EXPLORING METADISCOURSE MARKERS IN SPOKEN CONTEXT OF NATIONAL UNIVERSITY DEBATING CHAMPIONSHIP (NUDC) 2021

THESIS

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **"That's All From Me, Thank You": Exploring Metadiscourse Markers In Spoken Context Of National University Debating Championship (Nudc) 2021"** 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, October 20th 2022

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APPROVAL SHEET

This to certify that Ike Susanti Effendi's thesis entitled **"Thank You, That's All From Me.": Exploring Metadsicourse Markers In Spoken Context Of National University Debating Championship (NUDC) 2021** has been approved for thesis examination at Faculty Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

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MOTTO

"Allah does not burden a soul beyond that it can bear"

(Al-Baqarah : 286)

DEDICATION

This thesis is proudly dedicated to my parents,

Ayah Tegar Effendi and *Ibu* Sutiyem

And to my brother,

Willy Firman Hadinata

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ABSTRACT

Effendi, Ike Susanti (2022) *Exploring Metadiscourse Markers In Spoken Context Of National University Debating Championship (NUDC) 2021*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Ribut Wahyudi, M.Ed., Ph.D.

Keywords: Metadiscourse Markers, Spoken Discourse, Debate Competition

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This research investigated metadiscourse markers that occurred in Novice Grandfinals of National University Debating Championship (NUDC) 2021. The objective of this study was to identify the types of metadiscourse markers used in National University Debating Championship (NUDC) 2021 and to understand how metadiscourse markers utilized by the debaters during deliver the argument.The researcher employed a descriptive qualitative approach because the data were derived from debaters utterances on YouTube video of NUDC 2021, which was transcribed and analyzed using Ilie (2003); rethorical strategy, metadiscursive utterances, and metadiscursive strategy, and Hyland (20015); interactive and interactional metadiscourse markers; The data was analyzed by first determining the context, then categorizing the data based on the theory, analyzing and interpreting the data, and finally drawing conclusions based on the findings.

The results of this research revealed that debaters used all types of rethorical appeals; *logos, pathos, ethos,* and *logos* become the most frequently used rethorical appeals in this study. Debaters utilized *logos* in order to represent themselves as a part of parliamentary who must deliver argument logically and critically. It was also found that metadiscursive utterances and metadiscursive strategy were employed by debaters, but only attribution strategy found in this study because reporting and quoting strategies do not employed by debaters. Besides, debaters also used metadiscourse markers proposed by Hyland (2005), where all types of interactive markers; *transition markers*, *frame markers*, *endophoric markers*, and code glosses used in this study, except *evidentials markers*. Evidentials markers were not used by debaters since they cannot quote precisely during speech. For interactional markers, all types were found; *hedges*, *boosters*, *attitude markers*, *self-mention*, and *engagement markers*. Furthermore, debaters tend to use interactive than interactional metadiscourse which means that they prefer to represent themselves and focus on strengthten their argument rather than involved the audiences in their speech.

<div align="center">**مستخلص البحث**</div>

الجامعات مناظرة لبطولة المنطوق السياق في Metadiscourse علامات استكشاف (2022) سوسانتي آيك ، أفندي نيجري الإسلام جامعة ، الإنسانية العلوم كلية ، الإنجليزي الأدب قسم .البكالوريوس أطروحة 2021. (NUDC) الوطنية M.Ed.، Ph.D. وحيودي، ريبوت المستشار .مالانج إبراهيم مالك مولانا

المناظرةالك مسابقة ، الشفوي الخطاب ، ميتاواكانا علامات :الرئيسية الكلمات

وأما 2021. ال مناظرة ب طولة جامعة ف ي NUDC ف ي ال خطاب وراء ما ع لم علامة عن ال بحث هذا ب حث ال وط ذ ية ال م ناظرة ف ي ال مس تخدمة ال خطاب وراء ما ع لم علامة أذ واع لتعرّف هو ال بحث هذا أهاف ت س تخدام .ال حجة ت قدي م عند ال م ناظر ق ب ل من ال خطاب وراء ما ع لم علامة ا س تخدام ك يف ول فهم 2021 ي وت يوب ف ي يدي و ف ي ال م ناظر خط بة هي ال مس تخدمة ال ب يانات لأن و صف ف ياك ي ف يا مدخلا ال باح ثة وراء ما ع لم خطاب ب لاغ ية، ت ي ج يۃ ا س ترا؛ ille 2003 ب ا س تخدام وت د ل يلها ذ س خها ال تي NUDC 2021 ال س ياق ب ي ت قري ر ال ب يانات ت ح لل ال ت فاع لي؛ ال خطاب وراء ما ع لم علامة ؛2015 (Hyland) و ه يلاذ د ال خط، ا س تخلاص والأخ يير ال ب يانات، وت ي فس دير ت ح ل يل ال نظرية، ع لى ب ناء ال ب يانات ت ق سيم ذ م أولا، .ال ذ تائ ج ع لى ب ناء الا ا س ت ذ ذ تاج

ل وغوس، ال بلاغ ية، الإ ا س ترا يج يۃ أذواع جم يع ال م ناظر اما س تخدم أن ال بحث ذ تائ ج ت دل ل شرح ل وغوس ال م ناظرون ي ذ فع .مرارا ال بحث هذا ف ي ال م س تخدم ال بلاغ أذواع ل وغوس أص بح و ب ات وس، ال باح ثة وجدت وقد .وذ قدي م نطق ي ب شكل ال حجج ي ق دموا أن ي جب ال ذين ال برلماذ ي ين من كجزء أذ فسهم ال م ت ناظرون، ق ب ل من م ذ تاد سكور س يف وا س ترا يج يۃ ور ي س يف م ي تاد سك خطاب ا س تخدام أن أي ضا الإ بلاغ ا س ترا يج يۃ ال م ناظري ي س تخدم لا لأن ال بحث هذا ف ي ح سب الإ س ناد ا س ترا يج يۃ ي وجد ول كن Hyland اق ترحها ال تي ال خطاب وراء ما ع لم علامة أي ضا ال م ناظر ا س تخدم ذ لك، إلى ب الإ ضاف ة .والاق ت باس الإطارية، وال علامات الاذ ت قال ية، ال علامات ال ت فاع لية؛ ال علامات واعأن جم يع ك اذ ت ح يث ،(2005) علامات ت س تخدم لا .الأدلة علامات سوى ال بحث، هذا ف ي ال م س تخدمة الإ شارة وعلامات ال داخل ية، وال علامات ل ل علامات الأذ واع جم يع وجد .ال م ناظرة أذ ناء ب دقة الاق ت باس ت س تط يع س ت باس ت لا لأذ ها ال م ناظر ق ب ل من الأدلة ال خلاصة .ال م شاركة وعلامات الذات ية والإ ا س شارة الموق ف وعلامات والم عززات ال تحوطات ؛ ت فاع ل يۃ أذ ي ف سهم ت م ذ ل يل ي ف ضلون أدههه يه ع ني مما ال ت فاع لي ال خطاب وراء ما ع لم ا س تخدام إلى ال م ناظرون ي م يل .خطاب هم ف ي ال جمهور إ شراك من بدلا أ ح جج ت عزيز ع لى وال ت رك يز

ABSTRAK

Effendi, Ike Susanti (2022) *Analisa Penanda Metawacana dalam Konteks Lisan pada National University Debating Championship (NUDC) 2021.*Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ribut Wahyudi, M. Ed., Ph. D.

Kata Kunci: Penanda Metawacana, Wacana Lisan, Kompetisi Debat

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Penelitian ini meneliti tentang penanda metawacana pada Novice Grandfinals National University Debating Championship (NUDC) 2021. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis penanda metawacana yang digunakan dalam National University Debating Championship (NUDC) 2021 dan untuk memahami bagaimana penanda metawacana tersebut dimanfaatkan oleh pendebat saat menyampaikan argumennya. Peneliti menggunakan pendekatan kualitatif deskriptif karena data yang digunakan berasal dari ujaran-ujaran pendebat di video YouTube NUDC 2021, yang ditranskrip dan dianalisis menggunakan Ilie (2003); *strategi retoris, ujaran metadiskursif,* dan *strategi metadiskursif,* dan Hyland (20015); *penanda metawacana interaktif* dan *interaksional;* Data dianalisis terlebih dahulu dengan menentukan konteks, kemudian mengkategorikan data berdasarkan teori, menganalisis dan menafsirkan data, dan terakhir menarik kesimpulan berdasarkan temuan.

Hasil penelitian ini menunjukkan bahwa pendebat menggunakan semua jenis strategi retoris; *logos, pathos, ethos,* dan *logos* menjadi jenis retorika yang paling sering digunakan dalam penelitian ini. Para pendebat memanfaatkan *logos* untuk merepresentasikan dirinya sebagai bagian dari parlemen yang harus menyampaikan argumentasi secara logis dan kritis. Selebihnya, peneliti menemukan bahwa ujaran metadiskursif dan strategi metadiskursif digunakan oleh pendebat, tetapi hanya strategi atribusi saja yang ditemukan dalam penelitian ini karena strategi *reporting* dan *quoting* tidak digunakan oleh pendebat. Selain itu, pendebat juga menggunakan penanda metawacana yang dikemukakan oleh Hyland (2005), di mana semua jenis *penanda interaktif*; *penanda transisi, penanda bingkai, penanda endoforik,* dan *penanda kode* yang digunakan dalam penelitian ini, kecuali *penanda bukti*. Penanda bukti tidak digunakan oleh pendebat karena mereka tidak dapat mengutip secara tepat apa yang ahli katakan selama debat berlangsung. Untuk penanda interaksional, semua jenis ditemukan; *hedges, boosters, penanda sikap, penyebutan diri,* dan *penanda keterlibatan.* Kesimpulannya, pendebat cenderung menggunakan metadiscourse interaktif daripada interaksional yang berarti bahwa mereka lebih suka merepresentasikan diri mereka dan memperkuat argumen mereka darpada melibatkan audiens dalam argumen mereka.

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ABBREVIATION

OG	Opening Government
OO	Opening Opposition
CG	Closing Government
CO	Closing Opposition
PM	Prime Minister
DPM	Deputy Prime Minister
LO	Leader of Opposition
DLO	Deputy Leader of Opposition
MG	Member of Government
GW	Government Whip
MO	Member of Opposition
OW	Opposition Whip
TM	Transition Markers
FM	Frame Markers
EM	Endophoric Markers
EV	Evidentials
CG	Code Glosses
H	Hedges
B	Boosters
AM	Attitude Markers
SM	Self-Mentions
EGM	Engagement Markers

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research questions, significance of the study, scope and limitation, and definitions of key terms that explain some of the terms used in this research.

A.   Background of The Study

Ilie (2033) argued that metadiscourse markers are typically used to denote a change in discourse levels, in which the speaker simultaneously conveys multilayered messages, such as "alongside," "above," and/or "beyond" the discourse while it is developing. Since it emphasizes the discursive role of institutional coexistence, overlap, and confrontation of competing ideological and personal representations on the one hand, and the discursive interplay between the participants' interpersonal and institutional voices on the other, it refers to the various meta-levels of parliamentary debates. Ilie (2003) mentioned that metadiscourse refers to the various meta-levels of parliamentary debates because it emphasizes the discursive role of institutional cooccurrence, overlap, and confrontation of competing for ideological and personal representations on the one hand, and the discursive interplay between participants' interpersonal and institutional voices on the other. Therefore, the types of metadiscourse known today were previously referred to as parliamentary metadiscursive strategies. One of the

examples is metadiscursive attribution strategies which are similar with self-mention and attitude markers as in "we all know", "everybody agrees that", etc.

On the other hand, Hyland (2017) stated that metadiscourse markers are words or phrases used by writers or speakers to state their stance and organize a discourse in order to engage readers or audiences in construing their messages. In other words, metadiscourse has a pragmatic and social function where the audiences can interpret the intended meaning of their interlocutor's utterances (Zahro, Irham, & Degaf, 2021). Thus, metadiscourse has a significant role in building coherency and comprehensively discourse in certain communicative situations, either in a written or spoken context.

Ilie (2003) also conveyed that metadiscourse is complex because it includes participants' cognitive and inter-communicative acts such as signaling, controlling, explicating, evaluating, adjusting, and negotiating the main and/or underlying message(s), goals, and expected effects of the ongoing interaction. Meanwhile, it is flexible since can be applied in both written (e.g. essay, abstract, etc.) and spoken context (e.g. speech, business presentation, etc.). On the other hand, Hyland (2017) stated that metadiscourse has made a substantial contribution in understanding language use in various themes, such as register (academic and non-academic), mode (genre), and expertise. By looking at this broad scope, metadiscourse is complex and flexible in terms of its function and application.

Before studying metadiscourse in parliamentary debate, Ilie (2000) has researched cliché-based metadiscursive argumentation in the parliament. She

discovered that the use of clichés in metadiscursive discourse is argumentative because speakers evaluate and explain how they interpret clichés in perspective of their political, ideological, and institutional convictions. The speaker hopes to establish a connection with the audience by both reinforcing his or her argument and metadiscursively introducing a cliché. This statement deals with the metadiscourse proposed by Ilie (2003). Therefore, this research is relevant to the current study because it shows that in debate competitions, clichés can be used to uphold speakers viewpoints and ideas. For example in the utterance of Ms. Jowell (Labour): ...Let them free hospitals to *co-operate* in delivering a public service rather than forcing them to *compete* as private businesses. In this example, cliches act as powerful argument bearers because one of the most common clashes between Conservative and Labour MPs consists in recognizing not only the difference but also the incompatibility of their respective positions and claims. Therefore, in this context, Ms. Jowell appears to draw a clear line between competing and cooperating, ruling out any possibility of convergence.

In the following year, Ilie (2001) investigated the use of insults in parliamentary discourse which led to the discovery of four key characteristics: the target, the focus, the end-goals, and the counter-insults. Since she claimed that insults are harder to deliver and more intense than reproaches, charges, and criticisms, this study is intriguing. After all, insults language may have an emotional impact on not only the speaker but also the audience or other participants. In addition, insults can reveal a person's ideological orientation, which has a wider impact on public opinion.

One of the examples of insults can be seen in this utterance, Gamier (Con): *[...] We have heard nothing intelligent from the Government that would produce a climate of innovation.* In this utterance, the target is the IQ (Intelligence Quotient) of the whole government. His metonymic conceptualisation model employs the 'whole for the part' pattern, which can be summed up as 'if nothing intelligent has been heard from the Government, then nobody in the Government has anything intelligent to say.' Gamier intends to exploit the adversary's weakness by projecting the alleged lack of intelligence onto all members of the Government.

Furthermore, insults gravely damage the addressee's reputation, standing, and power, making further conversation impossible. The motive of using insults language is also closely related to metadiscursive strategy, including in the category of *pathos* (emotional appeals). Where this unparliamentary discourse can influence and have an emotional impact on the addressee and participants to be on his/her side. From the aforementioned findings, it can be inferred that the research then leads to her following research of discourse and metadiscourse in parliamentary debate 2003.

Ilie (2015) examined parliamentary discourse and discovered several significant points. She argued that a parliamentary debate is a formal discussion with (sometimes contentious) exchanges of ideas that aims to help the chamber reach informed decisions on particular topics as a whole. There are parliamentary discourses that allow spontaneous interruptions, like the UK, and those that do not allow any at all, like the Greek parliament. The rules of the UK parliament apply to a debate competition that is the subject of the present study, where MP (Member of

Parliament) fellows are permitted to intervene if they disagree with the views expressed by other MPs.

The use of metadiscourse, whereby MPs give additional indications regarding the purpose, implications, and objectives of their own discourse. Ilie (2003a) claims that the term "metadiscourse" is typically used to denote a change in discourse levels, whereby the speaker is simultaneously communicating many levels of information "alongside," "above," and/or "beyond" the discourse that is now being developed. By doing this, the speaker can incorporate both institutional and (inter)personal components, which have complimentary rhetorical functions.

A handful studies related to the spoken metadiscourse have been carried out in various foci, whether in written or spoken register. The study on metadiscourse markers in the written domain has been conducted by Lotfi, Sarkeshikian, and Saleh (2019), El-Dakhs (2020), Tabrizi (2017), and Ho (2018). On the other hand, in spoken context, Sukma (2017), Albalat-mascarell and Carrio-Pastor (2019), Anggraini and Effrianti (2020), Kashiha (2022b), and Balog (2022) focus on examining metadiscourse markers in political speech. Then, Kuswoyo and Siregar (2019) investigated metadiscourse markers in business presentation.

Besides, El-Masry (2020) examined the use of metadiscourse in UNICEF speech by David Beckham and Bobby Brown. Several studies also compare the use of metadiscourse in two different data, namely academic and non-academic speech, such as Kashiha (2021) and Kashiha's (2022), also in speech and writing such as Zahro, Irham, & Degaf (2021). Furthermore, the researcher only found studies thst focused on metadiscourse used in a debate such as Istiani and Puspita (2020) in

Bloomberg International Debate. However, the study of Ilmi and Degaf (2020) also has similarity in terms of debate field, thus it can be one of the references of this study.

Lotfi, Sarkeshikian, and Saleh (2019) compared the use of metadiscourse markers in an argumentative essay of two different L1 and cultural backgrounds, is Iranian and Chinese EFL learners. The result indicated that both Iranian and Chinese groups used all subtypes of interactional metadiscourse (e.g differently in the use of boosters, attitude markers, engagement markers, and similarly in the use of hedges) in their writings. This type of research helps in determining the impact of students' first language and culture on their use of metadiscourse markers.

Similarly but differ in data, El-Dakhs (2020) investigated variation of metadiscourse markers used in L2 writing of argumentative essays by EFL and ESL learners at two different levels of proficiency with their use by native speakers. The result showed that three groups of participants (NSE, EFL learners, and ESL learners) used more interactional than interactive markers. However, it is also found that L2 writers occasionally underuse certain features (e.g., interactional markers or boosters) than NSE and at other times overuse other features (e.g., interactive markers and frame markers). Those findings elucidated that learning context and language proficiency as well as other factors like essay type, prompt and length, and cultural factors can influence the variation of metadiscourse markers used in L2 writing.

Other inquiries in written context but in non-academic writing domain, is Tabrizi (2017) investigates the use of metadiscourse markers in sales contract

written in English and Iranian. The result found that Iranian used more interactive metadiscourse (e.g. transition, code glosses, frame, and endophoric markers), while English used more interactional metadiscourse markers except for attitude markers (e.g. hedges, booster, self-mention, and engagement markers). It means that American writers were more interested in making explicit comments on and evaluating the sales contract, whereas Iranian writers managed the information flow to guide readers through the text as a linguistic entity.

On the other hand, Ho (2018) examined how professionals use metadiscourse to persuade others via workplace emails, and how these persuasion attempts differed from those made via non-computer mediated genres. The study found that professionals used more interactional than interactive metadiscourse, they used more frequently self-mentions, hedges, boosters, engagement markers, and transitions, and less frequently code glosses. Neither of these choices has been observed in persuasive attempts made in the non-computer mediated genres selected for comparison, namely business CEOs' letters, company directors' reports, print advertisements, newspaper opinion columns, and academic research articles.

In spoken register, especially in political speech, Sukma (2017) attempts to explain the meaning of interpersonal metadiscourse markers used in Barack Obama's campaign speeches. The results indicated that all interpersonal metadiscourse markers categories, namely hedges, certainty markers, attributors, attitude markers, and commentaries were employed in Barack Obama's campaign speeches. These findings imply that Obama tries to build an emotional bond with his audience as his persuasive strategy.

Other studies in spoken context conducted by Anggraini and Effrianti (2020) who focused in examining the interpersonal metadiscourse markers employed by the Minister for Foreign Affairs of Indonesia. The results revealed that the minister for foreign affairs of Indonesia used all types of interpersonal metadiscourse markers, such as hedges (probably, possibility), boosters (of course, certainly), attitude markers (honored, biggest), self-mentions (I, We), and engagement markers (you, let), in her political speech. All types are used to interact and involve audiences in her speech, create an alive speech, and also keep it focused on what was discussed. In addition, the most dominant type of interpersonal metadiscourse marker is self-mention, which means that he/she wants to state her positions and make audiences comprehend the context thoroughly.

Another relevant studies conducted by Balog (2022) who analyzed Queen Elizabeth II's coronavirus speech using Hyland's metadiscourse theory. Interestingly, the speech was held when British Prime Minister Boris Johnson was infected by the coronavirus and it created a unique rhetorical situation. The study's findings show that Queen Elizabeth II values audience participation in her speeches, as evidenced by the high frequency of interactional metadiscourse markers. Involving her audience in her speech could help her encourage people to take part in the global pandemic fight. Furthermore, this study suggested that pragmatic meanings of words should be considered in analyzing metadiscourse markers.

In the same year, Kashiha (2022b) investigated persuasive meaning of metadiscourse markers in political speeches delivered by Barack Obama. By employing Hyland's (2005ab) interpersonal models of metadiscourse, he identified

the frequency and persuasive function of interactive and interactional devices used. The findings suggested that metadiscourse is a necessary component of persuasion in political discourse and plays a major role in organizing the discourse of political speeches. This is also demonstrated by the prevalence of interactional metadiscourse over interactive metadiscourse. Furthermore, transitions like and and self-mentions like "and" and "I" are the most frequently used sub-categories in Kashiha's (2022) research.

Besides political speech, Kuswoyo and Siregar (2019) investigaBated metadiscourse in business presentation. They scrutinized the use of interpersonal metadiscourse markers in Steve Jobs' oral business presentation using Hyland's model. They demonstrated that interactional subcategories; self-mentions such as 'We' and engagement markers, such as 'let's take a look' and 'look what happens!', are mostly used. Meanwhile, interactive subcategory transition markers like 'in addition' and 'so' are dominantly used by Steve Jobs. The results of this study imply that Steve Jobs attempted to have a great interaction with audiences in order to establish mutual comprehension on the topic being discussed.

Another study of metadiscourse in spoken context conducted by El-Masry (2020) who investigated the linguistic devices used to carry out the persuasive functions of metadiscourse markers employed in David Beckham and Millie Bobby Brown's speeches at UNICEF, New York, November 20, 2019. The result indicates that rational appeal is mostly used by Beckham and Brown. This study also reveal that gender can influence metadiscourse markers as persuasive appeals, for example Brown used more affective appeals than Beckham. It is evidenced by 13 data on

affective appeals such as expressing "scared", "helpless", "insecure", etc., in interviews with Brown and only 3 data on Beckham. This shows that women try to grabb the audience's attention by utilizing emotional expression. El-Masry employed Conner and Lauer's (1985) model of persuasion and Dafouz-Milne's (2008) theory of metadiscourse markers. These differences can be compared to the present study, because there are similar context and category regarding the theories.

Several studies also used comparative analysis of metadisscourse markers with different types of data. Albalat-Mascarell and Carrio-Pastor (2019) compares the frequency and rhetorical roles of the self-mentions used by the candidates of the two major political parties (i.e., Democrats and Republicans) in the debates of United States presidential election of 2016. Their findings are presented in two ways: quantitatively and qualitatively. The pronoun I was the most common self-referential form overall (81.6 percent of the total), followed by the subject pronoun we as first person plural pronouns (10.8 percent of the total), and finally, citations and other self-referential expressions such as this ticket or Democrats were much less common in the debates (7.5 percent of the total). Meanwhile, the findings show that Clinton and Trump use different rhetorical strategies to gain credibility and win votes, with the former emphasizing her political career and the latter emphasizing his personal side and business accomplishments.

Other previous studies compare written and spoken discourse as the data inquiries. Zahro, Irham, & Degaf (2021) investigated the use of metadiscourse markers in Indonesian EFL students. They compare the use of metadiscourse markers in written and spoken contexts to find similarities and differences. The

study found that interactive markers are used more often than interactional markers in both domains. It echoes that Indonesian EFL students' communicative strategic preference tends to connect and highlight the arguments instead of displaying participants' involvement.

Differ from the existing previous studies above, Kashiha (2021) examined the use of stance metadiscourse markers in monologic seminars and dialogic discussions. He compared the use of stance metadiscourse across both modes of speech. The result found that hedges were found to be more frequent in seminars than in discussions because of the formal and content-based focus of this monologic discourse, a speaker must exercise caution when presenting information to the audience. On the contrary, self-mentions were more prevalent in discussions than in seminars because of the dialogic form of this genre, in which a larger number of speakers participated in debates and were more likely to take turns either starting their turn or reacting to other speakers' viewpoints.

In Kashiha's (2022a) following study, she researched and compared the use of metadiscourse markers that function as audience orientation in academic and political modes of speech. The result shows that lectures are more frequent in using metadiscourse markers since they have to interact with their student and construct a relationship when delivering information. Referring to the findings, it means that the presence of an audience can affect the speaker's language choice. That is why in a classroom context, metadiscourse markers are often used.

The study of metadiscourse in debate field was found in Istiani and Puspita (2020) research. The study investigated the uses of interactional metadiscourse markers in the Bloomberg International Debate. The findings indicated that the types of markers consisting of hedges, boosters, attitude markers, self-mention used by debaters, and engagement markers were not found during the analysis process. Probably, in this case, debaters/speakers want implicitly to build a relationship with audiences. Thus, debaters/speakers do not deliberately engage with them.

Another research in debate field is conducted by Ilmi and Degaf (2020). They examined the use of rethorical strategy used by speakers in interfaith debate The analysis and discussion of the data yielded the result that all of Van Dijk's categories of rhetorical techniques were employed by the speakers in the presentation session, while the categories employed in the refutation session were evidentiality, example/illustration, norm expression, number game, reasonableness, and religion self-glorification. In both sessions, both presenters applied the strategy in the same way. However, the evidentiality category is the most frequently used strategy because it helps the speaker in persuading the audience, supporting their arguments, and giving them more strength. It can even change the listener's perspective and beliefs.

Above all, those previous studies have presented various findings related to the use of metadiscourse markers, both in written and spoken contexts. Nonetheless, none of those existing studies attempted to investigate the use of metadiscourse markers in debate competition of Indonesian EFL learners. Hence, it becomes intriguing topic to be investigated since metadiscourse markers almost always

appear in speaker's speech. Investigating metadiscourse markers in debate competitions might be able to provide new discoveries, since the object is focused on EFL learners. It is possible that the way they present their arguments might different from native speakers. However, this study was limited to the use of metadiscourse markers and would not allow comparisons with native speakers due to the researchers' limited time. Therefore, this present study is interested in exploring the use of metadiscourse markers and how EFL learners use it to construct their stance in the debate competition.

Regarding the previous studies mentioned above, it is proof that the study of metadiscourse in spoken discourse, especially in debate, is still less unexplored. For that reason, this study aims to explore the use of metadiscourse markers in the debate competition of NUDC 2021 which held on August 29, 2021. The National University Debating Championship (NUDC) is a parliamentary debate competition in English at university levels throughout Indonesia. This competition is held once a year from 2008 until now by the Indonesian Ministry of Education and Culture (Kemendikbud). This activity is held to select Indonesian delegates to compete in the World Universities Debating Championship (WUDC). The NUDC 2021 debate competition was selected as data since it is speaking activities done outside the classroom. Besides, the NUDC debate competition is one of the prestigious debate competitions which is held by the Indonesian Ministry of Education and Culture. Accordingly, I would like to know how speakers use metadiscourse markers in their debates. There are only two existing studies I have found that examine the use of metadiscourse in debate, which is conducted by Ilie (2003) and Istiani and Puspita

(2020), then it will be further explained on page 11. By employing Hyland's (2005) theory, this research hole is prominent to be further studied to provide a deeper understanding of metadiscourse as a means needed in an academic speech outside the classroom. Besides, this study wants to discover the potential new markers that might be found in the debate speech of Indonesian EFL learners.

Debate can be defined as an activity delivering structured arguments with the purpose to persuade people to believe in the speaker's opinions. It can be done individually or in a group (Steinberg & Freeley, 2013). In delivering an argument, speakers must be aware of several points, such as the theme, the purpose, and the content of the argument or debate (Istiani & Puspita, 2020). In addition, the debate has its characteristics in linguistics feature, where it commonly use transitions or persuasive phrase to make their argument clear and engage with audiences. It also has a structure called AREL, which is the acronym of assertion, reason, evidence, and link back. AREL functions to create cohesive and logical constructions. That is why metadiscourse markers play a significant role in the debate, especially in assertion, reason, and evidence since they contain the core of the argument. Hence, in this case, the researcher wants to investigate the type and function of debaters' metadiscourse markers during argumentation. This study may also provide new findings in terms of metadiscourse markers which have not been mentioned by Hyland (2005) but share a similar function.

As stated earlier, metadiscourse markers refer to words or phrases used by writers/speakers to organize and shape their arguments and ensure that there is no overlapping from one idea to the next (Hyland, 2017) and can help the writers or

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speakers stance their position in the communicative situation. *Thus, according to X, finally, I agree,* are the example of metadiscourse markers. This present study uses two theories because this research is more in line with the theory of Ilie (2003) which is about spoken metadiscourse, while Hyland's (2005) metadiscourse focuses on written text.

As Halliday (1989) argued that written and spoken language have different features, it becomes more intriguing to explore why Hyland (2005) metadiscourse model used in spoken context while he only focus in academic writing. Halliday (1989) stated that writen language is more grammatical, structured, having more lexical density and dominated by noun. Meanwhile, spoken language is more spontaneous, ungrammatical, unstructured, and verbs dominated than nouns, and has intonation and rhythm patterns. However, previous studies on spoken metadiscourse which employed Hyland (2005) as the main theory, did not explain why they used it in spoken context.

After understanding and exploring based on Halliday's (1989) explanation, I found that although written and spoken have different characteristics, spoken language has more complex clauses in terms of dynamics and intricacy. With complex clauses, in the spoken context, I found any interactive and interactional metadiscourse markers. For example, *It's less risky and/or/but/so it costs less* (Hyland, 1989, p.83), which *and/or/but/so* are included as interactive metadiscourse markers, in the group of transition markers. That is the reason why, many researchers employed metadiscourse markers of Hyland (2005). Therefore, the objective of the present study is to find out the types of metadiscourse markers

employed and how debaters apply them in NUDC 2021 debate competition using Ilie (2003) and Hyland (2005).

To make it clearer, here the example of the sentence differences between written and spoken languange:

Written	Spoken
Every previous visit had left me with a sense of the futility of further action on my part.	Whenever I'd visited there before, I'd end up feeling that it would be futile if I tried to do anything more.
Violence changed the face of once peaceful Swiss cities.	The cities in Switzerland had once been peaceful, but they changed when people become violent.

As we can see on the table, those examples have shown us how the different written and spoken language. In written form, the sentence is more structured, grammatical, dominated by nouns (*visit, sense, futility, action, violence)* because it represents phenomena as a product and the lexical density is vivid. Thus, the reader would not be confused when reading it. Meanwhile, in spoken language, the sentences seems unstructured, ungrammatical, and more complex in the printed form. However, those sentences would sound sensible when we read them loudly. The reason is that speech is unstructured, superficial, and low in content (lexical density). In addition, spoken language represents phenomena as a process. Hence *had visited, had ended up feeling, had been* are all verbs.

Among those researches, what is less discussed or explored from previous research is how metadiscourse markers may also occur in spoken discourse, especially in debate competition, which is still being one of the prestigious events held in academic field. Therefore, it is fundamental to extend research on spoken

discourse, debate competition, to see the utilization of metadiscourse markers in that register. The novelty of this study is in the research subject and the focus of the research. The researcher presents a study using video of NUDC 2021 debate competition in Pusat Prestasi Nasional YouTube Channel as the research object to explore metadiscourse markers used by the debaters. Furthermore, this study also aims to find out types of metadiscourse markers used by EFL learners in NUDC 2021 debate competition.

B. Research Questions

In light of the discussion above, this study aims to answer the following research questions:

1. What are the types of metadiscourse markers used by debaters in NUDC 2021 debate competition?

2. How do debaters use metadiscourse to construct their stance in NUDC 2021 debate competition?

C. Significance of the study

Considering the proposed topic, this study attempts to be done with the practical contribution in the field of metadiscourse study.

This study has a significant impact on the debate competition as well as on speaking proficiency. It contributes to how speakers, addressees, and multiple audiences are involved in co-constructing, deconstructing, and reconstructing the meaning being communicated. It also helps to posit speakers' utterers' standpoints concerning their own (present and past) discourse, their interlocutor's discourse, and/or other interactants' discourse. Furthermore, metadiscourse markers assist

speakers in adapting their discourse to the situation, their interlocutors, their audiences, and their end-goals. Besides, it may help the teacher to find out the most suitable way in introducing and applying metadiscourse, especially in spoken discourse. It is expected that the findings of this study will make language teachers aware of the importance of teaching metadiscourse elements to learners, as well as help them educate their students on how to succeed in writing tasks by knowing and effectively using linguistic elements. Moreover, this research may give useful information for other researchers who want to conduct further research on the related field, especially for students of UIN Maulana Malik Ibrahim Malang.

D. Scope and Limitation

This present study has several scopes in terms of the subject, focus, and data. The subject is a debate competition that is limited to novice grand finals of NUDC 2021 that was held via zoom and uploaded to Pruspesnas YouTube channel. In terms of focus, this study concentrates on exploring metadiscourse markers used in debate competitions by Indonesian EFL learners. The reason why the researcher selects EFL learners as primer data is because they are multilingual speakers who have a more unique language experience that is influenced by the neighborhood and culture.

Moreover, in terms of the data, the researcher collects data in the verbal form which includes words, phrases, and sentences. Then the data is transcripted into written form. However, several points that could not be covered in this study can be regarded as the limitation of this study. The researcher does not compare the dominant metadiscourse used by the speakers.

E. Definition of Key Terms

To avoid misunderstanding, the terms used in this research are defined as follows.

1. **Metadiscourse Markers:** method or linguistic devices used by speakers/writers to engage, interact, and stance their position towards audiences, so that they can interpret what speakers/writers intension want to convey.

2. **Academic Speech:** a formal speech that requires students to speak in standard language and it is present in academic scopes, such as students' presentations, thesis presentations, debate, scientific speech, and so forth. The objective of the course is to strengthen all aspects of speaking ability, especially in academic contexts.

3. **Debate:** the debate is an activity of delivering opinions based on structured arguments and concrete evidence. It is usually contested in various levels of education, ranging from junior high school to university.

4. **Spoken Language:** spoken language is characterized by complex sentence structures with low lexical density (more clauses, but fewer high content words per clause). It also moves quickly and may even remain slightly below the level of our conscious attention. As a result, spoken language is more ungrammatical and unstructured.

CHAPTER II

REVIEW OF RELATED LITERATURE

To investigate the use of metadiscourse in National University Debating Championship (NUDC) 2021, this chapter particularly explains the theories used in this study such as (1) Metadiscourse in parliamentary debate (Ilie, 2003) and (2) Metadiscourse markers (Hyland, 2005).

A.   Discourse Analysis

The term 'discourse analysis' was first used by the sentence linguist, Zellig Harris in his 1952 article entitled 'Discourse Analysis'. He claims that discourse is a method for the examination of connected speech or writing that goes beyond the scope of a single basic sentence at a time (Harris, 1952). Discourse is simply language in use (Brown & Yule 1983; Cook 1989). As a result, discourse analysis is the study of language in use that related to the set of norms, preferences, and expectations. Discourse analysis can also be defined as the organization of language above the level of the sentence (Kamalu & Osisanwo, 2015).

Discourse analysis examines spoken and written language in relation to its social context and discusses how various linguistic forms produce meaning. The development of discourse analysis can be attributed to the theories of French theorist Michel Foucault, who saw discourses as repeated utterances that are accepted as significant within a community. Discourse analysis is fundamentally regarded as beneficial because it aims to determine how and why particular social

"scripts" or systems are given significance and so aids in our better understanding of the world. A tool for analyzing the function of language in promoting and constructing such social value systems and material realities is discourse analysis. To put it another way, "language does not explain the world as much as produces it" (Dunn and Neumann, 2016: 2).

B.   Metadiscourse Markers

Hyland (2005) defined metadiscourse as "The cover term for the self-refelexive expressions used to negotiate interactional meanings in a text, assisting the writer (or speaker) to express a viewpoint and engage with readers as particular community" (p. 37). Hyland & Tse (2004) also argued that the idea of metadiscourse applies to those aspect of the text that actualize the interaction between writer and reader. This aspect may provide an understanding to the reader or listener about the main message that the writer/speaker wants to convey. Thus, the relationship between the two can be strengthened by applying this metadiscourse in their text.

Hyland (2005) classified metadiscourse into two categories, "interactive" and "interactional" metadiscourse. The function of interactive metadiscourse is to represent the speaker's strategy for managing the information flow on his or her propositional claims. This type of markers aims to guide and convince the audiences to reach a coherent understanding of the proposed claims (Hyland, 2004, 2005). Meanwhile, interactional metadiscourse refers to a strategy used by

readers/speakers to show engagement with the audiences by enabling them to interpret and analyzed the material (Hyland, 2005).

1. Interactive metadiscourse

Hyland (2005) conveyed that interactive metadiscourse deals with the author's commitment to producing explicit content and involving readers by granting them the ability to respond, interpret, and evaluate the materials. This function encourages the reader to participate in the writing process alongside the author. As a result, the reader is involved and has the opportunity to respond to the text as it develops. The author can engage readers with his concept through interactional metadiscourse (Hyland, 2005). In addition, Hyland (2005) divides five subcategories of interactive metadiscourse as follows

Table 1: Model of Interactive Metadiscourse

Interactive Metadiscourse		
Category	**Function**	**Examples**
Transition Markers	Show semantics relationship between the main clauses	In addition, but, therefore, so, and, etc
Frame Markers	Refer to the text stages explicitly	Finally, first, second, next, etc
Endophoric Markers	Refer to other parts of the text for information	as has been stated, noted above
Evidentials	As information resources	According to X or Y, cite, quotes, X states
Code Glosses	Help the reader understand ideational content meanings	Namely, such as, for example, i.e, in fact

Source: Adapted from (Hyland, 2005, p. 49)

a)   Transition markers

Hyland (2005) divides Transition Markers into three sub-types: addition, comparison, and consequence, which function in both external and internal relationships. Additional markers are used to supplement the information provided by adding specific elements and "to express semantic relationship" (Hyland, 2005). Meanwhile, comparison markers are represented by elements that provide contradictory or equivalent information in relation to the previous sentences. On the other hand, consequence markers are the elements that support or refute a conclusion.

b)   Frame markers

This category of metadiscourse markers helps audiences understand the flow of the speech by providing signals such as label, sequence and argument shift, and prediction (Hyland, 2005). Frame markers, in other words, are schematic structure elements used to label text stages. Furthermore, this element may be used to identify the stage of the speech or text as well as to indicate topic shifts in the subject. The researcher discovered 47 data in this category in the current study.

c)   Endophoric markers

Endophoric markers are elements that help readers or speakers identify other important points in the text. Endophoric markers in soft disciplines, according to Hyland (2005), refer to the actions of reinforcing the discourse in order to provide readers/audience with quick access to relevant points between some parts of the text.

d)   Evidentials

Evidentials point to the origin of textual knowledge from outside existing texts (Hyland, 2004). This element is intended to establish the author's authorial command and to lead the readers' understanding. It refers to a reliable source and important arguments rather than the author's position, such as the Hyland claim; according to, cites, quotes, and so on.

e)   Code Glosses

The use of Code-glosses is intended to provide the readers or audience with an alternative meaning of the referred information. Writers or speakers are expected to provide additional information or predictions to ensure that their audience or readers understand. It also aids readers in understanding the function (Hyland, 2005). This indicates the writer's or speaker's effort to guide the readers' or audience's conceptual understanding of the topic. Fortunately, the word or is not as frequently used as the words 'and' and'so' in the preceding category.

2.   Interactional metadiscourse

How the author conveys his thoughts to the reader is explained through interactional metadiscourse. As a result, the author invites the reader to share in his or her ideas. Hyland (2005) conveyed that interactive metadiscourse will help the reader grasp how a work relates to a different context. Finally, the text will establish a connection between the reader and the author. Additionally, Hyland (2005) also stated interactional tools give the author the means to organize the information flow and develop the necessary interpretations in an engaging way. Thus, it indicates the

speaker's efforts in organizing the discourse. Hyland (2005) divides interactional metadiscourse into five sub-categories and is discussed below.

Table 2: Model of Interactional Metadiscourse

Interactional Metadiscourse		
Category	**Function**	**Examples**
Hedges	Withhold the full commitment of the writer to the statement	Almost, perhaps, might, maybe
Boosters	Emphasize the strength of the writer's certainty in the message	In fact, obviously, it is known that
Attitude Markers	Express the writer attitude to the content of the text	Unfortunately, surprisingly, agree, disagree
Self-mentions	An explicit reference to the author (s)	I, we, me, our
Engagement	Creating an explicit relationship to the reader	You know, as you can see, frankly

Source: Adapted from (Hyland, 2005, p. 49)

a)   Hedges

Hedges are used in a text to provide insight into the writer/commitment speaker's within the text. Hedges can be classified into five types, according to Salichah et al. (2015). Modal verbs are the first category. These modal devices express the ability and possibility to the readers/audience. The second type of hedge, on the other hand, is epistemic adjectives or adverbs. Similar to modal verbs, epistemic adjective and adverb words express the uncertainty or likelihood of a specific claim.

On the other hand, Hasanah & Wahyudi (2015) studied the meaning making of hedges in non-academic register, that is gossip column of the Jakarta Post. They

employed three theoritical frameworks of hedges, namely Lakoff (1973), Holmes (1990) dan Hyland (1996a-b). Hasanah & Wahyudi (2015) also stated that hedges refers to vague language which shows ambigous statement and uncertainty.

Hasanah & Wahyudi (2015) also explained the language devices which are usually used as hedges are: **(1) Modal auxiliary verbs**, such as may, might, can, could; (2) **Modal lexical verbs** doubting and evaluating rather than merely describing, such as to seem, to appear, to believe; (3) **Probability adjectives**, such as possible, probable, un/likely; (4) **Nouns**, such as assumption, claim, possibility; (5) **Adverbs**, such as perhaps, probably, apparently;(6) **Approximators of degree**, quantity, frequency, and time, such as approximately, about, often, usually, a lot of; (7) **Introductory phrases**, such as believe, to our knowledge, we feel that; (8) **"If" clause, such as if true**, if anything; (9)**Compound hedges**, such as seems reasonable, looks, probable (Adapted from http://www.bbk.ac.uk/front-page).

b)   Booster

In general, boosters are used to persuade the reader/audience by writing or speaking with certainty about them. It allows the author/speaker to express their claims and prevents opposing viewpoints from influencing their perspectives (Hyland, 2017). Boosters are classified into three types: universal and negative pronouns, amplifiers, and emphatics. The universal pronouns (every, no, all, etc.) are used to describe an exaggerated claim that may elicit exaggerated impressions. Meanwhile, amplifiers are used to exaggerate a claim's effect and increase its lexical intensity. Adverbs such as very, certainly, extremely, and so on are commonly used

to represent amplifiers. Finally, emphatic markers such as indeed, for sure, and so on refer to elements that emphasize a writer/claim speaker's in the text.

c)   Attitude markers

The third type of metadiscourse's function is to assist us in revealing our attitude or emotional orientation toward referential material. This attitude is usually related to the level of desirability we assign to situations described by the referential material. Adverbs like luckily, unfortunately, and happily can be used to express such feelings. Parenthetical verbs such as I regret and I rejoice can be used: "He is, I regret, not very well." To preface other clauses, we can use phrases like I wish that, I am grateful that, I am afraid that, and It is alarming to note that. Finally, exclamatives (How awful that) can be used to introduce referential information.

d)   Self-mentions

In terms of first-person pronouns (I, we) and possessive adjectives, self-mentions are frequently used to extend the author's presence and participation in a text (mine, me, our, etc.). These elements are used to represent the writer/self-representations. speaker's (Hyland, 2005).

e)   Engagement

In a writer/speaker text, these markers are used to explicitly address the audience. The goal of employing this device is to directly involve the audience in the discourse and highlight their presence in the text by treating them as participants in an argument with the audience. This category is mostly indicated by the use of second-person pronouns and possessive adjectives like you, yours, and yourselves.

Furthermore, engagement markers may appear as interjections, such as well, okay, hello, now, and so on.

C.   Metadiscourse in The Context of Debate

There are several kinds of debate, such as presidential debate, interfaith debate, parliamentary debate, and etc. In the present study, the model of debate competition is adapted from parliamentary debate, thus the name of the participant related to the parliament. Individual interventions in parliamentary debates are shaped by what participants (and interlocutors) assume about each other's mental representations of the world, cognitive experience, ideological background, and emotional involvement (Ilie, 2003). The speakers' use of metadiscourse is one of the most significant and revealing examples of institutional discourse features. According to Ilie (2003), metadiscourse is generally used to indicate a shift in discourse levels, by which the speaker's multilevel messages are conveyed concurrently with the unfolding discourse, namely "alongside," "above,"and/or "beyond." It refers to the various meta-levels of parliamentary debates because it emphasizes the discursive role of institutional coexistence, overlap, and confrontation of competing ideological and personal representations on the one hand, and the discursive interplay between the participants' interpersonal and institutional voices on the other.

The present study envisions institutional metadiscourse as a set of rhetorically intended utterances intended to emphatically contextualize and overstate/understate the speakers' discursive contributions in terms of degree of involvement, topical explicitness, and interpersonal vs. institutional

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understanding/dissent patterns. To examine and evaluate the rhetorical strategies that underpin parliamentary metadiscourse, it is necessary to distinguish theoretically and practically three major components of a rhetorically tailored message, namely *logos*, *ethos*, and *pathos*. These three elements are actualised in rhetorical appeals. Rhetorical appeals to logos are also known as rational appeals (or logical appeals). Ethical appeals are another term for rhetorical appeals to ethos. Rhetorical appeals to pathos are also known as emotional appeals (or pathetic appeals).

1. Rhetorical Appeals

A speaker must establish a common ground of shared assumptions with the audience in order to implement discursive reasoning (= rhetorical logos). Speakers also heavily rely on rhetorical commonplaces (topoi) to identify and interact with specific culture-based meta-representations in each other's interventions. When debating particularly technical issues, MPs' primary concern is to reinforce their own credibility (= rhetorical ethos) by demonstrating professional competence, political stamina, and consistency between their statements and actions. Metadiscursive statements are frequently used on purpose to highlight the speakers' professional and/or public image, rather than their political positions and arguments. On the other hand, emotional impact on the audience (= rhetorical pathos) is multiplied by the charismatic personal image that political speakers hope to achieve by implementing their rhetorical strategies.

2. Metadiscursive Utterances

Metadiscursive utterances aid in situating their utterers' perspectives in relation to their own (present and past) discourse, their interlocutor's discourse,and/or the discourse of other interactants. It means that this aspect has important consequences with regard to the discursive and rhetorical functions of metadiscourse. Besides, it also has significant implications for metadiscourse's discursive and rhetorical functions. Metadiscursive utterances can occur in discourse by juxtaposition, before, after, or between separate discursive units, as inserted metadiscourse or they can occur between two constituents of a single discursive unit, as embedded metadiscourse.

a.   Inserted parliamentary metadiscourse

Ilie (2003) stated that inserted parliamentary metadiscourse can occur in three main positions, namely (a) utterance-initial, when it occurs initially in the utterance, (b) utterance-medial, when it occurs in the middle of the utterance, and (c) utterance-final, when it occurs at the end of the utterance. The examples can be seen in the following excerpts which is marked by the italic words.

1. **utterance-initial**: "Mr. Deputy Speaker: [...] *I remind* the House that, unless hon. Members shorten their speeches, many other hon. Members will be disappointed. [...]" (Ilie, 2003, p.82)

2. **utterance-medial**: "Mrs.Ewing: [...] In presenting the petition, *I am conscious of the fact that people* [. . .] are keen for the hospice [., . .] ." (Ilie, 2003, p.82)

3. **utterance-final**: "Ms. Harman:[...] The days are gone when women were as rare a sight in the workplace as men are, even today, in the kitchen. [Interruption]. Not all men, *I hasten to add*; [...]" (Ilie, 2003, p.82)

b. Embedded parliamentary metadiscourse

In most types of verbal interaction, the speech of the interacting person can convey one or more messages, some of which are overt and some of which are conveyed surreptitiously. As a general rule, a speaker's main message(s) are frequently conveyed overtly, i.e. directly inferable from the surface level of his/her utterances, whereas the processing of the speaker's secondary messages is typically dependent on the contextualisation and intertextuality of the main message. Differ from inserted parliamentary metadiscourse, Embedded parliamentary metadiscursive can include both simple and complex metadiscursive statements, and can also serve as a strategy for correlation and interaction not only between discursive and metadiscursive levels, but also between different metadiscursive levels.

Mr. Taylor (Con): There are two parts to the answer. First, the effects could be addressed through fiscal policy. Secondly - *as I am sure the hon. Gentleman [Mr. Brown, Lab], who studies these matters carefully, knows -* there are fewer differences between European Union countries than between different regions of the United Kingdom. (Hansard De bates, 24 November, 1999, pt 10)

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The example above was taken from Ilie (2003, p.84) explanation, which the italic statement has three layered distinct levels of embedded metadiscourse. Each metadiscursive level has its own discursive scope, as follows (Ilie, 2003, p. 84-85)

i. A positive attribution is conveyed at the first metadiscursive level: *as the hon. Gentleman knows*. Its **scope encompasses** the entire utterance in which it is embedded.

ii. A second discursive level appears to reinforce the positive attribution of the first metadiscursive level by appearing to provide additional evidence, despite the fact that it is clearly intended to call into question and even challenge this very evidence: *who studies these matters carefully.* Its scope is limited to the addressee (Labour MP Brown), whose institutional competence is expected.

iii. A third metadiscursive level is self-reflexive, and it is intended to emphasize the speaker's ethos: *I am sure*. This third metadiscursive level has a broader scope than the previous metadiscursive utterances because it includes both the embedded metadiscourse and the discursive unit to which it refers.

3. Parliamentary metadiscursive strategies

Since speakers, hearers, and third parties are all involved in co-constructing the meaning being communicated, metadiscursive utterances help to negotiate and re-negotiate interactant positions and commitments in parliamentary debates. Metadiscursive statements are conveyed in two ways: first, by utterances that occur in the sequence of discourse as part of or in response to the discourse; and second, by utterances placed purposefully in the middle of a discursive sequence. There are

two categories of parliamentary metadiscursive strategies, namely attribution strategy and reporting and quoting strategy.

a.   Metadiscursive attribution strategies

The attribution strategy is one of the recurring rhetorical strategies used by inserted metadiscursive statements. A key feature of rhetorical intentionality attribution, or AIR, is that it shifts the focus of the interaction from the content to the function of the proposition, calling the status of the communication into question (Ilie, 2003), as illustrated in example below which is signed by the italic word:

> **Sir George Young (North-West Hampshire, Con):** [...] The right hon. Member for Ashton-under-Lyne [Mr. Sheldon, Lab] made, as *he* always does, an eloquent case for immediate entry into EMU. (Hansard. Debates, 24 November, 1999, pt 29, col 705)

On the other hand, attribution strategy may predict or presuppose the interlocutor's and/or the audiences agreement: "we all know", "we all know too well", "everybody agrees that", "the Hon. Gentleman will surely agree that", etc. (Ilie, 2003, p.87)

b.   Reporting and quoting strategies

The reporting and quoting strategies are two recurring rhetorical strategies categorized in inserted metadiscursive statements. Speakers can both voice the quoted speakers and express their own attitude toward those speakers by framing quoted speech alongside speaker comments with metadiscursive verbs. The example as illustrated below (Ilie, 2003, p.88):

Mr. Damian Green (Con): We all know that, when the Secretary of State was in opposition, she said:

"Perhaps he" — the then Secretary of State for Social Security –

"does not realise that, when people move from being in a couple to being a lone mother, they become worse, not better, off." - [Official Report, 28 November 1996; Vol. 286, c. 501.] I am sure that the right hon. Lady remembers that quote [. . .] (Hansard Debates, 27 February, 1998)

The embedded metadiscursive utterance (the then Secretary of State for Social Security) is a strictly referential apposition. However, as illustrated in the following example, a metamessage may frequently represent the core message of the speaking MP.

Mr. Hague (Con): [...] How can the Prime Minister claim that the planning was due to the previous Administration, when he said: "The Dome itself will last for decades to come after the year 2000. It will become an international landmark ... ?" How can he blame it on the previous Administration when he said:

"- And believe me - "

- which always arouses our suspicions —

"it will be the envy of the world ... ?''

If the National Audit Office report to be published tomorrow seriously criticises the Government and the Ministry for their mishandling of the dome, will the Minister with responsibility for the dome take that responsibility and resign? (Hansard Debates, 8 November, 2000)

D. The quote is disrupted by the metadiscursive statement (which always raises our suspicions) in order to better integrate it with the speech. The interruption also causes voice interference between the quoted and quoting voices. The ethos of the addressee is called into question in the excerpt above, while the speaker-audience relationship is reinforced through the same pathos-highlighting metadiscourse.

CHAPTER III

RESEARCH METHOD

This methodology describes the approach taken in the current study. It depicts the most efficient method of achieving the goals. It comprises the following elements: research design, research instrument, data source, data collection, and data analysis.

A.   Research design

This study attempts to find out the types of metadiscourse markers and to explore the way debaters maintain their position using metadiscourse markers in NUDC 2021 debate competition. Since it aims to understand particular phenomena performed by speakers from specific fields, hence this study is categorized as a constructivism paradigm.

This study employs descriptive analysis with a qualitative approach. The researcher will directly observe the object of the study, then understand and interpret what speakers say to construct meaning. During the data analysis stage, it is expected that there will be new findings that did not find in the previous researchs. Then, the researcher will interpret the marker and classify it based on the researcher's experience and understanding on metadiscourse markers analysis with a qualitative approach.

According to Johnson & Christensen (2014), a qualitative approach is a research design used to explain phenomena with descriptive analysis and detailed elaboration. Meanwhile, Bolderston & Palmer (2006) stated qualitative research is

an interpretive approach that attempts to get insight from the specific meanings and behaviors experienced by the participants. Furthermore, Creswell (2014) asserts qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Regarding those explanations, the objective of this study fits the qualitative rather than quantitative approach. In this study, the researcher will explain descriptively why particular words or phrases are included in either interactional or interactive metadiscourse markers. With clear elaboration between theory and the researcher's arguments, then the classification can be determined.

B.   Research Instrument

For the research instrument, the researcher is the main instrument. It is because data gathered through skilled observation can provide rich research data that can be used to complement data (Xu & Storr, 2012). In this current research, the researcher herself who collect and observe the data. In addition, according to Sandelowski (2002), qualitative research may be less complete if observation is not included. It means that the researcher who conducts the observation plays a pivotal role as the main instrument. The research instruments are used as a means to realize and measure a variable or phenomenon. Hence, without the researcher as research instrument, this present research will not run smoothly. The researcher has made the transcript and evaluated each transcript to ensure that is appopriated. Then, the researcher scrutinized the transcription by intensive reading.

C.   Data and data source

The data were taken from a video of spoken discourse from YouTube (https://youtu.be/FPlSNP6X4RM). This video is English debate competition of NUDC 2021 in novice grand finals. This competition was held on August 29, 2021, via zoom and uploaded on the same day on Pusat Prestasi Nasional YouTube Channel. The debate competition applied British Parliamentary system which divides into four category namely Opening Government, Opening Opposition, Closing Government, and Closing Oppositon.

Opening Government (OG) Prime Minister & Deputy Prime Minister	**Opening Opposition (OO)** Leader & Deputy Leader of Oppostion
Closing Government (CG) Member of Government & Government Whip	**Closing Opposition (CO)** Member of Opposition & Opposition Whip

In the British Parliamentary system, the order of the debaters to speak is as follows:

Prime Minister → Leader of Opposition → Deputy Prime Minister → Deputy Leader of Opposition → Member of Government → Member of Opposition → Government Whip → Opposition Whip.

As can be seen, the order to speak is the order of speaking is like crossing over. Thus, two people in a group do not immediately speak in turn, but wait their turn after one of the other group members speaks.

No.	Position	University	Name
1	Opening Government	Bina Nusantara University	Fiona Pratiwi Suharto Delviana Pratama
2	Opening Opposition	Islamic University of Indonesia	Aliifah Bianca Nuradrina Salsabila Zannuba Kurniawan
3	Closing Government	Udayana University	A.A. Ayu Riezka Adelia Tjokorda Istri Nadia D.P.
4	Closing Opposition	Warmadewa University	I Gusti Ari Ayu D.T. Joshua

(soource: adapted from https://www.kemdikbud.go.id/main/blog/2021/09/mendikbudristek-secara-resmi-tutup-kompetisi-debat-mahasiswa-tahun-2021)
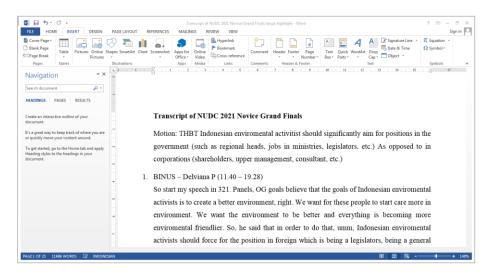
In novice category, four universities managed to qualify for the grand final round, namely Bina Nusantara University, Indonesian Islamic University, Udayana University, and Warmadewa University. In this round, the position of Opening Government was played by speakers Fiona Pratiwi Suharto and Delviana Pratama from Bina Nusantara University. For Aliifah Bianca Nuradrina and Salsabila Zannuba Kurniawan to speak as the Opening Government on behalf of the Islamic University of Indonesia. The Closing Government, consisting of A.A. Ayu Riezka Adelia and Tjokorda Istri Nadia D.P., then represented Udayana University. Finally, Warmadewa University serves as the Closing Opposition with speakers I Gusti Ari Ayu D.T. and Joshua.

D. Data Collection
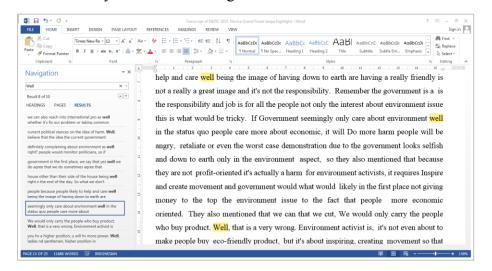
The data were collected through several stages. Firstly, I has made a transcript of the speeches. Secondly, I search the keyword that contains metadiscourse markers in the section "Navigation" or by pressing the button on the keyboard"CTRL + F" at the same time. Thirdly, I double checked if there is incompatibility or massive similarities between the sentence and category of

metadiscourse. After that, I highlighted the utterance that contains metadiscourse markers. Then, I grouped the sentences from each speaker according to their category based on Ilie (2003) and Hyland (2005). Finally, I rechecked the categorization to ensure that it is already suitable to each category. To clarify how these steps are carried out, the following is a visualization of the steps taken by the author in collecting data.
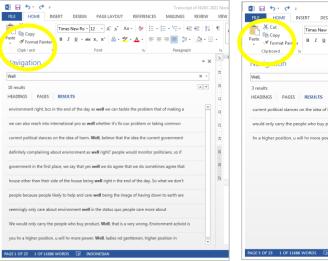
1. Make transcript manually
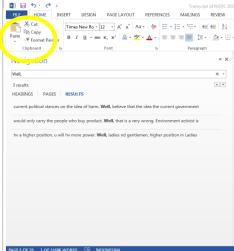
2. Search keyword in the "Navigation" bar or "CTRL + F"
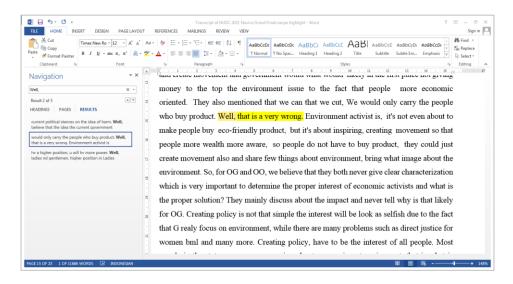
3. Double check by reading the results in the navigation section. If the researcher put the keyword with or without spacing, the result will be different, as follows. In the first results, there are found 10 results of "Well" without spacing. Then in the second results, by adding comma and spacing, the result change to 3 results. This affects the meaning of the word or phrase the researcher is looking for.

4. Highlight sentences
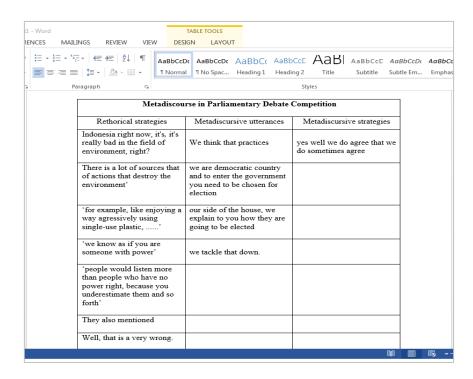
E.   Data Analysis

The data has been analyzed using Ilie (2003) as the main theory and Hyland (2005) as the secondary theory since he is the most influential figure in the field of metadiscourse. The data which is not related to the metadiscourse markers were not selected for the analysis. Then, selected data were categorized into Ilie (2003) and Hyland (2005) categories. After data were categorized, the researcher rechek the categorization to avoid double data. After that, the researcher investigates how EFL speakers of debate competition employed metadiscourse markers to engage and communicate with their audiences. Finally, indicators that influence the use of metadiscourse markers in the NUDC 2021 will be identified. The following table shows the example of grouping data into the same category as the next tep of data collection :

1. Group the sentences with the same category

2. Rechek the categorization

Metadiscourse in Parliamentary Debate Competition		
Rethorical strategies	Metadiscursive utterances	Metadiscursive strategies
Indonesia right now, it's, it's really bad in the field of environment, right?	We think that practices	yes well we do agree that we do sometimes agree
There is a lot of sources that of actions that destroy the environment'	we are democratic country and to enter the government you need to be chosen for election	
'for example, like enjoying a way agressively using single-use plastic, ...'	our side of the house, we explain to you how they are going to be elected	
'we know as if you are someone with power'	we tackle that down.	
'people would listen more than people who have no power right, because you underestimate them and so forth'		
They also mentioned		
Well, that is a very wrong.		

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter elaborates the research findings and discussions. The findings present the analyzed data which answer the research questions. The data of this study are analysed using two theories, that is metadiscourse of parliamentary debates (Ilie, 2003) and Hyland's (2005) metadiscourse model. Meanwhile, in the section of discussion, this chapter will discuss an in-depth elaboration of the findings by displaying the differences and similarities of the present study and previous study.

A. Findings

The debate competition applied British Parliamentary system which divides into four category namely Opening Government, Opening Opposition, Closing Government, and Closing Oppositon.

Opening Government (OG) Prime Minister & Deputy Prime Minister	**Opening Opposition (OO)** Leader & Deputy Leader of Oppostion
Closing Government (CG) Member of Government & Government Whip	**Closing Opposition (CO)** Member of Opposition & Opposition Whip

In the British Parliamentary system, the order of the debaters to speak is as follows:

Prime Minister → Leader of Opposition → Deputy Prime Minister → Deputy Leader of Opposition → Member of Government → Member of Opposition → Government Whip → Opposition Whip.

According to structure above, the order of speaking is like crossing over. Thus, two people in a group do not immediately speak in turn, but wait their turn after one of the other group members speaks.

The objects of this research are NUDC 2021 debate competition which is delivered by four parliaments that is opening government (OG), opening opposition (OO), closing government (CG), and closing opposition (CO). Each parliament consists of two speakers, hence there are eight speakers in a total. The data for the first analysis using Ilie (2003) were selected from each speaker which is supposed to contain metadiscourse markers. Meanwhile for the second analysis using Hyland (2005) model, the data obatained was 1,116 in a total which is counted manually and has been double chekced to ensure it is correct.

Initially, the researcher analyzed metadiscourse markers using Hyland (2005), but during the course of the research and collecting data, the researcher found that Ilie's (2003) research, entitled "Discourse and metadiscourse in parliamentary debate", is more suitable with the study of the researcher is currently doing. In that study, it is described how metadiscourse is applied as one of the methods or strategies in the parliamentary debate. This present study analyzes how metadiscourse applied in debate competition of Indonesians learners, even though parliamentary debate and debate competition are not the same, but the context of both are almost similar. Therefore, the researcher analyzed the findings data using Ilie (2003) as the main theory and Hyland (2005) as the secondary theory since he is the most influential figure in the field of metadiscourse.

In this present study, the analysis include textual and discursive analysis. Each of the following datum is taken from eight different speeches. However, even though the eight speeches are different, two people on the same team will support each other. For example, the first speaker of OG or called as Prime Minister (PM) will determine where the topic of conversation will be taken based on the motion that has been given. After PM has finished delivering speech, then OO first speaker or Leader of Opposition (LO) will give their position on PM's argument. After that, OG's second speaker, called as Deputy Prime Minister (DPM) will refute the LO's argument. Thus, this system also applies to the last speaker.

1. **Metadiscourse in parliamentary debate competition**

The data of metadiscourse in parliamentary debate separated into three categories: rethorical strategies, metadiscursive utterances, and metadiscursive strategies. According to Ilie (2003), rethorical strategies have three major components, namely logos (rational appeals), *ethos* (ethical appeals), and *pathos* (emotionl appeals). Metadiscursive utterances consist of inserted metadiscourse and embedded metadiscourse. Meanwhile, metadiscursive strategies own two strategies, they are attribution strategy and reporting and quoting strategy.

In Hyland's (2005) metadiscourse model, there are two major classification, namely interactional and interactive metadiscourse. Both then divide into sub-category, where interactional metadiscourse consists of hedges, booster, attitude markers, engagement markers, and self-mention. Meanwhile, interactive metadiscourse consists of transitions, frame markers, endophoric markers, evidentials, and code glosses. Although Hyland (2005) metadiscourse comes from

written data, but there are also some previous studies with spoken data employing Hyland (2005) theory.

The examples of spoken data can be seen in the study conducted by Kashiha (2021), Kashiha (2022a), and Kashiha (2022b). In 2021, he investigated the use of stance metadiscourse markers in monologic seminars and dialogic discussions. He compared the use of stance metadiscourse across both modes of speech. The result found that hedges were found to be more frequent in seminars than in discussions because of the formal and content-based focus of this monologic discourse, a speaker must exercise caution when presenting information to the audience. On the contrary, self-mentions were more prevalent in discussions than in seminars because of the dialogic form of this genre.

Then, in the following study, Kashiha (2022a) examined and compared the use of metadiscourse markers that function as audience orientation in academic and political modes of speech. The result shows that lectures are more frequent in using metadiscourse markers since they have to interact with their student and construct a relationship when delivering information. Referring to the findings, it means that the presence of an audience can affect the speaker's language choice. That is why in a classroom context, metadiscourse markers are often used.

Finally, in the latest work, Kashiha (2022b) investigated the persuasive meaning of metadiscourse markers in political speeches delivered by Barack Obama, the former president of the United States. The findings suggested that metadiscourse is a necessary component of persuasion in political discourse and plays a major role in organizing the discourse of political speeches. This is also

demonstrated by the prevalence of interactional metadiscourse over interactive metadiscourse. Furthermore, transitions like and and self-mentions like "and" and "I" are the most frequently used sub-categories in Kashiha's (2022) research.

In this analysis, the data are displayed based on the sort of the speakers, from OG to CO which may their statement are correlated. The motion of this debate competition is: This house believes that Indonesian enviromental activitist should significantly aim for positions in the government (such as regional heads, jobs in ministries, legislators, etc.) As opposed to in corporations (shareholders, upper management, consultant, etc.). 'This house' here referes to government and opposition, where have different standpoint towards the motion. The first speaker of opening government (OG) or Prime Minister (PM) has an important role since OG will determine the flow of the debate discussion.

Motion: THBT (this house believes that) Indonesian enviromental activitist should significantly aim for positions in the government (such as regional heads, jobs in ministries, legislators, etc.) as opposed to in corporations (shareholders, upper management, consultant, etc.)

This motion is present as a protest from the cause of environmental damage which then places a choice on environmental activists to have positions in government not in corporations. If environmental activists have a position in government, then they will have the power which can make regulations to prevent prolonged environmental damage. Meanwhile, if environmental activists choose a position in the corporation, then their views will be different, because basically, corporations are profit-oriented, rather than the environmental-oriented.

In the present study, the researcher found that no one has used Ilie (2003) as the main theory to further investigate metadiscourse markers in spoken discourse. In this theory, metadiscourse markers cover rethotrical strategy, metadiscursive utterance, and metadiscursive strategy. In Ilie's study (2003), not much data is presented, there are only one to two examples of each category of metadiscourse markers. In addition, the parliamentary debate described by Ilie (2003) is a real debate agenda and not a competition as examined in the present study. Thus, different backgrounds might influence the results of this study.

The result of metadiscourse markers in debate competition

No	Metadiscourse Markers	Category	Quantity
1	Rethorical Appeals	Rethorical logos	15
		Rethorical ethos	11
		Rethorical pathos	9
2	Metadiscursive Utterances	Inserted parliamentary metadiscourse	6
		Embedded parliamentary metadiscourse	3
3	Metadiscursive Strategy	Metadiscursive attribution strategy	1
		Reporting and Quoting	-
	Total		45

1. Rethorical Strategy

As has been mentioned earlier, this strategy divided into three categories, namely logos (rational appeals), *ethos* (ethical appeals)*, and *pathos* (emotional appeals).

Datum 1.1

Indonesia right now, it's, it's really bad in the field of environment, right? There is a lot of sources that of actions that destroy the environment of Indonesia, for example, like enjoying a way agressively using single-use plastic, using personal vehicles, many forests getting destroyed and transporting and too much vehicles and so forth. It all creates a bad environment in the end of the day **and** the problem itself that Indonesian government does not really tackle the problem of environment, right.

In the Datum 1.1, the statement **'Indonesia right now, it's, it's really bad in the field of environment, right?'** (line 1) denotes the speaker's assumption about current situation of enviromental issues in Indonesia. The statement occured when Prime Minister (PM) of Opening Government (OG) try to show the status quo and establish a common ground of shared assumptions with the audience (Ilie, 2003). Thus, this statement may be included as rethorical appeals which is categorized in rational appeals (logos). Besides, the sentence **'it's really bad'** can be categorized as emotional appeals (pathos) since it used strong and emotional language. The term '**bad**' can be interpreted in several meaning. The word choice of 'bad' here can be interpreted as something that is having low standard, negative quality, or full of problems. Based on this meaning, the speaker may wants to show the audiences that Indonesia still cannot handle environmental issues properly and the regulation is not that strict. Moreover, these several meanings are suitable with the context of the current issue.

In the following sentence, the PM then stated '**There is a lot of sources that of actions that destroy the environment'** (line 1-2) which is demonstrate the reason as well as evidence in the statement **'for example, like enjoying a way agressively using single-use plastic, ...'** (line 2-3) that support the previous statement of the PM's argument. On the statement **'There is a lot of sources'** means that PM has been conducted a survey regarding the environmental issues in Indonesia. This points out that PM try to build her credibilty to gain audience trust by displaying consistency between her statements and actions (Ilie, 2003). The PM also stated **'a lot of sources'** then followed by **'for example, like enjoying a way**

agressively using single-use plastic, ...' which means the example is not merely one or two but beyond. This also reflects that speaker has used her proffesional competence in scrutinizing what is actually happening in the real life (Ilie, 2003). In addition, it can boost speaker's confidence that what she said was true, also persuade and instill audience's trust to accept speaker's beliefs and ideas (Ilie, 2003). Therefore, these statements may suggest in the category of rethorical ethos.

Moving on to the phrase and word that the researcher has been underlined in the Datum 1.1. Both phrase and word have a function as metadiscourse markers. The phrase **'for example'** is categorized as Code Glosses (Hyland, 2005). Code glosses has a function to help audience grasp meaning of speaker's material or what speaker are trying to deliver. Beside, it also strengthen speaker arguments since it provide a real picturization of the status quo. Meanwhile, the word **'and'** is categorized as transition that shows semantic relation between main clauses. Since we have two **'and'** here, they both have different function. In the first **'and'**, this marker has function to joins phrases which have equal grammatical rank. However, **'and'** in the last sentence has function to denote semantic relations between main clauses. According to this, it can be interpreted that marker **'and'** does not merely having a single function, but rather may has different function depending to its belongingness of speaker's personal assumption and the context it is used.

Datum 1.2

So, _we know as if you are someone with power_ and you are telling people to do this in some sense _people would listen more than people who have no power right, because you underestimate them and so forth_.

Datum 1.2 portrays the use of rethorical pathos to capturing audience's attention and sympathy (Ilie,2003) about how big the influence of people who have

power in the government. In the statement **'we know as if you are someone with power'** (line 1) and '**people would listen more than people who have no power right, because you underestimate them and so forth'** (line 2-3), PM wants to emphasize that if environmental activists have position in government, hence they will have power and that power can be utilized to influence people. According to Weber (1992), power is the ability to exercise one's will over others. It means that people with no power do not have a great influence to motivate people to do something because they are considered nobody in the field. PM stated like that may reflect on the reality that happened in Indonesia where people tend to believe people with power rather than people without power. According to this, PM wants to empahsize that Indonesian environmental activist should have position in government rather than in corporation to handle the environmental issue. This statement may give **rethorical pathos** towards the audience to be on PM's side.

Datum 1.3

<u>*We*</u> also believe that <u>*they do not understand the status quo right now*</u>, of how <u>*citizens of Indonesia already have the awareness about these enviromental issues, but*</u> the government does not write citizens already <u>*starting to use reusable cup, menstrual cup, or like reusable straw yet the government still do the bigger damage of like illegal logging and strict regulations for mining or oiling.*</u>

In the Datum 1.3, the statement was taken from the party of Leader of Opposition (LO) of Opening Opposition (OO). As the role of LO is to refute and criticize the argument of PM, LO posit her standpoints by stating **'they do not understand the status quo right now'** (line 1) which means PM does not understand with the current status quo of the Indonesian citizens towards environmental issue. LO stated that '**citizens of Indonesia already have the awareness about these enviromental issues'** (line 1-2), followed by the statement

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'**citizens already starting to use reusable cup, menstrual cup, or like reusable straw yet the government still do the bigger damage of like illegal logging and strict regulations for mining or oiling.'** (line 3-5), meaning that what the PM has been previously stated, it is not true. LO also implicitly stated that government did not know the progress of people awareness in terms of environmental issue. This condition covers **rethorical logos and ethos** (Ilie, 2003). It may be interpreted where the LO wants to make audiences doubt what the PM said, and switch parties to the LO side.

Datum 1.4

See this gap of damage which shows you *__how unkind the government is when it comes to this issues.__*

The statement of **'how unkind the government is'** reaveals that the government's performance in environmental issues is still very poor. Accoording to LO, environmental damage due to government policies such as the previously mentioned **'illegal logging and strict regulations for mining or oiling'** (Datum 1.4), shows how cruel the government is to the environment. Indirectly, the LO also denied that the power owned by the government could also be misused. This statement can give an emotional impact to the audience because LO tries to get the audience's attention by saying that the government is not a good choice for environmental activists as a tree to solve environmental problems. This metadiscourse is included in the **rhetorical pathos** where the speaker wants to win the hearts of the audience by touching emotional feelings so that they are on their side (Ilie, 2003).

Datum 1.5

We think that the average Indonesian is not enviromentally aware of these kinds of things yet, *because maybe in your circles or maybe in specific environmental activists group*, *yes, they are aware*. However, in Jakarta you can go to street and see people burning garbage especially *because Indonesia is a developing country where the citizens are not as educated enough about the environment.* So, we think that no, *the average Indonesians does not have literacy about the environmental damages.*

    The Datum 1.5 was taken from Deputy of Prime Minister (DPM) of Opening Government (OG). The statement of **'We think that the average Indonesian is not enviromentally aware'** (line 1) indicates the DPM's disapproval towards LO's argument by stating that average Indonesians, or it can be said that ordinary people or the lower-middle-class people, still do not have awareness about environmental issue because of their unsupportive circle. This argument may be include as rational appeals (or logical appeals) which is then continued with the reason **'because maybe in your circles or maybe in specific environmental activists group, yes, they are aware'** (line 2-3), to strengthen the previous statement. Then, the statement **'because Indonesia is a developing country where the citizens are not as educated enough about the environment'** (lines 4-5) denotes the fact that Indonesia is a developing country where people are still not aware of the environment. Following by the statement 'So, we think that no, the average Indonesians does not have literacy about the environmental damages.' (5-6) that is to reinforce the previous statement. Both statements make this debate even more interesting because DPM tries to attract audience's attention by presenting the reality between Indonesia and Indonesian citizens with environmental education. This kind of metadiscourse may be categorized as

emotional appeals, which DPM uses to break the LO's argument by grasp audience's sympathy.

Datum 1.6

At the end of the day, spreading awareness and educating like soft like approach is actually less origin than like the changes you can actually make inside the structure right. We believe that it is gonna look like *environmental actvists can take place inside the company for example and not forgetting a better environmental plan*, like *for example extra field type of air limbah DSP for example, which actually cuts down pollution directly to the surrounding area for example*. *Remember that this is the tangible benefit rather than pursuing awareness* that takes time to manifest than you go to all of this politician with a like different lini or focus, *yes OG?*

The Datum 1.6 was taken from Deputy Leader of Opposition (DLO) of Opening Opposition (OO). To refute DPM's argument, DLO state **'At the end of the day, spreading awareness and educating like soft like approach is actually less origin than like the changes you can actually make inside the structure right.'** (line 1-2) that shows how soft approaching like spreading awareness and educating people is not effective compared to changes within the organization or in this context is corporation. Then, in the next statement **'environmental actvists can take place inside the company for example and not forgetting a better environmental plan'** (3-4), DLO wants to give depiction that if environmental activists join the corporation, then they will pay more attention towards the environmental problems. In addition, to enhance DLO's credibility, DLO provided example **'for example extra field type of air limbah DSP for example, which actually cuts down pollution directly to the surrounding area for example'** (4-6), these statements have included metadiscourse of rational and ethical appeals. Furthermore, in the end of her speech, the statement **'Remember that this is the tangible benefit rather than pursuing awareness'** (6-7) portrays that people

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should be more realistic related to which way is more efficient to be applied in terms of environmental problems. Also, the discourse **'yes OG?'** (8) may attarct audiences' attention since DLO accept the POI (Point of Information) of OG. According to this, it can be identified that the speaker has applied emotional appeals during the speech.

Datum 1.7

POI from PM (OG): _**Difference between corporation and government**_ is that corporation doesn't have any responsibility to pursue people other than profesion? If you are a shareholder, you are shareholder other people right? Your production make the not environmental friendly eventhough your product is a reusable (it is not clear enough what is actually speaker saying) for environmental and so on and forth. _**Because most people that use is the one that are afford but we are in developing country**_ (42:21).

The Datum 1.7 presents how OG, spesifically PM who asked for POI, to rebut what has been stated by DLO. Besides, PM wants to clarify again the difference between coporation and government in order to remind and hesitate people on DLO's argumentation. This is how PM reveals her (since the speaker is female) proffesional competence and charismatic personal image (Ilie, 2003). Moreover, in the end of her POI, PM stated '**Because most people that use is the one that are afford but we are in developing country'** (line 4-5) which means that people who can use tools or equipments that labeled as environmentally friendly are the one who is upper-middle class since the status quo that Indonesia is developing country.

Responding to the POI of OG, DLO answered the POI as shown in the Datum 1.8 below.

Datum 1.8

Deputy Leader of Opposition (DLO): _**Ok, exactly that's my second argument actually on the idea of long term impact right?**_ We are talking about the companies right? We believe

that this companies actually means to stay in Indonesia for so long, why? ***Because there is*** ***already like a very low wage like for the asian for example, SDM is super super cheap and*** ***what does it means right?*** This means that ***these companies are actually gonna going to*** ***like to continue to pollute for example continue to exhaust resources***.

In the statement **'Ok, exactly that's my second argument actually on the idea of long term impact right?'** (line 1-2) depicts how DLO agreeing the PM's argument in the POI. In this part, DLO tried to build the second argument by giving an example of long term impact of the companies whose will stay for so long in Indonesia. The reason of the argument is presented in the statement **'Because there is already like a very low wage like for the asian for example, SDM is super super cheap and what does it means right?'** (line 4-5). According to this statement, the researcher finds a discrepancy between the intent of PM's argument and the DLO's statement. It is strengthen by the next statement **'This means that these companies are actually gonna going to like to continue to pollute for example continue to exhaust resources'**, which may be contradictory towards her position as the opposition towards government. DLO does not further explain clearly why if a company stays for long will cause pollution and exhaust resources, and what position should DLO stand for as in opposition to the government. In this case, the rhetorical strategies foung but between assumptions and reasons are not aligned, so the statement given sounds a little ambiguous.

Datum 1.8

So, therefore, ***if we put in a legitimate positions for example in a government,*** what we can do is we have ***we can have collaboration with the country that actually have the good*** ***environmental system*** for example, ***that is why we think that is this a betterment for us to*** ***support them in the government seat***.

In the statement of **'if we put in a legitimate positions for example in a government'** (line 1) delivered by Closing Government (CG), the phrase **'we put'** here is intended to the environmental activists. CG claims that by having legitimate position in a government, then the environmental activists can have collaboration with other country which is stated in the next sentence as in **'we can have collaboration with the country that actually have the good environmental system'** (line 2-3). This statement can be inferred that governmenat have a promising work program to **memulihkan** the environmental issue. Meanwhile, in the statement **'that is why we think that is this a betterment for us to support them in the government seat.'** (line 3-4), CG try ro build a link back to the previous statement, where this statement might be categorized as the rational appeals since it is the actual assumption that CG wanted to convey in the first place. Whilst, the previous statements can be categorized as the ethical appeals since it provides an example where CG may have found an environmental activist who joined the government was able to build cooperation with other countries to improve a better environmental system.

Datum 1.9

<u>*They also mentioned*</u> that we can that we cut, we would only carry the people who buy product. <u>*Well, that is a very wrong*</u>.

Datum 1.10

Environment activist is, <u>*it's not even about to make people buy eco-friendly product, but it's about inspiring, creating movement so that people more wealth more aware*</u>. So, people do not have to buy product, they could just create movement also and share few things about environment, bring what image about the environment.

The three datums above were taken from Closing Opposition (CO) speech. In the Datum 1.9, the statement **'They are mentioned'** who is by no means refer to

the government, whose said that **'we would only carry the people who buy product.'**, then followed by the statement **'Well, that is a very wrong.'** All of this statements are categorized as rational appeals where have a function as referential function. In the datum 1.10, to ensure the audiences, CO argue about how environmental activists should do to create a better environmental system. In the statement **'it's not even about to make people buy eco-friendly product, but it's about inspiring, creating movement so that people more wealth more aware'**, CO obviously tackle the CG argumentation regarding the environmental activist roles. The way CO shows disagreement is reflected by using rethorical strategy which is in the category of emotional appeals since it give more emotional impact to the audiences.

Datum 1.11

But before that, _we will get some few rebuttals from OO. They stated about how if we goes to the government_, it will change political interests of Indonesia, which is economy nowadays. Yes, we believe that Indonesia nowadays, _we believe that Indonesia's economies are now interest in our economy, but in order for this to work, government need check and balance in environment field,_ how can that be possible? _For example, in order to make an investor come, they are going to build a building in Indonesia right? And how they're going to make building is actually to cut down trees, right?_

This data was taken from CO. According to the Datum 1.11, CO will do rebuttals before she delivers her argumentation about this issue. On the statement '**They stated about how if we goes to the government...',** the researcher found the way she use rational appeals which is referential functions to rebut OO statement. She refers to the OO's assumption on how the political interest of Indonesia will change if environmental acttivists enter in the government position. Then, she added the statement **'we believe that Indonesia's economies are now interest in our economy, but in order for this to work, government need check**

and balance in environment field, how can that be possible?' which can be categorized as rational appeals. After that, she continued by providing example to make her previous statement look more consistent as stated in **'For example, in order to make an investor come, they are going to build a building in Indonesia right? And how they're going to make building is actually to cut down trees, right?'.** The main point in her example is that how the environmental activists would react if there are still companies who massively cut down trees. Thus, this can be included as ethical appeals since the speaker try to provide example to make the statement clearer and logic.

Datum 1.12

<u>Notice that most environmental issues are brought by sectors, for uh for example factories who creates an eco-friendly waste to created pollution for example. The main actor who creates this uh is those companies</u>, therefore with every interest of the environmental activists, we would like to target the position when we can actually have direct action and intertwined what is the comparison and in the government of the side of the house.

The statement '**Notice that most environmental issues are brought by sectors'** is presented by the CO which is categorized as rational appeals since it provide several meta-terminological function in the term **'sectors'**. To memperjelas what the sectors are, then CO displaying example as in the statement **'for example factories who creates an eco-friendly waste to created pollution for example'**, which is by no means refer to rethorical strategy of ethical appeals. The harmony between the arguments and examples provided by CO is then reinforced with a rhetorical strategy of emotional appeals. This can be seen in the statement 'The main actor who creates this uh is those companies' which gives attention to audiences and makes audiences ask why companies are the main actors in this environmental

issue. does the government not? Thus, by doing so, audiences will revisit to consider which argument is more appropriate with the current status quo.

2. Metadiscursive Utterance

a) Inserted parliamentary metadiscourse

Datum 1.13

Opening government – DPM: _**We think that practices**_ will not act that way because _**we are democratic country and to enter the government you need to be chosen for election**_.

Datum 1.14

Closing government - GW: But at least in _**our side of the house**_, _**we explain to you how they are going to be elected**_, like the OO already stated, because there's a lot of people that is aware of environment for example using menstrual cup like that and so on and so forth

Datum 1.15

Closing Opposition – OW: In status quo, and moreover in status quo, OO already stated to you on how people are not obeying government policy. Therefore, we see that second speaker of CG doesn't have uh that that power in arguments. Therefore, _**we tackle that down.**_

In Datum 1.13 the statement **'We think that practices'** indicates that DPM uses initial metadiscursive statement to convey her personal opinion towards argumentation of opening opposition (OO). In this case, DPM shows her ethos which is reinforced precisely because she displays personal involvement in this political debate that she is responsible for (Ilie, 2003). Moreover, DPM speaks with two voices, the institutional voice and her personal voice. DPM's personal metadiscursive utterance is meant to strengthen her following instutional message which is marked in the statement '**we are democratic country and to enter the government you need to be chosen for election'.**

In Datum 1.14 government whip (GW) of closing government uses medial metadiscursive utterance to voice out the institutional voice as in the statement **'we explain to you how they are going to be elected'**. The statement represent how

their side of the house will elect the environmental activists to enter the government seat. It can be seen in the preceeding statement 'our side of the house' where the meaning of this statement is belong to the government. GW's statement tries to portray the fact on how government does not merely select random people to enter the government, but through the strict election. In this case, GW does not express political views on her own, but represent the institutional voice.

In Datum 1.15 oppostition whip (OW) of closing opposition (CO) employed final metadiscursive utterance. The statement 'we tackle that down' represent the institutional message of OW to reinforce the the preceding statement. In the previous statement, OW have employed ethos function as in 'OO already stated to you on how people are not obeying government policy' by using indirect speech. This strategy is to remind again on OO's statement before OW give her opinion. Then in the next sentence, OW shows her personal opinion that CG's argument is having no power in persuading or ensuring audiences about how to solve this environmental issues. In this case, OW contributes to reassert her proffesional credibility (Ilie, 2003). Therefore, the rethorical transition between two voices, instutional and personal, is marked discursively (Ilie, 2003).

b) Embedded parliamentary metadiscourse

Datum 1.16

Closing government – GW: At the end of the day, this is proof to you how corporation is actually doesn't cater all these people and it's not gonna be uh uh uh a good idea from her. *He* [Closing government, Joshua] *also stated* about how this action requires many process, *we believe that it's still okay*, at least it requires many process and at the end it creates more impact rather than this corporation.

There are two distinct levels of embedded metadiscourse in government whip (GW) of closing government (CG) intervention above. Each metadiscursive

level has its own discursive scope. First, the metadiscursive level seems to restate what has been stated by the CG earlier **'He also stated about how this action requires many process,'**. Its scope is restricted to the addressee (Closing government, Joshua), whose supposed to be a characterise of instutional competence. Second, the discursive level is self-reflexive and is meant to emphasis the speaker's ethos **'we believe that it's still okay'.** This statement shows aggreement towards CG opinion with the condition **'at least it requires many process and at the end it creates more impact rather than this corporation'**. This second metadiscursive level has wider scope than the previous metadiscursive utterances, where it covers both embedded metadiscourse and discursive unit.

3. **Metadiscursive Strategy**

Metadiscursive strategy is separated into two kinds, first is *metadiscursive attribution strategy* and second is *reporting and quoting strategy*. In this part, the researcher only found the attribution strategy and did not find the reporting and quoting strategy. Besides, in the attribution strategy, it is only found the attribution which is regarded as cooperative problem solving-task. The attribution strategy which has function as rhetorical intentionality attribution has not been found. Hence, the following datum is one of meatdicursive strategies found in the debate.

a) **Metadiscursive attribution strategies**

Datum 1.17

Closing Government - MG: First, they have the say that it is the fault of the government in the first place, we say that *yes well we do agree that we do sometimes agree* that there's a certain extent that is it is the government's fault, but where are we what where these activists will rule in the first place right.

In Datum 1.17 the statement **'yes well we do agree that we do sometimes agree'** indicates the attribution strategy of metadiscursive strategy. In this case, the attribution strategy has function to predict or presuppose the interlocutor's and/or audiences agreement (Ilie, 2003). As shown in the data above, the member of government (MG) depicts an agreement towards her interlocutor's statement. This strategy is applied may be to reveal the facts that government also make a mistake during their periode of tenure. Furthermore, MG argued this statement before she deliver her argument, which means this happen in the rebuttals section as MG wants to refute but agreeing first what the opposite has been stated. However, after stating that she is agree, she continued her speech by saying **'but'** that denotes her defense that government still win over opposition. That is why, the attribution strategy in this case was used.

2. **Metadiscourse markers in debate competition: Hyland's (2005) Framework**

The distribution and frequency of each category of interactive metadiscourse markers are shown in the table 1. Meanwhile, table 2 illustrates the distribution of each category of interactional metadiscourse markers. According to the table, it is worth noting that interactive metadiscourse markers are dominate the occurance in the present data, with 604 or 54.5% of the total cases and 503 data or 45.4% of the total cases for interactional metadiscourse markers. Actually, it is not a big gap, but it will determine why the speakers tend to use interactive than interactional metasdiscourse markers. In this section, the explanation of the findings

are classified in two main discussions: interactive and interactional metadiscourse markers.

According to the following data, **transition markers** ranked the highest score with 460 cases (76,5%). In the second place, there is **code-glosses** with 74 cases (12,3%). Moreover, **frame markers** made a small distinction with code-glosses with 60 cases found or equal to 9,9%. Then in the fourth most-used interactive metadiscourse markers, there is **endhoporic markers** with total 7 cases (1,1%). Finally, **evidential markers** seated in the last position. The researcher's findings demonstrated that they never appeared during the debate.

Table 4.1: Interactive metadiscourse markers

Sub-categories	Σ	%
TM	460	76,5
FM	60	9,9
ENM	7	1,1
EV	-	-
CG	74	12,3
Total	601	99,8

In the interactional metadiscourse markers category, **self-mentions** are the most-used markers with 307 cases (59,6%). With a significant difference, **engagement markers** ranked in the second place as the most-used metadiscourse markers with 110 cases or equal to 21,3%. **Hedges** made a slightly different number of cases with engagement markers with 60 cases (11,6%). In the fourth position, **attitude markers** were found in 26 cases or only 55%. Lastly, **boosters** seem rarely used since it was only found 12 cases (2,3%).

Table 4.2: Interactional metadiscourse markers

Sub-categories	∑	%
H	60	11,6
B	12	2,3
AM	26	5
SM	307	59,6
EGM	110	21,3
Total	515	100

a.   Interactive Metadiscourse Markers

The function of interactive metadiscourse is to represent the speaker's strategy for managing the information flow on his or her propositional claims. This type of markers aims to guide and convince the audiences to reach a coherent understanding of the proposed claims (Hyland, 2004, 2005). In this part, the researcher will explain further the sub-categories of interactive metadiscourse markers based on Hyland's taxonomy.

1)   Transition markers

Transition markers seem to be the most-used metadiscourse markers by EFL learners in NUDC 2021 debate competition. In this study, the researcher found 460 transitions markers used in a total of 601 interactive metadiscourse markers. All speeches were delivered by the eight contestants of NUDC 2021 debate competition. Transitional markers have a significant role in organizing the flow of speech. The following examples are two of the selected data of transitional markers found in the NUDC 2021 debate competition:

Datum 2.1

Closing Opposition – MO: First, they want to do best for the environment in terms of rights protection, they also want to create a new world eco-friendly those, to sum up, the main

interest is about environment. _**So,**_ what we want and contribute and prove in this debate is that how aiming the government position is not better and they should more significantly purpose for cooperation.

The marker **'so'** in this datum was belong to interactive resources. It refers to the interpretation which drawn into conclusion. It is also demonstrated how the statement should be inferred. According to Hyland (2005), marker **'so'** can be categorized as consequences markers which has function to justify the conclusion or counter an argument. In this case, the speaker tried to strenghten his previous statement which all of the participant should focus on the main problem, that is the environment, by giving an accentuation of a conclusion to what the opposition want to do and prove that govenrment's idea cannot work well. In addition, it can give the audiences enlightment towards what the speaker was trying to convey. Therefore, member of opposition (MO) used the element **'so'** to conclude and convince the audience to be in his side.

2)   **Frame markers**

This category of metadiscourse markers function as a guide to the audiences to understand the flow of the speech by giving signal include the words of label, sequence and argument shift, and prediction (Hyland, 2005). In other words, frame markers are schematic structure element to label text stages. In addition, this element might be used to identify the phase of the speech or text and also to indicate topic shifts in the subject. In the present study, the researcher found 47 data that belong to this category. The example of frame markers can be seen below.

Datum 2.2

Closing Government – MG: But oke, to extend to my first speaker are given side people and arguments, _**one**_, the idea of comaprison; _**second**_, the idea is long-term impact.

In the data above shown how the speaker of member of government (MG) sequence her speech in presenting two main ideas she wanted to deliver. Interestingly, the speaker used the sequencing mark with **'one'** and **'second'**, not **'one'** and **'two'** or **'first'** and **'second'**, which is ungrammatical. Commonly, cardinal number (one, two, three,..etc) will follow with the same category as well as ordinal number (first, second, three, ...etc). However, since it was used in spoken context, and used during debate competition, hence the speaker will not pay attention to the grammatical as long as the idea can be delivered clearly. The audiences actually understood what the speaker's intention, although it is ungrammatical. In this case, the MG will give her idea as the development of the first speaker (OG) underdeveloped argumentation. Thus, to propose arguments, the speaker chose to use frame markers which is belong to sequential mark.

Datum 2.3

Closing Government – GW: <u>**Well,**</u> ladies and gentlemen, higher position in line with actually more power right, what is actually they are not proving and what they it didn't answer from the member is that how with this more power is not actually enough for them to actually creating better environment in the end of the day.

As the second speaker of CG, government whip (GW), opened her speech with the frame markers **'well'**. According to Hyland (2005), this kind of endhoporic markers are included in the signals of topic shifts along with *okay, now,* etc. This marker is commonly occured in spoken context since speakers reflexively say **'well'** in the begining of their speech. In this context, the speaker use **'well'** to start the speech and also to give her standpoint towards the idea of opposition. Therefore, the audiences will directly comprehend what the GW was going to debate, refute,

or state thorough her speech. In conclusion, these markers might be used to start the topic of speech or conversation and also to shift from one topic to another.

3) Endophoric markers

Endophoric markers refer to the elements used to help readers or speakers to denote other important points within the text. Hyland (2005) stated that endophoric markers in soft disciplines refer to the actions of reinforcing the discourse in order to provide readers/audience with quick access to relevant points between some parts of the text. The example in Datum 2.4 below points out the use of endophoric markers in NUDC 2021 debate competition.

Datum 2.4

Closing Opposition – MO: So, ***CG mentioned that*** the government would be have to portrayal as down to earth and be good for all people because people likely to help and care well being the image of having down to earth are having a really friendly is not a really a great image and it's not the responsibility.

The speaker employed the endophoric marker to refer to what has been mentioned or state by the closing government (CG). Member of opposition of CO intend to restate the statement before he gave his argument. The utilization of this elements may guide the audiences to emphasize the important point of the previous speaker that will be refuted by the MO. It can be seen in the datum above where the MO try to remind the audience that CG has stated government should have image as down to earth community and be good to people to attract them, but in MO's point of view, those kind of strategy will not guarantee people to care and responsible to the environment. Thus, this marker may emphasize the opinion that the speaker wants to convey.

4)   Code-glosses

This category becomes the second most-used marker in this debate competition. The use of code-glosses is intended to help reader or audience grasp the function of the referred information (Hyland, 2005). Also, it provide additional details through the elaboration and clarification to the idea that has been mentioned earlier. In adiition, these elements may give more additional information and proper understanding to their readers or audiences. The following datum is one of the examples of the code-glosses used by the speaker of NUDC 2021 debate competition.

Datum 2.5

Opening government – DPM: Besides, bringing change to corporations as what has been said before is to start with the people right? Corporations are still using plastics yes, but it's because that is most profitable option for them and people aren't saying anything about it right? ***For example***, like people stop using straws, mcdonald's stop selling straw because of public outreach in the international community about the straws are actually hurting turtles, that's why we need first need people to actually care about the environment for us which needs to start with education and policies by teaching children.

The most used phrase in this present data is **'for example'** as in line with the datum above. In this context, the speaker attempted to provide relevant details to the audiences regarding to the argument of the speaker. In the datum 2.5, the deputy of prime minister (DPM) stated that corporations are still profit-oriented since they are using plastics for a basic material in a large amount. To prove what the DPM stated, then she provide details picturization on how straws now are being less used because it can harm the turtle. After that, she added that what is need to be changed is not the corporation but actually the people and children. That is why education about environmental is necessary. During this situation, the DPM wants to persuade the audiences to reduce using plastics for cutlery and others tools.

Besides, she might intended to grasp audience's attention that by providing environmental education from an early age will instill awareness in children so that in the future environmental issues can be reduced to the awareness of each person.

b.   Interactional Metadiscourse

Interactional metadiscourse refers to a strategy used by readers/speakers to show engagement with the audiences by enabling them to interpret and analyzed the material (Hyland, 2005). Therefore, using this elements might led and convinced the audiences to comprehend the ideas written/spoken in the text. In this section, the researcher will explain further the sub-categories of interactional metadiscourse markers based on Hyland's taxonomy.

1)   Hedges

Hedges is the third most-used in this present data. To provide an understanding toward the writer/speaker commitment within the text, hedges are employed. As a result, hedges addressed the speaker's claim, which was more likely than precise information. The data below will further give explanation on how hedges are used in a speech.

Datum 2.6

Opening government – DPM: We think that the average Indonesian is not enviromentally aware of these kinds of things yet because _**maybe**_ in your circles or _**maybe**_ in specific environmental activists group yes they are aware. However, in Jakarta you can go to streets and see people burning garbage especially because Indonesia is a developing country where the citizens are not as educated enough about the environment.

In the Datum 2.6, hedge marked with the word **'maybe'** which is said twice. It shows that this marker was used to signify the speaker's intention by underlining speaker's subjectivity (Hyland, 2005). In this case, speakers are allowed to give opinion rather than a fact since it related to the speakers' reason and not a specific

knowledge. Therefore, in that situation, DPM employed this element because she attempted to give reasons that she herself was not sure that it is probably true. It could be that what she said was true or not, so because she is not sure, DPM chose the word maybe to support the reason she had made.

Datum 2.7

Opening opposition – DLO: They are still more *likely* to appeal to a large number of young people who actually use like metal straws, for example it is way still more *likely* for like environmental activists and regulations to do this.

Almost has similar meaning with the previous hedge, this type of hedge becomes one of the most used during this debate competition with 21 cases. In the Datum 2.7, DLO stated her point of view by inserting the word **'likely'** because she is not absolutely sure, but it has chance to be true. Hence, she used **'likely'** rather than **'maybe**'. By utilizing this element, DLO can state her position that opposition can give more realistic idea instead government.

Basically, hedges are used based on the context and goals that the speaker wants to achieve, how s/he builds relationships with his listeners. So, these hedges can be said once or several times, depending on the extent to which the speaker wants to persuade his/her audience. Therefore, in this debate competition, participants employed these markers in order to convey their primary goals by sharing their opinions and seeking affirmations from the audience. Thus, what they convey can convince and persuade audiences to agree with what they think.

2) **Boosters**

Boosters are used to persuade the reader/audience by writing or speaking with certainty about them. Furthermore, it was used to validate the points by

claiming both equivalent perception and similar to the speaker's assumption. According to Hyland (2017), boosters give the author/speaker a chance and prevent opposing views from influencing their viewpoint. The following example will demonstrate the use of boosters.

Datum 2.8

Opening government – DPM: For example, helping public transport to be more accessible, adding parks or sections for people who improperly throw their trash and then ***certainly*** gain credit.

As can be seen in the datum above, the speaker used the adverb **'certainly'** as the amplifiers in her speech. This marker is used to emphasize and state with certainty that what the speaker believes is definitely true. In this case, this marker is used to convince the audience that if the government takes an action as exemplified by DPM, the government will definitely get credit. Credit here has a positive meaning which can be interpreted as praise, trust, or reputation. Therefore, the speaker chooses the word to show validation of what she claims.

Datum 2.9

Closing Government – GW: ***Exactly***, this activists need to take further steps in government position in which is in government so they will have several things....

In the datum 2.9, GW used the word **'exactly'** to show her position confidently. It means that what the speaker will deliver is precise, without any doubt. By utilizing that word, GW believed that activists can have a bigger chance to do various thing if they can enter the government position. It is because, GW see that government position will give the environmental activist a power which the corporations do not. Hence, this kind of booster can be employed when the speaker has strong belief and want to influence listeners to do what s/he said.

3) Attitude Markers

Attitude markers are devices that display the writer's or speaker's emotion. These devices are used to indicate the author's effective attitude toward propositions. It means that writer or speaker may show their acceptance, obligation, frustation, importance, etc. (Hyland, 2005). Attitude markers might appear in three main forms, namely verbs (agree, choose, prefer, support, etc), adverbs (hopefully, unfortunately, etc.), and adjectives (logical, apropriate, acceptable, etc). In this category only 26 data found in a total of 504 interactional metadiscourse markers used by all speakers of NUDC 2021 debate competition.

Datum 2.10

Closing opposition - MO: First, you cannot use social media freely, government responsibility is for all people so this would give a wrong and bad message that is why we *prefer* corporation.

The attitude marker shown above appeared in the form of verb **'prefer'**. In this case, the speaker MO attempted to show his subjectivity opinion by rejecting the previous speaker's idea. The use of word **'prefer'** here means that the speaker select corporation over government to be chosen by the environmental activists. At the beginning of the sentence, he gives a statement in the form of reasons, then clearly states that his stance is on the side of the corporation. The use of this category reinforces the speaker's confidence that what he believes is true and shows explicitly that it has a sufficient role in conveying the speaker's attitude.

Datum 2.11

Closing opposition - MO: The government would not just *easily* persuade people in the social media while working in the corporation, it is possible because government should not be selfish.

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In the datum 2.11, the MO speaker used **'easily'** as the attitude marker. This device is in the form of adverb, which can be understood that in this context govenrment can do anything without find any difficulties or use less effort in persuading people to voice out the prevention of environmental damage. Then it also reaffirmed in the next sentence **'it is possible'**, which means government have the power to do that. However, in the end of the sentence, MO emphasize that eventhough govenment can **'easily'** to persuade people, they should not be selfish.

4)   Self-mentions

Self-mentions are often used to extent the author presence and participation in a text in terms of first-person pronouns (I, we) and possesive adjective (mine, me, our, etc.). The use of this elements are to represents the writer/speaker self-representations (Hyland, 2005). This category has the highest rank and is the most frequently used by speakers when delivering speeches. This study found 307 data of self-mentions.

Datum 2.12

Opening opposition – LO: First, *we*'re going to see visible change on mechanization and *we* are also going to see more tangible responsibilities.

Datum 2.13

Opening opposition – LO: With that, *I* have two arguments on the idea of the current political stances and also the comparison to the government.

In this example, the speaker used first-person pronouns, namely **'we'** and **'I'**. First, speaker used **'we'** to indicate that she is the representation of opening opposition (OO), which is as previously stated that each group consists of two speakers. In this situation, as the first speaker of OO, he wanted to show the main

goals of the opposition on how this environmental issue must be handled as best and as truthfully as possible so that the changes are visible. Then, when he is about to state his idea, he shifts his self-mentions with 'I', which means the argument of the idea is purely his own opinion and will be further developed by the second speaker (DLO). The use of these self-mentions in the debate shows the self-presence of the speaker himself. Sometimes, the use of self-mentions 'we' is to build chemistry and a relationship with the listener so that they feel included in the speech.

5)   Engagement Markers

These markers are employed to explicitly address the audience in a writer/speaker text. The aim of using this device is to directly involve the audience to participate in the discourse and highlight their presence in the text by treating them as participant in an argument with audience. This category is mostly signaled ny the use of secon-person pronouns and possesives adjectives such as *you, yours, yourselves.* Furthermore, engagement markers might appears in terms of interjections, for example *well, okay, hello, now,* etc. The example of this category will be further explained in the datum below.

Datum 2.14

Opening government – PM: So, we are going to tell *you* this is the condition of the Indonesia and how there is a lot of problem and how being opposition in government environmental activities can be able to help them.

In the Datum 2.11, speaker employed engagement markers **'you'**. This markers certainly addressed to the audiences to involve them and highlight their presence in the discourse. This strategy was applied by the speaker to interact with

the audiences, hence they can follow the flow of speech, comprehend to what the speaker is trying to convey, and may give the audiences freedom to choose their side. However, the speaker also hopes that by involving them in his speech, the audiences will agree and support to what the speaker has stated.

Datum 2.15

Closing government – DPM: .....there is no literacy in the environmental damaged on the avaerage person, so we _**must**_ first educate the average people.

According to the datum above, DPM used engagement marker **'must'** to express necessity on something that should be have done. It also implies strong supression in persuading people to act what has been voiced. This can be seen where the marker **'must'** collocate with self-mentions **'we'**, which means the speaker tried to invite and do that action because it is something crucial and have big influence to the environment.

B.   Discussion

The present study highlight the types of metadiscourse markers and how the speakers employed them during the speech in order to construct their position and defend their arguments. The findings show that there are several reasons why speakers use specific metadiscourse markers to persuade audiences. First, each category of metadiscourse markers has its own function. Second, they are used to maintain speakers' ideas. Third, metadiscourse used to argue the adversaries' argument. Furthermore, the metadiscourse markers discovered may influence the speaker's intent and purpose in ways other than as persuasive strategies in convincing the audience. For example, to connect emotional feeling with the

audiences, speakers used emotional appeals (pathos), like in Datum 1.1 in "it's really bad". This sentence denotes Indonesia that is bad in managing environment. Another example, they use engagement markers (EGM) to involve audiences directly in their speech, such as '*you know*'. These findings are generally in tune with several existing studies(Ilie, 2003; Istiani & Puspita, 2020; Kashiha 2002a) that also discuss metadiscourse markers in spoken discourse.

Nevertheless, there are still some differences that are discussed in the present study and the previous studies. The differences could be seen, for example, in the aspect of the research object in which this study selects a debate competition that still becomes one of the most frequently held events to hone critical thinking and find solutions to solve a problem that is currently a hot topic in society. Furthermore, the differences also could be seen, for example, in the aspect of theoritical frameworks, where the present study employed two theories, that is Ilie (2003) and Hyland (2005). Since the theory is different, indeed, the results of the analysis are also different. The difference lies in the analysis of spoken discourse that uses the theory of Ilie (2003) which has differences in the grouping of metadiscourse markers, namely: rhetorical strategies, metadiscursive utterances, and metadiscursive strategies. Meanwhile, Hyland (2005) divides metadiscourse into two, namely interactive and interactional metadiscourse. So that in the end, I can compare the two results of the analysis which is described in more detail in the following sub-chapters.

1. Metadiscourse markers in the context of debate: Ilie (2003)

Table 4.3: The result of metadiscourse markers in debate competition

No	Metadiscourse Markers	Category	Quantity
1	Rethorical Appeals	Rethorical logos	15
		Rethorical ethos	11
		Rethorical pathos	9
2	Metadiscursive Utterances	Inserted parliamentary metadiscourse	6
		Embedded parliamentary metadiscourse	3
3	Metadiscursive Strategy	Metadiscursive attribution strategy	1
		Reporting and Quoting	-
	Total		45

The table shows that rethorical logos becomes the most metadiscourse markers used in the context of debate competition in NUDC 2021. It means that debaters tend to use their critical thinking and logical reason in delivering their argument. Thus, the message they want to deliver can be understood well by the listeners. Rethorical ethos comes in the second position followed by rethorical pathos in third position. Debaters often use rhetorical ethos rather than pathos because they prioritize their credibility and consistency between arguments and the evidence provided rather than focusing on offending the emotional feelings of the audience.

On the other hand, in metadiscursive utterances, there were only found a few number of each category. The small numbers indicated that inserted and embedded parliamentary metadiscourse rarely employed by debaters in this debate competition because they might not give a significant impact towards the argument

being delivered. Furthermore, in metadiscursive strategy, only attribution strategy found in this debate competition. It shows that it is impossible to one party agree with their rival's argument. That is the reason why only one data found in this study. Meanwhile, there was no found any reporting and quoting strategy because debaters frequently used indirect speech rather than quoting exactly what other's speaker saying.

The results of the present study showcase conformity with Ilie's (2003) work regarding the rethorical appeals, where speakers commonly used *logos, ethos,* and *pathos* as their persuasive strategies to convince and engage audiences. It also mentioned that rational appeals or *logos* has terminological function (datum 1.1) and referential function. However, the researcher did not find any referential function in rational appeals of the present study. Meanwhile, for *ethos* and *pathos*, the researcher found similarity in terms of creating public image which shown in the datum 1.1 to 1.8.

Next, in terms of metadiscursive utterances, the present study in line with the finding of Ilie (2003), where there are three level positions in the utterances as shown in datum 1.13, 1.14, and 1.15. These findings may pointed out that even in debate competition there also occur inserted parliamentary metadiscourse. On the other hand, regarding to the metadiscursive strategy the researcher only found the attribution strategy and did not find the reporting and quoting strategy. It is because the speakers did not clearly repeat what the previous speakers stated, they did not intended to quote but rather to change it to indirect speech, for example "as has been said by OO that....". Besides, in the attribution strategy, it is only found the

attribution which is regarded as cooperative problem solving-task, for example "...yes well we do agree that we do sometimes agree...". The attribution strategy which has function as rhetorical intentionality attribution has not been found. This may be interpreted that different background of parliamentary debate and debate competition influence the speakers' metadiscursive strategy.

The existing studies related to this study are still minimum, but the context of this research is almost the same as the research conducted by El-Masry (2020). He investigated the linguistic devices used to carry out the persuasive functions of metadiscourse markers. However, there are several differences between current research and the previous ones. The differences lies on the theoretical frameworks and research data. The study of El-Masry (2020) employed Conner and Lauer's (1985) model of persuasion and Dafouz-Milne's (2008) theory of metadiscourse markers as the analitycal framework. Meanwhile, present study used Ilie (2003) and Hyland (2005). Moreover, Conner and Lauer's (1985) model of persuasion have similarities with metadiscourse model of Ilie (2003). Conner and Lauer's (1985) proposed three categories, namely rational appeal, credibility appeal, and affective appeal. The model of these persuasive strategies have the same meaning with rethorical appeals proposed by Ilie (2003), although there are different terms in credibility dan affective appeal. Also, Dafouz-Milne's (2008) theory of metadiscourse markers have the same sub-categories with Hyland (2005) in terms of interpersonal metadiscourse markers.

The present study uncovers data that all speakers of debate contestants, use rational appeals more often than other rhetorical appeals. It can be said that the

speakers of debate contestants try to persuade people through logic and reason. This can also be related to the context of the debate where in the debate the argument must be built logically and critically. Besides, self-mentions in this study become the highest interactional metadiscourse markers used by debaters. This findings in tune with El-Masry (2020) in terms of personalization (self-mention) which becomes the most employed markers by Beckham and Brown during their interview. However, the difference is metadiscourse in this study does not only show the use metadiscourse markers as a device or strategy in delivering speech, but also used to establish interaction with the audiences, represent the speaker's logical order, and as an ideological implication. Several factors cause these differences. First, the socio-cultural and political contexts of both studies differ. Second, the current study used a different analytical framework from the previous research.

Although at certain points the discussions of metadiscourse markers in spoken context in this study display a similar finding with the study carried by El-Masry (2020), there are still new findings that are found in this study. For instance, in El-Masry (2020), he did not explain about the metadiscursive utterances and metadiscursive strategy, whereas the present study did. It makes a crystal clear that the findings of the present study have filled the hole of the previous studies by providing the data about the use of metadiscourse markers in spoken discourse (e.g. seminars, presidential debates, dialogic speech, interview), spesifically in debate competition, using Ilie (2003) metadiscourse model.

2. Metadiscourse markers in debate competition: Hyland (2005)

Table 4.4: Interactive metadiscourse markers

Sub-categories	∑	%
TM	460	76,5
CG	74	12,3
FM	60	9,9
ENM	7	1,1
EV	-	-
Total	601	99,8

As shown in the table, transition markers (TM) show the largest number of the total, that is 460 markers. This can be interpreted that transitions such as; *then*, *next*, *after that, additionally,* have a significant influence on the flow of speech delivered by the debaters. The influence is in the form of how chronological the statement before and after it is, whether it is related and whether the explanation after that can support the earlier statement. Thus, the reason why speakers use TM is that it can show how consistent the statement of ideas is with the context being discussed. Hence, the flow of speech becomes more organized and can be understood by the audience.

On the other hand, code glosses (CG) become the second most-used markers with 74 markers in a total. Debaters utilized CG to provide further understanding to audiences by mentioning several examples or representing a fact. Then, frame markers (FM) is in the third position with 60 markers. They used these markers to create a chronological arguments. By implementing FM (e.g. *finally, first, next)*, debaters help audiences comprehend the material they are trying to convey since

the beginning. Meanwhile, endophoric markers (ENM) were only 7 markers. In this study, speakers rarely refer to other speakers' parts to attack their argument. For the reason, they might only note important points that have potential to be countered.

Moreover, evidential markers (EV) were not found in speech debaters. In this debate competition, the debaters did not specifically refer to specific experts to strengthen their arguments. I didn't find any utterances that said: "according to or based on". This could be because in the debate competition the speakers spoke spontaneously so it was not possible to find references related to the topic being discussed, in contrast to written text, which can refer to many experts to strengthen the argument.

Table 4.5: Interactional metadiscourse markers

Sub-categories	∑	%
SM	307	59,6
EGM	110	21,3
H	60	11,6
AM	26	5
B	12	2,3
Total	515	100

In interactional metadiscourse markers, self-mentions (SM) are the most widely used markers by speakers. This shows that the speakers expect to represent their position, belief, and ideology by denoting themselves during the speech. Thus, SM provides a strong power in this debate competition. Therefore, this is why SM is the most widely used by speakers in this debate competition. Then, the engagement marker (EGM) is in the second position with 110 markers in total. It is not a significant gap with the previous ones. These markers were employed to build

a direct relationship with the audiences, such as *you know*, *as you can see*, etc. Hence, audiences feel they are invited to discuss directly with the speaker. Therefore, this method can help the audience better understand the content of the message conveyed by the speaker.

In the middle rank, there are hedges (H). Debaters used this marker to express the possibility or uncertainty of their argument. It also denotes that they sometimes did not sure about their own argument since they argue based on their knowledge in that field. Afterward, attitude markers (AM) is used to reveal speakers' attitude or emotional orientation. In this study, debaters rarely express their emotions through these markers, and it was only found 26 markers in total. Although only 26 markers, this can helps audiences to understand speakers' attitudes towards their opposition. On the other hand, boosters (B) have the lowest rank which is only 12 markers out of the total. The minimal use of boosters might be caused that boosters are not too significant in influencing or convincing the audience, so speakers choose not to use them too often.

The findings of present study reveal that speakers tend to use interactive metadiscourse rather than interactional. This is proven by the number of interactive metadiscourse that is 601 of the total and interactional metadiscourse that is 515 of the total. In interactive metadiscourse, the most frequently used devices are transition markers, while in interactional metadiscourse are self-mentions. This finding is aligned with the study conducted by Zahro, Irham, & Degaf (2021), where by comparing written and spoken context, they found that interactive metadiscourse markers were more dominantly used in both domains than interactional

metadiscourse markers. Although the data objects are different, the background of the writer or speaker is Indonesian EFL learners. According to this, it depicts that Indonesian EFL students' communicative strategic preference tends to connect and highlight the arguments instead of displaying participants' involvement.

On the other hand, the findings of this study are contrast with the study conducted by Sukma (2017), Kuswoyo & Siregar (2019), Kashiha (2021), and Balog (2022). The finding of present study point out that interactive are dominantly used than interactional metadiscourse. It shows that speakers in the present study focus on building their argument and represent themselves rather than creating interaction with audiences. Debaters tried to build smooth arguments by focusing on deliver idea, represent themselves, and emphasize the core of the message rather than involving audiences in the speech. However, their findings revealed that interactional metadiscourse markers are dominantly used than interactive metadiscourse. It can be interpreted that they tried to build emotional bonding by involving audiences in their speeches, so that they can interpret the message of the material being discussed. However, in the case of Sukma (2017), she employs Dafouz's (2008) theory, which, although different, it employs the same terminology, such as hedges and attitude markers. This theoretical difference may have an impact on the mapping of each category's results. She discovered that Barack Obama used metadiscourse markers as a persuasive strategy to build emotional bonding with his audience during his speech.

On the other hand, Kuswoyo and Siregar (2019) argued that in the business world, metadiscourse can serve as a link between the speaker and the listener,

allowing mutual comprehension. This is demonstrated by Steve Jobs, who attempted to engage audiences by employing interactional metadiscourse rather than interactive. It is because Steve Jobs is an influential figure in this field and in attracting people's attention, it may be more effective using interactional metadiscourse. Then, Balog (2022) also shows differences from the current study's findings in that the high frequency of interactional metadiscourse markers suggests that Queen Elizabeth II values audience participation in her speeches.

In addition, this study also found that debate is categorized as dialogic speech, which means during one speaker deliver material, other speakers are allowed to interrupt that speaker. The purpose of this interruption is to rebut opposition when other speakers disagree with what has been explained. Therefore, debaters in this debate competition prefer using interactive metadiscourse in order to engage with the audiences so that they can respond and interpret the materials. This study vary with Kashiha (2021) who found interactional was used more often than interactive in dialogic modes of speech, as evidenced by the self-mentions is more dominant than the other sub-categories. This difference may be influenced by the different contexts of dialogic speech, where the present study uses debate competition, while Kashiha (2001) uses dialogic discussions as the data.

Besides, the findings of the current study show that metadiscourse assists speakers in conveying ideas and intentions about the topics being discussed so that opponents, judges, and audiences can understand or them during the debate competition. I also discovered that at some points the findings of this study are similar to those of Tang (2017) and Kashiha (2022a). Although the settings and

objects are different, there is a similarity that is comparable, namely the finding that metadiscourse facilitates communication and understanding while also building relationships with students during classroom discussion. Thus, metadiscourse is more commonly used in the classroom than in political speeches (Kashiha 2022a). This statement is coherent with

In terms of the persuasive strategy, this study appears to parallel Kashiha (2022b) related to the way speakers or debaters used metadiscourse to persuade audiences. In this regard, the current study founds that debaters use metadiscourse on purpose to influence what they believe. Debaters speak spontaneously, but the words chosen are deliberately done to build a persuasive strategy. Therefore, metadiscourse markers plays pivotal roles in this study. Meanwhile, Kashiha (2022b) discovered that metadiscourse plays an important role in persuading people. The context of persuading here is not to change people's beliefs, but rather to persuade them of the topic being discussed. In short, metadiscourse serves as a facilitator or initiator of persuasion rather than an idea manipulator. As a result, the purpose of the persuasive strategy differs. However, Kashiha (2022b) stated that the findings of this study show that interactional device were used more frequently than interactive ones.

Self-mentions, as explained in the findings, are the most frequently used devices in the category of interactional metadiscourse markers. At this point, this finding is consistent with the findings of Albalat-Mascarell and Carrio-Pastor (2019) and Aggraini and Effrianti (2020). Albalat-Mascarell and Carrio-Pastor (2019) examine Trump and Clinton's self-mentions, as well as their vice

presidential candidates, Pence and Kaine, because self-mention is frequently used in this debate competition,.

Those findings revealed that self-mentions *I* were most frequently used, followed by *we*. According to these findings, Trump and Pence used self-mentions more frequently than Clinton and Kaine. It is because Trump wanted the speech to have an overtly self-promotional tone, with speakers speaking about themselves to brag about their political expertise and achievements. The current study, on the other hand, tends to use self-mentions *we*, because, in addition to representing themselves as a group, the use of we in debate competitions also represents that the arguments they construct are correlated. This is not to say that debaters never use self-mentions; they do, but not frequently because they tend to indicate themselves as a group rather than individuals. Furthermore, the use of we can also mean "all of us," referring to all listeners.

Finally, the study that also use debate as data research is conducted by Istiani and Puspita (2020). However, the weakness of this study is the fact, it only investigated the uses of interactional metadiscourse markers in the Bloomberg International Debate, unlike the present study which employs all types of metadiscourse. The findings indicated that the types of markers consisting of hedges, boosters, attitude markers, self-mention used by debaters, and engagement markers were not found during the analysis process. Meanwhile, the current study also showcase that all interactionas metadiscourse types are employed during the speech and self-mentioned is the most used type. Since there is no found any engagement markers in by Istiani and Puspita (2020), probably, in this case,

debaters/speakers want implicitly to build a relationship with audiences. Thus, debaters/speakers do not deliberately engage with them.

As a whole, the researcher has already answered the research questions that are formulated before. By providing the data about metadiscourse markers used in debate competition followed by Indonesian EFL learners, this study at least provides novelties. This study provide complex anaylisis regarding to the use of metadiscourse markers in debate competition of Indonesian EFL learners by elaborating it to various analytical frameworks, especially in analyzing spoken metadiscourse, such as Ilie (2003) and Hyland (2005). Moreover, this study has been able to present the contribution of metadiscourse in helping speakers or debaters construct their arguments in a more effective way during debate competitions.

In addition to the characteristic of the debaters' speech in this NUDC 2021 debate competition, I discovered that the way they deliver the argument is complex, ungrammatical and unstructured but still can be understood by the audiences. For example, *Indonesia right now, it's, it's really bad in the field of environment, right?* (Datum 1.1). The speaker did a repetition at the same word where it is impossible happen in academic writing. This findings support the theory of Halliday (1989) who argued that spoken language is dynamic, so that the speaker must speak unconscious, spontaneous, without paying any attention towards the grammar as long as the message can be delivered well.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter generally provides the conclusion of the findings in this present study. In addition, it also gives some suggestions and recommendation to the next researchers that have interest to delve into a similar topic with this study.

A. Conclusion

Based on Ilie's (2003) and Hyland's (2005) metadiscourse model, the researcher takes a conclusion in terms of implementing metadiscourse markers to construct debaters' stance that there are several reasons why they use specific metadiscourse markers in delivering a message. First, each category of metadiscourse markers has its own function. Second, speakers used metadiscourse to maintain their idea. Third, metadiscourse is used to argue the adversaries' argument. Furthermore, the metadiscourse markers may influence the speaker's intent and purpose in ways other than persuasive strategies in convincing the audience.

The type of metadiscourse markers that are mostly used based on Ilie's (2003) framework is rhetorical appeals, followed by metadiscursive utterances, then the last metadiscursive strategy. In rhetorical appeals, the most used are rational appeals since debaters are forced to deliver a logical argument that can be accepted by audiences. Then, metadiscursive utterances are found in several parts such as shown in Datum 1.13, 1.14, and 1.15. For metadiscursive strategy, there are only a few metadiscursive attribution strategies such as in Datum 1.17 and there was no

found reporting and quoting strategy. The result of this present study shows several differences from the previous ones. Several factors may cause these differences such as; (1) different object research, (2) language style, and (3) socio-cultural background.

Those differences become the key findings of this present study. The difference in the object research may affect the use of language style. In this study, university debate competitions have different language styles from actual parliamentary debates. Debaters of this competition do not use formal language as parliamentary debates do, for example when they are denoting certain speaker, debaters (university students) tend to say whose member he/she belongs to like "*OG said* (opening government) or "*the previous speaker said…*". Meanwhile, in parliamentary debates, to denote or rebut other members of parliaments, they used *"the hon. Mr….*" which is the acronym for *"honorable"*. In this context, parliamentary members still call others formally even though disagree with other statements.

Furthermore, NUDC 2021 debate competition was held in Indonesia and joined by university students. In contrast, parliamentary debates were in the United Kingdom and joined by parliamentary debates. According to the situation, there is a different socio-cultural background and age gap between the participants. The difference in socio-cultural background and age gap may affect the rhetorical appeals of both parties. In terms of *logos*, university students are pretty logical in delivering their argument but not as good as parliamentary members who have more knowledge and experience. For *ethos,* parliamentary members are more

flexible in representing themselves, whether as individuals or as a representation of their party. Meanwhile, in university debate competitions, debaters prefer to represent themselves as individuals rather than in a group. This can be traced through the way they deliver the argument. However, it might be different since everyone has different knowledge and ability. Lastly, in terms of *pathos*, both utilize this strategy to attract audiences' emotional feelings. However, the researcher found that in parliamentary debates, speakers can deliver it more dramatically than in university debates.

Furthermore, in Hyland (2005) metadiscourse analysis, only 15 data were analyzed since the abundance of data cannot be explained one by one. Each category is given two to three examples. Only evidential markers are not found in this present study. It demonstrates the speakers do not refer to any source that is considered to have concrete facts or data. Also, in each category, self-mentions become the most used marker in interactional metadiscourse. It indicates that speakers try to engage with all audience during the speech. On the other hand, transition markers take the first place as the most used interactive metadiscourse markers. It showcases that speakers want to give chronological, logic, and clear explanation towards audiences.

These findings suggest that in debate competition, metadiscourse markers have a significant contribution because they help debaters construct the structured argument, interrupt other MPs (members of Parliament) fellow, and shift from one argument to another. Since in debate there is AREL (Assertion, Reason, Evidence, and Link back) which refers to the stage that is used to build an argument,

metadiscourse markers prove that they are employed in debate. This statement can be viewed through the components within metadiscourse markers. As findings demonstrated, debaters employed *logos*, *ethos*, and *pathos* as well as metadiscursive utterances and strategies. Perhaps only a few people are aware of this metadiscourse, which they unconsciously employ. However, if they study deeper, this metadiscourse can be one of the strategies used in the debate.

B. Suggestion

The present study is limited to debate competition which is only participated by Indoensian EFL learners. Thus, there is no complex comparison between Indonesians debaters with native debaters. Besides, this study also lack in focusing which the most interesting part of debate competition to be studied. In addition, this study analyze all categories of metadiscourse markers which actually can be narrower such as focus on investigating the rethorical appeals or interactive metadiscourse. Hence, the analysis can be deeper and complex.

Metadiscourse markers are an intriguing issue to analyze. It offers the listener a good comprehension of how various kinds of metadiscourse can be helpful in delivering messages during a speech, either in academic or non-academic registers. By reflecting on the findings of the study, the researcher offers several recommendations to a variety of parties who are directly or indirectly involved in debate areas. First of all, for the EFL learners in Indonesia, by understanding how critical it is to convey a message and argument that is not only well and correctly delivered, but also coherent, logical, and easy to understand, this study expect them

to be more critical in evaluating the use of metadiscourse markers in their speech. The EFL learners are also expected to implement this not only when they are in a academic context, but also in non-academic area, such as delivering a speech in a public place.

Furthermore, English teachers or lecturers are expected to be more active in introducing metadiscourse markers in a speaking course. It is because metadiscourse markers can help students in arranging their speech so that it will be structured, chronological, and understandable. By providing different analytical frameworks in analyzing the data, the researcher also expects that English teachers and lectures can compare and contrast between the two metadiscourse model, which one is more suitable, or they can offer both of them to be learned together.

Finally, for the future researchers, they can conduct similar research with different data, for example, from business presentation (e.g. tender offer), presidential debate, or political speech. The next studies may also use the same data as in the present study by focusing the analysis in one category of the metadiscourse marker. For instance, analyzing thoroughly the category of rethorical appeals (Ilie, 2003) or the self-mentions (Hyland, 2005), hence the analysis will be more centered and specific. Future studies could also do a comparison between academic and non-academic speeh, or native speaker and multilingual speaker to find if there are any differences that influence in the way they construct their argumentation. Moreover, to obtain more comprehensive data and complex analysis, the next researchers could implement other theories that also highlight metadiscourse markers and conduct the research in a longer time.

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