CHAPTER I

INTRODUCTION

A. Background of the Study

Metadiscourse defined by Kopple (1985) as "writing about writing, whatever does not refer to the subject matter being addressed." This implies that "we usually have to write on two levels." On one level, the authors provide information regarding the topic of their work. At this stage, they expand propositional material. On the other hand, at the metadiscourse level, the author do not add propositional content but rather assist the readers in organising, categorising, interpreting, evaluating, and reacting to it. On the same note, Crismore et al. (1993) then define metadiscourse as "linguistic material in texts, written or spoken, which does not add anything to the propositional content but that is intended to help the listener or reader organize, interpret and evaluate the information given" (p.40).

Metadiscourse markers may defined as a collection of strategies or tools a speaker/writer uses to generate engagement with the audience while simultaneously demonstrating their position on a particular issue that the speaker/writer brought up in the initial discussion. This is consistent with Hyland's (2005) idea of metadiscourse, which views writing (and speaking) as a social and communicative activity. It provides a method of understanding how speakers project themselves into their speech to manage communicative objectives.

Moreover, Hyland (2005) categorized metadiscouse into two groups: interactive and interactional. Interactive categories include evidentials, code glosses, transition markers, frame markers, and endophoric markers. Qin and Uccelli (2019) add that these markers guide the audience through the discourse pattern of the contents by directly signalling links between concepts, phrases, and paragraphs. In addition, there were five subcategories under the interactional classification: engagement markers, hedges, boosters, attitude markers, and self-mentions. These markers concern how speakers and listeners engage with one another by invading and reacting to their messages. It also aims to clarify their points and engage individuals by allowing them to respond to the developing discourse.

One of the candidates who ran for the Indonesian general election in 2024 is Anies Baswedan. His unique approach to campaigning sets him apart from other candidates. Instead of giving a public speech, he has held a series of meetings known as "Desak Anies." During each gathering, he engages in dialogue with the audience, allowing them to bring up any issue they want without any restrictions. He aims to engage with young adults and give them a platform to address the issues that matter to them. Therefore, as the questions will be posed randomly with no preparation on either side, Anies must be able to organize his response while also engaging with the audience (Basyari, 2023). This time, in the "Desak Anies" gathering, he visited Yogyakarta, which targets people from educational backgrounds, such as students, teachers, and lecturers. As of January 31, 2024, the video has gained 411,669 views, making it the most viewed video among other

"Desak Anies" bits and attracting more attention to Anies and his political campaign strategy.

Several academics have expanded their research into metadiscourse markers. As a starting point, Albalat-Mascarell and Carrió-Pastor (2019) explore the utilization of self-mentions during the debates held for the United States presidential election of 2016 using Hyland's (2005a) model of interpersonal metadiscourse and his distinction between what he calls self-mentions (i.e., exclusive first-person pronouns and possessives), and engagement markers (i.e., inclusive and generic first person uses). As a result, The Republican candidates (i.e., Trump and Pence) were found to make a notably greater use of self-mentions than their Democratic counterparts (i.e., Clinton and Kaine).

Moreover, Azijah and Gulö (2020) intend to identify the interactive and interactional metadiscourse markers, as well as their function, in Jacinda Ardern's Christchurch memorial speech following Hyland's (2005a) concept of interpersonal metadiscourse. The study found that Jacinda Ardern utilized both interactive and interactional resources of interpersonal metadiscourse and employed them according to their purposes. Jacinda Ardern effectively used metadiscourse markers to present a well-organized and convincing speech, establishing a solid connection with her audience.

Other than that, Balog (2022) examines how Queen Elizabeth II transmits information and content and interacts with audiences utilizing metadiscourse markers during her memorable speech to Britain and the Commonwealth of Nations on April 5, 2020. The results show that Queen Elizabeth II employed

more Hyland's (2005) interactional metadiscourse markers than interactive metadiscourse markers in her coronavirus speech. It suggests that the queen prioritizes immersing her audience in her speech and developing relationships with them.

Besides that, Kashiha (2022b) then investigates the persuasive impact of metadiscourse markers in political speeches to determine how persuasive discourse is generated in this genre using metadiscourse practices. To achieve this goal, 26 political speeches delivered by Barack Obama, the former President of the United States, were analyzed using a discourse analytic approach and Hyland's (2005ab) interpersonal models of metadiscourse. The findings revealed that the persuasive meaning provided by metadiscourse was mostly context-dependent, necessitating the speaker's use of various strategies to organize his discourse, convince listeners, capture their attention, and engage them in discussions.

Nevertheless, metadiscourse is a topic that has been discussed previously, and it has been investigated in various situations, such as in research articles, newspapers, social media, oral presentations, and even corporate releases to enhance its persuasiveness. However, little study has addressed well-known Indonesians, particularly those with political backgrounds like Anies Baswedan. This can be a new insight about the many forms of metadiscourse markers according to Hyland's theory and provides recent findings on metadiscourse markers in discourse regarding politics.

To support this research, the preliminary data based on the findings from the "Desak Anies" video which held in Semarang and quoted directly from Anies

Baswedan's talk is provided. This data then analyzed using Hyland's theory of metadiscourse, which consists of interactional and interactive markers, to find the types, the realization, and the how are it realize the way it is.

Excerpt 1:

*"Jadi, <u>**datanya ini menunjukkan**</u>, 87% korban kasus kekerasan pada perempuan, mayoritas pelakunya adalah orang terdekat. <u>**Kemudian**</u>, kurang dari 40% yang bisa diselesaikan. <u>**Lalu**</u>, apa langkahnya? Menurut saya, <u>**nomor satu**</u>, bahwa masalah perlindungan pada perempuan itu adalah salah satu…"* (02:24:13)

"So, <u>**the data shows that**</u> 87% of victims of violence against women, the majority of the perpetrators were people closest to them. <u>**Then**</u>, less than 40% can be resolved. <u>**So**</u>, what are the solutions? In my opinion, <u>**number one**</u>, the issue of protecting women is one of..."

Anies employed a few interactive metadiscourse to organize his statement on answering the audience's question concerning women's safety. This excerpt shows that evidential markers (<u>**the data shows that**</u>), transitions (<u>**then & so**</u>), and code glosses (<u>**number one**</u>) appear. In his presentation, Anies addresses the evidential markers to support his proposition on how to mend the problem that still occurs now, which is violence toward women. By utilizing these markers, Anies able to guide the audience through his statement and construct a coherent discourse.

Excerpt 2:

*"Coba bayangkan, negara <u>**harus**</u> mengakui potensi, beri fasilitasnya, beri kemudahannya. Karena <u>**saya yakin**</u>, tipe-tipe seperti <u>**Mane dan teman-temannya**</u>, yang dibutuhkan dari negara itu bukan apa-apa; jangan direpotkan, jangan dihalangi. Kira-kira itu, 'kan?"* (02:11:55)

"Just imagine, the state <u>**must**</u> recognize this potential, provide facilities and convenience. Because, <u>**I believe**</u> that's what <u>**Mane and friends**</u> need is not much; just don't bother them, don't hinder them, right?"

As the above, Anies utilizes the interactional metadiscourse markers by using a few strategies in his single sentence; they are boosters (**must**), self-mention and attitude markers (**I believe**), and engagement markers (**Mane and friends**, referring to the audience who asked question). According to the context, Anies was confident that the nation or the government must acknowledge Mane's potential in e-sport. As a result, the higher-ups should not trouble them in developing their potential; instead, providing facilities and convenience is a must. Anies also involves the audience by mentioning Mane's name and his friends; later, he gives assurance and understanding of their needs.

Since metadiscourse elements are a way of successfully transmitting the content of one's idea, they are crucial to the success of the political campaign, which constantly intends to influence other people's decisions or impressions of one candidate. Thus, investigating the metadiscourse markers found in the "Desak Anies" video, which took place in Yogyakarta and was uploaded to Anies Bawedan's YouTube channel, became the primary research in this paper using Hyland's theory of the interpersonal model of metadiscourse. At the same time, this work would also analyze the function of the metadiscourse markers used by the speaker in the video. Besides, politicians intentionally select their language so it does not negatively affect the meaning. They also present their discourse in a discursive manner (Abusalim et al., 2020). This is achieved by utilizing not only word choice but also metadiscourse markers, which are linguistic devices used to establish a bond with the audience and structure the text for smooth processing on

the part of the recipients (Hyland, 2018). Thereby, metadiscourse markers consisting of interactive and interactional models were conducted.

B. Problems of the Study

In regard to the above described background, the following questions for the research were:

1. What types of metadiscourse markers are applied in the "Desak Anies" video?

2. How are metadiscourse markers realized by Anies Baswedan in the "Desak Anies" video?

3. Why are metadiscourse markers realized in the "Desak Anies" video?

C. Objectives of the Study

As connected with the research questions that previously stated, the aims of this investigation were:

1. To investigate the types of metadiscourse markers in the "Desak Anies" video.

2. To describe the realization of metadiscourse markers employed in the "Desak Anies" video.

3. To elaborate the reasons of metadiscourse markers realization in the "Desak Anies" video.

D. The Scope of the Study

This study examined how metadiscourse markers are used by Anies Baswedan in his political campaign, "Desak Anies". This can be find trough Anies Bawedan YouTube channel. Moreover, the metadiscourse markers model

that used in this paper is based on Hyland's (2005a) theory which consist two types of metadiscourse markers: interactive categories (evidentials, code glosses, transition markers, frame markers, and endophoric) and interactional categories (engagement markers, hedges, boosters, attitude markers, and self-mentions). Mai's (2016) model of persuasion function, which draws inspiration from Aristotle's three persuasive methods (*ethos, pathos, and logos*), also employed in order to broaden the study's scope.

E. The Significance of the Study

The outcomes of this study were intended to be valuable to other researcher working on similar topics. As a consequence of the research, the following information was provided:

1. Theoretically, this research aims to add to the study of metadiscourse markers analysis.

1. Practically, the findings are beneficial for politicians, as they can help them organize their speeches/campaigns more coherently and gain trust and engagement from their audience. Other than that, the findings are beneficial in practice for researcher, which can help to learn more about metadiscourse markers and share that knowledge with others interested in this study area. Additionally, for the readers, it is to inform about various metadiscourse markers. For the students, it can broaden and deepen their understanding of metadiscourse markers and aid in text comprehension. For the teachers, it can benefit their further research by serving as a source of information.