et al.,

2021). The previous scholars believe that the use of code-glosses assists the speaker in making additional information such as “examples” for the audience. Therefore, the code-glosses marker is an important element that focuses on helping the speaker create additional details to make the audience understand what the speakers want. Hyland (2005) views the code glosses marker as the communication process in which an example is attached to establish the main unit of the discourse. However, in this present study, the code glosses often appear as exemplifications. Therefore, it may lead the audiences to understand more about the main concept of the argumentation that the speakers deliver.

## **2. Interactional metadiscourse that used by the delegates in Model United Nations online conferences**

This part discusses the interactional markers found compared with the other earlier investigations that some scholars have done. In this research, five sub-categories appeared in Forster International Model United Nations diplomatic speech. Those subcategories are hedges (51), boosters (34), engagement (65), attitude marker (44), and self-mentions (102). The researcher found similar data analysis for the hedging marker with several previous studies (Azijah and Gulo, 2020; Zahro et al., 2021). In this context, the hedging device takes part as the speaker's option to express a possibility and uncertainty while delivering an argument in the speech. The speakers tend to show their own opinion regarding the issues related to the wildfire cases. The hedging devices that the speakers often use are modal verbs, epistemic adjectives, and adverbs. In this study, the speakers tend to use the hedging device to build their own opinion regarding the



wildfires cases. In other words, the speaker uses this marker to create a possibility, speculations, and their own commitment to the speech. As Hyland (2005) stated that Hedges marker refer to the ability of the speaker in creating a possibility and put its commitment through the discourse.

It is supported with Zahro et al., (2021) finding that the use of hedging devices is to build a perception toward the speakers in purpose to influence the hearers. This case also occurred in the present study. The speaker often uses modal verbs, adverbs, epistemic adjectives for making an audience understand about the speaker's commitment through the speech either in the form of possibility, speculation, or prediction.

The second interactional subcategory that appeared in the Model United Nations diplomatic speech is booster marker. In the context of the analysis data, the researcher found quite similar analysis with the previous studies (Wicaksono, 2020; Zahro et al., 2021). The previous studies and this present research both agree that the booster marker is employed in order to convince the audiences by delivering some certainty regarding the discussion topic toward them. In this research, the speakers tend to use booster markers as their full commitment in response to the issues through the speech. In other words the speaker attempts to give certainty to the audiences in purpose to build a relationship with them. This study reflects that the booster marker often occurred as the amplifiers and the emphatic marker. The amplifiers appear in the word “strongly, greatly, and very” while the emphatic marker often appears in the word “indeed”. As Hyland (2005) stated that one of the functions of the booster is to convince the hearers with a

certain argumentation toward them. In sum, this study is supporting the previous investigation regarding the analysis of booster in the spoken discourse (Wicaksono, 2020; Zahro et al., 2021).

The third subcategory is engagement markers. Regarding this data analysis, the researcher found some dissimilarities and might go against the previous scholars (Azijah and Gulo, 2020; Wicaksono 2020). In this case, the speakers used the engagement marker for addressing the audiences through the speech. As Hyland (2005) stated that the function of engagement is to engage the reader or hearer to get involved with the text. However, this study goes against the previous scholars because the researcher found another perspective regarding the analysis context of the engagement marker especially in diplomatic speech. The engagement marker in the diplomatic speech often occurred in the word “you”. Therefore, the word “you” here not only to explicitly address the audiences through the speech but more than that, the word “you” can be used as the motivational speech. In this context, the speaker addresses the audiences to understand that the result would not betray an effort. This case makes the audiences give their best to bring several possible solutions to prevent the wildfire cases.

The next subcategory is the attitude markers. The researcher has a similar analysis related with the function of an attitude marker in the spoken discourse with the earlier investigations (Azijah and Gulo, 2020; Zahro et al., 2021). The previous studies and this present research both agree that the use of an attitude marker is for showing the audiences about the speaker's emotions. Therefore, the

researcher also claims that the attitude marker can occur as the obligation, acceptance, and the frustration feeling. The speaker often uses the words “agree, support, prefer, fortunately, unfortunately” for showing their emotions. This led the audiences to understand what the speaker spoke for. Besides, this also led the audiences to easily get the point the speaker wanted in the discussion or speech. As Hyland (2009) state that the attitude marker refers to the element in which it can designate the speaker or the writer’s emotion within the discourse.

The last subcategory is the self-mentions. In this context, self-mention takes a crucial and special marker to indicate who the speakers really are. This present study is go against several discoveries that made by some scholars (Esmer, 2017; Aimah et al., 2019; Azijah and Gulo, 2020; Wicaksono, 2020; Zahro et al., 2021). The self-mentions that appeared in the diplomatic speech directly represent the country of the speakers. The speakers are allowed to introduce self-representation using the name of the country representative and the third person pronoun such as “we” only. The phrase “the delegate of, we” often appeared as the self-representation of the speakers while delivering their diplomatic speeches in front of the audiences. It is because the speakers not only represent themselves either in their argumentation or their opinion, but also bring the name of the country and also the country’s point of view toward the issues. The self-mention markers are used to designate the audiences to recognize the self-representation of the speaker (Hyland, 2005). Thus, Hyland (2005) also added that the self-mention can occur as the first person and third person pronoun such as I, mine, our, we etc. In this research, the speaker mostly used the third person pronoun in order to

show self-representation. Besides, it also used to indirectly influence the hearers intention related with the discussed topic.

The analysis of this research is based on Hyland's (2005) metadiscourse idea in spoken and written text. In addition, the metadiscourse function seems to be different by using Illie (2002) perspectives. Illie's (2002) idea will lead the concept of metadiscourse into the specific context, such as academic spoken text. This case might refers to the political institution or the parliament. Based on Illie (2002), the data of this research is generalized as the academic speech which is formally discussed about the global issue. It refers on the speaker intentions to become more persuasive and politically shackled on the hidden message of the country. In addition, the data will be categorized into adversarial and cooperativeness in parliament. Adversarial dialogue lies at the hierarchical role through speaker selection and multiple audience orientation. Meanwhile, the cooperativeness function focused on position-claiming and opponent challenging act through the debate. This theory will intertwine with politic, and institutionalized discourse in parliamentary debate. Thus, it could possibly lead this data to the different interpretation.

However, analyzing the metadiscourse in spoken discourse using Adel's (2010) reflexive taxonomy could also lead to the different result. In Adel (2010) taxonomy, the data is categorized as an academic spoken English called "meta-text". Adel (2010) argues that the meta- text in spoken data have four primary principles. These principle consist of; meta-linguistics comment, discourse organization, speech act label, and referring to the audience. The data of this

research will be divided into each category. These principles are co-constructing the way of the speaker's reflexivity in conducting metadiscourse in spoken level against the audience. This theory will intertwine that at the spoken level, the metadiscourse is used more spontaneously rather than well-being prepared. It can be seen from the discourse organization, speech act, and the response from the audience. Besides, by using this theory, it can be concluded that the spoken data is totally different from the written data. Adel (2010) said that in the cancellation in academic spoken discourse is unlikely to occur in written academic discourse, precisely, the writer has an opportunity to edit the discourse. Thus, this theory is associated with the reflexive discourse especially using Adel (2010) perspective.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher concludes every explanation and description which has been discussed toward the finding data and the analysis of the metadiscourse function that appeared in the Model United Nations diplomatic speech. In addition, this chapter also reveals a suggestion for the next scholar related with an analysis of the metadiscourse markers.

#### **A. Conclusion**

The researcher has examined the function of the metadiscourse markers in Forster International Model United Nations online conferences under the title “Raise of Responsibility: Wildfires in the Neighboring States.” This study demonstrates two categories of metadiscourse markers used by the speakers: interactive and interactional. Besides, how they used each category might create a persuasive argument to influence the audience. Those subcategories consist of interactive and interactional markers. This study briefly explains that interactive markers become frequently used with 295 data found rather than interactional markers with 280 data found. This reveals that a well-prepared speech makes it possible for the speaker to structure their argument well. It is because the speech is based on semi-written data.

The data also elucidate the interactional markers. The speakers use interactional markers to create a social relationship with the audience. However,

the audiences also become the speakers at the same moment. Thus, interactional markers play a pivotal part in making the speaker influence the audiences, especially with attitude and self-mention markers. For example, the audience might see the speaker's attitude in a speech to bring their agreement related to the issues in purpose to create a block in eliminating the problems together. How the speaker uses the interactional markers might designate a tendency that would impact the audience's agreement related to the topic issues.

### **B. Suggestion**

This research only reveals the use of metadiscourse in a formal diplomatic speech to answer the research question that consists of explaining the function and describing how metadiscourse markers are used in the Model United Nations context in general. However, the researcher suggests for the next scholars to analyze the metadiscourse markers in a broader area with the focus analysis on the spoken data since this research used semi-structured written data. Besides, the next researcher can continue this research by adding new perspectives using Illie (2002) or Adel (2010) point of view regarding oral metadiscourse such as in academic debate or sitcom speeches in which the spoken discourse might appear spontaneously.

## REFERENCES

- Ädel, A. (2006). *Metadiscourse in L1 and L2 English*. Amsterdam/ Philadelphia. John Benjamins.
- Ädel, A. (2008). "What uh the folks who did this survey found": Expert Attribution in Spoken Academic Lectures." *Nordic Journal of English Studies* 7, 3: 83-102.
- Ädel, A. (2010). Just to give you kind of a map of where we are going: A Taxonomy of Metadiscourse in Spoken and Written Academic English. *Nordic Journal of English Studies*, 9(2), 69. <https://doi.org/10.35360/njes.218>
- Aimah, S., Mulyadi, D., & Ifadah, M. (2019). Metadiscourse Markers Written in Introduction Section of Final Project of Unimus Efl Learners. *English Review: Journal of English Education*, 7(2), 109. <https://doi.org/10.25134/erjee.v7i2.1717>
- Akoto, O. Y., & Afful, J. B. A. (2020). Variations in Metadiscourse Use in English Language Introduction and Literature Review Thesis Chapters. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, 4(2), 390–408. <https://doi.org/10.30743/ll.v4i2.2601>
- AlJazrawi, D. A., & AlJazrawi, Z. A. (2019). The Use of Meta-discourse: An Analysis of Interactive and Interactional Markers in English Short Stories as a Type of Literary Genre. *International Journal of Applied Linguistics and English Literature*, 8(3), 66. <https://doi.org/10.7575/aiac.ijalel.v.8n.3p.66>
- Alkathlan, M. (2019). Metadiscourse in Academic Writing: An Investigation of Saudi EFL Students' Research Articles. *Linguistics and Literature Studies*, 7(5), 220–225. <https://doi.org/10.13189/lls.2019.070505>
- Ali, A., Rashid, A., & Abbas, S. (2020). Metadiscourse Markers in Political Discourse: A Corpus-Assisted Study of Hedges and Boosters in Benazir Bhutto's Speeches. *Global Social Sciences Review*, V(III), 56–63. [https://doi.org/10.31703/gssr.2020\(v-iii\).06](https://doi.org/10.31703/gssr.2020(v-iii).06)
- Angraini, R., & Effrianti, M. D. (2020). Interpersonal Metadiscourse Markers in Speeches of the Minister for Foreign Affairs of Indonesia. *Literary Criticism*, 6(1), 1–10.
- Azijah, D. P., & Gulö, I. (2020). Interpersonal Metadiscourse Markers in Jacinda Ardern Speech At Christchurch Memorial. *Linguistics and Literature Journal*, 1(2), 70–77. <https://doi.org/10.33365/llj.v1i2.594>



- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dawd, K. O., & Salih, S. M. (2020). Covert Persuasion in English Advertisements and Political Speeches. *Koya University Journal of Humanities and Social Sciences*, 3(1), 41–52. <https://doi.org/10.14500/kujhss.v3n1y2020.pp41-52>
- Detrianto, B., Rahardjo, M., & Susilowati, M. (2020). *The Landscape of International Students' Slips of the Tongue in Indonesian Contexts*. *Icri 2018*, 96–103. <https://doi.org/10.5220/0009917000960103>
- Ebrahimi, S. J. (2018). The Role of Metadiscourse Markers in Comprehending Texts of Reading Comprehension Books Published in Iran and Oxford University Press. *International Journal of Applied Linguistics and English Literature*, 7(3), 90. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.90>
- Faiz, A., Yulianti, A. I., & Septiana, D. (2020). Trump's Speech about Jerusalem: An Analysis on Persuasive Strategies. *Journal of Pragmatics Research*, 2(2), 160–176. <https://doi.org/10.18326/jopr.v2i2.160-176>
- Firdaus, A., & Shartika, M. (2021). Interpersonal Metadiscourse Markers and Appraisal Portrayed in BBC's CoronaVirus News Report. *Proceedings of the International Conference on Engineering, Technology and Social Science (ICONETOS 2020)*, 529(Iconetos 2020), 794–802. <https://doi.org/10.2991/assehr.k.210421.115>
- Halliday. (1989). *M. A. K. Halliday-Spoken and Written Language-Oxford University Press (1989)*.
- Hammad, F. M., & Hussein, J. Q. (2021). Persuasive Strategies in WHO COVID 19 Virtual Press Conferences. *Journal of the College of Education for Women*, 32(2), 19–35. <https://doi.org/10.36231/coedw.v32i2.1501>
- Hart, D., & Siniver, A. (2020). The meaning of diplomacy. *International Negotiation*, September, 1–25. <https://doi.org/10.1163/15718069-BJA10003>
- Hasanah, U., & Wahyudi, R. (2015). Meaning-Making of Hedges in the Gossip Column of the Jakarta Post. *Jurnal Humaniora*, 27(2), 207. <https://doi.org/10.22146/jh.v27i2.8717>
- Hyland, K. (1998). Persuasion and context: the pragmatics of academic Metadiscourse. *Journal of Pragmatics*, 30, 437-455.
- Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. *Applied Linguistics*, 25(2), 156-177. <https://doi.org/10.1093/applin/25.2.156>
- Hyland, K. (2005). *Metadiscourse: Exploring Interaction in Writing*. Continuum.

- Ilie, C. (2002). Discourse and metadiscourse in parliamentary debates. *Journal of Language and Politics*, 2(1), 71–92. <https://doi.org/10.1075/jlp.2.1.05ili>
- Istiani, R., & Puspita, D. (2020). Interactional Metadiscourse used in Bloomberg International Debate. *Linguistics and Literature Journal*, 1(1), 13–20. <https://doi.org/10.33365/llj.v1i1.160>
- Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. <http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>
- Jesuit, D. K., & Endless, B. (2018). Model United Nations and experiential learning: An assessment of changes in knowledge and attitudes. *Journal of Social Studies Education Research*, 9(4), 198–213. <https://doi.org/10.17499/jsser.99849>
- Nasution, S. S., & Sukmawati, N. N. (2019). Model United Nations: Improving the Students' Speaking Skill. *JEES (Journal of English Educators Society)*, 4(2), 47–52. <https://doi.org/10.21070/jees.v4i2.2100>
- Nugroho, A. (2019). Exploring Metadiscourse Use in Thesis Abstracts: A CrossCultural Study. *Journal of English Language and Culture*, 9(2), 113–127. <https://doi.org/10.30813/jelc.v9i2.1689>
- Raharjo, M. (2020). *Pengantar Metodologi Penelitian Studi Kasus Metode Campuran (Moxed Method), Penelitian dan Pengembangan (R&D)*. CV Mazda Media Publishing. Malang. ISBN: 978-623-7334-91-0.
- Raharjo, M. (2020). *Metodologi Penelitian Kualitatif untuk Ilmu – Ilmu Sosial dan Humaniora dari Teori ke Praktik* Republika Media Publishing Malang. ISBN:978-623- 7334-83-5.
- Tatsuki, D. H., & Zenuk-Nishide, L. (2019). MUN Perspectives on Teaching and Learning : A Focus on Negotiation. *Journal of English Language and Culture*, 9(2), 113–127. <https://doi.org/10.30813/jelc.v9i2.1689>
- Vasheghani Farahani, M. (2020). Metadiscourse in Academic Written and Spoken English: A Comparative Corpus-Based Inquiry. *Research in Language*, 18(3), 319–341. <https://doi.org/10.18778/1731-7533.18.3.05>
- Zahro, F., Irham, & Degaf, A. (2021). Scrutinizing metadiscourse functions in Indonesian efl students: A case study on the classroom written and spoken discourses. *Mextesol Journal*, 45(2), 0–2.

## CURRICULUM VITAE



Muhammad Hifni Sahila Rizqy or usually known as Riki was born in Pasuruan on 17 August 2000. He graduated from SMA Negeri 1 Bangil in 2018. He actively joined some organization such as OSIS and journalism in the school. He entered the university in Universitas Islam Negeri Maulana Malik Ibrahim Malang in the middle of 2018. During the university life as an English Literature students, he actively joined an organization such as Musyrif Mahad Sunan Ampel Al-Aly (2019-2021), and IPNU UIN Malang. He also joined the internship program of NU Online Jawa Timur as a journalist and Start Friday Asia as a Content Writer. He also become an academic development coordinator in House of Life community which focus on the student self-development. He also become a CO founder of Fun Education Indonesia which focus on the soft skill development.

**APPENDIX**  
**APPENDIX A**  
**INTERACTIVE METADISCOURSE MARKERS**

1. Interactive Markers			
	Interactive Markers	No	Utterances
<b>A</b>	<b>Transitional Markers</b>	1,	<i>Not only decrease the natural resource such as forest and land <b>but also</b> decrease the other sector such as economy</i>
		1.2	<i>Since the causes of the wildfire in the developed country such as Indonesia mostly happen because of the company <b>which</b> is the assignment for the government to make the body of investigation who's the actor behind of that.</i>
		1.3	<i>According the CONAFOR Mexican National Forestry Commission) there are 5.583 cases of wildfires that affecting 310 hectare land and grass in Mexico. We also still struggling in order to solve this kind of issues. <b>Consequently</b>, as soon as possible, this case must be solved.</i>
		1.4	<i>The living condition that have affected must be suffering such as there is no adequate access to water, no food security and poor healthy. That means it will lead us to human resources. The habitat of many biodiversity must be gone too. <b>So</b> we must change our environmental global into a positive change.</i>

		1.5.	<i>The areas of forest islands in some countries are very adequate <b>and</b> it also supported with hot temperature</i>
		1.6.	<i>These two countries occurred smoking bomb that comes as a result of wildfires <b>and</b> spread it into the other country</i>
		1.7.	<i>the forest fire in the summer season bring several effect to the forest <b>and</b> the renewable natural energy</i>
		1.8.	<i>We need to consider together what is actually the struggle <b>or</b> the challenge for us to stop this wildfire.</i>
		1.9.	<i>Natural disaster becomes the general causes of deforestation. <b>On the other hand,</b> the human activities such as regional exploration, illegal logging and the extraction of flora and fauna are also the main causes in our country in Brazil.</i>
		1.10	<i>Next we will improve the data collection and analysis by using the technology from NESAs because we can provide more data regarding wildfire so we can prevent which region that have big possibility to have forest fire</i>

<b>Interactive Markers</b>			
	<b>Interactive Markers</b>	<b>No</b>	<b>Utterances</b>
<b>B</b>	Frame Markers	<b>1.</b>	<i>Regarding the country's actions of tackling climate change, we would like to show some action. <b>First,</b> we want to rethink regarding the law of land news</i>

			<i>policies</i>
		<b>1.2</b>	<i><b>Secondly</b>, we would like to bring the environment issues into the book story with the main story become a hero, then the course will not be boring and hopefully it will give an easy understanding to the student.</i>
		<b>1.3</b>	<i><b>Thirdly</b>, we also propose a solution by making some conferences with international company regarding to the environment that produced a lot of carbon gases in order to solve the problem of wildfires</i>
		<b>1.4</b>	<i><b>Last</b>, the delegate of Indonesia also suggest to all of the delegate for helping each other both in a victim country and affected country. Thank you.</i>
		<b>1.5</b>	<i>The main problem that <b>we</b> are facing right now. <b>One of them is the modern living.</b></i>
		<b>1.6</b>	<i><b>Well</b>, we believe that the case of Wildfires itself happen because lack of awareness and basic norms and also from the pollution itself.</i>
		<b>1.7</b>	<i>After that we also <b>could</b> enhance the technology and transfer it to developing country to facilitate the developing country if they do not have budget for this allocation.</i>

<b>Interactive Markers</b>			
	<b>Interactive Types</b>	<b>No</b>	<b>Utterances</b>
<b>C</b>	Evidence Markers	<b>1.</b>	<i><b>According to</b> WWF Indonesia's Forest Fire Coordinator, Dedi Hariri, the main cause of forest fire comes from human factors due to several different activities including the conversion of land for farming and plantations.</i>

		<b>1.2</b>	<i>According to INDEHESA, dead and live forest fuel is nowadays more abundant, after more than a century of forest expansion and biomass buildup. In mountainous areas, forests have become denser and natural regeneration has encroached onto formerly cropped and pastured land following the abandonment of traditional activities such as occupational burning, grazing, fuel wood collection, and wood harvesting.</i>
		<b>1.3</b>	<i>According the CONAFOR (Mexican National Forestry Commission) there are 5.583 cases of wildfires that affecting 310 hectare land and grass in Mexico.</i>
		<b>1.4</b>	<i>Based on the data from the United States forest station, the case of wildfires projected to increase into 50 percent</i>
		<b>1.5</b>	<i>Raising the compensation to every victim country in amount of money based on country capability.</i>
		<b>1.6</b>	<i>Based on International climate change, Wildfires will automatically happen if there are an oxygen and overheat weather.</i>
		<b>1.7</b>	<i>One of the philosopher from Greek once said, if you don't fight for what you want, don't cry for what you lost. Thank You</i>

<b>Interactive Markers</b>			
	<b>Interactive Types</b>	<b>No</b>	<b>Utterances</b>
<b>D</b>	Endophoric Markers	<b>1.1</b>	<i>With all the statement that have already given before, we agree with the delegate of Brazil, Mexico, and Germany regarding the possible solution that could be found in the case of wildfires.</i>
		<b>1.2</b>	<i>This consequences that we've been mentioned in the earlier can be automatically restricted or burn out and</i>

			<i>can be sort in a long direction</i>
		<b>1.3</b>	<i>Above all, our economic development has placed enormous pressure on the world's forests.</i>
		<b>1.4</b>	<i>Due to that point above, the delegate of USA that has already mentioned, we highly encourage to all of the delegates to work together in a global scale. Thank you.</i>
		<b>1.5</b>	<i>That's why we believe that we must put our concern to find the win-win solution regarding this issues</i>

Interactive Markers			
	Interactive types	No	Utterances
<b>E</b>	Code-Glosses	<b>1.</b>	<i>Forest become one of the essential aspect as the natural resources in preventing the disaster. <b>For instance</b>, the forest in the village of Trin in our country.</i>
		<b>1.2</b>	<i>However, in recent decades, the case of wildfires strongly increased not only from the human carelessness but also comes from natural aspect <b>such as</b> global warming.</i>
		<b>1.3</b>	<i>We highly encouraged all the delegates to focus on making a good teamwork with every other aspect <b>such as</b> communities, NGO, public figure, stake holders and the government itself in order to prevent wildfires</i>



		<b>1.4</b>	<i>For example, Simpung villagers in Pulang Pisau regency in Central Kalimantan broke down canal blocking, intended to wet the peat (rewetting), to make way for their boats to go to their plantations.</i>
		<b>1.5</b>	<i>The problem is, how the country <b>such as</b> Indonesia and other country who have the possibility in giving the bad effect regarding to wildfires gives a respond to overcome it.</i>
		<b>1.6</b>	<i>Often, as you can see together, from several country <b>such as</b> Indonesia, give bad impact of the wildfires to the neighbor country <b>such as</b> Malaysia and Singapore as the country near the Indonesian Territorial land.</i>
		<b>1.7</b>	<i>On the other hand, the human activities <b>such as</b> regional exploration, illegal logging and the extraction of flora and fauna are also the main causes in our country in Brazil.</i>

**APPENDIX B**  
**INTERACTIONAL METADISCOURSE MARKERS**

<b>2. Interactional Markers</b>			
	<b>Interactional types</b>	<b>No</b>	<b>Utterances</b>
	Hedges	<b>2.1</b>	<i>There is a certain condition which human and natural disaster <b>might</b> increase</i>
<b>A</b>		<b>2.2</b>	<i>Forests now <b>seem</b> to be not human-dominated but fire-ruled ecosystems.</i>
		<b>2.3</b>	<i>Every government should understand that the case of wildfires are getting higher year by year. Of course, it will attack several sector not only the forest system that <b>could</b> be broken but also the economic, the health, and the environment itself.</i>
		<b>2.4</b>	<i>Without local participation in peatland restoration, it <b>would</b> be difficult to restore degraded peat and to prevent fires in the future. Seeing this condition.</i>
		<b>2.5</b>	<i>Following wildfires, there are too many impacts that <b>would</b> lead us to the bad probability. The living condition that have affected must be suffering such as there is no adequate access to water, no food security and poor healthy.</i>
		<b>2.6</b>	<i>Forest fire or usually known as wildfires become a hazardous phenomenon since it <b>may</b> cause of death</i>
		<b>2.7</b>	<i>Based on the data from the United States forest station, the case of wildfires <b>projected</b> to increase into 50 percent. And what is more shocking? It is because 80 percent until 90 percent from the wildfires case is due to human carelessness and not come from the natural thing. Today, there are 12.000 wildfires cases around the U.S.</i>

<b>Interactional Markers</b>			
	<b>Interactional</b>	<b>No</b>	<b>Utterances</b>

	Types		
<b>B</b>	Boosters	<b>2.1</b>	<i>In recent decades, the case of wildfires <b>strongly</b> increased not only from the human carelessness but also comes from natural aspect such as global warming.</i>
		<b>2.2</b>	<i>Investments in technology and education will <b>greatly</b> support other sectors in solving these problems.</i>
		<b>2.3</b>	<i>We also strongly agree with the idea from the delegate of Mexico that a strong policy from each country regarding the culprit of wildfire cases is <b>indeed</b> important.</i>
		<b>2.4</b>	<i>The development of technology for disasters caused by nature will be very <b>influential</b> in dealing with forest fire problems that occur due to nature such as lightning strikes, extreme hot weather, etc. Thank you</i>
		<b>2.5</b>	<i>The wildfires in Switzerland become <b>crucial</b> phenomenon over the past decade. Fire risk due to drought events increased over the 1971-2005 period in southern Swiss Alps.</i>
		<b>2.6</b>	<i><b>In fact</b>, while tropical forests comprise only 6% of the world's surface area, they contain one-half to three-quarters of the earth's species of plants and animals.</i>
		<b>2.7</b>	<i>Fire is an <b>effective and efficient</b> tool used to enhance soil fertility, to alter the structure and the composition of forest vegetation, and to clear land of unwanted woody biomass. Thus, fire regimes (i.e., the size, frequency, intensity, and impact of fire have been generally controlled in domesticated forest ecosystems.</i>

Interactional Markers			
	Interactional Types	No	Utterances
C	Self-mentions	2.1	<i>The delegate of Mexico highly recommend to take an action for restoring the ecosystem, land degradation, and climate change.</i>
		2.2	<i>We must have a synergy with other multilateral agreement and processes to prevent and guarantee that the case of wildfire won't happen again in any forest in the world as we mention in the moderated caucus.</i>
		2.3	<i>In addition, humans have successfully controlled and used fire in <b>our</b> efforts to domesticate forest ecosystems and landscapes for <b>our</b> own benefit.</i>
		2.4	<i>The delegate of Indonesia totally agree with the argument and the idea</i>
		2.5	<i>The delegate of Germany has the same solution since the main point of this diplomacy is to prevent and re build the forest especially from wildfires cases. In this circumstances, we also strongly agree with the idea from the delegate of Mexico that a strong policy from each country regarding the culprit of wildfire cases is indeed important.</i>
		2.6	<i>Secondly, we would like to bring the environment issues into the book story with the main story become a hero, then the course will not be boring and hopefully it will give an easy understanding to the student.</i>
		2.7	<i>We strongly encouraged to all the delegate urge their own government first to immediately take concrete and serious action regarding the wildfires by dealing with the impacts of forest and land.</i>

Interactional Markers			
	Interactional Types	No	Utterances
D	Attitude Markers	2.1	<i>The delegate of Brazil is completely <b>agree</b> with the statement of the delegate of Mexico because it is really important for each country for develop the policy first.</i>
		2.2	<i>The delegate of Brazil also <b>suggest</b> to the other delegate in this conferences to discuss and find a solution regarding the problem about the wildfires cases.</i>
		2.3	<i><b>Unfortunately</b>, it can give the tremendous bad effect on the other countries such as the neighbor country and the human that are living in it.</i>
		2.4	<i>Due to that case, the delegate of Germany <b>recommends</b> to the international cooperation with global investors in preventing, dealing with, and remediating problems arising from wildfires. Investments in technology and education will greatly support other sectors in solving these problems.</i>
		2.5	<i><b>That's why the delegate of Mexico suggested to all delegate for making a collaboration in order to enhance the technology.</b></i>
		2.6	<i>We are totally <b>agree</b> with the delegate of Mexico, USA, and Switzerland, we need to focus on three aspect in terms of case of wildfires such as education, policy, and economic.</i>
		2.7	<i><b>No matter what</b>, the wildfires issues should be eliminated for getting the better world and life for making secure.</i>

Interactional Markers			
	Interactional Types	No	Utterances
E	Engagement Markers	2.1	<i>If <b>you</b> don't fight for what <b>you</b> want, don't cry for what <b>you</b> lost.</i>
		2.2	<i>Every country <b>must</b> be actively involved in international cooperation in efforts to resolve the wildfires problem.</i>
		2.3	<i>Often, as <b>you</b> can see together, Indonesia give bad impact of the wildfires to the neighbor country such as Malaysia and Singapore as the country near the Indonesian Territorial land.</i>
		2.4	<i>That's why we believe that we <b>must</b> put our concern to find the win-win solution regarding this issues. Because in fact, approximately 96 percent case of Wildfire caused by the carelessness of human kind.</i>
		2.5	<i>All the individual <b>must</b> recognize that our natural world is continually change and there are many ways we can work together to make a good world and a good nature.</i>
		2.6	<i>We <b>must</b> have a synergy with other multilateral agreement and processes to prevent and guarantee that the case of wildfire won't happen again in any forest in the world as we mention in the moderated caucus.</i>
		2.7	<i>Thank you chair, dear delegate, every government <b>should</b> understand that the case of wildfires is getting higher year by year. Of course, it will attack several sector not only the forest system that could be broken but also the economic, the health, and the environment itself.</i>