

CHAPTER I

INTRODUCTION

The first chapter presents a general outline of the study. It includes several key components, namely the background of the study, the research questions, the objectives, the significance, as well as the scope and limitations of the study.

1.1 Background of the Study

In spoken communication, language is not only used to deliver information but also to create a connection and build interaction between the speaker and the audience. Speakers often use certain expressions to make their ideas easier to understand, guide the audience through their message, or show their personal attitude toward what they are saying. This kind of language use is known as metadiscourse.

According to Hyland (2005) metadiscourse refers to the elements of language that help organize a message and express the speaker's attitude toward it. Metadiscourse also plays an essential role in shaping interaction, because it directs the audience's attention and reflects how speakers adjust their language based on listeners needs (Shahid et al. 2021). It can be seen that metadiscourse enables speakers to express their message clearly and helps the speech maintain the audience's interest (Agustinos et al. 2018). For instance, when a speaker says "I think," "in other words," or "as you can see," they are not giving new information but helping the audience understand how the message is structured and what position the speaker takes. Before Hyland (2005) refined the concept of metadiscourse into interactive and interactional categories, several earlier experts had also proposed their own definitions and classifications of metadiscourse.

Kopple (1985) explains that metadiscourse consists of linguistic elements that do not provide additional content but function to structure the text and express the writer's stance toward the message. The classification includes two main categories: textual metadiscourse, which helps structure the text and guide readers

through the information, and interpersonal metadiscourse, which reflects the writer's presence and relationship with the reader. Later, Crismore et al. (1993) developed this idea by explaining that metadiscourse functions as a bridge between the writer and the reader, allowing interaction through language. This framework emphasized that metadiscourse can help readers understand not only what is being said but also how and why it is said. These earlier perspectives highlight that metadiscourse is an essential part of effective communication, as it organizes ideas and builds connection between communicators. Earlier theories focused on textual and interpersonal metadiscourse, while Hyland (2005) later refined it into interactive and interactional categories.

According to Hyland, (2005) interactive metadiscourse refers to how a speaker or writer organizes their message to help the audience understand the ideas more easily. Interactive metadiscourse have five broad sub categories, include transitions, frame markers, endophoric markers, evidentials, and code glosses. Meanwhile, interactional metadiscourse refers to how a speaker or writer shows their feelings, opinions, and personal involvement in the message to build a connection with the audience (Hyland, 2005). Interactional metadiscourse consist of hedges, boosters, attitude markers, self mentions, and engagement markers. Interactional metadiscourse also help the speaker sound confident, polite, and more connected with the listeners (Hyland, 2005). Metadiscourse can appear in both written and spoken communication, where language is used not only to share information but also to connect with the audience.

A speech is one of the contexts where metadiscourse can be seen in real communication. In a speech, the speaker needs to deliver ideas clearly while keeping the audience focused and emotionally connected. A speech is not only about giving information but also about influencing and motivating the listeners through the use of language. As stated by Wicaksono (2020), a speech is an activity of expressing ideas, opinions, and feelings in front of others with the aim of achieving specific communication goals. For instance, when a speaker says, "As well as how to actually use **your** intonation and pronunciation to actually sound

like **you** need help and not to sound like a robot” (Koonnala & Chaiwong, 2022). Engagement markers are used to make the audience feel involved in the message. This shows how language in a speech can build a strong relationship between the speaker and the audience, especially in motivational speech, where the goal is to inspire and encourage listener to take positive action or reflect on themselves.

TEDx Talks YouTube channel is one of the platforms that provides motivational and educational speeches from people around the world. The speakers come from different backgrounds, and they use storytelling and personal experiences to deliver meaningful messages. What makes TEDx Talks special is how speakers use language to connect deeply with the audience, even though they may come from different cultures or experiences. Their words are carefully chosen to motivate, inspire, and build emotional connection.

This research focuses on a motivational speech taken from the TEDx Talks YouTube channel, entitled “Manifesting Goals: Visualizing Your Future Success” by Syakira Puteri. This speech carries the theme of future success that is relevant to many people, especially young audiences. In this speech, Syakira Puteri uses various interactional metadiscourse markers to make her message more personal and engaging. For instance, Puteri utilize engagement markers through the use of the word **you** in the sentence: “So life purpose has value and impact, and it has a specific rules regarding what do **you** do, for whom, and for what impact **you** want to make in this world.” This is used to directly involve the listeners and make them feel connected to the message being delivered. This example shows that language in TEDx Talks is not only used to deliver ideas but also to build interaction and emotional connections with the audience.

Therefore, this research specifically limits its focus to interactional metadiscourse rather than the interactive type. The main reason is that a motivational speech essentially aims to persuade, connect, and influence the audience's feelings and attitudes. While interactive metadiscourse only functions to manage the structure of the text, interactional metadiscourse directly reveals the

speaker's personality and builds a live dialogue with the listeners. Thus, the TEDx Talks YouTube channel provides rich examples of interactional metadiscourse markers, making it a highly relevant context to analyze how the speaker expresses her stance and engages with listeners through language.

Based on the discussion above, it can be seen that metadiscourse plays an important role in shaping how messages are delivered and how audiences are engaged. While many previous studies have examined metadiscourse in written texts or in political and academic contexts, research that specifically analyzes motivational speech on the TEDx Talks YouTube channel, specifically by Syakira Puteri is still limited. Therefore, this study aims to fill this gap by analyzing the types of interactional metadiscourse markers in motivational speech on the TEDx Talks YouTube Channel and the functions of each category used in this motivational speech. By examining “Manifesting Goals: Visualizing Your Future Success,” this research provides a deeper understanding of how speaker uses linguistic strategies to connect with her listeners. Based on this background, the following research questions are formulated to guide the study.

1.2 Research Questions

To make this research more focused, it is important to state the specific research questions that will guide the study. Based on the background above, the research questions are:

1. What types of interactional metadiscourse markers are found in the motivational speech delivered on the TEDx Talks YouTube channel?
2. What are the functions of interactional metadiscourse markers in the motivational speech delivered on the TEDx Talks YouTube channel?

1.3 Objectives of the Study

Research objectives are closely related to the research questions. The objectives of this research are:

1. To identify the types of interactional metadiscourse markers found in the motivational speech delivered on the TEDx Talks YouTube channel.
2. To explain the functions of interactional metadiscourse markers in the motivational speech delivered on the TEDx Talks YouTube channel.

1.4 Significance of the Study

In theoretical terms, this study contributes to the field of discourse analysis, especially in understanding interactional metadiscourse. By applying Hyland's (2005) classification, this research shows how interactional metadiscourse is used in a spoken context such as motivational speech. The results of this study are expected to give more insight into how speaker uses language to express their thought and involve the audience.

In practical terms, this study helps readers and public speaker become more aware of how language can build a connection with the audience. By understanding interactional metadiscourse, speaker can deliver message more clearly and make speech more engaging and effective. The results of this study may also serve as a reference for improving communication and public speaking skills.

1.5 Scope and Limitation of the Study

The researcher focuses on analyzing the interactional metadiscourse markers and their functions used in a motivational speech from the TEDx Talks YouTube channel. In this research, the scope is in the field of discourse analysis, specifically looking at how language functions in spoken communication. In conducting this research, the researcher applies Hyland's (2005) theory from his book *Metadiscourse: Exploring Interaction in Writing*, which introduces the classification of metadiscourse markers and the functions of each category. This theory is chosen because it provides a clear and systematic framework, making it easier to identify and analyze how speaker express her stance and engages with the audience. In addition, Hyland's (2005) framework is widely used in discourse

studies, which helps ensure that the analysis is based on a well established and reliable theoretical foundation.

The researcher limits this study to identifying the types of interactional metadiscourse markers and their functions based on Hyland's (2005) classification used by the speaker in the selected motivational speech. The speech analyzed in this study is “Manifesting Goals: Visualizing Your Future Success” by Syakira Puteri, which was published on August 2, 2024, and is available on the TEDx Talks YouTube channel via <https://youtu.be/XZeEhhZfg0E?si=J1nK-QouhynlB212>. This study uses the transcript of the selected speech as the main sources of data.