Deanship of Scientific Research

Quality of Arguments in Youtubers' Talks

Nini Ibrahim* [1] iD *, Aisyah Ramadhani* [2] iD *, Irwan Baadilla* [1] iD

[1]Department of Indonesian Language and Literature Education, University of Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia
[2]Department of Psychology, University of Muhammadiyah Prof. Dr. HAMKA, Jakarta, Indonesia

Abstract

Objectives: The study aims to describe the quality of YouTubers' argumentation in their video content. The opinion videos articulated by YouTubers are quite intriguing to observe, considering the quality of their argumentation.

Methods: The study employed a qualitative descriptive method, which involves employing data analysis techniques based on Miles and Huberman's theory. To assess the quality of arguments made by YouTube influencers, the researcher listened to specific utterances containing arguments from their various videos as a data for analysis. The aspects of these arguments were then classified using a conceptual map as a means of data presentation.The next step involved analyzing and categorizing these arguments based on the identified aspects. Finally, the results of the analysis were interpreted, leading to the drawing of conclusions from the findings.

Results: The study's results demonstrated the robustness and effectiveness of the arguments presented by YouTube influencers. These arguments were backed by a range of aspects, including persuasion, skill, reasoning, influence, and facts. Notably, the influencers emphasized the use of empirical data and objectively verifiable facts in their opinion content. Additionally, they displayed critical thinking and eloquence to effectively influence their audience.

Overall, the findings suggest that the quality of arguments presented by YouTube influencers plays a significant role in reinforcing listeners' beliefs and influencing the conveyed ideas. The study highlights the power and impact of well-constructed arguments in the context of YouTube content and its potential influence on viewers.

Conclusions: The research reached two main conclusions. Firstly, YouTube influencers predominantly rely on factual-based argumentation in the content of their opinions. This indicates that they prioritize using empirical data and verifiable facts to support their arguments. Secondly, the study found that YouTube influencers primarily utilize the factual aspect to substantiate their arguments when presenting them to the public, aiming for greater acceptance and credibility.

Keywords: Quality, argumentation, speech, youtubers, opinion.

<div dir="rtl">

جودة الحجج في حوارات اليوتيوبرز

نيني إبراهيم*[1]، عائشة رمضاني[2]، إروان باديلا[1]
[1]قسم تعليم اللغة والأدب الإندونيسي، جامعة محمديّة الدكتور بروف .د .هامكا، جاكرتا، إندونيسيا
[2]قسم علم النفس، جامعة محمديّة الدكتور بروف .د .هامكا، جاكرتا، إندونيسيا

ملخّص

الأهداف: تهدف الدراسة إلى وصف جودة استدلال مؤثري اليوتيوب في محتوى فيديوهاتهم. ومن هذا المنطلق، تعد مقاطع الفيديو التي يعبر عنها مؤثرو اليوتيوب مثيرة للاهتمام لدراستها، وفقاً لجودة استدلالهم.

المنهجية: تبنت هذه الدراسة المنهج الوصفي النوعي، باستخدام تقنيات تحليل البيانات القائمة على نظرية مايلز وهوبرمان. وذلك بالاستماع إلى تصريحات مؤثري اليوتيوب من فيديوهاتهم المختلفة لرصد جودة حججهم من خلال اختيار العبارات التي تحتوي على حجج كبيانات لتحليلها. وعليه، صنّفت جوانب هذه الاستدلالات بصورة خريطة مفاهيمية (عرض البيانات). وتباعاً سيجري تحليل وتصنيف هذه الحجج بناءً على هذه الجوانب. وفي المرحلة النهائية، سُتُفسَر نتائج التحليل وتُستخلص الاستنتاجات.

النتائج: أظهرت نتائج الدراسة مدى قوة وفعالية جودة الحجج التي يقدمها مؤثرو اليوتيوب. أُسندت هذه الحجج بمجموعة متنوعة من الجوانب، كالإقناع، والمهارة، والاستدلال المنطقي، والتأثير، والحقائق. كما تبيّن أن التركيز تمحور حول جانب الحقائق لتقديم محتوى الرأي باستخدام البيانات التجريبية والحقائق التي يمكن التحقق منها على نحو موضوعي. وأظهر المتحدثون أيضاً مهارات التفكير النقدي والبلاغة للتأثير على المستمعين. وعليه، يمكننا استنتاج مدى تأثير جودة حجج مؤثرو اليوتيوب وقدرتهم على تعزيز معتقدات المستمعين في الأفكار المنقولة.

الاستنتاجات: خَلُص البحث إلى أن مؤثرو اليوتيوب يعتمدون في الغالب على استدلال قائم على الحقائق في محتوى آرائهم. كما خلص أيضاً إلى استخدام مؤثري اليوتيوب الجانب الحقائقي على نحو رئيسي لتوثيق حججهم أمام الجمهور لقبولها.

الكلمات الدالة: الجودة، الحجج، الخطاب، مؤثري اليوتيوبر، الرأي.

</div>

Introduction

YouTube is currently the most popular social media platform (Holland, 2016; Marwick, 2015). It is easily accessible and serves as a platform for viewing, streaming, or downloading a variety of content including movies, tutorials, songs, football matches, and other videos. Beyond its use for entertainment, YouTube is recognized beyond the digital world due to the proliferation of channels across cyberspace (Vazquez-Calvo, Elf, & Gewerc, 2020; Bishop, 2018; Lapaelo, 2021). Moreover, YouTube's reach extends to significant portions of populations around the world, with access in Indonesia reaching 50% of its population (Nuryama, 2022).

Since March 2015, many content creators, known as YouTubers, have started to post their own content. An impressive number of YouTube videos, over 10,000, have reached one billion views, collectively viewed by seventy million users (Grzesiak, 2018). Additionally, statistics show that active YouTube usage increased from 2.38 billion in early 2022 to 2.41 billion, marking an increase of 1.58% by the end of the year (Widi, 2022). This uptick in usage underscores the platform's widespread appeal in Indonesia and other countries.

YouTube also serves as a resource for information and education (Utami & Zanah, 2021). Users can access tutorials, presentations, lectures, and educational videos to expand their knowledge on various subjects. However, YouTube is not without its drawbacks, hosting negative or unethical content, such as bullying, harassment, and copyright infringement. Although YouTube applies content moderation, it is incumbent upon users to exercise caution and apply critical thinking when selecting content to consume.

YouTubers, known as content creators, have the capacity to publish influential opinionated content and acquire fame through their work (Sari, 2020). A prime example is Gita Savitri Devi (GSD), a YouTuber who gained popularity in Germany by addressing emerging social issues in society. GSD was awarded the Silver Button by Google for reaching over 100,000 subscribers. Recognized as an influencer, this young YouTuber inspires audiences with content that is interesting, educational, and inspiring. GSD's videos boldly give voice to opinions on viral issues in Indonesia and globally, thereby capturing public attention (Nurjanah, Junaedi, & Fatoni, 2020).

The persuasive power of these opinions can often be ascribed to the argumentation techniques employed. Argumentation is seen as a means to compel listeners to accept and believe the presented views and to influence them to act in alignment with the speaker's intentions (Van Eemeren, Grootendorst, & Kruiger, 2019). Additionally, argumentation acts as a rhetorical device aimed at convincing audiences of the validity of presented arguments (Rainbolt & Dwyer, 2014; Kuhn, Zillmer, Crowell, & Zavala, 2013; Fitri, et al., 2016). Essentially, argumentation is utilized to affirm or refute a stance using factual evidence.

Several elements should be considered when constructing an argument. The persuasive aspect is vital for effective argumentation. It is imperative for someone engaged in an argument to present reasons with precision. Thompkins cites in Huda (2017:2) that successful argumentation entails convincing and influencing others through accurately presenting reasons or rebuttals, thereby garnering agreement with one's stance (Hoefer & Green, 2016). Moreover, robust arguments should be substantiated with verifiable facts (Kropotkin, 2019; Setyaningsih, 2016). It follows, then, that compelling arguments require the integrity of data (facts) as a foundation. Furthermore, effective argumentation should also strive to influence listeners to take actionable steps as a result of endorsing the arguments (Hoefer & Green, 2016; Elvira, Abdurahman, and Ratna, 2016).

The presentation of a compelling argument hinges on one's rhetorical skills. To convey ideas effectively, speakers must possess proficiency in reasoning. This reasoning should be articulated as convincingly as possible so that listeners may find themselves able to concur with what they have heard (Marcier, 2016). Clearly, these arguments must be undergirded by sound logic (Derya, 2020; Huda, 2017). Arguments that are structured upon data and facts inherently possess logical integrity. Hence, argumentation demands the capacity to reason and formulate ideas in a logical manner.

From the foregoing discussion, it becomes apparent that certain key aspects must be taken into consideration when advancing an argument. These aspects include persuasion (Hoefer & Green, 2016; Huda, 2017), the capability for reasoning and logical thought (Marcier, 2016; Besnard & Hunter, 2018), logical consistency (Derya, 2020; Huda, 2017), the power

to influence actions (Hoefer & Green, 2016; Elvira, Abdurahman, and Ratna, 2016), and reliance on factual information (Kropotkin, 2019; Setyaningsih, 2016). These elements are integral to argumentation and should be duly considered to ensure that opinionated content created by YouTubers is well received by their audience.

For YouTubers, it is important to master the art of persuasion, wield reasoning skills to build ideas, employ logical arguments, and influence their audience to act or offer support. The hallmark of a successful YouTuber in argumentation is the capacity to galvanize viewers into engaging with their content, as evidenced by likes or channel subscriptions. Thus, in order to bolster their arguments, YouTubers should also focus on presenting factual data, making their content both logical and credible.

Many YouTubers encounter issues with argumentation, often failing to provide a factual basis and evidence when expressing opinions or information (Kurniati, 2019; Zimmermann, 2020). It is not uncommon for some YouTubers to voice their opinions without robust evidence or credible sources, leading to arguments that are weak and unconvincing. Additionally, YouTubers may excessively employ emotional appeals in their argumentation, which can detract from the logical foundation of their arguments (Darmalaksana, 2022). Another frequent issue is bias and selectivity in the presentation of information, where YouTubers may hone in on data that aligns with their own perspective, neglecting to provide a balanced and objective view (Sari, 2020; Tutiasri et al., 2020).

The subject of YouTubers' opinion content has been explored by Aini et al. (2021) in a study titled "Visual Rhetoric Analysis on Skinnyindonesian24's YouTube Content: The Title 'YouTube Lebih dari TV,'" which applied qualitative research with cinematography as the method. This study found that in the YouTube video "YouTube Lebih dari TV," SkinnyIndonesian24 YouTubers articulated their arguments by presenting various factual details concerning YouTube's negative facets.

Aini's study (2021) adds to the broader body of research that scrutinizes YouTubers' argumentation in opinion content through a qualitative lens. The methodologies vary, with Aini (2021) employing cinematography, whereas the current study uses a descriptive approach. There are distinctions in the analytical focus between Aini's work (2021) and this study: Aini's centers on subject/context, audience/context, and perspective; in contrast, this study emphasizes the quality of YouTubers' argumentation in regards to persuasion, skillfulness, logicality, influence, and factual backing. This facet contributes novelty, as prior studies have not specifically probed the quality of YouTubers' argumentation in opinion content nor linked YouTubers' discourse with the aspects of argumentation.

Prior to undertaking this research, the researcher engaged in preliminary observations of various opinion-based content videos produced by YouTubers. The enjoyment of these contents by YouTube users is evident from the plethora of positive comments on these published videos. These observations sparked the researcher's interest in exploring the argumentative strategies employed by YouTubers in their opinion videos.

The focus of this research revolves around the portrayal of the quality of argumentation in YouTubers' video content. The study aims to provide an understanding of the research objectives, which include describing the quality of YouTubers' argumentation by examining the aspects they use and identifying the most prevalent argumentative element that YouTubers frequently leverage in their content. The research objectives draw upon argumentation theory, assessing strategies such as YouTubers' persuasive efforts, their reasoning abilities, their influence on viewers, and their use of logical and factual argumentation (Hoefer & Green, 2016; Huda, 2017; Marcier, 2016; Besnard & Hunter, 2018; Kropotkin, 2019; Setyaningsih, 2016).

The findings of this study can offer valuable insights into the ways in which YouTubers present arguments in their videos and suggest how they could improve the quality of their argumentation. This is particularly crucial given the considerable impact YouTubers can have on their audience, especially among the younger demographics. Additionally, the investigation addresses the common pitfalls in argumentative practices, such as a lack of supporting evidence and facts, an overreliance on emotional appeal, or a tendency toward bias and selective information. The research also sheds light on the shortcomings that YouTubers exhibit when expressing their opinions.

Methods

The research employed a descriptive qualitative method to gather comprehensive information about the quality of arguments presented in YouTubers' videos. This approach was selected to facilitate a detailed description and interpretation of the data collected (Colorafi & Evans, 2016). Data for the study were obtained through a note-taking technique applied to several videos, including "Talking About Failure" (BTK), "Toxic Positivity" (TPY), "Why Do We Hate?" (KKM), "We Versus Body Image" (KVBI), and "Are Boys and Girls Different?" (ACB), all created by the YouTuber Gita Savitri Devi (GSD). The data sources comprised the YouTuber's spoken content, analyzed from the perspective of argumentation elements. The datasets underwent analysis using the procedure proposed by Miles and Huberman, which involves steps of data reduction, data display, and drawing conclusions. The research process commenced with downloading and viewing the videos, followed by scrutinizing and categorizing the YouTuber's discourse according to the argumentative components. The analysis culminated in interpretations and findings related to the argumentative quality of the content.

Findings and Disscussions

The videos published by the YouTuber, Gita Savitri Devi (GSD), were analyzed based on argumentative aspects which include *convincing, skilled, logical, persuasive,* and *factual.*

Convincing Arguments

Convincing arguments were determined based on the YouTuber's efforts to convince listeners to justify her utterances. The following excerpt shows the convincing aspect of an argument presented by GSD:

[1] "…and I removed it not because of the factors that are outside of me, but from within myself. I failed, it does not mean I adopted this mindset from the start, I have just developed a healthy mindset since I was twenty-five……(BTK Video)"

The excerpt cited above illustrates Gita's endeavor to persuade viewers not to be disheartened by failures. The YouTuber critiques the most pivotal elements of failure, providing insightful explanations aimed at convincing listeners that a person's response to failure is largely dependent on mindset. If an achievement is regarded as a failure, the individual may perceive themselves as a failure. However, if failure is seen as part of a process rather than an end result, it can maintain an individual's motivation to persevere. In summary, Gita has presented a compelling argument, backed by detailed reasoning, which has the potential to influence her audience's perspective on failure.

[2] "…Then, my boss told me to quit. I really needed money at that time. It happened when I was still in school and before I made YouTube videos. I worked in a cafe and a printing business at the time. Then, because of a misunderstanding, I had to quit one of those jobs. Then, the manager called, so I did not have to go back to work. I even begged to keep working because I needed money to help my sick father. I was really upset because I really liked my job. I felt like a loser at the time. But what I recall most vividly is feeling "on fire" when I was fired. I dislike being treated in such a manner by others. I am a smart person. I can do other jobs, and I can even be my own boss. Since then, I have created YouTube videos…" (BTK Video)

The speech above contains statements that try to convince listeners or viewers about the YouTuber's point of view. Gita recalls the times in her life when she was at her lowest point. Gita assures the audience that she can reach YouTube success by altering her mindset and behavior. This explanation supports Gita's aim to persuade her audience. Thus, the YouTuber's argument can be categorized as a convincing argument.

Skilled Arguments

The verbal and nonverbal skills of a YouTuber show his/her ability to deliver content. The following excerpts demonstrate this.

[3] "…Anyway, in this video, I am going to discuss a topic that has been on my mind for a long time. On Instagram, I have been asking for your input on the issues I need to cover. I am grateful for all the information you have shared with me, and I have recorded it. In this video, I would want to discuss the concept of failure." (BTK Video)

The above excerpt demonstrates the YouTuber's language skills. In the video, the YouTuber expertly greets the audience and delivers introductory phrases that are subsequently connected to the topic at hand. In addition, the YouTuber can engage

viewers in conversation by saying that she has received a great deal of feedback on Instagram. The excerpt demonstrates that the YouTuber has employed skilled arguments, as she addressed themes that viewers enjoy and propose.

[4] ".... That is all I have to say about it; I apologize if the video is lengthy, but I genuinely enjoy discussing it. It makes me sad that so many people around me feel like they have failed. Thank you to people who have viewed my video and commented on my direct messages, then informed me everything and supplied me with thoughts to explore this topic. If you have a similar experience, please like and comment on this video. If you enjoy this video, please like it, subscribe, and turn on the notification bell. See you in the next video, guys! Bye." (BTK Video)

The excerpt demonstrates that the YouTuber is adept at communicating the conclusion of the theme. It appears from the explanation that the YouTuber is competent at organizing argumentation sentences and guiding them to an easily accepted conclusion. In addition, the YouTuber thanked the viewers as an expression of sympathy, which added value to the video. Additionally, the concluding lines lead to the final supporting sentences of the topic being explored. This demonstrates the YouTuber's proficiency in language processing and thinking, reinforced by her appropriate facial expressions. Therefore, it can be argued that the YouTuber presented a skilled argument.

The Logic of Argumentation

The logic of argumentation can be seen from the plausibility of the speech as outlined in Youtubers' content. The following is an excerpt of speech that indicates the existence of a logical aspect in Gita Savitri Devi's video content.

[5] *"...According to my knowledge or understanding, failure is, for instance, when we have a goal or an aim but feel unable to reach it. …… (BTK Video)"*

The piece of language above illustrates the logic of an argument. In this situation, YouTuber GSD attempts to define failure as an unreachable objective. A logical definition of failure exists. The YouTuber has, therefore, made a logical argument.

[6] *"...Failure, in my opinion, depends on the individual, as every person has their own interpretation of that concept. So, for me, it does not matter if you fail to get married, if you fail in love, you cannot attend a state university or if you cannot enter the major you wish, you cannot enter the company; all types of failure depend on our mindset……. (BTK Video)"*

The preceding passage includes a logical assertion in which the definition of failure depends on the representation of humans or the subject experiencing it. Failure is defined as falling short of an objective. If failure is considered the result, then this understanding is applicable. Alternatively, if the non-achievement is viewed as a process of success, then there is still hope for the achievement. This suggests that a person's mindset affects their actions. Therefore, the YouTuber's argument can be considered logical.

Persuasive Arguments

The objective of speech in YouTube videos is to persuade viewers to follow or validate the information or speech presented. Following are video excerpts of Gita Savitri Devi that include persuasive arguments.

[7] *"...But what I recall most vividly is feeling "on fire" when I was fired. I dislike being treated in such a manner by others. I am a smart person. I can do other jobs, and I can even be my own boss. Since then, I have created YouTube videos… (BTK Video)"*

The preceding passage suggests that the YouTuber is attempting to influence her audience through arguments. She places some focus on altering the listener's or audience's way of thinking and acting so that they may justify it. In this instance, the explanation is supplemented by the YouTuber's own experience with the phenomenon, followed by the presentation of a direction or solution to the problem. Therefore, the YouTuber's fragment of speech is persuasive.

[8] *"People who do not immediately enroll in college after graduating from high school are stigmatized in our culture. They say that, for instance, if you do not immediately enroll in college, you are unable of studying at a particular university. So, when I took a gap year to study in Germany, I was constantly asked, "When will you go to Germany?" Why do you not attend college? (BTK Video)"*

The preceding comment suggests that the YouTuber is attempting to influence the audience by emphasizing "*negative*

stigma." The YouTuber stated that in Indonesian culture, high school graduates who do not immediately enroll in college are considered incapable. The YouTuber intended to persuade the audience with this explanation, therefore the speech included persuasive reasons.

[9] *"…Unfortunately, if we discuss this mental health issue in Indonesia, it is still regarded unimportant. People who are depressed are viewed as weak, untrustworthy, or far from God. Even some individuals advocate for exorcism. Then, if people (in Indonesia) hear about suicides, they will give harsh comments about the victim's religion… (Video TPY)"*

The above excerpt suggests that the YouTuber is trying to persuade viewers by emphasizing the conclusion of the statement. The YouTuber stated in her last speech that Indonesians frequently bully people due to their mental state. The prevalence of toxic positivity has increased quickly among Indonesians. The YouTuber communicated these comments so that her audience would agree with her opinions about toxic positivity. Consequently, it is possible to say that the YouTuber's speech contains persuasive arguments.

Factual Arguments

Facts reinforce the information or arguments presented by YouTubers through the content they upload. As the following samples demonstrate, Gita Savitri Devi supports her arguments with genuine facts in the videos she posts to her YouTube account.

[10] *"…Until there are instances of gratification for admission to public universities, we spend more money to be accepted at preferred campuses. Similarly, in the United States, some celebrities presented gifts to institutions and were discovered by the public." (BTK Video)*

The excerpt above shows that a phenomenon being discussed by the YouTuber is supported by empirical evidence. The YouTuber claimed that in the United States, celebrity parents are willing to bribe famous universities for their children to be admitted. This example is an actual occurrence in the field. Therefore, it can be concluded that the YouTuber's argument is factual.

[11] *"…However, there is one thing that enrages me: the fact that Sulli has been repeatedly bullied, and that has negatively impacted her mental health." (TPY Video)*

This fragment of speech suggests that the YouTuber supports her position with empirical evidence. In this instance, she noted that bullying can impact mental health. Studies have examined the contention that bullying can affect an individual's mental health (Butterworth, Leach, & Kiely, 2016). In conclusion, the YouTuber offered a factual argument in the excerpt.

[12] *"…For instance, if we dislike someone, we may encounter others who also dislike that person. According to study, we can form deep ties with those who share our antipathy. It is known as "**julit**" (gossip) friendship… (Video TPY)"*

The fragment of speech includes an explanation of a topic that has been demonstrated to be true. In this instance, the YouTuber uses the phrase "according to study." It is possible to create friendships since both parties share similar and congruent experiences because of the scenario (Dreher, 2015). Since this assertion has been supported by research, it can be claimed that the YouTuber's arguments are factual.

[13] *"…Humans possess 46 chromosomes in pairs, for a total of 23 pairs… So, according to this argument, men have more testosterone than women…(ACB Video)"*

The video excerpt gives a factual explanation, including speech that is consistent with past research. The YouTuber's explanation of human chromosomes is supported by Webster & Schuh (2017), who assert that 46 cromosomes are present in human body cells. In addition, study by Monje et al. (2020) indicates that male and female testosterone levels vary by tens to hundreds. Thus, the YouTuber's opinion is supported by factual grounds.

Discussions

The interesting part about YouTubers is the arguments presented through their video content. A YouTuber must have good argumentation skills, which is the trademark of the YouTuber him/herself. In truth, argumentation skills can captivate viewers and inspire them to like the videos uploaded by the YouTuber. In addition, equipped with fine argumentation skills, a YouTuber can enable people to absorb information properly.

YouTubers, like anyone engaged in discourse, must master the art of crafting and deploying effective arguments. A

robust argument has the power to persuade viewers to consistently follow and appreciate a YouTuber's content. Moreover, strong arguments need to be backed by empirical evidence to ensure they are both logical and factual. To ensure their arguments resonate with their audience, YouTubers should focus on qualities such as factual accuracy, persuasiveness, logical coherence, and overall persuasiveness. The findings from this study highlight the argumentative techniques employed by Gita Savitri Devi in her opinion-driven YouTube videos, revealing that her arguments are effectively convincing, skillful, logical, persuasive, and fact-based. It is notable that in her videos, factual arguments are presented more extensively than the other four components.

This research identifies a range of argumentative aspects that YouTubers use when presenting their views in their opinion content, including persuasion, skillfulness, logic, influence, and facts. Of these aspects, YouTubers tend to prioritize the presentation of factual information in their argumentation. The results align with research from Ozturk & Doganay (2019), which underscores the paramount importance of facts or valid data in argumentation. Effective argumentation can be achieved through various means such as exposition, assertion, or the process of supporting and critiquing ideas or outcomes based on a solid foundation of evidence.

Substantive and impactful arguments are often underpinned by facts or empirical data. Facts are defined as objectively verifiable and reliable pieces of information (Panuju, 2018). In the construction of arguments, it is vital to buttress statements with pertinent and verifiable facts. When the factual basis is weak, the argument's persuasiveness inevitably suffers. This principle is corroborated by the work of Suharto, Prasetyo, & Wulandari (2020), which found that arguments frequently falter due to an insufficiency of supporting data or empirical evidence.

Arguments are conveyed through mechanisms of exposure, affirmation, or providing support, as well as by critiquing an individual's opinions or outcomes based on valid facts or data (Ozturk & Doganay, 2019). Argumentation plays a vital role in the development and refinement of one's capacity for critical thinking, enhancing the depth of understanding of acquired knowledge (Deane & Song, 2014). A well-constructed argument instills a high degree of confidence in the communicated information or ideas, achieved through a process of critical and logical reasoning—thus rendering the argument persuasive (Hoefer & Green, 2016; Huda, 2017). In essence, argumentation is the effort to convince another person (the listener) to accept the speaker's perspectives or beliefs.

The strength of one's arguments depends on their logical reasoning (Schmeichel, Vohs, & Baumeister, 2018; Schneider, Groza, & Passant, 2013). An individual presents an argument to substantiate a claim. Therefore, arguments must be structured following valid and recognized methods of reasoning (Besnard & Hunter, 2018). Since logic is linked to cognitive processes, the logic of an argument may be discerned from the effectiveness of the language used. The careful selection and organization of words to form coherent, comprehensible sentences are significantly influenced by logical principles (Hidayatullah, 2021; Ibrahim, et al., 2021). Furthermore, for an argument to be coherent and accepted by others, it must be logically constructed and presented as a consistent chain of reasoning (Marcier, 2016; Derya, 2020).

Argumentation is also regarded as the speaker's effort to persuade the audience to endorse the speaker's ideas or concepts. Authentic and powerful arguments can persuade listeners to take actions that align with the speaker's intentions (Hoefer & Green, 2016; Huda, 2017). Through the use of argumentation and rhetoric, speakers seek to influence the attitudes and opinions of others regarding a particular concept. The measure of a person's argumentation skill is found in their ability to reason effectively. Enhancing one's argumentation prowess benefits substantially from the use of reasoning. Reasoning is executed by gathering knowledge through comprehensive research and analysis (Marcier, 2016; Besnard & Hunter, 2018). Additionally, effective reasoning improves the acquisition of new information and the ability to apply it in new contexts. As posited by Xiong, Hoang, and Wang (2017), reasoning not only broadens but also enriches one's knowledge base.

A compelling argument is one that has been proven truthful. The veracity of data is validated by the presence of empirical evidence. Thus, the inclusion of factual information is crucial in any argument. With the support of factual data, the credibility of an argument is established, allowing others to trust in its validity. An argument should be substantiated with empirical data (Schneider, Groza, & Passant, 2013) and facts that align with reasoned ideas (Kropotkin, 2019;

Schneider, Groza, & Passant, 2013).

The quality of an argument can be compromised by limited knowledge. Therefore, evidence or factual data reinforces an argument, distinguishing it from merely being theoretical. An argument is not just conjecture; it must be grounded in empirical facts or research findings (Schneider, Groza, & Passant, 2013). In simpler terms, an argument ought to be buttressed by examples or phenomena that lend precision and clarity to the argument.

Arguments lacking factual support may fail to elicit a strong response from the audience, as they tend to be perceived as weak. An argument without factual evidence is considered to be of poor quality (Schneider, Groza, & Passant, 2013; Wardani, et al., 2018:1370-1371). This is underscored by the findings of Zairina and Hidayati (2022), which demonstrate that only 58.8% of arguments were backed by data. Such situations arise when arguments are predicated solely upon the speakers' personal experiences without the reinforcement of corroborating theories or research findings. To fortify an argument and gain endorsement from the audience, factual evidence is of paramount importance in the process of argumentation (Schneider, Groza, & Passant, 2013).

Argumentation skills can be developed and refined through dedicated learning processes. Acquiring these skills does not happen overnight; it requires consistent practice (Noer, Setiono, & Pauzi, 2019). Students' argumentative abilities improve when they regularly engage with arguments during their educational journey. It is crucial to nurture these skills as they foster cognitive growth and deeper understanding (Wilson-Lopez, et al., 2018). With continuous cultivation, disparities in students' ability to present arguments can be minimized (Crowell & Khun, 2013).

Creating a robust argument necessitates consideration of key argumentative aspects. These elements can be strengthened to improve one's argumentation skills. Berland and Hammer (2012) contend that an effective argument is marked by the speaker's profound understanding of the phenomena or experiences encountered, the ability to articulate this understanding clearly, and the capacity to convince others to accept their viewpoint. To achieve this, the speaker should be able to substantiate claims with facts and logical reasoning. Moreover, speakers must not just advocate for their beliefs; they should also be prepared to challenge and validate their ideas. Indeed, speakers must be willing to revise their own or others' statements based on evidence affirming the truth. Therefore, the nuances of an individual's argumentative approach greatly influence the quality of the arguments they make.

Conclusions

A YouTuber needs to present strong arguments in their opinion content to persuade audiences to align with the YouTuber's intent. To achieve this, the YouTuber must meticulously prepare and refine their ideas and hone their argumentation skills. The arguments are more likely to be embraced by an audience when careful attention is given to aspects such as persuasion, skillfulness, logical reasoning, influence, and factual evidence. By effectively employing these facets of argumentation in their content, YouTubers can articulate their points more compellingly.

The study's findings indicate that public speakers, including YouTubers, should be mindful of the relevance of the topics they choose to discuss. Addressing issues that are currently en vogue or at the forefront of public consciousness can be particularly impactful. For discussions to be convincing and persuasive, they must be underpinned by factual evidence and articulated clearly and coherently. Doing so increases the likelihood of the audience accepting and engaging with the argument. Furthermore, both public speakers and YouTubers should continuously work on improving their oratory skills to argue with eloquence and efficacy.

REFERENCES

Aini, S. N., A'yun, B. A. Q., Pradipta, E. D., Akalili, A., & Kulau, F. (2021). Analisis Retorika Visual Pada Konten Youtube Kanal Skinnyindonesian24 Dengan Judul "Youtube Lebih Dari Tv". *SOCIA: Jurnal Ilmu-Ilmu Sosial*, *18*(1), 30-48. https://doi.org/10.21831/socia.v18i1.40433

Berland, L. K., & Hammer, D. (2012). Framing for Scientific Argumentation. *Journal of Research in Science Teaching, 49*(1), 68-94. https://doi.org/10.1002/tea.20446

Besnard, P., & Hunter, A. (2018). A review of Argumentation Based on Deductive Arguments. *Handbook of Formal Argumentation*, *1*, 436-484.

Bishop, S. (2018). Anxiety, Panic and Self-Optimization: Inequalities and the YouTube Algorithm. *Convergence*, *24*(1), 69-84. https://doi.org/10.1177/1354856517736978

Butterworth, P., Leach, L. S., & Kiely, K. M. (2016). Why it's Important for it to Stop: Examining the Mental Health Correlates of Bullying and ill-treatment at Work in a Cohort Study. *Australian & New Zealand Journal of Psychiatry*, *50*(11), 1085-1095.

Colorafi, K. J., & Evans, B. (2016). Qualitative Descriptive Methods in Health Science Research. *HERD: Health Environments Research & Design Journal*, *9*(4), 16-25. https://doi.org/10.1177/1937586715614171

Crowell, A., & Kuhn, D. (2014). Developing Dialogic Argumentation Skills: A 3-year Intervention Study. *Journal of Cognition and Development*, *15*(2), 363-381. https://doi.org/10.1080/15248372.2012.725187

Darmalaksana, W. (2022). Studi Flexing dalam Pandangan Hadis dengan Metode Tematik dan Analisis Etika Media Sosial. In *Gunung Djati Conference Series* (Vol. 8, pp. 412-427).

Deane, P., & Song, Y. (2014). A Case Study in Principled Assessment Design: Designing Assessments to Measure and Support the Development of Argumentative Reading and Writing Skills. *Psicología Educativa*, *20*(2), 99-108. https://doi.org/10.1016/j.pse.2014.10.001

Derya, C. A. N. (2020). The Mediator Effect of Reading Comprehension in the Relationship Between Logical Reasoning and Word Problem Solving. *Participatory Educational Research*, *7*(3), 230-246. https://doi.org/10.17275/per.20.44.7.3

Fitri, Y., Syahrul, R., & Tamsin, A. C. (2016). Pengaruh Model Pembelajaran Kooperatif Tipe Think Talk Write Berbantuan Media Gambar terhadap Keterampilan Menulis Karangan Argumentasi Siswa Kelas X SMA Negeri 5 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *5*(2), 548-554. https://doi.org/10.24036/10031-019883

Grzesiak, M. (2018). Personal Branding on YouTube in the United States and in Poland: Comparative Analysis Based on Academic Literature and Published Marketing Studies. In *Personal Brand Creation in the Digital Age* (pp. 71-96). Palgrave Pivot, Cham.

Hidayatullah, A., Ibrahim, N., Rahman, F., & Muzaki, A. (2021). Inaccuracy of Diction in Arrangements by Class VII Students of Daar El Arqam Mauk Islamic Middle School. *Hortatori: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *5*(1), 1-7. 10.30998/jh.v5i1.641

Hoefer, R. L., & Green Jr, S. E. (2016). A Rhetorical Model of Institutional Decision Making: The Role of Rhetoric in the Formation and Change of Legitimacy Judgments. *Academy of Management Review*, *41*(1), 130-150. https://doi.org/10.5465/amr.2014.0330

Holland, M. (2016). How YouTube Developed Into a Successful Platform for User-Generated Content. *Elon journal of undergraduate research in communications*, *7*(1).

Huda, M. A. (2017). Kemampuan Menulis Karangan Argumentatif Mahasiswa Universitas Islam Majapahit. *NOSI*, *5*(4), 1-10.

Ibrahim, N., Qura, U., & Hidayatullah, A. (2021). Keefektifan Kalimat pada Karangan Siswa Kelas VIII SMP Islam Daar El Arqam. *Imajeri: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, *3*(2), 131-139. https://doi.org/10.22236/imajeri.v3i2.6588

Kropotkin, K. P. (2021). *Mutual Aid: A Factor of Evolution*. Black Rose Books Ltd..

Kuhn, D., Zillmer, N., Crowell, A., & Zavala, J. (2013). Developing Norms of Argumentation: Metacognitive, Epistemological, and Social Dimensions of Developing Argumentive Competence. *Cognition and Instruction*, *31*(4), 456-496.

https://doi.org/10.1080/07370008.2013.830618

Kurniati, I. A. (2019). Stand Up Comedy, Retorika Generasi Milenial. *Ekspresi Dan Persepsi: Jurnal Ilmu Komunikasi*, *2*(2), 29-43.

Lapalelo, P. A. (2021). The Effect of the YouTube Subscriptions Button in the Real-World and Cyberspace. *Indonesian Journal of Social Sciences*, *13*(1), 46-61. https://doi.org/10.20473/ijss.v13i1.26354

Marwick, A. (2015). You May Know Me from YouTube. *A Companion to Celebrity*, *333*.

Mercier, H. (2016). The Argumentative Theory: Predictions and Empirical Evidence. *Trends in Cognitive Sciences*, *20*(9), 689-700. https://doi.org/10.1016/j.tics.2016.07.001

Monje, C., Rada, I., Castro-Sepulveda, M., Peñailillo, L., Deldicque, L., & Zbinden-Foncea, H. (2020). Effects of a high intensity interval session on mucosal immune function and salivary hormones in male and female endurance athletes. *Journal of sports science & medicine*, *19*(2), 436.

Noer, H. A., Setiono, S., & Pauzi, R. Y. (2019). Profil Kemampuan Argumentasi Siswa Smp Pada Materi Sistem Pernapasan. *Jurnal Pelita Pendidikan*, *8*(2). https://doi.org/10.24114/jpp.v8i2.17702

Nurjanah, C., Junaedi, J., & Fatoni, U. (2020). Pesan Dakwah Minoritas dalam Vlog. *Tabligh: Jurnal Komunikasi dan Penyiaran Islam*, *5*(4), 425-442.

Nuryama, Rauf. (2022). Jumlah Pengguna YouTube di Indonesia pada 2022. Diakses pada 04 Juni 2022, dari https://www.tinewss.com/indonesia-news/pr-1853617916/jumlah-pengguna-youtube-di-indonesia-pada-2022

Öztürk, A., & Doğanay, A. (2019). Development of Argumentation Skills Through Socioscientific Issues in Science Course: A Collaborative Action Research. *Turkish Online Journal of Qualitative Inquiry*, *10*(1), 52-89. https://doi.org/10.17569/tojqi.453426

Panuju, R. (2018). Etika Jurnalistik dan Jurnalisme Bencana pada Pemberitaan Gunung Agung di Portal Berita Balipost.com. *Jurnal Ilmu Komunikasi*, *15*(2), 219-232.

Rainbolt, G. W., & Dwyer, S. L. (2014). *Critical thinking: The art of argument*. Cengage Learning.

Sari, D. P. (2020). Kreativitas Dosen sebagai Youtuber Pada New Normal. *Akrab Juara: Jurnal Ilmu-ilmu Sosial*, *5*(3), 183-195.

Sari, L. (2020). Upaya Menaikkan Kualitas Pendidikan dengan Pemanfaatan YouTube sebagai Media Ajar Pada Masa Pandemi Covid-19. *Jurnal Tawadhu*, *4*(1), 1074-1084.

Schmeichel, B. J., Vohs, K. D., & Baumeister, R. F. (2018). Intellectual Performance and Ego Depletion: Role of the Self in Logical Reasoning and Other Information Processing. In *Self-Regulation and Self-Control* (pp. 310-339). Routledge. https://doi.org/10.20473/jn.v17i1.34150

Schneider, J., Groza, T., & Passant, A. (2013). A Review of Argumentation for the Social Semantic Web. *Semantic Web*, *4*(2), 159-218. 10.3233/SW-2012-0073

Setyaningsih, Y. (2016). Pola Argumen Paragraf Argumentatif pada Artikel Jurnal Terakreditasi Bidang Ekonomi (Perspektif Stephen Toulmin). *Adabiyyāt: Jurnal Bahasa dan Sastra*, *15*(2), 136-156. https://doi.org/10.14421/ajbs.2016.15202

Suharto, T., Prasetyo, B. D., & Wulandari, M. P. (2020). Analisis Wacana Kritis Komunikasi Verbal pada Debat Calon Gubernur dan Wakil Gubernur Jawa Timur 2018. *Linimasa: Jurnal Ilmu Komunikasi*, *3*(2), 43-54. DOI: https://doi.org/10.23969/linimasa.v3i2.2639

Tutiasri, R. P., Laminto, N. K., & Nazri, K. (2020). Pemanfaatan YouTube sebagai Media Pembelajaran bagi Mahasiswa di Tengah Pandemi Covid-19.

Utami, F. T., & Zanah, M. (2021). Youtube sebagai Sumber Informasi Bagi Peserta Didik di Masa Pandemi Covid-19. *Jurnal Sinestesia*, *11*(1), 78-84.

Van Eemeren, F. H., Grootendorst, R., & Kruiger, T. (2019). Handbook of argumentation theory. In *Handbook of Argumentation Theory*. De Gruyter Mouton. https://doi.org/10.1515/9783110846096

Wardani, A. D., Yuliati, L., & Taufiq, A. (2018). Kualitas Argumentasi Ilmiah Siswa Pada Materi Hukum Newton. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *3*(10), 1364-1372. http://dx.doi.org/10.17977/jptpp.v3i10.11734

Webster, A., & Schuh, M. (2017). Mechanisms of Aneuploidy in Human Eggs. *Trends in cell biology*, *27*(1), 55-68.

https://doi.org/10.1016/j.tcb.2016.09.002

Widi, S. (2022). Pengguna Youtube di Dunia Capai 2,41 Miliar pada Kuartal II/2022. Diakses pada 04 Juni 2022, dari https://dataindonesia.id/internet/detail/pengguna-youtube-di-dunia-capai-241-miliar-pada-kuartal-ii2022

Wilson-Lopez, A., Sias, C. M., Strong, A. R., Garlick, J. W., Minichiello, A., Feliz, J. A. A., & Weingart, S. (2018). Argumentation in K-12 Engineering Education: A Review of the Literature (Fundamental). In *2018 ASEE Annual Conference & Exposition*. 10.18260/1-2—29816

Xiong, W., Hoang, T., & Wang, W. Y. (2017). Deeppath: A Reinforcement Learning Method for Knowledge Graph Reasoning. *arXiv preprint arXiv:1707.06690*. https://doi.org/10.48550/arXiv.1707.06690

Zairina, S., & Hidayati, S. N. (2022). Analisis Keterampilan Argumentasi Siswa SMP Berbantuan Socio-Scientific Issue Pemanasan Global. *PENSA: e-Jurnal Pendidikan Sains*, *10*(1), 37-43.

Zimmermann, D., Noll, C., Gräßer, L., Hugger, K. U., Braun, L. M., Nowak, T., & Kaspar, K. (2020). Influencers on YouTube: a quantitative study on young people's use and perception of videos about political and societal topics. *Current Psychology*, 1-17. https://doi.org/10.1007/s12144-020-01164-7