CHAPTER V
CONCLUSION AND SUGGESTIONS

This study investigated the argumentation patterns in tweets on X regarding the Nicki Minaj disagreement in the celebrity cancel culture. This study examined how users constructed assertions, evidence, warrants, and rebuttals in online arguments by using the Toulmin Model of Argumentation. The investigation also looked at the arguments and persuasive techniques used by users to back up or dispute opinions on the issue.

5.1 Conclusion

Findings demonstrated that cancel culture discussions on X frequently included emotional, ethical and rational reasons. The most frequent ones were emotional arguments, such as disappointment, rage, irritation and betrayal, in reaction to Nicki Minaj's political viewpoint and public actions. Ethical arguments also brought morality, accountability, and LGBTQ+ and celebrity responsibility to fans and society to the fore. Meanwhile, Nicki Minaj's cancelation attempt opponents tended to adopt reasonable strategies to respond to internet attacks using statistical information, popularity rating, and counter-arguments.

The data also showed that the talks around cancel culture on X are marked by combative interactions among users supporting, defending, criticizing and questioning one other's perspectives. During online conflicts, individuals relied on persuasive devices such as evaluative language, emotional expressions, ad hominem attacks, counterarguments, sarcasm, exaggeration, and defensive framing to support their assertions. The findings reveal that social media sites are not just outlets for ideas, but for engagement, where there is constantly a public discussion, moral-judgments and a trading of arguments.

Based on the Toulmin Model, the study revealed that argumentative components such claims, facts, warrants, and rebuttals were often found in short-form digital communication like tweets. Despite the short duration of tweets, people were able to build substantial reasoning frameworks while debating celebrity crises and concerns of popular culture. The findings suggest that the general discourse of

cancel culture on X is highly shaped by the emotional involvement, moral judgment, fandom, and persuasive communication in digital public communication.

Furthermore, the findings of this study also have important implications for educational contexts, particularly in English language education. The identification of emotional, ethical, and logical arguments provides valuable insights into how arguments are constructed and interpreted in contemporary digital communication. As social media increasingly functions as a space for public discussion and opinion exchange, students need to develop the ability to recognize different forms of reasoning and critically evaluate arguments encountered in online environments.

The findings may contribute to the teaching of argumentative writing by providing authentic examples of how claims, data, warrants, and rebuttals are used in real communication. Through the application of Toulmin's Model of Argumentation, students may learn how arguments are structured, supported, and challenged in both written and spoken discourse. These findings may assist teachers in designing learning activities that encourage students to construct stronger arguments and support their opinions with appropriate evidence and reasoning.

In addition, the findings highlight the importance of critical thinking skills in evaluating digital discourse. By examining emotional, ethical, and logical arguments, students may become more aware of the different persuasive techniques used in online discussions and learn to distinguish between emotional reactions, moral judgments, and evidence-based reasoning. Such skills are increasingly important in the digital era, where individuals are frequently exposed to persuasive messages and controversial issues through social media platforms.

The study also demonstrates that social media discourse can serve as authentic teaching material in English language classrooms. Discussions on X may be utilized in courses such as Argumentative Writing, Critical Reading, Discourse Analysis, and Digital Literacy to help students understand how language is used to persuade, challenge, and negotiate viewpoints in contemporary communication settings. Therefore, the findings not only contribute to the study of digital argumentation but also provide practical insights for developing students' argumentative competence and critical literacy skills.

5.2 Suggestions

The conclusions of this study suggest various future research and related investigations. Future academics should explore cancel culture conversations involving celebrities, social concerns, or digital platforms to get a wider understanding of online argumentation and public discourse. Comparative studies across cultural contexts or social media platforms may provide light on cancel culture in digital arenas.

Second, trends in online argumentation may be assessed by using larger datasets and both qualitative and quantitative methodologies. Researchers also may consider multimodal communication, visual material, memes, hashtags, and ways of engaging with the audience.

The findings of this research may be useful in teaching debate, critical thinking, and argumentation analysis. Teachers and students may use online forums to understand the patterns of argumentation and persuasion in real conversation. Moreover, it is possible to strengthen students' analytical skills, their capacity to critically appraise ideas, and their ability to write persuasive, evidence-based arguments in academic and public discourses via social media discourse in the classroom.

Although this study provided valuable insights into argumentation patterns in celebrity cancel culture discussions on X, several limitations should be acknowledged. First, the study focused on a single celebrity controversy involving Nicki Minaj, which may limit the generalizability of the findings to other cases of cancel culture. Different controversies may involve different social, political, or cultural contexts that influence the nature of online argumentation. Second, the dataset consisted of only 52 tweets and reply tweets selected through purposive sampling, which represented only a small portion of the broader discussion surrounding the controversy. Third, the study examined data exclusively from X, while cancel culture discussions also occur on other social media platforms such as TikTok, Instagram, Facebook, and Reddit, which may demonstrate different argumentative characteristics. Finally, the identification of argument types, Toulmin components, and persuasive strategies relied on qualitative interpretation,

meaning that some aspects of the analysis were inevitably influenced by the researcher's interpretation of the data. Therefore, the findings should be understood within the scope and context of the present study.