

INTERPERSONAL METADISCOURSE MARKERS ON EMMA WATSON'S SPEECH

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Abstract

Despite her remarkable figure as an actress, Emma Watson also becomes an activist and delivers her speech at the UN stage. This paper aims to find out the interpersonal metadiscourse markers in her speech dealing with gender equality issue using Hyland's theory of metadiscourse (2005). Hyland (2005) categorizes metadiscourse resources into interactional metadiscourse resources and interactive metadiscourse resources. The data collecting technique includes identifying the video and transcript of the speech also specifying the sentence to further make it become data. This research uses qualitative research. By analyzing the interactional and interactive metadiscourse resources found in Emma Watson's speech, the interpersonal metadiscourse markers of the speech is revealed. The types of interpersonal metadiscourse markers found mostly in the speech are transition markers for interactive resource and self mention for interactional resource. It can be concluded that by the elaborate use of various interpersonal metadiscourse markers, Emma Watson does a good job while delivering her ideas and her position, and at the same time, building a good engagement with the audience and getting mutual communication. This research also argues that Hyland's theory of metadiscourse, especially in interpersonal metadiscourse markers has a significant analytical framework in discourse analysis, offers a promising application in exploring interpersonal meaning by the speaker.

Key words: Interpersonal Metadiscourse, Interactional Metadiscourse, Interactive Metadiscourse, Metadiscourse

INTRODUCTION

Speech is an utterance with a good arrangement to be delivered to many people (Zhu et al., 2021). Speech term refers to the process of imposing a meaningful perceptual experience on an otherwise meaningless speech input (Dosia & Rido, 2017), (Isnain et al., 2020), (Oktavia & Suprayogi, 2021). In other words, speech is an activity of someone in delivering idea, value, and message to the audience (Ivana & Suprayogi, 2020), (Azijah, 2020), (Lubis et al., 2019). There must be a connection between speaker and hearer, so that the message that is delivered would be understandable and acceptable to the audience whether direct or indirect audiences (Choirunnisa & Sari, 2021), (Ahluwalia, 2020), (Yulianti & Sulistyawati, 2021), (Al Falaq & Puspita, 2021).

There was a controversial speech in 2014. It was delivered by British actress and activist, Emma Watson. It was controversial because her speech got both positive and negative feedbacks by society, also she was not originally a politician yet was able to deliver speech at the UN stage. She delivered this speech as she was appointed as the Goodwill Ambassador of UN Women. She helped to launch the UN Women solidarity movement which is He for She to invite men to advocate gender equality.

Gender is actually not a recent issue. It has been existed since a very long time ago. Primarily, gender issue is always related about inequalities between men and women.

Gender stereotype from the late century has brought the idea that women are powerless (Chavez, 2000), (Andrade et al., 2009), (Ahluwalia, 2020). As the time goes by, this kind of stereotype is slowly disappear by people thoughts and acts (Sucipto & Bandung, 2016), (Ngestirosa et al., 2020). However, this is still happening in our surroundings according to Emma Watson's speech.

In delivering her speech, Emma Watson tried to convince and invite men to step forward to be seen on this issue, she needs men's support in dealing with the gender equality issue. As the Goodwill Ambassador of UN Women and an actress, Emma Watson positions herself as she delivered the ideas to the audiences. As the speaker and the sender, she is not only speaking to the audiences but also communicating. Hence, the speaker or the researcher can still keep maintaining the relationship to the receivers.

The theories about maintaining a good relationship between the sender and receiver can be found in Hyland's theory of interpersonal metadiscourse. Hyland (2005) points out that "metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the researcher (or speaker) to express a viewpoint and engage with readers as members of a particular community". This definition explains that a certain expression is more than giving information, but also how the researcher or the speaker keeping a good relationship to the receiver is by using the interactional and interactive theory of interpersonal metadiscourse meaning. Therefore, the researcher decides to find out the types and functions of interpersonal metadiscourse meaning on Emma Watson UN Women Speech.

LITERATURE REVIEW

2.1 Metadiscourse

Metadiscourse is the cover term for the self-reflective expressions used to negotiate interactional meanings in a text, assisting the researcher (or speaker) to express a viewpoint and engage with readers as members of a particular community (Istiani & Puspita, 2020), (Kuswoyo & Siregar, 2019), (Azijah, 2020). While this definition relates to some of the earlier work on metadiscourse, it is also clear that it differs from it in important ways, overlapping with other views of language use which emphasize the interpersonal, such as evaluation, stance and engagement (Dharlie, 2021), (Oktavia & Suprayogi, 2021), (Nababan & Nurmaily, 2021), (Journal & Kiranamita, 2021).

Essentially it sees metadiscourse as a system of meanings realized by an open-ended set of language items (Puspaningtyas, n.d.), (Pahdi et al., 2020), (Series, 2020), (Nadya et al., 2021). These items can also perform nonmetadiscoursal roles and so are recognized only in actual instances of realization (Sari & Wahyudin, 2019), (Hidayati et al., 2020), (Ambarwati & Mandasari, 2021). Underpinning this conception of metadiscourse is a functionally oriented perspective, which sees researchers as conducting interaction with their readers, and three key principles of metadiscourse. These are:

1. that metadiscourse is distinct from propositional aspects of discourse;
2. that metadiscourse refers to aspects of the text that embody researcher—reader interactions;
3. that metadiscourse refers only to relations which are internal to the discourse.

2.2.1 Classification of Metadiscourse

The first model of metadiscourse classification was introduced by Vandekopple (1985). He introduced two main categories of metadiscourse, namely “textual” and “interpersonal”. The model recognizes that metadiscourse is comprised of the two dimensions of interaction:

The interactive dimension. This concerns the researcher's awareness of a participating audience and the ways he or she seeks to accommodate its probable knowledge, interests, rhetorical expectations and processing abilities (Puspito et al., 2020), (Series, 2020), (Series, 2020). The researcher's purpose here is to shape and constrain a text to meet the needs of particular readers, setting out arguments so that they will recover the researcher's preferred interpretations and goals (Kuswoyo & Audina, 2020), (Wahyono et al., 2021), (Gita & Setyaningrum, 2018). The use of resources in this category therefore addresses ways of organizing discourse, rather than experience, and reveals the extent to which the text is constructed with the readers' needs in mind (Muludi et al., 2021), (Septiyana & Aminatun, 2021), (Samanik & Lianasari, 2018).

The interactional dimension. This concerns the ways researchers conduct interaction by intruding and commenting on their message (Andrade et al., 2009), (Block & Mead, 2003), (Sari, 2015), (Sari, 2019). The researcher's goal here is to make his or her views explicit and to involve readers by allowing them to respond to the unfolding text. This is the researcher's expression of a textual 'voice', or community-recognized personality, and includes the ways he or she conveys judgements and overtly aligns him- or herself with readers (Sulistiani et al., 2021), (Sulistiani et al., 2021), (Pratama, 2018). Metadiscourse here is essentially evaluative and engaging, expressing solidarity, anticipating objections and responding to an imagined dialogue with others. It reveals the extent to which the researcher works to jointly construct the text with readers (Gita & Setyaningrum, 2018), (Utami et al., 2021), (Gulö, 2014), (Kiswardhani & Ayu, 2021).

2.2.1 Interpersonal Metadiscourse

These two dimensions are defining characteristics of any communication, whether spoken or written, and are expressed through a range of rhetorical features which themselves perform more specific functions (Fitri et al., 2019), (Pradana & Suprayogi, 2021), (Sedyastuti et al., 2021).

The classification scheme summarized in Table 3.1 embodies these principles. It is based on a functional approach which regards metadiscourse as the ways researchers refer to the text, the researcher or the reader. It acknowledges the contextual specificity of metadiscourse and, at a finer degree of delicacy, employs distinction between interactive and interactional resources to acknowledge the organizational and evaluative features of interaction (Rido, 2018), (Oktaviani et al., 2021).

Interactive Resources

As discussed above, these features are used to organize propositional information in ways that a projected target audience is likely to find coherent and convincing (Fadly & Alita, 2021), (Al Falaq & Puspita, 2021). They are clearly not simply text-organizing as their deployment depends on what the researcher knows of his or her readers. They are a consequence of the researcher's assessment of the reader's assumed comprehension capacities, understandings of related texts, and need for interpretive guidance, as well as

the relationship between the researcher and reader (Damayanti & Subriadi, 2017), (Safitri & Nani, 2021).

Transition Markers

Transition markers are mainly conjunctions and adverbial phrases which help readers interpret pragmatic connections between steps in an argument. They signal additive, causative and contrastive relations in the researcher's thinking, expressing relationships between stretches of discourse. It is unimportant whether items here contribute to syntactic coordination or subordination, but to count as metadiscourse they must perform a role internal to the discourse rather than the outside world, helping the reader interpret links between ideas.

Frame Markers

Frame markers signal text boundaries or elements of schematic text structure. Once again, care needs to be taken to identify features which order arguments in the text rather than events in time. Items included here function to sequence, label, predict and shift arguments, making the discourse clear to readers or listeners. Frame markers can therefore be used to sequence parts of the text or to internally order an argument, often acting as more explicit additive relations.

Interactional Resources

These features involve readers and open opportunities for them to contribute to the discourse by alerting them to the author's perspective towards both propositional information and readers themselves. They help control the level of personality in a text as researchers acknowledge and connect to others, pulling them along with their argument, focusing their attention, acknowledging their uncertainties and guiding them to interpretations. But these resources are not only the means by which researchers express their views, but are also how they engage with the socially determined positions of others. They therefore act to anticipate, acknowledge, challenge or suppress alternative, potentially divergent positions and so work to expand or restrict opportunities for such views

METHOD

In this research, the researcher uses qualitative descriptive method, because the analysis and the data are in form of text and the data is about the description of a problem (Baker & Edwards, 2012). This research is aimed at finding out of the types the metadiscourse markers and the function used in Emma Watson's Speech. Then, the researcher uses various works that stand in form of books, journals, and articles as the reference to strengthen and support the research.

RESULTS AND DISCUSSION

Interpersonal Metadiscourse on Emma Watson's Speech

Frame Markers as Explaining the Purpose about Something

In this part, Emma tried to mention her purpose of doing the speech. In addition, previous researcher did find this function on Steve Jobs's Speech. However, on Steve Job's speech, he stated his purpose in stages meanwhile Emma stated directly to the point of her purpose.

Excerpt 1

Today we are launching a campaign called "HeForShe."

I am reaching out to you because I need your help. We want to end gender inequality—and to do that we need everyone to be involved. (*paragraph 1, line 1*)

In the excerpt above, the italic sentence has function to tell the audiences about her purpose in delivering her speech, she stated that in the very beginning so that the audiences would know what she was going to discuss in the speech which is inviting people to be involved in the campaign called "HeForShe", dealing with gender equality.

Self Mention as Showing What "We", "I", "Her", "You" Refer to

WE

In this part, Emma Watson used "we" to refer her and her team of the campaign. In addition, the previous research also have self mentions type in it, which is "we" markers and have different function that refers to the speaker and the audience.

Excerpt 2

Today *we* are launching a campaign called "HeForShe." (*paragraph 1, line 1*)

In the excerpt above, the word "**we**" indicates the speaker and the team behind her. Emma Watson and the team in UN Women launched the movement campaign for dealing with gender inequality and invite as many men and boys as possible to be an agent of the movement, that is why the campaign is called "HeForShe".

I

In this part, Emma Watson, the speaker, positions herself as the first person. Thus, she used "I". In addition, both previous research also have attitude self mentions type in it, which is "I" markers and have the same function that refers to the speaker.

Excerpt 3

I decided *I* was a feminist and this seemed uncomplicated to *me*. But *my* recent research has shown *me* that feminism has become an unpopular word. (*paragraph 6, line 22*)

In the excerpt above, the word “**I**” there shows an explicit reference of the speaker which is Emma Watson. She also used the words “me” and “my” to indicate herself as speaker and point out to the audience that she was feminist then she was not for awhile, next she was done with the research, she decided to be feminist again until now.

HER

In this part, Emma Watson used “her” to refer to someone, that is Hillary Clinton. In addition, both previous research also have attitude self mentions type in it, which is “our” markers and have different function to the research.

Excerpt 4

But what stood out for me the most was that only 30 per cent of *her* audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation? (*paragraph 9, line 51*)

In the excerpt above, the word “**her**” indicates the person who Emma was talking about is Hillary Clinton because she mentioned her in the previous statment. The statement is about Clinton’s speech in 1995 about women’s rights but the audiences of her only 30% male meanwhile Watson and her team purpose is to invite as many men and boys to be a part of the movement, so she explained about the gap there.

YOU

In this part, Emma refers “you” to all of her audiences during the speech also anyone who watches the speech through media.. In addition, both previous research also have attitude self mentions type in it, which is “our” markers and have different function to the research.

Excerpt 5

If *you* believe in equality, *you* might be one of those inadvertent feminists I spoke of earlier. (*paragraph 12, line 99*)

In the excerpt above, the word “**you**” indicates about the speaker audiences. Emma delivered the speech in UN Women stage infront of important people who work at the UN. The audience was both women and men. The speech also went viral because all of Emma Watson fans became indirect audiences and watch the speech through media. Therefore, “you” indicates the direct and indirect audiences of her speech.

Transition Markers as Explaining How Things Happen and as Constracting Things.

BECAUSE

When using the transition “because” in the speech, Emma tried to give reason about something she stated before that markers. In addition, previous researchers did not find the transition “because” on both Michelle Obama and Steve Jobs’s Speeches. However, the researcher did find some functions in this research.

Excerpt 6

I started questioning gender-based assumptions when at eight I was confused at being called “bossy,” *because* I wanted to direct the plays we would put on for our parents—but the boys were not. (*paragraph 5, line 15*)

In the excerpt above, *because* marks functions as the consequence external transition which is about explaining why the things happen. This type is not categorized as internal transition but external because the sentence explains how and why things happen not draw the conclusions. In the sentence, Emma Watson tries to explain to the audiences about her personal experience when she got confused being called “bossy” at young age and she explains why she was being called that way, that is because she wanted to direct plays but the boys in her school were not.

BUT

When using the transition *but* in the speech, Emma tried to give a constracting idea about something she stated before that markers. In addition, previous researchers did find the transition “but” on both Michelle Obama and Steve Jobs’s Speeches. The transition on both research and this research have the same function.

Excerpt 7

They may not know it, *but* they are the inadvertent feminists who are changing the world today. And we need more of those. (*paragraph 8, line 41*)

In the excerpt above, *but* functions as the comparison external transition which is about comparing people’s qualities in order deal with gender equality. In the sentence, Emma Watson explains to the audiences that many people did not realize that their actions have affected the gender equality issue nowadays and she states that in order to deal with the issue, we need more of those kind of people.

Code Glosses as Telling the Steps about Something

In this part, Emma Watson breaking down the stories starting at the age of 8 until 18. In addition, the previous researcher did not find this type on Michelle Obama speech but another researcher found it on Steve Jobs’s. However, Jobs only discussing about example of his experience without breaking it down step by step. The function of code glosses in this research has revealed that the excerpt below has function as both example and break down the steps.

Excerpt 8

I started questioning gender-based assumptions *when at eight I was confused at being called “bossy,” because I wanted to direct the plays we would put on for our parents—but the boys were not.*

When at 14 I started being sexualized by certain elements of the press.

When at 15 my girlfriends started dropping out of their sports teams because they didn’t want to appear “muscly.”

When at 18 my male friends were unable to express their feelings.
(*paragraph 5, line 15*)

In the excerpt above, Emma Watson tried to give the real examples about gender stereotypes happen since she was young, she elaborate her personal experience on how people stereotype boys and girls in her school. She has been familiar with the issue because she experienced it herself. She wanted to be closer to the audience by telling personal stories of hers.

CONCLUSION

After analyzing the data, the researcher could conclude that interactive resources have the total number of 11, accounting for 13.4% of total metadiscourse resources found in the speech. Among these resources, transitions is the most used in the speech, rating at the top of the interactive resources. This means that Emma Watson was good at organizing the speech text, making the speech clear and coherent to audience so it became easier for them to find links between arguments and to better comprehend what she tried to convey. Moreover, the use of frame markers, endophoric markers, evidentials, and code glosses contributed to cohesion and continuity of the speech.

From the discussions in chapter four, the researcher could conclude that the total number of interactional resources is 71, accounting for 86.6% of total metadiscourse resources used in the speech. To be more detailed, among these interactional resources, self mentions and boosters were widely used, followed by engagement markers, attitude markers as well as hedges. With the reason that speech is a very typical interpersonal activity, it is significantly important to establish a speaker identity. Therefore the wide use of self mentions made it possible for the speaker to state his stance and perspectives more powerfully. In her speech, Emma Watson used 59 self mentions, accounting around 72% of the number of interactional resources. In addition, 4 boosters emphasize the certainty. These types of interactional resources reflect Emma Watson' confidence in and commitment to what she was saying. These also strengthen her voice of convincing, since the speech was about inviting people especially men to become a part of her campaign dealing with gender equality. As a result, she received audience's comprehension and agreements. For the rest of markers including hedges, attitude markers, engagement markers and also helped Emma Watson intrude herself into the communication, established her image, brought an influence to audiences, facilitated the interaction, and also expressed her ideas.

In conclusion, the amount findings of both interactive and interactional metadiscourse resources results Emma Watson was succeed at convincing, building, and mantaining an engagement to her audiences while delivering the speech.

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