

**METADISCOURSE MARKERS USED BY SPEAKERS IN
ENGLISH DEBATING SOCIETY OF UNIVERSITY OF
INDONESIA**

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2024**

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INDONESIA**

THESIS

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2024**

STATEMENT OF AUTHORSHIP

For the sake of Allah SWT, I hereby declare that this thesis entitled **“Metadiscourse Markers Used by Speakers in English Debating Society of University of Indonesia”** is entirely my own work without any of help from friends or AI (Chat-GPT). The content of this thesis does not include any previously written or published material by others, except for those cited and referenced in the references. Any objection or claims related to the content of this thesis are solely my responsibility.

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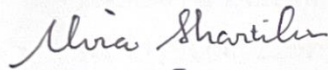
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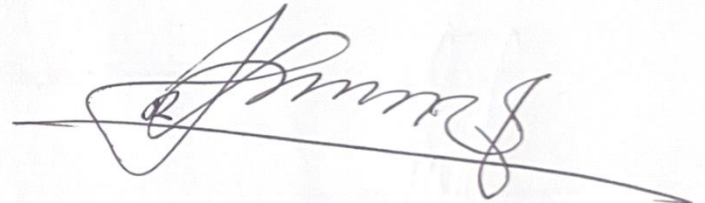
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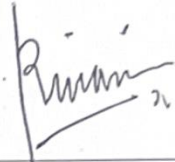
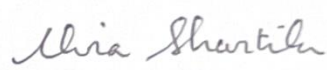



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MOTTO

“In Order to Succeed, Your Desire to Success Should Be Greater Than Your Fear
of Failure”

-Bill Cosby-

DEDICATION

I proudly dedicate this thesis to my parents, family, and friends, who always supported me through my ups and downs while completing my thesis until I made it possible to reach this step.

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First of all, we should praise Allah swt., who has endowed his blessings on us. From his exceptional mercy, he has given to me so I can complete this thesis to achieve the Degree of Sarjana Sastra. Secondly, sholawats and salam also present to the prophet Muhammad SAW guides us from the dark era into the bright era.

I would deliver my biggest gratitude to my advisor, Mrs. Mira Shartika, M.A. who has provided her presence in guiding, directing, and motivating me, so I can finally finish my thesis. Additionally, not only in this this thesis, but she also helped me when I was her student in ELT class.

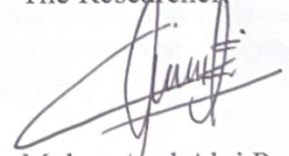
Furthermore, I genuinely be grateful and would express my affection for having my parents, Akhmad Mulkan and Kristia Wati, as my guardian angels who never demand anything from their son but pray for the best, so I can have the strength to finish my education. Also, thanks to my sister, Mutya Dea Astuti, who always support me with her own way, I know that everything she do for me is always good for me.

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Lastly, I do realise that there are some imperfections and weaknesses in this thesis. Therefore, the criticism and suggestions are welcome to make it better.

Malang, 13 December 2024

The Researcher



Muhammad Alvi Prayoga

ABSTRACT

Prayoga, Muhammad Alvi (2024) *Metadiscourse Markers Used by Speakers in English Debating Society of University of Indonesia*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mira Shartika, M.A.

Keywords: Metadiscourse Markers, Spoken Discourse, Society Debate

This study entitled “Metadiscourse Markers Used by Speakers in English Debating Society of University of Indonesia,” explores the strategic use and functions of metadiscourse markers in university-level society debates. Metadiscourse markers, as elements that guide and engage the audience in discourse, are essential for achieving clarity, coherence, and persuasion in both spoken and written communication. The research adopts a comprehensive multi-theoretical framework incorporating Ilie’s (2003) analysis of metadiscourse in parliamentary settings, Hyland’s (2005) metadiscourse categorization relevant to academic texts, and Van Eemeren and Grootendorst’s (2004) argumentation stages, which dissect the structure of argumentative discourse. A quasi-qualitative research design was employed to analyze selected debate videos from EDS UI’s official YouTube channel, covering competitions from 2017 to 2023. The videos were chosen based on their relevance and representation of different debate scenarios. Through meticulous transcription and analysis, the study identifies the types of metadiscourse markers used by debaters, their functions in argument construction, and their distribution across the four argumentation stages: confrontation, opening, argumentation, and conclusion. Findings reveal that interactional and interactive metadiscourse markers are frequently used by speakers to frame their arguments, assert their positions, and engage listeners. Rational appeals (logos) were observed as the most prominent strategy, showcasing the importance of logical structuring in academic debate. Additionally, markers such as boosters, hedges, and engagement markers were strategically employed to build credibility and guide the audience through complex arguments. The presence of these markers highlighted the deliberate effort of debaters to maintain clarity and persuasiveness while fostering a strong connection with the audience. This study extends current understandings of metadiscourse by shedding light on its application in spoken academic debates, an area less explored compared to written academic contexts. The research underscores the dual role of metadiscourse in supporting both argument development and speaker-audience interaction. The insights gained contribute to the field of linguistics and communication studies by offering practical implications for educators and debate practitioners, aiming to enhance their understanding of effective discourse strategies. Furthermore, it sets a foundation for future studies to investigate metadiscourse usage in various spoken discourse settings, enriching the field’s approach to understanding communication dynamics.

مستخلص البحث

برابوفا، محمد ألفي (٢٠٢٤). "العلامات الميتاخطابية التي يستخدمها المتحدثون في جمعية المناظرات الإنجليزية بجامعة إندونيسيا". البحث الجامعي. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: ميرا شرتيكا، الماجستير.

الكلمات الأساسية: العلامات الميتاخطابية، الخطاب الشفهي، المجتمع المناظرة

تستكشف هذه الدراسة، التي تحمل عنوان "العلامات الميتاخطابية التي يستخدمها المتحدثون في جمعية المناظرات الإنجليزية بجامعة إندونيسيا"، الاستخدام الاستراتيجي ووظائف العلامات الميتاخطابية في المناظرات التنافسية على مستوى الجامعات. تُعتبر العلامات الميتاخطابية عناصر أساسية توجه وتشارك الجمهور في النقاش، مما يساهم في تحقيق الوضوح والتماسك والإقناع في التواصل الشفهي والكتابي. تعتمد هذه الدراسة على إطار نظري متعدد وشامل يدمج بين تحليل إيلي (٢٠٠٣) للميتاديسكورس في السياقات البرلمانية، وتصنيف هايلاند (٢٠٠٥) للعلامات الميتاخطابية ذات الصلة بالنصوص الأكاديمية، ومراحل الحجاج لفان إيميرين وجروتندورست (٢٠٠٤) التي تُفكك بنية الخطاب الجدلي. تم استخدام تصميم بحث شبه نوعي لتحليل مقاطع فيديو من مناظرات مختارة من القناة الرسمية لجمعية المناظرات الإنجليزية بجامعة إندونيسيا على يوتيوب، تغطي المسابقات من 2017 إلى 2023. تم اختيار المقاطع بناءً على مدى ملاءمتها وتمثيلها لسيناريوهات المناظرات المختلفة. من خلال نسخ وتحليل دقيق، تحدد الدراسة أنواع العلامات الميتاخطابية التي يستخدمها المتناظرون، ووظائفها في بناء الحجة، وتوزيعها عبر المراحل الأربع للحجاج: المواجهة، الافتتاح، الحجاج، والخاتمة. كشفت النتائج أن المتحدثين يستخدمون بشكل متكرر العلامات الميتاخطابية التفاعلية والتفاعلية لإطار حججهم، وتأكيد مواقفهم، وجذب انتباه المستمعين. كانت الاستنفات العقلانية (اللوغوس) هي الاستراتيجية الأبرز، مما يظهر أهمية البنية المنطقية في المناظرات الأكاديمية. بالإضافة إلى ذلك، تم استخدام علامات مثل المعززات والتحفيزات وعلامات التفاعل بشكل استراتيجي لبناء المصدقية وتوجيه الجمهور خلال الحجج المعقدة. أبرزت هذه العلامات الجهد المتعمد للمتناظرين في الحفاظ على الوضوح والإقناع وتعزيز الارتباط بالجمهور. توسع هذه الدراسة الفهم الحالي للميتاديسكورس من خلال تسليط الضوء على تطبيقه في المناظرات الأكاديمية الشفهية، وهي منطقة لا تزال أقل استكشافاً مقارنة بالسياقات الأكاديمية المكتوبة. تؤكد الدراسة على الدور المزدوج للعلامات الميتاخطابية في دعم تطوير الحجة وتفاعل المتحدث مع الجمهور. تقدم النتائج مساهمات مهمة في مجال اللغويات ودراسات الاتصال، كما توفر تطبيقات عملية للمعلمين وممارسي المناظرات لتحسين فهمهم لاستراتيجيات الخطاب الفعالة. بالإضافة إلى ذلك، تمهد الدراسة الطريق لدراسات مستقبلية لاستكشاف استخدام العلامات الميتاخطابية في سياقات الخطاب الشفهي المختلفة، مما يعزز من منهجية المجال في فهم ديناميات التواصل.

ABSTRAK

Prayoga, Muhammad Alvi (2024). “Penanda Metadiskursus yang Digunakan oleh Pembicara di Klub Debat Bahasa Inggris di Universitas Indonesia”, Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Mira Shartika, M.A.

Kata kunci: Penanda Metadiskursus, Wacana Lisan, Klub Debat

Studi ini, yang berjudul “Penanda Metadiskursus yang Digunakan oleh Pembicara di Klub Debat Bahasa Inggris di Universitas Indonesia”, mengeksplorasi penggunaan strategis dan fungsi penanda metadiskursus dalam komunitas debat di tingkat universitas. Penanda metadiskursus merupakan elemen penting yang membimbing dan melibatkan audiens dalam diskusi, sehingga mencapai kejelasan, koherensi, dan daya persuasif dalam komunikasi lisan dan tulisan. Penelitian ini mengadopsi kerangka teori komprehensif yang menggabungkan analisis Ilie (2003) tentang metadiskursus dalam konteks parlementer, kategori penanda metadiskursus Hyland (2005) yang relevan dengan teks akademik, dan tahapan argumentasi Van Eemeren dan Grootendorst (2004) yang memetakan struktur wacana argumentatif. Desain penelitian kuasi-kualitatif digunakan untuk menganalisis video debat yang dipilih dari saluran YouTube resmi EDS UI, yang mencakup kompetisi dari tahun 2017 hingga 2023. Video-video tersebut dipilih berdasarkan relevansinya dan representasi berbagai skenario debat. Melalui transkripsi dan analisis yang cermat, studi ini mengidentifikasi jenis-jenis penanda metadiskursus yang digunakan oleh para pendebat, fungsinya dalam membangun argumen, serta distribusinya pada empat tahapan argumentasi: konfrontasi, pembukaan, argumentasi, dan penutup. Hasil penelitian menunjukkan bahwa para pembicara sering menggunakan penanda metadiskursus interaktif dan interaksional untuk merancang argumen mereka, menegaskan posisi mereka, dan menarik perhatian pendengar. Daya tarik rasional (*logos*) ditemukan sebagai strategi yang paling dominan, menunjukkan pentingnya struktur logis dalam debat akademik. Selain itu, penanda seperti penguat, penghindar, dan penanda keterlibatan digunakan secara strategis untuk membangun kredibilitas dan membimbing audiens melalui argumen yang kompleks. Keberadaan penanda-penanda ini menyoroti upaya terarah para pendebat untuk mempertahankan kejelasan dan efektivitas, serta membina hubungan yang kuat dengan audiens. Studi ini memperluas pemahaman tentang metadiskursus dengan menyoroti penerapannya dalam debat akademik lisan, sebuah area yang masih kurang dieksplorasi dibandingkan konteks akademik tertulis. Penelitian ini menegaskan peran ganda penanda metadiskursus dalam mendukung pengembangan argumen dan interaksi pembicara dengan audiens. Temuan ini memberikan kontribusi penting bagi bidang linguistik dan studi komunikasi, serta menawarkan implikasi praktis bagi pendidik dan praktisi debat untuk meningkatkan pemahaman mereka tentang strategi diskursus yang efektif. Selain itu, studi ini membuka jalan bagi penelitian lebih lanjut tentang penggunaan penanda metadiskursus dalam berbagai konteks wacana lisan, memperkaya pendekatan bidang ini dalam memahami dinamika komunikasi.

TABLE OF CONTENTS

THESIS COVER.....	i
STATEMENT OF AUTHORSHIP.....	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
ABSTRACT (English).....	viii
ABSTRACT (Arab)	ix
ABSTRACT (Bahasa Indonesia).....	x
TABLE OF CONTENTS	xi
CHAPTER I: INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Questions	12
C. Significance of the Study	13
D. Scope and Limitation	13
E. Definitions of Key terms.....	14
CHAPTER II: REVIEW OF RELATED LITERATURE	16
A. Discourse Analysis.....	16
B. Spoken Language	17
C. Metadiscourse in the Context of Debate	19
1. Rhetorical Appeals	20
2. Metadiscursive Utterance.....	21
3. Parliamentary Metadiscursive Strategies	22
D. Metadiscourse Markers	23
1. Interactional Metadiscourse Markers.....	24
2. Interactive Metadiscourse Marker.....	27
E. Function of Metadiscourse Marker	31
F. Argumentation Stages	33

1. Confrontation Stages.....	36
2. Opening Stages.....	36
3. Argumentation Stages	37
4. Conclusion Stages	38
CHAPTER III: RESEARCH METHOD	41
A. Research Design.....	41
B. Research Instrument.....	41
C. Data and Data Source.....	42
D. Data Collection.....	43
E. Data Analysis	44
CHAPTER IV: FINDING AND DISCUSSION.....	45
A. Findings.....	46
1. The Types and Functions of Metadiscourse Markers Used by the Speakers of English Debating Society of University of Indonesia	47
a. Metadiscourse markers in the context of debate	48
b. Interactive metadiscourse markers	78
c. Interactional metadiscourse markers.....	87
2. The Metadiscourse Markers Used by the Speakers of English Debating Society of University of Indonesia.....	96
a. Confrontation stage	97
b. Opening Stage	104
c. Argumentation Stage.....	112
d. Conclusion Stage.....	124
B. Discussion	133
CHAPTER V: CONCLUSION AND SUGGESTION	146
A. Conclusion.....	146
B. Suggestion.....	150
REFERENCES.....	153
CURRICULUM VITAE	157
APPENDICES.....	158

CHAPTER I

INTRODUCTION

This chapter serves as background of the study, research questions, significance of the research, scope and limitations, and definition of key terms.

A. Background of the Study

Debate is an activity between individual or group of speakers who organized arguments to persuade the listener and to contest the idea in which the participants discuss a specific topic (Freeley & Steinberg, 2013). According to Darby (2007), debate was first employed as an ancient method of teaching used by Greeks 4.000 years ago, and it still widely practiced as an extracurricular competition sport. Arranging an argument is difficult for EFL learners (Effendi & Wahyudi, 2023). In ELF lessons, debate can be utilized as a method to help students practice their English language abilities in real-life. It is a communicative interaction where critical arguments are made from various points of view (Wulandari & Ena, 2018).

Human interpersonal contact primarily uses language as a medium of interaction. Language is a tool for communicating with others (Fantini, 2012). Spencer-Oatey (2011) stated that language may be used to express a variety of literary ideas, including politeness, pragmatic meanings, and interpersonal meanings. It is possible to apply a thorough examination of language usage to both spoken and written conversation, emphasizing the interpersonal and interactional functions that are involved. In order to avoid misunderstandings, the idea of "metadiscourse" is used in literature because the main purpose of language is to transmit a speaker's thoughts/believe to their audience or listener without any

ambiguity. According to Detrianto et al. (2020), mistakes in metadiscourse may act as markers of future miscommunications. Speakers must use elements of metadiscourse to guarantee that their point is understood by the audience or listener and to assist them clarify their message in order to make an argument effectively.

Writers and speakers use metadiscourse as a communication technique to make sure that listeners and readers understand what is being said through language use (Hyland, 2005). The concept of metadiscourse markers, initially introduced by Harris in 1970, describes how a writer or speaker's choice of words may help the listener or reader grasp the information being communicated. Harris's research served as the impetus for the study of metadiscourse, and Hyland (1998) was essential in creating the taxonomy for metadiscourse. This taxonomy includes a range of discourse elements that aid in the reader or listener's comprehension, such as linkages, fences, and text comments. By leading readers or listeners through the author's thought process, metadiscourse serves to give a text or speech a feeling of coherence and cohesiveness. Speakers and writers may control how they engage with the audience and influence how they perceive the information by employing metadiscourse. At first, several experts in discourse analysis maintained that metadiscourse could only be utilized to comprehend written materials; however, subsequent studies by Ilie (2003) and Hyland (2005) indicate that metadiscourse may also be used to comprehend spoken writings.

Ilie (2003) goes into further detail about the use of metadiscourse, emphasizing that it is not just important for understanding written texts but also for understanding spoken texts. According to Ilie (2003), oral metadiscourse is “a set

of rhetorically structured communicative and interactional strategies used by the speakers to signal, highlight, mitigate, and cancel parts of their on-going discourse and their varying relevance to different audience members” (p.71). The usage of metadiscourse shows that researcher are not limited to the idea that metadiscourse is exclusive to written communication. Instead, while examining the use variety of perspectives metadiscourse in spoken situations, researcher might incorporate from various experts.

Studying the use of metadiscourse in oral communication allows for the investigation of a number of societal phenomena. Debates are one example of this occurrence as it's important for points to be presented clearly to avoid misconceptions by the other side. Laia (2020) stated that the purpose of metadiscourse is to guarantee that the audience understands the information being transmitted, whereas the purpose of debate is to show that one's arguments are more significant than those of one's opponents.

In order to study argumentation in linguistic studies, F. H. van Eemeren and R. Grootendorst (2004) developed a pragma-dialectical method. The method is focused on the logical discussion principles (dialectics) and communication elements (pragmatics) of one's argument. Following F. H. van Eemeren and R. Grootendorst (2004) approach, there are four stages of argumentation which are: confrontation, opening, argumentation, and conclusion. Those stages can be used to categorize debaters' arguments in accordance with, F. H. van Eemeren and R. Grootendorst (2004) pragmatic approach. Certain words, phrases, or statements, such "in my opinion," "and," or "the way I see it," might be used to distinguish each

stages of the reasoning process. Those words or expressions that mark the shift or moves in the argument, such as proposing an argument or standpoint, are usually referred to as argumentative indicators.

Debate is a complex procedure because the participants are tending to presenting, defending, discussing, and supporting one's arguments. According to Jorgensen and Phillips (2002), debate involves a number of crucial components, including research, good communication, and critical thinking. This demonstrates that debating is a sophisticated social phenomena and that presenting a convincing case requires a variety of abilities. It is crucial to debate society using reasoned and coherent arguments for a number of reasons. One explanation is that it facilitates fruitful discussion and a deeper comprehension of other viewpoints and ideologies. Well-crafted arguments may help dispel misconceptions, offer proof and logic for assertions, and promote intellectual discussion. Kee and Johnston (2019) contend that arguments that are rational, succinct, and unambiguous have a higher chance of persuading the audience and the other side.

Regarding to speakers approaches on society debates, they are known for using a variety of sources and references, including the research papers and books, to support their arguments. Speakers have their own strategy for conducting debates, which involves conveying information through lectures and writing, supported by data from any of source they can find. They understand the importance of ethical conduct in debates to ensure that his audience understands the information they conveys. Therefore, society debates aim to present arguments based facts, and the topics they bring are the problems that happened around the world.

I decided that the primary theoretical framework for analyzing the society debate is Ilie's (2003) as the leading theory since it is relevant to the subject of this study on debate context, Hyland's (2005) as the second complimentary theory to examine the interactive and interactional metadiscourses used, and F. H. van Eemeren and R. Grootendorst (2004) theory as the third complimentary theory to examine argumentation stages used by the speakers. I used the same literature to assess some of the findings of earlier investigations before deciding on metadiscourse as the primary hypothesis. For instance, Ilie's (2005) idea of metadiscourse has been used in a number of earlier researchs to examine different aspects of spoken discourse. Meanwhile, Hyland's (2005) idea's has been used several times to analyse metadiscourse in written text. And also, F. H. van Eemeren and R. Grootendorst (2004) ideas has been used several times to analyse argumentation in the context of debate.

Earlier studies have been discussed about metadiscourse in various focuses, both in spoken and/or written, academic and/or non-academic contexts. Nugroho (2019) looked at how two groups with different cultural backgrounds used metadiscourse markers in academic writing. The study found that cultural grammar structures had an impact on both the similarities and differences in marker usage. This research is good research because it explains deeply about the comparison on how people with different background used metadiscourse. Yea, Othman, and Wei (2020) investigated the development of metadiscourse in the works of PhD students studying English as a second language in Malaysia. They discovered that first-year students were less adept at accessing textual metadiscourse resources, with changes

noted over time. This research has a good explanation on how metadiscourse used by the EFL students, however the focus of the study only on PhD students that may have different result on other students. In her investigation of the usage of metadiscourse elements in applied linguistics research papers and master's theses, Alharbi (2021) found that expert authors and student writers differed in terms of the metadiscourse elements that were more frequently interactive and interactional. All things considered, these studies has their own characteristics on demonstrate how writing styles, language skills, and cultural backgrounds affect and how metadiscourse markers and elements are used in academic writing.

Aisha (2021), Jie (2020), and Roslan et al. (2019) have already investigated the use of metadiscourse in commercials to entice audiences to buy the product and increase brand liking. In their study of television commercials, Roslan et al. (2019) discuss about Presupposition towards Metadiscourse in Product Centric Malaysian Food and Beverages Television Advertisements. In this research we can found that self-mention, which highlights brand familiarity and emotional involvement, was the most commonly utilized metadiscourse element. It gives us deeper understanding on how metadiscourse works on advertisement context. In her metadiscourse analysis of We-Chat public account advertising, Jie (2020) explained that engagement markers, self-mentions, and attitude markers were often employed to address, welcome, and build connections with readers. In the era of e-commerce, this study highlighted the significance of employing metadiscourse to foster unity and control company image. In her research on verbal and visual metadiscourse indicators in social media advertisement and emphasized how well the two

categories work together. Engagement and direction markers were discovered to be powerful rhetorical devices. In her study of verbal and visual metadiscourse markers in social media advertising, Aisha (2021) emphasized the complementarity of the two kinds of metadiscourse markers. On this research we can find that direction indicators and engagement are powerful persuasive language strategies. The importance of metadiscourse in structuring discourse, engaging audiences, and stimulating consumer interest is generally underlined by the earlier research, making it a key component of persuasive writing in advertising. Overall, these earlier research highlight the importance of the role of metadiscourse in creating conversation, capturing audiences, and producing it is an essential component of persuasive writing in advertising since it piques customer attention.

Some of researchers had already investigated the use of metadiscourse in society context. In his research work, Guillem (2009) discusses how to (1) encourage a diversity of research in argumentation that, while recognizing the value of textual analyzes, also pays attention to the creation and interpretation processes that lead to these texts. (2) To present evidence in favour of the extension of the notion of meta-discourse to less overt expressions of it at both the intra- and inter-discursive levels. She provided an analysis of a plenary meeting of the European Parliament as a first attempt to apply this socio-cognitive, discursive method to a particular argumentation environment. According to his approach, speakers continually draw on a variety of sorts of knowledge when presenting their justifications for voting in order to structure their arguments and have a variety of effects on the argumentative situation. She contends that speakers use meta-

discourse to summon knowledge about both the current encounter and other past or future communicative occurrences, in line with dialogic interpretation of language. However, these additional discourses also include the context and situation models that enable participants to make meaning of the words that are actually spoken. Craig (2013) explored the relationship between communication theory and the role of communication in facilitating and understanding social change. This research discusses different communication theories, such as rhetorical, critical, and normative theories, and how they can be employed to analyze and explain processes of social change. His book delves into various communication theories and their applicability to the dynamics of social change, emphasizing the importance of communication processes in driving and shaping societal transformations. The working hypothesis of Craig (2020) is that metadiscourse mediates critically between theoretical debates of communication (i.e., communication theory) and the practical metadiscourse that mediates negotiations of communication practices and norms in daily life. Communication theory is a specific type of metadiscourse that develops from and contributes to the practical metadiscourse of society. It is generally methodical, abstract, and tailored to the disciplinary procedures of communication study. Thus, metadiscourse serves as a conduit between theory and practice, possibly serving to inform both. He discovered that the investigation of communication models in and as metadiscourse has shown the viability of translating in either way between formal communication models and ordinary practical talk-about-talk. Overall, these earlier research highlight the importance of

the role of metadiscourse and the relationship between communication theory and the role of communication in facilitating and understanding social change.

Several academics have studied metadiscourse in relation to the debate analysis study that is the subject of this research. I discovered some earlier studies that concentrated on various topics. The use of self-speech by candidates from the two main US political parties during the 2016 presidential election debates was compared by Albalat-Mascarell and Carrió-Pastor (2019), who discovered that Republican candidates used self-identifications more frequently than their Democratic counterparts. However, this study only focused on what kind of type of metadiscourse that the speakers used, and not explain the function of metadiscourse that the speaker use and why the speaker used that kind of type. Farghal and Kalakh (2020) examined the metadiscursive functions and Arabic translations of English terms used in American presidential debates. They found that misinterpretations of engagement markers might block the metadiscursive channel, which would interfere with the delivery of persuasion. The third US presidential debate and its translations by IRIB and BBC News were examined by Kuhi, Esmailzad, and Rezaei (2020), who found disparities in interpersonal indicators and highlighted pedagogical difficulties in translator education. In British parliamentary debates, Dichoso, Malenab, and Galutan (2022) concentrated on interactional metadiscourse markers, highlighting their function in forming argumentative discourse and exposing the communication abilities of students. Effendi & Wahyudi (2023) examine the types of metadiscourse markers and how debaters used them during the NUDC 2021 debate competition. This study used the British Parliamentary

System as a methodology to classifying the data which has not been used before. They found that rhetorical appeals frequently appear in every debater's argument, starting from *logos*, *ethos*, and *pathos* using Ilie (2003) theoretical framework. They also found 54% interactive metadiscourse and 45% interactional metadiscourse using Hayland (2005) theoretical framework. These earlier research advance knowledge of metadiscourse in discussions across a range of contexts by highlighting differences in marker usage, translation difficulties, educational ramifications, and the importance of interactional markers in promoting speaker-audience connections. Those studies examined metadiscourse markers in debate fields. However, they have different domain of debates such as presidential debate, parliamentary debate, and debate competition. These have inspired me to do a research on Debate Society.

Several academics have studied about argumentation stages in the context of debate such as Nasihah, Zubaidi, Ariani (2023). They examine the argumentative indicators produced by EFL learners in a university-level student debate competition and the functions of the indicators in each stages of argumentation (confrontation, opening, argumentation, and conclusion). They found that students used twelve argumentative indicators in their confrontation, opening, argumentation, and conclusion stages, indicating rich cognitive processes in debate situations. More specifically, second language learners in a university-level used propositional behavior indicator, mixed-dispute indicator, and indicator of emphasis expression in their confrontation stages, as well as using indicators of resistance and indicators of proposals in the opening stages. This study examined

argumentation stages in debate fields. However, they have different domain of debates such as presidential debate, parliamentary debate, and debate competition. These have inspired me to do a research on Debate Society.

Ilie's (2003) metadiscourse idea was frequently employed by scholars in earlier studies to examine the role of metadiscourse in spoken discourse. Utilizing Ilie's idea (2003), I am going too concentrated on examining the the type of metadiscourse in spoken language and how debaters construct their arguments using metadiscourse markers. According to Halliday (1989), spoken language differs from written language because it is more polite and spontaneous. The right use of language is crucial for properly communicating points in society debates context. According to linguistics, speech serves the function of communicating with others in order to accomplish the intended objective. Ilie's (2003) stated that effective communication occurs when speakers employ suitable speech patterns, such as metadiscourse markers, to establish a good relationship with their listeners. Therefore, the purpose of this study is to investigate how and when metadiscourse markers are used in Debate Society.

Furthermore, while this proposed study attempts to analyze metadiscourse markers especially in the setting of society debate, other studies have focused more on metadiscourse in presidential debate, parliamentary debate, and debate competition. Therefore, this study offers distinctive viewpoints and objects for analysis, adds to the body of knowledge on Ilie's (2003) and Hyland's (2005) idea of metadiscourse, F. H. van Eemeren and R. Grootendorst (2004) idea of argumentation stages, and also offers a different data set than the prior studies. This

study intends to fill current scientific gaps and investigate metadiscourse markers that occur in the context of society debate by gathering data from diverse discourse perspectives. By examining diverse data sets and examining the numerous roles of spoken contexts' metadiscourse, which have not previously been widely examined, this study seeks to close this gap.

I also decided English Debating Society of University of Indonesia (EDS UI) as the object of the study. Because, according to kemahasiswaan.ui.ac.id and Wikipedia.org English Debating Society of University of Indonesia is the oldest debating society in Indonesia. EDS UI was officially established on May 5th 1998, with the aim of providing students with a platform to think critically and exchange opinions freely. EDS UI has won various awards such as 2nd and 3rd place at AEO Binus University 2020, 2nd place at the Pesona Festival Debate 2019, 2nd place at Atma Open 2019, 1st place at KDMI 2018, 2nd place at the 2018 Australasian Intersarsity Debating championship, and many more. EDS UI also often holds prestigious debate competitions on a national and international scale. EDS UI is very superior in this regard compared to other debating societies in Indonesia, making it known as the most prestigious debating society in Indonesia.

B. Research Questions

The focus of this study is to examine the function, type, and how the speakers used metadiscourse markers in the context of Society Debate and also the

connection between those metadiscourse markers in argumentation stages. Thus, the research question is formulated as follows:

1. What are the types and functions of metadiscourse markers used by the speakers of English Debating Society of University of Indonesia?
2. How are the metadiscourse markers used by the speakers of English Debating Society of University of Indonesia?

C. Significance of the Study

In terms of practice, this study will be a significant resource for future academics research on the type and functions of metadiscourse markers and how metadiscourse markers used by the speaker based on Ilie's (2003), Hyland's (2005), F. H. van Eemeren and R. Grootendorst (2004) theory. This study offers a thorough assessment of these markers in spoken texts by analyzing metadiscourse markers from many perspectives, notably in the context of Society debate. Thus, this study contributes a variety of viewpoints to enhance knowledge of the type and function of metadiscourse markers and the connection to the argumentation stages, particularly for linguistics students.

D. Scope and Limitation

The scope of this research study is to analyze types, functions and how the speakers of English Debating Society of University of Indonesia used metadiscourse markers based on Ilie's (2003), Hyland's (2005), and F. H. van Eemeren and R. Grootendorst (2004) theory. The study utilized four videos of English Debate Society of University of Indonesia which were uploaded to his

official YouTube channel @englishdebatingsocietyuniv8599. The first video, entitled “1/8 Regina - Grandfinal of ALSA UI 2017” was uploaded on April 17, 2017. The second video, titled “(1/8) Noel - Grandfinal of ALSA UI 2018” was uploaded on May 2, 2018. The third video, titled “NUDC 2022 Universitas Indonesia Motion 1 - Frederick Roland Aristito” was uploaded on June 21, 2022. The last video, titled “6/8 Jun - Grand Final of Indonesia Open 2023” was uploaded on November 2, 2023.

The limitation of this research is the data analyzed in this study only include utterances by those speakers which contain metadiscourse markers, as the focus is on this particular aspect of the discourse. There are some problems that I might face. First, analyzing metadiscourse markers can be subjective, as interpretation may vary from one researcher to another. It is essential to establish clear criteria for identifying and analyzing metadiscourse markers to minimize subjectivity. Second, there were dozens of video and dozens speakers from this English Debate Society of University of Indonesia YouTube channel, and the data that the researcher gathered might not represent on how metadiscourse markers are used in this debate society, and the data were collected in specific time period in it might be different in another time period.

E. Definitions of Key terms

In order to avoid misunderstanding, the terms used in this research are defined as follows.

1. *Metadiscourse marker* is a linguistic tool that authors or presenters employ to interact with their audience and make comments on their own

discourse, so they can understand the message that authors or presenters intend to express. Metadiscourse marker in debate refers to the language device use by speakers to direct and shape discourse in the context of debates, to build rapport with the audience, to establish their authority, and to communicate the structure and direction of their argument.

2. *Debate*: is a formal conversation in which two or more persons offer opposing arguments or points of view on the same subject.
3. *English Debating Society of University of Indonesia* is the oldest and most prestigious debating society in Indonesia, with an unparalleled reputation for organizing debate competitions on a national and international scale. EDS UI was officially established on May 5, 1998, with the aim of providing students with a platform to think critically and exchange opinions freely.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents an overview of the relevant literature that supports the analysis conducted in this research. Since the literature review covers a wide range of topics, it is an essential source of knowledge for those fields of study. This included spoken language, metadiscourse markers, discourse analysis in metadiscourse, and metadiscourse markers in Society debate.

A. Discourse Analysis

A branch of research called discourse analysis looks at how language is utilized in communication, especially in social contexts. Metadiscourse, or language that reflects or offers commentary on the discourse itself, is one aspect of discourse analysis. Different markers can be used to indicate metadiscourse, such as hedging, intensifying, or downplaying language, or explicit markers like "I argue" or "in conclusion". Researcher may learn more about how authors and speakers build authority and credibility, how they position themselves and their arguments in relation to their audience, and how they indicate the order and structure of their discourse by examining metadiscourse.

Numerous fields of study, including linguistics, communication, and applied linguistics, have studied metadiscourse. For example, Hyland and Tse (2004) discovered that research article writers utilize metadiscourse to arrange their arguments, interact with readers, and negotiate their attitude towards their research in their study on metadiscourse in academic writing. They classified many forms of

metadiscourse in their research, such as evidential markers (like "apparently"), code glosses (like "that is"), and engagement markers (like "I would argue that"). Similarly, Charaudeau (2005) examined the use of rhetorical devices including repetition, metaphor, and analogy in a research on metadiscourse in political speeches and made the case that these tactics help the speaker and the listener feel more identifiably connected.

To sum up, discourse analysis offers a framework for comprehending the ways in which language is employed in communication, and a key aspect of this study is metadiscourse. We can learn more about the social and communicative roles of language, as well as how authors and speakers place themselves and their arguments in relation to their audience, by looking at the usage of metadiscourse in a variety of situations and genres.

B. Spoken Language

One of the most basic means of human communication is spoken language. For the majority of people in the world, spoken language serves as their main means of communication and gives them the ability to share their ideas, feelings, and thoughts with others. The complex system of spoken language conveys meaning via the use of words, sounds, and grammar. The enormous diversity of spoken language is among its most remarkable features. There are thousands of languages spoken in the globe, and each has its own distinct vocabulary, grammatical structure, and sounds (Crystal, 2008). Some languages are exclusively spoken by a small number of people in isolated regions of the world, whereas millions of others use languages like English as their first language.

Spoken language's capacity to change throughout time is another interesting aspect. Languages evolve to suit the demands of their speakers when new technology and social changes occur (Hauser, Chomsky, & Fitch, 2002). Old terms may become obsolete as new ones are coined. Different accents and speech patterns emerge from the development of dialects and geographical variances. Spoken language plays an essential function in human communication despite its wide range of differences. It enables us to communicate with one another, share our experiences, and express our feelings and opinions. It is an effective tool for fostering connections, settling disputes, and coming up with fresh concepts. Said another way, spoken language is a vital component of human civilization and evidence of our species' flexibility and creativity (Kuhl, 2004).

The diversity of spoken language is one of its main traits. To communicate meaning, different languages employ various word forms, sounds, and sentence patterns. For instance, the Chinese language employs a set of characters that represent entire words or concepts, whereas the English language uses a mix of 26 letters and different letter combinations to produce words and phrases. Furthermore, there can be notable differences in pronunciation, vocabulary, and grammar between various locations or dialects even within the same language.

Research has shown that the ability to speak language is a uniquely human trait, and it is believed that during millions of years of human evolution, language evolved (Hauser, Chomsky, & Fitch, 2002). With distinct brain areas devoted to various aspects of language processing, the human brain is specially designed to comprehend and generate language. Additionally, research has demonstrated that

early exposure to spoken language is essential for the development of language skills, with young infants exhibiting superior language ability than those who do not.

To sum up, spoken language is crucial to human communication since it enables us to express ourselves and comprehend others. Its complexity and diversity attest to both the development of the human brain and the diversity of human civilization. Therefore, in order to better grasp spoken language's value and advance our communication abilities, it is imperative that we continue to study and comprehend its nuances.

C. Metadiscourse in the Context of Debate

There are various types of debates such as parliamentary, presidential, interfaith, etc. The model of society debate in this research is a parliamentary debate. Thus, participants in this debate are related to the parliament. In this case, the participants on debate are related to the English Debate Society of University of Indonesia. Ilie (2003) argues that presumptions about one another's mental models of reality, cognitive experiences, ideological backgrounds, and emotional involvement shaped individual interventions during parliamentary debates. Parliamentary debate is a type of institutional discourse that demonstrates the use of metadiscourse by the speakers. According to Ilie (2003), speakers or writers can use metadiscourse to denote a change in discourse levels whereby the multilevel messages of the speaker are communicated "beyond," "above," and "alongside" the discourse as it is developing.

According to the current study, institutional metadiscourse is a collection of rhetorically intended statements that aim to contextualize and overstate or understate the discursive contributions of the speakers in terms of their level of involvement, topical explicitness, and patterns of interpersonal versus institutional understanding and dissent. The three main elements of a rhetorically fitted message (*ethos*, *pathos*, and *logos*) must be distinguished both theoretically and practically in order to analyze and assess the rhetorical techniques that support parliamentary metadiscourse. Rhetorical appeals actualize these three components. Another name for rhetorical appeals to *logos* is rational appeals (or logical appeals). Rhetorical appeals to *ethos* are sometimes known as ethical appeals. Emotional appeals, commonly referred to as pathetic appeals, are another name for rhetorical appeals to *pathos*.

1. Rhetorical Appeals

Metadiscursive statements usually place more emphasis on the public persona and professional standing of the speakers than on their arguments and political stances. In order to study and assess the rhetorical devices that support parliamentary metadiscourse, it is theoretically and practically necessary to separate out three important elements of a rhetorically tailored message: **logos**, **ethos**, and **pathos**. Rhetorical appeals actualize these three components:

- a. The rhetorical appeals to *logos* are otherwise known as *rational appeals* (or *logical appeals*). The following is an example from Ilie (2003, p.80):

“ Mr. Tom Clarke (Lab): [...] Many poor countries feel that the Uru-guay round — the previous big trade round — has brought them few economic benefits and has left them struggling to catch up with the developing world. (Hansard Debates, 24 November, 1999, pt 18, col 666).”

- b. The rhetorical appeals to ethos are otherwise known as *asethical appeals*. The following is an example from Ilie (2003, p.81):

“Mr. Garnier (Con): [...] Light engineers, shoe manufacturers and the firms that make parts that go into shoes and the products that form parts of other products, such as clothing, are — I have conducted a survey to establish this — suffering from an excess of regulation and interfering fussiness from the Government [...] (Hansard Debates, 24 November, 1999, pt 27, col 699).”

- c. The rhetorical appeals to pathos are otherwise known as *emotional appeals* (or *pathetic appeals*). The following is an example from Ilie (2003, p.81):

“Mr. Bercow (Con): I am grateful to the Foreign Secretary [Mr. Cook, Lab] for giving way. No sensible person — from which category one should probably exclude the right hon.Gentleman — would favour European Union enlargement at any price. (Hansard Debates, 22 November, 1999, pt 13, col 367).”

2. Metadiscursive Utterance

The perspectives of those who use metadiscursive utterances are placed in relation to their own (past and present) discourse, that of their interlocutor, and that of other interactants. The discursive and rhetorical functions of metadiscourse are significantly impacted by this feature. It also has crucial implication for the rhetorical and discursive functions of metadiscourse. Parliamentary metadiscourse utterance can be classified into two categories: *embedded* and *inserted*.

According to Ilie (2003), *inserted* parliamentary metadiscourse could be found in three prominent positions:

- a. **utterance-initial** when it found initially in the utterance,

The following is an example from Ilie (2003): “Mr. Deputy Speaker: [...] *I remind the House that*, unless hon. Members shorten their speeches, many other hon. Members will be disappointed. [...]” (p.82)

b. **utterance-medial** when it found in the middle of the utterance,

The following is an example from Ilie (2003): “Mrs.Ewing: [...] In presenting the petition, *I am conscious of the fact that* people [...] are keen for the hospice [...].” (p.82)

c. **utterance-final** when it found at the end of the utterance.

The following is an example from Ilie (2003): “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*; [...].” (p.82)

On the other hand, *embedded* parliamentary metadiscursive statements can be simple or complex. Additionally, they can be used as a method for interaction and correlation in between or different discursive and metadiscursive levels. The following example was taken from Illie’s (2003 p.84):

“**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 Debates, 24 November, 1999, pt 10)”

3. **Parliamentary Metadiscursive Strategies**

Because speakers, hearers, and third parties co-construct meaning in parliamentary debates, metadiscursive utterances facilitate the negotiation and

renegotiation of interactant positions and commitments. Delivering metadiscursive statements can take two forms: intentional utterances made in the middle of a discursive sequence, or utterances that happen during or in response to the discursive sequence. There are two types of metadiscursive strategies:

- a. Attribution strategy:* According to Bonaiuto and Fasulo (1997), attribution strategy is a component of the argumentative ability to reinterpret and refute the claims of others. Examples of attribution strategies include "We all know," "We all know too well," "everyone agrees that," "the Hon. Gentleman will surely agree that," and so forth. (Ilie, 2003, p.87).
- b. Reporting and quoting strategy:* Reporting and quoting are accomplished by using metadiscursive verbs to frame quoted speech alongside speaker comments. This allows speakers to voice the quoted speakers and convey their opinions about those speakers.

The following is an example (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 realize that, when people move from being in a couple to being a lone mother, they become worse, not better, off." - [Official Report, 2 November 1996; Vol. 286, c. 501.] I am sure the right hon. Lady remembers that quote [. . .] (Hansard Debates, 27 February 1998)

Complementary to our comprehensive understanding of metadiscourse by Ilie (2003), the following we discuss about metadiscourse markers by Hyland (2005).

D. Metadiscourse Markers

Metadiscourse is one of linguistics field of study. The concept of metadiscourse markers was first presented by linguist Zellig Harris in 1959.

Discourse markers were then employed as a linguistic device to support actors' written arguments. However, the development of metadiscourse markers contributes to the development of compelling justifications for textually persuasive behaviors. At the time, metadiscourse essentially served to portray an actor attempting to influence his speech partner's viewpoint both orally and in writing. However, there is criticism of metadiscourse markers that claims Harris's notion has not achieved the conclusion of the understanding of metadiscourse. To address this criticism, many linguists change the meaning of metadiscourse markers to bring the concept closer to its finality.

Ken Hyland was among the linguists who modified Harris's theory in 2005. According to Hyland (2005), metadiscourse is a language statement that reflects the author's intentions, the interlocutor's presumptions, and the text's aim. Metadiscourse, according to Hyland and Tse (2004), is a linguistic instrument that is crucial for engagement and communication with speech partners. While retaining Halliday's original metadiscourse paradigm, Hyland adds something fresh to the field of metadiscourse studies. As a result, Hyland (2005) splits interactional and interactive markers into two categories that together comprise the essential role of metadiscourse.

1. Interactional Metadiscourse Markers

The actor's intention while communicating with his speech partner in a certain setting is highlighted by interactional markers. Speakers utilize this category to provide listeners with an explanation of the material in a conversation. According to Hyland (2005), *"it reflects the extent to which the author attempts to*

collaboratively create the text with readers." Next, while engaging with metadiscourse actors, this signal pertains to the speech partner's comprehension and reaction. In order for the speech partner to analyze the actor's concepts during interaction, it offers an understanding that aligns with the actor's goal. Hyland categorizes the interactional metadiscourse markers into 5 categories, which are as follows:

Table 1

Model of interactional metadiscourse

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

a. Hedge Markers

According to Hyland (2005), hedge is a statement made by a metadiscourse actor who uses his or her facial expression to convey ambiguity in order to deflect the audience from the incorrect point of view. Hedges are employed to communicate information in a speech that is not derived from a certain body of knowledge, but rather is the speaker's own argument. Hedges also highlighted the metadiscourse markers' claims that

made sense and that the speech partner could evaluate on their own. Examples of this marker; are, may, seems, I think, sounds, and might.

b. Booster Marker

The term "booster" gives the perpetrator the ability to communicate to his partner what's going on in his life. The actors' assertions, arguments, and propositions are further strengthened by the employment of reinforcers in their speech directed at the listeners. Boosters support authors and presenters in articulating their ideas and points of contention as well as building connection with the audience (Hyland, 2005). Additionally, according to Hyland (2005), boosters provide actors the freedom to argue or make statements without worrying about speech partners interjecting. Examples of using boosters are, of course, very, no, at all, every, indeed, sure, clearly, briefly, and obviously.

c. Attitude Marker

The speaker's sentiments and attitudes regarding the content they are expressing verbally are indicated by attitude markers. These elements are used by speakers or authors to engage the audience in discussion and to communicate their point of view (Hyland, 2005). It may also be demonstrated by the marker using words that express approval, rejection, curiosity, usage, and similar things, which demonstrates their reaction in a conversation. Examples of using attitude markers are, I prefer, in my opinion, hopefully, agree, Interestingly, I should.

d. Engagement Marker

Markers that expressly target the speech partner's attention during communication are known as engagement markers. Additionally, the speaker uses this marker to establish a strong relationship with the speech listener. (Hyland, 2005) states that engagement indicators serve two functions: Initially, the function of these indicators is to draw the audience's attention to the speaker. Secondly, the marker incorporates them into the text as participants in the debate. Words that employ engagement markers typically utilize the pronoun "you" to favourably involve the discourse partner. Examples of using engagement markers are, consider it, remember that, moreover, you must, you should, etc.

e. Self-mention Marker

When speaking with the speech partner, self-mentioned communication obviously emphasizes the speaker's stance. These markers provide a detailed explanation of the offender during interactions. Self-mention is used by the author to explain his existence in a text by using first person pronouns and possessive adjectives such as: I, me, mine, we, ours, etc (Hyland, 2005)

2. Interactive Metadiscourse Marker

According to Hyland (2005), an interactive metadiscourse is an utterance that contains the key ideas of the discussion to be communicated to the speech partner. This category highlights the speaker's understanding of the audience's knowledge, interest, and capacity for information absorption. This area, according to Hyland

(2005), addresses strategies for organizing discourse and expressing the author's capability to write a work while taking the audience's demands into account. Subsequently, this metadiscourse also directs the speech partner's comprehension of the actor's words. To put it briefly, this metadiscourse serves as a tool to facilitate the actor-speech partner interaction in expressing the actor's concept. However, Hyland also classifies interactive metadiscourse into the following 5 categories:

Table 2

Model of interactive metadiscourse

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

a. Transition Marker

A word that connects two sentences together or separates them is called a marker. Hyland (2005) developed three distinct transition markers: comparison, addition, and consequence. Additionally, it is useful for communicating the semantic link between two texts (Hyland, 2004). Firstly, comparison marker assists in identifying the same or distinct markers inside a text. Secondly, the addition marker contributes an extra component that aligns with the actor's desires and goals. Thirdly, consequence markers assist

in giving the speech listener information about a response or level of certainty. Examples of using this marker are like: equally, the like, first, second, so third, contrary (comparison), by the way, furthermore, henceforth, so on, stuff like (addition), thus, summary, in short, in inclusion, anyway, although (consequences).

b. Frame Marker

According to Hyland (2005), a frame marker serves as a useful guide for structuring material in a schematic or organized manner. In order to establish clear communication with their speech listeners, speakers employ markers. According to Hyland, there are many functional and conditional categories that help to explain how these markers are used. First, the sequencing section clarifies the sequence of each syllable. Second, giving the text segment a label makes the various text or speech steps more apparent. Third, the topic-shifting segment which performers employ to alter the subject of the dialogue or material. Fourth, stating the purpose section which aims to clarify the main idea, intention, or goal of the perpetrator's utterances. Examples of using this marker are like, first, second, third (sequencing), in the end, finally, in short (labeling), then, henceforth (shifting), I supposed, my goal, my aim (announcing purpose).

c. Code-glosses Marker

Hyland (2005) defines this marker as the speaker's word choice for a conversation that they carry out. When engaging with his speech listeners, the

author typically uses this marker to convey specifics by using an analogy or simile. It is carried out in order to fully accomplish the conveyance of understanding. Examples of using this marker are: such as, for example, for instance, it means.

d. Evidential Marker

Hyland (2005) states that this markers aids in giving the speech listener proof regarding a discourse that they believe to be legitimate. With order to communicate with the speech listener in confidence, the speaker does this action. These markers typically cite other people or even an expert's statements to support the perpetrator's argument. However, when the perpetrator continues to make personal remarks, this flag is likewise inapplicable. Erika (2020) states that examples of evidential markers includes: according to, reportedly, apparently, appear, clearly, evidently, look (when used in the phrase it looks like), must, obviously, seem, sound (mostly used in the phrase it sounds like). Examples of the use of evidential markers: “According to John, happiness is the condition when each individual’s desire is achieved”.

e. Endophoric Marker

According to Hyland (2005), endophoric markers are linguistic components that lead speech partners to other texts or utterances. This marker may alternatively be seen as a component or supporting factor in a discourse of the speaker's argument that the audience is hearing. Endophoric markers

serve as phrases or expressions that designate distinct segments of speech (Hyland, 2005). Using this marker, the speaker provides a deeper understanding of the discourse that the actor has given. Examples of using these markers: as shown above, can be seen below, focus on the content only, and it will be explained in the next section.

E. Function of Metadiscourse Marker

Function metadiscourse markers in the context of spoken text, according to Hyland's (2005) research, are linguistic techniques used to carry out certain communication tasks and direct the listener's understanding of the discourse. These indicators are very important since they help to shape the conversation and make spoken language understanding easier. The four primary purposes of metadiscourse markers are logical, cognitive, textual, and interactional.

1. Interactional Functions

Controlling the exchange between the speaker and the listener is the main goal of the interactional function of metadiscourse markers. By involving the audience and acknowledging their viewpoint, these marks foster a discourse. While hedges or boosters recognize the listener's possible objections or agreement, questions or instructions, on the other hand, push the listener to actively engage. By using these kinds of markers, speakers build rapport with the audience and improve the text's overall engagement.

2. Textual Functions

Metadiscourse markers are essential for structuring and arranging the text in terms of textual functions. Frame markers highlight the start, middle, and end of an argument or section and give a distinct framework. Transition marks indicate changes or advancements in the discourse, so assisting the reader in following along with the text. Endophoric markers strengthen coherence and preserve a logical flow by making references to previously discussed concepts. Writers may make sure their writing is coherent, well-structured, and easy to read by using these markers.

3. Logical Functions

By illustrating the connections between concepts and arguments, metadiscourse markers also serve logical purposes. Comparatives and concessive markers draw attention to similarities and contrasts, while connectors and causal adverbials show cause and effect linkages. These markers aid readers in following the text's logical flow and comprehending the relationships between various ideas. Speakers and writers may assure clarity and make their ideas easier to understand by using these markers.

4. Cognitive Functions

The management of the reader or listener's comprehension and interpretation of the information is one of the cognitive tasks of metadiscourse markers. Code-gloss markers offer explanations or illustrations to make difficult ideas or terminology easier for listeners and readers to understand. Attitude markers impact the audience's perception of the speaker's stance by indicating the speaker's assessment or attitude towards the content. Evidential markers establish the

credibility and persuasiveness of the statements expressed by offering proof or support. Effective use of these markers allows the speaker to influence the listener's understanding and raise the argument's overall cognitive impact.

F. Argumentation Stages

Argumentation is central to human communication, playing a vital role in how individuals, groups, and societies resolve conflict, express ideas, and solve problems. Whether in everyday conversation, political debate, academic discourse, or legal proceedings, argumentation is used to defend a point of view, challenge opposing views, and attempt to reach a resolution through reasoned discussion. As a result, the study of argumentation has become a major focus in the fields of communication, rhetoric, and philosophy, providing insight into how people think, persuade, and resolve differences.

A comprehensive approach to understanding the structure and dynamics of argumentation has been developed by Frans H. van Eemeren and Rob Grootendorst through their pragma-dialectic theory. In their work, pragma-dialectics is concerned not only with the logical force of arguments but also with the pragmatic aspects of how argumentation functions in real discussions. This theory views argumentation as a cooperative process governed by rules that aims to resolve differences of opinion through reasoned dialogue. In contrast to the traditional adversarial view of argumentation, pragma-dialectics views argumentation as a rational problem-solving method, in which participants attempt to critically examine points of view and reach conclusions based on reason, not solely domination or persuasion (van Eemeren & Grootendorst, 2004).

Central to pragma-dialectics is the idea that critical discussion proceeds through distinct stages of argumentation, each with its own function and purpose. These stages outline the steps participants must take to engage in a productive and fair discussion that can resolve disagreements. This model consists of four stages: confrontation stages, opening stages, argumentation stages, and conclusion stages. According to van Eemeren and Grootendorst (2004), these stages help ensure that the argumentation process is systematic and cooperative, promoting an environment in which points of view can be critically assessed and in which reasonable agreements can be reached.

Table 3

Eemeren, Houtlosser & Henkeman's distribution of argumentation and argumentative indicators in the argumentation stages.

Argumentation stages	Argumentative indicators	Sub - Indicators	Example of linguistic expression	Function
Confrontation Stages	Indicators of standpoints	Propositional attitude indicating expression	We believe, We think, We say	Showing their belief in the basic arguments in the debated case and assuming that the opposite side needs an explanation
		Force modifying expression	This is actually that I want to prove on my first point of my argument	Convincing the opposing party by adding additional argument
	Indicators of disputes	Indicators of a mixed dispute	we don't think that, we don't think so, we never say	defending the speaker's arguments
Opening Stages	Analyzing the distribution of the burden of proof	Indicators of a challenge to defend a standpoint	How, Why, What	Showing doubts regarding the opposing side's argument and demanding further explanation.
	The analysis of	Indicators of a proposal to	so what we want is simple	asking whether someone agrees or

	establishing starting points	accept a proposition as a starting point		disagrees with the presented arguments
Argumentation Stages	Clues for analogy argumentation	Indications in the follow-up of argumentation by comparison	it also means	Creating assumption regarding the relationships between two things v
	Indications for symptomatic argumentation	Indications in the presentation of symptomatic argumentative	Ok let's characterize what is good parenting inside the family	Convincing the opposite side by elaborating one's standpoint using characteristics, signs, or examples
	Indications in the verbal presentation of arguments	Non-Univocal indications for subordinative argumentation	So, Because	Supporting previously-stated argument
		Univocal and Non-Univocal indications for multiple argumentation	We have two justifications in here, Into two ways, First And secondly, First of all, Secondly, Even if, Furthermore	
		Non-univocal indications for cumulatively coordinative argumentation	Beside those things	
Conclusion Stages	The protagonist maintains or withdraws his standpoint		therefore what we want in this debate is very clear that we want to stick in the status quo	Strengthening the argument by defending one's standpoint and expressing doubt toward another's standpoint
	The antagonist maintains or		now, what they also fail to do in the status quo	

	withdraws his doubt.			
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1. Confrontation Stages

The confrontation stages marks the beginning of the argumentative process, where differences of opinion become clear. In this stages, one party puts forward a point of view (claim or position), while the other party expresses doubt, raises objections, or explicitly opposes that point of view. According to van Eemeren and Grootendorst (2004), this stages is very important because it sets the stages for the rest of the argument by highlighting the issues to be discussed.

In essence, this stages answers the question: What are we arguing about? Once disagreements are clear, the discussion can move forward. The confrontation stages clarifies the scope and nature of the disagreement, allowing both parties to know exactly what they are trying to resolve.

The following is an example Van Eemeren, F. H., & Grootendorst, R.

(2004, p.124):

Proponent's standpoint: "Yes, higher education should be free because it promotes equal access and fosters economic mobility."

Opponent's standpoint: "No, making education free is financially unsustainable and would compromise the quality of education."

(*Should College Be Free?* debate, 14 October 2001)

Here, the confrontation stages are evident as the proponent argues in favor of free higher education, while the opponent challenges the feasibility of such a policy.

2. Opening Stages

Once disagreements are identified, the opening stages involves setting parameters for how the debate will proceed. This stages is very important to establish procedural rules and shared assumptions that will be followed by both parties. According to van Eemeren and Grootendorst (2004), the opening stages includes defining key terms, agreeing on the burden of proof, and determining the roles of participants (protagonist and antagonist).

The opening stages helps prevent misunderstandings and ensures that both parties are arguing on the same terms. It also clarifies the type of evidence or reasoning that will be accepted. Rules of engagement are critical to ensuring that the debate is fair and productive.

The following is an example Van Eemeren, F. H., & Grootendorst, R.

(2004, p.124-125):

Proponent: "Let's define 'free' as government-funded, tuition-free education for public universities."

Opponent: "I agree, but we should also assume that the current tax structure remains the same unless we propose specific changes."

(*Should College Be Free?* debate, 14 October 2001)

In this opening stages, both debaters agree on the terms of the debate, such as defining what "free" means and discussing the assumptions that will guide the argument.

3. Argumentation Stages

The argumentation stages is where the actual exchange of arguments and counterarguments occurs. The protagonist, who defends a point of view, presents reasons, evidence, and logical reasoning to justify his position. Antagonists, who

oppose a point of view, raise objections, provide counterarguments, or ask for clarification. According to Van Eemeren and Grootendorst (2004), the goal of this stages is to critically test the strength of the argument, ensuring that it is logical, relevant, and well supported.

This stages involves a back-and-forth exchange, as each side attempts to support their argument while challenging the other side. The protagonist may need to respond to counterarguments by strengthening their position or addressing the objections raised.

The following is an example Van Eemeren, F. H., & Grootendorst, R.

(2004, p.125):

Proponent: "Free higher education would lead to greater access for disadvantaged groups, promoting social mobility. Countries like Germany and Norway have implemented free tuition, and they've seen improvements in education levels and economic growth."

Opponent: "While free education may work in smaller countries with different economic systems, the U.S. has a much larger population. Funding free education would lead to higher taxes or cuts in other essential services like healthcare."

(*Should College Be Free?* debate, 14 October 2001)

In this argumentation stages, both debaters present their arguments, with the proponent citing international examples of free education, while the opponent counters with concerns about the practicality of such a policy in the U.S. context.

4. Conclusion Stages

The conclusion stages are where the outcome of the argument is determined. At this point, participants assess whether the disagreement has been resolved or if more argumentation is still needed. The protagonist may have successfully defended his or her point of view, or the antagonist may have successfully argued

against it. Alternatively, both parties may agree that no resolution has been reached and further discussions are necessary.

In the conclusion stages, it is important to reflect on whether the rules of argumentation have been followed and whether a reasonable resolution has been reached. According to van Eemeren and Grootendorst (2004), conclusions should be based on the logical strength of arguments, not on persuasion tactics or rhetorical strategies.

The following is an example Van Eemeren, F. H., & Grootendorst, R.

(2004, p.125-126):

Proponent: "I acknowledge your concerns about funding, but I believe with proper planning, free higher education is feasible, especially if we reallocate certain budgetary funds."

Opponent: "I still think free education isn't the best solution, but I agree that expanding financial aid would help address access issues. Perhaps we could explore a compromise between these two positions."

(*Should College Be Free?* debate, 14 October 2001)

In those concluding stages, both debaters summarize their positions. While no final agreement is reached on free education, both sides move toward a compromise by considering expanded financial aid as a potential solution.

The four stages of argumentation: confrontation, opening, argumentation, and conclusion, serve as a structured guide to engaging in rational, productive debate. By following this framework, participants can clarify disagreements, establish fair terms for discussion, test their arguments through critical reasoning, and ultimately reach conclusions that are based on logical soundness. This model is invaluable in formal debates but can also be applied in everyday discussions, conflict resolution, and decision-making processes. By understanding and applying these stages,

debaters and communicators can engage in more effective and respectful arguments.

CHAPTER III

RESEARCH METHOD

This chapter contains the research methodology in this paper, such as research design, research instruments, data sources, data collection, and data analysis.

A. Research Design

To know deeply about metadiscourse marker on society debate context, I am going to use post-positivism paradigm and quasi-qualitative approach as the methodology of this research. This strategy was chosen by me because it enables analysis from the viewpoint of those who interact with, participate in, or evaluate the subject matter, as opposed to only depending on scores, tools, or study designs. The purpose of this study is to describe the type and functions of metadiscourse markers and how metadiscourse markers made by the speaker based on Ilie's (2003), Hyland's (2005), F. H. van Eemeren and R. Grootendorst (2004) theory. I do this by analyzing the debate held by various speakers and using a quasi-qualitative approach.

B. Research Instrument

According to Ary et al. (2010, p. 424), the fundamental instrument in qualitative research is the researcher who does the data collection and the data analysis. Then, as a secondary instrument to obtain the data, the researcher requires another tool through observation and document analysis. In this case, I gathered the data and carefully examining information on how some speakers in the English

Debate Society of University of Indonesia used metadiscourse markers. Therefore, the role of the researcher in collecting, analyzing and categorizing data is very important. In order to establish the validity and dependability of the study findings, human instruments must be used.

C. Data and Data Source

For this study, I collected the data from official YouTube channel English Debate Society University of Indonesia (@englishdebatingsocietyuniv8599). The video selected for analysis focuses on the debate between members in English Debate Society University of Indonesia with some variety of the topic. The selection of videos is based on their popularity or the most viewed video from different event from 2017th until 2023th. This research ensures that the data collected represent significant and influential examples of debates in this society. I collected the data from a transcript that focuses on the words, phrases, and utterances from speakers in presenting arguments. By analyzing English Debate Society University of Indonesia videos, this study aims to explore the use of metadiscourse markers in arguments and rhetorical strategies used in this society.

I selected four videos from English Debate Society University of Indonesia YouTube channel (@nglishdebatingsocietyuniv8599) with different speakers and different topic for analysis. These videos were chosen based on their relevance to the research topic of metadiscourse markers in society debates. Each 71 video covers different topics and was uploaded on different dates, providing a diverse range of debates for comprehensive analysis. The first video, entitled “1/8 Regina - Grandfinal of ALSA UI 2017” was uploaded on April 17, 2017. The second video,

entitled “(1/8) Noel - Grandfinal of ALSA UI 2018” was uploaded on May 2, 2018. The third video, entitled “NUDC 2022 Universitas Indonesia Motion 1 - Frederick Roland Aristito” was uploaded on June 21, 2022. The last video, entitled “6/8 Jun - Grand Final of Indonesia Open 2023” was uploaded on November 2, 2023. The primary objective of this research is to analyze the usage of metadiscourse markers made by those speakers during these society debates.

Link Video 1: <https://www.youtube.com/watch?v=JrBK6J8Q9HA>

Link Video 2: <https://www.youtube.com/watch?v=yMbTb2HS5Rc&t=131s>

Link Video 3: <https://www.youtube.com/watch?v=suhDTHjmMvY>

Link Video 4: <https://www.youtube.com/watch?v=MVHozk5Ng-E&t=21s>

D. Data Collection

I concentrated on gathering information from four video of speakers participating in society debate throughout the data collection stages. I examined each video to confirm that the data was collected accurately. There were several steps in the data collection procedure. The official YouTube channel of the English Debate Society University of Indonesia was the first place I looked for data for this study. Second, footage from the speakers' arguments on the official YouTube account will carefully watched. Thirdly, a thorough listening of the video content was conducted to gain a comprehensive understanding and facilitate data collection. Fourth, all spoken exchanges in the video were written down. Fifth, I focused specifically on speaker's arguments, searching for instances of metadiscourse marker usage that were relevant to the research question, and to identify metadiscourse markers I used the example from the theory by Ilie (2003), Hyland

(2005), and Eemeren and Grootendorst (2004). Finally, this systematic approach to data collecting is anticipated to speed up the procedure and make it possible for me to efficiently acquire the required data.

E. Data Analysis

The process of data analysis requires a theoretical understanding in order to improve the quality of research findings (Arikunto, 2009). As a result, I decided to use data analysis based on Ilie's (2003), Hyland's (2005), F. H. van Eemeren and R. Grootendorst (2004) theory in order to obtain precise, accurate, and significant findings from this occurrence. There were numerous crucial processes in the data analysis process. First, the data meticulously processed and classified, paying close attention to the speaker's arguments throughout the debate because those were more likely to have instances of metadiscourse markers. Second, the metadiscourse markers theory of Ilies's (2003) and Hyland's (2005) was used in this study's data analysis to find the types and function of metadiscourse markers. Third, type and function of metadiscourse that has already analyse using Ilie's (2003) and Hyland's (2005) theory would be analyse again using F. H. van Eemeren and R. Grootendorst (2004) theory to classify the argumentation stages. This theoretical framework made it possible to identify and classify the type and function of metadiscourse markers and how the speaker utilized in his discourse. After that, the findings of the data analysis were then presented, addressing all the research questions raised in this study. The study findings were then used to develop conclusions. Through this tough data analysis process, what I am looking for is to facilitate a comprehensive understanding of the data and achieve the objectives of the study.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter offers a comprehensive explanation of both the research findings and the discussions that follow. The findings section provides a detailed presentation of the analyzed data, which serves to directly address and answer the research questions posed in the study. To ensure a thorough examination, the data have been analyzed using a multi-theoretical approach. Specifically, three prominent theories have been applied: Ilie's (2003) framework of metadiscourse in parliamentary debates, Hyland's (2005) metadiscourse model, which is widely recognized in academic discourse analysis, and the argumentation stages model by Van Eemeren and Grootendorst (2004), a well-regarded framework in argumentation theory. These theories collectively offer a multi-dimensional perspective that enhances the depth and reliability of the analysis.

In the subsequent discussion section, this chapter will provide a more nuanced exploration of the findings. Here, the discussion will not only elaborate on the data but will also engage in a critical comparison between the current study and previous research. This comparison will highlight both the similarities and the differences, allowing for a broader understanding of the subject matter. Through this process, the study's unique contributions to the existing body of knowledge will be made clear, offering insights into how the present research aligns with or deviates from earlier work in the field. This in-depth discussion aims to reinforce the

significance of the findings and contextualize them within the broader academic conversation.

Furthermore, the findings presented in this chapter will not only serve as a response to the research questions but will also provide a broader reflection on the practical implications of metadiscourse markers in spoken debate contexts. By comparing the current study's findings with previous literature, the discussion will address key trends in the use of metadiscourse markers, particularly in competitive debating environments. The integration of Ilie's and Hyland's frameworks allows for a thorough investigation into how metadiscourse markers function within both rhetorical and interactional contexts. Additionally, Van Eemeren and Grootendorst's argumentation stages would shed light on how debaters construct and defend their arguments, ensuring that this study provides a well-rounded analysis.

This chapter also aims to bridge the gap between theoretical perspectives and real-world applications. The results obtained from the analysis are expected to contribute to the understanding of how metadiscourse markers facilitate clearer communication and enhance the effectiveness of argumentative discourse in formal settings, such as debate competitions.

A. Findings

The findings of this study focus on the types, functions, and how metadiscourse markers was utilized by the speakers in the English Debating Society University of Indonesia. The data would be analyzed based on Ilie's (2003) model

of metadiscourse in parliamentary debates, Hyland's (2005) academic discourse model, and Van Eemeren and Grootendorst's (2004) argumentation stages. These frameworks are crucial in identifying the strategic use of metadiscourse markers to enhance structure, engagement, and persuasiveness within formal debating. In this present study, the analysis include textual and discursive analysis. Each of the following datum is taken from four different videos. The aim is to explore how these markers function in the context of a debate competition, providing insights into their role in both structuring the argument and engaging with the audience.

1. The Types and Functions of Metadiscourse Markers Used by the Speakers of English Debating Society of University of Indonesia

The use of metadiscourse markers in competitive debates, as seen in the English Debating Society University of Indonesia, is closely linked to the frameworks proposed by Ilie (2003) and Hyland (2005). According to Ilie's (2003) framework on parliamentary debates, metadiscourse markers play a crucial role in guiding the audience through complex argumentation and ensuring clarity. In particular, rhetorical strategies such as *logos* (logical appeals), *ethos* (ethical appeals), and *pathos* (emotional appeals) are heavily relied upon by debaters.

Hyland's (2005) model further complements Ilie's approach by categorizing metadiscourse markers into **interactive** and **interactional** types. Interactive markers, such as **transition markers** ("*however*," "*therefore*") and **frame markers** ("*firstly*," "*finally*"), are essential in organizing the

structure of arguments. In the debates analyzed, transition markers were particularly prevalent in signaling shifts between different points, while frame markers helped sequence ideas clearly. This strategic use of interactive markers allowed debaters to guide their audience through complex arguments with ease, ensuring coherence and maintaining a logical flow throughout the debate. Interactional markers, on the other hand, including **hedges** and **boosters**, were used to modulate the speaker's tone and engage the audience, enhancing the persuasiveness of the argument while balancing assertiveness and caution.

a. Metadiscourse markers in the context of debate

The use of metadiscourse markers in debate plays a critical role in shaping the effectiveness of communication, particularly in competitive settings like the English Debating Society University of Indonesia. Metadiscourse markers provide structural and rhetorical functions that enhance the clarity, coherence, and persuasiveness of the argument. In this study, Ilie's (2003) framework is applied to explore how these markers function within the debate context, especially focusing on rhetorical appeals, metadiscursive utterance, metadiscursive strategy, and how they influence the overall argumentation process.

In the present study, I found that all the speakers used Ilie's (2003) metadiscourse markers when delivering an argument. The speakers used all the kind of metadiscourse markers but with different amount on each

of the metadiscourse. So, they have their own strategy and uniqueness when delivering an argument. Additionally, Ilie (2003) parliamentary debate is a real debate agenda and not a competition debate, or society debate context as examined in the present study. Thus, different backgrounds might influence the results of this study.

Table 4

The result of metadiscourse markers in the context of debate society: Ilie (2003)

Theory	Framework	Sub-Framework	Video				Total
			1	2	3	4	
Metadiscourse Markers in The Context of Debate: Ilie (2003)	Rhetorical Appeals	Logos (Logical Appeal)	4	10	5	3	22
		Ethos (Ethical Appeal)	3	6	5	3	17
		Pathos (Emotional Appeal)	3	7	5	4	19
	Metadiscursive Utterances	Inserted Parliamentary Metadiscourse	5	12	6	3	26
		Embedded Parliamentary Metadiscourse	4	8	4	2	18
	Metadiscursive Strategies	Metadiscursive Attribution Strategy	3	11	4	2	20
		Reporting and Quoting	2	14	4	2	22

1) Rhetorical appeals

Rhetorical appeals, as I mention earlier include: *logos* (logical appeals), *ethos* (ethical appeals), and *pathos* (emotional appeals), play a significant role in shaping the effectiveness of arguments presented in competitive debates.

Datum 1.1

Our model, **first**, we're gonna eliminate **vicarious responsibility**... we're gonna **punish them**... but we also still conduct an **investigation for both the subordinates and the superior**.

In this statement, the speaker is outlining their proposal by eliminating “**vicarious responsibility**” and instead directly holding subordinates accountable. The phrase “**our model**” indicates an attempt to structure the debate, establishing a clear plan that will be discussed in subsequent arguments. This reflects an appeal to logic (logos) by laying out a rational step-by-step policy aimed at addressing perceived issues in military accountability. As Ilie (2005) suggests, establishing a model helps speakers provide a structured basis for their argument, which can create a shared understanding with the audience, forming a logical foundation for their stance.

The speaker's use of **specific terms**, such as “**vicarious responsibility**” and “**investigation for both the subordinates and the superior**,” indicates a level of professional competence in military terminology. This may suggest an **ethical appeal (ethos)**, aiming to build the speaker's credibility by demonstrating familiarity with legal and military concepts. This credibility helps persuade the audience that the speaker's proposal is both grounded and actionable.

In addition, the statement “**we're gonna punish them**...” suggests a commitment to retributive justice, appealing to the audience's sense of fairness. This may also function as an **emotional**

appeal (pathos), as it addresses the moral weight of accountability in military operations. Punishment is presented as a necessary response to severe actions, such as torture and unlawful killings, which implicitly appeals to shared ethical values of justice and retribution.

The use of “**first**” serves as a **metadiscursive marker**, specifically functioning as a **transition markers**, as categorized by Hyland (2005). This word signals the beginning of a structured model and guides the audience through the speaker’s arguments in a sequential, digestible manner. This organizing strategy helps maintain clarity and logical progression, reinforcing the logos appeal by ensuring the audience can follow the logical flow.

Moreover, the phrase “**but we also still conduct an investigation**” functions as a **contrastive marker** that highlights the dual nature of the proposal. By balancing punishment with continued investigation, the speaker shows a nuanced approach, indicating that their model addresses both accountability and procedural thoroughness. This use of contrast may strengthen the speaker’s ethos, as it suggests a balanced, thoughtful policy rather than a one-sided or overly punitive approach.

Datum 1.2

There are two main reasons how people are justified to be punished... **when they create impacts...** and **when they consent to participate.**

In Datum 1.2, the speaker outlines the **criteria for justifying punishment** in military contexts, namely, (1) creating harmful impacts and (2) consenting to participate in actions. This statement serves as a **logical appeal (logos)** by clearly setting up two rational conditions under which punishment is deemed appropriate. By using this structured, two-part reasoning, the speaker strengthens the foundation of their argument, as the criteria offer a straightforward rationale that supports their stance on accountability.

The choice of phrasing, particularly “**create impacts**” and “**consent to participate,**” conveys that these individuals have both an active role and willingness in harmful military operations, which justifies punitive actions. By focusing on participation and consent, the speaker appeals to the **audience’s ethical sense (ethos)**, portraying the offenders as both responsible and aware participants in their actions. This conveys a sense of moral obligation to punish those who knowingly engage in detrimental behaviour, thus reinforcing the speaker’s credibility as someone advocating for justifiable and fair punishment.

The phrase “**two main reasons**” acts as a **frame marker** (Hyland, 2005), signaling that a structured explanation will follow. By providing this metadiscursive marker, the speaker creates a clear, organized argument that allows the audience to easily follow their

reasoning. This structure contributes to logos, as it aligns with a logical flow of argumentation.

Furthermore, the word “**when**” introduces hypothetical scenarios that illustrate the conditions under which punishment is warranted. This functions as an **evidential marker** by grounding the speaker’s argument in specific, relatable examples, allowing the audience to understand the logical foundation behind the proposed criteria. By using “**when,**” the speaker guides the audience to visualize circumstances of culpability, making the criteria for punishment more concrete and relatable.

The dual structure, broken down into “**create impacts**” and “**consent to participate,**” also has the effect of enhancing **coherence** within the argument. This clarity encourages the audience to perceive the speaker’s stance as both reasonable and well-founded, helping the speaker effectively present their case for just punishment within a military framework.

Datum 1.3

We cannot keep on seeing people being bombed. We cannot keep on people seeing being tortured.

In Datum 1.3, the speaker employs a strong **emotional appeal (pathos)** to resonate with the audience’s empathy and sense of moral duty. The repetition of “**we cannot keep on seeing**” amplifies the

urgency and distress surrounding the realities of military operations, particularly in the case of extreme violence like bombings and torture. By using direct, vivid imagery, the speaker draws attention to the devastating human cost of unchecked military actions, compelling the audience to feel a sense of moral obligation to prevent further suffering.

The speaker's use of phrases such as **“people being bombed”** and **“people being tortured”** evokes graphic, emotionally charged images that serve to heighten the audience's discomfort with the current status quo. This choice of language may be designed to provoke an emotional reaction of sympathy and indignation, urging listeners to support a more accountable and ethical approach to military governance. Such language emphasizes the **human impact** of these military actions, reinforcing the argument for stricter accountability as an ethical imperative.

The phrase **“we cannot keep on...”** serves as a **repetitive frame marker** that intensifies the emotional weight of the argument. Repetition in this context is a common rhetorical device used to emphasize critical points, making the message more memorable and urgent. This repetition not only reinforces the *pathos* appeal but also strengthens the speaker's stance, creating a rhythm that resonates with the audience's emotions, making them more likely to internalize and agree with the message.

Moreover, the shift from a descriptive tone to a declarative, almost imperative tone “**We cannot keep on...**” functions as an **attitude marker** (Hyland, 2005), conveying the speaker’s strong disapproval of the current state of affairs. This marker signals the speaker’s stance clearly, aligning the audience emotionally with the urgency of the issue. The declarative tone here encourages the audience to adopt a similar view of moral urgency, creating a shared emotional ground between the speaker and the audience.

The specific choice of words “**bombed**” and “**tortured**” carries intense negative connotations associated with suffering and injustice. These words are emotionally loaded, likely chosen to appeal to an audience’s compassion and to underline the horrific nature of the consequences if the policy remains unchanged. The vivid language reflects an appeal not just to logic but to the audience’s empathy, using the suffering of innocents as a rallying point for the speaker’s stance.

Datum 1.4

Their lives are at stake... the **worst case** that they’re gonna be when they critics is that they’re gonna be **fired...** **but it is very small...** **compared to** what they can achieve later if they’ve been punished.

In Datum 1.4, the speaker uses *pathos* by highlighting the **life-threatening risks** that military personnel face, emphasizing the serious consequences of their actions within the military hierarchy. The phrase “**their lives are at stake**” is impactful and emotionally charged,

drawing attention to the personal risks these individuals take. This phrasing directly appeals to the audience's sense of empathy and respect for human life, underlining the gravity of military operations and the potential costs of wrongdoing.

The speaker then contrasts this with the idea of being **“fired”** as the **“worst case”** scenario if they speak out. By juxtaposing life-threatening stakes with the relatively minor consequence of dismissal, the speaker underscores the imbalance between the severity of risks soldiers face versus the limited agency they may feel in questioning unethical orders. This contrast aims to evoke sympathy for those in subordinate roles, appealing to the audience's emotions by framing them as individuals trapped in high-stakes situations with limited choices.

The phrase **“but it is very small... compared to...”** functions as a **contrastive marker**, reinforcing the emotional weight of the argument by emphasizing the disparity between the dangers soldiers face and the relatively small consequence of dismissal. This shift in focus acts as a reminder to the audience of the real human costs involved, enhancing the pathos appeal by drawing a stark contrast between life-or-death risks and the lesser penalties they risk by questioning authority.

Moreover, “**their lives are at stake**” is a declarative phrase that operates as an **attitude marker**, allowing the speaker to convey a strong emotional stance on the matter. This marker signals an attitude of concern and empathy toward the soldiers, urging the audience to view the issue from a compassionate perspective. By conveying their feelings on the high stakes of military service, the speaker aligns the audience with an emotional commitment to the individuals involved rather than merely focusing on abstract policy implications.

The term “**at stake**” carries a significant emotional weight, evoking imagery of potential harm or loss of life, which is impactful in a military context where risks are tangible. This emotionally charged language taps into the audience’s fear of harm and moral outrage at the lack of adequate protections for soldiers who might challenge unethical directives. By casting the soldiers as individuals under severe pressure with limited options, the speaker appeals to the audience’s sense of justice and humanity, creating a sympathetic narrative that supports the argument for systemic reform.

Datum 1.5

We also still conduct an investigation for both the subordinates and the superior... whether the system also contributes towards these attacks.

In Datum 1.5, the speaker strengthens their credibility *ethos* by outlining a commitment to “**thorough investigation**” at all levels of the military hierarchy. By emphasizing that investigations will include

“both the subordinates and the superior,” the speaker demonstrates a balanced, impartial approach, showcasing their commitment to fairness and procedural integrity. This stance helps the speaker build credibility with the audience, positioning themselves as someone who values justice and a fair assessment of all involved parties, not just selective accountability.

The inclusion of **“whether the system also contributes”** reflects an understanding of systemic issues within the military. By acknowledging that individual actions might be influenced by the broader military system, the speaker displays a nuanced perspective on accountability, signaling that they are knowledgeable about military operations and the complexities involved. This sophisticated view bolsters the speaker’s ethos, as they appear well-informed and capable of handling the intricate dynamics of military justice.

The phrase **“we also still conduct”** functions as an **organizational marker**, signifying an ongoing and consistent action that conveys the speaker’s dedication to due process. This marker reflects a commitment to comprehensive investigations, enhancing the speaker’s credibility by indicating that they are not merely advocating punishment but also a responsible, methodical approach.

Additionally, the phrase **“whether the system also contributes”** acts as a **hedging marker** that conveys caution and thoroughness.

Instead of presenting an absolute conclusion, the speaker introduces the possibility that systemic issues may play a role. This hedging suggests that the speaker is careful and objective, willing to consider multiple angles rather than jumping to conclusions. This objective approach can make the audience more receptive to the speaker's perspective, as it projects reliability and a lack of bias.

The terms **“investigation”** and **“system”** carry professional and ethical connotations, associating the speaker with principles of transparency and comprehensive inquiry. By advocating for systematic investigation at multiple levels, the speaker subtly aligns themselves with values of justice and accountability, which are likely to resonate with an audience concerned about ethical standards in military conduct.

Moreover, by including both **“subordinates and the superior”** in the scope of investigation, the speaker establishes themselves as fair and balanced, rather than biased against any specific group. This approach appeals to the audience's sense of ethical integrity, creating trust that the speaker values justice across the board, rather than targeting individuals selectively.

2) Metadiscursive Utterances

Metadiscursive utterances are crucial in debates as they help speakers clarify, structure, and strengthen their arguments by connecting with the audience on multiple levels. According to Ilie (2003), these utterances occur alongside, above, or beyond the main discourse, often providing a meta-commentary that guides the listener through the logical structure of the speaker's argument. Inserted parliamentary metadiscourse and embedded parliamentary metadiscourse utterances were found to serve dual functions: clarifying the speaker's stance and reinforcing the logical flow of their argument, which aligns with Ilie's (2003) framework on the multi-layered role of metadiscourse in debate contexts

a) Inserted parliamentary metadiscourse

Datum 1.6

Our model, first, we're gonna eliminate vicarious responsibility... **Right? We think that** military court should serve **two main purposes**. Right, one, **retribution**, which is in a form of punishment, but also **deterrence** in terms of how to create a better military operation.

In Datum 1.6, the speaker uses **Inserted Parliamentary Metadiscourse** to explicitly structure and clarify their position. The phrase "**Our model, first**" serves as a clear indicator that a specific policy proposal is being introduced. This language helps frame the debate by signaling the start of a structured argument, giving the audience a clear roadmap of the proposed changes. By framing the statement this way, the speaker ensures that the audience

understands they are presenting an organized, actionable model, which can help in aligning listeners with their stance.

The repetition of “**Right?**” acts as an **engagement marker**, inviting the audience to follow along and subtly encouraging agreement. This rhetorical device is frequently used in parliamentary debates to draw listeners into the line of reasoning, ensuring that they understand and, ideally, agree with the speaker’s argument. Each use of “**Right?**” in this context reinforces the speaker’s points, positioning them as logical and reasonable while creating an inclusive, conversational tone that keeps the audience actively engaged.

The enumeration of “**two main purposes**” also functions as an **organizing marker** that structures the argument into manageable parts, introducing “**retribution**” and “**deterrence**” as the central aims. This segmentation serves to make the argument more accessible and comprehensible, breaking down complex military justice concepts into clearly defined goals. Such explicit structuring is typical of inserted metadiscourse in parliamentary debate, where clarity and coherence are essential for persuading the audience.

The use of “**first**” and “**Right?**” are classic **inserted metadiscourse markers**, which help guide the audience through the structure of the argument. The speaker’s decision to clearly number

the purposes “**one, retribution... but also deterrence**” also provides a structured, easy-to-follow format that enhances the logical flow of the argument. These markers ensure that the audience can follow the reasoning step-by-step, which strengthens the argument’s clarity and organization.

The phrase “**we think that military court should serve...**” is another instance of **self-mentions marker**, as the speaker attributes the model and rationale to their own position. By explicitly stating “**we think,**” the speaker not only clarifies that this is their team’s stance but also establishes a sense of ownership over the proposal, helping reinforce their commitment to the argument. This self-mention approach aligns the audience with the speaker’s team, creating a sense of unity around the model being proposed.

In society debate, explicitly signaling the structure of arguments is crucial for audience comprehension and engagement. Here, the speaker’s use of inserted metadiscourse is aligned with the formal requirements of debate, where clear and logical organization is expected. The markers used guide the audience through the debate, creating a structured framework that allows listeners to easily follow and evaluate the speaker’s proposal.

Datum 1.7

First argument, this is a justified form of punishment. Right? First, I'm going to establish why punishment in military is very important.

In Datum 1.7, the speaker uses **Inserted Parliamentary Metadiscourse** to clearly delineate the beginning of their argument with the phrase, **“First argument.”** This opening phrase serves as a **framing device**, signaling to the audience that a primary point in the debate is about to be introduced. By explicitly stating **“First argument,”** the speaker sets up a structured flow, guiding the audience through their points in a logical sequence. This approach makes it easier for the audience to follow the progression of the argument and understand its overall framework.

Following this, the phrase **“this is a justified form of punishment”** is an assertive statement that establishes the topic and viewpoint. This statement functions as an **orientation marker**, giving a clear indication of the speaker’s position on military punishment. By making an unequivocal assertion about the justification of punishment, the speaker immediately clarifies their stance and frames the subsequent points around this central argument.

The speaker continues with **“Right?”** as an **engagement marker**, which acts to confirm understanding and implicitly seek agreement from the audience. This technique helps to maintain a conversational tone, drawing the audience into the speaker’s

reasoning and encouraging them to accept the premises laid out. This marker not only keeps the audience engaged but also allows the speaker to check in with the audience's alignment, subtly encouraging them to follow the argument's direction.

The term **“First”** functions as both an **organizational and sequential marker or transition marker** establishing a clear starting point for the discussion of punishment as a justified consequence. Transition markers like **“First”** are essential in parliamentary debate, as they signal the structure of arguments, making it easier for the audience to mentally categorize each part of the speaker's position. This contributes to the clarity and coherence of the overall argument.

Additionally, **“I'm going to establish why...”** functions as a **metadiscursive commitment marker**, where the speaker outlines their intention to substantiate their position. This phrase not only shows commitment to proving their point but also builds credibility by promising evidence or reasoning to follow. In parliamentary debate, such commitment markers enhance ethos by presenting the speaker as thorough and prepared to support their assertions with logic and evidence.

Using explicit markers to structure arguments is vital in society debate, as it ensures that the audience can follow complex reasoning

with ease. In this case, the speaker's use of **Inserted Parliamentary Metadiscourse** enhances the audience's comprehension by establishing a clear sequence and framing the discussion on military punishment. This metadiscursive approach aligns well with debate norms, where speakers are expected to clarify their stance and systematically build their case.

b) Embedded parliamentary metadiscourse

Datum 1.8

We think that this person inside the military, which is the subordinates, are also **justified people to be punished.**

In Datum 1.8, the speaker uses **Embedded Parliamentary Metadiscourse** to convey a stance that aligns with broader principles of accountability and justice within the military framework. The phrase "**we think that...**" serves as an implicit **authorial stance marker**, subtly framing the speaker's argument as a balanced opinion rather than an absolute truth. This phrasing suggests a level of humility and openness to debate, which is typical in parliamentary discourse, where asserting viewpoints without dogmatism is key to building credibility and engaging in constructive dialogue.

By referring to military personnel as "**justified people to be punished,**" the speaker taps into commonly held beliefs about justice and accountability without directly stating these values. This

phrasing implicitly aligns the speaker's argument with a broader ethical standpoint that values punishment as a means of accountability for those who commit wrongdoings, especially in military contexts. Such an alignment with shared values functions as an **implicit appeal to ethos**, suggesting that the speaker's stance is reasonable and socially acceptable, resonating with established norms of responsibility in military operations.

The specific term "**justified**" is another example of embedded metadiscourse, as it subtly reinforces the speaker's underlying moral framework without explicitly discussing ethical principles. This word implies that the actions in question have been carefully considered and deemed deserving of punishment, positioning the speaker as both rational and conscientious in their approach to military justice. By embedding this ethical stance in the choice of words, the speaker strengthens their credibility, as it suggests a well-reasoned position grounded in widely accepted principles of fairness.

The phrase "**we think that...**" functions as a **hedging marker** in parliamentary debate, conveying a position while maintaining a degree of openness to differing viewpoints. Such hedging is an effective embedded strategy in parliamentary discourse, as it projects a balanced, moderate tone rather than an overly assertive or aggressive stance. This moderation is key in establishing ethos, as it

allows the speaker to present themselves as open-minded, reasonable, and respectful of alternative perspectives.

The word “**justified**” acts as a **value-laden term** that subtly embeds the speaker’s moral judgment. This choice of wording carries ethical weight, reflecting an assumption that the audience shares similar values regarding punishment and accountability within the military. By embedding this moral perspective without explicitly stating it, the speaker implicitly aligns themselves with the audience’s likely sense of justice, reinforcing their ethos by presenting a position that seems both fair and socially grounded.

In society debate, embedded metadiscourse plays a crucial role in subtly reinforcing an argument’s credibility without overtly directing or guiding the audience. By using phrases like “**we think that**” and value-laden terms such as “**justified,**” the speaker can implicitly align their argument with shared ethical standards while maintaining an open and respectful tone. This approach respects the norms of parliamentary debate, where speakers aim to persuade not only through evidence and logic but also by appealing to widely held beliefs and values in a subtle, non-intrusive way.

Datum 1.9

We believe that they also the one who create the impacts... the **undesirable impacts** that **we do not like**.

In Datum 1.9, the speaker uses **Embedded Parliamentary Metadiscourse** to reinforce a shared perspective on the negative outcomes of military actions, particularly by subtly aligning their viewpoint with the audience's likely aversion to these "**undesirable impacts.**" The phrase "**we believe**" serves as a soft assertion that implicitly invites the audience to view the speaker's stance as reasonable and likely aligned with shared values. This hedging language demonstrates a balanced approach, projecting the speaker's opinion as both grounded and open to the audience's agreement, which is a typical feature in parliamentary discourse.

The term "**undesirable impacts**" functions as an **embedded evaluative marker** that subtly conveys the speaker's disapproval without overtly condemning specific military actions. By framing the outcomes of military conduct as "**undesirable,**" the speaker implies a shared moral and ethical understanding with the audience, as it suggests that such impacts are generally viewed as harmful or unacceptable. This wording reinforces the speaker's credibility and aligns them with the audience's likely ethical stance on military violence, strengthening the pathos appeal through shared values.

Additionally, the phrase "**we do not like**" further embeds this shared perspective, subtly inviting the audience to internalize the speaker's viewpoint as one that is ethically grounded and resonant with their own assumptions. This phrasing is informal and

accessible, softening the criticism and creating an implicit alignment with the audience's potential dissatisfaction or disapproval of the harm caused by military operations. This inclusive language works as a way to build rapport with the audience without directly stating any explicit moral judgment.

The phrase “**we believe**” functions as a **hedging marker** that conveys an opinion while maintaining a flexible tone, which is often used in parliamentary debate to suggest openness to consensus or alternate viewpoints. This hedging technique is a subtle method of building *ethos*, as it conveys humility and respect for the audience's perspective, avoiding the impression of dogmatism.

The term “**undesirable impacts**” serves as a **value-laden marker** that embeds an ethical stance within the language. By describing the impacts as undesirable, the speaker signals a disapproving view of the harm caused by military actions, inviting the audience to adopt a similar ethical perspective without overtly moralizing. This subtle embedding of values strengthens the connection between the speaker's stance and the audience's likely sense of justice or concern for humanitarian issues.

In society debate, such embedded metadiscourse is key to fostering subtle alignment with the audience's values and assumptions. Here, phrases like “**we believe**” and “**undesirable**

impacts” contribute to a nuanced, ethical argument that resonates with the audience’s likely concerns. Rather than presenting an overtly judgmental stance, the speaker subtly invokes shared ethical standards, reinforcing their ethos while maintaining respect for differing perspectives. This approach is effective in society debate, as it allows speakers to advocate for a position while fostering a sense of shared understanding and consensus with the audience.

3) **Metadiscursive Strategies**

Metadiscursive strategies are crucial in structuring the interaction between speakers and their audience, especially in a debate setting. These strategies, as outlined by Ilie (2003), help speakers manage the flow of discourse by providing cues that guide the audience’s interpretation of the message.

a) **Metadiscursive attribution strategies**

Datum 1.10

The fact that he’s actually in office in the first two weeks already gets the **most amount of access to this order since the 1940s shows to you that this kind of action is normalized... the problem that we face in status quo right now.**

In Datum 1.10, the speaker uses a **Metadiscursive Attribution Strategy** to convey the severity of the issue by referencing historical context. By noting that the **“most amount of access to this order since the 1940s”** has been granted within just

the first two weeks of a presidency, the speaker implicitly attributes credibility to their argument by situating it within a larger historical pattern. This strategy serves to anchor the speaker's claims in a broader, established narrative, giving their argument a foundation in well-known historical precedent.

The use of this historical reference works as a **frame of legitimacy** for the speaker's critique of the current administration's use of executive orders. By embedding this perspective, the speaker suggests that their concerns are not just personal opinions but are rooted in a respected historical understanding of democratic norms and checks on power. This alignment with historical knowledge indirectly invokes ethos, positioning the speaker as informed and credible.

The phrase "**shows to you that this kind of action is normalized**" operates as a **hedging attribution marker** that guides the audience to view the speaker's interpretation as one that is logically derived from the historical fact provided. By not directly claiming this as an indisputable truth, the speaker uses hedging to allow for audience interpretation while gently steering them toward agreement. This method of attribution also gives the impression of objectivity, reinforcing the speaker's credibility.

Additionally, phrases like “**the problem that we face in status quo right now**” function as **contextual markers**, which highlight the current situation's urgency. By framing the issue as a “**problem**” tied to the normalization of power, the speaker subtly reinforces the need for action or awareness. This framing aligns the speaker’s stance with those who value democratic checks, which may resonate strongly with an audience concerned about overreach.

In society debate, referencing historical context as an attribution strategy is effective in establishing an argument's weight and relevance. Here, the speaker’s use of historical comparison implicitly invites the audience to consider the present administration’s actions as exceptional or abnormal. This technique subtly bolsters the speaker’s *ethos* by embedding their stance within a respected timeline, appealing to the audience’s likely awareness and caution toward executive overreach.

Datum 1.11

There are **so many criticisms on political ideology**. But moreover, we also have an effective military court that **international community are very aware of**.

In Datum 1.11, the speaker uses a **Metadiscursive Attribution Strategy** by referencing the international community's awareness of the military court system. By attributing this recognition to a global audience, the speaker invokes an external validation that implicitly supports their argument. This attribution

reinforces the notion that their position is not an isolated viewpoint but one that resonates with a broader, reputable audience, thus enhancing the credibility of the speaker's stance.

This strategy indirectly builds *ethos*, as it implies that the speaker's argument aligns with international standards and external judgments, which many in the audience may view as authoritative. By referencing the **“international community,”** the speaker suggests that their perspective is informed by recognized norms and global expectations, positioning themselves as aligned with established, credible views on military justice.

The phrase **“international community are very aware of”** functions as an **attribution marker** that shifts the source of validation to a reputable global audience. This marker subtly encourages the audience to view the speaker's stance as aligned with a widely respected point of view, rather than merely a personal opinion. This form of attribution allows the speaker to build credibility by implying that their view has external support, which can be persuasive for an audience that values international perspectives.

Moreover, the mention of **“so many criticisms on political ideology”** operates as a **generalization marker** that frames the speaker's argument within a larger critical discourse on political

practices. This statement suggests that the criticisms are prevalent and widely accepted, providing an implicit foundation for the speaker's argument against certain military practices. The attribution to "many criticisms" subtly signals that the speaker's stance is aligned with a broader critique, positioning it as reasonable and well-supported.

In society debate, appealing to international perspectives or widely accepted critiques is a common way to strengthen arguments. By referencing the "**international community**" and "**so many criticisms,**" the speaker indirectly aligns their stance with credible external judgments, which can lend authority to their position. This strategy also helps the speaker appear knowledgeable and globally aware, enhancing their ethos while subtly encouraging the audience to adopt a similar viewpoint.

b) **Reporting and Quoting strategies**

Datum 1.12

For example, in Singapore, right?... Two arguments. And second, in regard to Communist firstly, **as I said before,** usually the people that actually opted into this main investing in the first place, a rational people that don't do shit about the stock market...

In Datum 1.12, the speaker uses a **Reporting and Quoting Strategy** by citing Singapore as an example, thereby situating their argument within a concrete, real-world context. The phrase "**for example, in Singapore**" serves as an indirect form of reporting,

referencing an external case to illustrate and reinforce their argument about irrational behavior in investment trends. By invoking Singapore, the speaker anchors their argument in a specific, reputable example, providing a tangible basis for their point on meme investing.

The speaker then says “**as I said before,**” which functions as a **self-mention marker** strategy. This phrase implicitly invites the audience to recall earlier statements, creating cohesion within the argument and reinforcing previously established points. By referencing their own prior assertions, the speaker not only emphasizes the consistency of their argument but also reinforces their authority, signaling confidence in the validity of their earlier claims.

These elements work together to build the speaker’s *ethos* by demonstrating that their argument is grounded in both real-world contexts and consistent reasoning. By drawing on an external example like Singapore and citing their own previous points, the speaker bolsters their credibility and creates a logical continuity throughout their argument.

The phrase “**for example, in Singapore**” serves as an **evidential marker**, which introduces external evidence to strengthen the speaker’s argument. By using Singapore as an

illustrative example, the speaker implicitly appeals to the audience's respect for real-world cases, enhancing the persuasiveness of their position through factual support.

Additionally, “**as I said before**” functions as a **self-mention marker**, encouraging the audience to recognize the argument's internal consistency and continuity. This marker not only strengthens the speaker's credibility by highlighting consistency but also serves as a subtle reminder of the points they are building upon, reinforcing the argument's cohesion.

In society debate, citing examples and referencing prior points are effective strategies to enhance argumentation. By using a **Reporting and Quoting Strategy** in this way, the speaker both validates their argument with a real-world example and underscores their own consistency, creating a layered approach to persuasion. This strategy aligns with the expectations of debate, where arguments gain weight through external examples and coherence across multiple points.

Datum 1.13

According to the World Health Organization, this approach has proven effective in **numerous studies**.

In Datum 1.13, the speaker uses **Reporting and Quoting Strategy** by referencing the World Health Organization (WHO) to

provide authoritative backing for their argument. By attributing evidence to a respected global institution, the speaker strengthens their position, suggesting that their stance is aligned with well-researched and reputable sources. This attribution implicitly enhances the speaker's credibility, as it aligns their argument with the authority of a widely recognized organization.

Referencing “**numerous studies**” conducted by the WHO also conveys that the speaker's perspective is supported by a body of research, which can increase the persuasiveness of their argument. This approach appeals to *logos*, as the mention of studies implies that the argument is rooted in data and research rather than opinion alone. Moreover, it creates an impression of thoroughness and reliability, appealing to an audience that values evidence-based arguments.

The phrase “**According to the World Health Organization**” serves as an **attribution marker**, which directly links the speaker's argument to an authoritative source. This use of attribution increases the argument's weight, signaling that it is not only the speaker's viewpoint but one that is validated by a respected global body. Such **attribution markers** are effective in society debate, where external validation can add significant persuasive value.

The term “**numerous studies**” acts as an **evidential marker**, underscoring the depth of research backing the speaker's point. This

phrase implies a solid foundation of evidence, suggesting that the speaker's argument is supported by a breadth of reliable data. This can increase the audience's confidence in the speaker's stance, as it implies that the speaker has based their position on robust and comprehensive information.

In society debate, citing authoritative sources like the WHO is a strategic way to lend credibility to an argument and appeal to the audience's respect for reputable institutions. By using the **Reporting and Quoting Strategy** in this way, the speaker aligns their argument with established authority, positioning themselves as informed and aligned with expert consensus. This approach can be particularly persuasive in debates that involve complex or technical topics, where audience members may look to recognized institutions for credible insights.

b. Interactive metadiscourse markers

In this study, interactive markers were observed to play a significant role in facilitating comprehension, particularly during complex arguments. The five subcategories of interactive metadiscourse include **transition markers, frame markers, endophoric markers, evidential markers, and code glosses**, each serving a distinct purpose in organizing discourse.

The distribution and frequency of each category of interactive metadiscourse markers are shown in the table 5 below.

Table 5

The result of Interactive Metadiscourse Markers in Debate: Hyland (2005)

Theory	Framework	Sub-Framework	Video				Total
			1	2	3	4	
Metadiscourse Markers in Debate: Hyland (2005)	Interactive Metadiscourse	Transition Markers	4	5	6	5	20
		Frame Markers	4	3	3	5	15
		Endophoric Markers	1	2	2	3	8
		Evidential	1	1	1	2	5
		Code Glosses	2	2	2	2	8

a. Transition Markers

Transition markers are used to show the relationship between ideas and to help the audience follow the logical progression of an argument (Hyland, 2005). According to Hyland (2005), the function of **transition markers** is to signaling relationships such as addition, comparison, and consequence within the discourse. In the context of debates, these markers are essential in organizing the flow of arguments, making the speaker's reasoning clearer and easier to follow.

Based on the table 5, **transition markers** seem to be the most-used markers in English Debating Society University of Indonesia. The following example is the selected data of **transition markers** found in English Debating Society University of Indonesia:

Datum 1.14

But second is this, it also damages the core objectives of our political party, right?

In Datum 1.14, the speaker uses the "**But second**" as a **transition marker** to signal a shift in the argument, introducing a new point that builds upon the previous discussion. This phrase functions as a **transition marker** within Hyland's **interactive metadiscourse markers**, as it guides the audience through the structure of the argument. By using "**But**" followed by "**second**," the speaker clearly indicates that this point contrasts with, or adds nuance to, the prior statement, helping the audience to track the progression of ideas.

The transition "**But second**" not only marks a new argument but also suggests that the speaker is presenting an additional reason to support their overall stance. This structure provides clarity and helps the listener follow the line of reasoning, which is crucial in debate settings where rapid shifts in argument can otherwise confuse the audience. Here, the transition improves coherence, making the speaker's points accessible and logically organized.

Using transition markers like "**But second**" enhances the flow of a society debate by signaling changes in the argument's direction, keeping the discourse organized and facilitating audience comprehension. This transition allows the speaker to maintain a clear, structured argument, which is essential in settings where time

constraints demand concise and well-organized presentations. By explicitly marking the progression of points, the speaker improves the audience's ability to follow and evaluate each part of their argument, thereby strengthening their rhetorical effectiveness.

b. Frame Markers

Frame markers are a crucial part of discourse, helping to organize the structure of an argument by signaling its stages clearly (Hyland, 2005). According to Hyland (2005), these markers indicate transitions between sections, sequence ideas, and signal shifts in topics. The following example is the selected data of **frame markers** found in English Debating Society University of Indonesia:

Datum 1.15

But second of all, it also sacrifices and compromises the importance of societal representation.

In Datum 1.15, the speaker uses “**But second of all**” as a **frame marker** within the context of Hyland's interactive metadiscourse markers. This phrase organizes the discourse by introducing a second argument, guiding the audience through the structured flow of reasoning. **Frame markers** like this help ensure clarity, particularly in debate, where a logical sequence of points is essential for coherence and persuasiveness.

By introducing the point with “**second of all,**” the speaker signals a continuation in the structure, letting the audience know that they are moving to another critical aspect of the argument. This framing device makes the complex topic more accessible, highlighting the speaker’s organization and making the argument easier for the audience to follow and engage with.

In a society debate, clear structuring through **frame markers** is essential. Using a phrase like “**second of all**” not only supports the logical flow but also strengthens the argument’s impact by demonstrating thoroughness and attention to detail. Such markers enhance the persuasiveness of the argument by ensuring the audience can track each point, increasing the likelihood of understanding and acceptance. **Frame markers**, therefore, are indispensable tools in the structured environment of society debate, where clarity and sequence are key to effective communication.

c. Endophoric Markers

Endophoric markers are linguistic tools used to refer to other parts of the discourse, helping the audience follow the argument by linking different sections together (Hyland, 2005). According to Hyland (2005), these markers guide readers or listeners to relevant information within the same text, making it easier to retrieve or emphasize points. These markers serve to highlight crucial aspects of the discourse,

ensuring that the audience remains engaged and aware of the overall argumentative structure. The following example is the selected data of **endophoric markers** found in English Debating Society University of Indonesia:

Datum 1.16

For example, like dim sum, for example, the beginning of the meme of games actually rose the company stock prices quite a quite a high amount.

In Datum 1.16, the phrase “**for example**” acts as an **endophoric marker** within Hyland's interactive metadiscourse framework. **Endophoric markers** refer the audience back to specific parts of the discourse, providing examples or illustrations that clarify the speaker's argument. Here, “**for example**” introduces a specific case, “**dim sum**,” to exemplify the larger trend being discussed regarding meme investments and fluctuating stock prices.

This use of an **endophoric marker** helps the audience visualize the argument, reinforcing the impact of the statement by giving a concrete instance. By mentioning “**dim sum**” as a recognizable example, the speaker allows the audience to better grasp the pattern of meme-driven stock volatility, making the concept more relatable and accessible.

In society debate, endophoric markers like “**for example**” are essential for supporting abstract arguments with tangible references,

thus enhancing clarity and persuasion. By embedding real-world examples, the speaker not only substantiates their point but also engages the audience more effectively, allowing them to see the practical implications of the argument. Endophoric markers facilitate understanding, which is especially valuable in debates that address complex or theoretical topics.

d. Evidential Markers

Evidential markers serve as a linguistic tool to indicate the source of information or evidence behind a statement. They allow speakers to attribute their claims to external sources, enhancing the credibility and authority of the argument (Hyland, 2005). In this study, **evidential markers** were observed to be used by debaters when referencing expert opinions or previous research, giving their arguments more weight and legitimacy. The following example is the selected data of **evidential markers** found in English Debating Society University of Indonesia:

Datum 1.17

The fact that he's actually in office in the first two weeks already gets the most amount of access to this order since the 1940s shows to you that this kind of action is normalized...

In Datum 1.17, the speaker uses “**The fact that...**” as an **evidential marker** in Hyland’s interactive metadiscourse framework.

Evidential markers are used to indicate sources or evidence that

support the speaker's argument, enhancing credibility and strengthening the logical foundation of the claim. Here, "**The fact that...**" serves to present a piece of evidence regarding executive orders, suggesting that the speaker's claim about "**normalization**" is grounded in observable reality and historical precedent.

By referencing the increase in access to executive orders since the 1940s, the speaker implicitly relies on historical data to support their point, reinforcing the credibility and weight of their argument. This **evidential marker** serves to anchor the argument in a real-world context, giving the audience a concrete basis for understanding the claim of excessive executive power.

In society debate, the use of evidential markers like "**The fact that...**" provides a sense of authority and objectivity. By framing the argument within a verifiable context, the speaker not only strengthens their *ethos* but also appeals to *logos*, encouraging the audience to see the position as reasonable and supported by evidence. Such markers are vital in debate, where grounding arguments in factual support can help persuade an audience of the argument's validity.

e. Code Glosses

Code glosses are metadiscursive devices that provide additional explanations or clarifications to help the audience better understand a point (Hyland, 2005). In the context of debates, **code glosses** play a

crucial role in ensuring that complex or abstract concepts are communicated clearly to the audience. By offering examples or alternative explanations, speakers can make their arguments more accessible and relatable. This study observed frequent use of **code glosses**, as debaters often clarified their points to ensure the audience fully grasped the implications of their arguments. The following example is the selected data of **code glosses** found in English Debating Society University of Indonesia:

Datum 1.18

For example, it's in their mind. So most likely, even if you're financially savvy, for example, you're also not going to be able to get any amount of profit...

In Datum 1.18, the phrase “**for example**” functions as a **code gloss** in Hyland’s interactive metadiscourse framework. **Code glosses** are used to elaborate or clarify statements, making the speaker’s argument more accessible by providing examples or definitions. Here, “**for example**” introduces a hypothetical scenario where even financially savvy individuals struggle to profit, helping the audience visualize the unpredictability and risks of meme investing.

By using “**for example**,” the speaker explains the concept of meme stock instability, illustrating the point that expertise does not necessarily equate to success in this context. This helps clarify the speaker’s stance on the impracticality of meme investment as a sustainable financial strategy. Such code glosses improve

comprehension by providing concrete examples that support abstract arguments, making them relatable and easier to grasp.

In society debate, code glosses like “**for example**” are valuable for explaining complex or abstract ideas. By adding clarity and context, they ensure the argument is accessible to the audience, who may not have specialized knowledge of the topic. This approach not only reinforces the speaker’s points but also engages the audience more effectively, as concrete examples help listeners connect with the argument on a practical level.

c. Interactional metadiscourse markers

Interactional metadiscourse markers play a key role in how speakers and writers engage with their audience by acknowledging their presence and guiding their interpretations (Hyland, 2005). According to Hyland (2005), these markers include **hedges**, **boosters**, **attitude markers**, **self-mentions**, and **engagement markers**. By employing these markers, speakers can effectively navigate the complexities of interaction, building rapport and making their discourse more persuasive and engaging (Hyland, 2005). The distribution and frequency of each category of interactional metadiscourse markers are shown in the table 6 below.

Table 6

The result of interactional metadiscourse markers in debate: Hyland (2005)

Theory	Framework	Sub-Framework	Video				Total
			1	2	3	4	
Metadiscourse Markers in Debate: Hyland (2005)	Interactional Metadiscourse	Hedges	3	3	6	5	17
		Boosters	4	3	4	5	16
		Attitude Marker	4	5	4	4	17
		Self-mentions	2	4	5	4	15
		Engagement	4	4	5	5	18

a. Hedges

Hedges are crucial tools in discourse that allow speakers to present their arguments with a degree of caution or uncertainty, avoiding over-commitment to any claims (Hyland, 2005). In this study, **hedges** were frequently used to manage the speaker’s credibility while presenting arguments in a way that invited the audience’s engagement, demonstrating an understanding of the uncertainty or variability of the issues being discussed. The following example is the selected data of **hedges** found in English Debating Society University of Indonesia:

Datum 1.19

Most likely, these are the people that are actually just lucky, for example, that coincidentally suit the meme, the moment where the meme actually dies...

In Datum 1.19, the phrase “**most likely**” serves as a **hedge** in Hyland’s interactional metadiscourse framework. **Hedges** are used to indicate uncertainty or soften a statement, allowing the speaker to make claims without appearing overly assertive. Here, “**most likely**”

suggests a probable scenario rather than an absolute fact, giving the audience room to consider alternate outcomes. This phrasing allows the speaker to suggest that people who profit from meme stocks may simply be fortunate rather than financially savvy, without dismissing the possibility of other factors at play.

By using “**most likely**,” the speaker avoids overstatement, which can be particularly persuasive in a debate setting where audiences may value balanced, non-dogmatic arguments. **Hedges** like this contribute to a perception of the speaker as reasonable and open-minded, fostering credibility by avoiding absolute claims.

In society debate, hedges like “**most likely**” help build a speaker’s ethos by presenting claims with moderation and caution. Such language is useful when discussing unpredictable topics, as it conveys respect for uncertainty and complex variables. By using hedges, the speaker communicates their stance confidently but flexibly, which may make their argument more relatable and persuasive to an audience that values nuance.

b. Boosters

According to Hyland (2005), **boosters** help speakers strengthen their claims by asserting their position with confidence, thus limiting the space for alternative interpretations or opposing views. In this study, **boosters** were used to emphasize key points in the arguments, ensuring

that the audience clearly understood the speaker's stance. By using strong language and definitive assertions, speakers aimed to solidify their position and diminish the strength of opposing arguments. The careful application of **boosters** thus plays a vital role in maintaining the speaker's authority and enhancing the overall persuasiveness of the debate. The following example is the selected data of **boosters** found in English Debating Society University of Indonesia:

Datum 1.20

So most likely they're going to lose profit in that regard, it's quite obvious, right? Because people don't know [about] the stock market, they're **obviously** going to lose a lot of profit.

In Datum 1.20, the word “**obviously**” serves as a **booster** in Hyland's interactional metadiscourse framework. **Boosters** are used to express the speaker's confidence in their argument, presenting a claim as indisputable or self-evident. Here, “**obviously**” reinforces the speaker's assertion that people without knowledge of the stock market are likely to lose money, framing the statement as a common-sense conclusion rather than a debatable point.

By using “**obviously**,” the speaker communicates certainty and conviction, which can be persuasive in debate settings by diminishing potential counterarguments. This term subtly implies that any audience questioning this outcome lacks an understanding of financial risks in meme investing. Such **boosters** enhance the speaker's *ethos* by

presenting them as confident and knowledgeable, encouraging the audience to accept the claim as an established fact.

In society debate, boosters like “**obviously**” are useful for strengthening the force of an argument by framing certain statements as factual. This strategy can sway the audience by reducing perceived complexity and portraying the argument as straightforward. By asserting confidence, the speaker guides the audience to see the argument as well-founded and logical, potentially minimizing resistance to the speaker’s viewpoint.

c. Attitude Markers

Attitude markers are linguistic devices used by speakers to express their personal feelings or evaluations toward a particular subject or statement (Hyland, 2005). This study identified the use of attitude markers in society debate contexts, where speakers expressed emotions like frustration or approval to align their arguments with their emotional tone. I found that there are 17th examples of **attitude markers** used by the speakers. The following example is the selected data of **attitude markers** found in English Debating Society University of Indonesia:

Datum 1.21

We definitely do not want any kind of accessing power to be used as well by this kind of Donald Trump. **I know it's crazy**, like taking travel ban and so on and so forth.

In Datum 1.21, the phrase “**I know it’s crazy**” functions as an **attitude marker** in Hyland's interactional metadiscourse framework. Attitude markers express the speaker’s personal feelings, judgments, or evaluations, adding a subjective dimension to the argument. Here, “**crazy**” conveys the speaker’s strong disapproval and sense of disbelief regarding policies associated with Donald Trump, specifically controversial measures like travel bans.

This use of an **attitude marker** emphasizes the speaker’s emotional stance, engaging the audience by signaling that the proposed policies are not just strategically or logically flawed but are also personally troubling. Such language can resonate with the audience, particularly if they share the speaker’s sentiments. By labeling the policy as “**crazy,**” the speaker makes their disapproval clear, reinforcing the argument’s persuasive impact by adding an emotional layer.

In a society debate, attitude markers like “**I know it’s crazy**” can strengthen an argument by appealing to the audience’s values and emotions. This strategy helps to connect with the audience on a personal level, potentially making the argument more compelling. Expressing strong attitudes can also underscore the speaker’s commitment to the issue, creating a more impactful presentation by combining logical reasoning with an emotional appeal.

d. **Self-mentions**

Self-mentions are rhetorical devices used by speakers to explicitly refer to themselves in the discourse using first-person pronouns such as "I," "we," or possessive adjectives like "my" and "our" (Hyland, 2005). These references establish the speaker's presence, enhancing the personal involvement in the discussion and emphasizing the speaker's responsibility or ownership of the argument. In this study, **self-mentions** were frequently used by debaters to strengthen their connection with the audience and assert their authority on the topic being discussed. The following example is the selected data of **self-mentions** found in English Debating Society University of Indonesia:

Datum 1.22

We are very proud to propose to say that this does way more harm in me. Thank you very much.

In Datum 1.22, the phrase "**We are very proud to propose**" functions as a **self-mention** within Hyland's interactional metadiscourse framework. **Self-mentions** refer to the speaker's explicit references to themselves or their team, signaling their involvement and commitment to the argument. Here, "**We**" emphasizes the speaker's ownership of the argument and their confidence in their position, establishing a direct connection with the audience by portraying the stance as a collective conviction.

The use of “**very proud**” further amplifies this **self-mention**, adding a sense of pride and confidence in the proposal, which can resonate positively with the audience. This combination of **self-mention** and attitudinal language strengthens the speaker’s *ethos* by presenting them as dedicated and passionate about their viewpoint. In a debate setting, **self-mentions** help personalize the argument, encouraging the audience to view it as a reasoned stance backed by conviction rather than a detached opinion.

In society debate, **self-mentions** like “**we**” and expressions of commitment, such as “**very proud to propose,**” play an essential role in reinforcing the speaker’s credibility and confidence. These elements make the argument appear as a deliberate, well-considered stance that the speaker and their team are fully committed to. This approach fosters a sense of unity and strength in the argument, potentially making it more persuasive by signaling that the proposal is not only well-reasoned but also enthusiastically supported by its advocates.

e. Engagement Markers

Engagement markers are crucial elements used by speakers to actively involve their audience in the discourse. These markers help create a direct connection between the speaker and the listener by making the audience feel like participants in the conversation (Hyland, 2005). This study found frequent use of **engagement markers** by

debaters, particularly to emphasize critical points and solicit the audience's agreement. The following example is the selected data of **engagement markers** found in English Debating Society University of Indonesia:

Datum 1.23

Why, ladies and gentlemen? For example, if you have this temptation to do adultery, and what religion told you? It shows you there is a kind of way to avoid this temptation.

In Datum 1.23, the phrase “**ladies and gentlemen**” functions as an **engagement marker** in Hyland's interactional metadiscourse framework. Engagement markers are used to directly address the audience, helping to involve them in the discourse and prompting them to consider the argument personally. Here, “**ladies and gentlemen**” creates a formal and inclusive address, encouraging listeners to feel directly involved in the discussion and reinforcing the importance of the issue being debated.

By addressing the audience as “**ladies and gentlemen,**” the speaker adds emphasis to the question, signaling its significance and inviting the audience to reflect on the logic behind the statement. This engagement strategy not only draws attention to the speaker's reasoning but also fosters a sense of rapport, making the audience more receptive to the speaker's viewpoint.

In society debate, **engagement markers** like “**ladies and gentlemen**” serve to establish a connection between the speaker and the audience, creating a formal yet inclusive tone that reinforces the weight of the argument. Such markers are particularly effective in debate settings where building rapport with the audience can enhance persuasiveness. By involving the audience directly, the speaker encourages active engagement, prompting listeners to align with the speaker’s reasoning as the debate progresses.

2. The Metadiscourse Markers Used by the Speakers of English Debating Society of University of Indonesia

The argumentation stages in the English Debating Society of University of Indonesia consist of a structured sequence designed to present and defend the team’s stance while dismantling the opposition’s arguments (Van Eemeren and Grootendorst's, 2004). This stage follows a logical framework, typically progressing from presenting the central argument, supporting it with evidence, and preemptively addressing potential rebuttals. The debates analyzed in this study reveal that speakers rely heavily on strategic use of rhetorical devices to articulate their arguments persuasively, aligning with Van Eemeren and Grootendorst's (2004) theory of argumentation. The distribution and frequency of each category of argumentation stages are shown in the table 7 below.

Table 7

Argumentation Stages: Van Eemeren and Grootendorst (2004)

Theory	Framework	Sub-Framework	Video				Total
			1	2	3	4	
Argumentation Stages: Van Eemeren and Grootendorst (2004)	Confrontation Stage	Indicators of standpoints	7	6	4	4	21
		Indicators of disputes	4	3	3	3	13
	Opening Stage	Analyzing the distribution of the burden of proof	4	3	3	3	13
		The analysis of establishing starting points	3	2	3	3	11
	Argumentation Stage	Clues for analogy argumentation	3	2	2	3	10
		Indications for symptomatic argumentation	3	2	3	3	11
		Indications in the verbal presentation of arguments	5	5	4	3	17
	Conclusion Stage	The protagonist maintains or withdraws his standpoint	7	8	11	8	34
		The antagonist maintains or withdraws his doubt	3	4	5	10	22

a. Confrontation stage

The **Confrontation Stage** marks the beginning of the argumentative process in English Debating Society University of Indonesia. At this stage, the debaters clarify the points of contention by presenting opposing views, allowing both sides to identify the core disagreements. This is crucial as it sets the tone for the rest of the debate by defining what exactly will be discussed and challenged.

The **confrontation stage**, therefore, serves a dual function: it identifies the central issue of the debate and positions the speakers firmly in opposition to one another, ensuring that the subsequent arguments are clearly focused on addressing these differences. This structured approach aligns with the theoretical framework by Van Eemeren and Grootendorst (2004), which emphasizes the importance of clearly defined disputes at the onset of any argumentative process.

1) **Indicators of standpoints**

The **Indicators of Standpoints** in the English Debating Society of University of Indonesia (EDS UI) debates serve as crucial linguistic tools used by speakers to assert their positions on a particular issue. The following example is the selected data of **indicator of standpoints** found in English Debating Society University of Indonesia:

Datum 2.1

We think that this vicarious liability... **prolongs** the unthoughtful operation in military, which has killed so many **innocent lives. Right?**

In **Datum 2.1**, the phrase serves as a clear **indicator of standpoint** in the confrontation stage, as outlined by Van Eemeren and Grootendorst. This statement does more than introduce opposition to vicarious liability in the military; it leverages both rhetorical and metadiscursive strategies to amplify the persuasive effect. Within **Ilie's framework**, the statement combines *ethos* and *pathos* to present a

stance that is both principled and emotionally resonant. By underscoring the loss of **“innocent lives,”** the speaker appeals to the audience’s sense of empathy and ethical responsibility, framing the issue in humanitarian terms that transcend military logistics. This use of *pathos* intensifies the emotional appeal, inviting the audience to question the morality of a system that indirectly perpetuates suffering.

The phrase **“We think”** also functions as a **collective ethos marker**, positioning the speaker as part of a principled team that approaches the issue with thoughtful judgment rather than impulsive critique. This framing bolsters credibility, aligning the speaker’s viewpoint with collective responsibility and careful consideration. The speaker thus reinforces the perception that their standpoint is not rigid or reactionary but a carefully reasoned objection grounded in moral values and collective integrity.

Simultaneously, **Hyland’s metadiscourse markers** support this stance by providing a clear structure and fostering audience engagement. The verb **“prolongs”** acts as an **interactive transition marker**, which links the concept of vicarious liability directly to its alleged consequence **“unthoughtful military operations”** and clarifies the cause-and-effect relationship. This transition guides the audience through the speaker’s logic, highlighting how the policy enables continued harm by reducing accountability. Additionally, **“innocent lives”** functions as a **code gloss**, illustrating the real-world

implications of vicarious liability. By choosing terms that evoke compassion and ethical reflection, the speaker simplifies an abstract legal concept, making it accessible and compelling to the audience, who can now see a tangible human cost tied to the policy.

Moreover, the phrase “**Right?**” operates as an **interactional engagement marker**, subtly inviting the audience’s agreement. This rhetorical device is strategically placed to transform the statement from a mere assertion into a shared concern, subtly encouraging listeners to accept the position as both logically sound and morally justified. **Engagement markers** like “**Right?**” bridge the speaker-audience divide, establishing common ground and aligning the speaker’s ethical concerns with those of the audience. This interactional approach not only clarifies the argument but also draws the audience into a reflective stance, prompting them to consider the ethical and logical validity of the speaker’s opposition to vicarious liability.

By combining **Ilie’s rhetorical appeals** and **Hyland’s interactive and interactional metadiscourse markers**, the speaker enhances the effectiveness of the confrontation stage. The interplay of *ethos*, *pathos*, and structured discourse allows the speaker to assert opposition to vicarious liability while embedding the stance within a compelling, morally resonant framework. This strategic use of multiple frameworks not only establishes a strong foundation for the ensuing debate but also deepens the audience's emotional and logical

engagement, priming them for a sympathetic reception of the speaker's position. Through this layered approach, the speaker crafts an argument that is not only factually persuasive but also emotionally impactful, creating a robust starting point for advancing their case in subsequent stages of the debate.

2) **Indicators of disputes**

In the **Indicators of Disputes** section of the English Debating Society of University of Indonesia (EDS UI) debates, speakers use specific linguistic markers to express disagreement with the opposing team's arguments. By employing **indicators of disputes**, EDS UI debaters are able to navigate the complex structure of arguments, ensuring that the debate remains focused on addressing the central issues at hand. These indicators help frame the clash of ideas, guiding the debaters in building effective rebuttals and defenses. The following example is the selected data of **indicator of dispute** found in English Debating Society University of Indonesia:

Datum 2.2,

But second of all, it also damages the core objectives of our political party, right?

In **Datum 2.2**, the statement serves as an **indicator of dispute** within the confrontation stage of Van Eemeren and Grootendorst's model. By introducing this statement, the speaker not only reinforces their initial opposition but also broadens the disagreement to address

ideological conflicts within their political framework. This expansion suggests that vicarious liability does not merely create practical issues; it also directly undermines the fundamental values of the party, framing the policy as inconsistent with both military accountability and the speaker's ethical and political commitments. By connecting the policy's impact to the **“core objectives of our political party,”** the speaker adds a layer of ethical urgency, framing the issue not just as a procedural flaw but as a moral misalignment. This deeper layer of contention implies that the policy could weaken the ideological integrity of the party, presenting it as a broader challenge to the values and principles that the speaker's political faction upholds.

Using **Ilie's framework**, this argument employs *ethos* to position the speaker as a defender of party values, thereby appealing to the collective moral compass of the audience. By invoking **“the core objectives of our political party,”** the speaker strengthens their stance through a communal *ethos*, framing the policy as a threat not only to practical effectiveness but to the integrity of the political institution itself. This communal appeal aligns the speaker's viewpoint with the ideological identity of the party, generating a powerful moral imperative to oppose the policy. Additionally, this reference to party objectives implicitly taps into *pathos*, as it seeks to evoke loyalty and emotional resonance among those who identify with the party's mission. The speaker's argument thus gains depth by aligning with

values that likely resonate with the audience's political and ethical convictions, framing their opposition as one of shared integrity and loyalty to the group's principles.

In parallel, Hyland's **metadiscourse markers** support the statement's clarity and engagement, employing **interactive frame marker** and **interactional engagement markers** to structure the argument in a way that is both coherent and persuasive. The phrase **"But second of all"** serves as a **frame marker**, signaling the addition of a new argumentative layer while guiding the audience through the speaker's logic. This transition suggests a logical flow, preparing the audience for a more nuanced line of reasoning that extends beyond procedural issues to encompass ideological implications. By indicating that the opposition to vicarious liability is multifaceted, the speaker adds complexity to the argument, reinforcing the notion that the policy has far-reaching consequences, thus expanding the dispute to a new dimension.

Moreover, the addition of **"right?"** as an **engagement marker** invites the audience into the speaker's line of thinking, encouraging them to reflect on their own alignment with the party's values. This engagement strategy subtly prompts the audience to consider the potential misalignment between the policy and their own ethical beliefs, allowing them to experience the speaker's doubts as their own. By asking **"right?"** the speaker creates a moment of interactive reflection,

framing the statement as a shared concern rather than a unilateral critique, which can subtly prompt audience members to internalize the dispute and see the issue as both personally relevant and politically significant.

This strategic combination of rhetorical appeals and metadiscursive markers allows the speaker to craft a multifaceted dispute that transcends mere technical objections to include **ethical, political, and communal considerations**. By positioning the argument within a broader ideological framework, the speaker elevates the disagreement, encouraging the audience to see the opposition to vicarious liability as a principled stance that safeguards the party's foundational values. This well-rounded approach invites the audience to actively engage with the ideological underpinnings of the argument, making the confrontation not just a question of effectiveness but one of moral fidelity to party values. Through this interplay of frameworks, the speaker establishes a robust and layered confrontation, effectively drawing the audience into a profound ideological and ethical debate.

b. Opening Stage

The **Opening Stage** in English Debating Society of University of Indonesia (EDS UI) debates is crucial for setting the terms of the debate and ensuring clarity regarding the issues and burden of proof. In this stage, the debaters define key terms, set the framework for the debate, and clarify

which side carries the burden of proof. This step is vital in ensuring both sides agree on what the debate will entail and how the arguments will be approached. The **Opening Stage** is pivotal in EDS UI debates as it prevents misunderstandings by laying out the rules and key assumptions that both parties will follow.

1) **Analysing the distribution of the burden of proof**

The **distribution of the burden of proof** in the **Opening Stage** of English Debating Society of University of Indonesia (EDS UI) debates is essential for determining which side is responsible for proving their claims. The team supporting the motion carries the initial burden to justify their argument, while the opposition's role is to refute these claims. By strategically distributing the burden of proof, both sides in EDS UI debates know what they need to prove or disprove. This clarity prevents the debate from becoming one-sided and ensures that each side must substantiate their claims with logical arguments and evidence. The following example is the selected data of **distribution of the burden of proof** found in English Debating Society University of Indonesia:

Datum 2.3

Things before moving on into arguments. **Firstly, what this meme investment looks like**

In **Datum 2.3**, the statement signifies the **distribution of the burden of proof** in the opening stage of the argument, as described by

Van Eemeren and Grootendorst. By initiating the argument with “**Firstly,**” the speaker takes responsibility for outlining and clarifying the concept of meme investment, thereby establishing a structured roadmap for their position. This approach delineates the speaker’s responsibility to define meme investment accurately before delving into specific claims, ensuring that the audience has a clear conceptual foundation. In doing so, the speaker addresses the burden of proof by committing to explain the phenomenon in a way that is both logically ordered and ethically accountable. This step-by-step introduction helps build a base that will support more complex arguments in the later stages of the discourse.

Using **Ilie’s rhetorical framework**, the speaker employs *ethos* and *logos* to enhance their credibility and appeal to the audience’s rational faculties. The clear organizational structure, signaled by “**Firstly,**” demonstrates a methodical approach that appeals to *logos*, guiding the audience’s understanding of the topic and promoting logical coherence. Additionally, by beginning with an explicit statement of responsibility “**what this meme investment looks like**” the speaker establishes an **ethical commitment** to thoroughness and objectivity. This commitment to accuracy reflects *ethos*, positioning the speaker as both knowledgeable and credible. By taking responsibility for explaining meme investment, the speaker projects a sense of professionalism and accountability that aligns with audience

expectations of rational discourse, reinforcing the perception of the speaker as a well-prepared and trustworthy authority on the subject.

Simultaneously, **Hyland's interactive metadiscourse markers** play a significant role in structuring the argument and aiding audience comprehension. The term "**Firstly**" serves as a **frame marker**, providing an organized sequence that helps the audience follow the progression of ideas. This explicit framing reassures the audience that each argument will be introduced in a clear, logical order, facilitating engagement by managing the cognitive load required to process complex information. Furthermore, the phrase "**moving on**" operates as an **endophoric marker**, which allows the speaker to signal shifts within the discourse without disorienting the audience. By indicating transitions and progressions, these markers establish a cohesive narrative flow, keeping the audience aligned with the speaker's explanatory trajectory. This methodical structure ensures that the audience can easily follow and understand the argument, enhancing the accessibility and clarity of the discourse.

Together, these rhetorical and metadiscursive strategies contribute to a meticulous and transparent distribution of the burden of proof, a critical component of the opening stage. By setting up a clear, logical framework, the speaker positions themselves as someone committed to methodical explanation, which not only assures the audience of their reliability but also prepares them for the

argumentation stage. In this subsequent stage, the speaker will build on these foundational explanations, delving deeper into the implications of meme investment. This structured approach allows the speaker to fulfill their responsibility of providing a comprehensive introduction, ensuring that the audience is equipped to engage with the argument's nuances and complexities.

By integrating these **rhetorical appeals** and **metadiscursive markers**, the speaker creates a solid, reliable foundation for the argument. This setup is particularly important because it not only satisfies the opening stage's requirements but also primes the audience for the argumentation stage by grounding the discussion in clear definitions and coherent structure. The audience, having been guided through an organized explanation, is likely to perceive the speaker's stance as well-reasoned and prepared, increasing the likelihood of accepting the argument as credible. As a result, this thorough and structured handling of the burden of proof bolsters the overall persuasiveness of the discourse, laying the groundwork for a compelling, logically sound presentation in the argumentation stage.

2) The analysis of establishing starting points

The **Analysis of Establishing Starting Points** plays a crucial role in the Opening Stage of debates within the English Debating Society of University of Indonesia (EDS UI). This analysis involves determining

mutually agreed-upon facts, values, or principles that both sides can accept as the foundation for the debate. Establishing these starting points helps clarify the scope of the debate and provides a basis from which both teams can build their arguments.

By analyzing and establishing these starting points, EDS UI debaters ensure that both teams operate within the same framework of understanding, making it easier to address disagreements and advance their arguments logically and systematically. This practice is essential for maintaining clarity and preventing misinterpretations throughout the debate. The following example is the selected data of **analysis of establishing starting points** found in English Debating Society University of Indonesia:

Datum 2.4

The fact that he's actually in office in the first two weeks already gets the most amount of access to this order **since the 1940s shows to you** that this kind of action is **normalized**.

In **Datum 2.4**, the statement effectively establishes a **starting point** in the opening stage by anchoring the argument in historical context. This strategic reference to the 1940s leverages historical precedent, providing a **shared reference point** that invites the audience to view current political actions through the lens of established norms. By contrasting recent political moves with a long-standing democratic standard, the speaker underscores a significant shift in governance, suggesting that the concentration of executive power in the current

administration diverges from traditional democratic values. This initial grounding in history functions as a persuasive foundation, from which the speaker can build a critical narrative around the erosion of democratic accountability, also portraying these actions as inconsistent with the expected standards of democracy.

Using **Ilie's framework**, the statement engages both *logos* and *ethos* to strengthen the argument's foundation. The historical reference to the 1940s appeals to the *logos* by positioning the speaker's perspective within a logical, evidence-based framework that resonates with the audience's understanding of established democratic norms. This use of historical comparison implicitly argues that these norms have been upheld across decades of political practice, making the recent shift an anomaly that threatens the stability of democratic governance. In addition, this historical framing appeals to *ethos*, reinforcing the speaker's credibility by aligning their argument with a respected tradition of democracy and accountability. The speaker's alignment with these democratic values suggests a sense of respect for institutional integrity, portraying the argument not as a reactionary stance but as a reasoned defense of principles shared by the audience. This alignment with tradition implicitly frames the speaker as a responsible advocate for democratic norms, which not only builds trust but also suggests that the speaker's critique is rooted in genuine concern for the preservation of democratic values.

From Hyland's perspective on metadiscourse, the phrase "**The fact that**" serves as an **evidential marker**, signaling reliance on historical evidence to support the argument's validity. By beginning with this fact-based assertion, the speaker enhances the authority of their perspective, framing their critique as grounded in objective, verifiable information. This **evidential marker** sets a tone of impartiality, encouraging the audience to perceive the historical reference not as a selective interpretation but as an unbiased point of comparison. Additionally, by using "**since the 1940s,**" the speaker situates the argument within a recognizable temporal framework, implicitly suggesting that these standards are deeply ingrained in the democratic process. This timeline not only clarifies the speaker's critique but also emphasizes the extraordinary nature of the recent actions, making the audience more receptive to viewing the policy shift as a concerning departure from the status quo.

Furthermore, Hyland's **interactive markers** enhance the coherence of the argument by organizing the historical comparison in a way that is accessible to the audience. The use of phrases like "**shows to you**" functions as an **engagement marker**, drawing the audience's attention to the implication that this policy shift is indeed "**normalized**" under the current administration. This engagement technique subtly prompts the audience to reflect on their own values concerning democratic accountability, inviting them to internalize the critique as a

shared concern. By structuring the argument with clear **evidential markers** and accessible language, the speaker not only builds a compelling case but also fosters a sense of alignment with the audience, making the argument appear less confrontational and more like a call to mutual understanding.

By effectively integrating these rhetorical and metadiscursive strategies, the speaker establishes a **credible, clear, and authoritative starting point** that resonates with the audience's respect for historical precedent and democratic norms. This historical grounding in **Datum 2.4** functions as a powerful persuasive tool, creating a framework that lends itself to further critique of recent political actions as deviations from accepted practices. In doing so, the speaker paves the way for a structured and logically coherent argument that will allow them to build upon this foundation in subsequent stages of the debate. This initial setup not only addresses the **burden of proof** in the opening stage but also primes the audience to view the speaker's stance as a reasoned, principled opposition that aligns with their shared values and expectations regarding democratic governance.

c. **Argumentation Stage**

The **Argumentation Stage** in the debates of the English Debating Society of University of Indonesia is where the central exchange of

arguments and counterarguments occurs. This stage aligns with the definition by Van Eemeren and Grootendorst (2004), which describes the argumentation stage as the phase where debaters defend their standpoints and attempt to weaken the opposition's arguments. It involves presenting logical reasoning, evidence, and structured rebuttals to prove or disprove claims. The **Argumentation Stage** is a dynamic and crucial phase of the debate, where debaters not only defend their own arguments but also systematically dismantle the opposition's points. As noted by Van Eemeren and Grootendorst (2004), it is through this process that both sides construct a logical and coherent case, aiming to persuade the audience and adjudicators of the superiority of their argumentation.

1) **Clues for analogy argumentation**

The **clue for analogy argumentation** section in the English Debating Society of University of Indonesia debates involves using comparisons to highlight similarities between two cases. These analogies help debaters create relatable or familiar scenarios, allowing the audience to better understand complex issues through comparisons with known concepts.

Analogies like these play a critical role in debates by making abstract or complex issues more accessible and emotionally impactful for the audience. They allow speakers to connect theoretical concepts with real-world examples, reinforcing their arguments through familiar

comparisons. The following example is the selected data of **clues for analogy argumentation** found in English Debating Society University of Indonesia:

Datum 2.5

Take a look. **For example**, it takes a long time to be actually created through the incentive bodies, but the fact that Alvi to actually change it shows that it's more sustainable for them.

In **Datum 2.5**, the speaker advances their argument by employing an **analogy** that compares meme investments to sustainable policy development. This analogy serves as a tool in the **argumentation stage**, framing the concept of meme investments within a familiar context of policy development that the audience can easily relate to. By drawing a parallel between meme investments and sustainable policy, the speaker suggests that investments, much like policies, require deliberate, methodical processes to achieve stability and long-term success. This analogy implies that rapid, impulsive approaches lack the foundation necessary for sustainability, positioning meme investments as risky and fundamentally unstable when they are pursued without proper planning and foresight.

Using **Ilie's framework**, this analogy incorporates *logos* by presenting a logical connection between meme investments' unpredictability and the structured approach needed for their viability. By appealing to the audience's **rational understanding**, the speaker implies that investments should ideally be approached with the same

rigor and intentionality as effective policies, which are carefully developed over time to withstand challenges. This reasoning appeals to the audience's appreciation for systematic processes, casting meme investments as imprudent if they lack similar structure. Furthermore, this analogy reflects *ethos* by positioning the speaker as an insightful, knowledgeable figure who can draw meaningful connections across seemingly different domains. This ability to draw relevant parallels between investment and policy development suggests a deep understanding of both investment dynamics and the qualities that contribute to sustainability, enhancing the speaker's credibility and authority on the topic.

Simultaneously, **Hyland's metadiscourse markers** enhance the analogy's clarity, ensuring that the comparison resonates with the audience. The phrase "**for example**" functions as a **code gloss**, simplifying the speaker's point by introducing an illustrative comparison that bridges the conceptual gap between meme investment and policy-making. This **code gloss** allows the audience to understand that the analogy is not just a literal comparison but rather a means to emphasize the importance of stability and long-term planning. The term "**for example**" also subtly reinforces the argument's structure, acting as a clarifying device that enables the audience to envision meme investment's risks in a more relatable context. By including such markers, the speaker guides the audience's interpretation of the

analogy, aligning their understanding with the intended implication that stable investments, like well-crafted policies, are the product of careful and intentional development.

In a broader context, this analogy in **Datum 2.5** functions as a **logical scaffold** that bolsters the argument's structure, illustrating meme investments' potential flaws through a comparison to policy practices widely recognized as necessary for lasting success. The speaker uses this scaffold to argue that meme investments, if driven by impulsive market trends rather than calculated strategies, are unlikely to sustain value over time. This analogy prompts the audience to view meme investments critically, positioning them as short-sighted ventures that lack the foundational strength seen in thoughtfully developed policies. The familiarity of the policy-development process reinforces the speaker's claim, as the audience can intuitively grasp that the investment built on impulse rather than strategy are likely to falter.

By integrating **rhetorical appeals (Ilie)** and **metadiscursive markers (Hyland)**, the speaker presents a well-supported, clear, and relatable analogy that strengthens their argument in the **argumentation stage**. The logical and structured nature of the analogy provides the audience with a lens through which they can critically evaluate meme investments, framing them as unsustainable without a grounded, intentional approach. This layered argumentation technique not only solidifies the speaker's critique of meme investments but also enhances

the persuasiveness of their overall stance, encouraging the audience to view sustainable practices as essential for both policy and financial success. Ultimately, the analogy positions the speaker's argument as both logically sound and intuitively relatable, fostering a deeper understanding of the risks associated with unstructured investment practices.

2) **Indications for symptomatic argumentation**

The **indications for symptomatic argumentation** involve the use of statements that highlight a cause-and-effect relationship or the symptoms of a larger issue. In debates within the English Debating Society University of Indonesia, **symptomatic argumentation** is frequently employed to demonstrate how certain actions or systems result in particular outcomes. These indications serve as a tool for debaters to create logical connections between systemic failures and their consequences, ensuring that their arguments are rooted in real-world outcomes. By presenting the symptoms of these broader issues, debaters make their case for why reforms are necessary and why the current systems are ineffective. The following example is the selected data of **indications for symptomatic argumentation** found in English Debating Society University of Indonesia:

Datum 2.6

...even if you're financially savvy, **for example**, you're also not going to be able to get any amount of profit because you're **literally** also going to have to play the **guessing game**.

In **Datum 2.6**, the speaker leverages **symptomatic reasoning** to critique meme investing. This statement draws on the inherent unpredictability of meme stocks, suggesting that meme investing is driven more by chance than by informed financial strategy. Through symptomatic argumentation, the speaker implies that meme stocks lack the stable, rational structures that are typical in traditional investments, making meme investment outcomes highly volatile and dependent on luck rather than skill. By positioning unpredictability as a central “symptom” of meme investing, the speaker argues that external market fluctuations, rather than investor expertise, dictate returns, thus casting meme stocks as unreliable and unsustainable investment vehicles.

Ilie’s framework illuminates how this reasoning uses *logos* to appeal to the audience’s rational assessment of risk in investment practices. By framing meme investment as a “**guessing game**,” the speaker highlights the irrationality of relying on this investment model, contrasting it with the systematic, analytical approach that underpins traditional investment strategies. This logical critique not only questions the soundness of meme stocks but also indirectly undermines the credibility of those who promote them as legitimate investment options. The speaker’s description of meme investing as arbitrary and chaotic encourages the audience to adopt a skeptical stance toward such investments, as it logically follows that the investment governed by unpredictable variables offer no reliable path to profit.

Furthermore, this **symptomatic reasoning** subtly implies that, because meme investments are prone to sudden shifts based on viral trends or social media influence, they are inherently flawed as stable financial instruments. This logical approach resonates with audiences who value rational decision-making and who may already be wary of high-risk investments. By characterizing meme investing as a **“guessing game,”** the speaker effectively reinforces the notion that meme stocks are closer to gambling than to prudent financial strategy, thus urging caution among potential investors.

In line with **Hyland’s metadiscourse framework**, **interactive markers** like **“for example”** and **interactional markers** such as **“literally”** serve as **code glosses** that clarify and reinforce the speaker’s argument about meme investing’s instability. These markers provide the audience with concrete examples that highlight the randomness inherent in meme stocks, bridging the gap between abstract financial concepts and more relatable real-world scenarios. The phrase **“for example”** helps illustrate the point by situating financial expertise in a context that directly addresses meme stocks’ unpredictability, guiding the audience to understand that even well-informed investors cannot bypass the element of luck in this arena. Similarly, **“literally”** emphasizes the randomness and lack of control investors have over these volatile stocks, underscoring the argument that meme investing does not align with rational or informed decision-making processes. By

employing these markers, the speaker makes the argument relatable and accessible, enabling the audience to clearly envision the unpredictability as symptomatic of a critical flaw in meme stocks.

This rhetorical and metadiscursive combination makes the argument not only logically sound but also accessible, as it presents meme investing as a financial model with inherent deficiencies that defy informed strategies. By portraying meme investments as unstable and unreliable, the speaker aims to position these stocks as a cautionary example, inviting the audience to question the appeal of such investments despite their viral popularity. This **symptomatic argumentation**, supported by *logos* and metadiscursive markers, warns the audience about the dangers of treating meme investments as credible financial assets, suggesting that these stocks ultimately lack the essential qualities of reliable investment vehicles.

In conclusion, the speaker's reliance on symptomatic reasoning effectively positions meme investing as a flawed approach, cautioning would-be investors to consider the lack of reliable returns in a market governed by chance. The integration of **rhetorical appeals** and **metadiscursive markers** strengthens this critique, enhancing its relatability and grounding the argument in well-understood investment principles. This approach not only provides a clear and logical critique but also appeals to the audience's desire for stability and predictability in investments, ultimately portraying meme stocks as too precarious to

constitute a sound financial strategy. This structured warning provides a compelling argument that aligns meme stocks more closely with speculative risks than with sustainable investing practices, urging the audience to reconsider the allure of such unpredictable financial ventures.

3) **Indications in the verbal presentation of arguments**

The **indication in the verbal presentation of arguments** section highlights how speakers structure their arguments through verbal cues that guide the audience. These indications include explicit markers, such as “*first*,” “*second*,” and “*finally*,” which help the audience follow the logical progression of arguments and prepare them for the upcoming points. Such markers also reinforce clarity and ensure that the structure of the argument is transparent and easy to follow. These verbal cues are essential for maintaining a coherent argument and keeping the audience engaged, as they help to clearly delineate each part of the speaker's reasoning, ensuring the flow of the debate remains easy to follow. The following example is the selected data of **indications in the verbal presentation of arguments** found in English Debating Society University of Indonesia:

Datum 2.7

First, I'm going to establish why punishment in the military is very important,

In **Datum 2.7**, the speaker's argumentation is characterized by verbal cues designed to guide the audience through their reasoning and

reinforce their stance. The phrase serves as a verbal indicator that helps structure the presentation and signal the introduction of the argument. This explicit marker is a subtle yet effective tool for organizing the argument, ensuring clarity, and allowing the audience to anticipate the logical progression of points. By using this phrase to signal the structure, the speaker not only enhances coherence but also reinforces the foundation of their stance, enabling each subsequent point to build cumulatively on the initial premise. This structured presentation anchors the speaker's position as thoughtful and well-prepared, setting the stage for a reasoned exploration of the importance of punishment in the military.

Within **Ilie's framework**, this verbal indicator appeals to *logos* by guiding the audience through a step-by-step logic that starts with a foundational point on punishment. By beginning with “**First,**” the speaker sets up a logical sequence that introduces each point in a clear and anticipated order. This appeal to *logos* strengthens the perception of the argument as organized and comprehensive, allowing each point to align purposefully with the speaker's ultimate position on military discipline. Additionally, by framing this introductory phrase as a preliminary step, the speaker provides a structured roadmap for the audience, implicitly signaling those further points will follow to expand upon this foundational argument. This organized approach enables the

audience to engage with the argument more readily, as they can clearly identify the sequence and rationale of each claim.

From **Hyland's metadiscourse perspective**, "**First**" functions as an **interactive marker** that facilitates the audience's navigation through the argument's structure while fostering a conversational flow. The explicit use of a numbered sequence provides a **frame marker** that establishes a logical sequence and reinforces coherence, helping the audience see each claim as part of an integrated whole. By framing the argument as a series of interconnected points, the speaker enhances internal cohesion, transforming each statement into a building block that contributes to the overall argument. Additionally, the phrase, "**I'm going to establish why punishment in the military is very important,**" acts as an **endophoric marker**, signaling that this point will serve as a foundation that will be expanded upon. This structured setup helps to anchor the initial premise and guide the audience's attention to the rationale behind each point, reinforcing the speaker's stance.

The blend of **rhetorical appeals (Ilie)** and **metadiscourse markers (Hyland)** in this verbal presentation transforms it into a strategic tool that conveys information while actively structuring the logic of the argument. By using verbal cues like "**First,**" the speaker ensures that the audience remains aligned with the argument's flow, fostering a sense of clarity and logical progression that supports the

overall stance. This introductory phrase underscores the speaker's credibility, as a clear and organized presentation suggests a thorough, methodical approach that enhances the audience's trust in the speaker's reasoning.

Ultimately, the speaker's use of verbal indicators strengthens the accessibility and engagement of the argument. The interplay of **rhetorical appeals and metadiscursive elements** constructs a cohesive framework, allowing the audience to follow the argument's progression with confidence. This structured presentation resonates with the audience, leading them toward a clear understanding of the argument's purpose and reinforcing alignment with the speaker's stance on the importance of military discipline.

d. Conclusion Stage

The **Conclusion Stage** in the English Debating Society of University of Indonesia (EDS UI) debates is where speakers summarize their arguments and either maintain or withdraw their standpoint. This stage serves to reinforce the speaker's position or acknowledge any shifts that occurred during the debate. According to Van Eemeren and Grootendorst (2004), the conclusion stage is vital as it marks the resolution of the argumentation process, providing clarity on the final stance of each side. The **Conclusion Stage** provides a crucial opportunity for debaters to solidify their arguments and clarify their final position, either by

maintaining their stance or by making adjustments based on the flows of the debate.

1) The protagonist maintains or withdraws his standpoint

The **Protagonist's Standpoint** in debates often remains either maintained or withdrawn depending on how the argument progresses. In the debates analyzed in this study, speakers generally attempt to maintain their standpoint by providing consistent evidence and responding effectively to counterarguments. The act of maintaining or withdrawing a standpoint is crucial in concluding debates, as it shows whether the protagonist's argument has withstood scrutiny or requires revision. The decision to maintain or withdraw a standpoint is a key indicator of the protagonist's argumentative strength, showcasing their ability to adapt or reinforce their claims in the face of opposition. This strategic decision significantly influences the outcome of the debate, guiding the final judgment of whose argument prevails. The following example is the selected data of **the protagonist maintains or withdraws his standpoint** found in English Debating Society University of Indonesia:

Datum 2.8

we are **very proud** to propose to say that this does way more harm.

In **Datum 2.8**, the speaker demonstrates a confident **Conclusion Stage** by affirming their opposition with the statement, “**we are very proud to propose to say that this does way more harm.**” This

statement exemplifies the **protagonist maintaining their standpoint** at the end of the debate, encapsulating their unwavering rejection of vicarious liability. By closing with “**very proud,**” the speaker not only conveys a sense of satisfaction and pride in their stance but also signals an unshakeable commitment to their argument. This phrase anchors the conclusion with conviction, suggesting that the opposition to vicarious liability has been carefully reasoned and is fully embraced by the speaker and their team. In essence, this strong, affirmative closing allows the speaker to present their position as one that is thoroughly considered, ethically grounded, and confidently upheld, effectively leaving no room for ambiguity in their final stance.

Through **Ilie’s framework**, the phrase “**we are very proud**” engages *ethos* by showcasing a collective commitment to the position, portraying the stance as one that resonates with deeply held ethical principles. By choosing to express pride in the conclusion, the speaker appeals to the audience’s sense of shared integrity and conviction, framing the argument as one rooted in a commitment to moral and ethical values. This **collective *ethos* marker** suggests that the argument reflects a unified belief held by the entire team, thus enhancing the credibility of the conclusion by implying that it is backed by a group consensus rather than individual opinion alone. This creates a perception of reliability, as the audience is led to see the argument as a thoroughly vetted and thoughtfully endorsed position. Such expressions

of pride act as an ethical appeal, positioning the speaker and their team as principled advocates for responsible accountability and governance, further strengthening the argument's legitimacy.

Within Hyland's metadiscourse markers, "very proud" functions as a **booster**, enhancing the confidence of the speaker's closing argument by presenting it as definitive and beyond reproach. This **booster** reinforces the speaker's conviction, projecting their stance as well-established and non-negotiable. By framing the position with assertive language, the speaker not only amplifies the finality of their viewpoint but also preempts counterarguments by conveying a sense of unyielding commitment. This decisive phrasing implies that the opposition to vicarious liability is not open to further debate, effectively marginalizing potential rebuttals and encouraging the audience to accept the position as both credible and conclusive.

The assertiveness of this booster works in tandem with the speaker's pride to create an impression of unwavering integrity, leaving the audience with the perception that this stance has been reached through both rigorous evaluation and ethical reflection. Furthermore, this closing assertion leverages the social impact of confidence and certainty, as the speaker's prideful endorsement suggests a well-rounded understanding of the issue, making it difficult for the audience to doubt the thoroughness or validity of the argument. This combination of confidence and ethical appeal effectively closes the debate by

ensuring that the final impression of the argument is one of strength, reliability, and moral clarity.

By combining **rhetorical and metadiscursive strategies**, the speaker crafts a powerful and memorable conclusion that resonates with the audience, leaving them with a lasting sense of the argument's integrity and credibility. The assertive use of *ethos* and **booster** solidifies the speaker's final stance, emphasizing their unwavering conviction and ethical commitment to opposing vicarious liability. This strategic combination allows the speaker to close the debate with authority, reinforcing the perception that their position is not only logically justified but also ethically sound. As a result, the audience is left with a clear, resolute impression of the speaker's standpoint, viewing it as both well-considered and morally compelling.

In summary, the speaker's integration of these **rhetorical appeals (Ilie)** and **metadiscursive markers (Hyland)** in the conclusion stage effectively solidifies their argument, positioning their opposition to vicarious liability as a definitive and ethical stance. This strong, confident closing reinforces the speaker's credibility and moral integrity, providing the audience with a compelling reason to align with the speaker's position and accept their argument as both reasonable and principled.

2) **The antagonist maintains or withdraws his doubt.**

In debates within the English Debating Society of University of Indonesia (EDS UI), the **Antagonist's Doubt** is maintained or withdrawn depending on how successfully they can challenge the protagonist's arguments. The antagonist often begins by expressing skepticism toward the protagonist's claims, attempting to weaken their position through counterarguments or by questioning the validity of their reasoning. However, there are also instances where the antagonist may withdraw doubt if the protagonist effectively addresses their concerns. For instance, when the protagonist demonstrates that accountability reforms are comprehensive and fair, the antagonist may concede that their initial doubts were either overstated or resolved. In conclusion, the antagonist's ability to maintain or withdraw doubt significantly impacts the debate's progression, as it reflects the strength of the protagonist's defense and the validity of the antagonist's concerns. The following example is the selected data of **the protagonist maintains or withdraws his standpoint** found in English Debating Society University of Indonesia:

Datum 2.9

we prevent excessive power... it **might take a longer time.**

In **Datum 2.9**, the antagonist's **Conclusion Stage** is defined by their commitment to sustaining doubt, demonstrated in statements such as, "we prevent excessive power... it might take a longer time." This

statement encapsulates the antagonist's cautious approach, expressing concern over policies that they believe are implemented hastily and without sufficient democratic oversight. By emphasizing the potential consequences of unchecked executive power, the antagonist signals a persistent skepticism toward swift policy shifts, implying that while rapid changes might seem efficient, they risk unintended and lasting harm. This ongoing doubt is presented not as mere opposition but as a principled stance, grounded in the values of responsible governance and sustainable policy-making. Through this framing, the antagonist effectively positions themselves as a proponent of procedural integrity and caution, advocating for policies that undergo rigorous checks to ensure long-term stability and efficacy.

Using **Ilie's framework**, the antagonist incorporates *logos* to logically appeal to the audience's understanding of governance, presenting their cautious stance as rooted in reasoned, well-founded concerns. By stating that their approach "**might take a longer time,**" the antagonist highlights the value of methodical, well-considered decision-making, contrasting it with the perceived recklessness of rapid policy changes. This appeal to *logos* encourages the audience to recognize that sustainable governance often requires time and deliberate processes, as rushed decisions may lack the thorough vetting necessary to identify and mitigate potential risks. Through this logical appeal, the antagonist frames their opposition as a measured stance,

advocating for responsible policy-making that is aware of and responsive to the complexities and long-term consequences inherent in governance. This reliance on structured, procedural approaches further enhances the speaker's *ethos*, portraying them as defenders of stability and accountability rather than mere opponents of change.

Moreover, **Hyland's metadiscourse markers** reinforce the antagonist's cautious approach. The phrase "**might take a longer time**" serves as a **hedge**, softening the antagonist's position and conveying a realistic awareness of the complexities involved in policy implementation. This hedging device suggests a nuanced understanding, indicating that the antagonist's stance is not rigidly opposed to change but rather advocates for a balanced approach that avoids rushing potentially impactful decisions. By tempering their stance with caution, the antagonist avoids presenting an absolutist position, instead inviting the audience to appreciate the value of measured progress in governance. This hedging strategy allows the antagonist to maintain their doubt while fostering flexibility, acknowledging that while certain policies may ultimately prove beneficial, they must be implemented responsibly to avoid unintended harm.

The hedge "**might take a longer time**" also subtly encourages the audience to consider the implications of a policy's pace and its alignment with democratic principles. This language highlights the

importance of oversight and accountability in policy-making, suggesting that responsible governance requires transparency and deliberation. By framing their skepticism within this cautious and procedural lens, the antagonist encourages the audience to reflect on the risks associated with unchecked executive authority, positioning their stance as one that prioritizes democratic integrity. This use of **interactive metadiscourse** not only helps to temper the antagonist's argument but also aligns their position with values of ethical governance, reinforcing their role as advocates for checks and balances within governmental processes.

Through this careful balance of **rhetorical and metadiscursive strategies**, the antagonist effectively upholds their doubt, presenting it as both logically and ethically grounded. By advocating for a more deliberate approach, they suggest that policies enacted without sufficient scrutiny may ultimately undermine democratic processes and lead to unintended consequences. This stance positions the antagonist as a principled critic, whose concerns stem from a commitment to democratic accountability rather than an aversion to change. By emphasizing the need for caution and due diligence, the antagonist subtly reinforces their skepticism as a rational and ethically responsible approach, maintaining their opposition while underscoring the potential risks of hasty policy decisions.

In conclusion, the antagonist's integration of **Ilie's rhetorical appeals** and **Hyland's metadiscursive markers** enables them to sustain their doubt effectively in the conclusion stage. Their reasoned and cautious approach underscores their commitment to responsible governance, framing their skepticism as a principled stance that upholds the values of democratic integrity and accountability. This balanced rhetoric not only allows the antagonist to maintain their opposition but also resonates with the audience's understanding of ethical governance, leaving them with a clear and compelling argument for the importance of deliberate, well-considered policies.

B. Discussion

During this session, I explained the core findings of the study by revisiting the two primary research questions: **(1) What are the types and functions of metadiscourse markers used by the speakers of English Debating Society of University of Indonesia?** and **(2) How are the metadiscourse markers used by the speakers of English Debating Society of University of Indonesia?**. These questions aim to uncover both the explicit and nuanced ways in which speakers employ language tools specifically metadiscourse markers to not only present their arguments but also to influence, guide, and connect with their audience. This multifaceted investigation allows for a deeper understanding of the strategic use of language in oral argumentative settings, such as society debates.

In analyzing metadiscourse within debate settings, Ilie's (2003) framework on parliamentary metadiscourse proves valuable, specifically through the examination of Rhetorical Appeals, Metadiscursive Utterances, and Metadiscursive Strategies. Notably, **inserted parliamentary metadiscourse** markers were frequently observed (26 instances), while **ethos markers** appeared less often (17 instances). This pattern aligns with the nature of structured debates, where the primary aim is to maintain logical coherence, aligning with Ilie's (2003) argument that parliamentary settings prioritize rational discourse over personal appeals to character. Studies such as Hyland's (2005) broader discourse research indicate that logical structuring elements, such as inserted markers, serve to facilitate smooth transitions between points, reducing misunderstandings and enhancing clarity in discourse, which is essential in debates where precision is critical (Hyland, 2005). This tendency to prioritize structural clarity over ethical appeals can also be seen in more recent studies on discourse markers in academic and competitive settings, where factual reliability and logical organization are emphasized to build authority without overt reliance on character-based appeals (e.g., Kuhi, 2020; Farghal & Kalakh, 2020). These studies collectively suggest that, while ethos markers contribute to perceived speaker credibility, they are strategically minimized in favor of markers that highlight logical continuity, thus reinforcing the objective, analytical tone of formal debates.

In a similar vein, Hyland's (2005) model of interactional metadiscourse markers reveals a high frequency of **Engagement Markers** (18 instances) as compared to **Self-mentions** (15 instances). **Engagement markers**, which help

involve the audience directly, were primarily observed in phrases such as “you might consider” or “let’s examine,” enabling the speaker to capture the audience’s attention without overtly personalizing the discourse. In academic and formal contexts, engagement markers provide a sense of direct involvement for the audience while maintaining the speaker’s stance as analytically objective rather than personally invested, an approach supported by Effendi and Wahyudi’s (2023) analysis of interactional markers in formal speech settings. **Self-mentions**, although less frequent, still play an important role in developing rapport and inclusivity, helping the speaker establish authority without detracting from objectivity (Hyland, 2005). This distribution highlights a balance between drawing the audience into the discourse while preserving a neutral and credible speaker presence. Studies focusing on formal debate styles, such as Farghal and Kalakh’s (2020) examination of US presidential debate translations, confirm that engagement markers are integral in maintaining attention and clarifying speaker intent, especially where audience comprehension is crucial to argument reception.

Hyland’s (2005) framework also includes interactive metadiscourse markers, where **Transition Markers** were the most frequent (20 instances), with **Endophoric Markers** and **Code Glosses** appearing less often (8 instances each). This pattern underscores the importance of clear transitions in ensuring logical flow, particularly in competitive debate contexts where structured argumentation is essential. Transition markers, such as “*however*,” “*in addition*,” and “*therefore*,” serve to logically connect ideas, guiding the audience through a coherent progression of arguments. Supporting this finding, Ilie’s (2003) study on

institutional discourse highlights the role of transitions in guiding listener comprehension, suggesting that transitions help facilitate a structured delivery that reinforces the credibility of arguments. **Endophoric markers** and **code glosses**, though less frequent, provide added clarity by referring back to previous statements or by simplifying complex ideas, respectively. Recent analyses in linguistics, such as Aisha's (2021) work on metadiscourse in persuasive communication, further validate the importance of **endophoric markers** and **code glosses** in maintaining clarity and enhancing listener engagement, particularly in settings that rely on logical argumentation.

Finally, using Van Eemeren and Grootendorst's (2004) argumentation stages model to analyze stance markers reveals a high frequency of **Maintaining or Withdrawing Standpoints** (34 instances), with fewer **Analogy Argumentation Clues** (10 instances). In debates, where the strength of an argument often lies in consistency, participants frequently maintain a clear stance to emphasize their position and establish reliability. By contrast, analogy clues are used less often, perhaps due to the formality of debate settings where factual and logical consistency are prioritized over illustrative comparisons. Studies such as Dichoso, Malenab, and Galutan's (2022) analysis of British parliamentary debates support this observation, indicating that consistent stances help reinforce arguments' strength, whereas analogies are used more selectively. The emphasis on maintaining stances aligns with findings in other studies that show how debate participants favor directly supporting claims over relying on comparisons, as clarity and a well-defined argumentative line are critical for persuasiveness in structured settings (Kuhi et al.,

2020). This reliance on clear, unambiguous standpoints reflects a disciplined approach to argumentation that prioritizes logical coherence, ensuring that the audience is able to follow and evaluate the argument objectively.

Based on Van Eemeren and Grootendorst's (2004) argumentation stages model, metadiscourse markers play a pivotal role in facilitating each stage of the debate, specifically by guiding the progression from confrontation to conclusion.

In the **Indicators of Standpoints stage**, Logos (Logical Appeal) is the most frequently used rhetorical strategy. Standpoints are primarily constructed based on logical reasoning, supported by evidence, facts, and data. The argument is presented in a rational manner, where the speaker's position is grounded in clear and coherent reasoning. Additionally, Metadiscursive Techniques like Reporting and Quoting are used to solidify the standpoint by citing authoritative sources, studies, or statistical evidence. This enhances the credibility of the argument and allows the speaker to back up their claims with factual references. Embedded Parliamentary Metadiscourse is also employed, where phrases such as "As demonstrated by..." help situate the argument within a broader context and affirm its relevance. Thus, the standpoint is reinforced logically and with credible evidence, establishing a well-supported argument.

In the **Indicators of Disputes stage**, Logos (Logical Appeal) and Ethos (Ethical Appeal) work in tandem. Disputes usually stem from logical contradictions or challenges to the presented evidence, so Logos is instrumental in providing counterarguments that challenge the opponent's standpoint. The disputing party

often presents facts, evidence, or reasoning that contradict the initial claim. Additionally, Ethos comes into play as the speaker asserts their credibility and expertise in order to undermine the opponent's argument. The use of Metadiscursive Techniques such as Hedges (e.g., "Perhaps the research is not conclusive...") signals uncertainty or disagreement without completely dismissing the opponent's position. Similarly, Inserted Parliamentary Metadiscourse (such as "In my experience...") helps to indicate personal expertise or authority when questioning or disputing another's argument.

In the stage of **Analyzing the Distribution of the Burden of Proof**, Logos (Logical Appeal) plays a central role in assigning the responsibility of proof in an argument. This stage is about allocating evidence and determining who must substantiate their claims. The speaker logically establishes why the burden of proof lies with a particular party. This is often done by pointing out that the opposing party has not yet provided sufficient evidence or reasoning to justify their position. Ethos (Ethical Appeal) is also relevant here, as the speaker may emphasize their own authority in determining what evidence is necessary or challenge the opponent's credibility in fulfilling the burden of proof. Metadiscursive Techniques like Metadiscursive Attribution Strategy help to allocate responsibility for evidence or logical proof. For example, phrases like "The burden of proof is on you to demonstrate..." are used to establish who should be responsible for providing valid arguments.

When **Establishing Starting Points**, Ethos (Ethical Appeal) plays a significant role, as it involves the speaker asserting their credibility to establish

foundational premises upon which the argument will be built. The starting points must be seen as credible and authoritative, so speakers often rely on their experience or expertise to set these premises. Logos (Logical Appeal) also plays a key role in ensuring the starting points are rational and logically sound, often drawing from accepted facts or principles that provide a solid foundation for the argument. Metadiscursive Techniques like Metadiscursive Attribution Strategy are used here, where the speaker cites authoritative figures, institutions, or studies to substantiate the established premises. Phrases like “As supported by experts...” or “The foundation of this argument is based on established principles...” help establish credibility. Reporting and Quoting authoritative sources may also be used to strengthen the position.

In **Analogy Argumentation**, Logos (Logical Appeal) is a dominant rhetorical strategy, as analogies are used to make logical comparisons between two similar situations. Analogies help to clarify complex arguments by showing that if two things are alike in some ways, they must also be alike in other ways. However, Pathos (Emotional Appeal) also plays a role, as analogies can evoke emotions and create more persuasive or relatable arguments. Analogies often use familiar or emotionally resonant situations to connect with the audience on a deeper level. Metadiscursive Techniques like Inserted Parliamentary Metadiscourse help clarify the analogy, often using phrases like “For example...” or “Consider this analogy...” These markers introduce the analogy to the audience, framing it in a way that strengthens the argument. Additionally, Relational Markers (e.g., “just as,”

“similarly”) guide the audience to understand the comparison being made, helping the analogy to be logically persuasive.

In **Symptomatic Argumentation**, Logos (Logical Appeal) is essential because this type of argumentation involves inferring conclusions from symptoms, signs, or observable facts. The argument is grounded in logical reasoning, where the speaker makes an inference that the observed symptoms or evidence point to an underlying issue or problem. Pathos (Emotional Appeal) also becomes important in this stage, as speakers often use symptoms to create an emotional response, linking the evidence to a broader societal or personal impact. For instance, highlighting the symptoms of an environmental or health crisis may invoke concern or urgency among the audience. Metadiscursive Techniques like Booster Markers (e.g., “Clearly,” “It’s evident that...”) are used to emphasize the importance of the symptoms or signs being discussed. Reporting and Quoting authoritative findings, studies, or statistics can substantiate the symptoms and help strengthen the argument.

When it comes to the **Verbal Presentation of Arguments**, Logos (Logical Appeal) is again central, as the argument needs to be presented in a clear, logical, and organized manner for the audience to follow. Ethos (Ethical Appeal) is equally significant, as the speaker must communicate their authority, ensuring the audience views their argument as credible and trustworthy. The verbal presentation itself must reflect a sense of clarity and responsibility. Pathos (Emotional Appeal) can also be integrated into the verbal presentation, especially if the speaker wants to connect with the audience on an emotional level. Metadiscursive Techniques such

as Organizational Markers (e.g., “First,” “To begin with,” “In conclusion”) help to structure the argument, making it easier for the audience to follow. Additionally, Inserted Parliamentary Metadiscourse phrases like “Let me now explain...” or “This leads us to our next point...” guide the flow of the argument, ensuring coherence and clarity.

In the **protagonist maintains or withdraws his standpoint** stage, Logos (Logical Appeal) plays a key role in either reinforcing or revising the protagonist’s standpoint. If the standpoint is maintained, the protagonist often presents further evidence, data, or reasoning to support their position. If the standpoint is withdrawn, it is typically due to a lack of sufficient evidence or a recognition of logical flaws. Ethos (Ethical Appeal) is also important as the protagonist’s credibility is at stake. A responsible speaker may withdraw a standpoint when faced with counterarguments, while a less credible speaker might stubbornly maintain an unsupported position. Metadiscursive Techniques such as Hedges (e.g., "I may need to reconsider...") are often used when withdrawing a standpoint. On the other hand, Booster Markers (e.g., “I stand by my argument because...” or “It is clear that...”) are used to emphasize the continued validity of the standpoint.

For the **Antagonist’s Maintenance or Withdrawal of Doubt**, Ethos (Ethical Appeal) is again crucial. The antagonist must assert their credibility in maintaining doubt or withdrawing it. If doubt is maintained, the antagonist may offer logical reasons for skepticism, demonstrating why they remain unconvinced. Logos (Logical Appeal) helps the antagonist provide reasons or counterexamples that reinforce their doubt. If the antagonist withdraws their doubt, it is usually because

they have encountered compelling evidence. Metadiscursive Techniques such as Booster Markers (e.g., “I’m now convinced that...” or “It seems clear that...”) may be used to express the antagonist’s acceptance. Alternatively, Hedges (e.g., “I’m still unsure, but I acknowledge your point...”) might be employed when the antagonist is less certain but willing to reconsider their position.

In conclusion, each stage of the argumentation process is intertwined with various rhetorical strategies and metadiscursive techniques. Logos (Logical Appeal) consistently serves as the backbone for constructing, maintaining, or disputing arguments. However, Ethos (Ethical Appeal) and Pathos (Emotional Appeal) also play essential roles, especially when credibility or emotional engagement is at stake. Metadiscursive Techniques such as Reporting and Quoting, Hedges, and Boosters facilitate the clear presentation and structuring of arguments, ensuring the communication is both persuasive and coherent.

In the **confrontation stage**, where debaters present their initial positions and prepare for opposition, **hedges** were commonly employed to cautiously introduce arguments. This strategic use of hedging allows debaters to present points in a flexible way, keeping their stance adaptable in anticipation of counterarguments. For example, phrases like "*it might be argued*" or "*perhaps*" temper the commitment to certain claims, making it easier to address opposing views if needed. Kashiha (2021) supports this finding, noting that **hedges** in debate settings can maintain argument resilience while signaling openness to alternative perspectives. During the **opening stage**, frame markers such as "*first*" and "*next*" were frequently used to sequence arguments logically. These markers clearly outline the structure,

helping the audience follow the argument's logical progression. Studies on metadiscourse in debate settings, like those by Aisha (2021), reveal that these markers are essential for establishing a cohesive argument structure. By signaling each step, speakers ensure that their audience can track the argument and anticipate the main points, reinforcing the clarity and strength of the overall argumentation. **Boosters** were commonly used to strengthen claims, especially when speakers aimed to emphasize certainty or authority. Phrases like "*undoubtedly*" or "*clearly*" project confidence and reinforce the speaker's authority, a tactic also observed by Kuhl et al. (2020) in high-stakes debate contexts. Furthermore, **self-mentions**, such as "*we argue*," were employed to reinforce the speaker's identity, creating a sense of personal investment in the argument and fostering rapport with the audience. In the **concluding stage**, **engagement markers** were prevalent as debaters sought to draw the audience into their closing points. Markers like "*you can see*" and "*let's consider*" invite the audience to align with the speaker's viewpoint. This approach aligns with Effendi & Wahyudi's (2023) findings, which emphasize that engagement markers at the end of arguments strengthen audience connection, ensuring that the debater's stance is reinforced effectively in the closing phase.

This study finds that metadiscourse markers at each debate stage demonstrate their strategic function in guiding argumentation flow, clarifying the speaker's stance, and enhancing audience engagement throughout the formal debate structure.

In conclusion, the study of metadiscourse markers reveals their essential role in structuring and enhancing the persuasive power of debate. Through Ilie's (2003) framework, it becomes evident that **parliamentary metadiscourse markers**

especially logical structures like *logos* are integral to fostering clear, rational arguments. This use of **logical appeals** supports findings by Albalat-Mascarell and Carrió-Pastor (2019), who argue that rational structuring enhances credibility and reinforces argumentative coherence. The prevalence of **logos** over **pathos** and **ethos** demonstrates that debates prioritize logical continuity to strengthen the analytical rigor of arguments, particularly in formal settings.

Hyland's (2005) model further emphasizes how interactive and interactional markers support audience engagement while maintaining clarity and cohesion. Interactive markers, such as **transitions markers** and **frame markers**, organize the discourse and guide the audience through complex argumentation, an approach confirmed by studies like Aisha (2021), which found that clear structure through metadiscourse markers improves audience comprehension in formal debates. Interactional markers such as **engagement makers** and **self-mention** serve a dual role by involving the audience without compromising objectivity. This balance between clarity and engagement enhances the persuasive effect, as noted by Effendi and Wahyudi (2023), who observed that interactional markers help speakers connect with the audience, fostering a sense of involvement without overly personalizing the argument.

Lastly, Van Eemeren and Grootendorst's (2004) framework specifically the strategic use of metadiscourse markers across each debate stage from confrontation to conclusion. The frequent use of stance maintenance markers such as **engagement markers** in the conclusion stage exemplifies how debaters consolidate their positions to reinforce the argument's logical strength, aligning with Dichoso,

Malenab, and Galutan's (2022) findings that such markers enhance the consistency and perceived reliability of arguments. By summarizing key points and reasserting their stance, debaters effectively conclude their arguments, leaving a lasting impression on the audience. This strategic use of metadiscourse markers across debate stages not only strengthens argumentative coherence but also heightens the persuasive impact, making metadiscourse an invaluable tool in formal debating contexts especially in Society Debate.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing types, functions, and how the speakers use metadiscourse markers in the English Debating Society of University of Indonesia (EDS UI), I finally answered all the research problems. 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 the models of Ilie (2003), Hyland (2005), and Van Eemeren and Grootendorst (2004), this study concludes that debaters' use of metadiscourse markers serves several strategic functions in constructing and presenting their stance. The findings indicate multiple reasons for employing specific metadiscourse markers in delivering arguments. Firstly, each type of metadiscourse marker has its distinct function, whether it is to guide the audience's understanding, emphasize points, or create cohesion within the discourse. Secondly, debaters use metadiscourse to maintain and reinforce their arguments, ensuring that their core ideas remain clear and prominent throughout the discussion. Thirdly, metadiscourse is essential for responding to and refuting opponents' arguments, facilitating effective counterargument strategies that align with Van Eemeren and Grootendorst's stages of structured argumentation, including confrontation, argumentation, and conclusion phases.

Furthermore, the use of metadiscourse markers extends beyond traditional persuasive strategies aimed at convincing the audience. It influences the speaker's intent and communicative purpose by allowing flexibility in tone, creating rapport, and enhancing the overall rhetorical impact. These functions collectively contribute to a more nuanced and effective argumentative approach, as highlighted in this study, underscoring the importance of metadiscourse in crafting persuasive, well-structured, and engaging debate performances.

This study aimed to explore the use of metadiscourse markers by speakers in the English Debating Society of University of Indonesia to structure arguments, engage audiences, and enhance persuasion. The analysis revealed several important findings. The most frequently employed rhetorical strategy was **logos** (logical appeals), highlighting the debaters' emphasis on constructing arguments that were clear, coherent, and grounded in reason. This focus on logical structure aligns with the formal nature of competitive debating, where factual and well-reasoned discourse is paramount.

Additionally, **interactive markers**, such as transitions ("*firstly*," "*next*") and **frame markers**, were used extensively to guide the audience through the flow of arguments. These markers played a critical role in maintaining the logical sequence of points, ensuring that the audience could follow the discourse effectively. Moreover, **interactional markers**, including **boosters** ("*clearly*," "*undoubtedly*") and **hedges** ("*perhaps*," "*it might be argued that*"), were strategically employed to modulate the strength of the speakers' claims and to acknowledge differing

viewpoints, thereby fostering a balanced interaction that enhanced audience engagement.

The findings also aligned with Van Eemeren and Grootendorst's (2004) **argumentation stages**, where debaters utilized stance indicators in the confrontation stage to clearly present their positions, **frame markers** and **boosters** during the argumentation stage to reinforce their points, and engagement markers in the conclusion to emphasize key takeaways while connecting with the audience. Overall, these findings addressed the research questions effectively, demonstrating the pivotal role of metadiscourse markers in structuring arguments, promoting clarity, and enhancing persuasive communication in formal debate settings. The findings from this study carry several significant implications, spanning practical, theoretical, and academic dimensions.

Practically, this study highlights that understanding and employing metadiscourse markers effectively can enhance debate performance. For debaters and educators, these insights emphasize the importance of training speakers to use **interactive metadiscourse markers** such as **transitions** and **frame markers**, which help maintain clarity and logical progression in arguments. Interactional **metadiscourse markers**, such as **hedges** and **boosters**, can be strategically used to balance assertiveness and openness, allowing speakers to engage the audience while reinforcing their credibility. This approach can be applied in educational contexts, debate training programs, and workshops to improve critical thinking and communication skills.

While this study provides valuable insights into the use of metadiscourse markers within the English Debating Society of University of Indonesia, it is essential to acknowledge its limitations. **Methodologically**, the identification and categorization of metadiscourse markers can be inherently subjective, potentially introducing bias despite the rigorous application of theoretical frameworks. The reliance on qualitative analysis, while providing depth, may limit the generalizability of findings to a broader range of debate contexts or spoken discourse.

Data limitations also played a role in shaping the scope of this research. The analysis was based on a selection of debate videos from specific years, which may not fully represent the range of metadiscourse usage across different debate settings, speakers, or timeframes. The use of video data also restricted the study to observable discourse without access to additional context such as speakers' preparation processes or intentions.

Furthermore, the **scope of the study** was confined to debates conducted in English within a single debating society which is English Debating Society University of Indonesia, limiting the ability to draw comparisons with debates in other languages or cultural settings or other society debate. This constraint may have excluded potential variations in metadiscourse usage influenced by cultural norms or linguistic features. Therefore, while the findings contribute to the understanding of metadiscourse in a specific context, they should be applied with caution when generalizing to other debate formats or environments. Acknowledging these limitations can guide future research to address these gaps by

incorporating a broader dataset, cross-linguistic analysis, or mixed-method approaches for a more comprehensive understanding of metadiscourse in spoken debate.

B. Suggestion

This study has shed light on the essential role of metadiscourse markers in shaping effective and persuasive communication within the context Society Debate. By analyzing the strategic use of these markers by the English Debating Society University of Indonesia, this study has demonstrated how language serves not just as a medium of expression but as a tool for guiding, engaging, and persuading audiences. The integration of theoretical frameworks from Ilie (2003), Hyland (2005), and Van Eemeren and Grootendorst (2005) has provided a comprehensive lens through which to view these markers' functions and contributions to structured argumentation.

The findings underscore the importance of mastering metadiscourse for debaters, especially in Society Debate context. They highlight how strategic language use can enhance clarity, reinforce credibility, and foster audience connection, ultimately contributing to more compelling and effective discourse.

While this research has made meaningful contributions to the field of discourse analysis and debate education, it is only one step in an ongoing exploration of language's power in spoken communication. Future studies can build upon this foundation to further expand our understanding of metadiscourse across diverse settings and cultures, enriching both academic knowledge and practical

applications. The insights gained from this work reaffirm that the careful and conscious use of language is key to not only winning debates but also fostering reasoned, impactful conversations that resonate in various spheres of life.

Based on the limitations of this study, I recommend that future studies consider expanding the scope to include a wider variety of debate contexts and societies beyond the English Debating Society at the University of Indonesia. This approach would enable researchers to capture a broader spectrum of metadiscourse usage, helping to develop a more comprehensive understanding of its functions across diverse debate formats. Additionally, future research could explore metadiscourse use in debates conducted in other languages, which would allow for cross-linguistic comparisons that highlight cultural and linguistic influences on persuasive language strategies. Examining how audiences perceive different metadiscourse markers could also be valuable, as such insights may reveal which markers contribute most to audience understanding, engagement, and persuasion. To enhance objectivity, incorporating quantitative methods, such as frequency analysis, could provide clearer data on marker prevalence and impact. Employing a mixed-methods approach that combines qualitative depth with quantitative rigor would yield a fuller picture of metadiscourse in spoken discourse. Finally, applying metadiscourse analysis to additional settings, such as political debates or academic presentations, would broaden the practical applications of this research, ultimately contributing to a more nuanced appreciation of metadiscourse's role in effective communication.

In conclusion, this study has underscored the crucial role of metadiscourse markers in structuring arguments, enhancing clarity, and engaging audiences within the competitive debate context. By analyzing how speakers in the English Debating Society at the University of Indonesia strategically employ these markers, the study highlights how metadiscourse shapes persuasive, coherent, and impactful communication. The findings reveal that debaters use metadiscourse not merely to present information but to guide listeners, build rapport, and strengthen their arguments, thus reinforcing their communicative intent.

The integration of frameworks by Ilie (2003), Hyland (2005), and Van Eemeren and Grootendorst (2005) has allowed for a multifaceted understanding of how metadiscourse functions within structured debate. However, as with any research, this study has limitations that offer valuable pathways for future exploration. Expanding this analysis to diverse languages, cultural contexts, and discourse settings would further illuminate the varied and nuanced functions of metadiscourse. By recognizing both the practical applications and the theoretical significance of metadiscourse markers, this study contributes to the fields of discourse analysis, debate education, and communication studies, affirming that strategic language use remains foundational to effective, engaging, and reasoned discourse.

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CURRICULUM VITAE



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APPENDICES

Table of Data Metadiscourse Markers Used by the Speakers in English Debating Society of University of Indonesia

Note:

Ilie's Model of Metadiscourse Markers

- LG : Logos (Logical Appeal)
- ET : Ethos (Ethical Appeal)
- PT : Pathos (Emotional Appeal)
- IPM : Inserted Parliamentary Metadiscourse
- EPM : Embedded Parliamentary Metadiscourse
- MAS : Metadiscursive Attribution Strategy
- RQ : Reporting and Quoting

Hyland's Model of Metadiscourse Markers

- HG : Hedges
- BST : Boosters
- AM : Attitude Marker
- SM : Self-mentions
- EGM : Engagement
- TM : Transition Markers
- FM : Frame Markers
- EM : Endophoric Markers
- EVM : Evidential Markers
- CG : Code Glosses

Van Eemeren and Grootendorst Argumentation Stages

- IS : Indicators of standpoints
- ID : Indicators of disputes
- BPF : Analyzing the distribution of the burden of proof
- ESP : The analysis of establishing starting points
- CAG : Clues for analogy argumentation
- SAG : Indications for Symptomatic Argumentation
- VPA : Indications in the verbal presentation of arguments
- PMS : The protagonist maintains or withdraws his standpoint
- AMS : The antagonist maintains or withdraws his doubt

Transcript Video 1

Speaker 1 (100%)

Instead of COVID carriers liability, which is when the subordinates can use this term to mitigate them from being punished or punished civilly, because they can pass it towards their superior it's being used as a mitigating factor right by the same people who operates those military action or attacks such as chemical bombings, unlawful killings and torture towards prisoners, for example, we think that this vicarious liability What prolongs the unthoughtful operation in military which has killed so many innocent life. Right? Our model, first, we gonna eliminate fika responsibility, which in which we find that actually this the subordinates, is the one who really do or operate the crime. We're gonna punish them. But remember, we also still conduct investigation for both the subordinates and also the superior. Will still receive the testimony from the subordinates, but it will no longer be a form of mitigating factor. We also still conduct overall investigation whether the system also contributes towards this this attacks. Right? We think that it's that's our stand. We think that military court should serve two main purposes. Right, one, retribution, which is in a form of punishment, but also difference in terms of how to create a better military operation. First argument, this is a justified form of punishment. Right? First, I'm going to establish why punishment in military is very important. We think that what military, military conducts is very, very important. They do bombs, they do like they have prisoners that they can torch, that they can kill within that the action of any thing that they will is very severe. Thus, we need to make sure that every wrongdoings has to be paid by we think that this person inside the military, which is the sub orders, are also justified people to be punished. There are two main just two main reasons how people are justified to be punished, right? Number one, they when they create impacts. Right? We have to understand that inside a military operation, when you want to do comical bombings, you want to attack certain cities, you want to torture certain military prisoners. You have to do this in corporate you cannot do it only by your own. So we think that this sub audience are also the enabler of any military actions that their superior want to conduct. We believe that they also the one who create the impacts their emails are the undesirable impacts that we do not like. Right second reason why people are justified to be punished when they are consented to do with place and gender. So now this is the part when I'm gonna exploit the world of no longer right back then, yes, people, for example, military, have a very rigid chain of comment and go into military but because of there's so many dictation of political ideology, it is a different case. Now. It is no longer. Lot of we think that kind of people Alvi have the ability to pick and choose. There are so many criticism on political ideology. But moreover, we also have effective military court that international community are very aware of. We think that when a person go into the military, they are already concise towards towards the raw and possible jobs that they will do. We think that anything does any kind of jobs that they will do, even if it's given from their superior. They go there is their consent to it, we bring it in with this explanation. In conclusion, they are they fulfilled the two parameters of why they are justified to be punished. They're gonna be punished second reason. But before that, okay, my second argument, we will be talking about more thoughtful military operation, right? This is how we're gonna and I'm gonna exploit the idea of deterrence, because we cannot rely just on punishing people, upon the upon their act that which the harms is already happening, right? Because we cannot keep on seeing people being bombed. We cannot keep on people seeing being tortured. But we need also have a system to prevent these actions right. Thus, we need the real awareness of people inside the military to say, if there is anything that is actually very, very wrong and might harm the reputation as well. But the problem currently is that there are complacency in the military operation.

Subordinates do not want to take any more, like they do not want to critics. They're super here because they think that it's just what I'm going to do. This is already my job. The reason is that they have no loss in doing any of their jobs. They think that they can always when they're super here, they have nothing at stake. But. For I'm good question that German needs to prove, is that not, it's not that this soldier wants to or not. Is that where these soldiers are capable

to create this capable right? Do you think that the idea? Okay, but first I'm gonna explain to you, right? How this gonna change this person's calculation, right?. You're gonna understand that their life is at stake, right? They're gonna understand that, yes, for example, the worst case that they're gonna be when they critics is that they're gonna be fired. This is why I address this capability things, right? Yes, probably they are fired, but it is like, it is very small, how compatible to what they can achieve later if they've been punished. Ladies and gentlemen, this one, this is how they are. The ability for them to criticize us is always there. But second reason how this will change their calculation. Inside the military rank, there is an incentive as well from the leader not to keep on doing their stop burn strategy. And some somehow gonna hurt, also, gonna hear also what their sub or do they say? Because they know that, yes, they are smart, yes they have power, but they cannot do anything if they do not have 1000s of soldiers that execute their strategy this house. They do not want to lose the big amount of people who gonna criticize them, right? And we should also understand, most likely this, critics not coming from individuals. And gonna say, have to do so. This comes in communal critics from this military soldiers, ladies and gentlemen, moreover, we think that there is more incentive to from this superior not to do any wrong with that. It's very harmful because war is our military operation is time sensitive, right? They need the momentum to show people that they have certain power. They can do certain attacks. They cannot just lose so many of kind of soldiers and get another in one day. We believe that this is what incentives the people to also do, like have a better military operation inside their inside the military. This is very important, because the selfish people on the top now will not have the ability to do anything that they want when, yeah, they can just make their soldiers execute it, and they can just easily escape, for example, later on, if, because, for example, they have power, we tend to also do not want to lose any like enabler of them to do such things. But moreover, we believe that in this idea, we think that the any kind of justification from them should see the current context, what kind of people are already aware of, certain ideology that they should opt into. We very proud to propose them.

Result of Ilie's Metadiscourse Markers

Markers	LG	ET	PT	IPM	EPM	MAS	RQ
Vicarious liability... is being used as a mitigating factor	V						
We gonna punish them	V						
We think that this person inside the military... are also justified people to be punished."	V						
When they create impact strike	V						
We think that the action of anything that they will is very severe."		V					
We still conduct investigation for both the subordinates and also the superior		V					
We think that military court should serve two main purposes."		V					
We think that the action of anything that they will is very severe			V				
We cannot keep on seeing people being bombed			V				

Subordinates do not want to take any more... because they think that this is just what I'm going to do			V						
We think that this vicarious liability what prolongs the unthoughtful operation				V					
First, I'm going to establish why punishment in military is very important				V					
Thus, we need to make sure that every wrongdoing has to be paid.				V					
In conclusion, they are.				V					
Now this is the part when I'm gonna exploit the word of no longer				V					
We also still conduct overall investigation						V			
When they create impact strike.						V			
They cannot do it only by your own						V			
The reason is that they have no loss in doing any of their jobs						V			
Subordinates are also the enabler of any military actions								V	
We think that these subordinates are also the enabler of any military actions								V	
We think that there is an incentive as well from the leader not to keep on doing their stop burn strategy								V	
We think that the military conducts is very very important									V
But because of there's so many dictation of political ideology, it is a different case									V

Result of Hyland's Metadiscourse Markers

Markers	HG	BST	AM	SM	EGM	TM	FM	EM	EVM	CG
We think that this vicarious liability	V									
We believe that they also don't want to create the impacts..."	V									
We think that this person inside the military.	V									
They gonna be punished		V								
We think that every wrongdoing has to be paid		V								
We think that what military conducts is very very important		V								
They gonna understand that their life is at stake.		V								
Unfortunately, we cannot keep on seeing people being bombed			V							

This is how the ability for them to criticize is always there			V						
We're very proud to propose			V						
It is very small harm comparable to what they can achieve later			V						
We gonna punish them				V					
We think that military court should serve two main purposes				V					
You know, such life, right?"					V				
Ladies and gentlemen, this is the part when I'm gonna exploit..."					V				
You can see that their life is at stake					V				
Let's understand..." (used indirectly to engage)					V				
But remember						V			
First argument, this is a justified form of punishment, right?"						V			
Second reason..."						V			
But before that						V			
First, we gonna eliminate vicarious liberty							V		
My second argument will be talking about							V		
In conclusion							V		
Second reason why people are justified to be punished							V		
As mentioned before..." (implicit referencing of earlier ideas)								V	
We think that the military court should serve two main purposes..." (implicit evidential usage)									V
For example, military have a very rigid chain of command									V
This is how the ability for them to criticize is always there									V

Result of Van Eemeren and Grootendorst Argumentation Stages

Markers	IS	ID	BPF	ESP	CAG	SAG	VPA	PMS	AMS
We think that this vicarious liability what prolongs the	V								

unthoughtful operation in military which has killed so many									
We gonna eliminate vicarious liberty wage in which we find that actually the subordinate is the one who really do operate the crime	V								
We also still conduct overall investigation	V								
We think that military court should serve two main purposes.	V								
We think that the action of anything that they will is very severe	V								
We believe that they also don't want to create the impacts, the undesirable impacts that we do not like	V								
We think that any kind of justification from them should see the current context	V								
But remember, we also still conduct investigation for both the subordinates and also the superior		V							
This is why I address this capability things, right?		V							
But now it is no longer larified		V							
This is how they do not want to lose the big amount of people who gonna criticize them."		V							
We gonna punish them			V						
We also still conduct investigation for both the subordinates and also the superior			V						
We think that these subordinates are also the enabler of any military actions that their superior want to conduct			V						
We think that anything does any kind of jobs that they will do			V						
But because of there's so many dictation of political ideology, it is a different case				V					
We think that when a person go into the military, they are already concerned towards the raw and possible jobs that they will do.				V					
The reason is that they have no loss in doing any of their jobs				V					
It's being used as a mitigating factor, right? By the same people who operate those military."					V				

We cannot keep on seeing people being bombed					V				
We need to make sure that every wrongdoing has to be paid, right					V				
We think that this vicarious liability what prolongs the unthoughtful operation in military which has killed so many						V			
There are complacency in the military operation						V			
They cannot just lose so many kind of soldiers and get another in one day						V			
First, I'm going to establish why punishment in military is very important							V		
We think that this is a justified form of punishment, right?"							V		
We think that the action of anything that they will is very severe							V		
Thus, we need to make sure that every wrongdoing has to be paid, right?"							V		
This is very important, because the selfish people on the top now will not have the ability to do anything that they want							V		
We think that this vicarious liability what prolongs the unthoughtful operation in military which has killed so many								V	
We gonna punish them. But remember, we also still conduct investigation for both the subordinates and also the superior								V	
We think that the action of anything that they will is very severe. Thus, we need to make sure that every wrongdoing has to be paid, right								V	
Thus, we need the real awareness of people inside the military to say if there is anything that is actually very wrong								V	
We think that military court should serve two main purposes. One, retribution which is in a form of punishment. But also difference in terms of how to create a better military operation								V	

We believe that these subordinates are also the enabler of any military actions that their superior want to conduct								V	
We think that currently people are becoming a have the ability to pick and choose								V	
They do bombs, they do like they have prisoners that they can torture, that they can kill.”									V
The reason is that they have no loss in doing any of their jobs. They think that they can always blame their superior									V
This is why I address this capability things, right? Yes, probably they are fired									V

Transcript Video 2

Speaker 1 (100%)

In the post Presidency of Obama, designed more than 250 executive orders. One of it, for example, is like DACA, which is allowing children of undocumented immigrants to stay for a month from the time to begin. We think this is an excessive use of excessive order that actually entrenched to the part of democracy, but it's no longer appreciating the core tenets of democracy as a liberal Democrat country of USA, and we probably oppose the use of this kind of executive order as the Democratic Party to begin with. Right before I go to the reasons why we regret the use of Obama's excessive executive orders. I'm going to have three clarifications in this debate. First of all, this debate should no longer talk about the executive order is beneficial to begin with, because we agree under our fact it's actually going to give you a really good goal, like, for example, like entering the minorities and so on and so forth. The precaution is not actually whether or not it's beneficial, but whether or not the means that you use to achieve that particular benefits through executive order is actually ideal or not? We cannot opposition this company debate and explains that this is actually beneficial to defend or this legitimate. No second, this debate is to also operate in the context that Obama is excessively using this kind of power of executive order, I'm going to define what does that mean with using excessive order to begin with, right? Opposition. That means it's to the trend. What if it's possible to actually go to a legislative process that is still viable option for Obama, to actually have policies to the legislative point? But they expect only go to the legislature, only go to the executive order to begin with, right? And they cannot say they're going to make a very thorough and also involvement of society, you know, really responds to the idea of catalyst order, because the nature of executing order is always fast and a fast executive order is always mutually exclusive. We cannot want a total extract and balance ideas of policies. But second of all, it also sacrifices and compromises the importance of societal representation. Frankly, Proposition also has to defend executive orders hypothetically and in democracy, but only disagree with Obama's excessive order. Now I'm going to tell you why we specifically disagree with Obama's one, as I told you before we do it, we agree with the use of executive order. This is a different thing. Executive Order should actually be used in an emergency situation.

Because in emergency situation, regardless who you are, minority or majority, you are, actually attract and also to potentially be harmed. The problem is, what if, under their side, Obama is only going to use this as a tool to actually appeal their own folders? The problem is, it affects the people that is not actually going to also get this kind of harm to begin with, right? That's what they need to define as well under our side. So those problems, first of all, what is problematic in terms of the legislation to begin with? Right? You need to understand what is the interest of Democratic Party, independent is to create a sustainable policy for the protection of minority like immigrants, people of color, and so on and so forth, right? The problem with exit to the border is that this is an easy escape for Obama to create policy based on the executive order only. We don't necessarily want him to actually get the total legislative policy is sustainable for the protections of the society, of the protect minority to begin with, right? While we think it's very, very visible, for example, for Obama, at the party of his presidency, to actually create a sustainable policy through a legislative process to begin with, the fact that he can actually pass Obamacare to the legislative position that is still to begin with, right? So that's why we think it's actually only an escape for Obama to appease the quotas to begin with. What is actually not why this executive order is called Obama, as I told you before, we agree with the use of executive order in emergency. But the problem is that Obama and the new also define this is also using it, not for each there is emergency for society, but just to fulfill their own political interest in the very first phase. We admit it benefits the Democrats party for a while, but this is not actually one we expect from alvio, right? We expect him to run for two times. It's better to prevent a sustainable change for the policy to protect the minorities in the very first phase. So what he left himself to school is not a legacy of policy, but instead by Donald Trump, and that's not what we want as supporters of Democrats. Second thing is this, how does existing executive power order harmful Democrats electability and why we lost in the very first place in the first election. Three reasons. First of all, why we lost to challenge that, one of the reason why Trump is so popular is that, because of the rhetoric that he used, do not any democratic parties actually do not respect the process of democracy. To begin with, Obama is using its excessive use of executive order shows that this actually is regarding any kind of process of law and wanting to actually accommodate the points coming from society. Be at the end of the day, right? It makes society of faith to choose the party on that particular election, because Obama is the front face of the particular party. Show that he does not respect any kind of will be of society or obedience. It leads us to any kind of policy that he wants to pass. That's how society is talking about to actually support this party. But he said, goes to the society of this kind of the Trump to begin with. But second is this, it also damages the core objectives of our political party, right? Because when Obama go through external policies, it disadvantages our objective of our policies that we propose, because our goals are perceived as baseless policies. Because on the data side, the only goal the narrative is that society thinks that these policies that are located by our Democratic Party is only passed, not because it has any meritocracy, but it's only passed because that's how demonic party loses their own interest, and also, as accused of her not having an objective party, or also policy by the society. But you ask me, is this? This is the most problematic thing that we are facing today as a development we definitely do not want any kind of accessing power to be used as well by this kind of Donald Trump. I know it's crazy, like taking travel ban and so on and so forth. The fact that he's actually in office in the first two weeks already get the most amount of access to this order since the 1940s shows to you that this kind of action is normalized people. Respect any kind of democratic processes. Not all Republicans actually support the long term to begin with, but the fact that this kind of Obama, you have supportive order, just made the wanting to actually pass forward systemic processes. This is not what we are in status quo right now. One we believe that in the public, there are still people that want to oppose Donald Trump's policies to begin with, but the fact that we actually use acceptable order because it's being normalized

but Obama is actually the problem that we face in status quo right now. So what is the trade off, that under our side, right we think under our side, we prevent excessive power. We might going to take a longer time for you to actually pay any policies of change to begin with, but we do that first of all, it's okay to pay the dollar check and balance to begin with, because law is always going to be, especially gentlemen, a lot of things to begin with, and society says, Fine, it's also something it's going to be. So it should be accounted because they are also the one that's going to be affected by government policies. Well, not government is going to be responsible for any damage that society, even if it's actually longer, it's more sustainable. Take a look. For example, it takes a long time to be actually created through the incentive bodies, but the fact that Alvi to actually change it shows that it's more sustainable for them as the multiparty, we want sustainable policies. We do not want to party policies that only protect us for five years or 10 years. We want a sustainable change. It is hard to get for that means that retire policy. We want sustainable change.

Result of Ilie's Metadiscourse Markers

Markers	LG	ET	PT	IPM	EPM	MAS	RQ
In status quo vicarious liability, which is when the subordinates can use this term to mitigate them from being punished	V						
We think that military court should serve two Vmain purposes: one, retribution in a form of punishment	V						
We think that the action of anything that they will is very severe. Thus, we need to make sure that every wrongdoing has to be paid	V						
The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own followers?"	V						
The nature of executive order is always fast, and a fast associative order is always mutually exclusive with	V						
It's actually going to give you a really good goal, like for example, catering to the minorities."	V						
It is to create a sustainable policy for the protection of minorities like immigrants, people of color, and so on and so forth."	V						
We think it's very feasible for Obama at that particular time of his presidency to actually create a sustainable product policy to a legislative process."	V						
At the end of the day, it makes society afraid to choose the party on that particular election."	V						
This is not what we want as supporters of Democrats."	V						
We think this is an excessive use of executive order that actually entrenched to the part of democracy."		V					
We believe that in the republican squad, there are still people that want to oppose Donald Trump's policies		V					

The fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law.		V					
The problem is that this kind of Obama use executive order just makes them wanting to actually pass policies to this kind of executive order."		V					
We admit it benefits the democratic party for a while, but this is not actually what we expect from Obama		V					
We definitely do not want any kind of accessible power to be used as well by these countries."		V					
The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own followers?"			V				
The fact that this kind of Obama use executive order just makes them wanting to actually pass policies to this kind of executive order rather than go through legislative processes."			V				
It also damages the core objectives of our political party, right? Because when Obama goes through executive order to create policies			V				
The fact that he can actually pass Obamacare to the legislative body should be that it's still possible to begin with."			V				
This is the most problematic thing that we are facing today as a Democrat.			V				
This is an easy escape for Obama to create policy based on the executive order only.			V				
While we think it's very feasible for Obama at that particular time of his presidency			V				
To begin with, right before I go to the reasons why we regret the use of Obama's excessive executive orders				V			
First of all, this debate should no longer talk about the executive order being beneficial to begin with..				V			
I'm going to define what does that mean with using the excessive of selective order to begin with				V			
Second, this debate is to also operate in the context that Obama is excessively using this kind of power of executive order				V			
First of all, what is problematic in terms of the legislation to begin with, right?"				V			
The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own followers?"				V			
The fact that Obama can actually pass Obamacare to the legislative body should be that it's still possible to begin with				V			
We think it's very feasible for Obama at that particular time of his presidency to actually create a sustainable product policy				V			

We believe that in the republican squad, there are still people that want to oppose Donald Trump's policies to begin with				V			
Well, we think it's very feasible for Obama at that particular time of his presidency to actually create a sustainable product policy				V			
The problem with executive order is that this is an easy escape for Obama to create policy based on the executive order only				V			
So that's why we think it's actually only an escape for Obama to appeal the protest to begin with."				V			
Frankly, proposition also has to defend executive orders hypothetically and in democracy, but only disagree with Obama's excessive executive order...					V		
But we think it's very feasible for Obama at that particular time of his presidency to actually create a sustainable product policy to a legislative process..."					V		
We do not want to protect us for five years or ten years; we want a sustainable change that is hard to get					V		
"We think this is an excessive use of executive order that actually entrenched to the part of democracy					V		
We admit it benefits the democratic party for a while, but this is not actually what we expect from Obama					V		
We definitely do not want any kind of accessible power to be used as well by these countries."					V		
At the end of the day, right, it makes society afraid to choose the party on that particular election					V		
We believe that in republican squad, there are still people that want to oppose Donald Trump's policies to begin with..."					V		
we think this is an excessive use of executive order..."						V	
we fully oppose the use of this kind of excessive executive order as the democratic party."						V	
the problem is what if under their side, Obama is only going to use this as a tool.						V	
the fact that Obama can actually pass Obamacare to the legislative body should be that it's still possible						V	
we expect him to run for two times						V	
we think that this is a different thing						V	
the nature of executive order is always fast..."						V	
the only goal, the narrative is that society thinks that these policies						V	
the fact that he's actually in office in the first two weeks already						V	

this is the most problematic thing that we are facing today as a Democrat."										V	
they cannot say they're going to make a very thorough and also involvement of society										V	
how does existing executive order harm the Democrats' eligibility and why we lost in the very first place											V
first of all, why we love to Trump is that one of the reasons why is Trump is so popular is that											V
the problem is that this is an easy escape for Obama to create policy based on the executive order only											V
the fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law.											V
we definitely do not want any kind of accessible power to be used as well by these countries											V
it admits that benefits the Democratic party for a while, but this is not actually what we expect from Obama											V
this is a different thing											V
it is to create a sustainable policy for the protection of minority..."											V
"the problem is that Obama and the people also defend this											V
we think this is actually an excessive use of executive order that actually entrenched to the part of democracy											V
we expect him to run for two times											V
it makes society afraid to choose the party on that particular election..."											V
the fact that this kind of Obama use executive order just makes them wanting to actually pass policies..."											V
at the end of the day, right, it makes society afraid to choose the party..."											V

Result of Hyland's Metadiscourse Markers

Markers	HG	BST	AM	SM	EGM	TM	FM	EM	EVM	CG
"we think this is an excessive use of executive order.	V									
we believe that this is what incentives the people to also have a better military operation	V									
it's actually going to give you a really good goal	V									

We fully oppose the use of this kind of excessive executive order		V								
this is not what we expect from Obama		V								
this is not what we want as supporters of Democrats		V								
we regret the use of Obama's excessive executive orders			V							
the fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law			V							
it disadvantages our objective meritocracy of our policy			V							
we don't necessarily want it to actually get total legislative policy that is sustainable			V							
this is an easy escape for Obama to create policy			V							
I'm going to have three clarifications in this debate				V						
I'm going to define what does that mean with using the excessive of selective order				V						
as I told you before				V						
we need to understand what is the interest of the democratic party in the very first place				V						
Right before I go to the reasons why we regret the use of Obama's excessive executive orders					V					
but they instead only go to the legislative, only go to the executive order to begin with. Right?"					V					
So don't just throw burden. We can also throw that burden under your side					V					
But second is this					V					
To begin with						V				
First of all						V				
But second is this						V				
While we think it's very feasible						V				
At the end of the day						V				

The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own supporters?"								V		
this is a different thing								V		
We admit it benefits the democratic party for a while								V		
As I told you before									V	
the fact that he can actually pass Obamacare to the legislative body should be that it's still possible									V	
the fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law										V
Like for example, like catering the minorities										V
this is an easy escape for Obama to create policy based on the executive order only										V

Result of Van Eemeren and Grootendorst Argumentation Stages

Markers	IS	ID	BPF	ESP	CAG	SAG	VPA	PMS	AMS
We think this is an excessive use of executive order that actually entrenches to the part of democracy	V								
We fully oppose the use of this kind of excessive executive order as the democratic party	V								
The question is not actually whether or not it's beneficial, but whether or not the means that you use to achieve that particular benefit through a specific order is actually ideal or not.	V								
We agree with the use of executive order in an emergency situation	V								
The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own supporters?"	V								
We don't necessarily want it to actually get total legislative policy that is sustainable for the protection of society	V								

The fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law		V							
This is how society does not want to actually support this party, but in fact, goes to Trump to begin with		V							
When Obama goes through executive order to create policies, it disadvantages our objective meritocracy of our policy that we propose		V							
Opposition has to defend executive orders hypothetically and in democracy, but only disagree with Obama's excessive executive order			V						
We expect him to run for two terms. It is a sustainable change for the policy to protect the minorities			V						
The problem is that Obama and the people also defend this, is also using it not for each emergency for society			V						
We think it's very feasible, for example, for Obama at that particular time of his presidency, to actually create a sustainable product policy to a legislative process.				V					
The fact that he can actually pass Obamacare to the legislative body should be that it's still possible to begin with				V					
Take a look, for example, Obamacare. It really takes a long time to actually create the true legislative bodies					V				
The fact that until right now, it's really hard for them to actually change it shows that it's more sustainable rather than executing					V				
One of the reasons why is Trump is so popular is that because of the records that he used, Donald, any democratic party is actually do not respect the process of democracy						V			
The fact that Obama is using an excessive use of executive order shows that he's actually						V			

disregarding any kind of process of law									
I'm going to have three clarifications in this debate							V		
You need to understand what is the interest of the democratic party in the very first place							V		
This is a different thing. Executive order should actually be used in an emergency situation							V		
We think that this is an easy escape for Obama to create policy based on the executive order only							V		
We want sustainable policies. We do not want to protect us for five years or ten years							V		
We think this is an excessive use of executive order that actually entrenched to the part of democracy								V	
This debate is to also operate in the context that Obama is excessively using this kind of power of executive order								V	
That means it's to defend what if it's possible to actually go through legislative process								V	
Executive order should actually be used in an emergency situation								V	
The problem is what if under their side, Obama is only going to use this as a tool to actually appease their own followers?								V	
What he left in public school is not a legacy of policy, but instead a temporary policy that a lot of it has been resolved by Donald Trump								V	
We definitely do not want any kind of accessible power to be used as well by these countries								V	
We want a sustainable change that is hard to get								V	
First of all, this debate should no longer talk about the executive order is beneficial to begin with because we agree under our side									V
The fact that Obama is using an excessive use of executive order shows that he's actually disregarding any kind of process of law									V

Because our goals are perceived as baseless policies									V
The fact that he actually used executive order because it's being normalized									V

Transcript Video 3

Speaker 1 (100%)

Things before moving on into arguments. Firstly, what this meme investment looks like. It's usually when credit or whatever social media platform actually picks a company as a meme company. For example, you're going to see people lining up to actually buy the meme, meme stocks, for example, because, ah, it's a mean, let's buy it. Secondly, what this usually in terms is that there is that there is going to be a skyrocketing amount of stock value for a meme company at the beginning era of the meme itself. But usually that stock is going to plummet the moment that the meme actually dies, for example, like dim sum, for example, the beginning of the meme of games actually rose the company stock prices quite a quite a high amount. But when the actual meme actually died, the company lost 20, 30% of his stock value, for example, 30 this meme investing is usually accessible to everyone, because people you know can ACCESS News rather than you know journals or like stock market analytics, for example, or whatever, right? This is all bad. Why? Because, number one, it's usually entails a high amount of irrational people going into this new investing using a significant amount of money. Secondly, it's also going to be bad for companies, because it's usually entails its companies are going to have to rely on shorter investment by these ministers. That usually entails that the community can sustain its development, its environment. So under government, we're going to prove those two things, while under opposition, they're going to have to prove where mostly the people that are actually going into this, comrades, are rational, and they're not just going to hop into the bandwagon for the sake of easy profit. For example, in Singapore, right? Two arguments. And second, in regard to Communist firstly, as I said before, usually the people that actually opted into this main investing in the first place, a rational people that don't do shit about the stock market, right? They're usually drawn in by either the meme or two. They're usually drawn in by the amount of like skyrocketing prices of like the stocks in another sub, they see dim stock rising in value over 30% for example, and they see, hey, I should get a piece of the pie and actually get profit, because the stock is actually going to go up, and it's usually going to go up again and again and again, right? This is bad. Why? Two things, number one, if they're irrational, for example, which is most likely going to be kids, because they're only following the ballot, and they're most likely not going to be able to sustain any kind of profit at all because they don't know how the stock market works. They don't know how to buy it by low and sell high, for example. They don't know how and when to actually sell, for example. And they don't know how to value a certain company. They don't know how to, for example, make sure that the stock and portfolio is actually going to be sustainable, for example. So most likely they're going to lose profit in that regard, it's quite obvious, right? Because people don't know shit about the stock market is obviously going to lose a lot of profit. Secondly, even if the rational, for example, is in German, we still believe that they're also going to lose any significant amount of profit. Why? Because, most likely, it's in German. You are, you cannot, you know value your company based on the mean itself. There's no metric for that in a traditional stock market, people that are financially savvy, for example, can deem

whether or not the company will lose out in stock value based on its fiscal year. You know, monetary policy, their profits, their product, etcetera. However, mean investment is special because it's not relying on any of those factors. It's only relying on one thing, the life view of the meme itself, usually, as stated before in my framework, the reason as to why this stock succeed exists and stop success is because of the mean it suffers in the world. When the meme seed dies, you're usually going to see a plummeting of the stock value of a company itself. However, this plummeting of stock really cannot be predicted by anyone, because notice that you literally have no way to equate whether or not a meme can actually die. For example, there's no precedent for that. Sometimes a meme can lead up to, like, 10 months, for example, but sometimes a meme dies in five months, or even two months, for example, is in their mind. So you cannot predict that. It literally depends on the meme starts actually stop producing means, or when people get more of a meal itself, which can happen over the course of two weeks, or even can happen in the course of three days. For example, it's in there. It's in their mind. So most likely, even if you're financially savvy, for example, you're also not going to be able to get any amount of profit, because you're literally also going to have to pay the guessing game list. Right? Firstly, though, even if some people are going to associate who's I knew that opposition is probably going to bring right, like the \$50,000 that the people get from the Gamestop meme, meme south, for example, it's Emma, right. Number one, it's only a significantly small amount of people. Most likely, these are the people that are actually just lucky, for example, that coincidentally suit the mean, the moment where the mean actually dies, done, for example. So most lucky, these are going to be small amount of people, and not lucky because, for example, it's animal, right? But this is bad. Why? Because this creates a bad, bad presence, right? This says to people. And most likely, because this is most likely the news that are going to be sense, sensitive, knowledge, right? Media, credit and other social media are going to see this and say, Hey, this is quite good. Look at this person that actually got a significant amount of money because of this game stop thing. And most likely you're not you're going to report on this only because, most likely you're not going to report on 95% of people that actually lost in the mean more, for example, because who the cares about that? You only care about people that are actually profiting this muscle, because that's so absurd, and that's so ridiculous, and that's so sensational. So most likely, this is going to create a narrative for the other people in the future. Right? Other people in the future are going to look back in the past and see this one day, only \$50,000 but they forget. The 95% opinion actually investing in the mean investment, for example, has seen lost quite a sum of profit. Following the bandwagon, for example, is element so most likely, not only is it going to be only a small benefit even some people, even if some people succeed, but most people want to do instability of means itself, and do not exceed any not having any like financial knowledge, most of you are going to lose a significant amount of profits. Secondly, then all for, that's all for, like people on the ground, opposition is mostly going to say, Hey, this is good because you're actually going to get a significant amount of rejection of capital towards the company, in and of itself, but communist, because companies usually realize on a significant amount and a stable amount of capital stream from stocks are, at least in government. You obviously they use, traditionally, at least they use these stocks and the capital they gave from stocks to expand the facilities, expand the product by hire more employees, etc. Please end right. However, when these meals actually died down and when there's going to be a problem of stock daily, for example, obviously, they're going to have a lot of market share, going to have a lot of market value, and they're going to have a lot of capital as well. We're also going to have to go of the financial stream is obviously going to be lower than the operating cost that they utilize in the past, when the stock market value is actually risen, for example, meaning they cannot actually, you know, sustain their investment in regard to facilities that they use before, in the past, they cannot, like, hire more employees. For example, they may have to even type

of employees, because this operating cost is not so stable, because the stock is actually going to be developed in at such a high rate. So people are going to suffer. In regard to employing the company itself, and the company itself is going to suffer, right? Secondly, in regard to like, liability, right? Obviously, communist is still is going to have to be held liable for investors. It's good, because company is actually going to have to make some decisions in order to satisfy their investors. However, the investors investment are literally ministers with LMR, so in that span of one year, you need to have to cater to minister, and you're going to have to listen to the amount of ministers that literally have no business sense whatsoever. So you're going to spend for it, for the family, because you're going to have to tell the company to be certain things that have no regard to the business practices whatsoever. So mostly the company is going to fail, right? So because this is going to be bad for comment, because companies are going to sit in regard to financing and regard to decision making, and because it's bad for a material, okay, mostly only going to profit 1% of our people, we are very proud to propose to say that this does way more harm in me. Thank you very much.

Result of Ilie's Metadiscourse Markers

Markers	LG	ET	PT	IPM	EPM	MAS	RQ
The speaker explains how meme investments lead to a "skyrocketing amount of stock value" initially, followed by a "plummet" when the meme dies.	V						
They cite the GameStop situation, stating, "the beginning of the meme of GameStop actually rose the company's stock price quite a high amount, but when the meme actually died, the company lost 20-30% of its stock value.	V						
The speaker argues that people don't know how to value a company based on a meme, saying, "there's no method for that	V						
They point out that predicting the lifespan of a meme is impossible, stating, "sometimes a meme can live up to like 10 months... but sometimes a meme dies in five months or even two months	V						
The argument about financial savvy: "people that are financially savvy... can deem whether or not the company will lose out in stock value based on its fiscal year	V						
The speaker mentions, "people that are actually just lucky, for example, that coincidentally sold the meme the moment where the meme actually dies down		V					
They establish authority by discussing the consequences of irrational investing, showing understanding of market dynamics		V					
By stating, "most likely, these are going to be a small amount of people and not lucky because of their skill," they reinforce a credible understanding of how rare successful outcomes are.		V					
The speaker's awareness of media influence indicates a knowledgeable perspective: "this creates a bad, bad presence... because it's more likely the news are going to be sensationalized		V					

The discussion of the “\$50,000 that people get from the GameStop meme sale” illustrates the rare exceptions to the general trend of losses.		V					
The speaker emphasizes emotional appeal by highlighting, “95% of people that actually lost in the meme war,” invoking sympathy for those who lost money.			V				
They use strong language to convey frustration with meme investing: “who the fuck cares about that?” when discussing those who lose money.			V				
The argument about the irrationality of investors appeals to concern for financial safety, stating, “most likely, they’re going to lose profit in that regard.			V				
The description of “short-term investment” highlights the instability and risks involved, evoking worry about financial security			V				
The overall narrative surrounding the “bandwagon effect” triggers emotional reactions about the dangers of following trends without understanding			V				
Firstly, what this meme investment looks like is usually..				V			
Secondly, what this usually entails is that there is going to be				V			
Thirdly, this meme investment is usually accessible to everyone because.				V			
So, under government, we’re going to prove those two things..				V			
So most likely they’re going to lose profit in that regard. It’s quite obvious, right?”				V			
But this is bad				V			
This meme investment is usually accessible to everyone because people can access memes rather than, you know, journals or stock market analytics, for example					V		
It usually entails that companies are going to have to rely on short-term investment by these meme investors					V		
They cannot hire more employees, for example. They may have to even cut off employees because					V		
In a traditional stock market, people that are financially savvy... can deem whether or not the company will lose out in stock value					V		
This creates a bad, bad presence, right? This says to people						V	
Most likely, these are the people that are actually just lucky						V	
It was noticed that you literally have no way to equate whether or not a meme can actually die, for example						V	
Media, Reddit, and other social media platforms are going to see this and say, hey, this is quite good						V	
Who the fuck cares about that?”							V

“\$50,000 that people get from the GameStop meme sale, for example											V
This is going to create a narrative for other people in the future											V
Even if some people are going to associate											V

Result of Hyland’s Metadiscourse Markers

Markers	HG	BST	AM	SM	EGM	TM	FM	EM	EVM	CG
what this meme investment looks like is usually when credit or whatever	V									
usually entails a high amount of irrational people	V									
most likely going to lose profit	V									
as I said before	V									
even if some people are going to associate.	V									
for example	V									
this is all bad		V								
it's quite obvious, right?		V								
we believe that		V								
they're usually drawn in		V								
we regret the use of Obama's excessive executive orders			V							
this creates a bad, bad presence			V							
it's good because the company is actually going to have to make some decisions			V							
it's obviously going to lose a lot of profit			V							
I'm going to have three clarifications				V						
I'm going to define what does that mean				V						
as I told you before				V						
we need to understand what is the interest				V						
we are very proud to propose				V						
Right before I go to the reasons					V					
So don't just throw burden					V					
But second is this					V					
Why? Because					V					
For example, like GameStop					V					
To begin with						V				
First of all						V				

But second is this						V				
At the end of the day						V				
While we think it's very feasible						V				
However						V				
The problem is what if							V			
This is a different thing							V			
We admit it benefits the democratic party for a while							V			
As I told you before								V		
The fact that he can actually pass Obamacare								V		
The fact that Obama is using an excessive use of executive order									V	
Like for example, like catering the minorities										V
This is an easy escape for Obama to create policy										V

Result of Van Eemeren and Grootendorst Argumentation Stages

Markers	IS	ID	BPF	ESP	CAG	SAG	VPA	PMS	AMS
This is all bad	V								
We are going to prove those two things	V								
We are very proud to propose to say that this does way more harm than good	V								
This meme investment is usually accessible to everyone	V								
Under government, we're going to prove those two things, while under opposition, they're going to have to prove.		V							
The opposition is most likely going to say, hey, this is good because you're actually going to get a significant amount of rejection of capital towards the company in and of itself.		V							
They usually see GameStop rising in value over 30%, for example		V							
Under government, we're going to prove those two things, while under opposition, they're going to have to prove where mostly the people that are actually going into these companies are rational			V						
The problem is... they have to prove where mostly the people			V						

that are actually going into these companies are rational									
Even if some people are going to associate... like the \$50,000 that people get from the GameStop meme sale, for example			V						
As I said before, usually the people that actually opted into this meme investing in the first place are rational people that don't know shit about the stock market				V					
They see GameStop rising in value over 30%, for example, and they see, hey, I should get a piece of the pie				V					
Most likely, these are the people that are actually just lucky				V					
For example, like GameStop, for example, the beginning of the meme of Gensai actually rose the company's stock price quite a high amount					V				
Sometimes a meme can live up to like 10 months, for example, but sometimes a meme dies in five months or even two months					V				
This creates a bad, bad presence... because it's more likely the news are going to be sensationalized						V			
Most likely, this is going to create a narrative for other people in the future						V			
However, when these memes actually die down and when there's going to be a plummet of stock value, for example						V			
However, meme investment is special because it's not reliant on any of those factors							V		
It's quite obvious, right? Because people don't know shit about the stock market, it's obviously going to lose a lot of profit							V		
Even if irrational, for example, is in their mind, we still believe that they're also going to lose an insignificant amount of profit							V		
So most likely, even if you're financially savvy, for example, you're also not going to be able to gain any amount of profit							V		
what this meme investment looks like is usually when credit or								V	

whatever, social media platform actually picks a company, as a meme company... people lining up to actually buy the meme, the meme stocks									
there is going to be a skyrocketing amount of stock value for the meme company at the beginning era of the meme itself								V	
like GameStop, for example, the beginning of the meme of Gensai actually rose the company's stock price quite a high amount, but when the meme actually died, the company lost 20-30% of its stock value								V	
this meme investment is usually accessible to everyone because people can access memes rather than... journals or stock market analytics								V	
it's usually going to be a high amount of irrational people going into this meme investing, losing a significant amount of money								V	
the people that actually opted into this meme investing in the first place are rational people that don't know shit about the stock market... drawn in by either the meme, or... the amount of skyrocketing prices of the stocks								V	
they're most likely not going to be able to sustain any kind of profit at all because they don't know how the stock market works								V	
you cannot predict that... Sometimes a meme can live up to like 10 months... but sometimes a meme dies in five months or even two months								V	
this creates a bad, bad presence... media, Reddit, and other social media platforms are going to see this and say, hey, this is quite good								V	
most likely, these are the people that are actually just lucky... not lucky because of their skill								V	
Other people in the future are going to look back in the past and see this one day only, 50,000 dollars, but they forget that 95%								V	

of people actually lost quite a sum of profit									
this is actually bad for the company because companies usually rely on a significant amount and a stable amount of capital stream from stocks									V
when these memes actually die down and when there's going to be a plummet of stock value... they're going to have a loss of market share									V
they may have to even cut off employees because this operating cost is not sustainable									V
the investors, not the main investment, are literally ministers... you're going to have to listen to the mind of ministers that really have no business sense whatsoever									V
companies is going to have to be held liable for investors... the company is actually going to have to make some decisions in order to satisfy their investors									V

Transcript Video 4

Speaker 1 (100%)

In causal opposition, we say life is a trial for us to achieve our end goal, which is to live together with God in heaven, right? We say the world right now is full of temptation, this is a trial at how we can end up together with Jesus in Christian, for example. In causal opposition, we say that worldly temptation is the only way for you to get salvation and closure, which is the prayer request and why at the very beginning you decide to join certain religion, ladies and gentlemen. This is very important. In causal opposition, we say if the individual and their own choices is the detrimental factor, are you sinful or not, we say you cannot achieve any salvation in the end of the day, right? All the governments say that sin is an act of crime. No, not all sins are an act of crime, right? By sitting here, envy means speech in grand-final, it's also sin,

ladies and gentlemen. It's something that comes from your emotions, sometimes uncontrollable, ladies and gentlemen. The temptation of speech in the grand final makes you create this kind of small sins. What I'm trying to say is that in their side of the house, you keep repeating this kind of envy, and the salvation will come the moment you become the perfect person. When the moment you see someone, you don't feel envy anymore, right? This is why it's very unachievable on their side of the house if we portray that, ladies and gentlemen. But before that, several engagements. Number one, causal government comes to say that worldly temptation means we're going to portray evil, supernatural, and metaphysical. We are okay with that because the portrayal in Christianity, for example, God resurrected, is already supernatural, or even the concept of heaven and hell is already supernatural. To begin with, you are believed in some kind of religion, or the goodness, the good deeds, or whatever that God gives you, is already some type of supernatural. So we don't think it's a problem in CG, right? But two, I'm talking about the leader in a very extreme case, right? In CO, we say it is more populist for us to avoid this temptation, rather than to become a perfect person that always rationalizes your decision. Why, ladies and gentlemen? For example, if you have this temptation to do adultery, and what religion told you? It shows you there is a kind of way to avoid this temptation. Maybe you are not making more solemn, for example, right? So this kind of avoiding is more likely for us. The second point, ladies and gentlemen, in our side of the house, the devoted followers, when they do some kind of sin, they have the awareness and effort of that, they want to change, we already forgive them. In their side of the house, the effort, but you are still sinful, you are not getting forgiven, because you have not changed your individuals, right? This is why in our side, it's more populist and more realistic for us to change, or even to become, to get a forgiveness in ourselves, right? Now, my point, right? Number one, let's talk about what we want in the world, the temptation in itself. We say, as a devoted follower, you always want to follow the Bible, and you always want to be a perfect individual, but sadly, it's not going to happen. You'll always be imperfect and sinful. Intended or not, you still can disappoint people, or even you create white lies to defend your friends, it's also sinful, ladies and gentlemen. We say, on their side of the house, they create expectation to the person, to always evaluate themselves. Number one, there is always a people that they don't aware that it is sinful, or children, gentlemen, they cannot evaluate themselves, right? We say, the only way for you to change is if you forget yourself, right? For example, you accept the fact that you are fall into the temptation of this kind of capitalistic, and this is why you do some kind of bad economy agenda, right? For example, that's the moment you are aware, and you want to take this kind of awareness to forgive yourself and be changed in the future, or even ask forgiveness in the past, or in Catholic. On their side of the house, none of it exists, ladies and gentlemen, because you cannot forgive yourself, for example, because of individual in itself. Even in the Bible, ladies and gentlemen, pelacor that is thrown to all the people is already forgiven by the God Jesus in itself. Why? Because this pelacor is only stamped by a God living, because they want to talk out for this kind of bad situation before, right? For example, also in the vulnerable situation, sit down, in the vulnerable situation, on how vulnerable women living in patriarchal society, on how their abusive husband keep punching them, right, ladies and gentlemen, and they see that there is another woman that live in a freedom, ladies and gentlemen, and that's the temptation that decided to kill this abusive husband, right, ladies and gentlemen. That's the moment we say that you can't ask forgiveness in itself. On their side of the house, they keep blaming yourself, because you need to suck up to your abusive, you don't kill your husband, and you need to suck up to that, and we don't think that is likely to happen. Sure. Why do you think that a husband who commit domestic violence should apologize, or should forgive themselves, if they can claim that their action is not caused by them, but rather a work determination against by demon or by demon? Yeah, number one, that means your husband is not a devoted follower, but even if he is a devoted follower, then we can say that it's because

of the patriarchal system that creates you to build upper power for certain women, right, ladies and gentlemen. And it's much easier to say that the temptation of men to control the world is non-existent, rather than to topple down the ego of men, right, ladies and gentlemen. So, we don't think that we are superstars. But two, what is the religion's purpose on this debate? We say it's to get a follower, ladies and gentlemen, the goal of them. On how people come to the religion to get a culture over fear, and also feeling that fear men cannot control, right, to get salvation, right, ladies and gentlemen. We say this is the existence of religion gives consolation to how we react to certain temptations, ladies and gentlemen. Because in the very first beginning, the creation of human power kept that apple because of the temptation of snake, right, ladies and gentlemen. This proves to you that it is more relatable as follower to say that, ah, I should have kicked this ass snake, rather than I hurt this kind of snake. What I'm trying to prove to you is that temptation is more populous and more likely to get done by the followers. So, this is when the religious preaching can come up to their mind, right, ladies and gentlemen. Or even Adam get temptation by power, right, ladies and gentlemen. That's the moment then the temptation and also basic that I should have didn't hurt this kind of power. This is what God is really meant.

Result of Ilie's Metadiscourse Markers

Markers	LG	ET	PT	IPM	EPM	MAS	RQ
In causal opposition, we say that worldly temptation is the only way for you to get salvation and closure, which is the prayer request	V						
We say, if the individual and their own choices is the detrimental factor, are you sinful or not	V						
But two, I'm talking about the leader in a very extreme case, right? In CO, we say it is more populist for us to avoid this temptation	V						
In the Bible, pelacor that is thrown to all the people is already forgiven by the God Jesus in itself		V					
No, not all sins are an act of crime, right? By sitting here, envy means speech in grand final, it's also sin, ladies and gentlemen		V					
For example, if you have this temptation to do adultery, and what religion told you?"		V					
For example, also in the vulnerable situation, sit down, in the vulnerable situation, on how vulnerable women living in patriarchal society			V				
And it's much easier to say that the temptation of men to control the world is non-existent, rather than to topple down the ego of men			V				
The temptation of speech in the grand final makes you create this kind of small sins.			V				
That's the moment we say that you can't ask forgiveness in itself			V				
This is very important				V			
Ladies and gentlemen				V			
We say that sin is an act of crime				V			
We say, as a devoted follower, you always want to follow the Bible					V		

To critique the opposing side					V		
On their side of the house, they create expectation to the person, to always evaluate themselves						V	
We say that sin is an act of crime. No, not all sins are an act of crime, right?						V	
In causal government comes to say that worldly temptation means we're going to portray evil, supernatural, and metaphysical							V
Even in the Bible, ladies and gentlemen, pelacor that is thrown to all the people is already forgiven							V

Result of Hyland's Metadiscourse Markers

Markers	HG	BST	AM	SM	EGM	TM	FM	EM	EVM	CG
we say that worldly temptation is the only way for you to get salvation and closure	V									
we don't think that we are superstars	V									
it's also sin, ladies and gentlemen	V									
it's something that comes from your emotions, sometimes uncontrollable, ladies and gentlemen	V									
this is why it's very unachievable on their side of the house	V									
the moment you see someone, you don't feel envy anymore		V								
the existence of religion gives consolation		V								
you cannot forgive yourself, for example, because of individual in itself		V								
we say, as a devoted follower, you always want to follow the Bible		V								
this proves to you that it is more relatable as a follower		V								
this is very important			V							
we don't think that is likely to happen			V							
this proves to you that it is more relatable as a follower			V							
we say, on their side of the house, they create expectation to the person			V							
we say life is a trial for us to achieve our end goal				V						

in our side of the house				V						
we say that you cannot achieve any salvation in the end of the day				V						
we are okay with that				V						
ladies and gentlemen					V					
for example					V					
What I'm trying to say is that					V					
now, my point, right?					V					
in this kind of bad economy agenda, right?					V					
In causal opposition						V				
But two, I'm talking about the leader in a very extreme case						V				
Now, my point, right?						V				
To begin with						V				
But before that, several engagements						V				
this is why it's very unachievable on their side of the house							V			
we say that worldly temptation means							V			
So, we don't think that we are superstars							V			
the goal of them							V			
this existence of religion gives consolation							V			
as a devoted follower								V		
even in the Bible, ladies and gentlemen								V		
that's the moment we say that you can't ask forgiveness in itself								V		
the temptation of snake, right, ladies and gentlemen									V	
for example, in Catholic									V	
this pelacor is only stamped by a God living										V
for example, like capitalistic										V

Result of Van Eemeren and Grootendorst Argumentation Stages

Markers	IS	ID	BPF	ESP	CAG	SAG	VPA	PMS	AMS
In causal opposition, we say life is a trial for us to achieve our end goal, which is to live together with God in heaven	V								
In causal opposition, we say that worldly temptation is the only	V								

way for you to get salvation and closure									
If the individual and their own choices is the detrimental factor, are you sinful or not?"	V								
This is why it's very unachievable on their side of the house if we portray that, ladies and gentlemen	V								
All the governments say that sin is an act of crime. No, not all sins are an act of crime		V							
On their side of the house, they create expectation to the person, to always evaluate themselves		V							
We say, as a devoted follower, you always want to follow the Bible, and you always want to be a perfect individual, but sadly, it's not going to happen		V							
We say, as a devoted follower, you always want to follow the Bible, and you always want to be a perfect individual, but sadly, it's not going to happen			V						
We say, the only way for you to change is if you forget yourself			V						
In our side of the house, the devoted followers, when they do some kind of sin, they have the awareness and effort of that, they want to change			V						
To begin with, you are believed in some kind of religion, or the goodness, the good deeds, or whatever that God gives you, is already some type of supernatural				V					
In our side of the house, the devoted followers, when they do some kind of sin, they have the awareness and effort of that, they want to change				V					
There is always a people that they don't aware that it is sinful, or children, gentlemen, they cannot evaluate themselves, right?"				V					
For example, if you have this temptation to do adultery, and what religion told you? It shows you there is a kind of way to avoid this temptation					V				
This proves to you that it is more relatable as a follower to say that,					V				

ah, I should have kicked this ass snake, rather than I hurt this kind of snake									
Because in the very first beginning, the creation of human power kept that apple because of the temptation of snake					V				
The existence of religion gives consolation to how we react to certain temptations						V			
It's much easier to say that the temptation of men to control the world is non-existent, rather than to topple down the ego of men						V			
The moment we say that you can't ask forgiveness in itself						V			
On their side of the house, none of it exists, ladies and gentlemen, because you cannot forgive yourself, for example, because of individual in itself							V		
For example, you accept the fact that you fall into the temptation of this kind of capitalistic, and this is why you do some kind of bad economic agenda							V		
In their side of the house, the effort, but you are still sinful, you are not getting forgiven, because you have not changed your individuals, right?"							V		
In causal opposition, we say life is a trial for us to achieve our end goal, which is to live together with God in heaven								V	
In our side of the house, we say that worldly temptation is the only way for you to get salvation and closure								V	
We say, as a devoted follower, you always want to follow the Bible, and you always want to be a perfect individual, but sadly, it's not going to happen								V	
This is why in our side, it's more populist and more realistic for us to change, or even to get forgiveness in ourselves								V	
We say if the individual and their own choices is the detrimental factor, are you sinful or not, we say you cannot achieve any salvation in the end of the day								V	
What I'm trying to say is that in their side of the house, you keep								V	

repeating this kind of envy, and the salvation will come the moment you become the perfect person									
Even in the Bible, ladies and gentlemen, pelacor that is thrown to all the people is already forgiven by the God Jesus in itself								V	
So, we don't think that we are superstars								V	
On their side of the house, they create expectation to the person, to always evaluate themselves									V
In their side of the house, the effort, but you are still sinful, you are not getting forgiven									V
We don't think that is likely to happen									V
On their side of the house, they keep blaming yourself									V
Why do you think that a husband who commit domestic violence should apologize, or should forgive themselves, if they can claim that their action is not caused by them, but rather a work determination against by demon or by demon?"									V
We say the only way for you to change is if you forget yourself, right?"									V
There is always a people that they don't aware that it is sinful, or children, gentlemen, they cannot evaluate themselves, right?"									V
On their side of the house, none of it exists, ladies and gentlemen, because you cannot forgive yourself, for example, because of individual in itself.									V
Even if he is a devoted follower, then we can say that it's because of the patriarchal system that creates you to build upper power for certain women, right?"									V
It's much easier to say that the temptation of men to control the world is non-existent, rather than to topple down the ego of men									V